

School Profile

Created Tuesday, November 11, 2014

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School Information

System Name:	Baldwin
School or Center Name:	Midway Elementary
System ID	605
School ID	0194

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Name:	Antonio Ingram
Position:	Principal
Phone:	478-457-2440
Email:	antonio.ingram@baldwin.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Sharon Hunt-Simmons
Position:	Assistant Superintendent
Phone:	478-457-2920
Email:	sharon.hunt-simmons@baldwin.k12.ga.us

Grades represented in the building

example pre-k to 6

K - 5

Number of Teachers in School

38

FTE Enrollment

570

Grant Assurances

Created Thursday, December 04, 2014

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

-
- Yes
-

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

-
- Yes
-

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

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

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

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

- Yes
-

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

- 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
-

Preliminary Application Requirements

Created Tuesday, November 11, 2014

Updated Tuesday, December 02, 2014

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

[SRCL General Information Packet-Cohort 4](#)

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

-
- Yes
-

Click on the [SRCL Rubric](#) link below to assist you in the grant development process.

[SRCL Scoring Rubric-Cohort 4](#)

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

-
- Yes
-

Click on the [Assessment Chart](#) link below to assist you in the grant development process.

[SRCL Required Assessments Chart](#)

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

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.

Noris Price

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

Noris Price

Typed Name of Fiscal Agency Head and Position Title

12/2/14

Date

Antonio H. Ingram

Signature of Applicant's Authorized Agency Head (required)

Antonio Ingram, principal

Typed Name of Applicant's Authorized Agency Head and Position Title

11/19/14

Date

NA

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

NA

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

NA

Date (if applicable)

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: Noris Price

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

Address: 110 North ABC Street

City: Milledgeville, GA Zip: 31061

Telephone: (478) 457-3303 Fax: (478) 457-3327

E-mail:

noris.price@baldwin.k12.ga.us


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

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

12/2/14
Date (required)

History and Demographics

Milledgeville-Baldwin County is a historic and diverse community of 46,000 residents located in Central Georgia, just a dozen miles from the state's geographic center. Baldwin County is comprised of 41% African American and 56% Caucasian residents, with 3% of the population classified as other ethnicities (U.S. Census Data, 2012). The former antebellum capital of Georgia, Milledgeville has not been immune to the challenges of the economic recession, and is one of the most highly impacted areas of the state in terms of unemployment, with an 11.3% unemployment rate in 2012, compared to the state rate of 8.5% (Kids Count, 2012). Additional countywide challenges include nearly 37% of residents living below the poverty line, and 51% of children living in single-parent households (Kids Count, 2012). Due to the large percentage of students qualifying for free and reduced lunch in the county, all students in the district receive free lunch and breakfast.

Baldwin County School District (BCSD) serves approximately 5763 students in grades P-12, encompassing a Head Start/Pre-K Early Learning Center; four elementary schools: Blandy Hills, Creekside, Eagle Ridge, and Midway; one middle school, Oak Hill; one high school, Baldwin High; one Early College in partnership with Georgia College and State University; and one College and Career Academy. Student enrollment is comprised of 65% black, 28% white, 4% multiracial, 2% Hispanic, and 1% Asian populations.

Baldwin County students come to school with a wide range of life experiences, possess a variety of learning styles, present a broad range of abilities, and have varying levels of support in the home environment. A large percent of the parents in this predominantly blue-collar community have less than a twelfth-grade education. Because of the closing of major employers in the area,

the unemployment rate in is now over 10 percent. The median household income is \$35,287 with 28.7 % of the families with incomes below the poverty level.

Stakeholders are committed to ensuring all of our students graduate from high school ready for college and career. Current priorities focus on improving academic achievement for all students.

Priorities focus on:

- Implementing Common Core Georgia Performance Standards (CCGPS)
- Participation professional learning for teachers in grades K - 12 including Depth of Knowledge, rigor, and differentiated strategies
- Using technology as a tool for learning
- Increasing parental involvement
- Implementing *6 + One Traits of Writing* in grades K – 5 and writing across the curriculum in grades K – 12
- Using data to drive instruction both horizontally and vertically

Strategic Planning

Strategic plans for improving literacy include working with Communities In Schools to provide parenting classes, adult education, and placing parent volunteers in classrooms. Goals specific to increasing literacy skills that will have an impact on future success include increasing the percentage of students who meet or exceed standards in math, reading, science and social studies; preparing students to be successful in obtaining the opportunity to enter higher education; and fostering engaging, rigorous, and relevant education through the effective use of technology.

Each of the schools in the BCSD uses the school improvement planning process as recommended by the Georgia Department of Education. It is aligned with the improvement

process outlined by Georgia Leadership Institute for School Improvement (GLISI) and with AdvancED school improvement planning process. This process operates as a comprehensive needs assessment for each school. The data collected gives feedback for parents, students and the community. Each school analyzes test data for developing improvement strategies.

Current Management Structure

The Baldwin County Literacy Team includes administrators at the district and school level, curriculum specialists, and Pre-K directors. The literacy team is advisory in nature and facilitates the decision making process by giving suggestions and recommendations based on student data.

	Individual Responsible	Supervisor
Purchasing	Brenda Phillips	Dr. Noris Price
Site-Level Administrators	Early Learning Center – Blanche Lamb	Dr. Noris Price
	Blandy Hills Elementary – Charlene Thorpe	Dr. Noris Price
	Creekside Elementary – Tracy Clark	Dr. Noris Price
	Eagle Ridge Elementary – Shaun Wells	Dr. Noris Price
	Midway Elementary – Antonio Ingram	Dr. Noris Price
	Oak Hill Middle – Linda Ramsey	Dr. Noris Price
	Baldwin High – Jessica Swain	Dr. Noris Price
	Georgia College Early College – Runee Sallad	Dr. Noris Price
Instructional Specialist	Carol Goings	Dr. Noris Price
Professional Learning	Sharon Simmons	Dr. Noris Price
Technology	Vickie Harmon	Dr. Noris Price
EL/Assessment	Lily Grimes	Dr. Noris Price

Baldwin County School District Purchasing Policy is followed for purchases made with grant funds.

Past Instructional Initiatives

A variety of instruction initiatives have been implemented: DIBELS, READ 180, Scholastic Reader Inventory (SRI), grandfather readers, STEEP, Accelerated Reader, Thinking

Maps, KeyTrain, SuccessMaker, and Practice Planet. Many of these initiatives have been used at one or more schools, but have not been used countywide.

Literacy Curriculum

Elementary schools in Baldwin County use an integrated trade book basal reading approach at the Tier 1 level in grades K-5. *Saxon Phonics and Spelling*, K - 2 and DIBELS Next, K – 5, are used to develop phonics and phonemic awareness. Leveled readers, adaptive technology, and small group settings are used to address needs at levels beyond Tier 1. A variety of formative assessments unique to each school are individually administered to students to measure early literacy development. SRI, K - 12, DIBELS Next, K - 3 are used to benchmark and monitor student reading progress.

At the middle school level, a trade book reading series approach is used as the basis for reading instruction. SRI and SuccessMaker are used to monitor reading progress.

Literacy instruction at the high school includes basic reading courses offering fundamental literacy skills of reading and writing skills for the struggling reader. Intermediate reading courses focus on critical thinking, vocabulary development, and writing. Advanced placement literature courses include journalism, speaking, and critical thinking.

Literacy Assessments

Schools in Baldwin County use a number of high-quality academic assessments in addition to those identified by the state to monitor student progress and determine success on reading dimensions, and to inform teachers, parents, and students.

The assessment protocol is aligned across grade levels. The administration of DIBELS Next and Scholastic Reading Inventory (SRI) is consistent countywide. Reading levels are monitored through the use of SRI, which is consistent across the district in grades K - 12.

DIBELS Next is consistent across the district in grades K – 5. State assessments include GKIDS, GAA, ACCESS, and all state mandated assessments.

Need for a Striving Readers Project

Due to budgetary constraints funding for the purchase of literacy resources have been cut along with funding for professional learning.

Schools in Baldwin County need the Striving Readers Comprehensive Literacy Grant to successfully implement the Common Core Georgia Performance Standards (CCGPS) and create a culture of reading in Baldwin County that is aligned with the Georgia Literacy Task Force’s definition of literacy. The Striving Readers Project grant will fund the acquisition of necessary materials including informational texts that will support inquiry-based learning, text complexity and professional learning based on the standards for literacy from birth to 12th grade.

Providing interactive devices for classrooms will address the Georgia Literacy Plan and expand and enhance techniques to include language development, integrated learning, responsive instruction, and partnerships with families.

Lexile measures determined from state required assessments and SRI will be used to engage struggling readers with a variety of texts, as well as for monitoring student growth in reading ability over time.

With differentiated materials selected by text complexity and considering Lexile measures, struggling students will access content more confidently, increasing their self-confidence and, in the process, improve their reading skills.

Professional learning will include examining resources to make effective instructional placements, gaining information on best practices for reading assessment administration,

learning to read and interpret data for informed decision making at district and school levels, and receiving information to forecast student performance outcomes.

Striving Readers Comprehensive Literacy Grant
 Baldwin County School District
 District Management Plan and Key Personnel

Timeframe	Tasks and Milestones	Responsibility
Month 2	1. Purchase materials to implement program (including technology – both software and hardware). Professional Development. 2. Baseline assessments conducted on students 3. Professional development (reading, technology, etc.) will begin	Project director Librarians & Teachers Vendors of materials.
Month 3	Implementation of program 100%.	Project director Librarians Teachers
Month 4	Track data with reports generated for library attendance and parent activities attendance; ongoing results tracked; benchmark assessments for student participants and parent involvement.	Project director Librarians, Teachers
2 nd Quarter	1. Ongoing data submission and tracking. 2. Monitoring visit is carried out; feedback output is submitted to staff and the committee for recommended improvements.	Project director
3 rd Quarter	1. Data submission and tracking of assessments 2. Feedback output is submitted to school staff and the Literacy Team for recommended improvements.	Project director
4 th Quarter	1. Ongoing data submission and final reports for first	Project director

Striving Readers Comprehensive Literacy Grant
 Baldwin County School District
 District Management Plan and Key Personnel

Timeframe	Tasks and Milestones	Responsibility
	annual report submission. 2. Feedback output is submitted to staff and the committee for recommended improvements.	Site Coordinator
Years 2 – 5	Revise the grant implementation program and complete spending of award money based on evaluation findings; continue all activities and all data collection.	Project director Literacy Team Site Coordinator

Area of Responsibility	District Team Member
Project Directors – oversee implementation and funding of grant	Carol Goings, instructional specialist Sharon Simmons, assistant superintendent
Purchasing – district approval	Brenda Phillips, purchasing
Purchasing - initiate school purchase orders and manage school level grant activities	Blanche Lamb – director, Early Learning Center Charlene Thorpe – principal Blandy Hills Elem. Tracy Clark – principal, Creekside Elem. Shaun Wells – principal, Eagle Ridge Elem. Antonio Ingram – principal, Midway, Elem. Linda Ramsey – principal, Oak Hill Middle Jessica Swain – principal, Baldwin High Runee Sallad – director, Early College
Finances – approve grant budgets, submit completion reports and state required reports	Saranna Charping, finance director Donna Epps, finance specialist
Accounts Payable – match invoices with packing slips, resolve discrepancies, process grant payments, process grant travel reimbursements	Donna Epps, finance specialist
Payroll – issue stipends	Margaret Wallace, payroll clerk
Site-Level	Early Learning Center – Blanche Lamb
	Blandy Hills Elementary – Charlene Thorpe
	Creekside Elementary – Tracy Clark
	Eagle Ridge Elementary – Shaun Wells
	Midway Elementary – Antonio Ingram
	Oak Hill Middle – Linda Ramsey

Striving Readers Comprehensive Literacy Grant
 Baldwin County School District
 District Management Plan and Key Personnel

	Baldwin High – Jessica Swain
	Georgia College Early College – Runee Sallad
Manage system level grant activities – coordinate professional learning, approve and process purchase orders, maintain budgets, and ensure assessments are complete	Sharon Simmons Carol Goings
Technology – organize technology purchases, installation, maintenance, infrastructure, and technology related training	Vickie Harmon, technology director
Special Education – coordinating requirements and managing RTI strategies	Tracie White – special education director Allen Martin – assistant superintendent

The individuals listed are responsible for the day to day grant operations and understand the goals and objectives as well as the implementation plans have been selected due to the role each one plays in increasing student achievement in BCSD. Grant recipients along with district finance personnel will review monthly grant drawdowns and review grant budget. Key personnel involved in the management plan include members of the literacy team and were instrumental in the development of our literacy plan. Each of the team members was selected because of his or her exceptional abilities in working with students in the area of reading achievement providing high level differentiated instruction to students, and his or her motivation to create an atmosphere of cooperative collaboration in building a superior academic team.

Experience of the Applicant

Baldwin County School District has proven its capacity to coordinate resources. The district has successfully implemented initiatives and grant awards. These initiatives have resulted in substantial changes in the abilities of individual teachers to improve instruction and are evidenced in a significant increase in overall job satisfaction and new methods of enhancing student achievement. Our teachers and school administrators have increasingly shown a willingness to implement innovative instructional strategies to increase student performance.

In addition, our new superintendent, Dr. Noris Price, was the Principal Investigator of the Clarke County School District grants from 2007-2014. She brings vast knowledge of the GOSA award system and the successful implementation of three Striving Readers Grants in the Clarke County School District; three 21st Century Community Learning Centers Grants; Race to The Top Grant in partnership with UGA; two Mathematics and Science Partnership Grants; and three Department of Human Resources Grants.

Baldwin County School District's experience with grants is outlined below:

	Project Title	Funded Amount	Status	Is there audit?	Audit results
Midway Elem.	Title IID ARRA Student Literacy Competitive Grant	\$93,538	Past	Yes	No findings
Baldwin High	Title IID Engaging AP Students through Mobile Handheld Computing Complete Grant	\$64,580	Past	Yes	No findings
Baldwin High Oak Hill Middle	Title IID Increasing Student Achievement with Digital Resources Competitive Grant	\$279,896	Past	Yes	No findings

Striving Readers Comprehensive Literacy Grant
 Baldwin County School District
 Experience of the Applicant

Baldwin High	Title IID Teacher, Teamwork & Technology Competitive	\$93,592	Past	Yes	No findings
Baldwin High	Title IID Instructional Technology Enhanced Environment (ITEE) Competitive Grant	\$96,250	Past	Yes	No findings

The Title IID ARRA Student Literacy Competitive Grant for FY2011 and FY2012 created a model that built capacity for using technology to improve literacy, improve reading and writing scores, provided high quality literacy professional learning opportunities, and increased student technology literacy by providing students opportunities to use digital media tools. Students in one class at each grade level, first through fifth, at one elementary school experienced the benefits of this initiative. Innovative Approaches to Literacy grant activities expanded on the literacy and technology integration skills that were begun throughout the school and the district.

Title IID Teacher, Teamwork & Technology Competitive Grant provided professional development for standards-based teaching to engage students in the 21st Century classroom. The Striving Readers grant will allow teachers who were trained to use 21st Century strategies to use those skills while teaching literacy across content areas.

Baldwin County Technology Department continues to enhance the level of support for instructional and administrative technology so educators, students, and staff can increase their dependency and technology proficiency to solve problems and make decisions; create charts, graphs, and presentations; and manage information by utilizing the benefits of internet connectivity for digital resources, software resources, media center resources and

file server access for local applications. The technology department follows district purchasing policies and submits requests for bids to ensure the best possible price is sought on all equipment purchases. Inventory controls are placed on equipment and procedures in place to track any grant funded equipment checked out through the media center.

Baldwin County School District leaders are cognizant of the need for increasing student achievement by moving our classrooms into the 21st century and have plans for continuing the implementation of 21st Century classrooms in all of our schools. Our system curriculum, special education, English Learners (EL), and technology directors will provide direct support to teachers involved in this project. The system plans to continue to support this endeavor by providing salaries, maintenance of equipment, and substitute teachers so that training and professional learning can take place.

All stakeholders involved in this grant project are fully dedicated to innovative teaching and literacy advancements in Baldwin County School District and to the ultimate goal of improving student achievement in literacy across the curriculum and grade levels. Implementation of the Common Core Georgia Performance Standards and the ongoing commitment to AdvancED accreditation standards has deepened this commitment. Baldwin County School District's teachers and administrators are mindful of the need to change the focus from teacher-centered to student-centered instruction, and of the need to utilize a wide variety of resources and universal design for learning tools to engage all our students in authentic learning activities. Our local institution of higher learning, Georgia College & State University, pledges to continue close collaboration

with Baldwin County teachers by participating in the grant program through support of literacy specialists.

This grant project has the full support of our superintendent and board of education, as well as that of our system instructional and technology directors. Baldwin County School District currently provides full maintenance on all equipment purchased through grants.

Baldwin County School District Purchasing Policy will be followed for purchases made with grant funds. The Baldwin County School District, through the superintendent, is responsible for purchasing and contracting to purchase materials, supplies, equipment or services. All purchases will be strictly in accordance with this policy and in accordance with policies of the State Board of Education and in compliance with the laws of the State of Georgia.

School History and Demographics

The current Midway Elementary School (MES) was built in 1993 and located on the outskirts of Milledgeville, Georgia in Baldwin County. The school is the oldest of the four elementary schools in Baldwin County. MES's student body is represented by students who come to school with a wide range of life experiences, possess a variety of learning styles, present a very broad range of abilities, and have varying levels of support in the home environment. Approximately, 50% of the parents in this predominantly blue-collar community have less than a twelfth-grade education. Nearly 60% of MES's students come from single-parent homes. As reported, 80% of MES's students live at or below the poverty level. Additionally, 41% of the students live in single parent homes, an alarming 21% of the students live in homes where the provider is unemployed, and 8% of the students live with their grandparents. Finally, 87% of MES's students qualify for free or reduced lunch. For these reasons, the school improvement plan emphasizes that instruction must be designed to incorporate a variety of strategies targeting diverse learning styles and multiple levels of intelligence in order to assist all students in developing literacy skills. Currently, MES serves 566 students, with 64% African-American, 30% Caucasian, 5% Multi-racial, and .1% Hispanic. The Program for Exceptional Children (special education) includes 11% of students. Speech therapy, occupational therapy, and physical therapy are provided as needed. The gifted program serves 3.5% of the students.

Administrative and Leadership Team

The school houses one principal, Antonio Ingram, and one assistant principal, Nicole Stephens. The school's leadership team is made of the media specialist, counselor, special education team leader, gifted team leader, and grade level teacher chairs. The staff consists of 28

full-time regular education teachers, six special education teachers, nine paraprofessionals, one counselor, one media specialist, one media clerk, one assistant principal, and one principal. Of the school staff, twenty-one have bachelors' degrees, in addition eight have masters' degrees, eight have specialists' degrees, and two have earned doctorate degrees. MES has a teacher retention rate over the past two years of 92%.

Instructional Initiatives

Previous Initiatives

The following are no longer in use. The majority of the current initiatives were previously used as well.

- CRCT benchmarks were given throughout the year to prepare students for CRCT testing at the end of the year and to gauge their progress in the current grade.
- Accelerated Reader (AR) which tested students on their reading level and provided a range of books in their reading level ranges which students then used to check out books in the library.
- Online Software: Brain Pop and Brain Pop Junior can be incorporated with classroom instruction to provide student friendly animation in all subject areas. This program includes a short animated video clips, quizzes, activities, and review. (Used in previous years as well)

Current Initiatives

- SRI determines the student's current Lexile level, and specific reading needs. The provided level guides the student in book selection in the library. (Not used in previous years)

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- Dynamic Indicator of Basic Early Literacy Skills Next (DIBELS Next) which is used to assess K-3rd and their level of fluency, phonemic awareness, reading readiness, and nonsense words recognition. (Used the past two years)
- Student Learning Objective benchmarks are given two times throughout the year to gauge their progress in the current grade. (Not used in previous years)
- Websites: Star Fall and Think Central provide remediation and acceleration of CCGPS standards for K-5th. (Used in previous years as well)
- Tumble Books is a program that reads books from a database. Students can use this practice to build comprehension and fluency. (Used in previous years as well)
- Common assessments are used to assess students understanding so CCGPS throughout the year and to help mold instruction. (Used for the past seven years)
- Leveled texts/level readers provide remediation and acceleration of CCGPS for K-5th.
- Interactive Student Notebooks are used with instruction to enhance student learning and provide review material. (First year of use)
- Differentiated instruction has been included in lesson plans to reach students working at slower, average, and accelerated paces. (Used for many years)
- Response to Interventions has been broken into four steps to catch struggling students and provide them with individualized instruction and screening which may result in further testing to evaluate if special education services may be required. (Used for many years)

Professional Learning Needs

The MES faculty and staff are dedicated to providing research-based strategies for continued improvement. The professional learning needs of MES are differentiated instruction, emphasis on reading and writing, implementing interventions for math literacy, improvement using the Dynamic Indicator of Basic Early Literacy Skills Next (DIBELS Next) software to monitor response to intervention, collaboration, co-teaching and inclusion, effectively using technology to improve student literacy, and using Lexile scores to monitor and design instruction to meet the needs of each student. The professional learning needs were determined by a professional learning needs assessment at the end of the 2013-2014 school year.

Currently, professional learning has been planned in the following areas: Common Assessment, Common Core Georgia Performance Standards (CCGPS), differentiated instruction, reading across the curriculum, formative instructional practices, literacy blocks with a focus on reading centers, DIBELS Next, Positive Behavior Intervention Supports, Depth of Knowledge, Leveled Instruction, and Math in the Fast Lane.

The rigor of the Common Core Georgia Performance Standards (CCGPS) necessitates a change in MES's instruction for children. The current Georgia Performance Standards (CCGPS) curriculum and subsequent measures of mastery Student Learning Objectives (SLO) for grades K-3rd requires students to recall knowledge and information in isolated disciplines. SLO tests consist of multiple-choice questions, performance tasks, and open ended questions. The Georgia Milestones is used in grades 3rd -5th to gauge end of year understanding in English, language arts, and reading combined, math, social studies, and science. With the implementation of the CCGPS, the students will be challenged to develop cognitive skills through reflective thought,

analysis, problem solving, evaluation, and creativity. Students will need to apply core knowledge, concepts, or skills in real-world problems.

Professional learning also needs to incorporate differentiation strategies that will address the needs of the diverse student population through challenging students at different readiness levels. By providing professional learning for differentiated instruction MES teachers will be able to deliver instructional strategies that maximize each student's growth by recognizing that students have different ways of learning, different interests, and different ways of responding. Differentiated instruction is a great need that will benefit students at all reading levels.

MES would also benefit in receiving professional learning to provide teachers new ways to incorporate literacy across the curriculum. The addition of literacy instruction would strengthen all subject areas and provide more conducive learning. Teachers would also benefit in receiving information on where to acquire literacy materials and technology to support instruction.

Teachers would benefit in professional development helping create more in-depth writing instruction which would encourage students in the creation their own literature. A strong foundation in writing will enhance writing across the curriculum.

Need for Striving Readers Literacy Project

A growing area of concern for MES is literacy skills. For this reason, the school improvement plan emphasizes that instruction must be designed to incorporate a variety of instructional strategies targeting diverse learning styles and multiple levels of intelligence in order to assist all students in developing literacy skills. The proposed grant initiative will assist

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teachers in developing an extensive repertoire of teaching strategies which will actively engage their students, expand their own literary understandings across content areas, explore ways to effectively utilize technology to increase student learning, and provide support for them as a professional learning community. Accordingly, students will increase their literary skills. The grant will also provide a Response to Intervention model of differentiation and ensure that the staff members are properly trained, and confirm that students are appropriately placed in the correct classroom setting.

MES seeks to improve the literacy skills of students by improving the way students speak, listen, read, and write as well as view print and non-print texts in order to communicate effectively with others across the curriculum. Students will be able to access, use, and produce multiple forms of media, information, and knowledge in all content areas. A portion of students, including those with disabilities, struggle with literacy skills addressed in the Georgia Performance Standards for fluency and comprehension. The school improvement plan emphasizes that instruction must be designed to incorporate a variety of strategies targeting diverse learning styles and multiple levels in order to assist all students in developing literacy skills.

The proposed grant initiative will assist teachers in developing a broad repertoire of teaching strategies which will actively engage students, expand literary understandings, explore ways to effectively utilize technology to increase student learning, and provide support for them as a professional learning community. Accordingly, students will increase their literacy skills.

MES embraces this grant as an opportunity to help increase student literacy. Teachers will expand their skills to increase and encourage student learning by participating in high

quality literacy and professional learning opportunities. Lexile measures determined from Scholastic Reading Inventory reading scale score demonstrate the need to engage struggling readers and monitor student growth in reading ability over time. Students have fallen behind in reading because the difficulty of reading level requirements has risen faster than their reading abilities have progressed. MES's media center is lacking in up to date and relevant literature.

Twenty-first century classrooms are needed to motivate students and teach them skills to become college and career ready. However, MES is in dire need of interactive technology, handheld devices, grade level readers, E-readers, updated library materials, in print and electronic, and funding to maintain provided technology that would be available to students, teachers, and parents. MES currently has 29 out of 35 classrooms that regularly incorporate technology with an interactive whiteboard in daily classroom instruction. All classroom computers function on Windows 7 programming. MES has two computer labs which are shared by approximately 566 students. Each lab is used for students to receive instruction in computer skills on a rotation with physical education, art, and music. All teachers were provided with a laptop. There is a portable set of iPod Touches which classrooms can check out to work on reading and math apps. We also have a classroom set of Chrome Books that are used for online instructional practice. The award of this grant would enable MES to use more advanced technology to increase literacy in grade K-5.

Because of a high percentage of economically disadvantaged students, low Lexile scores, and a lack of technology in classrooms, this grant is needed to help the students of MES improve their comprehensive literacy skills across the curriculum. The interactive technology and a variety of books with rich text complexity will make it possible for the teachers to engage the

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students of every learning style in order to complete literacy rich lesson plans and projects across the curriculum. The progress monitoring software will help the teachers better identify and serve at-risk students. If awarded the Striving Readers grant, MES will be able to completely revamp literacy instruction.

Needs Assessment

- a) Description of the needs assessment process,**
- b) Description of the types or styles of surveys used in the needs assessment process,**
- d) The needs assessment process included all content and ancillary teachers,**
- e) Disaggregated data identified the specific age, grade levels, or content areas in which the concern originated:**

Annually, Midway Elementary School (MES) employs a needs assessment process to identify misalignment between school performance and instruction, as well as to identify gaps in student achievement. By analyzing needs assessment and student achievement data, areas of concern are identified and targeted. Students, parents, teachers, administrators, community members, and other stakeholders are included in the process of gathering and sharing data. In an effort to determine the literacy needs of MES, the Georgia Literacy Plan Needs Assessment, a system-created survey, and a school-based survey were disseminated, discussed, and completed by faculty and staff during professional learning team meetings. A total of 38 educators, which included all regular education teachers, all special education teachers, our counselor, both administrators, and our media specialist, participated in the literacy needs assessment process. Survey results and discussion notes were analyzed and shared with the MES Leadership Team. As the results were reviewed, the team noted in which content area and /or grade levels the concerns originated and identified the specific areas of need. At all grade levels major needs were discovered in reading for information, writing, science, and social studies.

f) Areas of concern as they relate to the research-based practices found in the “What” document with steps the school has or has not taken to address the problem(s):

Analysis of data collected during the literacy needs assessment process indicated that multiple areas in the “What” document need to be addressed:

- There is a need for additional development and support to further enrich literacy instruction.
- There is an expectation of consistency within/across grade levels in best teaching practices that reflect knowledge of current research. Continued monitoring, training, and support are needed to ensure fidelity to best teaching practices school-wide.
- MES gives a high priority to literacy instruction and includes a 75-90 minute reading block for all students, but realizes that additional time would be beneficial.
- Grade level transitions are discussed among schools and more consideration is being given to transitions from school to school, but an additional emphasis and attention will streamline instruction.
- Even though there is an RTI process, additional focus and support must be given to meeting the literacy needs of all students through the acquisition of leveled texts and other resources and strategies such as reading and writing workshop.
- Teachers indicated insufficient resources in the classrooms to meet the needs of all students (technology such as computers or tablets, literacy related software subscriptions, e-books, leveled reading material in a variety of genres, classroom libraries.)

- To enrich student creation of literacy works, provision of grade level writing instruction literature geared to students' academic levels along with consumable materials would benefit individual classrooms.
- By analyzing the most recent data, it was revealed that pockets of students at each grade level continue to need focused, remedial support in phonemic awareness, vocabulary, fluency, and comprehension in addition to the instruction provided by a core reading program. There is a definite need for a prioritized plan for implementing literacy instruction in ELA and across the curriculum, as well as for systematic protocols for identifying student need and providing the targeted assistance needed.

c) Defines the root or underlying causes of the areas of concern found in the needs assessment

After reviewing the results of the literacy needs assessment, discussions and reflecting on prior and current practices, the leadership team identified the following areas of concern.

- Need for additional training - teachers need continued professional learning and support in best educational practices to enhance a balanced literacy approach.
- The necessity for a reading specialist/interventionist- would benefit teachers' development of instruction and assist teachers in building a balanced literacy approach.
- The deficient number of teachers with reading endorsements causes a lack of enriched reading instruction. Teachers with reading endorsements would benefit in team planning of literacy instruction.

- Insufficient literacy instructional resources - due to decreased budgets and tough financial times, teachers, classrooms, and the media center are operating with less and less. Teachers are spending much of their own money to fund classroom activities and purchase additional materials and resources. The reading basals that are currently in use are the 2004 edition. The supplemental materials are workbooks that are not compatible with the basals, therefore the complimentary use is not feasible nor time efficient. Funding for additional resources will provide educators with the resources for a more balanced literacy instruction.
- Limited assessment data - targeted, specific assessment data would allow for a more precise diagnoses of the needs of individual students and of subgroups of students. This would enable for a more prescriptive response to interventions.
- Limited amounts of leveled reading materials - research reveals that students need to be provided with opportunities to read on level across a variety of genres. To provide these opportunities, the classrooms and media center must be equipped with a variety of reading materials at all appropriate levels.
- Limited technology - increasing the availability and amount of technology will assist teachers in promoting technological literacy skills while appealing to student engagement.
- Poverty - students come to school lacking adequate background knowledge and vocabulary development. By providing students with nonfiction texts they can be exposed to social and cultural experiences that they would not have the opportunity to experience otherwise. In addition to the nonfiction texts, providing students with research

based programs such as *Words Their Way* would enhance understanding of vocabulary used in literacy instruction.

- Insufficient planning time to prepare for instruction and participate in collaborative team meetings – protected teacher planning time.

Building Block 1. Engaged Leadership

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

Planning

School leadership will:

- Study research-based guidelines, strategies, and resources for literacy instruction set forth in “The Why” document of the most current iteration of the Georgia Literacy Plan.
- Participate in professional learning in literacy leadership in order to support classroom instruction.
- Schedule regular literacy observations to monitor use of literacy strategies, student engagement and learning, consistent use of instructional strategies.
- Be strategic about assigning teachers non-academic duties and scheduling activities during planning times
- Schedule protected time for literacy and teacher collaboration.

Implementing

School leadership will:

- Continue to provide literacy training and data-based professional learning which addresses student and teacher need.
- Conduct literacy walk-throughs to monitor use of literacy strategies, student engagement and learning, as well as to ensure consistent use of effective instructional practices.
- Provide time and support for staff to participate in peer-mentoring, professional learning communities.

Expanding

School leadership will:

- Scrutinize data and adjust professional learning to ensure continued excellence in professional learning
- Continue to analyze student data and adjust professional learning as identified through the data

Sustaining

School leadership will:

- Make hiring decisions based on the goals outlined in the Midway Elementary School’s literacy plan and the School Improvement Plan.
- Provide opportunities for new staff to receive necessary support for the implementation of programs and previously learned strategies, as well as the use of resources.
- Assure leadership by identifying and training staff members to act as teacher leaders.

B. Action: Organize a Literacy Leadership Team

Planning

School leadership will:

- Study research-based guidelines, strategies, and resources for literacy instruction set forth in “The Why” document of the most current iteration of the Georgia Literacy Plan.
- Participate in professional learning in literacy leadership in order to support classroom instruction.
- Schedule regular literacy observations to monitor use of literacy strategies, student engagement and learning, consistent use of instructional strategies.
- Be strategic about assigning teachers non-academic duties and scheduling activities during planning times
- Schedule protected time for literacy and teacher collaboration.

Implementing

School leadership will:

- Continue to provide literacy training and data-based professional learning which addresses student and teacher need.
- Conduct literacy walk-throughs to monitor use of literacy strategies, student engagement and learning, as well as to ensure consistent use of effective instructional practices.
- Provide time and support for staff to participate in peer-mentoring, professional learning communities.

Expanding

School leadership will:

- Scrutinize data and adjust professional learning to ensure continued excellence in professional learning
- Continue to analyze student data and adjust professional learning as identified through the data

Sustaining

The literacy team, led by the administrator will:

- Continue to analyze student assessment data in order to refine literacy goals.
- Remain focused on the goals and objectives of the School Improvement Plan and Literacy
- Continue to motivate staff to be productive and focused on student achievement.
- Encourage and foster strong leadership within the school and each grade level and team.
- Identify and allocate additional funding sources to support and sustain literacy
- Inform the public and interested parties of school needs and successes in order to build and sustain continued support.

C. Action: Maximize the use of time and personnel through scheduling and collaborative planning

Planning

To maximize use of time and personnel, we will:

- Ensure that schedules include a protected block of time dedicated to literacy instruction in which all students receive at least 60 minutes of small, ability-grouped instruction with additional time set aside for grade-level instruction so that the entire allocation is at least 90 - 120 minutes.
- Study flexible scheduling options and ensure that additional time for intervention is allocated daily.
- Ensure that literacy instruction occurs in all content areas.
- Identify and protect increased time for collaborative planning teams (within and across content areas) (increase from the current 35 minutes).
- Identify and eliminate inefficient use of student and faculty time within the schedule.
- Protect and maximize instructional time daily.
- Establish protocols for collaborative planning meetings that guide collaborative planning (e.g. agendas and action summaries).
- Establish protocols for collaborative planning meetings that guide collaborative examination of student work/data (e.g. looking at Student Work website).

Implementing

To maximize use of time and personnel, we will:

- Continue to schedule and monitor grade level, collaborative planning meetings that occur weekly.
- Continue to schedule and monitor content area, collaborative planning meetings that meet monthly and include all grade levels.
- Implement and monitor protocols for team meetings that guide collaborative planning.
- Implement and monitor protocols for collaborative planning meetings that guide collaborative examination of student work/data.
- Utilize available resources for maximizing use of time in the existing schedule (e.g. Reading.org and Mass2020. Org websites).

Expanding

To maximize use of time and personnel, we will:

- Identify and use effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction.
- Analyze lessons and share effective instructional strategies by conducting and reflecting on peer observations.

- Analyze student data to determine where instructional adjustments are needed.

Sustaining

To maximize use of time and personnel, we will:

- Use technology to provide professional learning to new and veteran teachers.
- Review and share professional learning at team and staff meetings.
- Use technology to collaborate with TCES and LUES.
- Promote school awareness by sharing LPS success stories in the community, through our school and district website, school newspaper and local media.

D. Action: Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards

Planning

We will:

- Evaluate the school culture and current practices by surveying strengths and needs for improvement.
- Analyze multiple forms of student, school, and teacher data to develop a list of prioritized recommendations and goals for improvement.
- Study and share current research on disciplinary literacy in the content areas.
- Plan targeted, sustained professional learning that ensures that teachers in all content areas have a deep understanding of literacy instruction as articulated in the Common Core Performance Standards.
- Select or develop a walk-through and/or observation form to monitor and ensure consistency of effective instructional practices.
- Ensure consistent use of effective instructional practices that include disciplinary literacy, literacy strategies, and active student engagement across content areas by using the selected monitoring tool.

Implementing

We will:

- Utilize all staff to support literacy instruction.
- Provide professional learning to develop the understanding that a comprehensive system of learning supports differ from a case-by-case, fragmented approach.
- Establish a work group that focuses specifically on how learning supports are used including all major resources (e.g., school counselor, nurse, social worker, attendance, health educators, special education staff, after-school program staff, Title I coordinator, safe and drug free school staff, classroom teachers, non-certified staff).

Expanding

We will:

- Develop and maintain infrastructure to support literacy (accountability, data collection and evaluations).
- Develop strategies for maintaining momentum and progress of a learning support system

Sustaining

We will:

- Maintain a focus on literacy development.
- Provide a literacy resource room for parents and caregivers in the school.
- Provide parents and caregivers with links to websites that provide resources to strengthen literacy.
- Include academic supports such as tutoring, extended learning opportunities, summer programs and after-school programs.

E. Action: Optimize literacy instruction across all content areas

Planning

To optimize literacy instruction across all content areas, we will:

- Identify research-based strategies and appropriate resources to support student learning of the CCGPS, as well as for differentiated instruction through tiered tasks.
- Create a plan to integrate literacy in all subjects as articulated within CCGPS.
- Provide professional learning on:
 - Incorporating the use of literature in content areas.
 - Use of informational text in language arts classes.
 - Writing instruction (narrative, opinion, and informational) in all subject areas.
 - Text complexity that is appropriate to grade level.
 - Text complexity that is adjusted to the needs of individual students.
 - Guiding students to conduct short research projects that are grade-level appropriate
- Develop a systematic procedure for teaching academic vocabulary in all subjects (e.g., <http://www.u-46.org/roadmaps/files/vocabulary/acadvoc-over.pdf>).

Implementing

To optimize literacy instruction across all content areas, we will:

- Ensure the use of research based strategies and appropriate resources to support student learning of the CCGPS.
- Ensure that writing is an integral part of daily lessons in all content areas by providing grade/content specific strategies.
- Ensure instruction and opportunities for writing opinion pieces, informative/explanatory text, and narratives that reflect grade level expectations for each (informal and formal).
- Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS.
- Implement a system using technology in which teachers may coach, model, co-teach, observe, and give feedback to one another on teaching strategies for literacy in the classroom.
- Provide teachers with resources that enable them to provide a variety and choice in reading materials and writing topics.
- Ensure that teachers provide meaningful opportunities for students to write, speak, and listen.
- Continue to provide training and resources for teachers of ELs on WIDA (World-Class Instructional Design and Assessment) standards.
- Implement and monitor a systematic procedure for teaching academic vocabulary in all

subjects (e.g., <http://www.u-46.org/roadmaps/files/vocabularyadvoc-over.pdf>).

Expanding

To optimize literacy instruction across all content areas, we will:

- Identify skills or knowledge that needs to be strengthened for students to reach standards proficiency.
- Monitor literacy instruction across the curriculum through:
 - Formal and informal observations.
 - Lesson plans.
 - Walkthroughs.
 - Student work samples.
- Share ways for teachers to guide students to focus on their own improvement.
- Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers).
- Encourage teachers to identify common themes where possible, across subject area, immersing students in content vocabulary connected to shared topics.

Sustaining

To optimize literacy instruction across all content areas, we will:

- Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS.
- Use online resources to stay abreast of effective strategies for the development of disciplinary literacy within the content areas.
- Differentiate literacy assignments by offering student choice. (<http://daretodifferentiate.wikispaces.com/Choice+Boards>)
- Continue to analyze student data to identify areas of student need.
- Continue to provide support to teachers of ELs through training conducted on WIDA standards and through the use of EL resource teachers.

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

Planning

To enlist the community at large to support schools and teachers, we will:

- Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, afterschool programs such as The Boys & Girls Club of Baldwin County, 21st Century After School Program, etc.).
- Create a shared vision for literacy for the school and community, making the vision tangible and visible.

Implementing

To enlist the community at large to support schools and teachers, we will:

- Communicate with learning supports in the community to provide information to guide targeted assistance for students.
- Involve community members in special events involving literacy.
- Enlist members of various participating entities to provide leadership by: - visiting the school and/or classrooms to speak to students about literacy.
 - publicizing efforts within the community.
 - providing funding support to meet specified needs at LPS.

Expanding

To enlist the community at large to support schools and teachers, we will:

- Actively support teachers in their efforts in schools.
- Investigate similar efforts in other communities which have demonstrated success.
- Evaluate the effectiveness of after-school tutoring programs and partner with them to meet the needs of all students.
- Utilize social media to communicate and promote the goals of literacy throughout the community at large.
- Periodically review the effectiveness of the school’s literacy vision.

Sustaining

To enlist the community at large to support schools and teachers, we will:

- Celebrate academic successes publically through traditional and online media. • continue to focus proactively on broad issues that may prevent students from learning.
- Pursue additional funding sources to support the LPS literacy plan and goals.
- Foster relationships among schools, postsecondary education institutions, the workforce, families, and communities.
- Continue to invite past alumni and community leaders to speak at special literacy events to emphasize the importance of literacy and education (Pro Football Player Nick Harper).

Building Block 2: Continuity of Instruction

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

Planning

To ensure a consistent literacy focus across the curriculum, we will:

- Create an expectation of shared responsibility for literacy across the curriculum.
- All stakeholders will share a responsibility for development of literacy across the curriculum.
- Provide scheduled times for meetings.

- Establish norms and expectations that guide the work of the teams.

Implementing

To ensure a consistent literacy focus across the curriculum, we will:

- Plan and implement lessons that address the literacy needs of students.
- Meet in disciplinary teams for collaborative planning and examining student data/work.
- Use rubrics to evaluate the common core standards of student assessments.
- Conduct peer-observations of exemplary literacy lessons and implement the strategies

Expanding

To ensure a consistent literacy focus across the curriculum, we will:

- Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction.
- Evaluate formative student assessment results and analyzes the results to guide instruction.
- Assess effectiveness of team actions on student learning.
- Provide opportunities for teachers to share feedback and next steps as related to peer observations.

Sustaining

To ensure a consistent literacy focus across the curriculum, we will:

- Utilize online options to provide ongoing professional learning to new and veteran teachers.
- Share professional learning online and/or at team and staff meetings.
- Encourage teachers to share stories of success in the community and through school and teacher websites.

B. Action: Support teachers in providing literacy instruction across the curriculum

Planning

To support teachers in providing literacy instruction across the curriculum, we will:

- Provide awareness sessions for entire faculty to learn about CCGPS for literacy in all content areas.
- Identify the concepts and skills students needed to meet expectations in CCGPS.
- Study research-based strategies and resources found in “The Why” document.
 - Five essential components of effective early reading instruction: phonemic awareness, phonics, fluency, vocabulary, comprehension.
 - Acquiring knowledge, enhancing understanding, and constructing meaning.
 - Building comprehension skills.
 - Motivation, varying degrees of instruction in reading in order to improve their reading abilities.
- Identify and plan direct, explicit instructional strategies to teach vocabulary and background knowledge needed by students for each subject area.
<http://www.myread.org/explicit.htm>.

- Provide professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction.
- Study a variety of strategies for incorporating writing in all content areas. (<http://apps.educationnorthwest.org/traits/lessonplans.php>)
- Discuss ways to infuse literacy throughout the day including the use of technology.

Implementing

To support teachers in providing literacy instruction across the curriculum, we will:

- Use research-based strategies and appropriate resources, such as from “The Why” document, to support student learning of the CCGPS.
- Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS.
- Channel available funding into moving toward a one-to-one computer model for entire student body as soon as possible.
- Teach academic vocabulary in all subjects using a commonly adopted, systematic procedure (e.g., <http://www.u-46.org/roadmaps/files/vocabulary/acadvoc-over.pdf>).
- Infuse all types of literacy throughout the day (e.g., print, online, wikis, social media).
- Provide variety and choice in the types, media and genre of both reading and writing assignments.
- Make writing a required part of every class, using technology where possible.

Expanding

To support teachers in providing literacy instruction across the curriculum, we will:

- Identify skills or knowledge needed to be strengthened in future lessons for students to
- Reach standards proficiency.
- Monitor the use of instructional strategies to improve literacy through formal and informal observations.
- Share exemplary artifacts with students in order to model features of quality writing.
- Provide opportunities for students to experience a variety of genres in order to improve fluency, confidence, and understanding.
- Provide opportunities for students to develop content vocabulary connected across subjects.
- Integrate appropriate comprehension strategies into instruction in all subject areas.
- Share creative ideas to infuse literacy throughout the day.

Sustaining

To support teachers in providing literacy instruction across the curriculum, we will:

- Continue to research additional or alternative instructional strategies or modifications that may better facilitate student mastery of the CCGPS.
- Continue to learn effective strategies for literacy instruction.
- Differentiate assignments by offering student choice. (<http://daretodifferentiate.wikispaces.com/Choice+Boards>)
- Plan a literacy celebration for the entire school and community.

C. Action: Collaborate with supporting out-of-school agencies and organizations within the community

Planning

To collaborate with supporting out-of-school agencies and organizations within the community, we will:

- Continue to utilize and develop avenues of communication (both virtual and face-to-face) with key personnel in out-of school organizations as well as governmental agencies that support students and families.
- Ensure the instructional coach continues to plan for and manage transitions for all students.
- Review and revise existing stakeholder needs assessment survey to ensure that it assists in identifying actual needs and matching resources to those identified.
- Evaluate all funding sources to determine what can be leveraged to support literacy efforts.
- Ensure that all appropriate stakeholders participate in critical planning and decision making activities.
- Communicate with out-of-school organizations (e.g., Youth Enrichment Services (YES) After School Program, Communities in Schools, Boys and Girls Club of Milledgeville) to support their efforts.

Implementing

To collaborate with supporting out-of-school agencies and organizations within the community, we will:

- Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, out-of-school programming such as Youth Enrichment Services (YES) After School Program, Communities in Schools, the Boys & Girls Club of Milledgeville).
- Incorporate technologies to more creatively and effectively support stakeholder engagement.
- Utilize all staff to support literacy instruction.
- Communications with parents and stakeholders both face-to-face and through the use of local media.

Expanding

To collaborate with supporting out-of-school agencies and organizations within the community, we will:

- Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations).
- Evaluate the effectiveness of after-school tutoring programs using pre-and post-testing as well as progress monitoring assessments.

- Develop strategies for maintaining momentum and progress of a learning support system.
- Provide for professional learning and resources that support literacy learning in outside organizations.

Sustaining

To collaborate with supporting out-of-school agencies and organizations within the community, we will:

- Maintain a focus on literacy development even when faced with competing initiatives (fiscal and instructional).
- Continue to focus proactively on broad issues that may prevent students from learning.
- Pursue additional funding sources for specialized literacy staff and materials.
- Include academic supports such as tutoring, co-curricular activities, and extended learning opportunities such as summer reading programs, Pizza Hut Book It program, and Six Flags Six Hour Reading Club to enhance literacy learning.

Building Block 3. Ongoing formative and summative assessments

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

Planning

To establish an infrastructure for ongoing formative and summative assessments, we will:

- Develop an assessment calendar based on local, state, and program guidelines including timeline for administration and persons responsible.
- Research and select pre-assessments, progress monitoring, and diagnostic tools to identify achievement levels and /or base line data for all students.
- Identify and train all staff who will administer assessments to ensure uniform procedures and precise data recording.
- Ensure that teachers understand the purpose for and the use of formative assessment and how it differs from summative assessments.
- Identify and implement assessment and intervention materials aligned with student needs.
- Develop a data collection plan for maintaining, analyzing, and publishing assessment results.
- Create expectations and procedures for staff to analyze assessment results.

Implementing

To establish an infrastructure for ongoing formative and summative assessments, we will:

- Provide consistent school-wide expectations by identifying or developing common curriculum based assessments.
- Use screening progress monitoring, and curriculum-based assessments to guide instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI).

- Provide timely, descriptive feedback to students with opportunities to assess their own learning.
- Administer assessments and analyze data according to the established timeline.
- Upgrade technology infrastructure to 1 to 1 wireless environment with increased band width in order to support assessment administration and distribution of results.
- Review the results of the assessments in order to adjust expectations and instruction school-wide.

Expanding

To establish an infrastructure for ongoing formative and summative assessments, we will:

- Designate a person or persons to be responsible for ensuring continued commitment to all formative assessment procedures and timelines beyond year one.
- Develop and adjust instructional plans by analyzing student data in teacher teams.
- Communicate relevant student progress data with parents and caregivers in an easily understood user-friendly format.

Sustaining

To establish an infrastructure for ongoing formative and summative assessments, we will:

- Evaluate, revise, and adhere to yearly assessment calendar based on local, state, and program guidelines including timeline for administration and persons responsible.
- Continue procedures and expectations for staff to analyze assessment results.
- Adhere to the data collection plan for storing, analyzing, and disseminating assessment results.
- Continue to provide assessment measures that can help identify high achieving/advanced learners who would benefit from enrichment activities.
- Continue to purchase assessment and intervention materials aligned with students' needs.
- Continue to train/retrain all staff who will administer assessments to ensure standardized procedures and provide accurate data.

B. Action: Use universal screening and progress monitoring for formative assessment

Planning

To use universal screening and progress monitoring for formative assessment, we will:

- Identify literacy skills needed to master CCGPS in each content area.
- Obtain effective universal screening to measure literacy competencies for all students across the curriculum.
- Evaluate effectiveness of current progress monitoring tools.

Implementing

To use universal screening and progress monitoring for formative assessment, we will:

- Develop an assessment calendar to include universal screenings, and progress monitoring designating persons responsible.
- Administer assessments and input data according to the established timeline.

Expanding

To use universal screening and progress monitoring for formative assessment, we will:

- Assign a person or persons responsible for monitoring and maintaining reliability of all formative assessment procedures and timelines.
- Analyze student data in teacher teams to develop and adjust instructional plans.
- Communicate relevant student progress data with parents and caregivers in an easily understood user-friendly format.

Sustaining

To use universal screening and progress monitoring for formative assessment, we will:

- Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data analysis.
- Recognize faculty's accomplishments to improve their use of assessment data to inform instruction.
- Make budget decisions based upon accumulated, analyzed data aligned with literacy as the focus.

C. Action: Use diagnostic assessment to analyze problems found in literacy screening

Planning

To use diagnostic assessment to analyze problems found in literacy screening, we will:

- Develop procedures to ensure all students who are identified by screenings receive diagnostic assessment and assistance.
- Identify diagnostic assessments, where possible, that target the component skills needed for mastery of literacy standards.
- Select interventions that include diagnostic assessments, extended learning time, and differentiated instruction to avoid a one-size-fits-all approach.

Implementing

To use diagnostic assessment to analyze problems found in literacy screening, we will:

- Administer diagnostic assessments that target the component skills needed for mastery and further understanding of literacy standards.
- Use results of the diagnostics for student placement within an intervention during extended

learning time and through differentiated instruction.

- Use technology to differentiate learning within content areas (e.g., use Lexiles to match Students to text; provide practice opportunities to strengthen areas of weakness; support students with disabilities).

Expanding

To use diagnostic assessment to analyze problems found in literacy screening, we will:

- Provide opportunities for students and teachers to set individual learning goals and monitor progress and understanding.
- Communicate student progress data with families in an easily understood format.
- Use technology for communicating appropriate data to the county literacy leadership team.

Sustaining

To use diagnostic assessment to analyze problems found in literacy screening, we will:

- Recognize and celebrate individual student’s incremental improvements toward reaching literacy goals.
- Recognize and celebrate the school’s progress toward its literacy goals.
- Maintain the use of diagnostic tools that target the component skills needed for understanding and mastery of literacy standards.

D. Action: Use summative data to make programming decisions as well as to monitor individual student progress

Planning

To use summative data to make programming decisions as well as to monitor individual student progress, we will:

- Evaluate the ability of technology infrastructure to support test administration and circulate results.
- Identify teachers who need support through analysis of data.

Implementing

To use summative data to make programming decisions as well as to monitor individual student progress, we will:

- Assist teachers and students in setting learning goals.
- Upgrade the ability of technology infrastructure to support test administration and circulate results.
- Administer all mandatory assessments at scheduled intervals.
- Review assessment results in order to identify needed program and instructional adjustments.

- Focus discussions during collaborative team meetings on changes that can be made to improve the instructional program for all students.

Expanding

To use summative data to make programming decisions as well as to monitor individual student progress, we will:

- Provide professional learning on strategies to address specific skills identified as school wide or content area weaknesses.
- Employ procedures for analyzing student assessments and evaluating student progress.
- Ensure the progress of subgroups by disaggregating data.
- Analyze and communicate student work samples as a way to inform instruction during collaborative planning.
- Develop lessons, re-teaching strategies, and intervention activities that target areas of need.

Sustaining

To use summative data to make programming decisions as well as to monitor individual student progress, we will:

- Analyze summative assessment data and continually:
 - review the effectiveness of programs and policies.
 - adjust school improvement goals.
 - redefine curriculum alignment to reduce gaps.
 - ensure that students are appropriately placed in specific programs.
- Recognize and celebrate individual student’s significant improvements and attaining designated standards of achievement (e.g. teacher webpage, school website, local media, school-wide events).

Action 3.E.: Develop a clearly articulated strategy for using data to improve teaching and learning (See V. A.)

Planning

To develop a clearly articulated strategy for using data to improve teaching and learning, we will:

- Identify participants for data analysis teams and for specific grade levels.
- Develop procedures for making instructional decisions based on the needs of students.
- Create expectations and procedures for faculty to review and analyze assessment results.
- Plan for regular scheduled data team meetings.

Implementing

To develop a clearly articulated strategy for using data to improve teaching and learning, we will:

- Convey the expectations for meetings.

- Train teachers to use decision-making procedures to identify student instructional needs and group them by similarities.

Expanding

To develop a clearly articulated strategy for using data to improve teaching and learning, we will:

- Review procedures for meetings and ensure reliability and validity of use.
- Evaluate the procedures for using data to ensure that the process meets the needs of students and teachers.

Sustaining

To develop a clearly articulated strategy for using data to improve teaching and learning, we will:

- Continue to incorporate collaborative data meetings into the monthly agenda.
- Ensure that the data storage and retrieval system is effective and efficient.

Building Block 4. Best Practices in Literacy Instruction

A. Action: Provide direct, explicit literacy instruction for all students

Planning

To provide direct, explicit literacy instruction for all students, we will:

- Compile and examine classroom observation data to identify, monitor, and gauge effective literacy instruction.
- Research and select a core program that will provide continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of informational and literary texts.
- Examine student data to identify areas of instruction with greatest needs (e.g., vocabulary, comprehension, fluency, word identification).
- Plan and provide professional learning on direct, explicit instructional strategies to build students' comprehension within each subject area.
- Plan and provide professional learning on differentiated instructional options for literacy assignments.

Implementing

To provide direct, explicit literacy instruction for all students, we will:

- Provide training to all pertinent staff in the use of the core program.
- Ensure a daily literacy lock that includes explicit instruction in word identification, comprehension, and vocabulary.
- Ensure small, flexible grouping is used as a strategy to support differentiation for all students.

- Using online options where feasible, provide professional learning on research-based differentiated instructional strategies that support diverse needs.
- Provide professional learning on the tenets of explicit instruction:
 - use of data to inform instructional decisions and explicit teaching
 - selection of appropriate text for strategy instruction
 - telling students specific strategies to be learned and why
 - guided and independent practice with feedback
 - discussion of when and where strategies are to be applied
 - modeling of how a strategy is used

Expanding

To provide direct, explicit literacy instruction for all students, we will:

- Review teacher and student data to improve instruction.
- Share effective differentiated lessons and differentiation strategies in teacher team meetings.
- Provide instructional and assessment accommodations/adaptations/support for English language learners according to their English proficiency levels.
- Provide instructional and assessment accommodations/adaptations/support for students with disabilities according to their needs and talents (this includes gifted students).

Sustaining

To provide direct, explicit literacy instruction for all students, we will:

- continue analyzing data to determine the impact of teaching strategies on student achievement.
- continue to provide ongoing training to all pertinent and new staff in the use of the core program.
- Provide support to new teachers on differentiated instruction for all learners.
- Provide support and training for new teachers on how to effectively meet the needs of SWD, as well as for all students.

B. Action: Ensure that students receive effective writing instruction across the curriculum

Planning

- Examine student data to determine the current percentage of successful students in the areas of literacy.
- Develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area.
- Examine student data to focus on instructional areas of greatest need.

- Compile data from classroom observations and review of plans to determine current practice in literacy instruction in each subject area using a checklist.
- Provide professional learning on direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skills.
- Provide professional learning on DIBELS Next and SRI as needed.
- School-wide understanding of assessment data and anticipated levels of student mastery during the school year.

Implementing

- Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction.
- Ensure that teachers meet regularly to debrief on the progress of these lessons and to plan necessary changes.
- Use data from universal screening process to identify general weaknesses in instruction Tier I as well as struggling students.
- Use formative assessments to monitor consistent grade-level implementation of curriculum and to gauge students' progress toward mastery of CCGPS at each grade level for all schools.
- Provide professional learning to promote literacy.

Expanding

- Monitor teachers' effective questioning and feedback skills.
- Ensure adequate time for planning and implementing flexible grouping based on students' learning needs.
- Monitor the planning, delivery, and assessment for students with special learning needs.
- Support teachers' effective use of time through use of technology during each stage of the process.

Sustaining

- Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet the individual students' needs.
- Encourage the use of technology to support proactive communication between students and teachers, parents, and teachers.
- Ensure that communication between teachers and administrators is ongoing and effective.

C. Action: Teachers work to develop and maintain interest and engagement as students' progress through school.

Planning

- Plan and provide professional learning for interventionists on:
 - Appropriate use of supplemental and intervention materials.
 - Diagnosis of reading difficulties.
 - Direct, explicit instructional strategies to address difficulties.
 - Charting data.

- Graphing progress.

- Schedule times for collaborative discussion and planning between content area Tier I teachers and interventionists.
- Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year.
- Ensure effectiveness of interventions by:

- Building sufficient blocks of time into the daily schedule.

- Providing adequate space conducive to learning.

- Ensuring that they are provided by competent, well-trained teachers.

Implementing

- Monitor effectiveness of standard intervention protocols in place for students (based on universal screening, progress monitoring and benchmark data).

Expanding

- Establish protocols to ensure consistent progress monitoring, data collection, and reporting.
- Ensure adequate time for planning and implementing interventions.
- Monitor student movement between Teir I and Tier II.
- Provide sufficient resources (time, training cost, materials and implementation of interventions).

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

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

Planning

- Identify the tier that each student is being served.
- Identify the ways that students are identified and serve them with the appropriate intervention.
- Continue frequent progress monitoring and analyze the data to best serve each student.

Implementing

- Purchase, schedule, train providers and implement data collection
- Analyze data for individuals to identify students in need of intervention according to
- Established protocols. Monitor to ensure that interventions are occurring regularly and with fidelity.
- Monitor results of formative assessment to ensure students are progressing.

Expanding

- Develop standardized protocols for the collection of critical information to determine students' literacy competence in various content areas and response to intervention.
- Schedule grade-level data-analysis team meetings.
- Provide support of the process.
- Develop process monitoring the implementation of research-based interventions at the building level and across the system.

Sustaining

- Use the Georgia Department of Education problem-solving checklist to evaluate:
- Personnel providing interventions.
- The ease with which students move between tiers.
- Consider the options available through technology to provide ongoing, job-embedded support for data collection and analysis as well as for interventions.

B. Action: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms (See Sections 4. A & B)

Planning

- Examine student data to determine the current percentage of successful students in the areas of literacy.
- Develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area.
- Examine student data to focus on instructional areas of greatest need.
- Compile data from classroom observations and review of plans to determine current practice in literacy instruction in each subject area using a checklist.
- Provide professional learning on direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skills.
- Provide professional learning on DIBELS Next and SRI, as needed.
- School-wide understanding of assessment data and anticipated levels of student mastery during the school year.

Implementing

- Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction.
- Ensure that teachers meet regularly to debrief on the progress of these lessons and to plan necessary changes.
- Use data from universal screening process to identify general weaknesses in instruction Tier I as well as struggling students.
- Use formative assessments to monitor consistent grade-level implementation of curriculum and to gauge students' progress toward mastery of CCGPS at each grade level for all schools.
- Provide professional learning to promote literacy.

Expanding

- Monitor teachers' effective questioning and feedback skills.
- Ensure adequate time for planning and implementing flexible grouping based on students' learning needs.
- Monitor the planning, delivery, and assessment for students with special learning needs.
- Support teachers' effective use of time through use of technology during each stage of the process.

Sustaining

- Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet the individual students' needs.
- Encourage the use of technology to support proactive communication between students and teachers, parents, and teachers.
- Ensure that communication between teachers and administrators is ongoing and effective.

C. Action: Implement Tier II needs-based interventions for targeted students

Planning

- Plan and provide professional learning for interventionists on:
 - Appropriate use of supplemental and intervention materials.
 - Diagnosis of reading difficulties.
 - Direct, explicit instructional strategies to address difficulties.
 - Charting data.
 - Graphing progress.Schedule times for collaborative discussion and planning between content area Tier I teachers and interventionists.
- Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year.
- Ensure effectiveness of interventions by:
 - Building sufficient blocks of time into the daily schedule.
 - Providing adequate space conducive to learning.
 - Ensuring that they are provided by competent, well-trained teachers.

Implementing

- Monitor effectiveness of standard intervention protocols in place for students (based on universal screening, progress monitoring and benchmark data).

Expanding

- Establish protocols to ensure consistent progress monitoring, data collection, and reporting.
- Ensure adequate time for planning and implementing interventions.
- Monitor student movement between Tier I and Tier II.
- Provide sufficient resources (time, training cost, materials and implementation of interventions).

Sustaining

- Ensure that teachers consistently provide research-validated interventions designed to meet individual student's needs.
- Document data points to monitor student response to intervention.
- Encourage the use of technology to ensure proactive communication between students and teachers, parents and teachers.
- Use technology to track and endure the movement of students between Tier I and Tier II based on response to intervention.

D. Action: In Tier III, ensure that Student Support Team (SST) and Data Team monitor progress jointly

Planning

- In addition to all services provided at Tier I and Tier II, data teams meet to:
 - Discuss students in Tier III who fail to respond to intervention.
 - Receive professional learning on Student Support Team processes and procedures as outlined in the GA DOE manual and guidelines.
 - Verify implementation of proven interventions.
 - Ensure that interventionist has maintained fidelity to intervention protocol prior to referral.

Implementing

- Tier II SST/data teams meet at least once a month to discuss student progress based on daily interventions that include a minimum of four data points.
- Interventions are delivered 1:1 – 1:3 during a protected time daily by a trained interventionist.
- Tier III SST/data teams follow established protocol to determine specific nature of lack of progress.

Expanding

- Teachers consistently provide research-validated interventions designed to meet individual student’s needs.
- Data points are documented to monitor student response to daily intervention.
- Ensure that Tier III includes proven interventions that address behavior.

Sustaining

- Continue to ensure that:
 - Students move into and out of Tier II and Tier III.
 - Data is used to support response to intervention.
 - Referrals to special education are equivalent to proportion of school and system population that represent ethnic and racial composition as a whole.
 - Schools and system consistently use decision-making checklist to ensure appropriate recommendations of evidence-based interventions.

E. Action: Implement Tier IV specially-designed learning through specialized programs, methodologies, or instructional based upon students' inability to access the CCGPS any other way

Planning

- School schedules are developed to ensure least restrictive environment.
- Ensure that building and system administrators are familiar with funding formulas affecting students in special programming.
- Assign a case manager to each student with an IEP so that communication with student and parents is seamless.

Implementing

- Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs.
- Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS.

Expanding

- IEP teams include key members required to support students' individualized transition plans and/or attainment of College Readiness Anchor Standards.
- Special Education and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS.

Sustaining

- Student data supports the exit of students from Tier IV.
- A system of checks and balances ensures fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance.

Building Block 6. Improved Instruction through Professional Learning

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

Planning

- Revamp teacher preparedness and training to consist of content literacy for newly hired, as well as, veteran teachers in all subject areas.

Implementing

- Recruit support from local colleges to have newly hired teachers model competency in reading theory and practice as well as in the development of content literacy.
- Provide professional learning, where necessary, for all certified faculty.

- Provide job-embedded professional learning through the on-site counselor and Communities in Schools representative.

Expanding

- Continue to monitor and support new staff with targeted assistance.

Sustaining

- Continue to provide building and system-level administrators with professional learning on the need to integrate disciplinary literacy instruction into the content area in order to help them make informed hiring decisions.

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

Planning

- Continue to schedule and protect time during the school day for teachers to collaboratively plan, analyze data, examine student work, and reflect on best practices.
- Use teacher data as well as student data to target professional learning needs.
- Encourage every teacher to develop a professional growth plan based on a self-assessment of professional learning needs.
- Provide program-specific training in intervention programs before the beginning of the year to prepare teachers and staff for implementation.
- Provide training in administering and interpreting results of assessments in terms of literacy.
- Maintain an instructional coach on contract basis to provide job-embedded, site-based support.
- Include paraprofessionals and support staff in professional learning opportunities.

Implementing

- Provide targeted professional learning on the CCGPS based on student and teacher needs.
- Meet in collaborative teams to support teachers in using literacy strategies effectively.
- Use checklists tied to professional learning when conducting classroom observations or walkthroughs to ensure clear expectations and to provide specific feedback to teachers on student learning.
- Develop a list of sites for an online professional library that includes research-based books, journals, magazines, videos, etc., that teachers can readily access for professional growth.

Expanding

- Revisit and revise professional learning yearly based on student mastery of CCGPS and classroom observations.
- Partner experienced teachers with beginning teachers.

- Use a model of blended professional learning – combining online learning with face-to face support – to provide content and resources to teachers and staff.
- Use formal and informal observations to monitor and improve literacy instruction.
- Continue program-specific professional learning each year for new and experienced teachers.
- Use classroom observations to identify and support individual teachers with follow-up coaching, conferencing, and mentoring.
- Encourage all teachers to share information learned at professional learning sessions.

Sustaining

- Analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups.
- Revisit professional learning options to utilize experts within the school to develop and support colleagues.
- Ensure that new personnel receive vital professional learning from earlier years.
- Continue to encourage “professional talk” among staff.

a) Assessment Overview and Process

Through the years, Midway Elementary School has had access to a wealth of data that has been used to guide instructional decision making. For several years, we disaggregated, analyzed, and reviewed data from sources that included CRCT, STEEP, local benchmarks, as well as from assessments that are still being used like GKIDS and DIBELS Next. Even though we continue to have access to several sources which provide information about student achievement, we recognize the need for the development of a plan for ongoing, frequent assessments which can be used to provide diagnostic and monitoring data that direct instructional planning. We strongly believe that the Striving Readers Grant and implementation of our literacy plan would have a significant, positive impact on the amount and types of data available for our use. Currently, the following assessments are in place:

Assessment	Frequency	Purpose
GKIDS	3 times year	Ongoing, Diagnostic
DIBELS Next: Decoding	Diagnostic; guides remediation and enrichment	Progress Monitoring
DIBELS Next: Fluency and Accuracy	Diagnostic; guides remediation and enrichment	Progress Monitoring
Student Learning Objective (SLO)	2 times a year Pretest Posttest	Ongoing, Diagnostic
Georgia Milestone	Once a year	Diagnostic
Common Assessments	Weekly	Ongoing Diagnostic
Unit Pre-assessment	Prior to instruction of each unit	Progress monitoring/outcome
Unit Post-Assessment	Completion of each unit	Progress monitoring/outcome
Scholastic Reading Inventory	4 times a year	Progress Monitoring
Vineland	Initial evaluation of IDEA and every three years if deemed necessary by the IEP committee	Diagnostic
BASC- Behavior Assessment Children 2 nd Ed	Initial evaluation of IDEA and every three years if deemed necessary by the IEP committee	Diagnostic

Striving Reader Comprehensive Literacy Grant

Midway Elementary School

Analysis and Identification of Student and Teacher Data

Comprehensive Test of Phonological Processing	Initial evaluation of IDEA and every three years if deemed necessary by the IEP committee	Diagnostic
Wechsler Intelligence Scale for Children	Initial evaluation of IDEA and every three years if deemed necessary by the IEP committee	Diagnostic
Differential Ability Scales; 2 nd Edition	Initial evaluation of IDEA and every three years if deemed necessary by the IEP committee	Diagnostic
Kaufman Adolescent and Adult Intelligence Test	Initial evaluation of IDEA and every three years if deemed necessary by the IEP committee	Diagnostic
Kaufman Test of Educational Achievement	Initial evaluation of IDEA and every three years if deemed necessary by the IEP committee	Diagnostic
Cognitive Abilities Test	Initial placement-gifted	Diagnostic
Motivation Rating Scales	Initial placement-gifted	Diagnostic
Torrance Test of Creative Thinking	Initial placement-gifted	Diagnostic
IOWA Test of Basic Skills	Initial placement-gifted	Diagnostic

B) Disaggregation of Data

Third Grade CRCT Pass Percentages			
Subject	2012-13	2013-14	Change
Reading	87	91	+4
ELA	79	81	+2
Math	69	57	-8
Science	74	66	-8
SS	75	76	+1

Fourth Grade CRCT Pass Percentages			
Subject	2012-13	2013-14	Change
Reading	81	86	+5
ELA	81	73	-8
Math	60	56	-4
Science	68	59	-9
SS	67	73	+6

Striving Reader Comprehensive Literacy Grant

Midway Elementary School

Analysis and Identification of Student and Teacher Data

Fifth Grade CRCT Pass Percentages			
Subject	2012-13	2013-14	Change
Reading	86	84	-2
ELA	89	91	+2
Math	80	61	-19
Science	77	61	-18
SS	77	64	-13

CRCT Pass Percentages 2013-2014 Comparison By Subgroups						
Subject	Male	Female	Black	White	ED	PEC
Reading	85%	86%	82%	88%	85%	64%
ELA	81%	85%	79%	84%	81%	67%
Math	57%	58%	51%	63%	58%	21%
Science	65%	59%	56%	66%	61%	45%
SS	71%	68%	65%	73%	69%	35%

2011-12 Percentages of Students Not Meeting Grade Level Requirements for Promotion						
	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
SWD	1	2	1	0	0	0
Female	3	3	1	4	4	2
Male	6	3	4	3	1	1
Black	7	4	4	5	5	3
White	2	0	1	1	0	0
Hispanic	0	0	0	0	0	0
Asian	0	1	0	0	0	0
Multiracial	0	1	0	1	0	0
Economically Disadvantaged	9	6	5	7	5	3
Total	9	6	5	7	5	3

Striving Reader Comprehensive Literacy Grant

Midway Elementary School

Analysis and Identification of Student and Teacher Data

2012-13 Percentages of Students Not Meeting Grade Level Requirements for Promotion						
	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
SWD	2	0	0	0	0	0
Female	8	3	1	0	0	1
Male	12	2	1	3	0	2
Black	10	2	1	0	0	2
White	10	2	1	0	0	1
Hispanic	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Multiracial	0	1	0	0	0	0
Economically Disadvantaged	18	5	2	3	0	2
Total	20	5	2	3	0	3

2013-14 Percentages of Students Not Meeting Grade Level Requirements for Promotion						
	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
SWD	0	1	1	1	0	0
Female	4	3	2	1	0	1
Male	7	10	1	2	2	2
Black	5	9	2	1	2	1
White	6	4	1	2	0	0
Hispanic	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Multiracial	0	0	0	0	0	0
Economically Disadvantaged	7	11	3	3	2	0
Total	11	13	3	3	2	1

Striving Reader Comprehensive Literacy Grant

Midway Elementary School

Analysis and Identification of Student and Teacher Data

GKIDS Year 2014	
ELA	% Meets/Exceeds
Reading	69.2%
Writing	19.6%
Speaking/Listening	51.1%
Language	48%
Total	55.1%

Striving Reader Comprehensive Literacy Grant

Midway Elementary School

Analysis and Identification of Student and Teacher Data

Third Grade Writing Test						
	2013			2014		
Area	DNM	M	E	DNM	M	E
Informational/ Conventions	14%	76%	10%	53%	46%	1%
Informational/ Ideas	36%	60%	4%	19%	80%	1%
Informational/ Organization	55%	41%	4%	54%	46%	1%
Informational/ Style	29%	68%	3%	57%	42%	1%
Narrative/ Conventions	14%	76%	10%	47%	52%	1%
Narrative/ Ideas	12%	76%	13%	13%	86%	1%
Narrative/ Organization	17%	76%	8%	44%	55%	1%
Narrative/ Style	14%	81%	5%	56%	43%	1%
Persuasive/ Conventions	14%	76%	10%	53%	46%	1%
Persuasive / Ideas	44%	54%	3%	24%	74%	1%
Persuasive / Organization	59%	38%	3%	54%	45%	1%
Persuasive / Style	29%	69%	1%	56%	43%	1%

Fifth Grade Writing Test					
2013			2014		
DMN	M	E	DMN	M	E
29%	67%	4%	48%	53%	0%

C) Strengths and Weaknesses as Ascribed by Data

CRCT Data Analyzed

During the 2013-2014 school year MES third grade showed a four percent growth in reading, a two percent growth in English and language arts, and one percent in social studies. Third grade showed a significant eight percent decrease in math and science.

In the same year, fourth grade displayed a five percent growth in reading and a six percent growth in social studies. The fifth grade also showed an unsatisfactory decrease in English and language arts at eight percent, a reduction of four percent in math, and a nine percent decline in science.

During this time, fifth grade showed a minuscular growth in English language arts of two percent. Frustratingly, fifth grade displayed a drop of two percent in reading, an alarmingly deterioration in math of nineteen percent, descent of eighteen percent in sciences, and an additional thirteen percent in social studies.

Even though there was a marginal increase in the areas of reading in grade levels third and fourth the gains were not statistically significant. The other areas of decrease in other subject areas can be attributed to low levels of reading abilities.

CRCT Gender Comparison

The CRCT subject pass rate broken down into gender is as follows. Females passed with an 86% in reading, 85% in English and language arts, 58% in math, 59% in science, and 68% in social studies. Males passed with an 85% in reading, 81% in English and language arts, 57% in

math, 65% in science, and 71% in social studies. Females scored slightly higher in reading, English language arts, and math than the male population. Males scored higher in science and social studies.

CRCT Race Comparison

The CRCT subject pass rate broken down into race is as follows. African American population passed with an 82% in reading, 79% in English and language arts, 51% in math, 56% in science, and 65% in social studies. Caucasian students passed with an 88% in reading, 81% in English and language arts, 58% in math, 66% in science, and 73% in social studies. Overall, Caucasian students scored slightly higher than African American students. Caucasian students scored slightly higher in all subject areas than African American.

CRCT Economically Disadvantaged

Students with economic disadvantages scored relatively well in reading at 85% and an 81% in English/language arts. The following pass percentages are unsatisfactory in math with a score of 58%, a science score of 61%, and a social studies score of 69%.

CRCT Students With Disabilities

Students with disabilities scored low across the board with in reading at 64%, a 67% in English/language arts, a 21% in math, a science score of 45%, and a social studies score of 35%.

Percentages of Students Not Meeting Grade Level Requirements for Promotion

From the school years 2012 and 2013-

- The total number of kindergartener students who did not meet grade level requirements for promotion increased from nine to twenty.
- The total number of first grade students who did not meet grade level requirements for promotion decreased from six to five.
- The total number of second grade students who did not meet grade level requirements for promotion decreased from five to two.
- The total number of third grade students who did not meet grade level requirements for promotion decreased from seven to three.
- The total number of fourth grade students who did not meet grade level requirements for promotion decreased from five to zero.
- The total number of fifth grade students who did not meet grade level requirements for promotion stayed at three.

From the school years 2013 and 2014-

- The total number of kindergartener students who did not meet grade level requirements for promotion decreased from twenty to eleven.
- The total number of first grade students who did not meet grade level requirements for promotion increased from five to thirteen.

- The total number of second grade students who did not meet grade level requirements for promotion increased from two to three.
- The total number of third grade students who did not meet grade level requirements for promotion remained at three.
- The total number of fourth grade students who did not meet grade level requirements for promotion increased from zero to two.
- The total number of fifth grade students who did not meet grade level requirements for promotion decreased from three to one.

GKIDS Data Analyzed for the 2014

The GKIDS assessment analyzed kindergarten students throughout the school year on concepts learned. In the following areas the kindergarteners meet or exceeded standards in reading by 69.2%, writing by 19.6%, speaking and listening by 51.1%, and language by 48%. These alarming percentiles show that the MES kindergarteners are leaving their first year of school with skills insignificant to build a strong foundation for the rest of their education.

Third Grade Writing Test Analysis From the 2013 to 2014 School Year

- **Informational/Conventions-** There was a 39% increase of students who did not meet, as well as a 30% decrease in students who met, and a 9% decrease in students who exceeded.
- **Informational/Ideas-** There was a 17% decrease in students who did not meet, a 20% increase in those who met, and a 3% decrease in students who exceeded.

- **Informational/Organization-** There was 1% decrease in students who did not meet, a 5% increase in students who met, and a 3% decrease in students who exceeded.
- **Informational/Style-** There was a 28% increase in students who did not meet, a 26% decrease in students who met, and a 2% decrease in students who exceeded.
- **Narrative/Conventions-** There was a 33% increase in students who did not meet, a 24% decrease in students who met, and a 9% decrease in students who exceeded.
- **Narrative/Ideas-** There was a 1% increase in students who did not meet, a 10% increase in students who met, and a 12% decrease in students who exceeded.
- **Narrative Organization-** There was a 27% increase in students who did not meet, a 21% decrease in students who met, and a 7% decrease in students who exceeded.
- **Narrative/Style-** There was a 42% increase in students who did not meet, a 38% decrease in students who met, a 4% decrease in students who exceeded.
- **Persuasive/Convention-** There was a 39% increase in students who did not meet, a 30% decrease in students who met, and a 9% decrease in students who exceeded. a 20% increase in students who met, there was a 2% decrease in those who exceeded.
- **Persuasive/Organization-** There was a 5% decrease in students who did not meet, a 7% increase of students who met, and a 2% decrease of students who exceeded.
- **Persuasive/Style-** there was a 27% increase of students who did not meet, a 26% decrease of students who met, and the students who exceeded remained the same.

The majority decrease of these percentages shows how Midway's deficiencies in reading instruction effects students' writing abilities.

Fifth Grade Writing Test Analysis From the 2013 to 2014 School Year

From the 2013 to 2014 school year fifth grade students had a 19% increase in students who did not meet, a 14% decrease in students who meet, and a 4% increase in students who exceeded expectations. These decreases in percentages display a dire need for reading instruction that would influence writing.

D) Includes Data for All Teachers and Subgroups

	Administration	Support Personnel	K-5 Teachers
	1 Principal 1 Assistant Principal	1 Counselor 1 Secretary 1 Data Clerk 1 Nurse 1 Media Specialist 1 Media Clerk 1 Occupational Therapist Asst.	4 Regular Education Kindergarten 4 Regular Education First Grade 5 Regular Education Second Grade 4 Regular Education Third Grade 4 Regular Education Fourth Grade 3 Regular Education Fifth Grade 1 EIP Fifth Grade Teacher 4 Inclusion Special

Striving Reader Comprehensive Literacy Grant

Midway Elementary School

Analysis and Identification of Student and Teacher Data

				Education Teachers 2 Self-contained Special Education Teachers 1 Speech 1 Physical Education 1 Music (1/2 year) 1 Art (1/2 year) 1 Technology 1 Gifted 9 Paraprofessionals
Race/Ethnicity	Black White Hispanic Asian Nat. American Multiracial	2 0 0 0 0 0	0 7 0 0 0 0	14 31 0 0 0 0
Certificate Level Excluding Para- professionals	Bachelors Masters Specialists Doctorate Other	0 0 2 0 0	0 1 1 0 2	20 9 5 2 0
Years Experience Excluding Non- Certified	<1 1-10 11-20 21-30 <30	0 0 2 0 0	1 2 1 1 0	4 12 11 8 1
Potential Retirement within 5 years	0	0	1	4
Additional Support				10 EIP K-5 Teachers (serve EIP students 1 hour each day)

e) Teacher Retention Data

Over the past several years, MES has experienced low teacher turnover. The little teacher turnover present has resulted in teachers moving to other schools within the county or moves due to family circumstances. The low turnover rate has helped maintain a strong staff with all teachers being highly qualified and participating in ongoing professional learning. Midway believes that the balance of teachers with many years of experience and newly recruited teachers with recent college training in research based best practices is beneficial to our growth as educators.

f) Goals and Objectives

By studying our student achievement data (both formative and summative) and our needs assessment results, we determined the following goals and objectives.

Goals	Objectives
<ul style="list-style-type: none"> • Develop a consistent, ongoing plan for effective assessment. • Develop a strategic plan for the use of assessment data to drive instruction. • Increase the percentage of students who score in the meets or exceeds range on all assessments. • Ensure that formative and summative assessment data drives classroom instruction and differentiation. • Provide direct, explicit reading instruction to all students. • Provide effective writing instruction to all students. • Provide effective literacy instruction in all content areas. 	<ul style="list-style-type: none"> • Identify assessments to be administered and provide a timeline for use. • Provide ongoing professional development about specific assessments and their purposes, the assessment calendar, and use of assessment data to drive instruction and differentiation. • Continue to provide ongoing training to support effective, direct, and explicit reading instruction for all students. • Continue to provide ongoing training to support effective and explicit writing instruction for all students. • Continue to provide ongoing training to support effective literacy instruction for all students.

g) Additional District Prescribed Data

Assessment	Frequency	Purpose
GKIDS	Every 8 weeks	Ongoing, Diagnostic
DIBELS Next: Decoding	Diagnostic; guides remediation and enrichment	Progress Monitoring
DIBELS Next: Fluency and Accuracy	Diagnostic; guides remediation and enrichment	Progress Monitoring
Student Learning Objective (SLO)	2 times a year Pretest Posttest	Ongoing, Diagnostic
Georgia Milestone	Once a year	Diagnostic
Common Assessments	Weekly	Ongoing Diagnostic
Unit Pre-assessment	Prior to instruction of each unit	Progress monitoring/outcome
Unit Post-Assessment	Completion of each unit	Progress monitoring/outcome
Scholastic Reading Inventory	4 times a year	Progress Monitoring

h) Teacher participation in Professional Learning Communities on Ongoing Professional Learning

All teachers and administrators are engaged in ongoing professional development through actively participating in Professional Learning Teams which meet regularly to collaboratively plan for instruction. Content specific teams meet weekly, while vertical teams meet regularly. All team members are expected to participate in other team events that included topics such as regular technology trainings, meetings on how to disaggregate data, how to use instructional data to inform differentiation, use of the State Longitudinal Data System, incorporating literacy into all content areas, and parental involvement. In addition, MES encourages and supports professional learning providing teachers opportunities to attend trainings and classes held off-campus and offered by outside agencies such as RESA, GLRS, and other qualified consultants.

Striving Readers Comprehensive Literacy Grant

Midway Elementary School

Project Plan, Procedures, Goals, Objectives, and Support

a) Goals	b) Objectives	c) Formative Measures	c) Summative Measures	h) Funding
<p>1) In order to increase student achievement for all subgroups (with specific attention to increasing the percentage of students who meet and exceed standards), all students will receive direct, explicit instruction in the five dimensions of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension).</p> <p>2) In order to increase student achievement in all subgroups (with specific attention to increasing the percentage of students who meet and exceed standards), teachers will provide differentiation as prescribed by assessment data.</p> <p>3) In order to positively affect student performance on state writing assessments, all students will receive effective writing instruction.</p>	<p>1) Provide additional training to support direct, explicit instruction in the five dimensions of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension).</p> <p>2) Provide additional training to support the differentiation of instruction and how to use assessment data as prescriptive guide (The Why, pg. 37).</p> <p>3) Provide additional training to support effective writing instruction in the ELA classes and support for writing in the content areas.</p>	<p>These practices are already in place:</p> <ul style="list-style-type: none"> • Walkthrough and Observation Data and Summaries • PLT Agendas, Sign In Sheets, and Logs • DIBELS Next Progress Monitoring Results • RTI Progress Monitoring Data and Logs • Literacy Needs Assessment 	<p>These practices are already in place:</p> <ul style="list-style-type: none"> • Disaggregation of GKIDS by subject and subgroup • Disaggregation of CRCT Data by subject and subgroup • Analysis of CRCT Growth Targets by subject and grade • Analysis of SRI data • Analysis of benchmark data by grade • Analysis of SLO data by subject and grade • DIBELS Next Benchmark Data 	<ul style="list-style-type: none"> • SRCL Grant • Title I • Title II-A • Title VI-B • Local Funds

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Midway Elementary School

Project Plan, Procedures, Goals, Objectives, and Support

<p>4) In order to increase student achievement in all subgroups, all students will receive effective literacy instruction in all content areas.</p> <p>5) In order to increase effective instruction, all teachers will have access to ongoing formative and summative assessment data which will be used to inform instructional planning and decision- making and to evaluate the effectiveness of instruction.</p> <p>6) In order to increase student engagement and improve instructional practices, advanced technology and the subsequent required training will be provided to all classrooms and staff.</p>	<p>4) Revise the school writing plan so that it is vertically and horizontally articulated (The What, pg.10).</p> <p>5) Provide training to support literacy instruction in all content areas.</p> <p>6) Examine student data to determine areas of greatest need (The What, pg. 9).</p> <p>7) Provide additional technology to classrooms, teachers, and students (i.e. interactive boards, document cameras, etc.) and increase the use of technology to reinforce skills and positively affect student motivation.</p>		<ul style="list-style-type: none"> • Pre-test and post-test data for each unit per subject, per grade • IDI (Informal Decoding Inventory) <p>These practices will be implemented:</p> <ul style="list-style-type: none"> • Pre-test and post-test data for each unit per subject, per grade 	
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g) Practices Not in Place or Those to be Expanded

The following bulleted items are either already in place and will be continued/expanded to reflect an area of need that will be addressed through the implementation of the SRCL grant:

- MES administrators will continue to conduct walkthroughs to monitor and gauge the effectiveness of literacy instruction.
- Adequate and appropriate training will continue to be provided for all instructional/support staff, K-5 (**The Why, pg. 37**)
- All content teachers will be trained on the use of content-specific effective reading and writing instructional strategies (**The Why, pg. 37**)
- A more holistic, authentic, and varied approach to writing will be included in the current writing plan (**The Why, pg. 44**)
- All aspects of data collection will be in place (storing, analyzing, disseminating) and prescribed in a school-wide plan.
- DIBELS Next and Scholastic Reading Inventory programs will be purchased and incorporated for common literacy assessments.
- A scientifically evidenced, research-based core language arts program will be identified to support literacy instruction in all content areas, K-5
- A vertically and horizontally articulated writing plan that is consistent with the CCGPS, K-5, will be strengthened and monitored for implementation (**The What, pg.10**).
- Extended, protected time for literacy instruction across language arts and in content area classes will continue to be a priority.
- Community and staff awareness of the existence and function of the school's Literacy Team will be promoted and encouraged (**The Why, pg. 144**)

Striving Readers Comprehensive Literacy Grant

Midway Elementary School

Project Plan, Procedures, Goals, Objectives, and Support

d) & i) All students receive at least 90 minutes of tiered instruction as evidenced by the sample schedule below:

Currently, K-3 receives 120 minutes of protected, ELA instruction daily. The sample schedule below illustrates how students will continue to receive this amount of ELA instruction, but it will also be supplemented by an extended learning time. During this time, students will receive either specific interventions which target a critical area of need or enrichment which extends their regular instruction. Students will continue to have adequate time scheduled for mathematics, science, and social studies instruction that will include effective content literacy instruction.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
7:30-7:55 HR	7:30-7:55 HR	7:30-7:55 HR	7:30-7:55 HR	7:30-7:55 HR	7:30-7:55 HR
7:55-8:45 ELT	7:55-8:45 ELT	7:55-8:45 ELT	7:55-8:45 ELT	7:55-8:45 ELT	7:55-8:45 ELT
8:45-9:35 Math	8:45-9:45 Reading	8:45- 9:40 Reading	8:45- 10:20 ELA	8:45-9:30 Exploratory	8:45-10:45 ELA/ Science
9:35-10:55 ELA	9:45-10:45 Math	9:40-10:20 Exploratory	10:20-11:05 Exploratory	9:35-10:35 ELA	10:45 – 11:45 ELA/Science
10:55-11:30 Restroom/Lunch	10:45-11:10 Recess	10:20-11:20 ELA	11:05-11:35 Lunch	10:35-11:35 SS	11:45-12:10 Lunch
11:30-12:20 Exploratory	11:10-11:40 Lunch	11:20-11:50 Lunch	11:35 – 12:30 Math	11:35-12:00 Rotate and Recess	12:10-1:25 ELA/ Science
12:20-1:10 ELA	11:40 – 12:20 ELA/Writing	11:50 – 12:20 Recess	12:30 – 1:00 Recess	12:00-12:30 Lunch	1:25 – 1:45 Recess
1:10 – 1:40 Science/SS	12:20 – 1:00 Phonics	12:20 – 1:30 Math	1:00-1:40 Science/SS	12:30-1:50 Math	1:45 – 2:30 Exploratory
1:40-2:05 Centers/Recess	1:00 – 1:45 Exploratory	1:30 – 2:30 Science/SS	1:40-2:30 ELA	1:50-2:35 Science	2:30-2:45 Dismissal
2:05-2:30 Review/ Story Time	1:45 – 2:30 Science/SS	2:30-2:45 Dismissal	2:30-2:45 Dismissal	2:35-2:45 Dismissal	
2:30-2:45 Dismissal	2:30-2:45 Dismissal				

f. All teachers and students will be involved in reaching goals and objectives. All teachers will:

- Participate in professional learning
- Implement research-based instructional strategies
- Utilize technology to assist with literacy instruction

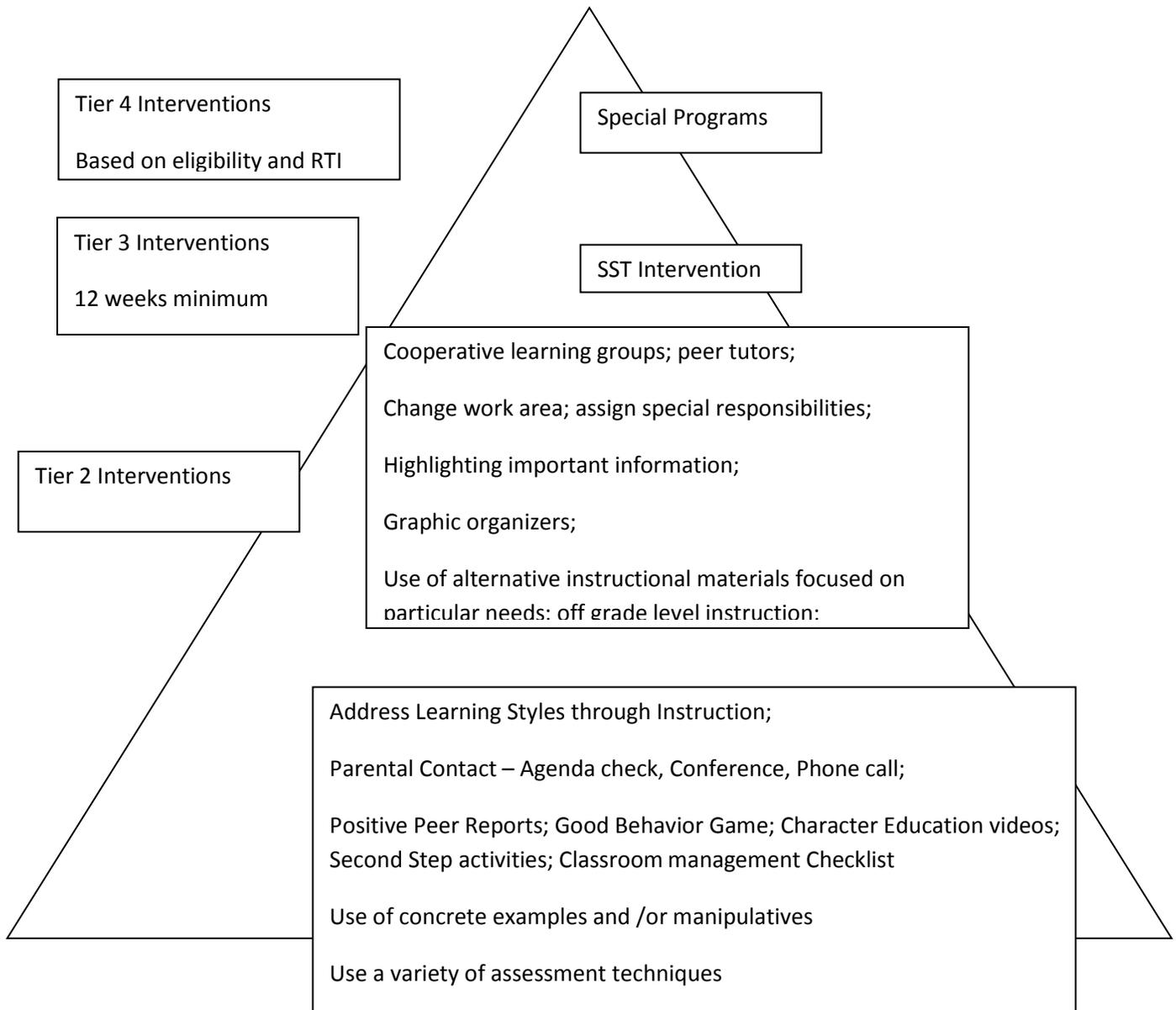
All students will:

- Have access to high quality instruction
- Have access to literacy resources in all content areas
- Have access to 21st Century technology

e) & j) RTI Model

MES follows the state and system guidelines for implementation of a 4-Tiered RTI instructional model. Following Georgia Department of Education guidelines, Baldwin County created a Baldwin County Response to Intervention Handbook which outlines the school and system protocols for RTI. As a result, the RTI team meets regularly to review student performance data, to discuss and identify student needs, and to review the effectiveness of interventions. MES will continue to provide adequate time for teachers and interventionists to collaborate. MES will also continue to review and revise our protocols for identifying at-risk students and matching them to the appropriate intervention (**The What, pg. 11**). Additional attention will be given to providing professional learning for interventionists and classroom teachers that enables them to more proficiently identify student needs and target areas of concern. In addition, we will continue to provide and deliver interventions by a trained interventionist in small groups during a daily, protected time (**The Why, pg 56**).

Baldwin County Schools Elementary School Pyramid of Interventions Midway Elementary School



Striving Readers Comprehensive Literacy Grant

Midway Elementary School

Assessment Data/Data and Analysis Plan

a) Current Assessment Protocol

Assessment	Purpose	Skills	Frequency
GKIDS	Ongoing, Diagnostic	Grade level Reading/ELA/Math Skills	Every 8 weeks
DIBELS Next: Decoding	Progress Monitoring	Phonics / Decoding Skills	3 times a year
DIBELS Next: Fluency & Accuracy	Progress Monitoring	Oral Reading Fluency	3 times a year
Scholastic Reading Inventory	Progress Monitoring	Reading	4 times a year
Unit Pre Assessment	Progress Monitoring/ Outcome	ELA, Reading, Math, Science, Social Studies	Prior to instruction of each Unit
Unit Post Assessments	Progress Monitoring/ Outcome	ELA, Reading, Math, Science, Social Studies	Completion of each Unit
ACCESS for ELL	Screener, Monitor Growth	Language	1 time per year
Vineland	Diagnostic	Adaptive Behavior	Initial evaluation for IDEA & every 3 years if deemed necessary
BASC- Behavior Assessment Children - 2nd ed.	Diagnostic	Behavior	Initial evaluation for IDEA & every 3 years if deemed necessary

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Assessment Data/Data and Analysis Plan

Comprehensive Test of Phonological Processing	Diagnostic	Processing	Initial evaluation for IDEA & every 3 years if deemed necessary
Wechsler Intelligence Scale for Children	Diagnostic	Cognitive	Initial evaluation for IDEA & every 3 years if deemed necessary
Differential Ability Scales: Second Edition	Diagnostic	Cognitive	Initial evaluation for IDEA & every 3 years if deemed necessary
Kaufman Adolescent and Adult Intelligence Test	Diagnostic	Cognitive	Initial evaluation for IDEA & every 3 years if deemed necessary
Kaufman Test of Educational Achievement	Diagnostic	Achievement	Initial evaluation for IDEA & every 3 years if deemed necessary
Cognitive Abilities Test	Diagnostic	Mental ability	Initial placement - Gifted
Gifted Rating Scales	Diagnostic	Motivation	Initial placement – Gifted
Torrance Test Creative Thinking	Diagnostic	Creativity	Initial placement - Gifted
Iowa Test of Basic Skills	Diagnostic	Achievement	Initial placement - Gifted

b) Comparison of the Current Assessment Protocol with the SRCL Assessment Plan

The current Midway Elementary assessment plan includes several of the requirements of the SRCL. Some of the shared components are Scholastic Reading Inventory and DIBELS

Next:

- The use of a screener to identify at risk students and target specific weaknesses
- Progress monitoring to measure skills attainment and to guide instruction
- Formative and summative assessments
- Analysis of assessment data

c) New Assessment Plan

Assessment	Frequency	Location
DIBELS Next Benchmarks	3 times per year (Sept., Dec., Mar)	Classroom (K-5)
DIBELS Next Progress Monitoring	Every 2 Weeks	Classroom (K-5)
Scholastic Reading Inventory	4 times per year	Computer Lab

Student Learning Objectives (SLOs)	3 times per year (August & April)	Classroom Teachers (K-5)
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d) Current Assessments That May be Discontinued

Presently, Midway will discontinue the CRCT by state mandate.

e) Professional Learning Needs

The following professional learning would be beneficial in implementing a stronger assessment plan at Midway Elementary School:

- DIBELS Next training - administration and disaggregation of data
- Scholastic Reading Inventory training
- Differentiation based on assessment data
- Support and training for interventionists in using assessment data to identify specific skill deficits and determine which intervention is most effective
- Professional learning to enhance a balanced literacy program
- Professional learning to strengthen the reading program
- Professional learning to develop the writing program
- Professional learning to target literacy by using technology
- Professional learning to develop the response to intervention concerning literacy with a focus on tier 1 strategies
- Professional learning to aid teachers in literacy assessment
- Professional learning in literacy programs to use instructional time more efficiently
- Professional learning for development in project-based literacy instruction

f) How Data is Shared

Midway Elementary School strives to actively communicate assessment data to parents and other stakeholders and to afford parents opportunities to gain a deeper understanding of our assessment process and their child's scores. Performance data is shared with parents during parent conferences, parent meetings, phone calls, through individual score reporting to parents, through written communication, and parent education sessions on testing. Teachers are required to hold two parent conferences per year and parent meetings include, but are not limited to, Board of Education meetings, PTO meetings, parent awareness sessions, and school council meetings. Assessment data is also available through our school website and local media sources.

g) How data will be used to develop instructional strategies as well as to determine materials and needs

Assessment data will be reviewed, analyzed, and discussed during Leadership Team meetings, Literacy Team meetings, and other professional learning team meetings such as grade level, content, and vertical team meetings. Data is posted in the school's data room and the grade levels meet to analyze the information to determine strengths and weaknesses. An implementation plan is then designed which lists initiatives, actions steps, timelines, materials and resources needed, persons responsible, an evaluation of implementation of strategies and impact on student achievement. Strategic goals, performance indicators and measures are developed for every grade level and department.

h) Assessment Timeline and Responsibilities

Assessment	Grade(s)	Personnel Responsible		When
		Scheduling	Administration	
GKIDS	Kindergarten	Kindergarten Teachers	Kindergarten Teachers	4 times per year
Unit Assessments	K – 2 Students	K – 2 Teachers	K – 2 Teachers	End of Unit
DIBELS Next Benchmarks	K-2	Administration	Classroom Teachers	3 times/year
DIBELS Next Progress Monitoring	K-2	Classroom Teachers	Classroom Teachers	1 time/weekly
Scholastic Reading Inventory	1 - 5	Administration	Computer Lab Teacher	3 times/year (All Grades)

Resources, Strategies and Materials

a) List of resources needed to implement the literacy plan, including those that foster student engagement:

- Professional learning to enhance a balanced literacy program
- Professional learning to strengthen the reading program
- Professional learning to develop the writing program
- Professional learning to target literacy by using technology
- Professional learning to develop the response to intervention concerning literacy with a focus on tier 1 strategies
- Professional learning to aid teachers in literacy assessment
- Professional learning in literacy programs to use instructional time more efficiently
- Professional learning on how to create classroom libraries and literacy stations
- Professional learning for development in project-based literacy instruction
- DIBELS Next
- Scholastic Reading Inventory
- Research-based core language arts program
- Research-based, scientifically evidenced writing program for writing across the curriculum
- Computer-based diagnostic assessment for fluency and comprehension
- Computer-based diagnostic assessment for early literacy
- 21st Century technology – including, but not limited to equipment, software, and access (e.g., projectors, upgrades to technology infrastructure, additional interactive whiteboards, computers, printers, website subscriptions, etc.)
- E-readers (tablets) and E-texts

- Additional print materials, texts/books (fiction, nonfiction, informational) to increase variety and volume in classroom collections and the media center
- Insurance for devices and equipment to maintain them.

b) List of activities that support literacy intervention programs:

- Allocation of adequate time for literacy instruction
- Allocation of adequate time for interventions
- Systematic use of universal screeners to identify areas of need (Tier 2 and Tier 3)
- Continued support and coaching of effective instruction
- Professional learning, coaching, and support of identifying needed interventions and implementing with fidelity
- Continued implementation of the 4-tiered RTI model
- Research-based, scientifically evidenced intervention materials (K-5)

c) List of shared resources available:

- At least 2 computers in each classroom
- 1 interactive whiteboards in each classroom
- 1 cart with classroom set of iPods
- 1 cart with classroom set of laptop computer
- 1 laptop in most classrooms
- 1 projector in most classroom
- 4 portable scanners
- Access to print and non-print resources via the media center
- 2 computer labs – total of 60 computers
- Curriculum guides (standards, units, and assessments)
- Student resources – texts, workbooks, interactive activities, and website subscriptions that support literacy
- 6 network printers
- 1 copier
- Limited variety of leveled readers
- Teacher access to file sharing through the LAN

d) List of library resources available:

- Variety of print and non-print materials
- Variety of fiction, non-fiction, and informational texts at various reading levels
- Reference books
- 2 computers – required for circulation desk
- 1 computer – required for library administration purposes
- 1 laptop, projector, and pull down screen
- 7 computers for online catalog and research

e) List of activities that support classroom practices:

- 100% participation of all teachers in regularly scheduled, professional learning teams
- Daily collaborative, planning time
- Training and monitoring of effective, research-based instructional strategies
- Regularly scheduled vertical team meetings that encompass all content areas
- Regularly scheduled leadership team meetings
- PLTs to support review of data and instructional practices

f) List of additional strategies needed to support student success:

- Professional learning targeting the use of technology, literacy/writing instruction, focused intervention, and assessment
- Consistent and efficient access to technology – in classrooms, computer labs, media center, and teacher workrooms throughout the school
- Technology capacity for efficient storage and access of student data
- DIBELS Next (K-5)
- Scholastic Reading Inventory (K-5)

g) List of current classroom resources for each classroom in the school:

- At least 1 computer in each classroom

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Resources, Strategies and Materials

- Access to print and non-print resources via the media center
- Curriculum guides (standards, units, and assessments)
- Student resources – texts and workbooks
- Access to a network printer
- Access to a copier
- Limited variety of leveled readers
- Teacher access to file sharing through the LAN
- Textbooks and basals (used as a resource to supplement instruction due to the average publication date on or before 1998)

h) Alignment plan for SRCL and all other funding:

	Classroom Resources	Technology	Professional Learning
Strategies	<ul style="list-style-type: none">• DIBELS Next• Scholastic Reading Inventory• Research-based core language arts program• Research-based writing program• E-readers (tablets) and E-texts• Additional print materials, texts/books (fiction, nonfiction, &	<ul style="list-style-type: none">• 21st Century technology – including, but not limited to equipment, software, and access (e.g., upgrades to technology infrastructure, additional interactive whiteboards, projectors, computers, printers, website	<ul style="list-style-type: none">• Use of technology• Effective instruction in literacy/writing supported by proactive planning• Providing targeted instructional interventions based on assessment data• Effective use of comprehensive assessments and the resulting data

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Resources, Strategies and Materials

	<p>informational) to increase variety and volume in classroom collections and the media center</p> <ul style="list-style-type: none"> • Materials to be used to continued implementation of RTI • Plan and provide lessons that promote literacy and student engagement in all content areas 	<p>subscriptions, etc.)</p> <ul style="list-style-type: none"> • E-readers (tablets) and E-texts 	
Funding Sources	<ul style="list-style-type: none"> • SRCL • Title I • Title VI-B • IDEA • MES General Fund • MES Instructional Fund School-based fundraising efforts • System-based fundraising efforts 	<ul style="list-style-type: none"> • SRCL • Title I • Title VI-B • IDEA • MES General Fund • MES Instructional Fund School-based fundraising efforts • System-based fundraising efforts 	<ul style="list-style-type: none"> • SRCL • Title I • Title II-A • Title VI-B • IDEA • RESA/GLRS

i) How proposed technology purchases will support RTI, student engagement, instructional practices, writing, literacy, etc.:

All proposed technology purchases will support Response to Intervention, student engagement, writing, literacy instruction, and other instructional initiatives. By updating and increasing the available technology, MES will provide teachers and students with additional opportunities for teaching and

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learning. For example, through the use of DIBELS Next data, teachers will be able to better identify and target student instructional needs. Doing so will allow MES to provide targeted interventions for students through the RTI process. In addition to improving interventions and instruction at tiers 2 and 3, MES will be able to provide more effective instruction for all students at tier 1. Tier I instruction for all students will be affected by the ability to encourage student engagement and increase student access to appropriate materials. Teachers will have increased use of technology and 21st Century tools to plan for instruction that will offer more opportunities for individualized instruction and individualized learning products in all content areas, including writing.

a) Professional learning activities attended by staff in the past year:

Depth of Knowledge 100%
Teacher Keys Effectiveness System 100%
New Teacher Orientation 5 teachers
CCRPI Training 100%
Statewide Testing 100%
Differentiated Instruction 100%
CCGPS & GPS Curriculum Support 100%
GA Council on Economic Education 4 teachers
Professional Learning Communities 100%
Common Assessments 100%
Reading Across the Curriculum 100%
Formative Instructional Practices 100%
Literacy Blocks with focus on Reading Centers 100%
DIBELS Next 75%
Positive Behavior Intervention Supports 100%
Math in the Fast Lane 7 teachers
Health Empowers 4 teachers
Book Study on instructional practices and classroom management 100%

c) Detailed list of ongoing professional learning:

- PLTs to facilitate ongoing, collaborative data review and analysis
- PLTs to facilitate ongoing, collaborative instructional planning and unit revision
- Job-embedded, On-site Coaching
- Effective Use of Assessments and Assessment Data
- Review of Effective Instructional Practices
- Mentoring
- Co-Teaching Support
- New Teacher Support
- GaDOE Content and Instructional Support Webinars
- Ongoing Literacy Training and Support
- Differentiation
- Continued Support for Writing Plan and Instructional Support

- RTI and Intervention Training and Implementation
- Positive Behavior Interventions and Supports (PBIS)
- GaDOE Formative Instructional Practices - FIP
- Ongoing Support from Oconee RESA
- Georgia Council on Economic Education

d.) Programmatic professional learning needs identified in the needs assessment:

Because effective professional learning is known to improve classroom teaching and increase student achievement, a critical component of effective instruction and increased student achievement is the development and support teachers and staff receive in the use of technology, administration of interventions, and in the implementation of a writing program for all pertinent staff (**The Why, p.141**). In order to be effective, professional learning must be developed in "ways that promote critical thinking and higher order performance" with the goal of increasing student achievement (**The Why, p.140**). The professional learning needs listed below directly correlate to the Midway Elementary School needs assessment process and resulting data:

- Implementation of core reading program and subsequent training and support with job-embedded coaching and instructional guidance
- Continued monitoring, training, and support are needed to ensure fidelity to best teaching practices school-wide
- Continued support of foundational reading skills
- Effective literacy instruction and literacy in the content areas
- Continued support for CCGPS and GPS
- Transition planning (Within MES and with the school we feed into, OMS)
- Additional focus and support for meeting the literacy needs of all students
- Training and support for all technology purchases/acquisitions
- Effective use of assessments and assessment data

- Training and support for DIBELS Next and SRI
- GaDOE Formative Instructional Practices (FIP)
- Identifying and assisting struggling readers
- Increasing the rigor and relevance in all subjects
- RTI and the RTI process and protocols

f.) Professional learning plan that is detailed and targeted to stated goals and objectives outlined in the literacy plan:

g.) Method of measuring effectiveness of professional learning:

Identified Professional Learning	Project Plan Goals/Objectives Addressed	Literacy Plan Building Block Addressed	Measure of Effectiveness
Incorporating technology to support literacy instruction	Goal 1: Objective 2 Goal 3: Objective 1 Goal 6: Objectives 1, 2	Building Block(s): 1, 2, 3, 6	<ul style="list-style-type: none"> • PD documentation and minutes • Walk-through observations • Literacy Team meetings • Analysis of student data • Georgia Milestones, DIBELS Next, SRI data • Unit plans with documentation of technology • SMART goal(s)
Differentiating literacy instruction	Goal 1: Objective 1 Goal 2: Objective 1, 2 Goal 4: Objective 2	Building Block(s): 1, 6	<ul style="list-style-type: none"> • PD documentation and minutes • Walk-through observations • Literacy Team meetings • TKES Evaluation • Georgia Milestones, DIBELS Next, SRI data • CCGPS Units • SMART goal(s)
Identification/evaluation of effective literacy instruction	Goal 2: Objectives 1, 2, 3 Goal 3: Objectives 1, 2	Building Block(s): 2, 3	<ul style="list-style-type: none"> • PD documentation and minutes • Walk-through observations • Literacy Team

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Professional Learning Strategies

			<p>meetings</p> <ul style="list-style-type: none"> • DIBELS Next, SRI, Georgia Milestones results • TKES evaluations • SMART goal(s)
Effective use of instructional content-specific reading and writing strategies	<p>Goal 1: Objective 1</p> <p>Goal 2: Objective 3</p>	Building Block(s): 1, 2	<ul style="list-style-type: none"> • CCGPS Units • Walk-through observations • 3rd/5th Grade State Writing Assessment results • TKES evaluations • SMART goal(s)
Diagnosis of reading difficulties and appropriate interventions to be used to target areas of concern(s)	<p>Goal 3: Objectives 1, 2</p> <p>Goal 5: Objectives 1, 2, 3</p>	Building Block(s): 3, 5	<ul style="list-style-type: none"> • Analysis of RTI data • PD documentation and minutes • Walk-through observations • Literacy Team meetings • Analysis of student data • Georgia Milestones, DIBELS Next, SRI data • SMART goal(s)
Provide additional training in literacy across all content areas	<p>Goal 1: Objective 1</p> <p>Goal 2: Objective 1</p> <p>Goal 4: Objective 2</p>	Building Block(s): 1, 2, 4	<ul style="list-style-type: none"> • PD documentation and minutes • Walk-through observations • Literacy Team meetings • Analysis of student data • Georgia Milestones, DIBELS Next, SRI data • TKES evaluations • SMART goal(s)
Ensuring fidelity and consistency of interventions	<p>Goal 2: Objective 1, 2</p> <p>Goal 3: Objective 1, 2</p>	Building Block(s): 2, 3	<ul style="list-style-type: none"> • RTI documentation • RTI student data • Walk-through observations • Georgia Milestones, DIBELS Next, SRI data • Documentation of collaboration between teachers and

			interventionists • SMART goal(s)
Analyzing and interpreting assessments with regard to literacy	Goal 5: Objective 1 Goal 6: Objective 1	Building Block(s): 5, 6	<ul style="list-style-type: none"> • CCGPS Units • Walk-through observations • Georgia Milestones, DIBELS Next, SRI data • PD documentation and minutes • SMART goal(s)

e.) Process used to determine if professional development was adequate and effective that is tied back to the goals and objectives:

The goal of professional development is to support viable, sustainable training and education, improve teacher instruction, and ultimately promote student achievement (**The Why, p.141**). Therefore, to ensure continued growth through professional development, MES teachers are afforded varied and ongoing professional development opportunities based on student data and teacher needs. Administrators provide time for staff to participate in professional opportunities which include participation in coaching, peer-mentoring, learning community meetings and content and grade level teams. A variety of methods will continue to be used to measure the effectiveness of the implemented professional development opportunities. For example, professional development initiatives are, and will continue to be, monitored through classroom walkthroughs using school and system developed forms. In addition, the Georgia Literacy Plan Checklist (**The How, p. 20**) will also be implemented. Likewise, student achievement data including, but not limited to formative, summative, and diagnostic data, will be reviewed by the leadership and literacy teams. Teachers will also continue to

participate in grade and content level collaborations. These team meetings provide teachers with additional opportunities for peer support. During these collaborative opportunities, data is reviewed and analyzed to drive instructional decisions and to determine the need for additional professional learning. Through these efforts, continued growth and improvements are ensured as the professional development will be monitored and adjusted accordingly (**The How, p.20**).

Midway Elementary School (MES) is committed to literacy and increasing student achievement. MES believes that all students can learn and that the students of MES must receive an outstanding education in order to be productive and successful in the world into which the students will graduate. As a result, MES is dedicated to constant growth and improvement as educators. The SRCL is one way teachers can continue to progress as educators and afford the students a high-quality education in the 21st Century. The grant will be the launching pad for the MES Literacy Plan, the efforts to advance literacy and learning at MES will not end when grant funds are exhausted. MES enthusiastic about the opportunities and resources the grant will provide, but are also realistic about the effort and dedication that is required of the Midway Elementary School staff.

a) Clear plan for extending the assessments protocol:

A systematic plan for implementing all assessments, including DIBELS Next and the SRI, will be drafted and shared with all staff. All staff and Leadership Team members will receive training on the plan implementation which will include information on assessment administration and how to effectively utilize the resulting data.

Documentation will be kept yearly, detailing implementation of the plan, with the Leadership Team being responsible for reviewing and editing the plan as needed.

Yearly update trainings will be conducted for all staff, including introductory trainings for new staff. The Leadership Team will be responsible for monitoring implementation and ensuring that the plan continues to be implemented with fidelity. Local funds, as well as funds from Title VI-B and Title I, will be used, in conjunction with school

technology money, to ensure technology continues to be available for support of the assessment plan.

b) Plan for developing community partnerships and/or other sources to assist with the funding:

The MES Leadership Team works closely with the Baldwin County Communities in School Director to develop and sustain community partnerships that support school initiatives such as the MES Literacy Plan and the SRCL. A supportive partner is the Baldwin County Literacy Team which was created to improve literacy throughout Baldwin County by closing the gap between pre-k and kindergarten. The Baldwin County Communities in School is compiled of agencies in the communities that provide services to families with children ages birth to 5 years old. The Baldwin County Literacy Team includes kindergarten teachers, school directors, elementary administrators, and teachers as well as district staff. The Communities in School's primary goal is to raise funds to promote, enhance, and supplement the educational programs for the benefit of students and staff in the Baldwin County School System. Another important partner is Midway Elementary School's Parent Teacher Organization (PTO). Through continuous fundraising efforts, our PTO has a history of providing financial support for educational needs at MES. MES plans to maintain the PTO's support in helping sustain the literacy efforts and specific grant needs. Additionally, MES is devoted to doing what's best for the students and plan to work together to raise funds for instruction through various activities including our annual Fall Festival, Spring Fling, and similar fundraisers.

c). Plan for successfully using Professional Development

Professional learning is utilized as a vessel for sustainability, professional enhancement and best practices. Our job-embedded professional learning communities play an integral part in expanding these lessons learned and for extending these teachings and learning practices. Professional learning is redelivered to those unable to attend initial training. Mentor teachers will be assigned new teachers; they, along with an instructional coach, assist the new teachers in perfecting newly learned skills including classroom management techniques, utilizing technology in the classroom, and using assessments to monitor student progress. All teachers will be trained on the assessment protocol, and new hires will be proctored through training and support. Formative and summative data will be analyzed to measure growth in content areas. Teachers will meet regularly to collaboratively discuss the integration of literacy in each content area. Lesson plans and accompanying materials will be compiled into curriculum guides for future reference.

d. How print materials are to be replaced when necessary

Literacy teams at each school will assist in determining the condition of print materials and the necessity of their replacement. Replacement requests will be forwarded to the central office for inclusion in the appropriate budget.

e. A clear plan for extending the professional learning beyond the grant period and to new staff to the system

Professional learning will extend beyond the grant period to sustain and advance teachers' skills. Job-embedded professional learning and PLCs will promote a culture of learning and provide a platform for increased teacher effectiveness. Various state, federal and local allocations will support these efforts.

f. Plan for Sustaining Technology that was implementing with SRCL funds.

MES will maintain technology, site licenses, and professional learning through the use of state, local, and federal funds as well as other applicable funding. The media specialist at each school will assist teachers with technology maintenance and instructional technology training. The system technology director and her staff are available when needed to assist with technical issues that arise. The technology director and media specialist coordinate purchases of hardware and software, obtain bids, initiate purchase orders, and inventory equipment, arrange installation, negotiate site licenses, and organize warranties. The system professional learning coordinator will schedule training on any software of the use of hardware to both new and veteran staff members. Our media specialist will arrange for regular maintenance of the equipment in order to extend the life of the hardware.

g. Plan for expanding the lessons learned through the SRCL project with other schools and teachers new to the LEA

The staff of MES remains committed to RACE **R**especting others, **A**ccepting responsibility for actions and educations, **C**ooperating with others to build the best learning environment, and **E**xcelling in all academic areas while supporting the MES motto of “Galloping

to Greatness”. We will use job-embedded professional learning to help guide new and current teachers in literacy instruction across the curriculum. We will use transitional alignment teams to implement vertical articulation of literacy-based instruction and lessons learned. Professional Learning will provide a supportive environment allowing the sharing of successful literacy practices with a focus on learning.

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Budget Summary

Budget Summary

Midway Elementary School will allocate money from the Striving Reader's Grant to strengthen instructional practices in the following areas as indicated by the needs assessment. The budget was developed as an effort to increase the school's ability to implement the literacy goals and objectives outlined in the MES Literacy Plan, as supported by "The What" document, and after identifying gaps that exist in student achievement, professional learning, technology, and assessment. The SRCL funds will be used to support and provide: necessary professional learning; adequate literacy instruction, essential technology, assessment requirements, and instructional resources for all teachers and students, as well as those who require additional assistance.

Budgeted items will include the following areas:

Professional Learning

- To enhance a balanced literacy program
- To strengthen the reading program
- To develop the writing program
- To target literacy by using technology
- To develop the response to intervention concerning literacy with a focus on Tier 1 strategies
- To aid teachers in literacy assessment
- To use instructional time more efficiently in literacy programs
- To develop classroom libraries and use literacy stations
- To develop project- based literacy instruction
- Stipend for reading specialist/interventionist (contract basis); extended day and/or extended year duties to implement SRCL
- Registration and/or other fees, stipends, travel expenses, and other needed funds to facilitate teacher training and professional learning
- Use of assessments and data analysis to target student instructional needs
- Identification and delivery of specific instructional assistance through targeted interventions

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Budget Summary

- Other training deemed necessary to support the MES Literacy Plan

Curriculum

- Core reading program, with attention to writing and literacy
- Texts (print and non-print) to support CCGPS with a focus on literary and informational texts
- Additional materials for core reading program/leveled readers in science and social studies
- Extend media center hours and contract with staff to work the extended hours

Assessment

- DIBELS Next
- SRI
- Accelerated Reader
- Technology to store and share assessment data

Other

- Consumable supplies and materials, such as chart paper, markers, poster paper, ink, etc.
- Computers
- Tablets / E-readers
- E-texts
- Interactive Whiteboards
- Printers / Ink
- Laptops
- Projectors / Bulbs
- Assistive Technology
- Upgrades to current technology infrastructure and software
- Website subscriptions
- Downloads for E-readers
- Digital Storage
- Other necessary 21st Century Technology
- Insurance on electronic devices and equipment.

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Budget Summary

RTI

- Resources will also be needed to strengthen tiered instruction (RTI) that meets identified student needs. Overarching needs include training of all pertinent staff in the identification of student literacy needs, determination of appropriate interventions, and implementation of interventions with fidelity, both during the day and possibly in extended day and extended year tutorial. Finally, these resources will better equip teachers in meeting the needs and closing the achievement gap for all students, particularly those in Tiers 3 and 4.

The use of the SRCL funds will allow Midway Elementary School to effectively implement the School Literacy Plan while supporting and improving literacy instruction, professional learning, use of technology, and a school assessment plan. The funds will also assist in providing needed instructional resources for all teachers and students in order for the plan to be carried out efficiently. In turn, the MES Literacy Plan will result in increased achievement for all students and an increased instructional capacity for all teachers and staff.