# School Profile

Created Friday, November 22, 2013

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## Page 1

## School Information

| | |
|---|---|
| School Information \| District Name: | Whitfield County Schools |
| School Information \| School or Center Name: | New Hope Middle School |

## Level of School

Middle (6-8)

## Principal

| | |
|---|---|
| Principal \| Name: | Joe Barnett |
| Principal \| Position: | Principal |
| Principal \| Phone: | 706-673-2295 |
| Principal \| Email: | joeb@whitfield.k12.ga.us |

## School contact information

(the persons with rights to work on the application)

| | |
|---|---|
| School contact information \| Name: | Joe Barnett |
| School contact information \| Position: | Principal |
| School contact information \| Phone: | 706-673-2295 |
| School contact information \| Email: | joeb@whitfield.k12.ga |

## Grades represented in the building

 example pre-k to 6

6-8

## Number of Teachers in School

35

## FTE Enrollment

547

# Fiscal Agent Memo of Understanding

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

## Fiscal Agent/Applicant Required Signatures:

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

**Please sign in blue ink.**

Name of **Fiscal Agent's** Contact Person: _Dr. Judy Gilreath_

Position/Title of Fiscal Agent's Contact Person: __Dr. Judy Gilreath__

Address: __1306 S Thornton Avenue____P.O. Box 2167_

City: __Dalton_____ Zip: 30722

Telephone: (_706_) _217-6723_____ Fax: (_706__) _278-5042_____

E-mail: _____jgilreath@whitfield.k12.ga.us_____

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

Dr. Judy Gilreath_____
**Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)**

_12/11/2013_____
**Date (required)**

# Preliminary Application Requirements

Created Friday, November 22, 2013

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## Page 1

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

SRCL General Information Packet-Cohort 3

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

- Yes

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

SRCL Scoring Rubric-Cohort 3

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

## Assessments

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

- I Agree

## Unallowable Expenditures

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

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

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

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

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

**Advertisements, Promotional or Marketing Items**

**Decorative Items**

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

**Land acquisition**

**Capital Improvements, Permanent Renovations**

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

**Dues to organizations, federations or societies for personal benefits**

Any costs not allowed for Federal projects per EDGAR, which may be accessed at
http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html.
**NOTE: This is NOT an all-inclusive list of unallowable expenses**. If you have questions about unallowable expenses please e-mail your questions to jmorrill@doe.k12.ga.us


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

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- I Agree

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# Grant Assurances

Created Wednesday, December 11, 2013

## Page 1

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

# 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.

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.

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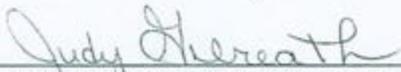
_Judy Gilreath_
Signature of Fiscal Agency Head (official sub-grant recipient)

_____Dr. Judy Gilreath, Superintendent
Typed Name of Fiscal Agency Head and Position Title

__December 11, 2013__
Date

_Joe Barnett_
Signature of Applicant's Authorized Agency Head (required)

Joe Barnett, Principal
Typed Name of Applicant's Authorized Agency Head and Position Title

__December 11, 2013__
Date

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

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

_____
Date (if applicable)

# Whitfield County Schools

## District Narrative
### Brief History

Whitfield County School System (WCS), established in 1872 to serve children no longer needed on family farms, serves four cities: Cohutta, Dalton, Tunnel Hill, and Varnell. Cohutta is a railroad town known for its land and agriculture, including a fish hatchery and a museum. Dalton is known as the Carpet Capital of the World, and is rich in Civil War and railroad historical events. Tunnel Hill is famous for 100 year old homes with various architectural styles and a yearly Civil War re-enactment. Varnell is the City of Ethics, dedicated to serving others in an environment of equality, honesty, openness, and integrity. Local businesses include high-tech chemical, plastics, and automotive companies.

WCS, the 26th largest of Georgia's 180 public school systems, envisions a responsive school district focused on students which is valued and respected by the community. Our mission is to increase student learning by providing students and staff with meaningful, challenging, and engaging educational experiences in a safe and supportive environment. We believe learning should involve more than listening to lectures, and that it is sometimes loud and messy. Students are provided choices in their education and have valuable relationships with educators. WCS teachers employ customizing, communicating, collaborating, critical thinking, and problem solving to support all students.

### System Demographics

Whitfield County School System lies between Atlanta and Chattanooga. Approximately 13,200 students attend 24 schools including 13 elementary, five middle, three traditional high schools, a career academy, an alternative school, and a special purpose high school. Since 2002, WCS has experienced a 15% growth in enrollment; 72% of students are economically disadvantaged. According to 2010 census data, Whitfield County had approximately 102,599 residents. The median household income for Whitfield County was $42,345 compared to the state of Georgia median household income of $49,347. Current student demographics include: 55% White, 39% Hispanic, 3% Multi-Racial, and 2% Black.

### Current Priorities

After an analysis of system and school achievement data, areas of need identified are:

- Revise current K-12 Literacy Plan to reflect rigorous literacy instructional practices
- Align Professional Learning offerings to district and campus needs based on assessment analysis, TKES system, and District Leadership Committees

- Progress monitoring of all students through collaboration between district and campus data teams
- Increase students *Exceeding* standards on CRCT
- Increase writing scores on state assessment
- Increase student access to a variety of texts
- Expand technology usage with students
- Communicate with parents frequently, clearly, and consistently

**Strategic Planning**

WCS's mission is to increase student learning by providing students and staff with meaningful, challenging, and engaging educational experiences in a safe and supportive environment. With the leadership of our new superintendent, and the creation of three new positions: elementary, middle school, and high curriculum directors strategic planning is firmly established. Curriculum Directors meet and plan regularly with teachers and principals to develop and ensure district and school initiative are aligned. Through these collaborations the following initiatives are under way:

- Implementing pilot studies of Literacy Design Collaborative at middle and high schools

- Implementing pilot studies of Math Design Collaborative at middle and high school

- Implementing Formative Assessments

- Implementing K-5 Common Curriculum Maps

WCS strategic planning mirrors our priorities in the following ways:

- **Student Achievement**: WCS is working to increase student achievement as measured by End of the Course Exams, State Testing, and Implementation of a Formative and Summative Assessment Cycle in grades K-12.

- **Professional Learning**: WCS is committed to providing ongoing, targeted professional learning for teachers, principals, and central office personnel to support continuous improvement.

- **Parent and Community Involvement**: Whitfield County reflects a community actively involved in all aspects of increasing student achievement. *Readers to Leaders* and *Early Childhood Initiatives Committees* bring together community resources to support parents and students.

- **Technology**: WCS is working to provide equitable technology at all campuses.

**Current Management Structure**

Dr. Judy Gilreath, WCS Superintendent since March 2013, re-organized the Central Office to strengthen the district's commitment to curriculum and instructional leadership. WCS has five divisions: Finance, Human Resources; Assessment, Accountability, and Technology; Operations; Teaching and Learning; and Student Services. Each division is supervised by a Chief Officer with the exception of Teaching and Learning which is supervised by the Assistant Superintendent for Teaching and Learning.

## Past Instructional Initiatives

WCS initiatives since 2005 include implementation of the Schlechty Center's Working on the Work (WOW) framework, guiding our endeavors in designing work for students. In 2007, we participated in Georgia's Reading First Struggling Reader training. Other past instructional initiatives include:

- Common Core Transition Training for ELA and Math
- WIDA Standards
- SIOP (Sheltered Instruction Observation Protocol) for ESOL and regular education teachers
- Response to Intervention (K-8)
- Assessment Driven Instruction
- Technology Integration
- ActivStudio Software Training
- Literacy and Math Work Stations (K-5)
- Content Specific Professional Learning in ELA, Reading, Math, Science & Social Studies

## Literacy Curriculum

The PreK-12 literacy curriculum is based on the English/Language Arts Common Core Georgia Performance Standards (CCGPS) which encompass foundational skills for elementary children such as concepts of print, phonological awareness, phonics, fluency, vocabulary, comprehension, writing and conventions. The literacy curriculum is supported by Bright from the Start standards, Scholastic, basal readers, Literacy Collaborative, trade books, novels, and content text books.

## District Literacy Assessment Program

Literacy Assessments used with fidelity are:

- Work Sampling System (Pre-K) and Pre-School Evaluation Scale
- Georgia On-Line Assessment System (Grades 1-12)
- Georgia Alternative Assessment (Grades K, 3-5,6-8,11)
- Georgia Kindergarten Inventory of Developing Skills
- Georgia Writing Assessments (Grades 3,5,8,11)
- CoGAT (Grade 4)
- World-Class Instructional Design (WIDA) ACCESS Placement Test (W-APT, K-12)
- Assessing Comprehension and Communication in English (ACCESS, K-12) and Alternate ACCESS where appropriate
- Georgia Criterion-Referenced Competency Test (CRCT, 3-8)
- End of Course Test (EOCT, 9-12)

- SAT, AP Exams (9-12)
- MAP (Measures of Academic Progress System, K-8)

## Need for Striving Reader Project

District data reveals that grades 3-8 CRCT Reading scores range from 91% to 96.9%, but few students EXCEED the standards. Additional "what if" data from the GADOE indicate our true reading passing scores would tumble if the passing threshold was increased. Informational reader response and narrative writing are linked to increased reading and vocabulary levels (Why document). Therefore, concurrent implementation of a strong writing program is critical to a complete literacy initiative. CRCT data summarized in the table below demonstrates basic student reading needs are being met, but SRCL funds would provide much needed professional development and instructional resources, fostering teacher leaders and college/career ready students.

| Students Meeting/Exceeding Standards on 2013 CRCT, Writing, and End of Course Tests | | | | | |
|---|---|---|---|---|---|
| | Reading | ELA | Writing | Science | Social Studies |
| 3rd Grade | 93% | 90% | | 76% | 83% |
| 5th Grade | 93% | 93% | 80% | 80% | 82% |
| 8th Grade | 97% | 94% | 78% | 69.5% | 76.2% |
| EOCT | EOCT American Literature & Composition | 9th Grade Literature & Composition | 11th Grade Writing | Biology | US History |
| High School | 90% | 87% | 90% | 74% | 62% |

Northwest High School and its feeder schools indicated interest in pursuing SRCL funding to ensure students were college and career ready. (WCS is not submitting a Birth to Pre-k section because none of the feeder pattern schools have a Pre-k program.) They are not satisfied with simply meeting standards. SRCL will allow these schools to build professional learning communities across the feeder pattern campuses that will serve as a model for the district.

# Whitfield County Schools

## District Management Plan and Key Personnel

### District Support

WCS supports Northwest High School and feeder schools SRCL grant application in a number of ways. Ongoing grant planning meetings were held on August 12; September 11,13; and November 11,15,19, 2013, to provide coherence and support for developing budget and individual campus grant applications. District Instructional Coaches (IC) will provide PD and support to *applying* schools and attend all training provided by external providers to build their capacity for training our other schools. Our Teaching and Learning Team will closely monitor progress and continue to support the Literacy Teams by providing regular opportunities for collaboration and sharing of successes and struggles. This collegial discourse will both inform and empower these leaders as they implement SRCL grant requirements.

### Strategic Plan

WCS has reorganized Teaching and Learning Staff to emphasize a deeper focus on curriculum and enhanced communication between teachers, administrators, and Central Office. The Teaching and Learning positions were rearranged to create grade-banded Directors. Proven high quality educators were recruited and selected for these jobs. The staff is housed in one room to facilitate discussion focused on vertical alignment. Regular Friday meetings with the Assistant Superintendent allow Directors to share information on current projects and programs.

Teacher Leader Teams were formed to help align curriculum horizontally throughout the district. These teams develop instructional resources, produce Curriculum Maps, and construct common assessments and benchmarks to support data-driven classroom instruction. Teams also provide teachers a voice in the direction of education for WCS students. These initiatives were implemented internally with no outside funding.

### Grant Administration & Supervision

The WCS Literacy Leadership Team includes, Dr. Merry Boggs, Elementary Curriculum Director; Michelle Caldwell, Middle School Curriculum Director; Tom Appelman, High School Curriculum Director, Dr. Meg Baker, ESOL Director, and Lorijo Calhoun, Federal Program Director. This team will ensure successful grant implementation. This team meets weekly to ensure a vertical alignment in regard to literacy curriculum and instruction. Dr. Judy Gilreath, Superintendent, and Karey Williams, Assistant Superintendent for Curriculum and Instruction, will provide the district's key leadership support.

Dr. Merry Boggs will manage all aspects of this grant. While the principal and Leadership Team in each participating school will be charged to implement and monitor their specific *of Striving Readers Grant*, Tom Appelman, Michelle Caldwell, Meg Baker, and Merry Boggs will become a regular presence

participating in campus walkthroughs to personally witness each school's progress.  Dr. Boggs will ensure that all reports are filed in a timely manner and funds expended as stipulated. School site monthly implementation reports provided to Kathy Mashburn, Administrative Assistant for Teaching and Learning will detail activities, monitoring data usage, and budget updates.  Principals will submit monthly progress/expenditure reports for review by the Curriculum Directors. The Technology Department will support technology acquisition and use. Lorijo Calhoun, Federal Program Director, will ensure compliance with all grant requirements.

The individuals listed below understand the goals, objectives, and implementation requirements of these *SRCL GRANT Plans* and will oversee these schools from take-off to landing.

| RESPONSIBILITY | PERSONNEL | SUPERVISOR |
|---|---|---|
| **Purchasing** | Kathy Mashburn, Administrative Assistant | Dr. Judy Gilreath, Superintendent |
| **Finances** | Lorijo Calhoun, Federal Program Director | |
| **Professional Learning** | Dr. Jonathan Willard, Director of Professional Development | |
| **Technology** | Pam Pettyjohn, Instructional Technology Coordinator | Audrey Williams, Chief Officer for Assessment and Accountability |
| **Assessment** | Dr. Merry Boggs, Elementary Curriculum Director; Michelle Caldwell, Middle School Curriculum Director; Tom Appelman, High School Curriculum Director; Dr. Meg Baker, ESOL Director | Karey Williams, Assistant Superintendent for Teaching and Learning |
| **Site Level Coordination** | | |

## Experience of the Applicant

The following chart summarizes WCS experience with funded programs:

| Year | LEA Grants/Projects | Project Title | Funded Amounted | Audit Yes or No | Audit Results |
|------|---------------------|---------------|-----------------|-----------------|---------------|
| 2012 | Not completed | | | | |
| 2011 | | Title IIA | 517,535.00 | Y | No Findings |
| | | Title III | 355,083.00 | Y | No Findings |
| | | Special Ed Cluster | 3,275,512.00 | Y | FA 7551-11-01* |
| | | Bright From the Start | 808,022.99 | Y | No Findings |
| | | | | | |
| 2010 | | Title IIA | 529,015.00 | Y | No Findings |
| | | Title III | 371,781.00 | Y | No Findings |
| | | Special Ed Cluster | 2,320,156.00 | Y | FA 7551-10-01* |
| | | Bright From the Start | 691,814.58 | Y | No Findings |
| | | | | | |
| 2009 | | Title IIA | 514,383.00 | Y | No Findings |
| | | Title III | 342,655.00 | Y | No Findings |
| | | Special Ed Cluster | 2,248166.00 | Y | No Findings |
| | | Bright From the Start | 418,296.56 | Y | No Findings |

- Salary—Person charged to SPED that should have been charged to QBE.

WCS initiatives, that have been funded through QBE and Title funds, include Working on the Work by Phillip Schlechty, SIOP training, Reading Recovery, and Literacy Collaborative.

WCS has sustained past initiatives implemented by supporting continued professional development through the addition of three District Instructional Coaches, successful management of grant funds by the Federal Program Director/Finance Division, and ESOL Coordinator.

WCS has proven its capacity to coordinate resources and control for spending in the past through supporting individual campus smaller grant applications including:

- Grants from WCS Educational Foundation

- Local business grant awards to individual campuses

    - Walmart, Lowe's, various carpet companies, and Georgia Farm Bureau grants

## School Narrative

### School History

New Hope Middle School (NHMS) was built and established in 2006 and is unique as it is the only one of the five Whitfield County middle schools built with the strict purpose of serving students in grades 6-8. Our campus is adjacent to New Hope Elementary, one of our feeder schools, and a mile from Northwest High School, where our students transition for ninth grade. Close proximity to our feeder schools allows for outreach opportunities that allow our students to participate at events at each of the schools. Our campus includes a baseball and a football field that are also used by Whitfield County recreation Department for organized sports.

NHMS is a high performing school with a shared vision, mission, and belief system that is unified throughout the Whitfield County School (WCS) system. Together, we envision a school of excellence that is focused on students and is valued by the school community. Our mission is to maximize student learning by providing engaging and meaningful opportunities in a positive environment where relationships are built and successes are celebrated.

Whitfield County faces many challenges including an unemployment rate of 11.3% (October 2012). The county has experienced several industry/business layoffs and business closings. The flooring industry, the major industry of Dalton, Georgia, suffered greatly in the economic downturn in 2008. We currently have 64.5% of our students qualifying for free or reduced lunch.

We currently serve 548 students that include 313 Caucasian (57%), 202 Latino (37%), 9 Asian (2%), 8 African American (1%), and 14 multiracial students (3%). We serve 27 students who receive special education services in a co-teaching environment. Our ESOL teacher serves 32 English Language Learners (ELL) in a push-in model. The Autism Resource program, which includes 11 students, is housed on our campus for the first time this year. All staff at NHMS are highly qualified.

NHMS offers a variety of programs for students to experience success that includes:

- A scheduled time for Response to Intervention (RTI) where students in small group settings can receive individualized instruction
- Advanced/Gifted Program with additional scheduled time for enrichment
- ELL supplemental services and academic support through Compass Learning
- Band, Chorus, Drama, Art, Service Learning, and Journalism

- STEM courses in the areas of Health Occupations, Engineering, Forensic Science, Agriculture, and Business Education

- Advanced Art has conducted Recycle Runway for the last two years

- A variety of clubs based on student and/or teacher interest meet twice a month and include Beta Club, Fellowship of Christian Athletes (FCA), Anime, Classic Cars, High School Prep, Crafts, Active Games, Fitness Club Team Sports, Myth Busters, Drama, Walking, Hiking, Hospitality, Pep, and Beautification Club

- A newly renovated STEM lab staffed by highly qualified teachers is an extension of the WCS Career Academy

We encourage students to think of others in a number of ways.

- Service Learning spearheaded the Buddy Program with our feeder schools, integrated Junior Achievement into its curriculum, and conducted meaningful field trips to nursing homes and soup kitchens in our community.

- Shoe drive for an orphanage in Honduras

- Chorus participated in Chattanooga's food bank efforts

- Consistent recognition for recycling efforts; named in top five schools for recycling in Georgia

- Student participation in relief for Haiti earthquake,

- Prom dress drive as tornado relief for Ringgold, GA

- "Change for Change" drive to provide wells in Africa through the Water Project

NHM has received grants from Modern Woodman and the Farm Bureau and the Whitfield Education Foundation.

NHM students have distinguished themselves as winners in Showcase of the Stars, county essay contests, and in district speech, county and region spelling bee, and honors band competitions. The athletic program has garnered awards in baseball, football, basketball, track, soccer, and girls' golf. The program also boasts of tri-athletes and has recently added cross country as a competitive sport.

All (100%) of our eighth grade class of 2013 completed Georgia College 411 career cluster surveys, interest profiles, study plans, and career keys setting a high standard for the class of 2014.

Attendance at Camp Kodiak, a transition experience intended to lessen anxiety for entering sixth graders, has doubled between 2011 and 2013.

NHMS strives to maintain a student-centered focus by continually asking, "What is best for our students?" Faculty concerns resulted in a half-time counselor this school, allowing for the creation of small groups for students who need additional social support, despite budget cuts.

**Administrative and Teacher Leadership Team**

A number of groups include representatives of all of our stakeholders that provide leadership at NHMS. They include the following:

- **Administrative Team**: Joe Barnett (Principal), Stephen Vess (Assistant Principal)

- **Title I Team:** Joe Barnett (Principal), Lisa Morrison (Title I Building Level Contact /8th grade SS teacher), Jamey Middleton (6-8 Connections Teacher), Diane Sheppard (Parent Involvement Coordinator), Pat Planzer (Bookkeeper), Sonya Thompson (Media Specialist)

- **Literacy Team**: Joe Barnett (Principal), Sonya Thompson (Media Specialist), Sonya Stone (ELL teacher), Shawnee Douglas (Special Education teacher), Wendy Gowin (6th grade ELA teacher), Kerri Hanrahan (7th grade ELA/gifted lead teacher), Darlene Morgan (8th grade ELA teacher), Lisa Morrison (Title I School level contact/8th grade SS teacher), Michelle Withrow (School Counselor), Dr. Terry Bullock (School Psychologist)

- **Data Team:** Stephen Vess (Assistant Principal), Michelle Withrow (School Counselor), Tammy Rosenberger (ELA Lead/7th grade ELA teacher), Burt Ridley (Math Lead/8th grade Math teacher), Elaine Guay (6th grade ELA teacher), Dr. Terry Bullock (School Psychologist)

- **School Council:** President--Joe Barnett (Principal), Recording Secretary--Allison Crossen, Diane Sheppard (parent), John Upton (parent), Jennifer Howard, (parent), Alisa Cawood (parent), Lisa Morrison (teacher), James Morrison (teacher)

Additionally, horizontal and vertical teams of teachers are schedule in a manner that would allow them to collaborate for instructional design. Each grade level is made up of two academic teams.

**Past and Current Instructional Initiatives**

For the past seven years, our school system has focused on The Schlechty Center's *Working on the Work* philosophy guiding our endeavors in designing work for students. Instructional strategies including project based learning and formative assessment design have been introduced and professional development has been conducted in these areas. Gifted, , special education teachers, and ESL provide support for students with special needs. We are currently participating in the Math Design Collaborative through our RESA in grades 7 and 8 and plan to begin a cohort with the Literacy Design Collaborative through RESA in the fall of 2014. The Olweus Bully Prevention program is currently in its third year of implementation at NHMS.

**Professional Learning Needs**

The staff of New Hope Middle School is highly qualified and experienced. All teachers are fully certified and highly qualified in their basic areas of instruction. All teachers have been trained in the W.O.W. (Working on the Work) framework. Multiple hours of various learning activities, professional readings, and participation in staff development at the local and central levels have been completed by staff members. All academic classroom teachers have also completed gifted certification. Also, numerous staff members have participated or currently are participating in SIOP (Sheltered Instruction Observation Protocol) training as a professional learning opportunity provided at the system level.

Our staff will benefit from additional training in differentiated instruction, using data to drive instruction, fostering student engagement, integrating technology and providing support to students with diverse needs.

**Need for Striving Reader Project**

Our students regularly demonstrate proficiency on state assessments, but few exceed the standards. We believe that given additional interventions and focused professional development that is monitored by frequent administrator walkthroughs, we can empower our students to make significant gains toward mastery of standards. Our plan follows.

**School Literacy Plan**

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## Building Block 1. Engaged Leadership

According to the Georgia Literacy Plan Needs Assessment conducted this fall, the school leadership team needs to improve upon optimizing literacy instruction across the content areas at each grade level and provide professional development to more adequately train content teachers on literacy instruction. "Many policy makers and administrators are anxious to improve student outcomes and are looking, correctly, to professional learning for solutions"

(The Why, p.141). "Teachers possess the greatest capacity to positively affect student achievement, and a growing body of research shows that the professional development of teachers holds the greatest potential to improve adolescent literacy achievement. In fact, research indicates that for every $500 directed toward various school improvement initiatives, those funds directed toward professional development resulted in the greatest student gains on standardized achievement tests ( Greenwald et al., 1996)." (The Why, p. 141).

    The data collected for New Hope Middle School indicates that the school leadership needs to improve the ability of teachers to teach literacy standards in all content areas with more of a focus in science, math, and social studies than has been previously emphasized. The state testing data for the CRCT administered in the Spring 2013 testing window as indicated in the Statewide Longitudinal Data System shows that New Hope Middle scored above the state average in all content areas with the exception of 8th grade Math. The scores for Math, Science and Social Studies were as follows for each grade level:  6th grade  Math 86% meets/exceeds, Science 79% meets/exceeds and Social Studies 91% meets/exceeds, 7th grade  Math 94% meets/exceeds, Science 89% meets/exceeds and Social Studies 90% meets/exceeds, 8th grade  Math 80% meets/exceeds, Science 81% meets/exceeds and Social Studies 81% meets/exceeds

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

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According to the Georgia Literacy Plan Needs Assessment, 45% of the staff believes that the administration demonstrates commitment to literacy instruction. New Hope Middle School has committed to the following but needs to expand on
   1. Participation in state webinars, face to face sessions to continue our learning of the CCGPS standards.
   2. Schedule of protected time for literacy but need to improve upon teacher collaborative time to plan for literacy instruction and for interventions. ( The How , p. 20 ).
   3. Regularly schedule literacy walkthroughs and job embedded professional learning for all academic faculty members to monitor the implementation of learned literacy strategies (The

How, p. 20).
4. Ensure the continued excellence in professional learning by continuing to analyze data and by mentoring new teachers to receive necessary support to build continuity in light of staff turnover ( The How, p. 20 ).

## B. Action:  Organize a Literacy Leadership Team

New Hope Middle School's literacy team is newly formed, and therefore, the data indicates the inactivity of the literacy team.  38% of the staff indicated that the literacy team was not in existence and 31% felt the action of the literacy team was emergent.

The following is in place:

1. We are creating a shared vision for literacy vision for the school and community aligned with the state literacy plan.
2. Expand the literacy leadership team to involve community members and parents to promote the shared vision (The How, p.21) (The What, p. 5).

The needs include:
1. Determine what additional data is needed in order to make informed decisions about the path forward ( The How, p. 21). This would include a shift toward using formative assessment data and student conferencing and SLDS data to better inform instruction (The Why, p. 123).
2. Implementation of an evidence based decision making cycle to evaluate current practices on a regular basis to make sure the data is supportive of student growth in achievement. (The Why , p. 130 ).
3. Best practices that focus on all students accessing the Georgia Performance Standards and the Common Core initiatives and support the state's definition of literacy (The Why, p. 131).
4. Implementation of researched-based literacy strategies in all subject area as articulated in the CCGPS, especially in mathematics and social studies and science (The How, p. 26).

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

Based on the Georgia Literacy Plan Needs Assessment, 41% of the teachers at New Hope Middle School feel that time and personnel are effectively scheduled to maximize collaborative planning opportunities at the emergent, operational or fully operational levels.  59% believe that maximizing the opportunities for collaborative plan time is not addressed.  More specifically the staff feels the time is provided but there is a need for a more structured protocol to be followed for cross curricular collaboration.

We currently have the following in place:

1. At least 55 minute period allocated for Reading and Language Arts instruction daily.

2. At least 55 minutes of instructional time for math, science and social studies instruction.

3. A 55 minute intervention time per grade level four days per week at each grade level.

We would hope to allocate:

1. More protected time for literacy instruction and to maintain teacher collaboration time. We hope to incorporate more literacy interventions into regular class time so that all student needs can be more effectively addressed. From "The Why" document pp. 123-124 we know that interventions designed to provide support to teachers can have impacts at two levels: teacher practices and students outcomes"

2. A more balanced scheduling option to provide more class time for interventions to allow us to meet the literacy and math needs for all learners at the Tier I level.

**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**

Based on the Georgia Literacy Plan Needs Assessment on 41% of the faculty of New Hope Middle believes that we are operational to fully operational for teachers accepting responsibility for literacy instruction as articulated in the CCGPS. 59% feel that we have not addressed or may just be emergent in the teaching of literacy standards across the curriculum. As a group we have participated in a basic level of literacy training only as associated with the implementation of the CCGPS. There are initiatives at the central level beginning that will address some of the need for training.

Currently from a system level we have:

1. A literacy design collaborative beginning in conjunction with RESA to address literacy across the curriculum especially in the areas of science and social studies.

2. Annual professional learning associated with our ESOL/ELL program that addresses best practices for language development for all learners.

We need to implement:

1. Reading and writing across the curriculum as it aligns with CCGPS, the use of writing extends and reinforces reading (The Why, p. 131).

2. Focused literacy professional development for content teachers including the RESA literacy design collaborative.

**E. Action: Optimize literacy instruction across all content areas**

According to the Georgia Literacy Plan Needs Assessment on 14% of the New Hope Middle faculty feel we are operational or fully operational in optimizing literacy instruction in all content areas. 52% feel that we are emergent and 28% feel literacy instruction is not addressed in all content areas. We currently have:

1. Writing in most classrooms through journals, response to literature or media, and reflective or summative writing on class work. There is also a developing constructive response component of the current formative assessment project through the Math Design Collaborative.

We need to look at:

1. Making writing an integral part of every class , every day (The What, p. 6).

2. Expanding the types of writing across the curriculum through meaningful opportunities to write, speak, and listen ( The How, p. 26, The What, p. 6).

**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.**

Based on the Georgia Literacy Plan Needs Assessment, 31% of the faculty at New Hope Middle feel the community supports schools and teachers in the development of students who are college and career ready as articulated in the CCGPS.  69% feel the community support is at the emergent or not addressed levels.  We believe that effective communication of the literacy standards associated with CCGPS implementation has not occurred and that as the literacy committee continues to look at the standards and the data it will be of utmost importance to include members of our school council, PTO and active community members to help get the message out into the community more effectively. Parent and community involvement has been consistently addressed in the school improvement plan and we are beginning to see a higher level of interest in our academic parent nights and parent conferencing.

We currently:

1. Host literacy and content area parent learning nights to give parents a sense of the learning objectives and standards.

2. Include curriculum updates to school council parent and community members during regular meetings.

We need to implement:

1. An effort to make our literacy vision tangible and more visible to the community (The How, p. 28).
2. Expand the literacy committee and the school council role to emphasize literacy (The What, p. 7).

## Building Block 2: Continuity of Instruction

**Teachers need to focus on the Seven Main Strategies for Reading according to Dole, Duffy, Roehler, and Pearson (1991) as found in "The Why" document (p. 41). It is important to note that these strategies should not be taught in isolation or just in the reading class. These strategies should be taught across the curriculum.**

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

Based on the Georgia Literacy Plan Needs Assessment, 79% of the teachers at NHM believe that cross-disciplinary teams are not meeting regularly with a designed purpose.

Currently:

1. Reading instruction takes place in language arts classes almost exclusively.

New Hope needs to:

1. Design infrastructure and establish cross-disciplinary teams for literacy instruction including protocols and priority scheduling for regular collaboration, identification of team roles and expectations, identification of specific measurable student achievement goals aligned with grade level expectations ("The How" p. 29).
2. Collaborate with other team members to conduct peer observations and analyze lessons to improve disciplinary literacy instruction using videotaping where possible ("The How" p. 29).
3. Teachers use a school-wide, commonly adopted writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance ("The What" p. 7).
4. All types of literacy are infused into all content areas throughout the day (e.g., print, non-print, online, blogs, wikis, and social media ("The What" p. 7).

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

According to the Georgia Literacy Plan Needs Assessment, only 14% of NHMS teachers believe that literacy instruction is optimized in all content areas. CCGPS offers a "Reading Across the Curriculum" strand to support content-area instruction which will support collaborative efforts to improve overall literacy achievement ("The Why" p. 84). *Reading Next* states that literacy instruction for adolescents should extend beyond a single language arts period and be integrated in subject area coursework ("The Why" p. 58).

Currently:

1. Students have bi-weekly access to books in the media center during language arts classes
2. Student growth is measured by MAP testing in the fall, winter, and spring.

New Hope needs to:
1. Develop protocols and practices for monitoring the use of instructional strategies to improve literacy through formal and informal observations ("The How" p. 30).
2. Guide students to focus on their own improvement ("The How" p. 30).
3. Improve student engagement and motivation by providing students with opportunities to make choices, particularly in what texts to read, thus highlighting the need for classroom libraries and a broader spectrum of content related reading materials especially in the areas of science and social studies.
4. Incorporating technology into literacy through the use of e-readers, blogs, and social networking ("The Why" p. 59).
5. Integrate literacy strategies and skills development necessary for achievement in all subjects ("The How" p. 30-31).
6. Ensure opportunities for writing in all subject areas and implement a school-wide writing rubric ("The How" p. 27).
7. Research and participate in high quality teacher professional development as a priority for effective instruction and student success ("The Why" p. 73).
8. Provide media literacy with emphasis on credibility and safety. "Many adolescents are drawn to technology, and incorporating technology into instruction can increase motivation at the same time that it enhances adolescent literacy by fostering student engagement," (Merchant, 2001, "They Why p. 53).
9. Include reading and writing as an integral part of every class every day ("The What" p. 6).

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

According to the Georgia Literacy Plan Needs Assessment, 86% believe out of school agency collaboration is not currently addressed at our school.
Currently we benefit from:

1. Participation with Junior Achievement in social studies classes
2. Road Runner Writing Camp with Dalton State College

New Hope needs to:

1. Articulate what literacy achievement looks like and how it benefits our students, school, and community ("The How" p. 33).
2. Ensure that all stakeholders participate in critical planning and decision-making activities ("The How" p. 33).

3. Plan with out of school organizations to develop enhancement activities for all participating students ("The How" p. 33).
4. Collaborate with local public safety professionals to enhance media literacy and safety. Adolescents' interests in the Internet, hypermedia, and various interactive communication technologies (e.g., chat rooms where people can take on various identities unbeknown to others suggest the need to teach youth to read with a critical eye ("The Why" p. 32).
5. Research culturally diverse community resources. Adolescents who struggle to read in subject area classrooms deserve instruction that is developmentally, culturally, and linguistically responsive to their needs ("The Why" p. 52).

## Building Block 3. Ongoing formative and summative assessments

Each school should have a team in place to set criteria for expected growth and identification of scientifically based interventions needed to support the learner ( The Why, p. 141). According to "The Why" document, a school needs a variety of assessments and assessment data to determine the needs of the student (The Why, p. 126). Our school and school system has a program of universal screenings and progress monitoring components in place, and we are in the process, as a system of developing unit and /or benchmark assessments in academic content classes that will continue to provide ongoing data throughout the school year. Once these assessments are completed and in place, the school should provide teachers with a structured time to analyze the data and improve on protocols to follow for students who require specific needs based on the data collected (The Why, p. 58).

**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**

According to the NHMS Georgia Literacy Plan Needs Assessment, 55% of the teachers indicate belief that mid-course assessments across the classrooms are either operational or fully operational.

We currently utilize data from NWEA's Measure of Academic Progress (MAP), AIMSweb, Criterion-Referenced Competency Test (CRCT), ACCESS for ELLs, State Writing Exam, and common unit assessments in science, social studies, and math in order to measure academic growth to both inform and evaluate instructional effectiveness. We also conduct three practice writing exams for the grades 6 and 7 and two practice exams for 8th graders prior to the state writing exam. The content area benchmarks are being developed across the curriculum areas this year as a part of the system's focus on fidelity of assessment at each grade level.

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

According to the NHMS Georgia Literacy Plan Needs Assessment, 45% of teachers consider the school's ongoing formative and summative assessment operational or fully operational while 48% view it as not addressed or emergent.

We currently:

1. Utilize data from NWEA's Measure of Academic Progress (MAP), AIMSweb, Criterion-Referenced Competency Test (CRCT), ACCESS for ELLs, State Writing Exam, and common unit assessments to measure academic growth to both inform and evaluate instructional effectiveness. There is currently no universal screening done at the middle school level other than AIMSweb for students who are progress monitored in RTI.

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| 2.  New Hope needs to : <br><br>Address the discrepancy in survey results, student data will be analyzed in teacher teams to inform instructors and to ensure consistency in procedure and time frames. |
| **C. Action: Use diagnostic assessment to analyze problems found in literacy screening.** |
| According to the NHMS Georgia Literacy Plan Needs Assessment, 72% of teachers state that we are emergent/operational in the use of diagnostic assessments to analyze literacy problems.  NWEA's MAP and AIMs Web results are used in monthly meetings with the school's Pyramid Facilitator/Testing Coordinator and school psychologist to form RTI groups. Previous year's CRCT and ACCESS scores are also considered when looking for student achievement gaps. |
| **D. Action: Use summative data to make programming decisions as well as to monitor individual student progress** |
| According to the NHMS Georgia Literacy Plan Needs Assessment, 55% of teachers voiced the belief that the use of summative data to make programming decisions and to monitor progress is operational/fully operational; 45% feel it is not addressed/emergent. <br><br>Currently we use NWEA's MAP and AIMs Web results are used in monthly meetings with the school's Pyramid Facilitator/Testing Coordinator and school psychologist to form RTI groups. <br><br>New Hope needs to:<br>    • Establish protocols to be consistently implemented to assess and evaluate student progress (The How, p.38).<br>    • Protect planned time for data review in teams to identify needed program/instructional adjustments through the analysis of student work (The How, p. 38). |
| **Action 3.E.: Develop a clearly articulated strategy for using data to improve teaching and learning (See V. A.)** |
| According to the NHMS Georgia Literacy Plan Needs Assessment, 79% of the faculty believes we are emergent/operational in having a clearly articulated strategy to use data to improve teaching and learning.  New Hope needs to:<br><br>    • Establish protocols to be consistently implemented to assess and evaluate student progress (The How, p.38).<br>    • Protect planned time for data review in teams to identify needed program/instructional adjustments through the analysis of student work (The How, p. 38). |

## Building Block 4.  Best Practices in Literacy Instruction

**According to the National Commission on writing (2004), the demands for clear and concise communication, especially in writing, in the work place are increasing. If students are not prepared for these commands, the chances for employment and advancement decrease (The Why,p.27).**

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

According to Georgia Literacy Plan Needs Assessment, 59% of the teachers believe that this is not addressed or emergent, and 41% believe that this is fully operational or operational. In Georgia, a common core program (CCGPS) is in use that provides continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts (The What, p.9).

New Hope needs to:

1. Address both academic and workplace literacy skills across all academic content areas: language, math, science, and social studies. Provide students with knowledge of a variety of career pathways (The How, p.40).
2. Share effective differentiated strategies in collaborative meetings (The How, p. 40).
3. Examine student data to identify areas of instruction with greatest needs (The How, p.40).

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

According to the Georgia Literacy Plan Needs Assessment, 79% of the teachers believe this element is not being addressed or is emergent as we are just beginning to re-establish writing across the curriculum as an instructional focus. The teachers feel that the core program need to be developed to provide a strong basis for instruction in all aspects of literacy. Effective instructional principles embedded in content, including language arts teachers using content-area texts and content-area teachers providing instruction and practice in reading and writing skills specific to their subject area (The Why, p. 66). Twenty-five percent of students read below the basic level,which means they do not have sufficient reading ability to understand and learn from text at their grade level (Kamil et al., 2008). (The Why, p.65).

New Hope needs to:
1.  Provide instruction and opportunities one day a week in their classes for developing a persuasive argument citing relevant and reliable evidence, and teachers will provide models for writing coherent informational or explanatory texts (The What, p. 10).
2. Provide instruction for writing narratives to develop real or imaginary experiences to explore content area topics (The What , p. 10).
3. Provide intensive writing including instruction connected to the kinds of writing tasks students will have to perform well in high school and beyond (The Why, p. 66).
4. Provide diverse texts, which are texts at a variety of difficulty levels and on a variety of topics (The Why, p.66).

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

According to the Georgia Literacy Plan Needs Assessment, 66% of the teachers believe this is fully operational or operational.  New Hope Middle School teachers make every effort to engage students during the school day and throughout the school year. Adolescents' perceptions of how competent they are as readers and writers, generally speaking will affect how motivated they are to learn in their classes (science, social studies, mathematics, and literature). Thus if academic literacy instruction is to be effective, it must address issues of self-efficacy and engagement ( The Why, p. 52).
New Hope needs to:

1.  Increase access to texts that students consider engaging (The What, p. 11).
2.  Increase learning opportunities for collaborating with peers in the learning process (The What, p.11).
3.  Provide students with opportunities to self-select reading material (The What, p.11).
4.  Scaffolding students' background knowledge and competency in navigating literary and informational texts to ensure their confidence and self-efficacy ( The What, p. 11).

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

**"**Standards based classroom learning describes effective instruction that should be happening in all classrooms for all students resulting in an effective learning environment"(The Why, p. 123) .  Even with the best of learning opportunities, gaps are still occurring and this prompts the need for interventions to help address learning gaps.  "Intervention refers to strategic techniques that are based on student needs and usually supplements the general education curriculum" (The Why,p.123).  A high percentage of the faculty and staff feel the RTI program is at least operational.  A review of the "What " document highlights weaknesses in our ability at New Hope Middle school in addressing the needs of all students in the RTI process.

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

Based on the Georgia Literacy Plan Needs Assessment 82% of  teachers believe that a clearly articulated strategy for using data to improve teaching and learning is followed at an operational or fully operational level.

We currently see the following:
1.  A protocol for using data to identify students with learning gaps and matching them with interventions (The How, Planning , p. 43).
2.  Scheduled grade level data analysis team meetings. ( The How, Expanding p. 43).

We need:
1.  To develop standardized protocols for the collection of critical information to determine students' literacy competence in various content areas and response to interventions (The How, Expanding p.43).

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

Based on the Georgia Literacy Plan Needs Assessment , 93% of the teachers at New Hope Middle School feel Tier I instruction based on the CCGPS in grades K-12 is provided to all students in all classrooms at a minimum of an emergent level.

We currently implement:
1. A regularly administered assessment MAP ( 3x per year) to look individual student achievement data and focus on instructional data of greatest need ( The How, Planning, p. 44).
2. Unit/Benchmark Assessments are being administered across the curriculum to measure student progress toward mastery of CCGPS.

**C. Action: Implement Tier 2 needs-based interventions for targeted students**

Based on the Georgia Literacy Plan Needs Assessment, 72% of teachers feel that Tier 2 needs-based interventions are provided for target students at least at the emergent level.  It is necessary to expand on the following:
1. Provide regular professional learning for interventions on:

   - Appropriate use of supplemental and intervention materials.

   - Accurate diagnosis of reading issues and difficulties.

   - Effective strategies to address specific reading gaps for students.

   - Coaching (peer to peer and IC) on effective reading strategies.

2. Provide opportunities to visit other schools exhibiting success in closing achievement Gaps  (The How, Expanding, P. 45).

**D. Action: In Tier 3, ensure that  Student Support Team (SST) and Data Team monitor progress jointly**

Based on the Georgia Literacy Plan Needs Assessment, 97% of New Hope Middle School teaching staff feel that the Tier 3 SST students' data are monitored regularly by grade level data meetings directed by the school counselor and school psychologist, this is done at least at the emergent level. We currently implement the following on a regularly scheduled basis:

1. Tier 3/SST data team meet to discuss students' progress based on intervention (The What, p. 12).
2. SST data team meets to discuss students that fail to make progress (The What , p. 12).

**E. Action: Implement Tier 4 specially-designed learning through specialized programs, methodologies or instructional based upon students' inability to access the CCGPS any other way**

Based on the Georgia Literacy Plan Needs Assessment, 100% of the teachers at New Hope Middle perceive that specially designed learning is implemented through specialized programs, methods, or strategies based upon students' inability to access the CCGPS any other way at least at the emergent level with 89% falling in the operational and fully operational categories. We currently provide Tier 4 students with specialize instruction in the following ways:

1. Least restrictive environment (The What, p. 12).
2. Supplementary services provided during the school day for special education and ELL students.
3. Building level and system level administrators are familiar with funding formulas (The What, p.13).

## 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**

The Whitfield County School system has recently developed and implemented a teacher mentoring program with each school contributing a school site piece that deals more with the specifics of classroom and school expectations. The specifics of pre-service teacher training would be enhanced by efforts to create clearer lines of communication with teacher education programs in our area and in our state.

New Hope needs to:
1. Develop revised evaluation instruments for pre-service teachers (The How, p. 48).
2. Ensure mentoring teachers are fully trained in providing instruction in disciplinary literacy (The How, p. 48).

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

1. Schedule and protect time during the school day (teacher planning time designated for collaboration) for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine school work, and reflect on practice (The How, p. 48). To implement this in our school, teachers will need professional development on literacy and writing strategies across the curriculum. In addition, teachers will need professional development from Whitfield County School teacher experts on implementing technology for best practices and Title I instructional coaches for specific content research based literacy based standards.
2. Use checklist tied to professional learning when conducting classroom observations and walk-throughs to ensure clear expectations and to provide specific feedback to teaches on student learning (The How, p. 49).

## Needs Assessment

To assess the NHMS literacy needs, a Literacy Survey was completed electronically by all the certified teachers- those in academic and non-academic disciplines and included CTAE, Special Education, and media teachers.  The survey consisted questions focusing on the key components of literacy as defined in Georgia's Literacy Plan.

CRCT, Georgia Writing Test, and benchmark tests have also been scrutinized to determine literacy needs. The following table summarizes the actions and outcomes of the Literacy Leadership Team in assessing the needs of NHMS:

| The Needs Assessment Process | <ul><li>The Literacy Leadership team collected data from 100% of the certified staff regarding strengths and weaknesses in literacy achievement, available resources, and professional development opportunities.</li><li>The literacy team disaggregated the data to pinpoint strengths and weaknesses in order to develop a school literacy plan.</li></ul> |
|---|---|
| Materials / Resources Used in the Needs Assessment | <ul><li>Literacy Online Survey 2013</li><li>Teacher Responses based on "What" document</li><li>CRCT Data 2009-2013</li><li>8th Grade Writing Assessment 2009-2013</li><li>Benchmark / Progress Monitoring Data</li><li>ACCESS Data</li><li>Measurement of Academic Progress MAP data</li><li>AdvancED Staff, Student and Parent Survey Data Collected Spring 2013</li></ul> |
| Analysis of Needs Assessment | <ul><li>Literacy team analyzed testing and benchmark data to identify target students who showed deficiencies in literacy.</li><li>Extensive professional development around assessment, differentiated instruction, and content literacy is needed.</li><li>Training is needed in instructional strategies and activities supporting content literacy, response to reading, and literacy strategies.</li><li>Teachers know and understand the importance of literacy; however, they are not certain as how to address these needs successfully in their classrooms.</li></ul> |

| **Individuals Who Participated in the Needs Assessment** | **Administration:** Barnett, Vess |
|---|---|
| | **Math:** Moore, Ridley, Holland, Robinette, J. Morrison, Davis |
| | **Social Studies:** Lisa Morrison, Crumley, Hollifield, Wright, Hutchinson, Williams |
| | **ELA:** Guay, Gowin, Hanrahan, Rosenberger, Morgan, Hunt |
| | **Science:** Crumley, Thornton, Culver, Bateman, Cleek, J. Morrison |
| | **Connections/CTAE**: Middleton, K. Thornton, Neal, Black, Sell, Tant (STEM teacher) |
| | **Special Education:** Delay, Douglas, Crane, Howard, Mahoney, Hawkins |
| | **ELL:** Stone |
| | **Media:** Thornton |
| | **Paraprofessionals:** Mahoney, Burke, Minter |

| Component from the Georgia Literacy Plan | Area of Concern | Steps to Address Areas of Concern |
|---|---|---|
| Intentional strategies for developing and maintaining engagement as students progress through school. Georgia Literacy Plan: ("The Why" , pg. 51-52). Leverage the creative use of technology within the learning process to promote engagement and relevance. Georgia Literacy Plan: ("The Why" , pg. 51-52). | New Hope Middle School lacks adequate fiscal resources and innovative technology tools. According to Georgia Literacy Plan, technology is key to instructional improvements and developing and maintaining student engagement. Tech support and staff development need to be increased to offer more opportunities for technology use in the classroom. | eSplost funding will begin updating aging technology and infrastructure. ActivBoards and projectors are in every academic classroom (grades 6-8). Some professional development has been offered by system technology department over the course of seven years. Computer labs (3 with at least 28 computers) may be reserved by teachers. Smaller grade level computer labs provide computer access on academic hallways. A cart of 15 mobile mini laptops and an iPad cart of 29 are available for checkout. Tech support is available on a part-time basis (1 ½ days per week). |

| | | |
|---|---|---|
| I. College & Career Readiness Anchor Standards from the CCGPS (CCRA-CCGPS)<br><br>A. Key Ideas and Details<br><br>   Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.<br><br>B. Craft<br><br>   Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.<br><br>C. Range of reading and level of text complexity Georgia Literacy Plan ("The Why", pg.86).<br><br>D. Read and comprehend complex literary and informational texts independently and proficiently. Georgia Literacy Plan: ("The Why" , pg. 86). | Most of NHMS students are meeting the standards on the reading CRCT. Our challenge is to increase the scores of all students (not meeting to meeting, meeting to exceeding).<br><br>Georgia Literacy Plan states that students who minimally meet state standards are not equipped with sufficient reading comprehension skills to handle much of the grade level instructional material. | Teachers are beginning professional development related to differentiated instruction for students in the regular classroom setting.<br><br>All academic teachers currently hold gifted certification or are pursuing gifted certification.<br><br>SIOP training (3 cohorts) in progress.<br><br>Establishment of Literacy Committee, collaborative conversations, and data analysis seeks to address these needs.<br><br>Title I Instructional Coach is available on a limited basis (shared by five middle schools). |

| | | |
|---|---|---|
| I. College & Career Readiness Anchor Standards in Reading from the CCGPS (CCRA-CCGPS) Georgia Literacy Plan: ("The Why", pg. 86).<br><br>• Key ideas and details<br>• Craft<br>  Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings.<br>• Integration of knowledge and ideas<br>• Range of reading and level of text complexity | NHMS teachers have not incorporated reading in all disciplines (including CTAE). Vocabulary development, comprehension skills, and reading fluency are pertinent to academic success and developing college/career readiness. According to Georgia's Literacy Plan, teachers should ensure students use reading strategies to enhance learning in all classes.<br><br>More literacy resources are needed to address level of text complexity across the content areas.<br><br>Math, science, and social studies teachers in $6^{th}$, $7^{th}$ and $8^{th}$ grades need to be taught strategies for incorporating vocabulary acquisition, technical writing, and writing and research. | RTI classes provide support for struggling students. Language Arts teachers address areas of literacy through the CCGPS daily. Teachers in the other content areas do not feel adequately trained in literacy to address literacy needs in their content classrooms.<br><br>Math, science, and social studies teachers in $6^{th}$, $7^{th}$ and $8^{th}$ grades need to be taught strategies for incorporating vocabulary acquisition, technical writing, and writing and research. |
| II. College & Career Readiness Anchor Standards for writing from the CCGPS (CCRA-CCGPS) Georgia Literacy Plan: ("The Why", pg. 87).<br><br>Consistent writing rubric and framework needs to be implemented to teach writing effectively across all content areas. This rubric and framework will help ensure | Writing across the curriculum should improve writing skills and the overall quality of the writing process by addressing the areas of concern:<br><br>• Lack of continuity (K-12)<br>• Limited knowledge of research skills (gathering and synthesizing information, text evidence, and citation)<br>• Deficient skills in idea generation and | NHMS offers writing instruction based on the CCGPS and the Georgia $8^{th}$ Grade Writing Rubric in the language arts classrooms.<br><br>Academic teachers in other disciplines are beginning to be trained to provide good writing instruction. |

| | | |
|---|---|---|
| student mastery following skills addressed in the CCGPS:<br><br>• Types of texts and purposes<br>• Production and distribution of writing<br>• Research to build and present knowledge<br>• Range of writing | collaboration<br>• Underdeveloped media literacy skills<br>• Need for clarity in purpose of writing (argumentative, persuasive, informational/technical, reflective, explanatory)<br><br>According to Georgia's Literacy Plan, teachers should ensure students use reading and writing strategies to enhance learning in all classes. | |

**Root Cause Analysis**

NHMS Literacy Team identified the following obstacles/opportunities:

- NHMS has outdated technology and lacks the resources to replace and purchase more research-based literacy software that will support best practices in literacy instruction for grades 6 – 8.
- All teachers need professional development in the area of literacy instruction (vocabulary development, comprehension, writing, speaking, and listening) and best practices across the curriculum.
- All content area teachers need a vertically aligned literacy plan for all students in grades 6 - 8.
- Students have limited access to informational texts on a variety of Lexile levels in classrooms or in the media center.
- Funds for the media center have been so limited that more high interest (student friendly) reading materials or current periodicals have not been purchased.
- Due to an increasing free and reduced lunch population, many NHMS students may have limited access to printed material and/or online or computer based programs outside of school (laptops, e-readers, etc.).
- NHMS students need technology programs and tools that are student focused and promote engagement.

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

 NHMS faculty has made great strides in teaching mastery of CCGPS in English language arts, reading, and math and the GPS in science and social studies.  Recent instructional initiatives have targeted instruction in math and writing, students with disabilities (co-teaching), English learners (SIOP), and the gifted and struggling learners (Study Skills).  A comprehensive structured literacy plan would promote academic growth in all content areas and with all student sub-groups.

**Disaggregated Student Performance**

| Percentage of New Hope Middle School Students Meeting and Exceeding Standards on CRCT | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Reading** | **Grade 6** | | | **Grade 7** | | | **Grade 8** | | |
| **Students** | **2011** | **2012** | **2013** | **2011** | **2012** | **2013** | **2011** | **2012** | **2013** |
| **All** | 95% | 98% | 98% | 96% | 97% | 99% | 98% | 96% | 99% |
| **Female** | 98% | 99% | 100% | 95% | 97% | 100% | 100% | 95% | 100% |
| **Male** | 92% | 97% | 96% | 96% | 96% | 98% | 96% | 98% | 98% |
| **ELL** | 100% | 93% | 79% | | | | | | |
| **SWD** | | | 91% | | | | | | |
| **Hispanic** | 99% | 99% | 96% | 94% | 96% | 100% | 99% | 96% | 97% |
| **White** | 93% | 96% | 100% | 97% | 96% | 97% | 98% | 96% | 100% |
| **ELA** | | | | | | | | | |
| **All** | 95% | 91% | 92% | 94% | 95% | 96% | 95% | 95% | 97% |
| **Female** | 98% | 92% | 97% | 96% | 98% | 98% | 94% | 98% | 99% |
| **Male** | 85% | 92% | 93% | 92% | 91% | 96% | 98% | 93% | 94% |
| **ELL** | 80% | 83% | 60% | | | | | | |
| **SWD** | | | 77% | | | | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Hispanic | 92% | 91% | 97% | 90% | 98% | 98% | 100% | 93% | 97% |
| White | 91% | 93% | 94% | 95% | 94% | 94% | 93% | 95% | 97% |
| **Math** | | | | | | | | | |
| All | 75% | 86% | 86% | 87% | 90% | 94% | 79% | 74% | 80% |
| Female | 77% | 86% | 89% | 89% | 92% | 98% | 78% | 75% | 82% |
| Male | 75% | 86% | 82% | 85% | 86% | 91% | 77% | 73% | 78% |
| ELL | 62% | 47% | 19% | | | | | | |
| SWD | | | 70% | | | | | | |
| Hispanic | 72% | 79% | 82% | 87% | 94% | 96% | 70% | 69% | 72% |
| White | 78% | 90% | 90% | 87% | 86% | 93% | 83% | 76% | 85% |
| **Science** | | | | | | | | | |
| All | 73% | 77% | 79% | 85% | 90% | 89% | 68% | 74% | 91% |
| Female | 73% | 73% | 81% | 88% | 92% | 89% | 60% | 72% | 83% |
| Male | 73% | 82% | 75% | 83% | 86% | 91% | 74% | 78% | 79% |
| ELL | 31% | 37% | 35% | | | | | | |
| SWD | 30% | | 62% | | | | | | |
| Hispanic | 66% | 76% | 73% | 77% | 94% | 94% | 61% | 62% | 77% |
| White | 79% | 78% | 84% | 88% | 86% | 86% | 74% | 80% | 83% |
| **Social Studies** | | | | | | | | | |
| All | 81% | 84% | 91% | 72% | 83% | 90% | 88% | 80% | 81% |
| Female | 83% | 81% | 91% | 69% | 88% | 88% | 86% | 79% | 83% |
| Male | 80% | 87% | 90% | 78% | 78% | 92% | 90% | 58% | 79% |
| ELL | 66% | 47% | 60% | | | | | | |
| SWD | 10% | | 56% | | | | | | |

| Hispanic | 80% | 85% | 90% | 73% | 86% | 89% | 88% | 82% | 80% |
|----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| White    | 82% | 83% | 94% | 75% | 80% | 90% | 89% | 81% | 82% |

**We noted the following strengths and weaknesses:**

- While all of our students and all student subgroups exceed the state average for both Reading and ELA, number and percentage of students EXCEEDING the standard are disappointingly low.

- While all of our grade 6-7 students exceed the state average for math, ELL and SWD in grade 6 and grade 7 white students, as well as all students and all student subgroups in grade 8 are below the state average.

- White student math scores are 13% higher than hispanic students in grade 8.

- While all students Science proficiency exceeds the state average, grade 6 English Language Learners and White students at all grade levels are below the state average.

- An 11% achievement gap finds grade 6 white students outperforming hispanic students in science, flips in grade 7 to a 7% gap with hispanic students outperforming white students. In grade 8, it flips back to a 6% gap of white students over hispanic students.

- All students and all student subgroups in social studies exceed the state average.

Brief analysis points suggests that math scores might increase significantly if students regularly explain their thinking when solving problems, permitting their teacher to recognize misconceptions. Writing in all content areas will boost student understanding as they learn to use academic language in a manner that shows comprehension.

The following disaggregated data for the Eighth grade writing assessment, confirms our analysis. Our students writing scores have exceeded the state average but a closer look at the data reveals our scores are decreasing for all students, with the exception of females. Also, few of our students exceed the standard. Additionally, our scores for all students, males, Hispanic, and White students have all decreased over the last three years as summarized in the chart below.

| Percentage of New Hope Middle School Students Meeting and Exceeding the Standard for Grade 8 Writing | | | | | |
|---|---|---|---|---|---|
| **Student Groups** | **2011** | **2012** | **2013** | **State Avg** | **Change** |
| **All** | 92% | 86% | 89% | 82% | -3% |
| **Female** | 93% | 94% | 98% | 89% | +5% |
| **Male** | 87% | 74% | 79% | 78% | -3% |
| **ELL** | | | 92% | 51% | |
| **Hispanic** | 92% | 86% | 89% | 82% | -3% |
| **White** | 92% | 83% | 89% | 88% | -3% |

**Faculty Data**

NHMS staff includes 38 certified and 7 non certified staff members.

All of our teachers are highly qualified and meet all certifications for their teaching assignments. Many of our teachers have advanced degrees including 16 who hold Master degrees and 17 with Education Specialists degrees. Teachers enjoy teaching at NHMS and retention is not an issue as faculty range from 2 teachers who are new to our building this year to teachers with 30 years of experience with an average of 14.5 years.

**Implementation Plan**

NHMS's goal, objectives, and tasks are informed by the Building Blocks, "What?" "How?" and "Why?" documents as summarized in the table below.

| Goal 1: Students in grades 6-8 will demonstrate improved performance in reading as measured by positive trends in proficiency scores on the CRCT over the course of the grant. | Goal 2: Students in grades 6-8 will demonstrate improved performance in English language arts as measured by positive trends in proficiency scores on the CRCT over the course of the grant. | Goal 3: Students in grades 6-8 will demonstrate improved performance in writing as measured by positive trends in proficiency scores on the writing test over the course of the grant. |
|---|---|---|
| **Objective 1:** Implement a school-wide writing program that crosses content areas *BB-4; What?-Page 10; Why?-2C,51* | | |
| **Objective 2:** Increase student engagement through incorporation of best practice instruction using data to target student need -and leveraging the creative use of technology to address student engagement and 21$^{st}$ century relevance. *BB-3; What?-Page 8; Why?-5A2 How? P. 41, Why? P. 57-58.* | | |
| **Objective 3:** Implement, monitor, and facilitate small groups instruction for differentiated learning through well- functioning, collaborative teacher teams *BB-1,3,4; What?-Page 6,8,9,10; Why?-2J,5A2,6D* | | |
| **Objective 4:** Institute a process for regularly monitoring RTI implementation *BB-1,3,4,5; Why?-Page 124,150; How?-Page 40,43,45* | | |

Our SMART goals will be summative measures of our success. Since the state assessments are changing to reflect the CCGPS, we recognize that this school year's scores will set a benchmark for us. Each year we will expect our scores in ELA and reading to increase as teachers build capacity to deliver data-driven instruction and collaborate for instructional improvement. Formative measures will allow progress monitoring of our objectives that include:

a. Weekly observation of change during classroom walkthroughs.

b. Evidence of student work displayed in hallways and classrooms.

c. MAP and AIMSweb scores.

d. Timely reporting from intervention tools.

e. RTI protocol codified and monitored.

f. Students will be writing in all classes and using academic language so that it becomes their own.

**Current Program**

The NHMS instructional day begins at 8:00 and ends at 3:30. All ELA blocks are 55 minutes. Grade 6-8 are encouraged to integrate literacy instruction into math, science, social studies. All grade levels are incorporating literacy instruction into their school day for 55 minutes. All NHMS students will receive at 4 periods of tiered instruction through the content areas. The four tier RTI model is summarized in the following table:

| WHO | Instructional Strategy | ELA Interventions |
| --- | --- | --- |
| Standards Based Classrooms<br><br>*AIMSweb progress monitoring (minimum 3 times a year*<br><br><br>**TIER 1** | -Common Core Georgia Performance Standards<br><br>-Differentiated Instruction | 1. CCGPS<br>2. Attendance Monitoring<br>3. Differentiated instruction<br>4. Pre-teaching and re-teaching<br>5. Flex grouping<br>6. Collaborative planning<br>7. Parent/teacher conferences<br>8. Learning Odyssey |
| Less than 10% on MAP Progress<br><br>*AIMSweb twice monthly monitoring*<br><br>**TIER 2** | -RTI Academic Connection<br>-Researched based intervention | 1. ELLIS<br>2. Learning Odyssey<br>3. Florida Center Reading Research<br>4. Destination Reading<br>5. Moby Max Subscription<br>6. Fluency<br>7. Read Naturally |
| Less than 10% on MAP Progress with limited TIER 2 progress<br><br>*AIMSweb weekly monitoring*<br><br>**TIER 3** | -Intensive; teacher directed<br>-Researched based intervention<br>-Co Teaching | 1. Learning Odyssey<br>2. Pre-viewing standards<br>3. Flash Cards & Vocabulary builders<br>4. Cover, Copy & Compare<br>5. Florida center Reading Research<br>6. Book Clubs |
| Less than 10% on MAP with limited TIER 2 & 3 progress<br><br>*individualized goals/objectives monitored through ongoing data collection*<br>**TIER 4** | -Specially Designed Instruction<br>-Co Teaching | 1. Co teaching Model of Instruction<br>2. Supplementary 55 minute small group instruction |

**Master Schedule**

| Grade 6 | |
|---|---|
| 8:00-8:10 | Homeroom |
| 8:10-9:25 | Period 1 |
| 9:25-10:40 | Period 2 |
| 10:40-12:15 | Period 3/Lunch |
| 12:15-1:35 | Period 4 |
| 1:35-2:30 | RTI/Extension/Connection 1 |
| 2:30-3:25 | Connection 2 |

| Grade 7 | |
|---|---|
| 8:00-8:10 | Homeroom |
| 8:10-9:15 | Period 1 |
| 9:15-10:10 | Period 2 |
| 10:10-11:05 | RTI/Extension/Connection 1 |
| 11:05-12:00 | Connection 2 |
| 12:00-1:00 | Period 3/Lunch |
| 1:00-2:15 | Period 5 |
| 2:15-3:25 | Period 6 |

| Grade 8 | |
|---|---|
| 8:00-8:10 | **Homeroom** |
| 8:10-9:05 | **RTI/Extension/Connection 1** |
| 9:05-10:00 | **Connection 2** |
| 10:00-11:15 | **Period 3** |
| 11:15-12:55 | **Period 4/Lunch** |
| 12:55-2:10 | **Period 5** |
| 2:10-3:25 | **Period 6** |

**Goals to be Funded with Other Sources**

Portions of our goals will continue to be funded with other sources.

Assessments which will measure each of our goals will continue to be funded through system funds. Newly mandated assessments will be funded through SRCL.

Objectives will require professional learning and technology support. System-wide professional learning and coaching support will be proved through our shared System Instructional Coaches. PL specific for the grant will be provided through SRCL funding. Funding for technology will be shared between the ESPLOST funding, and SRCL.

SRCL funding will also provide teachers released time using substitutes or stipends for work completed outside the school day so they may attend professional learning or collaborate in their teacher teams.

**Current Assessment Schedule**

The following table summarizes the current WCS assessment schedule for all middle schools:

| Current WCS Middle School Assessment Schedule | | | | |
|---|---|---|---|---|
| Assessment<br>What? | Grade<br>Who? | Timeline<br>When? | Responsible<br>Party | Analysis<br>What's Next? |
| Measures of Academic Progress (MAP) | 6-8 | 3 X Year | MAP Coordinator<br><br>Academic<br><br>Teaching<br>Teams | NHMS Leadership Team<br><br>Data Committee<br><br>Grade Level Teaching Teams |
| AIMSweb | 6-8 | As needed for RTI process | RTI Teachers | Grade level Teacher Teams<br><br>Vertical Content-Area Teams |
| ACCESS | 6=8 | January to March | Principal<br><br>Testing Coordinators<br><br>ESOL Teacher | NHMS Leadership Team<br><br>Data Committee<br><br>Grade Level Teaching Teams |
| Georgia Alternate Assessment (GAA) | 6-8 | As needed for Special Education Students | Special Education Teachers | As needed for Special Education Students |
| Georgia Criterion-Referenced Competency Test (CRCT) | 6-8 | April | Principal<br><br>Testing Coordinators<br><br>Academic Team Teachers | NWHS Leadership Team<br>NWHS School Improvement Committee<br>Literacy Committee<br>Grade Level Teachers<br>Data Committee |
| CRCT-Modified (CRCT-M) | 6-8 | April | Principal<br><br>Testing Coordinators<br><br>Special Ed Teachers | Final Year administration is 2014 |

**Proposed Assessment Schedule**

Successful SRCL funding of our plan will find the following assessment schedule for New Hope Middle School.

| Proposed New Hope Middle School Assessment Schedule | | | | |
|---|---|---|---|---|
| **Assessment What?** | **Grade Who?** | **Timeline When?** | **Responsible Party** | **Analysis What's Next?** |
| SRI | 6-8 | 3x per year | ELA Teachers | NHMS Literacy/Leadership Team<br><br>Data Committee |
| ACCESS | 6-8 ELL | 1X per year: Beginning of year for screening | Testing Coordinators<br><br>ESOL Teacher | NHMS Leadership Team<br><br>Data Committee<br><br>Academic Teaching Teams |
| Measures of Academic Progress (MAP) | 6-8 | 3 X per Year | MAP Coordinator<br><br>Academic Team Teachers | NHMS Leadership Team<br><br>Data Committee |
| AIMSweb | 6-8 | As needed for progress monitoring purposes | RTI Teachers | Grade level Teacher Teams<br><br>Vertical Content-Area Teams |
| Georgia Alternate Assessment (GAA) | 6-8 | Throughout the year | Special Education Teacher | Data Committee<br><br>IEP Committees |
| Georgia Criterion-Referenced Competency Test (CRCT) | 6-8 | April | All Teachers | Data Committee<br><br>Literacy Leadership Team<br><br>Grade Level Teaching Teams |
| CRCT-Modified (CRCT-M) | 6-8 | April | Special Education Teachers | Final Administration Spring 2014 |

The current Whitfield County assessment plan provides data to better inform instruction through MAP. The use of AimsWeb to screen and progress monitor those students who fall beneath the tenth percentile in both math and reading. In comparison the proposed plan would include the SRI (Scholastic Reading Inventory) given three times per year to provide more specific data related to literacy performance of individual students. The discussion will evolve around the need for both the MAP assessment in reading and language usage and the SRI once the school data committee has an opportunity to compare the data it may impact the necessity of the three administrations of the MAP test in those two areas. The modified criterion reference competency test or CRCT-M will be discontinued after the 2013-2014 school year.

**Assessment Administration**

Assessments will be administered as directed by publisher which will require specific training for all teachers and leaders who will have responsibility for administering SRI and ACCESS to be sure they are given with fidelity.

**Assessment Analysis**

Our in-place Literacy Leadership Team will have primary responsibility for analyzing all data. Our current Data Committee will conduct data talks with horizontal and vertical teams to ensure analysis that is consistent with data. A major focus of the collaborative framework included in our plan will be to take data and data analysis to the next level by planning instruction that is differentiated to remediate and expand student learning.

**Data Informed Instruction**

The data committee of New Hope Middle works to look at the school wide picture of data across the grade levels and across the curriculum content areas. Regularly scheduled meetings are held to look, not only at the data that has been collected, but also how data can be collected and used to inform instruction, classroom management, and behavior interventions. The teaching teams can meet together weekly to collaboratively design lessons and as teaching teams to discuss specific student data . The entire grade level gets together once per week to participate in some form of professional learning. The entire grade level also meets quarterly with the school counselor and school psychologist to discuss progress monitored students who are at Tier I or Tier 2 and to discuss any new student concerns across the grade level.

**Presenting Assessment Data to Parents and Stakeholders**

New Hope Middle School will provide parents and stakeholders with current and specific data periodically throughout the school year using print and online media. Parents and students will receive information through personal face-to-face communication. Taking Flight will communicate with its stakeholders via the following opportunities:

- Title I Parent Meetings
- Infinite Campus Parent Portal
- Annual School Improvement Plan meetings
- School Council Meetings
- CCRPI state level report card access
- Bi-Annual Parent Teacher Conferences
- Website Page

In addition, a Community Advisory Board will be established to help oversee NHMS's plan. It is our hope that this group of community business leaders, professionals, and parents will become advocates for literacy that will spark partnerships and propose unique solutions for hurdling barriers to success. The action steps for establishing the Community Advisory Board follow:

1. Identify key members of the community, governmental and civic leaders, business leaders, and parents to serve as members of community advisory board.
2. Identify and contact learning supports in the community that targets student improvement (e.g., tutoring, mentoring, afterschool programming) to serve as a network of support.
3. Meet quarterly to review goals, objectives, and progress data.
   a. Identify barriers to success
   b. Brainstorm ways to overcome obstacles
4. Utilize social media to communicate and promote the goals of literacy throughout the community at large.
5. Celebrate success of NHMS's plan.

**NHMS Proposed Resources**

Resources proposed for engaged student learning envisioned in the NHMS plan include the following:

| | |
|---|---|
| **Materials** | <ul><li>Data review Protocol</li><li>Literary and Informational books to engage student interest</li><li>Intervention materials and site licenses</li><li>Site licenses for online writing assessment</li></ul> |
| **Technology** | <ul><li>Adequate computers for producing writing in many formats</li><li>Printers and publishing equipment</li><li>iPods</li><li>iPads</li><li>eReaders or Surface Tablets</li><li>Online reader resources</li></ul> |
| **Professional Learning** | <ul><li>Literacy across the curriculum training</li><li>Leadership training for teacher team facilitators</li><li>Protocols for teacher team training</li><li>Collaborative protocols for analyzing data and student work</li><li>Writing in the content area training</li><li>Best-practice strategies for student engagement</li><li>Collaborative planning for instruction/intervention</li><li>Administration of new assessments</li></ul> |

**Current Resources**

Each academic classroom is currently equipped with the following:

- Teacher instructional laptop
- ActivBoard
- Projector
- Content specific Coach books
- Class sets of textbooks
- Fully stocked science labs and lab supplies for experiments and demonstrations
- Math manipulative materials
- Some classrooms have classroom libraries
- Document cameras
- DVD/VCR combo with closed circuit television capability
- Calculators
- Student white boards

The following resources are shared by all faculty:

- Three Grade Level and school wide computer labs with Dell PC's
- Mobile cart with 30 iPads
- 28 Dell mini laptops
- Small desk top computer labs on each grade level hallway
- Acitv expression student response systems

Our Media Center houses 8988 books with an average age of 11.6 to serve our 548 students. It also contains 239 DVDs, 124 VHS, 841 equipment items (desktops, laptops, docking stations, projectors, DVD players, document cameras, digital cameras, video cameras, etc.)…

**Activities that Support Classroom Practices**

Our school and faculty provide a wide variety of strategies and resources to assist teachers in helping students meet or exceed proficiency these include:

• Special Education program

• Title I program

• English Speakers of Other Languages program (ESOL)

• Common Core Georgia Performance Standards (CCGPS) training

• Working on the Work Framework (W.O.W.)

• Co-teaching model

• Georgia School Standards review

• Activboards

• Technology based academic support

• Common planning time for professional learning communities

• Standards-based instruction

• DBQ (Data Based Questioning Resources)

• Manipulatives and small group instruction with Hand to Mind Resources

• Instructional strategies for gifted program which extend and enrich the CCGPS, leadership skills, and integrate technology

• MAP Testing ( Measures of Academic Progress)

• AIMSweb progress monitoring

• Formative assessment training through RESA

• Odyssey Learning by Compass

• Moby Max

• Celebrating success with Good News program

**Additional Strategies for Student Success**

Our school improvement plan calls for implementing a number of school-wide practices that include:

• Develop clear performance expectations for student learning

• Implement standard procedures which establish clear expectations for students and staff

- Foster a non-threatening learning environment that builds positive relationships among students, parents, and teachers

- Design rigorous instruction around a CCGPS standards based curriculum

- Promote literacy by writing across the curriculum and providing quick feedback

- Provide instruction that is guided by collaborative planning through the use of a system level instructional coach funded by Title I

- Provide engaging learning opportunities that encourage student accountability for their own learning and behavior

- Continually assess student learning through formative, summative, and diagnostic processes

- Celebrate successes

These practices are in place to varying degrees and need to be inbedded within the culture of NHMS. The following strategies will support these practices:

- Writing across the curriculum supported by online assessment that provides students immediate feedback on their writing

- Vocabulary strategies that encourage and support academic language in all content areas in an engaging manner

- Personalized intervention materials and tools that allow students to take responsibility for their own learning

- Collaborative planning for instruction that is informed by data

- Writers workshop that supports differentiated learning through flexible grouping and individual conferencing

**Alignment of Resources and Funding Sources**

The following chart aligns funding sources with the Objectives of our FLIGHT Plan:

| Objectives | Action Steps | Funding |
|------------|--------------|---------|
| | Provide materials and training for CCGPS aligned scope and sequence for 6-8 Literacy across the curriculum<br><br>Employ online writing assessment tool to provide | **Other Funding**<br><br>• ESPLOST Technology Funding<br><br>• PD/support from IC<br>• PD360 |

| Objectives | Action Steps | Funding |
|---|---|---|
| Implement a school-wide writing program | immediate feedback on student writing<br><br>Produce writing fostering 21$^{st}$ Century Computer Literacy Skills | **SRCL Funding**<br><br>• PD, released time, materials<br><br>• Online writing technology support<br><br>• Literacy materials supporting content areas |
| Increase student engagement through incorporation of best practice instruction using data to target student need | Establish a 6-8 Data Review Protocols<br><br>Provide PD for effective data use for grade level and vertical teams<br><br>Provide PD for research based strategies that foster student engagement<br><br>Update/upgrade technology to support student engagement<br><br>Update media collection to increase high interest materials of various media ( books, periodicals, online subscriptions) | **Other Funding**<br><br>• PD/support from IC<br><br>• NWEA MAP & AIMSWEB<br><br>• PD360<br><br><br>**SRCL Funding**<br><br>• PD, released time, materials |
| Implement, monitor, and facilitate small groups instruction for differentiated learning through well- functioning, collaborative teacher teams | Employ an effective PLC framework<br><br>Identify/train facilitators for collaborative teacher teams<br><br>Provide protected common planning times for weekly collaboration | **Other Funding**<br><br>• PD/support from IC<br><br>• NWEA MAP & AIMSWEB<br><br>• PD360<br><br><br>**SRCL Funding**<br><br>• PD, released time, materials |

| Objectives | Action Steps | Funding |
|---|---|---|
| Institute a process for regularly monitoring RTI implementation | Acquire additional intervention materials for areas of need<br><br>Provide PD for fidelity of instruction and interventions<br><br>Use technology to support and motivate students | **Other Funding**<br>• Scholastic Guided Reading PD<br>• PD/support from IC<br>• NWEA MAP & AIMSweb<br>• PD360<br>**SRCL Funding**<br>• Training on use of new interventions<br>• Literacy interventions/digital tools<br>• Released time for training |

The emphasis of technology in the proposed plan will have an immediate high impact on the literacy instruction and the expansion of interventions for the students of New Hope Middle. The readily available technology will increase the access of web based interventions used in the RTI groups. It will also provide for the purchase of content specific instructional software to increase the level of engagement for students in the regular classroom across grade levels and content areas. Technology can be used for production, publishing, and communication across the curriculum ("The What", p.10). Creativity of teachers and students in the presentation of material, and assessment of standards could all be enhanced by students being engaged in the learning through technological applications. "The new mandate for schools is simple. Be relevant to students while giving them the latest skills to compete globally." (Sturgeon, 2008) Rather than viewing technology as a distraction, educators must learn to rethink instruction in order to leverage their students' fascination with technology rather than to see it as a distraction only ("The Why", pp. 57-58).

**Professional Learning Strategies Identified on the Basis of Documented Needs**

New Hope Middle School staff has participated in a wide variety of Professional Learning (PL) opportunities.  The following is a list of professional learning over the past year and on-going professional learning opportunities currently provided to teachers.  The percentage of staff attending some training varies due to the differing professional development needs among teachers and allowable number of participants for some training.

| Professional Learning During the Last Year | % of Staff Attended |
|---|---|
| ESOL Staff Development | 100% |
| SIOP Training | 12% |
| Gifted Endorsement | 12% |
| Book Study (*Never Work Harder than your* | 100% |
| *Students)* | 100% |
| Schlechty Center Workshops | 12% |
| Advanced Degrees | 14% |
| Leadership Academy | 21% |
| TKES Professional Learning | 12% |
| | 100% |
| | |
| **On-Going Professional Learning** | **% of Staff Attended** |
| Common Core Georgia Performance Training | 100% |
| Cross Curriculum Planning and School Wide | |
| Academic Parent Nights | 100% |
| Data Review and Data Training | 100% |
| Technology Training Activ Expression, Ipads, | 100% |
| My Big Campus,SLDS | 100% |
| MAP/Compass Learning | 100% |
| WIDA/ELL Standards | 100% |

| PL Needs Identified in the Needs Assessment |
|---|
| • Effective Writing Instruction<br>• Strategies to implement writing across the curriculum<br>• Training on the RTI process<br>• Training on differentiated instruction<br>• Effective technology integration<br>• Administering new assessments<br>• Training on how to better use assessment results to drive instruction<br>• Training to use new interventions, administer new assessments, and use reports |

Our Plan will provide professional learning for all teachers of reading/literacy including CTAE, Special Education teachers, ELL, and all content teachers.

**Determining the Effectiveness of Professional Learning**

Professional learning will be monitored and assessed in a number of ways to determine if PL was adequate and effective. Summative measures of effectiveness will be increased student performance on formative and summative assessments. More timely evaluation that is linked to specific PL events will be focused perusal of teachers' lesson plans and informal observations during classroom walkthrough.

Each session of PL will be accompanied by clear expectations of indicators that will be expected in both lesson plans and classroom environment. Whether it is through posted performance standards, or students working in groups on engaging activities while the teacher conferences with individuals, the effects of PL will be visible indicators of its effectiveness that can be easily spotted during brief walkthroughs.

Our Plan for professional learning is summarized in the following table:

| Objective | PL Topic | Evidence of Effectiveness |
|---|---|---|
| **Obj 1:** Implement a school-wide writing program | Writing Across Content Areas | Lesson plan indicates writing prompt |
| | Using Technology to Support Student Writing | Student writing on display in hallways or classrooms |
| | Responding to Student Writing | Student samples |
| **Obj 2:** Increase student engagement through incorporation of best practice instruction using data to target student need | Using Data to Provide Targeted Intervention | Students working in small groups on specific skills |
| | Strategies That Support Student Engagement | Students on task and engaged in learning |
| **Obj 3:** Implement, monitor, and facilitate small groups instruction for differentiated learning through well functioning, collaborative teacher teams | Leadership Training for Teacher Team Facilitators | Well functional collaborative teaching team |
| | Providing Data Driven Instruction | Meeting summary from Teacher Team provide summative data statements |
| | Providing Differentiated Learning | Lesson plans indicate Tiered instruction is occurring |
| **Obj 4:** Institute a process for regularly monitoring RTI implementation | Creating Shared Protocols | Protocols adhered to |

**Sustainability**

Sustainability is a major focus of all plans. New Hope Middle School, as a part of Whitfield County Schools (WCS), will sustain programming beyond the grant period by securing funds from sources including WCS general operating funds, Title I funds, and the local business community. Both NHMS and District Administration are committed to the successful implementation and subsequent sustainability of this grant.

WCS teachers, administrators, and staff are dedicated to the philosophy that students take flight by learning to read and reading to learn, resulting in college and career ready citizens soaring to new heights. Teachers and administrators believe in the importance of ongoing professional development to improve Response to Intervention, disciplinary literacy, effective reading/writing instruction, professional learning communities, and data analysis to improve student achievement. Our sustainability plan supports our priorities to provide a comprehensive literacy initiative with a focus on intensive writing detailed in this application.

WCS has been actively involved in our plan with the goal of expanding lessons learned, grant resources, and professional learning to all campuses. The following table summarizes our sustainability plan.

| Extending the Assessment Protocol | • Consider purchasing assessments with a one-time charge<br>• Purchase paper/pencil assessment, if possible<br>• Utilize local, state, and federal funds to continue formative and summative assessments |
|---|---|
| Developing Community Partnerships | • Continue to cultivate relationships with businesses and organizations as resources to help provide funding supporting literacy goals and plans |
| Sustaining | • District and Campus Instructional Coaches (IC) will participate in all trainings in order to become an in-district resource for all teachers and to insure that all lessons learned through professional development are implemented with fidelity. A train-the-trainer method will be utilized to continue robust fiscal management, and ensure that incoming new personnel are appropriately trained.<br>• Capacity-building lessons learned will be in place supporting ongoing collaboration to examine data and plans for instruction.<br>• A culture of collaborating will not require funding to continue seeking stakeholder input, and collaborating with other schools in the LEA.<br>• The assessment protocol will be extended by carefully purchasing assessments that can be maintained using our existing Title I budget.<br>• Training for new employees will be conducted by the IC and participating grant recipient teachers. |

| | |
|---|---|
| | • IC will provide coaching/assistance to all teachers to assist in full implementation of lessons learned.<br>• A plan to replenish technology resources including site licenses will be developed.<br>• Practices learned through the needs assessment to examine data and determine areas in which improvement is needed will be redelivered by IC as needed. |
| **Training New Teachers** | • New teachers will be assigned a proven teacher leader as a mentor to ensure that they receive relevant professional learning and assistance in the classroom.<br>• Trainings will be offered throughout the school year ensuring new teachers benefit from plans. |
| **Replacing Print Materials** | • Print materials will have library binding to ensure durability.<br>• Funds from Title I, community partners, local and state support, the Whitfield Education Foundation innovative teaching grants, other grants, and fundraisers will be used to replenish print materials after the grant period.<br>• A rotating schedule to replenish materials on a yearly basis will be developed to maintain a wide variety of print materials in a range of Lexile levels and student interests.<br>• An annual inventory of print materials will be conducted in order to determine areas of need. |

## Budget Summary

The budget provided through the Striving Readers Comprehensive Literacy Grant would assist New Hope Middle School  in addressing the areas of concern identified by the needs assessment.  Approximately seventy percent of the budget will be used for instruction.  Most of this part of the budget will be utilized to purchase technology to make these resources more readily available in content area classrooms.  The need for adequate technology at the classroom level was highlighted in the survey data and root cause analysis.  The technology component will allow for better access to online programs and software to enhance both the reading and writing instruction that will take place in all content areas.  Technology purchases would include tablets, desktops, i-pods for auditory learning, and supporting equipment such as earphones/earbuds and printers to allow student products to come alive.  Ten percent of the budget will be used for improvement of instructional services.  This part of the budget will allow for professional development including substitutes for collaborative grade level and vertical alignment of standards, content workshops and training in newly acquired programs for instruction and interventions.  Literacy training for all teachers related to teaching of reading and writing standards in their specific content areas. Twenty percent of the budget will be used for educational media services.  The media center will use this part of the budget to update media materials and books to better address literature needs related to math, science and social studies. We will also need to purchase a variety of media materials to address the variety of student lexile level ranges within our school.

| | Amount | Percent of Total Budget |
|---|---|---|
| **Instruction** | 284,9000 | 70% |
| **Pupil Services** | $0 | 0% |
| **Improvement of Instruction Services** | $40,700 | 10% |
| **Educational Media Services** | $81,400 | 20% |
| **Support Services – Business** | $0 | 0% |

**Budget**

| Georgia Striving Reader Subgrant | |
|---|---|
| **Budget Breakdown and Narrative** | |
| **Function Code 1000 – Instruction** | Year 1 |
| Object Codes | Amount Budgeted |
| 300 – Contracted Special Instructors | |
| 610 – Supplies | $22,792.00 |
| 611 – Technology Supplies | $202,450.00 |
| 612 – Computer Software | $15,000.00 |
| 615 – Expendable Equipment | $7,500.00 |
| 616 – Expendable Computer Equipment | |
| 641 – Textbooks | $29,000.00 |
| 642 – Books and Periodicals | $8158.00 |
| **Function Code 1000 – Instruction Narrative:** The majority of instructional funds are earmarked for technology purchases. Innovative technology tools will be used to promote student engagement and enhance instruction in all content areas. | |
| **Function Code 2100 – Pupil Services** | Year 1 |
| Object Codes | Amount Budgeted |
| 300 – Contracted Services | |
| 520 – Student Liability Insurance | |
| 580 – Travel | |
| 610 – Supplies | |
| 641 – Textbooks | |
| 642 – Books and Periodicals | |
| **Function Code 2100 – Pupil Services Narrative:** | |
| **Function Code 2210 – Improvement of Instructional Services** | Year 1 |
| Object Codes | Amount Budgeted |
| 113 – Certified Substitutes | |
| 114 – Non-Certified Substitutes | $5,000.00 |

| | |
|---|---|
| 116 – Professional Development Stipends | $10,000.00 |
| 199 – Other Salaries and Compensation | |
| 200 – Benefits | |
| 300 – Contracted Services | $10,000.00 |
| 580 – Travel | $4,200.00 |
| 610 – Supplies | $4,000.00 |
| 810 – Registration Fees for Workshops | $7500.00 |
| **Function Code 2210 – Improvement of Instructional Services Narrative:** Ongoing professional learning will be provided to enrich literacy instruction across all content areas. | |
| **Function Code 2220 – Educational Media Services** | Year 1 |
| Object Codes | Amount Budgeted |
| 610 – Supplies | $10,000.00 |
| 642 – Books and Periodicals | $71,400.00 |
| **Function Code 2220 – Educational Media Services Narrative:** Funds will be used to purchase materials to engage and motivate struggling and reluctant readers and to enhance the collection of content related materials across the curriculum. | |
| **Function Code 2500 – Support Services – Business** | Year 1 |
| Object Codes | Amount Budgeted |
| 148 – Accountant | |
| 200 – Benefits | |
| 300 – Contracted Services | |
| 580 – Travel | |
| 880 – Federal Indirect Costs | |
| **Function Code 2500 – Support Services – Business Narrative:** | |
| **Total Budget for Year 1** | **$407,000.00** |