

School Profile

Created Tuesday, November 19, 2013

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School Information

School Information District Name:	Whitfield County
School Information School or Center Name:	Westside Elementary

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal Name:	Tracy Mardis
Principal Position:	Principal
Principal Phone:	706-673-6531
Principal Email:	tmardis@whitfield.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Tracy Mardis
School contact information Position:	Principal
School contact information Phone:	706-673-6531
School contact information Email:	tmardis@whitfield.k12.ga.us

Grades represented in the building

example pre-k to 6

K-5

Number of Teachers in School

42

FTE Enrollment

609

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Dr. 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 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

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

[SRCL General Information Packet-Cohort 3](#)

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

-
- Yes
-

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

[SRCL Scoring Rubric-Cohort 3](#)

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

-
- Yes
-

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

[SRCL Required Assessments Chart](#)

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

Grant Assurances

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

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

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

-
- Yes
-

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

-
- Yes
-

Georgia Department of Education Conflict of Interest and Disclosure Policy

Georgia's conflict of interest and disclosure policy is applicable to entities conducting business on behalf of and /or doing business with the Department and entities receiving a grant to implement a program and/or project approved by the State Board of Education. This policy is applicable for entities receiving state and/or Federal funds.

Questions regarding the Department's conflict of interest and disclosure policy should be directed to the program manager responsible for the contract, purchase order and/or grant.

I. Conflicts of Interest

It is the policy of the Georgia Department of Education (GaDOE) to avoid doing business with Applicants, subcontractors of Applicants who have a conflict of interest or an appearance of a conflict of interest. The purpose of this policy is to maintain the highest level of integrity within its workforce, and to ensure that the award of grant Agreements is based upon fairness and merit.

a. Organizational Conflicts of Interest.

All grant applicants ("Applicants") shall provide a statement in their proposal which describes in a concise manner all past, present or planned organizational, financial, contractual or other interest(s) with an organization regulated by the GaDOE, including but not limited to Local Education Agencies (LEAs), or with an organization whose interests may be substantially affected by GaDOE activities, and which is related to the work under this grant solicitation. The interest(s) in which conflict may occur shall include those of the Applicant, its affiliates, proposed consultants, proposed subcontractors and key personnel of any of the above. Past interest shall be limited to within one year of the date of the Applicant's grant proposal. Key personnel shall include:

- any person owning more than 20% interest in the Applicant
 - the Applicant's corporate officers
 - board members
 - senior managers
 - any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.
- i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
- ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

Conflict of Interest & Disclosure Policy

- iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:
 1. Disqualify the Applicant, or
 2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.
- iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

b. Employee Relationships

- i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:
 1. The names of all Subject Individuals who:
 - a. Participated in preparation of proposals for award; or
 - b. Are planned to be used during performance; or
 - c. Are used during performance; and
 - ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:
 1. The award; or
 2. Their retention by the Applicant; and
 3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
 4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.
- iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

Conflict of Interest & Disclosure Policy

- iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
 - v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.
- c. **Remedies for Nondisclosure**
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:
- 1. Termination of the Agreement.
 - 2. Exclusion from subsequent GaDOE grant opportunities.
 - 3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.
- d. **Annual Certification.** The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

The Applicant represents and certifies that to the best of its knowledge and belief that during the prior 12 month period:

A former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement and complete disclosure has been made.

No former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement, and disclosure is not required.


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

If after Agreement execution, Applicant discovers a conflict of interest which could not reasonably have been known prior to Agreement execution; an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate this Agreement for convenience if GaDOE deems that termination is in the best interest of GaDOE.

Conflict of Interest & Disclosure Policy

III. **Incorporation of Clauses**

The Applicant must incorporate the clauses in paragraphs A, B, and C of this section into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.



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

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

December 11, 2013
Date



Signature of Applicant's Authorized Agency Head (required)

Tracy Mardis, 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	2,248,166.00	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

Westside Elementary School

Whitfield County Schools

School Narrative

School History

Westside Elementary School (WES) is a Title 1 Distinguished school located in Rocky Face, Georgia approximately five miles west of Dalton, Georgia. Westside has made Adequate Yearly Progress (AYP) for 9 consecutive years and has been distinguished for 7 years. The rural community served by Westside is considered to be a family oriented area of the county. Primarily the student population comes from middle to lower class families. Over the last several years, our community has been affected by economic hardships. According to data collected by the State Longitudinal Data System, the school has seen an increase in both free and reduced lunch eligible students. Currently 56% of students receive free and reduced meals, slightly down from 57% in 2012-2013.

Approximately 620 students are in kindergarten through fifth grade. The ethnicity population includes: 72 Hispanic/Latino, 1 Asian, 14 African American, 507 White, and 22 Multi-racial. Throughout the 2008-2009 school year, WES had an enrollment of 809 students. Our enrollment has significantly decreased since then. During the last three years, the decrease in population has been attributed to students being transferred to another system (85), transferred within the system (62), moved out of state or country (47), homeschooled (10), and unknown (8).

We serve students using appropriate state approved models of instruction with research based teaching and learning strategies for services in which they qualify. Students receiving services include: 12% Gifted, 4% ESOL, 12% special education, and 24% Early Intervention Program (EIP).

Our students' families are highly involved and valued stakeholders. As volunteers for Westside Elementary School, they log, on average, 3,880 hours of service per year. Membership in PTO is currently 360 families. Already this year, PTO has raised \$11,250, most of which is slated for school improvements. Our community members and business partners also offer their help in many ways. They hold positions in Student Council and PTO, volunteer to teach Junior Achievement, provide Saturday Sacks weekly, and mentor students through Big Brothers/Big Sisters' Buddy Program.

Administrative and Teacher Leadership Team

The faculty and staff at Westside Elementary collaborate on major decisions affecting the school. As an illustration, the Leadership team, consisting of representatives from every grade level, Title I, and support teachers, meets regularly to determine the best use of funds, to dissect and update our School Improvement Plan, and to spearhead other areas of educational need. In turn,

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these teacher-leaders inform other staff members and transmit new ideas or a consensus back to the leadership team. The following table summarizes the members of the leadership team.

School Leadership Team

Otivia Kenemer, Kindergarten	Katie Sullivan, 1st Grade
Angie Retelle, 2nd Grade	Susan Neal, 3rd Grade
Jan Blackwood, 4th Grade	Jon Lawrence, 5th Grade
Missy Combs, EIP	Brenda Caldwell, Title I
Regina Adams, Media Specialist	Jennifer Crane, Counselor
Karen Mayes, Specials	Paula Wheeler, Special Education
Sabrina Shepard, Title I	Vanessa Paluszcyk, Assistant Principal
Tracy Mardis, Principal	

In addition to the leadership team, a design team, made up of volunteer teachers and the administration, meets bi-monthly to examine student work and brainstorm ideas and innovations to boost student morale and achievement. One innovative product of Westside's Design Team is The Student Leadership Academy, which was implemented in 2010 to train and equip students as leaders for today and the future.

In order to further analyze the school's needs, the administration utilizes annual Bernhardt teacher, parent, and student surveys to prompt action toward any deficiency or excellence within our school. As a current example of this response, our school has successfully implemented the Olweus anti-bullying program. Members of the School Council, consisting of teachers, business partners, and parents, influence school policy as well.

Past Instructional Initiatives

Collaboration, communication, simplicity, and reliability have been priorities among Westside educators in order for classrooms to reflect student engagement and differentiated instruction. A school literacy team was established at WES during 2012-2013 to help implement a district-wide focus on literacy. Each school within WCS established a literacy team and participated in collaborative sessions to discuss literacy and ways to provide students with effective opportunities to ensure success in reading and writing. Three district sessions focused on theory, rationale, and practice. Goals of Literacy Collaborative are to provide all students the skills needed to become lifelong readers and writers, to create a positive classroom community, and to share a common theory and vision for literary education. Literacy Collaborative has been implemented in some elementary schools within WCS but not all. Our staff feels a need exists for a school-wide formal literacy approach.

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Current Instructional Initiatives

Westside currently has in place Response to Intervention (RtI), Sheltered Instruction Observation Protocol (SIOP) instructional strategies, a variety of technological devices to support instruction, and interventions (including English Language Learners, Exceptional Students, Early Intervention Program). A computerized program, Learning Odyssey, provides individualized instruction for students in Language Arts, science, social studies and math based on MAPS scores. The use of technology, such as ActivBoards, IPods, iPads, mini-laptops, and a computer lab, further equips teachers to offer engaging opportunities for student learning. Each day, a thirty-minute small-group time is set aside for all students, based on individual results of MAP testing, to improve weaknesses or reinforce strengths using research-based intervention programs or strategies.

Professional Learning Needs

Westside Elementary School administration and staff place professional learning at a high priority level. The administration offers and promotes many opportunities for professional growth and development throughout the school year. During the current school year and the 2012-2013 school year, our staff participated in a combined total of approximately 1,265 hours of professional development that related to literacy and improving instruction inside our building.

Our needs assessment determined that our school requires more professional development in the following areas: writing instruction across the curriculum, how to better utilize out-of-school agencies and organizations to support literacy within the community, and ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas, and professional learning in the area of interventions to be used within Tier II of the RTI process.

Need for Striving Reader Project

Literacy is defined by the Georgia Literacy Task Force (The “Why” p. 31) as “the ability to read, write, listen, speak, and view in order to communicate effectively with others, which includes being able to adopt the appropriate register for a variety of audiences.” As research shows and other data forms support, literacy (reading and writing) across the curriculum is crucial to students’ success in all academic areas at all levels. Despite our students in grades 3-5 doing well in meeting the standard in reading and ELA on the state Criterion-Referenced Competency Tests (CRCT), an analysis of the data shows a lower number of students exceeding the standard and a decreased number of students meeting in Science and Social Studies. We also feel our students need more opportunities to read informational texts and write across the curriculum.

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The Striving Readers Comprehensive Literacy Grant will enable us to provide our students with quality texts that promote rigor, integration, writing, and is aligned to Common Core Georgia Performance Standards (CCGPS) and Georgia Performance Standards (GPS). Our goal is to ensure that students are prepared when they leave our school with the ability to read, write, listen, speak, present, think critically, and problem solve across all content areas. In addition, this grant will provide our teachers and staff with professional development opportunities related to all aspects of literacy and writing instruction.

Building Block 1. Engaged Leadership

Strong school leadership is of the utmost of importance when responding to the literacy needs within schools as well as at all levels of education. *Reading Next* (Biancorosa & Snow, 2004) states that leadership can come from principals and teachers who have a solid understanding of how to teach reading and writing to the full array of students present in schools. (The “Why” document page 156) Throughout this document, leadership by administrators is cited no less than thirty times as being a key piece in any aspect of literacy reform. The Task Force calls on leaders in the nation, the state, districts, schools and classrooms to take the recommendations set forth here seriously. Our children deserve it and we deserve it as a state and a nation. (The “Why” document page 157) Even though our school does not employ a literacy coach, we are implementing some of the strategies associated with this role. According to Shanklin (2007), administrative support is also needed to ensure that the strategies and suggestions that the literacy coach provided are seen by teachers as imperative. Shanklin (2007, pp. 1-5) outlines six ways in which administrators can support literacy coaches:

- (1) develop a literacy leadership team and vision which includes the literacy coach;
- (2) provide assistance in building trust with the faculty;
- (3) provide assistance in using time, managing projects, and documenting their work;
- (4) provide access to instructional materials;
- (5) provide access to professional learning; and
- (6) provide feedback to the coach.

Administrators are further needed to support instruction through scheduling enough time for teachers and literacy coaches to meet. Without that support, many of the literacy coach’s efforts are ineffective. (The “Why” Document page 148)

According to *Academic Literacy Instruction for Adolescents* (Torgesen, et al., 2007) we should establish a literacy leadership group with the responsibility to read and discuss both research and research-into-practice articles on this topic in order to acquire local expertise. (The “Why” document page 156) It is important to have “teacher teams, which are interdisciplinary teams that meet regularly to discuss students and align instruction.” *Reading Next* (The “Why” Document page 66 - Biancorosa & Snow, 2004)

The need for extended time for literacy has been recognized in numerous sources including *Reading Next*, *Writing to Read*, ASCD, Center on Instruction, National Association of State Boards of Education (NASCB), Kappan Magazine as well as almost all other state literacy plans. (The “Why” Document page 58) According to *Reading Next*, literacy instruction for adolescents should extend beyond a single language arts period and be integrated in subject area coursework. This extended time for literacy, anywhere from two to four hours, should occur in language arts and content-area classes. (Biancorosa & Snow, 2006, p. 20.)

In today’s increasingly competitive economy, students need a strong literacy background. Reading, writing, listening, speaking, and viewing are critical college-and-career readiness skills. Students should be instructed and given opportunity to express the content orally, visually, and in writing. These skills need to be embedded in content areas in all grade levels. (The Why, pg. 30-31) Teachers must be competent not only in the content, but in the teaching of literacy within the content. Teachers need to participate in high-quality professional learning. Continued and sustained professional learning is linked to increased student

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achievement. (The Why, pg. 141 – 142)

Literacy is the ability to read, write, listen, speak, and view in order to communicate effectively with others. People who communicate effectively are more likely to be hired for a job. According to the “Why” document, literacy in the content areas is more explicit in the Common Core Georgia Performance Standards. (The Why, pg. 48-49) Teachers in all content areas must include writing, reading comprehension and vocabulary study to ensure students’ college and career readiness. (The Why, pg. 26) Writing in the content areas has been shown to increase comprehension and retention. (Writing to Read, 2010) Georgia has shown a commitment to improve student achievement and push our students to be lifelong learners. (The Why, pg. 50-51) Georgia’s Literacy Task Force goal is for each student to become lifelong learners who contribute to the community. Teachers, students, parents, and community leaders must understand and value a common understanding of literacy. (The Why, pg. 26)

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

At Westside Elementary School, we believe that our administrators are fully operational in demonstrating the commitment to learn about and support evidence-based literacy instruction in our school.

According to the Georgia Literacy Plan Needs Assessment for Literacy, 71.2% of our staff believes we are fully operational in this area. Our administrators are highly involved in any training or professional development that occurs at our school either in the area of literacy or any other area. In addition to planning and setting up professional development opportunities, many times our administrators take part in the training just as teachers do.

In Current Practice

- participating in state-sponsored Webinars and face-to-face sessions to learn about the transition to CCGPS (What, p.5)
- studying research-based guidelines strategies and resources for literacy instruction set forth in “The Why” document (What, p.5)
- participates in literacy instruction with his/her faculty (What, p.5)
- regularly monitors literacy instruction within his/her school (What, p.5)

To Move Forward

- Schedule protected time for literacy (What, pg. 5)

Continue teacher collaboration

B. Action: Organize a Literacy Leadership Team

According to the Georgia Literacy Plan Needs Assessment for Literacy, 36.5% of our staff believes that our school literacy leadership team is fully operational and 42.3% believe that it is operational.

A school literacy team was established at Westside Elementary School during the 2012-2013 school year as

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part of the implementation of a district-wide focus on literacy. Each school within our district established a committee and attended meetings to discuss literacy and ways to provide our students with effective opportunities to ensure their literacy in reading and writing. The three district sessions had a focus on theory, rationale, and practice. During the process of our district-wide and school level meetings, our team determined that there is a school-wide need for a formal literacy approach for our students.

During the 2012-2013 school year and the current school year, our team has met regularly. Last school year, we began a book study of the book Guided Reading: A Good First Teaching for All Children by Irene C. Fountas and Gay Su Pinnell. We plan on using some of the strategies in this book to support our literacy instruction. Although we feel we have a solid beginning for our literacy team, we need to continue to fully implement and expand our literacy team for our school. As our Needs Assessment for Literacy data indicates, the team was not fully operational.

In Current Practice

- The literacy leadership team consists of the following stakeholders and partners, at a minimum:
 - Faculty (What, p.5)
- Research-based guidelines, strategies and resources for literacy instruction (as set forth in the “The Why” document of the most current iteration of the Georgia Literacy Plan) have been incorporated into some practices and instruction. (What, p.5)

To Move Forward

- The literacy leadership team consists of the following stakeholders and partners, at a minimum: (What, p.5)
 - Representatives from the stakeholders for your school (i.e., preschools, daycares, middle schools within your school’s feeder pattern as well as students and representatives from higher education)
 - Community and government leaders
 - Parents
- A shared literacy vision has been agreed upon by the school and community that is aligned with the state literacy plan. (What, p.5)
- Multiple forms of student, school, and teacher data (including results of the Literacy Instruction Observation Checklist or its equivalent) have been analyzed to develop a list of prioritized recommendations and goals for improvement.(What, p.5)
- Research-based guidelines, strategies and resources for literacy instruction (as set forth in the “The Why” document of the most current iteration of the Georgia Literacy Plan) have been incorporated into all practices and instruction. (What, p.5)

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

According to the Georgia Literacy Plan Needs Assessment for Literacy, 50% of our staff believes our school is fully operational in this area. 25% of the staff thinks we are at the operational level.

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At WES, instructional time is very important and is documented in each homeroom's schedule. All grade levels have a block of time set apart for literacy instruction, however we have not been able to designate an uninterrupted literacy block at this point. Some grade levels may have this, but not all. We are moving in this direction, but haven't been able to schedule it as a mandated guideline for every grade level.

In Current Practice

- Time for intervention is built into the school schedule for each day. (What, p.6)
- Protected time for collaborative planning teams within and across content areas are part of the school-wide calendar. (What, p.6)

To Move Forward

- A protected, dedicated 90-120-minute block is allocated for literacy instruction in grades K-3 for all students. (What, p.5)
- In grades 4-12 students receive two to four hours of literacy instruction across language arts and in content area classes. (What, p. 6)
- Instructional time for literacy has been leveraged by scheduling disciplinary literacy in all content areas. (What, p.6)
- Intentional efforts have been made to identify and eliminate inefficient use of student and faculty time within the schedule.(What, p.6)

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, only 28.8% of respondents believe we are in the operational phase in executing a school culture in which content area teachers are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards.

In Current Practice

- Faculty has participated in professional learning in writing, not specific to content areas. (What, p. 6)

To Move Forward

- Faculty and staff should participate in targeted, sustained professional learning on literacy strategies within the content area. (What, p.6)

A walk-through and/or observation form (e.g., Literacy Instruction Checklist, GA or some other instrument) is used to ensure consistency of effective instructional practices that include disciplinary literacy across content areas. (What, p.6)

E. Action: Optimize literacy instruction across all content areas

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According to the GLPNA, 48.1% of respondents stated our content area teachers consistently incorporate the teaching of two but not all of the following: 1. academic vocabulary; 2. narrative, informational, and argumentative writing; and 3. the use of discipline-specific text structures. In order to reach the fully operational phase, WES is committed to raising the level of achievement in all content areas.

In Current Practice

- Some teachers currently use writing as an integral part of class.

To Move Forward

- The school agrees upon a plan to integrate literacy in all subjects as articulated within CCGPS.(What, p.6)

Teachers will participate in professional learning.(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.

According to the GLPNA, most respondents believed a community literacy council has not yet been addressed or emergent. WES stakeholders understand the need for literacy standards and are committed to ensuring our students learn and achieve at a high level.

In Current Practice

- N/A

To Move Forward

- Social media is utilized to communicate and promote the goals of literacy throughout the community at large. (What, p.7)
- Academic successes are publically celebrated through traditional and online media. (What, p. 7)

Building Block 2: Continuity of Instruction

The Common Core Georgia Performance Standards, as stated in the “Why” document, insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. (p.27). The extensive research from the CCGPS establishes the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. As stated in the “Why” document, Duke and Pearson (2002) identify the strategies need to be taught as orchestrated strategies and the most important outcome of reading comprehension instruction should be a reader’s ability to self-monitor for understanding, thus motivating a reader to use the strategies flexibly and with purpose. (p.41).

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

According to the GLPNA, 10% of our staff feels that we are fully operational and 52.5% feel we are operational. As a result of these percentages, it is crucial for us to collaborate among grade levels on a weekly basis to review student progress and discuss these next steps:

In Current Practice

- Scheduled time for teams to meet for regular collaboration and examination of student data/work. (What, p.7).
- Cross-disciplinary teams for literacy instruction. (What, p.7).

To Move Forward

- Specific, measurable student achievement goals aligned with grade-level expectations are shared by teachers in all subjects. (What, p.7).

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

According to our GLPNA results, 17.5% of our staff agree that we are fully operational and 60% agree the school is operational in this area.

In Current Practice

- We have a writing committee in place to develop a school-wide writing system.

To Move Forward

- Teachers use a school-wide, commonly adopted writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance. (What, p.7).
- All types of literacy are infused into all content areas throughout the day (e.g., print, non-print, online, blogs, wikis, social media). (What, p.7).

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

Since only 30% of the staff feel that we are operational and involving the community in the school based on the GLPNA, it is necessary to implement the following:

In Current Practice

- Technologies are utilized to more creatively and effectively support stakeholder engagement, i.e., blogs, Twitter, electronic newsletters. (What, p.8)

To Move Forward

- Avenues of communication (both virtual and face-to-face) are active with key personnel in out-of-school organizations and governmental agencies that support students and families. (What, p.8).

Building Block 3. Ongoing formative and summative assessments

In a 2009 practice guide prepared for the National Center on Educational Excellence titled *Using Student Achievement Data to Support Instructional Decision Making*, Hamilton, et al, posted five recommendations to schools and districts seeking to maximize the use of data to improve teaching and learning. Two of the recommendations address actions that teachers can take and three concern infrastructure at the administrative level to make the first two possible.

Classroom-level recommendations:

1. Make data part of an ongoing cycle of instructional improvement (The What, p.9)
2. Teach students to examine their own data and set learning goals (The What, p. 9)

Administrative recommendations:

1. Establish a clear vision for school-wide data use (The What, p.9)
2. Provide supports that foster a data-driven culture within the school (The What, p.9)
3. Develop and maintain a district-wide system (The What, p.9)

While assessments are in place within the district and school, this area is identified as a need based on the Georgia Literacy Plan Needs assessment, as the following information will clarify.

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

Based on the Georgia Literacy Plans Needs Assessment, 48.1% (fully operational) and 30.8% (operational) of teachers believe there is an established infrastructure for ongoing formative and summative assessments in place to determine the need for and the intensity of interventions. The following are currently in place however, expansion in this area is needed to become fully operational.

In Current Practice

- A calendar for formative assessments based on local, state, and program guidelines, including specific timeline for administration and persons responsible has been developed (The Why, p.96)
- Teachers and staff evaluate students to ensure progress. Students that are showing a weakness are given a formative assessment to instruction. (The What, p. 8)
- Diagnostic tools, progress monitoring and screening assessments are used to identify achievement levels of all students.

To Move Forward

- Upgrade technology to support assessment results.

Continue to purchase assessment intervention materials to align with student needs (The How, p.34)

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

Based on the Georgia Literacy Plans Needs Assessment, 48.1%(fully operational) and 30.8% (operational) of teachers believe there is an operational system of ongoing formative and summative assessments used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction. The following are currently in place however, expansion in this area is needed to become fully operational.

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In Current Practice

- County –wide benchmark assessments are administered three times a year to evaluate student learning in reading and math (The What, p.8)
- A formative assessment calendar based on local and state guidelines include times for administration and the person responsible (The How, p.36)

To Move Forward

- Universal screening and progress monitoring are used to determine instructional decisions regarding flexible 4-tier service options for Response to Intervention with the exception of gifted students.
- Technology infrastructure adequate to support administration and storage of assessments as well as the dissemination of results (The How, p.36)
- Intervention materials aligned with student needs and professional development for teachers (The How, p.36)

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

Based on the Georgia Literacy Plans Needs Assessment, 23.1% (fully operational) and 57.7% (operational) of teachers believe problems found in screenings are further analyzed with diagnostic assessment. The following are currently in place however, expansion in this area is needed to become fully operational.

In Current Practice

- Use technology to differentiate learning within the content area (The How, p.37)
- Use diagnostic assessments to diagnose reading difficulties and narrow the appropriate intervention to accommodate the need.

To Move Forward

Train teachers to identify students' instructional needs

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

Based on the Georgia Literacy Plans Needs Assessment, 40.4% (fully operational) and 38.5% (operational) of teachers believe summative data is used to make programming decisions as well as to monitor individual student progress. The following practices are utilized but need to be expanded on.

In Current Practice

- Data is disaggregated to ensure the progress of subgroups (The How, p.38)
- Time is devoted in teacher team meetings to review and analyze assessments results to identify instructional adjustments. (The How, p.38)
- Apply protocols for looking at student assessments and evaluating student progress (The How, p.38)

To Move Forward

- Professional learning on strategies to address specific skills identified as school-wide or subject area

weaknesses (The How, p.38)

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

Based on the Georgia Literacy Plans Needs Assessment, 38.5% (fully operational) and 44.2% (operational) of teachers believe that a clearly articulated strategy for using data to improve teaching and learning is followed. It is necessary to continue and expand on the following.

In Current Practice

- Develop protocol for making decisions to identify the instructional needs of students (The How, p. 39)
- Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers (The How, p. 39)
-

To Move Forward

An adequate storage and retrieval system that is used and understood by all appropriate staff members (The How, p. 39)

Building Block 4. Best Practices in Literacy Instruction

Writing demands for the 21st century are increasing not only in schools but also in workplaces that demand effective communication skills. Georgia advocates strong writing skills beginning in elementary and continuing through high school. All content areas have writing components in their expectations for Georgia students. The implementation of strong writing programs is crucial to a literacy initiative. (Why, 45).

In addition to reading, Georgia also assesses another aspect of a student’s literacy – writing ability. Georgia’s performance-based writing assessments are administered to students in grades three, five, eight, and eleven. All writing assessments became GPS-based in 2007. Student writing samples are evaluated using an analytic scoring system in all grades to provide diagnostic feedback to teachers, students, and parents about individual performance. The writing assessments provide information to students about their writing performance and areas of strength and challenge. Grade 3 is a teacher-based evaluation of student writing using state-provided rubrics for multiple genres of writing; the results from this test are for instructional use primarily and not aggregated and reported at the state level.

Currently, in Grade 5 students are assigned a topic from a prompt bank representing three genres: narrative, informational, and persuasive. (Note: These genres will be changed to reflect the CCGPS by 2014. Those genres are: argument, informative, explanatory, and narrative). (Why, 117).

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

Based on the GLPNA, only 26.14% of the staff feels that we are fully operational while 55.3% of the staff feels that we are operational in that all students receive direct, explicit literacy instruction. However, after discussing the results with our faculty, it was determined that the staff interpreted the question as referring to the CCGPS. Therefore, WES believes that it is necessary to implement the following:

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In Current Practice

- Student data is examined regularly to identify areas of instruction with greatest needs (e.g., phonological awareness, word identification, fluency, vocabulary, word study, comprehension, motivation and engagement). (“What”, p.9).

To Move Forward

- A core program 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. (“What”, p.9).
- Faculty participates in professional learning on the following:
 - Using of data to inform instructional decisions and explicit teaching
 - Selecting of appropriate text and strategy for instruction
 - Telling students specific strategies to be learned and why
 - Modeling of how strategy is used
 - Providing guidance and independent practice with feedback
 - Discussing when and where strategies are to be applied
 - Differentiating instruction (“What”, p.10).

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

13.75% of staff believes we are fully operational in ensuring that students receive effective writing instruction across the curriculum.

In Current Practice

- Teachers are currently incorporating writing instruction across the curriculum.

To Move Forward

- All subject area teachers participate in professional learning on best practices in writing instruction in all content areas. (“What”, p.10).
- Technology is used for production, publishing, and communication across the curriculum. (“What”, p.10).

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

Based on the GLPNA, 85% of staff believes that WES promotes interest and engagement as students progress through school.

In Current Practice

- Providing students with opportunities to self-select reading material and topics for research (What, p. 11)
- Taking steps to provide students with an understanding of the relevance of academic assignments to their lives (What, p. 11)

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- Increasing access to texts that students consider engaging (What, p. 11)
- Increasing opportunities for collaborating with peers in the learning process (What, p. 11)
- Scaffolding students' background knowledge and competency in navigating literary and informational texts to ensure their confidence and self-efficacy (What, p. 11)

To Move Forward

- A protected, dedicated 90-120-minute block is allocated for literacy instruction in grades K-5 for all students in self-contained classrooms. (What, p.10)

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

Intervention refers to strategic techniques that are based on student needs and usually supplements the general education curriculum. Intervention strategies are systematic compilations or well-researched, evidence-based specific instructional techniques. Schools have the responsibility of implementing scientifically validated intervention methods that efficiently and effectively offer students opportunities to be successful (Wright, 2007). ("The Why", pg. 123)

Interventions at Tier 1 include the instructional practices in use in the general education classroom. Teachers routinely address student needs and environmental factors to create the optimal learning environment. Tier 1 interventions include seating arrangements, fluid and flexible grouping, lesson pacing, collaborative work, demonstrations of learning, differentiation of instruction, and student feedback. Responding to student performance is a critical element of all classroom learning environments. The teacher's ability to identify areas of focus, scaffold the learning for the individual to reach the expectation, and support the solidification of new learning behaviors is vital to student success. For more information:

<http://www.rtinetwork.org/learn/research/response-to-intervention-research-is-the-sum-of-the-parts-as-great-as-the-whole>. ("The Why", pg. 126)

Interventions at Tier 2 are typically standard protocols employed by the school to address the learning and/or behavioral needs of identified students. These protocols are typically implemented in a specific sequence based on the resources available in the school. For example, at Georgia Middle School, students who are identified as needing additional reading support will go to a reading intervention during Connections. During the intervention, the teacher uses specific research-based practices to address the group's reading needs while keeping a clear focus on the GPS, grade level expectations in the content areas, and transfer of learning to the general classroom. Collaboration between the intervention teacher and the general teacher team is required. During the intervention, progress monitoring is used to determine the student's response to the intervention. The progress monitoring tool and frequency of implementation are collaboratively determined by the teaching team and the intervention teacher. Based on the progress monitoring data, the school standard protocol process may require individual students to continue in the intervention, move to another Tier 2 intervention, or move to Tier 1 interventions. For a few students, the data team may consider the need for Tier 3 interventions based on individual responses to Tier 2 interventions. ("The Why", pg. 126)

Student Movement to Tier 2

- * District and/or school benchmark assessments are used to determine student progress toward grade level mastery of the GPS and (the CCGPS by 2014).
- * A universal screening process is used to identify students requiring additional assessments in reading, math, and/or behavior. These additional assessments ensure accurate identification of struggling students or students not performing at expected levels.
- * Students identified are placed in Tier 2 interventions that supplement the Tier 1 classroom.
- * During the instructional year, Tier 1 progress monitoring is used in the classroom as a part of standards-based instruction. As student assessment data indicates a need for Tier 2 support, the data team will follow school-created procedures for decision making. Three important questions must be addressed to determine

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the reason for the need for additional support.

* Movement between Tier 1 and Tier 2 is fluid and flexible. Adequate time should be given for the Tier 1 instructional program to be implemented before determining Tier 2 support is needed. ("The Why", pg. 134)

EARLY INTERVENTION PROGRAM (EIP) AND REMEDIAL EDUCATION PROGRAM (REP)

As Georgia students become more diverse in home background, ethnicity and cultures, the effective intervention strategies used by educators must also become just as varied. These strategies must be based on student data, both summative and formative, in order to guarantee intervention that is targeted at the specific need. Georgia's Performance Standards set the bar; effective strategies and targeted interventions guarantee the bar will be met. A clear purpose and plan must exist for the student to grow as a learner. Children start school at a designated chronological age but differ greatly in their individual development and experiences. The Early Intervention Program (EIP) is designed to serve students who are at risk of not reaching or maintaining academic grade level. The purpose of the Early Intervention Program is to provide additional instructional resources to help students who are performing below grade level obtain the necessary academic skills to reach grade level performance in the shortest possible time. ("The Why", pg. 139)

Student Movement to Tier 3

* The data team will confirm the fidelity of implementation of the intervention through frequent contact and observation during instruction.

* Additional Tier 2 interventions may be required if little or no progress is documented. The data team will follow previously established protocols to determine if additional Tier 2 interventions should be implemented.

* After the appropriate amount of time (time in weeks dependent on the intervention), the data team should assess student progress and determine if continued support through Tier 2 is required, if additional Tier 2 interventions are required, or if Tier 3 support, in addition to Tier 1 and Tier 2, is required. ("The Why", pg. 134)

Student Movement to Tier 4

In addition to Tiers 1 through 3, targeted students participate in specialized programs, methodologies, or instructional deliveries. This provides a greater frequency of progress monitoring of student response to intervention(s). Tier 4 is developed for students who need additional support and who meet eligibility criteria for special program placement, including gifted education and special education.

With three effective tiers in place prior to specialized services, more struggling students will be successful and will not require this degree of intervention. Tier 4 does not represent a location for services but indicates a layer of interventions that may be provided in the general education class or in a separate setting. For students with disabilities needing special education and related services, Tier 4 provides instruction that is targeted and specialized to meet students' needs. If a student has already been determined as having a disability, then the school district should not require additional documentation of prior interventions in the effect the child demonstrates additional delays. The special education instruction and documentation of progress in the Individualized Education Program (IEP) will constitute prior interventions and appropriate instruction. In some cases, the student may require a comprehensive evaluation to determine eligibility of additional disability areas. The Division for Special Education Services and Supports has multiple initiatives addressing the specific needs of students with disabilities in literacy skills development. Numerous projects focus on research-based best practices centered on the improvement of literacy instruction at all school

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levels.

Georgia has provided funding for English to Speakers of Other Languages (ESOL). It is a state funded instructional program for eligible English Language Learners (ELLs) in grades K-12. A description of this program may be found on the GADOE website:

The ESOL Program is a standards-based curriculum emphasizing social and academic language proficiency. The curriculum is based on the integration of the WIDA Consortium English Language Proficiency Standards with the Georgia Performance Standards and will be adjusted to reflect the Common Core Georgia Performance Standards by 2014. This integration will enable English Language Learners (ELLs) to use English to communicate and demonstrate academic, social, and cultural proficiency. It is critical that instructional approaches, both in ESOL and general education classes, accommodate the needs of Georgia's ELLs. To the extent practicable, it is appropriate to use the home language as a means of facilitating instruction for English language learners and parental notification. Eligibility for ESOL services should automatically be considered a Tier 4 Intervention. For the purposes of serving the student effectively and efficiently, the language minority student enters the Pyramid at Tier 4, and as the student progresses with language development and academic proficiency, the level of interventions needed to support the student will decrease accordingly. ("The Why", pg. 134-139)

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, 51.9% of teachers believe that data from formative assessments is gathered and analyzed regularly to ensure that all students are receiving instructions in appropriate tiers and that instruction in each tier is effective. WES has implemented the following initiatives:

In Current Practice

- The population of WES is currently 616 students. 2 % of the population is considered Tier III and 31% is considered Tier IV, which includes Special Education, Gifted, English Language Learner students as well as those served through a 504 plan. (What, p. 11)
- Westside Elementary currently uses MAP (Measure of Academic Progress), GCRCT (Georgia Criterion Referenced Competency Test), and informal assessments to identify students and determine appropriate interventions. Students are ability grouped. Having the students grouped, allows the teacher to address any deficits that may be noticed. (What, p.11)
- WES frequently analyzes the results of Aimsweb progress monitoring to ensure students are progressing. This data is used in adjusting instruction to meet the needs of struggling students. (What, p. 11)
- Teacher's participate in Vertical Team meetings to ensure that conversations are held across grade levels. This helps with gaps that may have occurred due to the change from GPS to CCGPS.
- Teachers at WSE respond to student work with effective questions that respond to their student work.
- WSE teachers have a common plan time daily to help plan lessons, discuss groupings, and develop differentiated lessons.

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To Move Forward

- WES teachers need a more vast selection of reading interventions to specifically meet the need of all students.
- WES teacher need professional development in both existing interventions and any interventions purchased in the future. (What, p. 12)
- WES teachers would benefit from continuous professional development in analyzing data from student assessment.
- Time is needed within the school day for collaboration between interventionists and general education teachers to discuss student performance and analyze data.

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

51.9% of teachers feel that WES is fully operational and that student and classroom data have been analyzed to determine the instructional areas and classrooms in greatest need of support.

In Current Practice

- Westside Elementary uses MAP data to determine instructional areas of greatest need.
- WES utilizes Aimsweb to monitor progress for RTI (Response to Intervention).
- WES offers a variety of service models. Currently the ESOL teacher team teaches in first and second grade, and inclusion services are provided with students with disabilities in the fifth grade.
- All gifted services are in a pull out model at this time.
- Westside Elementary understands and uses MAP data, Aimsweb data, and informative assessments in order to determine anticipated levels of student mastery. Grade level meetings are held to specifically look at student data and their projected mastery.

To Move Forward

- Teachers at WES need more professional development regarding direct explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension and writing skills. (What, p. 12)

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

Based on the Georgia Literacy Plan Needs Assessment, 36.5% of teachers believe that interventionists, ELA, and content area teachers meet regularly for collaboration and planning to ensure that the goals of interventionist are being achieved.

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- EIP teachers at WES serve as interventionists and they progress monitor identifies Tier 2 students. EIP teachers also participate in monthly Tier 2 meetings. (What, p.12)

To Move Forward

- Provide interventionist and grade level teacher's common planning times during the school day to discuss progress. (What, p.12)

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

44.2% of teachers believe that data team/SST teams meet regularly to ensure that a student's lack of progress is not due to a preventable cause (e.g., too large a group, lack of regularity or fidelity of instruction).

In Current Practice

- Westside Elementary School's SST (Student Support Team) meet to discuss student progress every 6-8 weeks.
- All interventions used at WES, are research and evidenced based strategies.
- SST/data teams evaluate Access performance scores to determine possible reasons why an ELL (English Language Learner) fails to make progress.

To Move Forward

- Professional learning is provided to teachers regarding SST processes and procedures.
- Interventions are delivered during a protected time.

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, teachers at WES believe that 44.2% of Tier IV specially designed learning is implemented through specialized programs, methodologies, or strategies based upon students' inability to access the CCGPS any other way.

In Current Practice

- Schedules at WES are developed to ensure Least Restrictive Environment.
- Building administrators are familiar with funding formulas affecting students in special programming.
- Highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs.
- Special education, ELL, and the gifted teachers seldom participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings.

To Move Forward

- Time should be set aside during the school day for special education, ELL, and gifted teachers to participate in professional learning communities.

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Building Block 6. Improved Instruction through Professional Learning

The NABSE study group, who was responsible for the report *Reading at Risk: The State Response to the Crisis in Adolescent Literacy* (2006), stresses the importance of teaching literacy skills within the context of core academic content. This requires the revision of how teacher training is currently done at the college/university level. Content literacy strategies and reading instructional best practices need to be the focus in pre-service courses. Requiring teachers to demonstrate competency in theory and application ensures having a quality teacher in every classroom. (Why, 150).

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

According to the GLPNA, only 7.5% of the staff believe we are fully operational in the area of pre-service education preparing new teachers for all of the challenges of the classroom.

In Current Practice

- Preservice teachers currently receive all literacy instruction from their institution.

To Move Forward

- Pre-service teachers receive coursework in disciplinary literacy within content areas. (“What”, p.13).
- Teacher preparation is revised to reflect needs that districts report with new teachers. (“What”, p.13).

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

According to the GLPNA, 62.5% of staff believe in-service personnel participate in ongoing professional learning. The following is a list of ongoing professional learning at WES:

In Current Practice

- The school calendar includes protected time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice. (“What”, p.13).
- An instructional coach provides site-based support for administrators, faculty and staff, where possible. (“What”, p.13).
- Teachers’ instruction is monitored through classroom observations or walkthroughs using a variety of assessment tools tied to professional learning. (“What”, p.13).
- Some or all of the following personnel participate in all professional learning opportunities:
 - Paraprofessionals
 - Support staff
 - Interventionists
 - Substitute teachers
 - Pre-service teachers working at the school
 - Administrators

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- o All faculty (“What”, p.13).

To Move Forward

- Teachers participate in professional learning in the CCGPS based on the needs revealed by student data as well as by surveys, interest inventories and teacher observations. (“What”, p.13).
- Teachers participate in ongoing professional learning on the use of the core program. (“What”, p.13).

Needs Assessment, Concerns, and Root Cause Analysis

Description of the Needs Assessment Process

The Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12 was distributed electronically district-wide to all certified teachers, and they were given from September 16-20, 2013 to respond. The Superintendent asked all certified teachers to complete the survey. The needs assessment asked participants to respond to questions using a Likert scale that included these levels: Fully Operational, Operational, Emergent, and Not Addressed. The 29 question survey sought feedback based on the perceptions of all staff in the areas of Engaged Leadership, Continuity of Instruction, Ongoing Formative and Summative Assessments, Best Practices in Literacy Instruction, System of Tiered Intervention for All Students, and Improved Instruction through Professional Learning.

Description of the survey in the Needs Assessment Process

Initially, 62% of our certified staff responded. The survey was re-opened for the day on October 3, 2013 so the remainder of the certified staff could complete the survey. It was reopened for a third administration so paraprofessionals could complete the survey. Fifty-two of the 56 staff members participated by the closing of the third window.

Our Literacy Team met to discuss the results. The responses were analyzed to determine where the needs were within our school. Some of the needs were thought to be out of the school's control while others were directly linked to our need for a school-wide approach to literacy.

Root Causes

The school Literacy Team analyzed the responses and input from the Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12 to determine our root causes and areas of concern.

Category from "The What" Document and Needs Assessment	Causes
<ul style="list-style-type: none">Improvements in instruction through Professional Learning (Building Block 6)	Lack of Professional Learning in the content areas, integration, and technology for multiple years
<ul style="list-style-type: none">Best practices in literacy (Building Block 4B) – all students receive effective writing instruction across the curriculum	Georgia Grade 5 Writing Assessment data; no formal writing block; no common vocabulary among grade levels in writing; no diagnostic

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	assessment in writing; lack of school-wide writing protocol
<ul style="list-style-type: none"> Community support of our school and teachers in the development of college-and-career-ready students as articulated in the CCGPS (Building Block 1F) 	Lack of awareness of the skills required to be productive in the 21 st century
<ul style="list-style-type: none"> Tier needs-based interventions are provided for targeted students (Building Block 5C) 	Lack of interventions available to support literacy and integration; need for informational text at varied levels
<ul style="list-style-type: none"> Continuity of Instruction (Building Block 2B)-Teachers provide literacy instruction across the curriculum 	Lack of literacy integration across content areas due to lack of available resources (book titles, technology), CRCT data

The needs assessment process included certified teachers and paraprofessionals:

Kindergarten:	Bearden, Riner, Landen, Minter, Kenemer
1 st Grade:	Boos, Chambers, Reed, Sullivan
2 nd Grade:	Hall, Hayes, Retelle, Thomas, Tucker
3 rd Grade:	Bridges, Neal, Nealey, Peters, Stallings
4 th Grade:	Blackwood, Crawford, Lyon, Smith
5 th Grade:	Finkbone, Lawrence, Purcell, Stanley
Media Center:	Adams, Mathis
EIP:	Combs, Brown
ALPHA:	Fearing
P.E.:	Rogers, Hanson
Music:	Mayes
Sp. Ed.:	Wheeler, Wilhite, Mohan, Dobbins
Parapros:	Holmes, Threadgill, Burns, Grigsby, Amonett, Cleghorn, Gravley, White, Shepard
ESOL:	Echols
Computer Lab:	Caldwell
Administration:	Mardis, Paluszcyk

Data Disaggregation

The following data informed the Literacy Team’s analysis and discussion:

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3rd Grade CRCT Data: All Students

Content	2011			2012			2013		
	Did Not Meet (DNM)	Meets (M)	Exceeds (E)	DNM	M	E	DNM	M	E
ELA	4%	50%	46%	2%	42%	56%	3%	46%	51%
Reading	4%	50%	46%	3%	36%	61%	4%	35%	60%
Science	13%	44%	43%	9%	31%	60%	14%	46%	39%
Social Studies	9%	61%	30%	5%	52%	44%	10%	48%	41%

4th Grade CRCT Data: All Students

Content	2011			2012			2013		
	DNM	M	E	DNM	M	E	DNM	M	E
ELA	10%	57%	33%	11%	53%	36%	8%	47%	46%
Reading	7%	56%	37%	10%	45%	45%	2%	40%	58%
Science	14%	50%	36%	18%	44%	38%	9%	36%	55%
Social Studies	18%	69%	13%	16%	62%	22%	7%	58%	35%

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5th Grade CRCT Data: All Students

Content	2011			2012			2013		
	DNM	M	E	DNM	M	E	DNM	M	E
ELA	5%	54%	41%	5%	59%	36%	3%	54%	43%
Reading	3%	59%	39%	6%	63%	31%	5%	54%	39%
Science	16%	44%	40%	16%	46%	38%	17%	44%	39%
Social Studies	19%	51%	30%	15%	70%	15%	13%	52%	25%

5th Grade Writing Assessment – All Students

	2011	2012	2013
Does Not Meet	16%	19%	19%
Meets	71%	73%	69%
Exceeds	13%	8%	12%

3rd Grade Writing Assessment – All Students – Ideas

Year	Informational			Persuasive			Narrative		
	DNM	M	E	DNM	M	E	DNM	M	E
2011	12%	75%	13%	8%	79%	13%	14%	61%	26%
2012	5%	58%	37%	4%	81%	14%	7%	69%	24%
2013	6%	63%	31%	6%	64%	30%	6%	61%	33%

Georgia Kindergarten Inventory of Developing Skills (GKIDS) – Mean % Meeting/Exceeding

Content Area/Strands	2011	2012	2013
ELA	89%	90.4%	86.6%
Math	89.7%	92.5%	85%
Approaches to Learning	85.5%	89.3%	78.1%
Personal/Social Development	86.2%	92%	83.2%

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Areas of Concern

Areas of Concern-The “What”	Concerns as they relate to The “What” – Research from The “Why”	Steps Taken and Needed
<p>Improved Instruction through Professional Learning – BB6 – A, B</p> <ul style="list-style-type: none"> ➤ Training needed to prepare teachers and paraprofessionals in disciplinary literacy in all content areas ➤ Professional Learning is on-going in all aspects of literacy instruction 	<ul style="list-style-type: none"> • Teachers need professional learning in content specific areas, including writing, and integration • Continue to update technology as needed so teachers can provide multiple resources to students as part of daily instruction • High level texts with appropriate Lexile levels are needed in the book room to support teachers’ ability to provide rigorous work to students 	<p><u>Steps Taken:</u></p> <ul style="list-style-type: none"> ✓ Some professional learning has occurred in writing ✓ Vertical Team Meetings ✓ SIOP Strategies Implemented <p><u>Steps Needed:</u></p> <ul style="list-style-type: none"> ✓ Continue professional learning in all content areas to improve literacy across the curriculum ✓ Update technology as needed to support literacy across the curriculum ✓ Purchase high level text to support literacy instruction across all grade levels
<p>Best Practice in Literacy Instruction – BB4 – B, C</p> <ul style="list-style-type: none"> ➤ A system to ensure all students receive effective writing instruction across the curriculum ➤ Ensure extended time is allotted for effective literacy instruction 	<ul style="list-style-type: none"> • Continue to update technology as needed so students can produce and publish final pieces of work (K-5) • Continue to update media center resources (K-5) • Increase titles (especially informational text) in our book room to support literacy across content 	<p><u>Steps Taken:</u></p> <ul style="list-style-type: none"> ✓ Writing Committee Established ✓ Professional Learning in Writing <p><u>Steps Needed:</u></p> <ul style="list-style-type: none"> ✓ Continue Professional Learning in writing ✓ Implement a school-wide commonly

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	<p>areas (K-5)</p> <ul style="list-style-type: none"> • Create a writing block in the master schedule (K-5) 	<p>adopted practice in writing across the curriculum</p> <ul style="list-style-type: none"> ✓ Increase exposure to all types of literacy
<p>Engaged Leadership – BB1 – C</p> <ul style="list-style-type: none"> ➤ A partnership between community and school to support the teachers in the development of college-and-career-ready students 	<ul style="list-style-type: none"> • Resources are needed to ensure students are provided learning opportunities that are reflective of a 21st century classroom and provide students with multiple avenues in which to become engaged in their learning (K-5) 	<p><u>Steps Taken:</u></p> <ul style="list-style-type: none"> ✓ Made available a variety of technological devices to support instruction <p><u>Steps Needed:</u></p> <ul style="list-style-type: none"> ✓ Update technology as needed to support instruction in a 21st century classroom ✓ Use technology to differentiate instruction ✓ Continue professional learning in the use of technology
<p>System of Tiered Intervention for ALL Students – BB5 – C, D, E</p> <ul style="list-style-type: none"> ➤ Provide Tier II, III, and IV students with needs-based interventions 	<ul style="list-style-type: none"> • Resources are needed to meet the individual learning needs of students at the Tier II, III, and IV levels (K-5) • Resources must be aligned to CCGPS (K-5) 	<p><u>Steps Taken:</u></p> <ul style="list-style-type: none"> ✓ RTI Process in place ✓ Limited interventions available <p><u>Steps Needed:</u></p> <ul style="list-style-type: none"> ✓ Purchase materials (including technology) for interventions for ESS, ESOL, EIP, and ALPHA ✓ Professional learning specific to interventions
<p>Continuity of Instruction – BB2 – B, C</p>	<ul style="list-style-type: none"> • Appropriate grade level text and higher level text with appropriate lexile 	<p><u>Steps Taken:</u></p> <ul style="list-style-type: none"> ✓ MAP testing

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<ul style="list-style-type: none">➤ Consistent focus on literacy across the curriculum➤ Out of school agencies support literacy within the community	<p>levels are needed (K-5)</p> <ul style="list-style-type: none">• Increase Diagnostic Testing (K-5)• School-wide writing rubric needed	<p>administered 3x/year to gather data in reading and ELA</p> <ul style="list-style-type: none">✓ School-wide writing committee meets <p><u>Steps Needed:</u></p> <ul style="list-style-type: none">✓ Provide students with a variety of reading materials✓ Professional learning about text complexity and lexile levels✓ DIBELS Next will be administered (K-3)✓ Scholastic Reading Inventory will be administered (3-5)✓ Assessments for evaluation of writing samples
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Analysis and Identification of Student and Teacher Data

Student Data

Our Literacy Team analyzed the following disaggregated data to determine strengths and

Student CRCT Reading Data Disaggregated by Subgroup										
% of Students Meeting/Exceeding Standards		3rd Grade			4th Grade			5th Grade		
		2011	2012	2013	2011	2012	2013	2011	2012	2013
Overall Reading		96	98	96	93	89	98	98	95	93
SWD's		89	100	80	78	64	100	89	83	67
ED		94	95	92	89	86	95	98	93	93
Gifted		100	100	100	100	100	100	100	100	100
Gender	Male	92	100	90	90	92	100	100	94	88

weaknesses.

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	Females	98	96	100	94	89	96	95	96	98
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Reading

- While almost all of our students show proficiency on the CRCT for Reading, our fifth grade scores are declining.
- Performance by students with disabilities varies greatly from year to year and from grade to grade with both the highest and lowest performance for this subgroup at grade four
- Students with economic challenges tend to score 2-5% lower than their peers except for grade five
- A gender achievement gap has widened in third and fifth grade, with girls outscoring boys by 10%
- While Comprehension and Reading Skills scored have increased over the past two years, scores for Informational Reading remain the lowest and declined for grade 3 (see below)

Student CRCT Data in Content Areas									
% of Students Meeting/Exceeding Standards	3 rd Grade			4 th Grade			5 th Grade		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
ELA	96	98	97	90	89	93	95	95	97
Science	87	91	85	86	82	91	84	84	83
Social Studies	91	96	89	82	84	93	81	85	77

Content Areas:

- While our current scores show a vast majority of our students are proficient, concern was raised for our student performance once higher expectations are reflected on state assessments

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- Reading and ELA scores surpass science and social studies scores for all grades
- Social studies scores lag behind other content areas for all grade levels except grade 4
- Scores do not have a positive trend except for grade 5 ELA and science and grade 4 social studies
- A negative trend for writing assessment scores was noted (see below)
- Student performance on the third grade writing assessment is 94% for all types of writing tested

5th Grade Writing Assessment						
% of students at each performance level	DNM			Met/Exceeded		
	2011	2012	2013	2011	2012	2013
	16	19	19	84	81	81

3rd Grade Writing Assessment							
% of students at each performance level		DNM			Met/Exceeded		
		2011	2012	2013	2011	2012	2013
Types of Writing	Informational	12	5	6	88	95	94
	Persuasive	8	4	6	92	95	94
	Narrative	14	7	6	87	93	94

In addition to state assessments, WCS administer GKIDS and Measure of Academic Progress (MAP) which are summarized in the charts below.

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Georgia Kindergarten Inventory of Developing Skills (GKIDS)			
% Mean of Students Meeting/Exceeding Standards	2011	2012	2013
ELA	89	90.4	86.6
Math	89.7	32.5	85
Approaches to Learning	85.5	89.3	78.1
Personal/Social Development	86.2	92	83.2

Our youngest learners do well in ELA and math but do not show continuous improvement. They routinely score higher in Personal/Social Development than in Approaches to Learning.

MAP Reading					
Grade	Fall 2012 RIT	Projected Growth	Spring 2013 RIT	Actual Growth	% Students Meeting Projected Growth
K	141.2	15.1	160.5	19.3	77.2
1	164.8	16.9	177.0	12.3	25.9
2	182.7	12.8	192.2	9.5	30.6
3	192.6	9.1	203.4	10.8	62.1
4	204.6	6.5	210.4	5.8	46.7
5	209.1	5.1	215.0	5.9	54.5

- The majority of students are meeting projected growth for reading in Kindergarten, grade 3 and 5.
- Only a quarter of the students in grade 1 are meeting projected growth targets for reading

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- Approximately two-thirds of the students in grades 3-5 are meeting their projected growth targets for Language Usage (see below)
- Projected growth is a bit less likely to be achieved as students get older

MAP Language Usage					
Grade	Fall 2012 RIT	Projected Growth	Spring 2013 RIT	Actual Growth	% Students Meeting Projected Growth
3	193.8	8.9	206.3	12.6	67.0
4	205.6	5.7	212.4	6.8	63.3
5	209.8	4.8	216.2	6.5	62.1

Goals and Objectives

Based on our analysis of our formative and summative data, we determined that our goal would be to develop a positive trend for Reading, English Language Arts, and Writing on State Assessments. To that end, we developed the following objectives which support all three of our goals:

Goal 1: Students in grades 3-5 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 3-5 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 3-5 will demonstrate improved performance in writing as measured by positive trends in proficiency scores on the writing test over the course of the grant.

Objectives Supporting All Three Goals
Objective 1: Improve instruction through professional learning
Objective 2: Build community support for our school and teachers in the development of college-and-career-ready students

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Objective 3: Provide Tier-based interventions for targeted students
Objective 4: Ensure continuity of instruction through mandated writing across the curriculum
Objective 5: Ensure continuity of instruction through literacy across the curriculum.

Teacher Data

The following table summarizes our teaching staff. It includes all teachers including CTAE (none), special education, and media.

Teacher Retention (e)			
	2010-2011	2011-2012	2012-2013
Retirees	.05%	0%	0%
Left the System	.02%	0%	0%
Reduction in Force	.05%	.02%	.02%
Transferred within System	.02%	0%	0%

Advanced Degrees		Endorsements	
Bachelors	5	Gifted	4
Masters	14	ELL	11
Specialist	16	Reading	5
		Math	1

2014 Staff Information	
Grade Level or Teaching Area	# of Teachers
Kindergarten	5, 5 paraprofessionals

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1 st	4, 1 paraprofessionals
2 nd	5
3 rd	5
4 th	4
5 th	4
PE	1, 1 paraprofessionals
Music	1
Computer Lab	1
Media	1, 1 clerk
Special Education	4, 5 paraprofessionals
Early Intervention Program (EIP)	3
ESOL	1

Teacher Participation in Professional Learning Communities

Teachers participate in professional development through various methods: grade level meetings, book studies, peer observations, small group trainings, and whole faculty training sessions. All professional learning is based on the goals determined through the School Improvement Plan and the district professional learning plan. Teachers are also surveyed to determine the needs for professional learning. Professional Learning is discussed in greater detail later in this document.

Teachers currently have common planning time for collaboration in grade level teams. As a result of grant funding, our school will continue an effective framework for collaborative planning that will result in weekly grade level team meetings to plan instructional units to address the CCGPS, monitor formative and summative assessments, design performance tasks that evidence mastery of standards, and analyze student work.

Project Plan, Procedures, Goals, Objectives & Support

All teachers at Westside Elementary and all students are included in our plan. WES’s goals and objectives are informed by our needs assessment and the Building Blocks, “What?” and “Why?” documents as summarized in the table below.

<p>Goal 1: Students in grades 3-5 will demonstrate improved performance in reading as measured by positive trends in proficiency scores on the CRCT over the course of the grant.</p>	<p>Goal 2: Students in grades 3-5 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.</p>	<p>Goal 3: Students in grades 3-5 will demonstrate improved performance in writing as measured by positive trends in proficiency scores on the writing test over the course of the grant.</p>
<p>Objective 1: Improve instruction through professional learning <i>BB-1,4,5; What?-Page 5,9,10; Why?-8AB,6D,6A</i></p> <p>Action Steps:</p> <ul style="list-style-type: none"> • Provide professional learning to support integration of content information across content areas and throughout grade levels. • Expand effective teaching strategies that result in growth in student achievement for all students through professional learning. • Provide professional learning in the use of new technology to support student growth and achievement. • Establish common planning time for teachers to design engaging, meaningful, and challenging work for students that is aligned to CCGPS and GPS. • Expand media center inventory to better support content area learning • Provide leveled texts that support learning for all students, especially for those with special needs • Provide exposure to high quality texts through technology. 		
<p>Objective 2: Build community support for our school and teachers in the development of college-and-career-ready students <i>BB-1,4,5; What?-Page 5,9,10,11; Why?-8AB,6D,6A</i></p> <p>Action Steps:</p> <ul style="list-style-type: none"> • Develop meaningful opportunities for students to write, speak, and listen using social media for both face-to-face and online options to expand community connections. • Exhibit a wide-range of problem solving and critical thinking skills through literacy using 21st century science and technology tools through community problem-based learning opportunities. 		

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- Provide students exposure to different careers in our community of varying educational requirements crossing disciplines.
- Celebrate student achievement through events that include the community.
- Build community partnerships to provide shared goals and acquire support for learning

Objective 3: Provide Tier-based interventions for targeted students
BB-1,4,5; What?-Page 5,9,10; Why?-8AB,6D,6A

Action Steps:

- Provide professional learning on using interventions to support learning for students in Tier 1-4 across content areas and throughout grade levels.
- Provide professional learning in effective teaching and learning strategies that result in growth in student achievement for all students.
- Use technology effectively to support growth and achievement for all students including those with special needs.
- Establish common planning time for teachers to design engaging, meaningful, and challenging work for students that is aligned to CCGPS and GPS.

Objective 4: Ensure continuity of instruction through mandated writing across the curriculum

BB-4; What?-Page 10; Why?-2C,51

Action Steps:

- Provide professional learning in writing across the curriculum
- Institute a school-wide vertically and horizontally aligned writing rubric with clear expectations for performance at each grade level.
- Provide professional learning in effective teaching and learning strategies that result in growth in student achievement for all students.
- Use technology to support acquisition of writing skills.
- Establish common planning time for teachers to design engaging, meaningful, and challenging work for students that is aligned to CCGPS and GPS.

Objective 5: Ensure Continuity of instruction of literacy across the curriculum
BB-4; What?-Page 6; Why?-2.E.2, 48

Action Steps:

- Purchase inventory for the media center.
- Purchase classroom sets of books for classrooms and grade levels that include a wide-range of levels to meet the needs of individual students and may be used throughout the instructional day and with specific groups of students (ESOL, Special Education, EIP, ALPHA)
- Purchase science and social studies materials for all grade levels that support integration and are aligned to GPS and CCGPS (reading, ELA, and math).
- Purchase tablets and/or laptops for students and teachers to provide expose to high quality texts.
- Purchase leveled texts with a wide-range of levels to place in the bookroom for students to use in the classroom.

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Objectives to be funded from other sources

Objective	Instructional Focus	Staff Responsible	Funding
Obj 1	Appropriate text and other instructional resources	Teachers Media Specialist	Title I
Obj 2	Community Outreach Events	Teachers Administrators Counselor Media Specialist	Local Funds
Obj 3	Tier I-IV Interventions	Teachers Administrators	Title I
Obj 1-4	Coaching and district-wide professional learning	District Instructional Coaches	District General Fund
Goals 1-3	Current assessments (formative & summative)	Teachers Administrators	District General Fund

Response to Intervention (RTI) Model

Tier I – Regular classroom instruction that all students receive (standards-based instruction).

Tier II – Additional instruction is provided to students through small group and/or one-on-one by the classroom teacher, EIP teacher, or paraprofessional. Strategies implemented are research-based and address comprehension, vocabulary, and fluency. Classroom model used to provide the intervention is either push-in or pull-out. Intervention strategies include pre-teaching, re-teaching, and specific intervention programs (Power Reading and Fluency Formula). Students in a Tier II are progress monitored every two weeks. Data review meetings are held monthly.

Tier III (SST) – Additional instruction provided to students in small groups and/or one-on-one by the classroom teacher or EIP teacher. The interventions and strategies implemented are research-based and different from the Tier II interventions and strategies. Students in Tier III are monitored each week.

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Tier IV (IEP, Gifted, 504, ESOL) – Additional instruction that is provided in a supplemental classroom, an inclusion classroom, or in an interrelated classroom. Students receive instruction based upon their Individualized Education Plan (IEP). Tier IV students also include students that are indentified as gifted and enrolled in our ALPHA program (Accelerated Learning Program for High Achievers). ALPHA students receive accelerated instruction for five segments per week. ESOL students show a deficit in language acquisition and receive additional support in that area.

Sample Schedule

All elementary students receive at least 90 minutes of tiered instruction. Students in Tier 2-4 receive additional support as indicated in the table below.

Grade Level	Tier I Personnel	Tier II Personnel	Tier III Personnel	Tier IV Personnel
K	*Classroom Teacher & Paraprofessional *Minimum of 90 Minutes	*Classroom Teacher *EIP Teacher *Paraprofessional *20-30 Minutes	*Classroom Teacher *20-30 Minutes	*Special Education Teacher *ALPHA Teacher *ESOL Teacher *30-50 Minutes
1 st	*Classroom Teacher & Paraprofessional *Minimum of 90 Minutes	*Classroom Teacher *EIP Teacher *Paraprofessional *20-30 Minutes	*Classroom Teacher *20-30 Minutes	*Special Education Teacher *Special Education Paraprofessional *ALPHA Teacher *ESOL Teacher *30-50 Minutes
2 nd	*Classroom Teacher *Minimum of 90 Minutes	*Classroom Teacher *EIP Teacher *20-30 Minutes	*Classroom Teacher *20-30 Minutes	*Special Education Teacher *Special Education Paraprofessional *ALPHA Teacher *ESOL Teacher *30-50 Minutes

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3 rd	*Classroom Teacher *Minimum of 90 Minutes	*Classroom Teacher *EIP Teacher *20-30 Minutes	*Classroom Teacher *20-30 Minutes	*Special Education Teacher *Special Education Paraprofessional *ALPHA Teacher *ESOL Teacher *30-50 Minutes
4 th	*Classroom Teacher *Minimum of 120 Minutes	*Classroom Teacher *EIP Teacher *20-30 Minutes	*Classroom Teacher *20-30 Minutes	*Special Education Teacher *Special Education Paraprofessional *ALPHA Teacher *ESOL Teacher *30-50 Minutes
5 th	*Classroom Teacher *Minimum of 120 Minutes	*Classroom Teacher *EIP Teacher *20-30 Minutes	*Classroom Teacher *20-30 Minutes	*Special Education Teacher *Special Education Paraprofessional *ALPHA Teacher *30-50 Minutes

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Assessment/Data Analysis Plan

Current Assessment

Whitfield County Schools currently uses the following K-5 assessments:

Assessment	Grade Level(s)	Purpose	Frequency
GKIDS	K	Diagnostic	Ongoing
STAR Reading	1-5	Diagnostic	Ongoing
CRCT	3-5	Outcome	1 time per year
CRCT-M	Special Education	Outcome	1 time per year
GAA	Special Education	Outcome	1 time per year
GA Writing Portfolio	3	Outcome	1 time per year
GA Writing Test	5	Outcome	1 time per year
WIDA-ACCESS Placement Test	K-5 English Learners	Diagnostic	1 time
ACCESS	K-5 English Learners	Outcome/Diagnostic	1 time per year
MAP	K-5	Diagnostic/Growth	3 times per year

Transition Plans for Assessment

Students at Westside Elementary are assessed regularly on literacy and achievement of CCGPS. However, we currently do not use a number of the assessments recommended by the SRCL Grant. Upon receiving the SRCL funding, both DIBELS Next and SRI will be given three times per year, beginning, middle and end. The Informal Phonics Inventory will be used as a diagnostic measure to inform formation of flexible groups at least three times per year. All staff will need professional learning on using and analyzing DIBELS Next, IPI, and SRI with fidelity.

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Upon notification of funding, the required assessments will be purchased and integrated into our assessment schedule. The STAR Reading Assessment will be immediately discontinued. If awarded Striving Readers Literacy Grant, Cohort 3, WCS will create a District-wide Assessment Committee that includes representatives from all campuses to ensure successful implementation of Striving Readers Grant assessment requirements along with continuing with the district assessment plan. Student assessments will be monitored and reviewed to balance time spent on assessments and adequate time for instruction.

Professional learning for administration of new assessments (IPI, DIBELS Next, and SRI) will be integrated into our professional learning schedule for specific staff members responsible for giving the test or analyzing reports to occur well in advance of testing.

After the initial year of funding, the WCS Assessment Committee will convene to determine whether any of the new tests can replace any of our current assessments.

Communication of Assessment Data to Parents and Stakeholders

Westside Elementary 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. Our plan is to 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

Data Driven Instruction

Data from formative and summative assessments will inform instruction in a number of ways. Summative scores are used by our school leaders to create balanced classrooms and identify students for special services. Additional testing is given to determine, for example, whether students require Special Education, Early Intervention, or Gifted placement. Teachers use assessment data to identify students for flexible grouping or placement into Tier 2 groupings. Students in Tier 2 and Tier 3 receive targeted interventions that are monitored by AIMSweb which provides data reports teachers use to monitor individual student mastery.

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Data are regularly used to determine professional learning needs. Observations during informal and formal observations provide administrators data that can help them determine professional learning needed by individuals, small groups, or the faculty at large.

Collaborative teacher teams will continue to regularly monitor grade level data to ensure reaching our literacy goals. They will use data and analyze student work to determine the success of their lessons or the need to re-teach, retest, or provide additional intervention on a weekly basis. Data will be the basis for determining what instructional strategies to use, what materials to use, and which students will benefit from this instruction.

Finally, our leadership team uses data to inform budgetary purchases for resources to improve achievement and professional growth.

Assessment Plan Grades K-5

SRCL funding will result in the implementation of the following assessment plan to support our Literacy Initiative.

Assessment	Personnel Responsible		Frequency
	Scheduling/Planning	Administration	
GKIDS	Kindergarten Teachers	Kindergarten Teachers	Ongoing
Informal Phonics Inventory (IPI)	Classroom Teachers	Classroom Teachers	3 times per year
CRCT	Testing Coordinator	Classroom/ESS Teachers	1 time per year
CRCT-M	Testing Coordinator	ESS Teachers	1 time per year
GAA	Testing Coordinator	ESS Teachers	1 time per year
GA Writing Portfolio	Testing Coordinator	Classroom/ESS Teachers	1 time per year
GA Writing Test	Testing Coordinator	Classroom/ESS Teachers	1 time per year
WIDA-ACCESS Placement Test	ESOL Teacher	ESOL Teacher	1 time
ACCESS	ESOL Teacher	ESOL Teacher	1 time per year
MAP	MAP Coordinator	Classroom Teachers	3 times per year

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DIBELS Next	Administration	Classroom Teachers	3 times per year
SRI	Administration	Classroom Teachers	3 times per year

Resources, Strategies & Materials Supporting Literacy

Resources, Strategies, and Materials

As the Literacy Team considered how best to move our students from good to great, we realized student engagement is key. Our students need to be active learners, engaged in higher level thinking, as they delve deeply into topics that cross the curriculum if we are going to see a positive trend in CRCT scores as our state moves to assessments with higher expectations for student learning. To that end, we assembled a list of resources we believe will support our Literacy Plan so that our students can soar. They include the following:

- Common Core reading materials
- Leveled book sets for book room
- Updated non-fiction books for media center
- Listening stations and resources for them
- Books for shared reading
- Magna-doodles
- Common Core Crosswalks for Reading CCGPS
- Comprehensive phonics program with resources to support the program
- More SRA Kits
- Resources for Language intervention
- Comprehensive Writing Initiative/Program

Technology

Our Literacy Plan calls for additional technology as summarized in the following table:

Technology Need	Purpose	Rationale
Computers-desktops and laptops	Supports personalized literacy learning and writing across the curriculum	Replace out dated computers
Updated Projectors	Provide visual information for large groups	Improved presentation capabilities of both teacher and student
Interactive Literacy	Provide leveled text on a variety	Motivates and engages 21 st

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Software	of topics	century learners
Tablets	Provide access to Internet and personalized programs	Motivates and engages 21 st century learners
ActivBoards	Improves presentation and supports student engagement	Provides boards for special education and music rooms
Headphones	Provides auditory information to student	Permits programs with sound to avoid disturbing other learners
Carts and tablets/mini-laptops	Provides mobile resources to be easily shared	Allows entire class to participate in personalized learning when computer lab is occupied
E-readers and E-books	Allows reader to engage with more text that is beyond independent reading level	Motivates and engages 21 st century learners
ActivBoard Dual Pens	Provides writing opportunity that motivates and engages	Motivates and engages 21 st century learners
Online writing site licenses or software	Provides immediate feedback on student writing	Motivates and engages 21 st century learners
Digital tools for personalized intervention	Provides personalized intervention supporting RTI	Supports differentiated learning in the classroom, RTI, and student engagement

Current Resources

Our library serves 620 (all) students. It contains 9,700 volumes with an average age of 15.6 books per pupil. In addition, it contains 10 computer research stations and 1,250 multimedia resources.

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Resources currently used at WES include the following:

- S.R.A. Reading Laboratory
- Coach Books
- Power Reading, Fluency Formula
- Dr. Cupp – Jack and Jilly
- Phonics Based Reading
- Struggling Readers Notebook
- Games Galore
- Take it to Your Seat
- Frog Games
- Drops-In-The Bucket
- VersaTiles
- Morning Message
- Saxon Phonics (K)
- Daily Language Review
- Mountain Language
- Educational board games

Current Technology

WES has one computer lab that contains 32 computers and 14 networked printers to serve our 620 students. Each classroom contains between 5-7 computers for student use.

The following hardware, software, and online subscriptions are shared:

- Lexia
- Promethean Planet
- BrainPop
- BrainPop Jr.
- Starfall.com
- BookFlix Subscription
- Compass Learning Odyssey
- AR Enterprise
- United Streaming
- Laptop carts
- ActivBoards
- Data Projectors
- 5 Tablets
- 1 Laptop cart with 24 laptops
- 2 Laptop cars with 8 laptops each

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- 2 eResponse Systems with 32 individual response units each

In addition, all of the classrooms are equipped with the following:

- ActivBoards
- Data Projectors
- Document Cameras

Literacy Activities

We currently use a range of literacy activities that include the following:

- Young Georgia Author activities
- Students as Authors Tea
- Book Character Day
- Book Fairs with Family Events
- Author Visits
- Partner Reading across grade levels
- Novel Studies

With funding for our Literacy Plan, we envision adding the following activities to support student success:

- Publishing student writing
- More parent and community literacy events

Funding Alignment

The following table shows the alignment of funding for the resources we hope to fund for our Literacy Plan:

Objective	Resource	Funding
Objective 1: Improve instruction through professional learning	Professional Learning Training Materials supporting professional learning New assessments	Other Funding: <ul style="list-style-type: none">• District funded PD by district instructional coaches• Free online PL at the Comprehensive Reading Solutions

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		<p>website</p> <ul style="list-style-type: none"> • Current assessments <p>SRCL Funding</p> <ul style="list-style-type: none"> • Additional PD • PL materials • Stipends or substitutes for released time • New assessments
<p>Objective 2: Build community support for our school and teachers in the development of college-and-career-ready students</p>	<p>Community celebrations of learning</p>	<p>Other Funding:</p> <ul style="list-style-type: none"> • Title I funded meetings • District funded mailings and printing of assessment results <p>SRCL Funding</p> <ul style="list-style-type: none"> • None
<p>Objective 3: Provide Tier-based interventions for targeted students</p>	<p>PD for implementing new materials</p> <p>New Interventions</p> <p>New digital tools</p> <p>Replacement computers/laptops or tablets</p>	<p>Other Funding:</p> <ul style="list-style-type: none"> • District funded coaching by district instructional coaches • In place interventions and site licenses funded by Title I or general fund <p>SRCL Funding</p> <ul style="list-style-type: none"> • New interventions • Replace computers/laptops or tablets • Training for new tools/ interventions • Stipends or substitutes for released time

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<p>Objective 4: Ensure continuity of instruction through mandated writing across the curriculum</p>	<p>PD for writing across the curriculum</p> <p>Writing Matrix of Grade Level Expectations</p> <p>Online writing tool or software</p>	<p>Other Funding:</p> <ul style="list-style-type: none">• District funded PD & coaching by district instructional coaches <p>SRCL Funding</p> <ul style="list-style-type: none">• Writing PD• Stipends or substitutes for released time• Training for new tools/ interventions• Stipends or substitutes for released time
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Professional Learning Strategies

During the current and 2012-2013 school year, our staff participated in a combined total of approximately 1,265 hours of professional development related to improving literacy instruction. Additionally, outside trainings and workshops were attended by various staff members. The format for our professional learning was workshops, consultants, staff redelivery, webinars, and conferences.

Professional learning is open to all of our staff, both certified and classified. A sign-in sheet documents the attendees for all professional learning activities. The following chart summarizes literacy-related professional learning opportunities. Percentages denote the certified staff participation, although trainings were open to classified staff as well.

Professional Learning: August 2012–November 2013

Date	Activity, Instructor & Description	Evaluation	Certified Staff Participation
9/10/2012 Ongoing	AIMSweb School Psychologist Storage of old/creation of new documents; progress monitoring; time frame for Tier 2 and 3 monitoring.	Changes in record keeping	100%
9/12/12	CCGPS conversations with Tunnel Hill Elementary School Collegial conversations about CCGPS; new report cards; ideas/resources	Walkthrough, lesson plans	100%
9/17/12 & 9/24/12	Vertical Teams Websites/activities: how to make/use QR codes,	Walkthrough, lesson plans	91%

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	classtools.net; Symbaloo; using manipulatives for CCGPS.		
10/1/12	Literacy Collaborative LC and the plan for implementing	Walkthrough, lesson plans	100%
10/1/12 Ongoing	SIOP Learning Journals to support ELL students	Lesson plans, observations	100%
10/10/12 Ongoing	Grade Level Meetings Procedures for MAP, RTI and Odyssey for Tier referrals.	Observation, documentation	58%
10/12/12	Learning Odyssey Entering student assignments; emailing reports; activities in Odyssey on Activboard	Odyssey reports, observations	76%
11/5/12 & 11/12/12 Ongoing	Vertical Team–CCGPS Cross grade level group discussion of CCGPS standard	Lesson plans, observations	67%
11/6/12	Destiny Quest Using Destiny Quest for cross district sharing.	Records of use	100%
11/6, 11/7, 11/8, 11/9/12	CCGPS Unit Collaboration System-wide teachers	CCGPS aligned Units	43%

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	developed CCGPS units.		
On-going	AdvancED Rated indicators for each standard; compiled supporting evidence.	Completed report	78%
11/26/12 Ongoing	SIOP Gallery Walk Modeling strategy supporting ELL	Walkthrough, lesson plans	91%
12/10/12 Ongoing	SIOP Virginia Reel Strategy to support vocabulary acquisition.	Lesson plans, observations	93%
1/22/13	OAS Purpose of OAS, formative assessment, and creating tests; results of 2012 pilot	OAS reports	34%
9/10 10/23-24 12/ 5 1/22 2/6-7	Technology In Education 7 sessions incorporating technology; shared apps, websites/programs for student engagement & management Only 1 participant per school	Lesson plans, observations	2%
1/28/13 Ongoing	SIOP – Elephant and the Dog Modeled comparison writing	Lesson plans, observations	100%
1/28/13	College & Career		100%

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Ongoing	Readiness Index Previewed draft concerning content mastery and additional items that can potentially move to the face of the index.	Meeting summary	
2/10/13 2/25/13	Writing (Vertical Teams) Shared writing examples; using video to support writing; writing in content areas; changes in academic areas	Lesson plans; formation of writing committee	100%
2/28/13	iPods Academic apps; using QR codes to support lessons.	Lesson plans, observations	73%
3/4, 3/18, 3/25, 4/22, 5/6, 5/13	Book Study: <i>Never Work Harder Than Your Students</i> Small group discussion led by rotating facilitators.	Teacher reflections	100%
4/22/13 Ongoing	SIOP – Student Feedback Motivating student response (i.e., knock 3 times, snap, 1-2-3)	Walkthrough, lesson plans	100%
4/22/13 Ongoing	Writer’s Workshop Modeling of writer’s workshop; development of lesson and time frames.	Walkthrough, lesson plans	100%
5/6/13	Colored Pens	Walkthrough,	100%

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	Strategy encouraging student engagement	lesson plans	
5/6/13 Ongoing	CCRPI CCRPI reports discussed and shared.	Teacher reflections	100%
8/6/2013 Ongoing	Simplicity & Reliability: Discussion of our goals for the school year as they relate to shared goal of "Simplicity & Reliability." Introduction of WCS Non-Negotiables and how they relate to our goals.	Walkthrough, lesson plans	100%
8/26/13 Ongoing	SLDS: GADOE Data available through SLDS.	Data chats	100%
9/23/2013 Ongoing	Writers' Workshop: Discussion of writing that was working well; elements of writers' workshop.	Walkthrough, lesson plans	56%
9/25/2013 Ongoing	Literacy Collaborative: Modeled shared reading, interactive reading, independent reading, and guided reading.	Walkthrough, lesson plans	41%
10/29/13 Ongoing	Lexia Training Representatives training on Lexia to support RTI process; increasing use of Lexia reports.	Lexia reports	100%

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	Representative redelivered training to grade level		
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Professional Learning Needs Assessment and Processes

Our needs assessment determined that our school needs more professional development in the following areas:

- Writing instruction across the curriculum
- Better utilization of out-of-school agencies and organizations to support community literacy
- Disciplinary literacy to support the content areas
- Tier II interventions supporting literacy

As we continue to provide professional development in the areas listed above, the adequacy and effectiveness will be evident by increased student achievement and increased teacher knowledge. Lesson plans, observations of classroom instructional strategies, and student achievement data will document the effectiveness of this professional learning while classroom walkthroughs will identify teachers integrating these strategies in classrooms.

Teachers will come to expect a focused classroom walkthrough following each professional learning session. Lesson plans will reflect specific application of the professional learning topic under study so that building administrators can monitor how the teacher is applying what they learned while providing feedback to the teacher about their ability to transfer pedagogy in a manner that improves student achievement and engagement. Records of these informal observations will document effectiveness of professional learning that can be tied back to our goals and objectives.

Professional Learning Plan

As we strive to do more than merely meeting standards, we will provide targeted professional learning for our staff through webinars, face-to-face workshops, and regular opportunities to collaborate in horizontal and vertical teams to support our goals and objectives.

Teachers will be encouraged to participate in learning modules independently, in study groups, or within a professional learning community (PLC) that are available to us on the state’s website. A more formal framework for PLC will find grade level teams meeting weekly to collaboratively

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design instruction that is informed by data and is differentiated to meet varied student needs. Teacher will be encouraged to observe their peers and provide feedback to support continued professional learning.

Our Literacy Plan calls for teachers to use new assessments and instructional materials with fidelity as their use is monitored and celebrated. Students will experience heightened engagement and targeted instruction as their teacher’s content knowledge and pedagogy is improved. The following table summarizes our plan for professional learning:

Objective	Professional Learning	Effectiveness Measure
<ul style="list-style-type: none"> • Increase student achievement by using best practices in literacy instruction (BB4-B, C) 	<ul style="list-style-type: none"> *DIBELS Next – Administration/analysis/ training K-3 teachers *Scholastic Reading Inventory – Administration/analysis/training 3-5 teachers 	Successful administration of DIBELS Next and SRI and analysis of data.
	<ul style="list-style-type: none"> *Guided Reading Strategies K-5 teachers 	Teachers design lessons that incorporate the use of guided reading small groups for specialized instruction.
	<ul style="list-style-type: none"> *PD in Writing Strategies 	Improved writing samples across grade levels.
<ul style="list-style-type: none"> • Develop a partnership with our community that supports teachers in the development of college-and-career-ready students (BB1, C) 	<ul style="list-style-type: none"> *PD that enhances student usage of digital resources and other various technological avenues to promote literacy across grade levels and content areas. 	Improvements in the use of technology by students and teachers that supports literacy across the curriculum.
	<ul style="list-style-type: none"> *PD in the teacher use of any new or updated technology. 	
<ul style="list-style-type: none"> • Provide appropriate interventions to all students (BB5-C, D, E) 	<ul style="list-style-type: none"> *Purchase appropriate intervention materials that meets the needs of all learners and are aligned to CCGPS. *Provide needed professional development for successful 	Proper use of interventions and progress monitoring of the data.

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	implementation.	
<ul style="list-style-type: none">• Ensure a consistent focus is maintained on literacy across the curriculum.	*Continued PD for teachers in writing and other content areas to successfully integrate writing across the curriculum.	Student work that shows evidence of structure and organization with strong supporting details when expressing their thoughts in all content areas.

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Sustainability

Sustainability has been a major focus of our Literacy Plan. Westside Elementary School will sustain programming beyond the grant period by securing funds from sources including WCS general operating funds, Title I funds, and expanded partners within the local business community. Both WES and WCS are committed to the successful implementation and subsequent sustainability of this plan.

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 of providing a comprehensive literacy initiative with a focus on intensive writing detailed in this application.

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

Extending the Assessment Protocol	<ul style="list-style-type: none">• Consider purchasing assessments with a one-time charge• Purchase paper/pencil assessment, if possible• Utilize local, state, and federal funds to continue formative and summative assessments
Developing Community Partnerships	<ul style="list-style-type: none">• Continue to cultivate relationships with business and organization as resources to help provide funding.
Sustaining Efforts	<ul style="list-style-type: none">• 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.• Capacity-building lessons learned will be in place supporting ongoing collaboration to examine data and plan for instruction.• A culture of collaborating will not require funding to

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	<p>continue seeking stakeholder input, collaborating with other schools, and regularly using data for instructional decision making.</p> <ul style="list-style-type: none">• The assessment protocol will be extended by purchasing assessments that can be maintained using our existing Title I budget.• Training for new employees will be conducted by the IC and participating grant recipient teachers.• IC will also provide coaching/assistance to all teachers to assist in full implementation of lessons learned.• A plan to replenish technology resources, including site licenses will be developed.• 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	<ul style="list-style-type: none">• 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.• Trainings will be offered throughout the school year ensuring new teachers' benefit
Replacing Print Materials	<ul style="list-style-type: none">• Print materials will have library binding to ensure durability.• 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.• 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 interest.• An annual inventory of print materials will be conducted in order to determine areas of need.

Westside Elementary School

Whitfield County Schools

Budget Summary

The funds provided through the Striving Reader Comprehensive Literacy Grant will assist Westside Elementary School in addressing the areas of concern that were identified by The Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12. The majority of the funds will be allocated to three areas that address our concerns identified throughout the application.

- Professional learning will be required to meet the training needs of teachers as we implement new strategies and concepts to meet the literacy needs of our learners.
- Instructional and classroom purchases to support literacy (reading and writing) across the curriculum and to address the CCGPS. Purchases to support the RTI process may also be made from this category.
- Educational Media Services purchases will include technology equipment that is supportive and assistive in literacy.

Expenditures from the budget will be used for staff professional learning which will provide teachers the opportunity to attend approved conferences (cost of conference and travel expenses), on-site trainings (consultant fees, substitutes, stipends), and receive materials as part of effective, on-going professional learning.

The second category of expenditures will be us for instructional and classroom purchases that will include, but will not be limited to, materials to support literacy instruction (texts, leveled readers, etc), intervention materials, additional assessments, and other instructional equipment.

The final category of expenditures will include purchases made in the area of Educational Media Services that will include approved technology equipment, texts for the media center (hard copies and electronic copies), and other assistive technology to support student learning. The media center will use this part of the budget to update media materials and books.

Our mission is to empower students to achieve excellence by providing them with meaningful and challenging educational experiences. Throughout the five year process, we will monitor the use of the funds from this grant to ensure our efforts and decisions result in improvements in achievement in literacy and that our students are being provided meaningful and challenging experiences that prepare them for the next level.