School Profile

Created Thursday, November 20, 2014

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School Information

System Name:	Colquitt
School or Center Name:	Willie J. Williams Middle School
System ID	635
School ID	0111

Level of School

Middle (6-8)

Principal

Name:	Dr. Jamie Horne
Position:	Principal
Phone:	229-890-6183
Email:	horneja@colquitt.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Debra Turner
Position:	Literacy Coach
Phone:	229-985-1554
Email:	dturner@colquitt.k12.ga.us

Grades represented in the building

example pre-k to 6

6-7

Number of Teachers in School

94

FTE Enrollment

1317

Grant Assurances

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Preliminary Application Requirements

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

SRCL General Information Packet-Cohort 4

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

- Yes

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

SRCL Scoring Rubric-Cohort 4

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

- I Agree

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

I. **Conflicts of Interest**

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

a. **Organizational Conflicts of Interest**.

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

- any person owning more than 20% interest in the Applicant
- the Applicant's corporate officers
- board members
- senior managers
- any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.

i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.

ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

    iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:

        1. Disqualify the Applicant, or

        2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.

    iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

b. **Employee Relationships**

    i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:

        1. The names of all Subject Individuals who:

            a. Participated in preparation of proposals for award; or

            b. Are planned to be used during performance; or

            c. Are used during performance; and

    ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:

        1. The award; or

        2. Their retention by the Applicant; and

        3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and

        4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.

    iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

    iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

    v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.

c. **Remedies for Nondisclosure**
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

1. Termination of the Agreement.
2. Exclusion from subsequent GaDOE grant opportunities.
3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.

d. **Annual Certification**. The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

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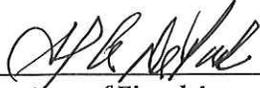
(signature)
_____
Signature of Fiscal Agency Head (official sub-grant recipient)

Samuel A. DePaul, Superintendent_____
Typed Name of Fiscal Agency Head and Position Title

___12/3/2014_____
Date
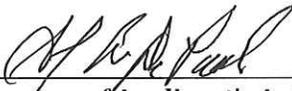
(signature)
_____
Signature of Applicant's Authorized Agency Head (required)

Samuel A. DePaul, Superintendent_____
Typed Name of Applicant's Authorized Agency Head and Position Title

___12/3/2014_____
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)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: Dr. Marni Kirkland

Position/Title of Fiscal Agent's Contact Person: K12 ELA Curriculum Director

Address: P.O. Box 2708

City: Moultrie   Zip: 31776

Telephone: (229) 985-1554   Fax: (229) 890-6249

E-mail: mkirklan@colquitt.k12.ga.us

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

  Dr. Samuel A. DePaul
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

  11/21/2014
Date (required)

District Narrative

Brief History of the System

Colquitt County (CC) is a rural agricultural community of 46,000 nestled in the heart of South Georgia. The Colquitt County School System (CCSS) began in 1873 with "Each Day – Excellence in Every Way" being the foundation for all decisions. Though that sentiment is still evident today, Colquitt County's generational poverty and rapidly increasing Hispanic population are both challenges to and opportunities for excellence. Almost 35% of our school-age children live in poverty as compared to a 19% state average. Dramatic changes in the system's ethnic makeup are evident in the chart below.
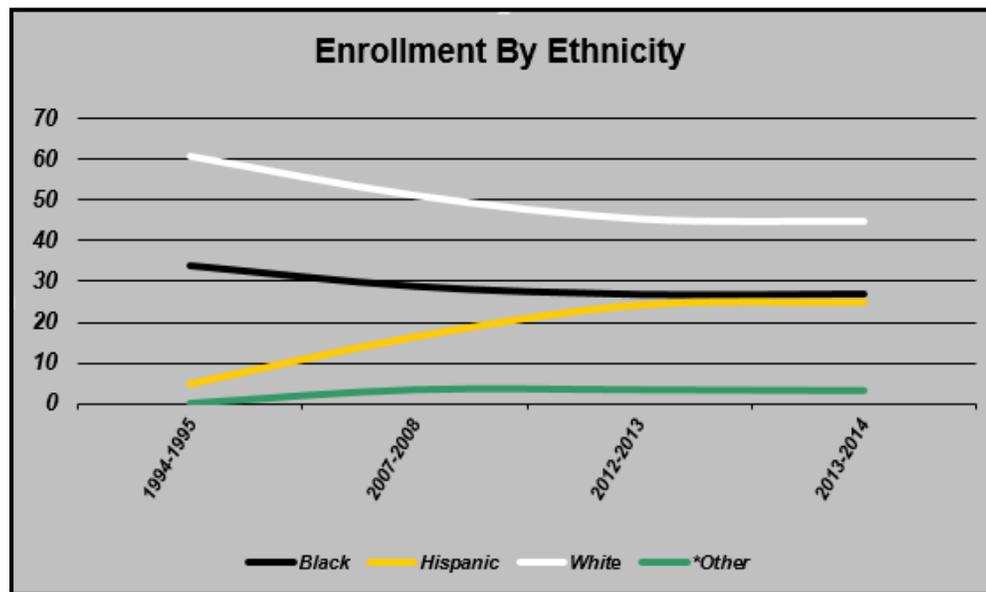
System Demographics (10/20/2014)

	TOTAL STUDENTS	BLACK	HISPANIC	WHITE	OTHER
CC High	1699	27%	21%	47%	5%
Achievement Center	112	43%	16%	39%	2%
Gray Junior	1318	27%	22%	48%	3%
Williams Middle	1317	27%	25%	43%	5%
Cox	584	45%	44%	10%	1%
Doerun	309	29%	13%	55%	3%
Funston	439	13%	53%	31%	3%
Hamilton	300	2%	5%	85%	8%
Norman Park	622	8%	39%	57%	2%
Odom	658	8%	54%	35%	3%
Okapilco	498	35%	21%	41%	3%
Stringfellow	397	71%	18%	6%	5%
Sunset	674	35%	17%	42%	6%
Wright	593	27%	8%	63%	2%
GEAR (Gifted 3-5)	207	6%	14%	75%	4%
SYSTEM	9727	27%	25%	45%	3%

Special Populations:

- Special Education – 11.25%
- ESOL – 14.5%
- Migrant – 8.2%

- Gifted – 14%
- PreK – 28 Classrooms (600 slots)
- Pre-School (Migrant/Sp Ed) – 48 students

All PK-12th grade students eat free through the Community Eligibility Provision. All schools are Title I eligible.

Current Priorities

CCSS is committed to the daily pursuit of excellence in student achievement while working with parents and the community to serve the needs of all children in a positive and safe environment. The following priorities drive the current district curricular focus:

- Deep understanding and implementation of the Common Core Georgia Performance Standards (CCGPS)
- Development of ELA/Math units aligned to CCGPS
- Utilization of formative/summative assessment data to determine instructional needs
- Participation in Georgia's Formative Instructional Practice modules
- Closing achievement gaps of subgroups
- Increase in graduation rate

Strategic Planning

Beginning July, 2012, CCSS embarked upon a renewed mission involving all stakeholders in a formal strategic planning process. University of Georgia's Fanning Institute was enlisted to organize an unbiased approach to the system's strategic planning process. Approximately 200 community members and school leaders met to discuss goals and objectives of the system. Input was then solicited from student representatives, parents, teachers, and other stakeholders to create a draft strategic plan. The formal plan was adopted by the school board in March, 2013. The strategic plan is a living document which will be reviewed and revised frequently.

Strategic Planning Goals	
Future Ready Students	Provide all students with a rigorous and relevant course of instruction grounded with real world applications.
21st Century Professionals	Attract and retain highly effective, enthusiastic staff with skills to lead, teach, assess, and support learning needs of all students.
Leadership for Innovation and Collaboration	Engage parents, staff, community, EL parents, and others to partner with the school system.
21st Century Systems	Provide technology necessary to support 21st century student learning and instruction.
Budgeting, Planning, and Funding	Provide facilities, technology, safety, and other pertinent matters necessary to support 21st century student learning and ensure transparency in all aspects of the budgeting /planning processes.

Current Management Structure

The chart below shows the current management structure of the system with asterisks indicating individual changes in leadership (principal, assistant, or district) this school year.

CCSS Superintendent
Principals

Elementary	**Secondary**
• Cox • Doerun * • Funston * • Hamilton * • Norman Park * • Odom • Okapilco • Stringfellow * • Sunset * • R.B. Wright	• Williams Middle ** • Gray Junior High * • Colquitt County High *

Assistant Superintendent of Instruction and Learning Services*
- Middle/Secondary Curriculum
- Pre-K /Elementary Curriculum**
- Information Services
- Student Services *
- Gifted Education
- CTAE Director
- Federal Programs Director

Assistant Superintendent of Human Resources
- Network Services
- Alternate Education

Assistant Superintendent of Business Services
- Employee Benefits
- Comptroller
- Payroll
- School Nutrition
- Transportation
- School Nurse Coordinator

Director of Facilities

Director of Special Education

Coordinator School/Community Relations

Past Instructional Initiatives

CCSS is initiative-rich with efforts to meet the needs of all sub-groups. Charting of past and present initiatives revealed an exorbitant hodge-podge of initiatives.

Initiative	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
ELA														
America's/Georgia's Choice	X	X	X	X	X	X	X							
Rigby Leveled Readers	X	X	X	X	X	X	X							
Language Adoption (TE Only)			X											
Standards Based Classrooms/GPS				X	X	X	X	X	X	X	X			
Saxon Phonics	X	X	X	X	X	X	X							
Fountas/Pinnell Phonics								X	X					
Melissa Forney Writing Training								X						
Dr. Cupp Readers	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Literacy Coaches (# of coaches)	10	10	10	10	10	10	10	10	10			1	1	1
Commitment to AP/ISS at schools													X	X
Local Reading Assessment Toolkit							X	X	X	X	X	X	X	X
Treasures Program Adoption									X	X	X	X	X	X
Scholastic Reading 180 (Gr 8-9)									X	X	X			
Best Practices for Reading										X	X	X	X	X
Sonday System		X	X	X	X	X	X	X	X	X	X	X	X	X
Fast ForWord (4 schools/hospital)											X	X	X	X
Laying the Foundation (Gifted 6-12)											X	X	X	X
ASSESSMENTS	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
GRASP											X			
DIBELS Next												X	X	X
Implementation of CCGPS												X	X	X
OAS							X	X						
STAR/AR/AM	X													
ESOL	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
SIOP					X	X	X	X	X	X	X	X	X	X
WIDA Standards						X	X	X	X	X	X	X	X	X
ESOL Endorsement						X	X	X	X	X	X	X	X	X
Academic Content Vocabulary											X	X	X	X
Thinking Maps											X	X	X	X
Virginia Rojas Instructional Equity												X	X	X
Rosetta Stone										X	X	X	X	X
General	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Math Coaches									3	3	3	1	1	1
Ruby Payne Poverty Study					X	X								
Differentiation Study				X	X	X	X	X	X	X	X	X		
Ken O'Conner Grading Study									X	X	X	X		
Math Endorsement											X			
Gifted Endorsement											X	X	X	X
Co-Teaching and Inclusion					X	X	X	X	X	X	X	X	X	X
21st Century Classrooms	X	X											X	X
BYOT													X	X
Thinkgate (Grades 10-12)												X	X	X
SLDS												X	X	X
PK-12 Graduation Focus			X	X	X	X	X	X	X	X	X	X	X	X
Social Studies Unit Development												X		

	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Science Unit Development										■				
CCGPS Rollout for ELA/Math											■	■		■
PD 360							■	■	■	■	■			
Educational Impact													■	
FIP												■	■	■
TKES/LKES													■	■

Literacy Curriculum

CCSS's literacy curriculum is driven by the CCGPS. State suggested units, with local revisions, are currently being used in reading and writing. There are recognized gaps in scope and sequence for instruction.

Literacy Assessments Used District-wide

	2014-2015 Required Universal Reading Screenings (DIBELS Next – Grades K-5)		
	Beginning of Year	**Middle of Year**	**End of Year**
K	*GKIDS(quarterly)* DIBELS FSF, LNF	*GKIDS(quarterly)* DIBELS FSF, LNF, PSF, NWF	GKIDS, Fry Words DIBLES LNF, PSF, NWF
1	DIBELS PSF, NWF, DORF	DIBELS NWF, DORF	DIBELS NWF, DORF
2	DIBELS NWF, DORF	DIBELS DORF	DIBELS DORF
3	DIBELS DORF SRI	DIBELS DORF SRI	DIBELS DORF SRI
4	DIBELS DORF SRI	DIBELS DORF SRI	DIBELS DORF SRI
5	DIBELS DORF SRI	DIBELS DORF SRI	DIBELS DORF SRI
6-7	None	None	None

Students scoring below benchmark level on universal screeners are tested on Phonological Awareness, Phonics Inventory, Decoding Inventory, and Fry Word inventory (depending upon grade level and abilities). Instructional plans are then determined based upon diagnosed needs.

Need for a Striving Reader Project

The following concerns were evidenced in the compilation of needs assessment data at the district level:

- Lack of explicit, systematic, and CCGPS-aligned resources for reading, writing, language, and speaking/listening
- Lack of continuity in literacy instruction across the curriculum
- Lack of fidelity in the use of Response to Intervention tools
- Absence of robust professional development
- Weakness in utilization of test data to drive instruction

The need for Striving Reader funding in the CCSS is dire. As stated in the "Why" document on page 26, "Literacy is paramount in Georgia's efforts to lead the nation in improving student achievement." Considering the increasing diversity of our student population, class sizes, staff reduction, inconsistency of instructional initiatives, stagnant test scores, the Teacher Keys Effectiveness System/ Leader Keys Effectiveness System (TKES/LKES), and ever-dwindling general fund reserves, timing is extremely critical. Instructional staff members are anxious to receive instructional direction, horizontally and vertically aligned materials, professional learning with support, and resources to assist with the district's mission for excellence.

District Management Plan and Key Personnel

The decision to apply for Georgia's Striving Reader Comprehensive Literacy Grant (SRCLG) was made only after intense discussion with school leaders and district support personnel. Responsibilities included with the grant application and implementation were fully discussed. The system is committed to applying for, receiving, implementing, and monitoring the grant with integrity and quality. Grant funding will provide a vehicle to support all goals within our district's strategic plan.

The implementation, monitoring, and reporting of goals and objectives in the grant will be ultimately managed at a district level, running through the office of curriculum. The chart below indicates those individuals involved in the district level process.

District Department	Individuals Responsible	Tasks for Grant Implementation
Curriculum And Instruction	Marni Kirkland, Curriculum Director	Grant Administrator – oversee implementation/reporting of project
	Jenny Funderburk, Curriculum Director Dr. Todd Cason, Asst. Superintendent Debra Turner, Literacy Coach	Coordination of district-wide initiatives (assessment, instruction, interventions, materials, professional development)
Business Service	Brad Gregory, Comptroller Becky Rychener, Purchasing Bookkeeper Faye Wood, Payroll	Budget approval Payments Reports
Federal Programs	James Harrell, Director Jennifer Weaver, Bookkeeper	Consolidated application assistance Coordination for federal funding
Technology	Emily Nichols, Director	Support for technology
Special Education	Etta Faggioni, Director	Support for special education
Gifted Education	Donna Marshall, Director	Support for gifted education

Day-to-day grant operations will be managed at Willie J. Williams Middle School (WJWMS) by individuals as indicated below:

School	Name, Position
Willie J. Williams Middle School	Dr. Jamie Horne, Principal / Debra Lightsey, Assistant Principal

All stakeholders have worked as a united team throughout the process. Numerous informational and work sessions have been held, and this collaborative work will be ongoing.

Timeline	Purpose of Meeting	Attendees
September 5, 2014	RESA – Grant Awareness Session	Marni Kirkland, K-12 ELA Director
September 16, 2014	School Leader – Grant Awareness Meeting *MADE DECISION to APPLY*	District and School Leaders
October 6, 2014	School and Department Head Introductory Session	District and School Leaders
October 23, 2014	Introductory Grant Writing Workday Review of the "Why", "What", "How" Documents and Application Process	School Literacy Team
November 18, 19, 2014	Grant Writing Workshop Days	School Literacy Team

As a result of the grant writing process, literacy needs throughout the system have been clearly identified. Based upon findings through the needs improvement process, a detailed literacy plan has been developed that will guide the school's work for the next five years. Instructional staff members have agreed to participate in ongoing professional learning activities. Administrators have committed to learning with their staff and to providing subsequent monitoring of professional learning. Staff members will be provided face to face and online opportunities to participate in the development of a budget, as well as with decisions regarding performance plans. School and district level literacy meetings will continue on a monthly basis after the grant application is submitted. Community stakeholders will be involved in the process of improving literacy on a quarterly basis throughout the duration of the grant and beyond. The ultimate goal for the grant process is long-term sustainability.

Experience of the Applicant

The Colquitt County School System (CCSS) has extensive experience with regards to successful implementation of large-scale initiatives. The district oversees an annual budget of approximately $75 million including federal, state, and local funds. Within this budget, the LEA provides a variety of system-wide initiatives. Over the past two years, the LEA has successfully introduced IPads into every K-9 classroom. As a result of sound budgeting and system-wide professional learning, students benefit from enhanced learning opportunities through technology. Another significant initiative is the implementation of the Common Core Curriculum. Curriculum directors have maximized sparse resources by bringing together curriculum teams to create detailed lesson plans utilizing existing resources.

Initiative	School Level(s)	FY13 Funds	FY14 Funds
Title IA-Academic Achievement/School Improvement	K-12	$3,479,358	$3,953,483
Title IC-Migrant Education	K-12	$772,092	$771,079
Title IIA-Teacher Quality	K-12	$576,117	$476,655
Title IIIB-Limited English Proficient	K-12	$203,050	$132,639
Title VI-B-Rural and Low Income	K-12	$211,880	$103,956
CTAE Programs	8-12	$661,945	
Carl Perkins IV Grants	8-12	$112,822	$100,116
Homeless Grant	K-12	$35,500	$49,638
Pre-School Handicapped Grant	PreK	$124,023	$124,023
Bright From the Start PreK Program	PreK	$2,274,270	$2,200,257
Student Transition and Recovery Program	6-12	$89,000	$89,000
School Nurses	K-12	$437,691	$437,691
Certified and Classified teacher/employee of the year programs	K-12	$7,600	$7,600
Hospital Homebound Program	K-12	$69,424	$69,424
Strong African American Families Project	K-12		
Elementary Art Program	Elementary	$32,000	$42,500
Archway Project	8-12	$10,000	$10,000
JROTC	0-12	$102,921	$167,877
Telehealth Grant	K-12	$175,000	$50,000
(CEP) School Lunch Program	K-9		
Tablets for Classrooms	6-12	$25,000	$75,000

The following tables indicate audit findings over the past five years. All past findings have been corrected; current findings are being addressed.

Year	Project Title	Is There an Audit?	Finding Number	Indicator	Audit Results - Findings
Colquitt County School System Audit Findings					
2009	Title IA	Yes			None
2009	Title IA - School Improvement	Yes			None
2009	Title IC	Yes			None
2009	Title II A	Yes			None
2009	Title III A Immigrant	Yes			None
2009	Title III A LEP	Yes			None
2009	Title IV A Safe and Drug Free Schools - Consortium	Yes			None
2009	Title VI-B	Yes			None
2009	McKinney Vento	Yes			None
2009	Professional Learning	Yes			None
2009	High School Graduation Coach	Yes			None
2009	Middle School Graduation Coach	Yes			None
2010	Title IA	Yes	1	1.4	Overarching Requirement LEA Monitoring of Schools and Programs
2010	Title IA	Yes	2	2.3	Overarching Requirement CLIP 7 Title 1A-ARRA
2010	Title IA	Yes	3	3.3, 3.4, 3.5, 3.8, 3.9, 3.10, 3.16	Overarching Requirement - Parental Involvement
2010	Title IA	Yes	10	4.19	Overarching Requirement - Parental Involvement
2010	Title I A Grants-ARRA	Yes	11	5.1, 5.2, 5.3, 5.4, 5.5	Overarching Requirement - ARRA Indicators on School
2010	Title I A Grants-ARRA	Yes	16	6.1	Overarching Requirement - Public School Choice
2010	Title I A Grants-ARRA	Yes	17	7.3, 7.5	Overarching Requirement - Supplemental Educational Services
2010	Title I A Grants-ARRA	Yes	19	8.1, 8.4, 8.6	Overarching Requirement - Schoolwide Programs
2010	Title I A Grants-ARRA	Yes	22	11.1, 11.2, 11.3	Fiduciary Responsibility - Comparability of Services
2010	Title I A Grants-ARRA	Yes	25	12.12	Fiduciary Responsibility - Allocations and Carryover
2010	Title I A Grants-ARRA	Yes	26	14.3, 14.4, 14.6	Fiduciary Responsibility - Equipment and Real Property
2010	Title I A Grants-ARRA	Yes	31	17.1	Fiduciary Responsibility - Attendance Area Determination
2010	Title I A Distinguished Schools Award	Yes			None
2010	Title II-A Improving Teacher Quality	Yes	32	22.1, 22.4	Title II Part A Teacher Quality - Title II-A
2010		Yes	34	23.3	Private Schools
2010	Title I A School Improvement	Yes			None

	Title I-C Migrant Education	Yes			None
2010	Title II-D Enhancing Education Thru Technology	Yes			None
2010	Title II-D Engaging AP Students Thru Handheld Computers				
2010	Title III-A LEP	Yes			None
2010	Title IV A Safe and Drug Free Schools - Consortium	Yes			None
2010	Title VI-B	Yes			None
2010	McKinney Vento	Yes			None
2010	Title II-A Advanced Placement Grant	Yes			None
2010	Professional Learning	Yes			None
2010	State Fiscal Stabilization Funds	Yes			None
2011	Title I A Academic Achievement	Yes			None
2011	Title I A Distinguished Schools Award	Yes			None
2011	Title I A Grants-ARRA	Yes			None
2011	Title I A School Improvement	Yes			None
2011	Title I A School Improvement Grant ARRA	Yes			None
2011	Title IC Migrant	Yes			None
2011	Title II A Improving Teacher Quality	Yes			None
2011	Title II-A Advanced Placement Grant	Yes			None
2011	Title II-D Enhancing Education Thru Technology	Yes			None
2011	Title III A LEP	Yes			None
2011		Yes			None
2011	Title VI-B Rural and Low Income Schools	Yes			None
2011	McKinney Vento	Yes			None
2011	Professional Learning	Yes			None
2011	State Fiscal Stabilization Funds	Yes			None
2012	Title IA	Yes	1	1.1	LEA Monitoring of Schools and Programs
2012	Title IA	Yes	2	5.4, 5.5	Public School Choice
2012	Title IA	Yes	3	6.7, 6.10	Supplemental Educational Services
2012	Title IA	Yes	4	9.3	Audits
2012	Title IA	Yes	5	14.1, 14.2, 14.3, 14.4, 14.5, 14.6	Expenditure Of Funds (Allowable and within Period Availability
2012	Title IA	Yes	6	15.2	Supplement Not Supplant
2012	Title IA	Yes	7	16.1, 16.2, 16.3	Comparability Of Services

2012	Title IA	Yes	8	17.1, 17.3, 17.4	Equipment and Real Property
2012	Title IA	Yes	9	23.6	Title VI, Part B - Periodic Certification on File
2012	Title IA	Yes	1	2.2	Comprehensive LEA Improvement Plan and RT3 Approved Scope of Work
2013	Title IA	Yes	2	3.4, 3.7	Parental Involvement
2013	Title IA	Yes	3	4.4, 4.5, 4.6	School Improvement 1003(a)
2013	Title IA	Yes	4	7.13, 7.21	Georgia's ESEA Flexibility Waiver and Flexible Learning Program
2013	Title IA	Yes	5	9.1, 9.2, 9.3, 9.4, 9.5, 9.6	Targeted Assistance Programs
2013	Title IA	Yes	6	15.9	Expenditure Of Funds (Allowable and within Period Availability
2013	Title II A Improving Teacher Quality	Yes	7	26.2, 26.10, 26.12, 26.13, 26.15, 26.20, 26.27	Title II Part A Needs assessment

CCSS places much effort into budget planning. The Superintendent and Comptroller hold meetings beginning in November, to prepare for the subsequent budget year. During these meetings, district, school, and board representatives address all areas of need through effective coordination of resources. The budget is analyzed each year to identify areas that can be reduced or cut, thus making the most of our local, state, and federal revenues.

Spending controls are strictly followed. All local, state, and federal funds are monitored. A purchase order system is used to request funding. Purchase orders require site-based administrator signatures. Once received by the business office, these requests are coded to the correct funding source, and the determination is made by the comptroller if funds are available. CCSS has consistently followed proper internal controls with regard to governmental accounting procedures and has received no audit findings on school system financial statements in the previous five years.

All decisions made with regard to program initiatives and sustainability center on what is best for students. In 2010, CCSS received over $1 million in ARRA funds. A good portion of this was used to hire additional certified staff. Even after these funds were depleted, the school system continued to fund these positions. In its continued efforts to do what is best for all students, CCSS has maintained a variety of programs despite the lack of full funding. Examples which lack full funding include Technology Specialists, Nurses, JROTC, Bright from the Start Pre-K Program, and Hospital-Homebound.

Initiatives implemented without outside funding support:
- Tablets –K-9 Tablets for instructional use using general fund dollars.
- BRAVO & TOY– Employees of the Year programs recognize achievements of staff from school sites.
- Elementary Art – A comprehensive art program is provided for elementary level.
- Archway Project - The Archway Partnership targets specific areas of need within our community.

With protocols in place for sound financial management, grant funds will enhance educational opportunities for years to come.

School Narrative

Willie J. Williams Middle School: School History

Colquitt County (CC) is a rural agricultural community of 46,000 in South Georgia. All schools in Colquitt County School System are Title I eligible. The Colquitt County School System consists of 10 elementary schools, 1 gifted program, 1 middle school, 1 junior high school, 1 high school, and 1 alternative program. Willie J. Williams Middle School (WJWMS) currently has 1317 students enrolled in grades 6 and 7. Of these, approximately 44% are white, 27% black, 23% Hispanic, and 6% other. Economically disadvantaged students make up approximately 75% of the student body. Approximately 21.5% of the students are served by the gifted program, and about 16% are served through special education. Approximately 6.6% of students qualify for English Language Learner (EL) services. 74% of students were eligible for free/reduced meals in 2012-13, but now all PK- 12th grade students eat free through the Community Eligibility Provision

Administrative and Teacher Leadership Team

In an effort to reduce meetings that interfere with planning and instructional time, WJWMS has established a leadership team that serves the school on a yearly basis. The team is comprised of team leaders, department heads from all content areas, connections leaders, and other leaders in the school. The team meets monthly to discuss school matters, address concerns, and review data. This leadership team recognizes the need for a literacy team that focuses on the literacy curriculum throughout the school.

Leadership Team Members at Willie J. Williams Middle School:

NAME	POSITION/ROLE
Jamie Horne	Principal
Clark Harden	Asst. Principal
Teresea Bridges	Asst. Principal
Debra Lightsey	Asst. Principal
Marlon Daniels	PE Department Head
Ginger Hunnicutt	Connections Department Head
Scott Moore	Social Studies Department Head
Angie McLaughlin	Special Education Department Head
Dawn Montooth	Teacher/Reading-ELA Department Head
Nikki Smith	Teacher/Math Department Head
Donna Tapscott	Team Leader- 7Z
Kevin Wimberly	Team Leader- 7A
Julie Wimberly	Team Leader- 6A
Brad Roberts	Team Leader- 6Z
Cliff Willis	Teacher- Science Department Head

Past Instructional Initiatives

The Colquitt County School System (CCSS) has a rich history of adopting reading programs at the K-5 level. As outlined in our district plan, it is evident that WJWMS is in need of a sustainable literacy initiative. Due to transition from Georgia's Quality Core Curriculum (QCC) to Georgia Performance Standards (GPS) to Common Core Georgia Performance standards (CCGPS), and limited funding, the school system has an exhaustive list of initiatives that were put into place and not sustained.

Current Instructional Initiatives

The CCSS has experienced tremendous budget cuts due to the current economic downturn. Professional development funding has been redirected, and ELA textbook adoption has not been considered as an option. Our 6th and 7th grade Reading and ELA teachers have developed units aligned to the Common Core Standards. Many of our teachers incorporate technology and software programs into the lessons in order to progress monitor and track growth. The teachers have been responsible for securing resources, and the need for more streamlined approach to this curriculum is evident. Our middle school master schedule currently allows for two 55 minute classes for Reading and ELA each day for each student. This gives opportunities for reading, writing, language, and RTI interventions.

Professional Learning Needs

A. WJWMS needs to continue to provide teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff professional learning that addresses the root causes of our identified needs. This includes training on Response to Intervention (RTI) tools, literacy enhancement strategies, and using differentiation within the classroom in order to meet the needs of students within all tier levels in reading and language arts. Additionally, the staff at WJWMS also require the following areas of professional learning:

- Rigorous 6th and 7th grade curriculum based on Common Core Georgia Performance Standards (CCGPS)
- High percentage of migrant/English Language (EL) students
    - Ongoing training for English for Speakers of Other Languages (ESOL) department
- Students with disabilities (SPED)
    - Ongoing training for special education department

B. WJWMS has aligned professional development with the State's academic content and student academic achievement standards in the form of release time for teacher planning on state standards and content, in addition to a review of the CCGPS with support from RESA staff.

C. WJWMS would like to provide teachers professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program at WJWMS. The major focus for the 2014/2015 school year is the development, implementation, and analyzing of common assessments in all content areas.

D. FIP (Formative Instructional Practices) will be a major part of professional learning for 2014-15. These practices align with the TKES process, state standards, curriculum, instruction, and assessment to increase student achievement on the Georgia Milestones Assessments.

E. WJWMS would like to provide literacy/writing strategies for all content area teachers to include social studies, science, math, and connections. Through this learning process, the faculty would develop a writing rubric to be used school-wide while focusing on key literacy strategies to help students access all types of texts.

Considering the increasing diversity of our student population, class sizes, staff reduction, inconsistency of instructional initiatives, stagnant test scores, TKES/LKES, and ever-dwindling general fund reserves, timing is extremely critical. WJWMS's instructional staff members are anxious to receive instructional direction, horizontally and vertically aligned materials, intense professional learning with support, and resources to assist with the school's mission for excellence.

Need for a Striving Readers Project
The following concerns were evidenced in the compilation of needs assessment data at the district level:
- Lack of explicit, systematic, and CCGPS-aligned resources for reading, writing, language, and speaking/listening
- Lack of continuity in literacy instruction across the curriculum
- Lack of fidelity in the use of Response to Intervention tools
- Absence of robust professional development
- Weakness in utilization of test data to drive instruction

As stated in the Why document (26) "Literacy is paramount in Georgia's efforts to lead the nation in improving student achievement," and WJWMS is dedicated to helping all students develop literacy skills that cross all disciplines and all types of texts.

Needs Assessment, Concerns and Root Cause Analysis

Description of Needs Assessment Process/Types or Styles of Surveys/Participants

The system literacy team studied the research and best practices in the Georgia Literacy Plan: The "Why" document. The Needs Assessment Survey was taken by the all 6-7 staff (leaders, teachers, special education staff, Media Specialist, Music, PE, and Counselors) at WJWMS. The survey was administered via Survey Monkey. Results were analyzed at the school level.

In addition to grant-specific needs assessment, Colquitt County schools recently completed an annual update of School Improvement Plans. Additionally, in spring of 2014 Colquitt County Schools prepared for an AdvancEd external review.

The following data was used to determine needs in addition to the literacy surveys:
- AdvancEd surveys
- TKES self-assessments
- Professional Learning surveys
- SLDS & CCRPI Data
- CRCT, 5th Grade Writing Scores, ITBS, ACCESS data

Concerns/ Root Causes/ Current Actions/Research-Based Practices/Data Analysis Notes

The following concerns were consistently evidenced in survey results, both in the needs assessment survey and the activities related to the development of the school's improvement plan.   Additional data used in the WJWMS school improvement process validated the concerns as identified through staff input.

Building Block 1 – Engaged Leadership	
Concern #1: Need for a shared literacy vision which is owned by school leadership, staff members, students, parents, and community.	
Root Causes • Transition phase from GPS to CCGPS. • Due to other pressures, leaders have been unable to keep abreast of the latest research in literacy. • Lack of consistent focus on research-based literacy instruction for leadership. • Lack of sustained professional development. • Lack of community involvement in ways to support early learning in literacy. • Lack of an active literacy team. • Lack of scheduled time for collaborative literacy planning.	**Current Practice:** • Efforts underway to deconstruct standards and understand intent of CCGPS • Implementation of two 55 minute literacy segments per day for each student.
Reference to "What" Document (Building Block 1) **"Why" 31** – "All stakeholders…are responsible for promoting literacy. All teachers, media specialists, and administrators must be competent advocates of promoting literacy."	
Data Analysis Notes: Survey results reveal an opportunity for growth in involving all stakeholders in the literacy initiatives. • A majority of staff agreed there is a need for an active literacy team. Survey results indicate that 61% of our staff believe in the need for a fully functional literacy team • Survey results indicate that 61% of our staff believes further development of community literacy partners is needed.	

Building Block 2 – Continuity of Instruction

Concern #2: Need for consistent literacy instructional focus across the curriculum

Root Causes	Current Practice:
- Transition from GPS to CCGPS – more complex texts without focus on literacy skills needed to gain understanding. - Lack of ongoing professional development focusing on literacy skills in all content areas. - Lack of consistent collaborative planning between content area teachers and teachers of literacy. - No research-based scope and sequence - No organized plan for teaching writing skills across all subjects.	- Content area teachers focusing on academic vocabulary. - Increase in written responses required across the curriculum. - Deconstruction of CCGPS.
Reference to "What" Document (Building Block 2) **"Why" 41 – "**Strategies for readers 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."	

Data Analysis Notes: WJWMS teachers expressed a need for effectively integrating literacy skills across the content areas.
- Language skills (69% of our staff either felt that they did not have access to these opportunities or this did not apply to them).
- Understanding content area literacy (92% of our staff felt they needed materials in this area, and 38% believe they need more professional learning in this area).
- 65% of the staff feel they need instruction in using data
- 83% of our staff feel they need materials for small group differentiation, and 45% believe they need more professional learning in these areas.
- 63% feel they need professional learning in understanding of the use of Lexiles.

Building Block 3 – Ongoing Summative and Formative Assessments	
Concern #3: Need for a comprehensive balanced assessment system	
Root Causes • Use of different assessment systems over the years has caused confusion and a lack of consistent long-term analysis of progress. • Lack of funding for an online management system. • Lack of professional learning on use of assessment data. • No system-wide benchmark system.	**Current Practice:** • Inconsistent application of DIBELS to identify students struggling with foundational reading skills. • Using data to drive explicit reading instruction is in the earliest stages; this varies across classrooms. • Initial Formative Instructional Practice work. • OAS formative test items.
Reference to "What" Document (Building Block 3) **"Why" 96** Assessment materials should be aligned with student's needs and personnel must be adequately trained to administer testing, diagnose needs, and plan instruction.	

Data Analysis Notes: Survey results appear to be positively inflated. Efforts at WJWMS are growing, but means to evaluate the effectiveness of instruction and intensity of intervention are inconsistent.
- 41% of our staff indicated that effective RTI tools have been selected.
- 68% of our staff agrees that some or no formative and summative assessments are administered.

Building Block 4: Best Practices in Literacy Instruction	
Concern #4: Need for quality, research-based materials, resources, and professional learning for literacy instruction that are systematic, explicit, and aligned with CCGPS	
Root Causes • Transition from GPS to CCGPS. • No research-based scope and sequence. • Lack of funding to adopt aligned materials. • Lack of ongoing professional development • Lack of adequate time in daily schedule for direct, explicit literacy instruction. • Lack of consistent monitoring of current practices in literacy instruction. • Lack of student motivation and engagement.	**Current Practice:** • Using county's revised integrated units (originally suggested by the state).
Reference to "What" Document (Building Block 4) "Incorporating technology into instruction can increase motivation at the same time that it enhances adolescent literacy by fostering student engagement" **("Why" 53)**.	

Data Analysis Notes: Survey data indicates a need for a focus on materials, resources, and professional development.
- 57% of our staff feels that most students receive instruction in reading based on a carefully articulated scope and sequence of skills.
- 65% of our staff feels that a coordinated plan is in development for writing instruction across all subjects, but at times it may only rest in the hands of the ELA teachers.
- 39% of our staff feels that teachers in the content areas provide instruction and opportunities, at least one day a week, for writing
- 29% of our staff feels a plan for literacy is in place for the explicit instruction in reading complex text in all subject areas.

Building Block 5: System of Tiered Intervention (RTI) for All Students
Concern #5: Need for systematic response to intervention protocol, resources, implementation, and monitoring

Root Causes	**Current Practice:**
• Inadequate time for intervention groups. • Research based materials frequently not used with fidelity. • Inadequate professional learning for interventionists. • No system wide coordinator of RTI.	• Schools have a site-based student support team. • Documentation is reviewed by a system team when a child is referred for evaluation. • Schools work creatively to find time/materials for Tier 2/Tier 3 interventions. • Parents are involved in the RTI process.
Reference to "What" Document (Building Block 5) **"Why" 123** – "Intervention strategies are systematic compilations or well-researched, evidence-based specific instructional techniques."	

Data Analysis Notes: Data indicates that there are concerns with Tier 1 instruction, differentiation, and Tier 2/3 instruction across all grade levels.

- 34% of our staff feels that RTI is not currently being formally implemented.
- 35% of our staff feels that Tier I student and classroom data have been analyzed to determine the classrooms in need of support.
- 39% of our staff feels that Tier 2 interventionists, ELA, and content teachers meet regularly for collaboration.
- 11% of our staff feels that interventionists participate in ongoing professional learning about how to diagnose and correct reading difficulties.
- 5% of our staff feels that interventions in Tier 3 are provided by trained interventionists with fidelity, but are not yet on a 1:1-1:3 basis.

Building Block 6: Improved Instruction through Professional Learning
Concern #6: Need for professional learning for literacy instruction including all leaders, teachers, and paraprofessionals.

Root Causes	Current Practice:
- Reduction of school work days. - Redirection of professional learning funds. - Staff turnover (attrition, changing grades/subjects). - Absence of plan for training and supporting new staff members. - Lack of ongoing support for all professional learning.	- The system has a professional learning plan which is the focus for all training. - Schools have individual site plans aligned to the system's goals.
Reference to "What" Document (Building Block 5) **"Why" 140** – In an increasingly competitive global economy a need exists for students to have the strong literacy skills of reading, writing, listening, speaking, and viewing for college-and-career-ready opportunities. This requires teachers to learn to teach in ways that promote critical thinking and higher order performance.	

Data Analysis Notes: Survey data reveals that all leaders, teachers, and paraprofessionals need professional learning opportunities about effective literacy instruction.
- 34% of our staff feels that all members of the faculty participate in ongoing professional learning in all aspects of literacy instruction.
- 33% of our staff feels that professional learning in literacy instruction has not begun formally.

Building Block 1. Engaged Leadership

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

The administrative team at WJWMS will foster a professional learning environment, and participate equally with the faculty of the school since, "Leaders at all levels recognize quality professional development as the key strategy for supporting significant improvements. They are able to articulate the critical link between improved student learning and the professional learning of teachers." (The "Why" 144)

Planning:

WJWMS administrators will:

- Participate in state-sponsored Webinars and face-to-face sessions to learn about transition to the CCGPS.
- Study research-based guidelines, strategies, and resources for literacy instruction set forth in the The "Why" document of the most current iteration of the Georgia Literacy Plan.
- Participate in professional learning in literacy leadership in order to support classroom instruction.
- Schedule regular literacy observations to monitor use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices.
- Be strategic about assigning teachers non-academic duties.
- Schedule protected time for literacy and teacher collaboration.

Implementing:

WJWMS administrators will:

- Provide professional learning based on student data and teacher needs, and serve as a model by studying literacy research and best practices, sharing professional resources among faculty, facilitating professional discussions, and training team leaders as facilitators.
- Provide time and support for staff to participate in job-embedded professional learning
- Conduct literacy walk-throughs to monitor use of literacy strategies, student engagement, and learning, as well as to ensure consistent use of effective instructional practices.

Expanding:

WJWMS administrators will:

- Ensure continued excellence in professional learning by continuing to analyze data and adjusting professional learning accordingly.

Sustaining:

WJWMS administrators will:

- Ensure continued growth through professional learning by providing opportunities for new staff to receive necessary support in becoming acquainted with programs, materials, and previously learned strategies.
- Develop a pipeline of leaders by identifying and training leaders for succession.
- Make hiring decisions collaboratively based upon literacy goals.

B. Action: Organize a Literacy Leadership Team

The WJWMS Literacy Plan includes an expansion of our school leadership team of teacher leaders and administrators into a fully operational Literacy Leadership Team. According to page 143 of The "Why" document, a strong effective Literacy Leadership Team is critical to the educational process. WJWMS seeks to mirror this: "A strong, highly-trained Literacy Leadership Team [that] comprises the core of this professional learning network" (143).

Planning:

The literacy team led by the administrator will:
- Identify stakeholders to be part of the literacy leadership team.
- Identify faculty representatives from within the feeder pattern for WJWMS, community leaders, and parents.
- Create a shared literacy vision for the school and community aligned with the state literacy plan.
- Evaluate current practices in all classrooms by using an observation or walkthrough tool (e.g., Literacy Instruction Checklist, GA) to determine strengths in literacy instruction and to identify needs for improvement.
- Determine what additional data is needed in order to make informed decisions about the path ahead.
- Schedule and protect time for Literacy Leadership Team to meet and plan.
- Analyze multiple forms of student, school, and teacher data, including results of the Literacy Instruction Observation Checklist or its equivalent, to develop a list of prioritized recommendations and goals for improvement.
- Select or develop a walk-through observation form, such as Literacy Instruction Observation Checklist, to ensure consistency of effective instructional practices.
- Ensure that effective data analysis procedures and practices are understood and practiced.

Implementing:

The literacy team led by the administrator will:
- Identify and prioritize a list of students to be targeted for intervention or support.
- Convene a Literacy Leadership Team with community stakeholders, afterschool providers, school faculty, and parents.
- Ensure that stakeholders understand literacy goals and their roles in meeting these goals.
- Ensure use of research-based practices aligned with CCGPS.
- Provide professional learning and support for staff in making the transition to the CCGPS.
- Develop a brochure or chart mapping community resources for families of adolescents to be shared in hardcopy and online.
- Establish a system of communication for sharing information with all partners (e.g., e-mails, newsletters, website).
- Establish a system of communication online between out-of-school organizations and teachers
- Utilize technology to maintain communication among team members.
- Plan for ongoing data collection and analysis to inform program development and improvement.

Expanding:

The literacy team led by the administrator will:
- Rewrite/refocus School Improvement Plan goals, objectives, and actions according to student achievement results.
- Use student achievement data to meet individual teacher needs through follow-up assistance and professional learning.

- Re-assign staff as needed to maximize literacy goals.
- Identify and allocate additional funding sources to support literacy.
- Share student achievement gains with parents and with the local community.

Sustaining:
The literacy team led by the administrator will:
- Continue to analyze formative and summative student assessment results and refine literacy goals based on the Common Core Georgia Performance Standards (CCGPS).
- Remain focused on the goals and objectives of the School Improvement Plan to keep staff motivated, productive, and centered on student achievement.
- Incentivize strong leaders on faculty.
- Define priorities and allocate needed resources to sustain them over time.
- Join or form a leadership organization with other Colquitt County Schools with a focused literacy plan to share successes and profit from others' successes.
- Visit other schools that have successfully improved student achievement to gain valuable insights and innovative ideas.
- Share student achievement gains with District Literacy Leadership Team and School Board members through online media and traditional outlets.
- Pursue external funding sources to support literacy.
- Use social media to involve community members and parents in literacy efforts and reach out to those not currently involved.

C. Action: The effective use of time and personnel is leveraged through scheduling and collaborative planning (6-7).

In accordance with the following in The "Why" document on page 58, "*Reading Next* states that 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)," WJWMS will dedicate two 55 minute periods to literacy instruction in addition to structuring the expectation of literacy instruction across all disciplines.

Planning:
WJWMS will:
- Provide that a protected, dedicated 90-120-minute literacy segment is allocated for literacy instruction in grades for all students in self-contained classrooms in the form of two 55 minute periods.
- Ensure that in any grade in which instruction is departmentalized, students receive two to four hours of literacy (reading and writing) instruction across language arts and in content area classes.
- Study flexible scheduling options to include additional time for reading intervention.
- Consult with support services such as scheduling experts to ensure that existing time and personnel are used most effectively.
- Leverage instructional time for literacy by scheduling instruction for disciplinary literacy in all content areas.
- Assess the talents and training of all current staff in the area of literacy instruction before making teaching assignments.
- Consider the utilization of the entire staff when developing a schedule for literacy instruction.
- Schedule time for collaborative planning teams within and across the curriculum.
- Investigate available support services to provide expertise in identifying and eliminating inefficient use of student and faculty time within the schedule.

Implementing:

WJWMS will:

- Ensure that teams meet for collaborative planning and examining student data/work during scheduled times.
- Maximize use of scheduled times for collaborative meetings .
  - Prepare agendas and action summaries for all meetings.
  - Use protocols to examine student work.
- Utilize available resources to assist teachers in identifying opportunities for maximizing use of time in the existing schedule

Expanding:

WJWMS will:

- Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction.
- Collaborate with other team members to maximize instructional time through the use of peer observations to analyze lessons.
- Video classrooms for self-evaluations, conduct peer observations, and share literacy expertise, etc. within and among disciplines.
- Study formative student assessment results and use the results to continue to determine the impact of efforts to maximize use of time.

Sustaining:

WJWMS will:

- Use technology to provide professional learning to new and continuing teachers.
- Share professional learning at faculty, team, and staff meetings.
- Use media/technology to collaborate with other middle schools about literacy initiatives.
- Maintain anecdotal notes and data portfolios to showcase student and content area successes.
- Encourage teachers to share stories of success in the community, both online and through traditional outlets.

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

"The need to communicate clearly and quickly has never been more important than in today's highly competitive, technology-driven global economy" (The "Why" 27). For students to be proficient communicators, it is essential that "content-area teachers at all grade levels must include reading comprehension and processing subject-specific texts in all areas"(The "Why" 26); consequently, WJWMS will promote the acquisition of cross-curriculuar structures that promote research based literacy strategies in all disciplines.

Planning:

WJWMS will:

- Evaluate the school culture and current practices by surveying strengths and needs for improvement (e.g., Literacy Instruction Checklist, GA).
- Analyze multiple forms of student, school, and teacher data to develop a list of prioritized recommendations and goals for improvement.
- Participate in state-sponsored webinars and face-to-face sessions to learn about transitions and nuances related to the Common Core Georgia Performance Standards (CCGPS).

- Plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge.
- Identify and prioritize a list of students to be targeted for intervention or support.
- Engage in professional learning with a focus on facilitation of group process and teaming.
- Study current research on disciplinary literacy in the content areas.
- Select or develop a walk-through and/or observation form (e.g., Literacy Instruction Checklist, GA) to ensure consistency of effective instructional practices.
- Monitor instruction to ensure consistent use of effective instructional practices that include disciplinary literacy and active student engagement across content areas.
- Be strategic about assigning teachers, i. e., assign staff members who are not instructing or tutoring non-academic duties.

Implementing:
WJWMS will:
- Design responses to help connect students to the proper service providers in the community.
- Design and implement infrastructure to provide guidance and support for students and families.
- Establish a work group that focuses specifically on how learning supports are used including all major resources, (e. g., school counselors, psychologists, nurses, etc.).
- Provide professional learning to develop the understanding that a comprehensive system of learning supports differs from a case-by-case, fragmented approach and to enhance motivation and capability of the critical mass of stakeholders.
- Utilize all staff to support literacy instruction.
- Incorporate technologies to more creatively and effectively support stakeholder engagement.

Expanding:
WJWMS will:
- Fill program/service gaps and develop outreach linkages with other schools who prioritize literacy.
- Develop and maintain infrastructure to support literacy (accountability, data collection, and evaluation across organizations).
- Develop strategies for maintaining the momentum and progress of a learning support system.
- Provide English language services that extend beyond the classroom.
- Provide family-focused services and outreach that engage parents and family members in literacy programs and services.
- Use technology to assist in incorporating culturally and linguistically appropriate two-way communications with parents and stakeholders.
- Establish a mentoring system for every student who needs additional support from both within the school and from the community.

Sustaining:
WJWMS will:
- Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives.
- Provide a literacy resource area for parents and caregivers in the school.
- Provide parents and caregivers with links to websites that provide resources to strengthen literacy.
- Include academic supports such as tutoring, co-curricular activities, online learning opportunities and/or tutoring, and extended learning opportunities to enhance literacy learning.
- Utilize social media to communicate and promote the goals of literacy across the curriculum.

E. Action: Optimize literacy instruction across all content areas

The Common Core Georgia Performance Standards (CCGPS) hold educators across all content areas accountable for teaching literacy standards. "Students must be able to comprehend, to make inferences, to draw conclusions, to communicate in oral and written formats, and to create and synthesize ideas" (The "Why" 49). WJWMS will support the use of literacy instruction tools that heighten access to all types of text and maximize instruction centered on the CCGPS.

Planning:

WJWMS will:

- Identify research-based strategies and appropriate resources to support student learning of the CCGPS as well as for differentiated instruction through tiered tasks.
- Identify appropriate strategies to help English Language learners (ELs) meet English language proficiency standards.
- Identify or develop a systematic procedure for teaching academic vocabulary in all content areas.
- Create a plan to integrate literacy in all subjects as articulated within CCGPS.
- Consider the use of videotaping to develop the infrastructure for peer-to-peer coaching, modeling, co-teaching, observing, and providing feedback to fellow teachers on the development of disciplinary literacy in all content areas.
- Provide professional learning on:
  - Incorporating the use of literature in content areas.
  - Use of informational text in English language arts classes.
  - Writing instruction (narrative, opinion, informational, and text to text contructed response) in all subject areas.
  - Supporting opinions with reasons and information.
  - Determining author bias or point of view.
  - Text complexity that is appropriate to grade level and adjustable.
  - Guiding students to conduct short research projects that use several sources.
  - Teaching students to identify the text structures most common to a particular content area.
- Identify or develop a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance.

Implementing:

WJWMS will:

- Ensure the use of research-based strategies and appropriate resources to support student learning of the CCGPS.
- Support teachers in their use of appropriate strategies to help ELs meet English language proficiency standards.
- Require the teaching of academic vocabulary in all subjects using a systematic approach.
- Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS.
- Implement a system using technology in which teachers may coach, model, co-teach, observe, and give feedback to one another on teaching strategies for literacy in the classroom.
- Require writing as an integral part of every class every day.
- Ensure instruction in and opportunities for:
  - Writing opinion pieces on topics or texts, supporting a point of view with reasons and information.

- - Writing informative/explanatory texts to examine a topic and convey ideas and information clearly.
    - Writing narratives to develop real or imaginary experiences.
- Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance.
- Provide teachers with resources to provide a variety and choice in reading materials and writing topics.
- Ensure that teachers provide meaningful opportunities for students to write, speak, and listen.

Expanding:
WJWMS will:
- Identify skills or knowledge that need to be strengthened in the future for students to reach proficiency.
- Monitor literacy instruction across the curriculum through:
  - Formal and informal observations.
  - Lesson plans.
  - Walkthroughs
  - Student work samples
- Ask teachers to identify exemplary samples of student work to provide model features of quality writing.
- Share ways for teachers to guide students to focus on their own improvement.
- Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas. (i.e., self-questioning, summarizing, predicting, inferencing)
- Encourage teachers to identify common themes, where possible, across subject areas, immersing students in content vocabulary connected to the topic.
- Create a forum to share creative ideas among the faculty to infuse literacy throughout the day.

Sustaining:
- Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELs, English language proficiency standards).
- Use online resources to stay abreast of effective strategies for the development of disciplinary literacy within the content areas, e.g., join online professional associations, blogs, and newsletters.
- Expand meaningful opportunities for students to write, speak, and listen (e.g., contests, debates, etc.)
- Expand the types of writing across the subject areas (e.g., songs, manuals, wikis, etc.).
- Differentiate literacy assignments by offering student choice.
- Celebrate and publish good student writing products in a variety of formats (i.e., school or classroom blogs and websites, etc.).
- Provide oppurtunites that engage parents in activities that demonstrate the importance of proficiency in literacy.

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.

WJWMS goal is akin to the Georgia Department of Education as referenced in the following excerpt from The "Why" document: "Georgia's goal for all students is that they become self-sustaining, lifelong learners and contributors to their communities" (31). "The demands for clear and concise communication, especially writing, in the workplace are increasing. If students are not prepared for these demands, the

chances for employment and advancement decrease" (The "Why" 27). In response to this need, WJWMS will connect with the community at large to support the development of college-and-career-ready students.

Planning:

WJWMS will:

- Create a shared vision for literacy for the school and community, making the vision tangible and visible
- Identify key members of the community, governmental/civic leaders, business leaders, and parents to serve as members of a community advisory board.
- Contact potential members and schedule at least two meetings annually.
- Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, etc.).

Implementing:

WJWMS will:

- Convene meetings of the community advisory board at scheduled times.
- Develop an agenda for each meeting to promote cooperation and communication among participants and the schools.
- Establish a mentoring system from within and outside of the school for every student who needs additional support.
- Enlist members of the various participating entities to provide leadership by:
  - Serving as mentors.
  - Speaking to groups of students.
  - Publicizing efforts within the community.
  - Visiting classrooms to support teachers and students.

Expanding:

WJWMS will:

- Investigate similar efforts in other communities.
- Invite stakeholders from other communities to speak to the advisory group.
- Actively support teachers in their efforts in schools.
- Utilize social media to communicate and promote the goals of literacy throughout the community at large.

Sustaining:

WJWMS will:

- Celebrate academic successes publically through traditional and online media.
- Ask past students who have been particularly successful to speak to students and the community at large as to the potential for schools to change lives.
- Continue to focus proactively on broad issues that may prevent students from learning.
- Pursue additional funding sources for specialized literacy staff and materials.
- Ask local businesses to help heighten awareness about reading or literacy topics
- Foster relationships among schools, postsecondary education institutions, the workforce, families, and communities.

Building Block 2: Continuity of Instruction

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

WJWMS will work to provide the practice of common planning time and will "provide educators with the knowledge and skills to collaborate" (The "Why" 143).

Planning:

WJWMS will:

- Develop administrative awareness of the need to identify gaps in literary instruction.
- Establish an expectation of shared responsibility for literacy across the curriculum.
- Design infrastructure for shared responsibility for development of literacy across the curriculum.
- Establish cross-disciplinary teams for literacy instruction.
- Establish or select protocols for team meetings.
- Schedule time for teams to meet for regular collaboration and examination of student data/work.
- Identify team roles, protocols, and expectations.
- Research the components of the professional learning community model.
- Identify specific, measurable student achievement goals aligned with grade- level expectations to be shared by teachers in all subjects.

Implementing:

WJWMS will:

- Meet in disciplinary teams, either physically or virtually, according to regularly established times for collaborative planning and examining student data/work.
- Prepare agendas and action summaries for all meetings.
- Use protocols to examine student work.
- Observe model lessons, organize materials, and practice effective instructional strategies using videos where possible.
- Plan and implement lessons that address the literacy needs of students.

Expanding:

WJWMS will:

- Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction.
- Collaborate with other team members to conduct peer observations and analyze lessons to improve disciplinary literacy instruction using videotaping where possible.
- Study formative student assessment results and use the results to continue to adjust instruction.
- Assess effectiveness of team actions on student learning.
- Alter teams as necessary to ensure optimal effectiveness.

Sustaining:

WJWMS will:

- Utilize online options to provide ongoing professional learning to new and continuing teachers.
- Share professional learning online and at team and staff meetings.
- Collaborate with others using videotaping and online sharing options to conduct peer observations, share literacy expertise, etc.
- Showcase evidence of student learning success on the school or class websites and through blogs
- Encourage teachers to share stories of success in the community and through school and teacher websites and blogs.

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

WJWMS supports Recommendation 2 of the Georgia Literacy Task Force that includes the provision for "professional learning opportunities for teachers and school personnel to identify and evaluate the characteristics of effective literacy instruction, especially in the areas of reading, writing, and speaking" (The "Why" 37).

Planning:

WJWMS will:

- Provide awareness sessions for entire faculty to learn about CCGPS for literacy in history/social studies, science, and technical subjects.
- Identify the concepts and skills students need to meet expectations in CCGPS.
- Provide teachers with opportunities to practice teaching the concepts and skills identified using videotaping to provide feedback.
- Study research-based strategies and resources, particularly those found in "The Why" document of the Georgia Literacy Plan.
- Study the English language proficiency standards resources, strategies, technologies, and accommodations for English learners (ELs).
- Study the text structures most frequently used in texts of each content area.
- Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area.
- Study a variety of strategies for incorporating writing in all content area.
- Provide professional learning on research-based instructional strategies and the use of rubrics to improve literacy instruction.
- Discuss ways to infuse literacy throughout the day including the use of technology.

Implementing:

WJWMS will:

- Use research-based strategies and appropriate resources to support student learning of the CCGPS.
- Implement appropriate strategies to help ELs meet English language proficiency standards.
- Teach academic vocabulary in all subjects using a commonly adopted, systematic procedure.
- Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS.
- Give feedback to fellow teachers using videos and technology where possible on the use of literacy strategies in the classroom.
- Make writing a routine part of every class using technology when possible.
- Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance.
- Teach all staff the writing process and have students practice the writing (pre-write, draft, revise, edit, and publish online and on hardcopy).
- Infuse all types of literacy throughout the day (e.g., print, online, etc.).
- Provide variety and choice in the types, media, and genres of both reading and writing assignments.
- Develop meaningful opportunities for students to write, speak, and listen using both face-to-face and online options.

Expanding:

WJWMS will:

- Identify skills or knowledge needed to be strengthened in future lessons for students to reach standards proficiency.
- Monitor the use of instructional strategies to improve literacy through formal and informal observations.
- Discuss exemplary samples with students to model features of quality writing.
- Guide students to focus on their own improvement.
- Provide opportunities for reading varied genres to improve fluency, confidence, and understanding.
- Integrate appropriate comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers).

Sustaining:

WJWMS will:

- Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELs, English language proficiency standards).
- Stay abreast of effective strategies for literacy instruction.
- Expand opportunities for students to write, speak, and listen using both face-to-face and online options for listening, viewing, and communicating
- Expand the types of writing across the subject areas (e.g., songs, manuals, etc.).
- Differentiate assignments by offering student choice.
- Celebrate and publish good student writing in a variety of formats.
- Host family learning opportunities that engage parents in activities that demonstrate the importance of literacy proficiency.

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

The definition of literacy by the Georgia Literacy Task Force includes the following goal: "Georgia's goal for all students is that they become self-sustaining, lifelong learners and contributors to their communities" (The "Why" 31). The Leadership Team at WJWMS believes that our community's learners, present and future, are interdependent. As a result, we believe that engaging our out-of-school agencies and organizations to support our students' literacy will benefit not only our students, but our community at large. One of the Reading Next research-based program elements to improve literacy achievement is "a comprehensive and coordinated literacy program, which is interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community" (The "Why" 67).

Planning:

WJWMS will:

- Consider various models of coordinating "wrap-around" services.
- Develop avenues of communication (both virtual and face-to-face) with key personnel in out-of-school organizations as well as governmental agencies that support students and families.
- Map available fiscal and human resources related to support services throughout the community, highlighting where gaps occur.
- Develop a survey of needs from parents, students, teachers, and counselors that can be used to match available resources to actual need.
- Appoint a person in a leadership role (e.g., administrator, counselor) at the school who will be in charge of transitions for all students.
- Articulate what an integrated learning-supports infrastructure should look like at the community level.

- Evaluate all available funding sources to determine what can be leveraged to support literacy efforts.
- Ensure that all appropriate stakeholders participate in critical planning and decision-making activities.
- Plan with out-of-school organizations to develop enhancement and enrichment activities for all participating students.

Implementing:

WJWMS will:
- Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, out-of-school programming).
- Establish a means of continual communication (e.g., texting, Twitter, email, etc.) between teachers and out-of-school providers.
- Design avenues to connect students to the proper service providers in the community.
- Design and implement infrastructure to provide guidance and support for students and families.
- Establish a work group (e.g., school counselors, psychologists, nurses, social workers, attendance counselors, health educators, special education staff, bilingual and Title I coordinators, etc.) that focuses specifically on how learning supports are used.
- Develop a comprehensive system of learning supports to enhance motivation and capability of the critical mass of stakeholders.
- Utilize all staff to support literacy instruction (e.g., assign non-academic duties to personnel not engaged in literacy instruction).
- Incorporate technologies to more creatively and effectively support stakeholder engagement

Expanding:

WJWMS will:
- Partner with community and faith-based groups to accommodate more students.
- Fill program/service gaps and develop online outreach linkages among families of schools
- Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations).
- Develop strategies for maintaining momentum and progress of a learning support system.
- Provide for professional learning and resources that support literacy learning in outside organizations.
- Establish a mentoring system from within and outside the school for every student who needs additional support.
- Provide English language services that extend beyond the classroom.
- Using technology to translate school documents into other languages to assist parents.
- Provide both online and face-to-face family-focused services and outreach that engage parents and family members in literacy programs and services.
- Incorporate culturally and linguistically appropriate two-way communications with parents and stakeholders both online and face-to-face.

Sustaining:

WJWMS will:
- Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives.
- Advocate for new capacity in the community to help students and families.

- Continue to focus proactively on broad issues that may prevent students from learning (e.g., health, nutrition, homelessness, etc.).
- Pursue additional funding sources for specialized literacy staff and materials.
- Include academic supports such as tutoring, co-curricular activities, and extended learning opportunities such as summer programs or online tutoring programs to enhance literacy learning.
- Ask local businesses to help heighten awareness about reading or literacy topics
- Ask local bookstores to donate books to the school.
- Continue to foster relationships/networks among schools, families, and communities.

Building Block 3. Ongoing formative and summative assessments

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

WJWMS supports the use of formative assessments; The "Why" document emphasizes that formative assessments should be used to drive and affect instructional strategies in the classroom. The strategies used by the teacher should be adjusted according to the results of the formative assessments. "Formative assessments are only effective if they are followed by effective instructional responses or appropriate types of feedback" (The "Why" 98). "Because of new information with each assessment, the educator is able to provide a continual cycle for student improvement" (The "Why" 97).

Planning:
WJWMS will:
- Undergo an "in-house" training for Formative Instructional Practice (FIP).
- Research and select effective screening, progress monitoring, and diagnostic tools to identify achievement levels of all students.
- Ensure that teachers understand the purpose for and use of formative assessment and how it differs from summative assessment.
- Provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, and performance based).
- Locate or develop common assessments used across classrooms and include a variety of formats (multiple choice, short answer, constructed response, essay).
- Provide assessment measures to identify high achieving/advanced as well as struggling learners who would benefit from enrichment activities.
- Task the data team with developing procedures and expectations for staff to review and analyze assessment results.
- Define a process for selecting appropriate interventions for struggling readers.
- Identify and purchase assessment and intervention materials aligned with students' needs.
- Identify and train all staff who will administer assessments to ensure standardized procedures and data recording.
- Have all materials and procedures in place prior to start of the school year.
- Develop a formative assessment calendar based on local, state, and program guidelines, including specific timeline for administration and persons responsible.
- Make a data collection plan for storing, analyzing, and disseminating assessment results.

Implementing:
WJWMS will:
- Research and select effective screening, progress monitoring, and diagnostic tools to identify achievement levels of all students. Use Dibels Next as a screener when reading issues are apparent.

- Administer assessments and analyze data according to the established timeline.
- Provide timely, descriptive feedback to students with opportunities to assess their own learning
- Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms.
- Use screening, progress monitoring, and curriculum-based assessments to influence instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI).
- Upgrade technology infrastructure, if necessary, to support assessment administration and dissemination of results.

Expanding:
WJWMS will:
- Designate a person or persons to be responsible for ensuring continued fidelity to all formative assessment procedures and timelines beyond year one.
- Analyze student data in teacher teams to develop and adjust instructional plans.
- Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format.
- Utilize online options such as Skype and Google+ for collaboration among teachers within the same and different schools.
- Record online collaboration sessions for those who could not attend at the designated time.

Sustaining:
WJWMS will:
- Continue to research and select effective screening, progress monitoring, and diagnostic tools to identify readiness levels of all students.
- Continue to provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, performance based).
- Continue to provide assessment measures that can help identify high achieving/advanced learners who would benefit from enrichment activities.
- Continue to purchase assessment and intervention materials aligned with students' needs.
- Use online training options to train/retrain all staff who will administer assessments to ensure standardized procedures and accurate data recording.

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

The "Why" document emphasizes and WJWMS recognizes the importance of screening basic literacy skills "multiple times throughout the year with a valid and reliable instrument in order to track progress or lack of it" (The "Why" 101).
Planning:
WJWMS will:
- Identify literacy skills needed to master CCGPS in each content area.
- Research and select effective universal screening tools to measure literacy competencies for all students across the curriculum.
- Research and select effective progress monitoring tools to measure general-outcome literacy competencies (e.g., phonemic awareness, phonics, oral reading fluency, written expression, vocabulary).
- Select or develop school- or system-wide classroom-based formative assessments to assess efficacy of classroom instruction.

- Include assessment measures to identify high achieving/advanced learners who would benefit from advanced coursework.

Implementing:
WJWMS will:
- Develop an assessment calendar to include universal screenings and progress monitoring designating persons responsible.
- Administer assessments and input data according to the established timeline.
- Provide timely, descriptive feedback to students with opportunities to assess their own learning (e.g., graphing their progress).

Expanding:
WJWMS will:
- Assign a person or persons responsible for monitoring and maintaining fidelity of all formative assessment procedures and timelines.
- Analyze student data in teacher teams to develop and adjust instructional plans.
- Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format.
- Utilize online options such as Skype and Google+ for collaboration among teachers and parents.

Sustaining:
WJWMS will:
- Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording.
- Acknowledge staff's efforts to improve their use of assessment data to inform instruction.
- Make data-driven budget decisions aligned with literacy priority.

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

"Once the pool of at-risk students is identified, more comprehensive assessments of their reading ability should be conducted to inform appropriate intervention placements" (The "Why" 102).
Planning:
WJWMS will:
- Develop a protocol for ensuring that students who are identified by screenings receive diagnostic assessment.
- Identify diagnostic assessments, where possible, that isolate the component skills needed for mastery of literacy standards.
- Select interventions that include diagnostic assessments and multiple- entry points to avoid a one-size-fits-all approach.

Implementing:
WJWMS will:
- Use results of the diagnostics for student placement within an intervention and to adjust instruction.
- Use technology to differentiate learning within content areas

Expanding:

WJWMS will:

- Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals.
- Use technology to share relevant student progress data with families in an easily interpreted format.
- Use technology for communicating data to the district literacy leadership team in a timely manner.

Sustaining:

WJWMS will:

- Recognize and celebrate individual student's incremental improvements toward reaching literacy goals.

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

The "Why" document emphasizes an assessment plan that will "assist educators in learning how to interpret and analyze results from multiple sources to set goals for students and to identify appropriate instructional strategies" (The "Why" 96).

Planning:

WJWMS will:

- Evaluate the capacity of technology infrastructure to support test administration and disseminate results.
- Analyze previous year's outcome assessments to determine broad student needs and serve as a baseline for improvement:
  -Georgia Milestones in grades 6-7 in math, social studies, science, and English language arts.
  -Georgia Alternate Assessment (GAA) for students with disabilities.
  -SRI data for rising 6th graders
- Identify common course assessments (i.e., end-of-unit /chapter tests) that are used to measure progress toward standards.
- Study how disciplinary standards are assessed on state and local tests.
- Analyze assessment data to identify teachers who need support.

Implementing:

WJWMS will:

- Discuss assessment results with students to set individual goals.
- Upgrade the capacity of technology infrastructure, if necessary, to support administration of assessments and the dissemination of results.
- Administer summative assessments at scheduled intervals.
- Include specific times on the school calendar for analyzing summative assessment data.
- Plan time in teacher teams to review assessment results to identify program and instructional adjustments, as needed.
- During teacher team meetings, focus discussions on changes that can be made to improve the instructional program for all students.

Expanding:

WJWMS will:

- Using online training options, offer professional learning on strategies to address specific skills identified as school-wide or subject area weaknesses.
- Disaggregate data to ensure the progress of subgroups.

- Apply protocols for looking at student assessments and evaluating student progress.
- Share and analyze student work samples as a way to inform instruction during collaborative planning.
- Plan lessons, re-teaching, and intervention activities that target areas of need.
- Utilize online options such as Skype and Google+ for collaboration among teachers within the same and different schools on lesson planning.
- Record online collaboration sessions for those who could not attend at the designated time.

Sustaining:
WJWMS will:
- Based on analysis of summative assessment data:
  -Evaluate the effectiveness of programs and policies
  - Redefine school improvement goals
  -Adjust curriculum alignment to eliminate gaps
  -Ensure that students are appropriately placed in specific programs
- Using the school or classroom websites, recognize and celebrate individual student's significant improvements and attaining designated standards of achievement

E. Action: Develop a clearly articulated strategy for using data to improve teaching and learning

WJWMS's needs support the NCEE's "five recommendations to schools and districts seeking to maximize the use of data to improve teaching and learning. Classroom-level recommendations: make data part of an ongoing cycle of instructional improvement and teach students to examine their own data and set learning goals. Administrative recommendations: establish a clear vision for school-wide data use; provide supports that foster a data-driven culture within the school; and develop and maintain a district-wide data system" (The "Why" 120, 121).

Planning:
WJWMS will:
- Identify participants for data teams for specific grade bands.
- Identify participants for data team at system level.
- Define roles and responsibilities for team members – including, but not limited to:
  -Central office.
  -Building administrators.
  -General education teachers.
  -Teachers of students with special needs (SWD, EL, Gifted).
- Schedule collaborative planning time for data meetings at a minimum of once/month.
- Establish or select protocols for team meetings.
- Develop a protocol for making decisions to identify the instructional needs of students.
- Develop a data storage and retrieval system.
- Develop procedures and expectations for staff to review and analyze assessment results.

Implementing:
WJWMS will:
- Communicate the expectations for meetings.
- Teach the data meeting protocol to the data team members.
- Train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional commonalities.
- Implement protocol with fidelity.

- Using online options, provide teachers with the training and time to analyze the data to determine the need for intervention.

Expanding:
WJWMS will:
- Review protocols at beginning of meetings.
- Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers.

Sustaining:
WJWMS will:
- Continue to build collaborative data meetings into the monthly calendar.
- Using online options to continue to train new members of the meetings in the expectations and function of the established protocols.
- Ensure that the data storage and retrieval system is effective and efficient.

Building Block 4. Best Practices in Literacy Instruction

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

"The following components of reading are associated with improved outcomes for adolescents: advanced word study, fluency, vocabulary, comprehension, and motivation"(The "Why" 65). WJWMS is dedicated to identifying the appropriate resouces and strategies to provide direct, explicit instruction in reading for all students.

Planning:
WJWMS will...
- Research and select a core literacy program that will provide continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich CCGPS-based curriculum of literary and informational texts.
- Examine student data to identify areas of instruction with greatest needs (e.g. word identification, fluency, vocabulary, comprehension).
- Compile and examine classroom observation data (e.g. Georgia Literacy Instruction Checklist) to gauge current practice in literacy instruction.
- Allocate which aspects of literacy instruction students are to receive in each subject area.
- Plan and provide professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills within each subject area.
- Plan and provide professional learning on differentiated instructional options for literacy assignments.

Implementing:
WJWMS will...
- Provide training to all pertinent staff in the use of the core program.
- Provide professional learning on the following tenets of explicit instruction:
    - Use of data to inform instructional decisions and explicit teaching
    - Selection of appropriate text for strategy instruction
    - Telling students specific strategies to be learned and why
    - Modeling of how strategy is used

- o Guided and independent practice with feedback
- o Discussion of when and where strategies are to be applied
- Using online options where feasible, provide professional learning on research-based differentiated instructional strategies that support diverse needs.
- Using videotaping and peer-to-peer coaching, ensure that teachers receive frequent feedback and coaching.
- Ensure daily literacy segments in 6th and 7th grade that include whole-group explicit instruction in vocabulary and comprehension as well as small groups for differentiation for all students.

Expanding:
WJWMS will…
- Address both academic and workplace literacy skills across all content areas and provide students with knowledge of a variety of career pathways.
- Review teacher and student data to improve instruction.
- Share effective differentiated lessons and differentiation strategies in teacher team meetings.
- Use videotaping of differentiated lessons to share with other educators.
- Provide instructional and assessment accommodations/ adaptations for English language learners according to their English proficiency levels, and accommodations for students with exceptionalities according to their needs and talents.
- Provide families access to resources that differentiate support for students.

Sustaining:
WJWMS will…
- Continue analyzing data to determine the impact of teaching strategies on student achievement.
- Continue to provide ongoing training to all pertinent and new staff in the use of the core literacy program.
- Provide support to new teachers on differentiated instruction for all learners, including English language learners and students with exceptionalities.
- Stay abreast of current research and new findings related to differentiated instruction by developing a library of professional books, journals, and online sources.
- Provide opportunities for teachers to learn more about how to make adolescent curriculum more accessible to all learners

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

One of the program components identified by *Reading Next* is "intensive writing, including instruction connected to the kinds of writing tasks students will have to perform well in high school and beyond" (The "Why" 66). The National Commission on Writing research found that "people who cannot write and communicate clearly will not be hired, and if already working, are unlikely to last long enough to be considered for promotion" (The "Why" 44). Also stated in this research: "Corporations with greatest employment growth potential assess writing during hiring" (The "Why" 45). In response to this research, WJWMS will takes steps to ensure that students receive effective writing instruction across the curriculum.
Planning:
WJWMS will…
- Design a vertically and horizontally articulated writing plan consistent with CCGPS.
- Develop or identify the programs, protocol, and/or materials necessary to implement the plan at each level.
- Develop a coordinated plan for writing instruction across all subject areas to include the following:

- o Explicit instruction
- o Guided practice
- o Independent practice
- Plan professional learning on best practices in writing instruction in all subject areas.
- Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum.

Implementing:
WJWMS will…
- Implement a plan for instruction in writing that is consistent with CCGPS and is articulated vertically and horizontally.
- Develop the programs and materials necessary to implement the plan at each level.
- Implement a coordinated plan for writing instruction across all subject areas to include:
  - o Explicit instruction
  - o Guided practice
  - o Independent practice
- Provide professional learning on best practices in writing instruction in all subject areas.
- Implement the use of technology for production, publishing, and communication across the curriculum.

Expanding:
WJWMS will…
- Expand the writing plan across all subjects consistent with CCGPS.
- Develop the programs, protocol, and/or materials necessary to implement the plan at each level.
- Continue professional learning on best practices in writing instruction in all subject areas.
- Share exemplar examples of technology being used for production, publishing, and communication across the curriculum.

Sustaining:
WJWMS will…
- Provide professional development for new staff members.
- Provide ongoing professional development to strengthen skills in writing across the curriculum.
- Maintain materials and resources necessary to sustain effective writing instruction across the curriculum.

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

Research from Guthrie and Humenick which focused on improving students' motivation to read included four recommendations: "providing content goals for reading, supporting student autonomy, providing interesting texts, and increasing social interactions among students related to reading" (The "Why" 51). In addition, "incorporating technology into instruction can increase motivation at the same time that it enhances literacy by fostering student engagement" (The "Why" 53). WJWMS is intent upon including real world tasks and texts to heighten engagement.

Planning:
WJWMS will…
- Teachers should be made to understand the need for any or all of the following:
  - o Provide students with opportunities to self-select reading material and topics for research
  - o Take steps to provide students with an understanding of the relevance of their academic assignments to their lives

- o Increase opportunities for collaborating with peers
- o Increase access to texts that students consider interesting
- o Scaffold students' background knowledge and competency in navigating content area texts to ensure their confidence and self-efficacy
- o Leverage the creative use of technology within the learning process to promote engagement and relevance.

Implementing:

WJWMS will…

- Ensure that incentive programs, if used, are:
  - o Voluntary and not required
  - o Not tied to grades
  - o Incentives are minimal and are connected to reading, such as books
  - o Used with students who are unmotivated to read rather than with those who are already excited about reading
- Teachers explore ways to use peer collaboration with and discuss within the context of Professional Literature Circles

Expanding:

WJWMS will…

- Utilize an interest inventory so students can self-select topics on which to read and reflect.
- Expand reading activities to have a tie in the community.
- Provide hands-on learning activities that bring the materials read to life.
- Involve secondary students as role models for the middle school students (football players, band members, etc.).

Sustaining:

WJWMS will…

- Create a community partnership that engages students and stakeholders in meaningful collaborative activities.

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

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

In fine-tuning an effective RTI process at WJWMS, the school will consider the following as it plans for a proper implementation: "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" (The "Why" 126).

Planning:

WJWMS will…

- Determine percentage of students currently being served in each tier at each grade level.
- Articulate goals/objectives at building and system level based on identified grade- level and building needs, as well as system needs.
- Budget for recurring costs of data collection, intervention materials, and technology used for implementation.
- Develop protocols for identifying students and matching them to the appropriate intervention.

- Establish and schedule training for educators on understanding the RTI tiers, process, data, and recording.
- Create a school based data team with representatives from all content areas and grade-level teams.

Implementing:
WJWMS will...
- Purchase, train educators, and implement progress monitoring data collection.
- Purchase, schedule, train providers, and implement intervention.
- Analyze data for individuals to identify students in need of intervention according to established protocols.
- Monitor to ensure that interventions are occurring regularly and with fidelity.
- Monitor results of formative assessment to ensure students are progressing.
- Schedule and implement consistent meeting opportunities for RTI team to monitor and evaluate the process.

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

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

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

In an effective Tier 1 general education classroom, "teachers routinely address student needs and environmental factors to create the optimal learning environment" (The "Why" 126). This optimal learning environment includes expert standards-based instruction, differentiation of instruction with flexible grouping, multiple means of learning and demonstration of learning, universal screenings and progress monitoring of learning through multiple formative assessments. (The "Why" 132).

Planning:
WJWMS will...
- Examine student data to determine the current percentage of successful students in the areas of literacy (i.e., reading and writing).
- Develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area.
- Provide professional learning regarding:
  - GADOE resources for RTI

o   Team teaching and inclusion of students with special learning needs (EL, SWD, gifted) in the general education setting.
o   School-wide understanding of assessment data and anticipated levels of student mastery during the school year.

Implementing:

WJWMS will…

- Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction.
- Ensure that teachers develop and agree upon common summative and content specific classroom-based formative assessments within each subject area to ensure consistent expectations across classrooms.
- Ensure that teachers regularly meet, either face-to-face or online, to debrief on the progress of these lessons and to plan necessary changes.
- Schedule time for instructional planning as well as for student progress conversations across (vertical) as well as within (horizontal) grade levels.
- Use data from universal screening process to identify general weaknesses in Tier I instruction as well as struggling students.
- Use system-developed classroom-based formative assessments to monitor consistent grade-level implementation of curriculum and to gauge students' progress toward mastery of CCGPS at each grade level.
- Promote the formation of professional learning communities with protected meeting times.
- Provide professional learning to support literacy, either face-to-face or online.

Expanding:

WJWMS will…

- Establish protocols to teach and monitor teachers' effective questioning and feedback skills.
- Ensure adequate time for planning and implementing flexible grouping based on students' learning needs.
- Monitor the planning, delivery, and assessment for students with special learning needs (EL, SWD, gifted).
- Establish protocols to support professional learning communities and use decision-making model to evaluate effectiveness.

Sustaining:

WJWMS will…

- Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet the individual student's needs.
- Encourage the use of technology to support proactive communication between students and teachers, parents, and teachers (e.g., cell phones, texting, etc.).
- Ensure that communication between teachers and administrators is ongoing and effective.

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

As student data reveals the need for additional support for student learning, Tier 2 interventions to address specific learning needs are put into practice, along with progress monitoring tools which gauge progression toward mastery of specific goals (The "Why" 126, 133). "Professional learning in intervention strategies must be aligned to the needs of the students" (The "Why" 124).

Planning:

WJWMS will...

- Plan and provide professional learning for interventionists on:
    - Appropriate use of supplemental and intervention materials
    - Diagnosis of reading difficulties
    - Direct, explicit instructional strategies to address difficulties
    - Graphing progress
- Schedule times for collaborative discussion and planning between content area T1 teachers and interventionists.
- Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year.
- Ensure effectiveness of interventions by:
    - Building sufficient blocks of time into the daily schedule
    - Providing adequate space conducive to learning
    - Ensuring that they are provided by competent, well-trained teachers

Implementing:

WJWMS will...

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

NOTE: GADOE considers EIP or REP services T2 interventions only when instruction occurring during intervention is evidence-based and in addition to T1 differentiated instruction

Extending:

WJWMS will...

- Establish protocols to ensure consistent progress monitoring, data collection, and reporting.
- Ensure adequate time for planning and implementing interventions.
- Monitor student movement between T1 and T2.
- Provide sufficient resources (time, training cost, materials, and implementation of interventions).
- Study schools successful in closing the achievement gap.

Sustaining:

WJWMS will...

- Ensure that teachers consistently provide research-validated interventions designed to meet individual student's needs.
- Document data points to monitor student response to intervention.
- Encourage the use of technology to ensure proactive communication between students and teachers, parents, and teachers, e.g., Remind 101, Edmodo, email.
- Use technology to track the movement of students between T1 and T2 based on response to interventions.

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

The "Why" document (127, 134) emphasizes the importance of the data team confirming the fidelity of implementation of interventions and aggressively monitoring the student's response to these intense interventions.

Planning:
- In addition to everything that occurs at T1 and T2, WJWMS data teams (expanded to include school psych, ESOL teacher, SLP, etc.) will meet to:
  - Discuss students in T3 who fail to respond to intervention
  - Receive professional learning on Student Support Team processes and procedures as outlined in the GADOE manual and guidance
  - Verify implementation of proven interventions
  - Ensure that interventionist has maintained fidelity to intervention protocol prior to referral

Implementing:
- T3 SST/data teams meet at least once a month to discuss student progress based on daily interventions that include a minimum of four data points.
- Interventions are delivered 1:1 – 1:3 during a protected time daily by a trained interventionist.
- T3 SST/data teams follow established protocol to determine the specific nature of ELs lack of progress

Expanding:
- Teachers consistently provide research-validated interventions designed to meet individual student's needs.
- Data points are documented to monitor student response to daily intervention (NOTE: 12 weeks of data collection with four data points are required prior to referral for special education if a specific learning disability is suspected).
- Ensure that T3 includes proven interventions that address behavior.

Sustaining:
- Continue to ensure that:
  - Students move into and out of T2 and T3.
  - Data is used to support response to intervention.
  - Referrals to special education are equivalent to proportion of school and system population that represent ethnic and racial composition as a whole.
  - The schools and the system consistently use decision-making checklist to ensure appropriate recommendations of evidence-based interventions.

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

Page 134 of the "Why" document states that Tier 4 is developed for students needing additional support and who meet eligibility criteria for special program placement, including gifted, ESOL, and special education. A continuum of services should be outlined to meet specific student needs.

Planning:
WJWMS will…
- Ensure that school schedules are developed to ensure least restrictive environment (LRE).
- Ensure that building and system administrators are familiar with funding formulas affecting students in special programming.
- Consider assigning a case manager to each student with (IEP).

Implementing:
WJWMS will...
- Safeguard the practice that highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs.
- Facilitate the practice of Special education, ESOL, and gifted teachers participation in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings.

Expanding:
WJWMS will...
- Have IEP teams include key members required to support students' individualized transition plans and/or attainment of College and Career Readiness Anchor Standards.
- Organize schedules so Special education, EL, or gifted case managers meet, plan, and discuss students' progress regularly with general education teachers.
- Allow case managers to regularly participate in open houses, parent conferences, and college and career planning activities.

Sustaining:
WJWMS will...
- Continually review and act upon results of student data that supports the exit of students from T4.
- Develop a system of checks and balances that ensures fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance.

Building Block 6. Improved Instruction through Professional Learning

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

Planning:
- Meet with representatives from Professional Standards Commission to enlist support for ensuring that preservice teachers receive coursework in disciplinary literacy within content areas
- Revise teacher preparation and training standards to include coursework in disciplinary literacy for pre-service teachers in all subject areas

Implementing:
- Enlist support from institutions of higher education to require pre-service teachers to demonstrate competency in reading theory and practice as well as in the development of disciplinary literacy
- Provide professional learning, where necessary, for postsecondary faculty
- Develop revised evaluation instruments for pre-service teachers

Expanding:
- Develop protocols for evaluating implementation of the new coursework
- Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy

Sustaining:
- Continue to monitor and support the integration of disciplinary literacy
- Provide building and system-level administrators with professional learning on the need to integrate disciplinary literacy instruction into the content areas in order to help them make informed hiring decisions

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

"According to the National Staff Development Council, substantiated academic growth will occur only when professionals receive ongoing, targeted professional learning" (The "Why"142). "Leaders at all levels recognize quality professional development as the key strategy for supporting significant improvements. They are able to articulate the critical link between improved student learning and the professional learning of teachers" (The "Why" 144).

Planning:

WJWMS will…

- Schedule and protect time during the school day for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice.
- Use teacher data as well as student data to target professional learning needs.
- Encourage every teacher to develop a professional growth plan based on a self-assessment of professional learning needs.
- Provide training in administering and interpreting results of assessments in terms of literacy.
- Consider the inclusion of some or all of the following personnel in professional learning opportunities:
    o Paraprofessionals
    o Support staff
    o Interventionists
    o Substitute teachers
    o Pre-service teachers working at the school

Implementing:

WJWMS will…

- Provide targeted professional learning on the CCGPS based on student and teacher needs.
- Meet in collaborative teams (include pre-service teachers currently working within the school) to support teachers in using literacy strategies effectively.
- Provide opportunities for teachers to practice techniques in non-threatening situations.
- Use checklists tied to professional learning when conducting classroom observations or walkthroughs to ensure clear expectations and to provide specific feedback to teachers on student learning.

Expanding:

WJWMS will…

- Revisit and revise professional learning yearly based on student mastery of CCGPS and classroom observations.
- Partner experienced teachers with pre-service and beginning teachers.
- Use a model of blended professional learning to provide content and resources to teachers and staff.
- Use formal and informal observations to monitor and improve literacy instruction (e.g., Literacy Instruction Checklist, GA).
- Use classroom observations (or videotaping) to identify and support individual teachers with follow-up coaching, conferencing, and mentoring.
- Continue program-specific professional learning each year for new and experienced teachers.
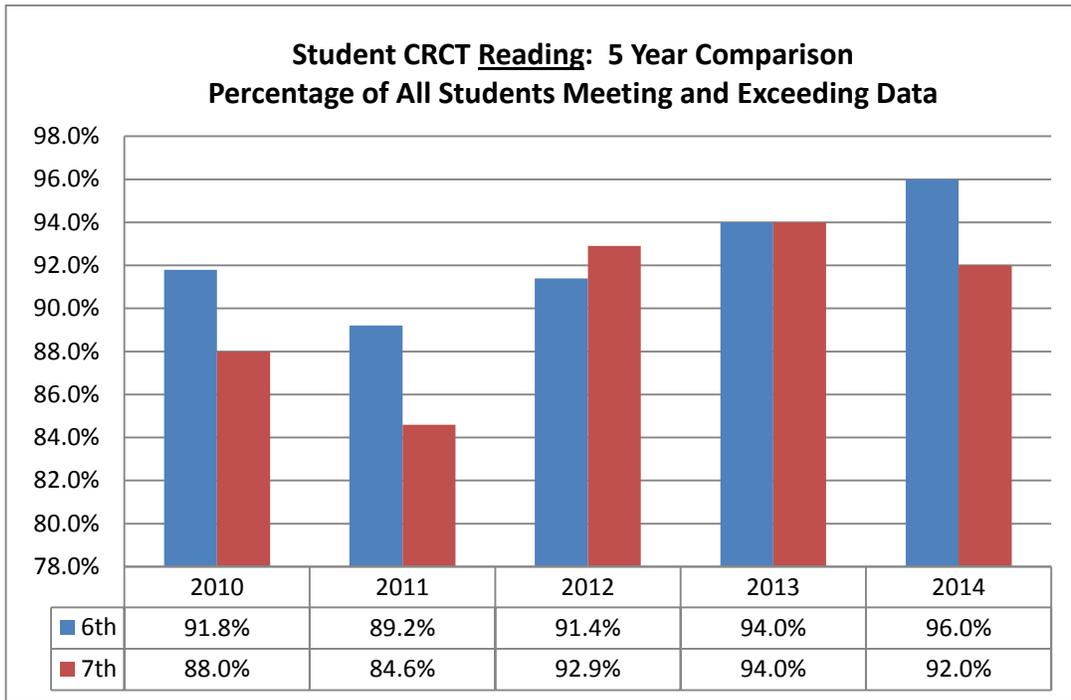- Encourage all teachers to share information learned at professional learning sessions.

Sustaining:
WJWMS will…
- Analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups.
- Revisit professional learning options to utilize experts within the school to develop and support colleagues.
- Ensure that new personnel receive vital professional learning from earlier years.
- Videotape professional learning sessions for staff to review and share with colleagues within and out of the school.
- Expand and strengthen school-university partnerships to build networks of support for literacy programs through the use of online collaborations, blogs and professional organizations.
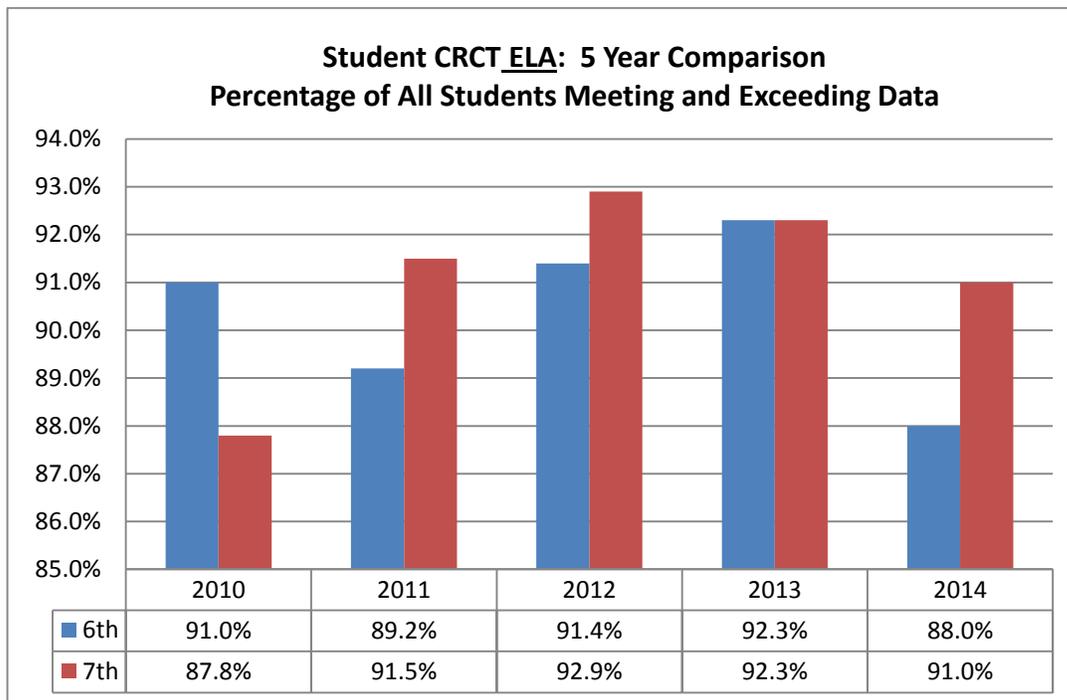- Provide time for "professional talk" among staff.

Analysis and Identification of Student and Teacher Data
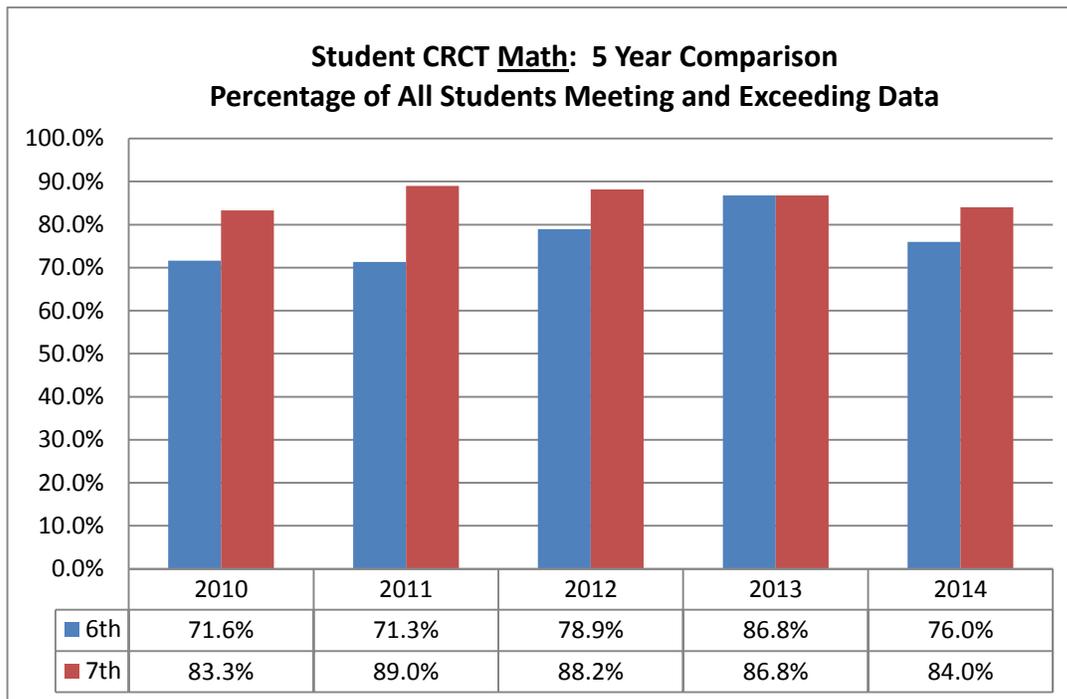
Grade Level Assessments

Willie J. Williams Middle School data has been analyzed from several sources to show areas of strengths and weaknesses. The Criterion Reference Competency Test (CRCT) was given to 6th and 7th grade students. The following tables or graphs show three to five years of data.
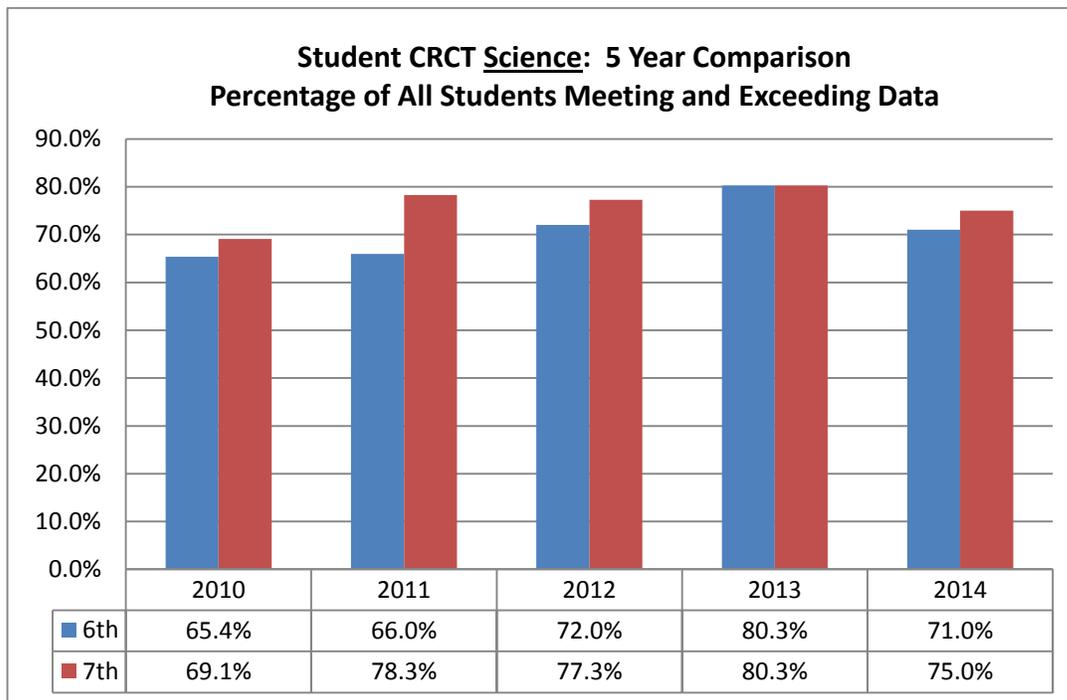
Student CRCT <u>Reading</u>: 5 Year Comparison
Percentage of All Students Meeting and Exceeding Data

	2010	2011	2012	2013	2014
■ 6th	91.8%	89.2%	91.4%	94.0%	96.0%
■ 7th	88.0%	84.6%	92.9%	94.0%	92.0%

As the above graph indicates, 6th grade students have consistently increased the percentage of students scoring a "Meets" or "Exceeding" score on the CRCT in Reading over the last 4 years. Seventh grade students followed a similar pattern until the 2014 assessment period when the percentage of 7th graders earning "Meets" or "Exceeding" on the Reading portion of the CRCT declined.

Student CRCT ELA: 5 Year Comparison
Percentage of All Students Meeting and Exceeding Data

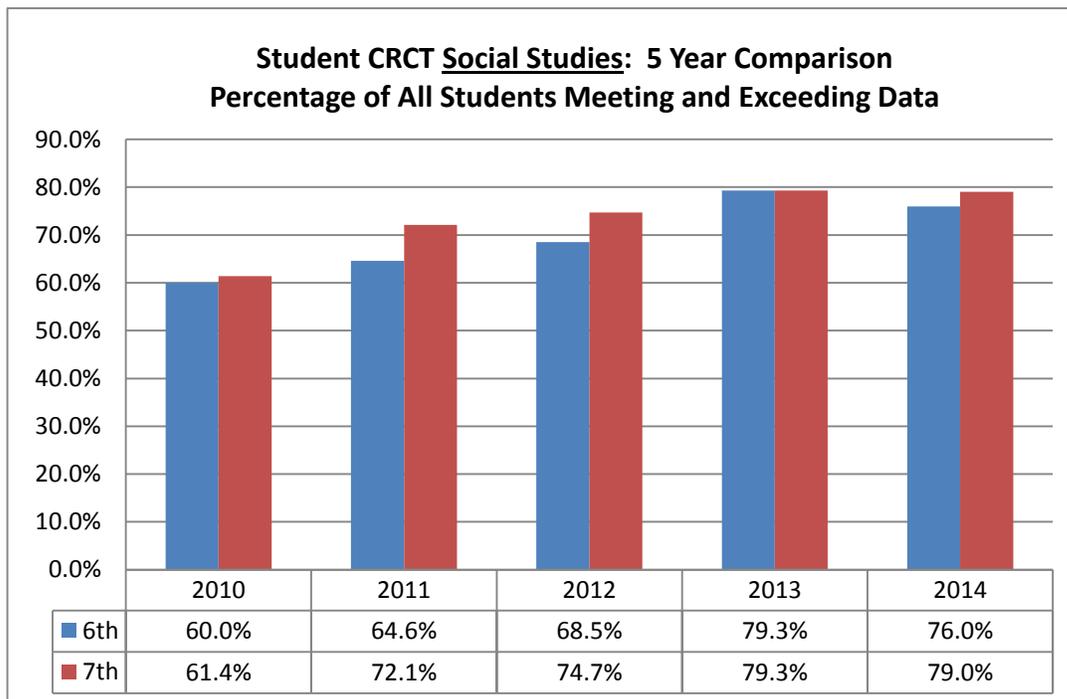|	2010	2011	2012	2013	2014
6th	91.0%	89.2%	91.4%	92.3%	88.0%
7th	87.8%	91.5%	92.9%	92.3%	91.0%

6th and 7th grade students at WJWMS initially increased the percentage of students scoring a "Meets" or "Exceeding" score on the CRCT in ELA, but in 2014, both 6th and 7th grade percentages declined.

Student CRCT Math: 5 Year Comparison
Percentage of All Students Meeting and Exceeding Data

	2010	2011	2012	2013	2014
6th	71.6%	71.3%	78.9%	86.8%	76.0%
7th	83.3%	89.0%	88.2%	86.8%	84.0%

6th graders have consistently increased the percentage of students who scored a "Meets" or "Exceeding" score on the Math portion of the CRCT. In 2014, 6th grade scores decreased significantly on this assessment. The percentage of 7th grade students who scored a "Meets" or "Exceeding" score on the Math portion of the CRCT initially increased over the last 5 years, but in 2014, the percentage of 7th graders earning a score of "Meets" or "Exceeding" declined.

Student CRCT Science: 5 Year Comparison
Percentage of All Students Meeting and Exceeding Data

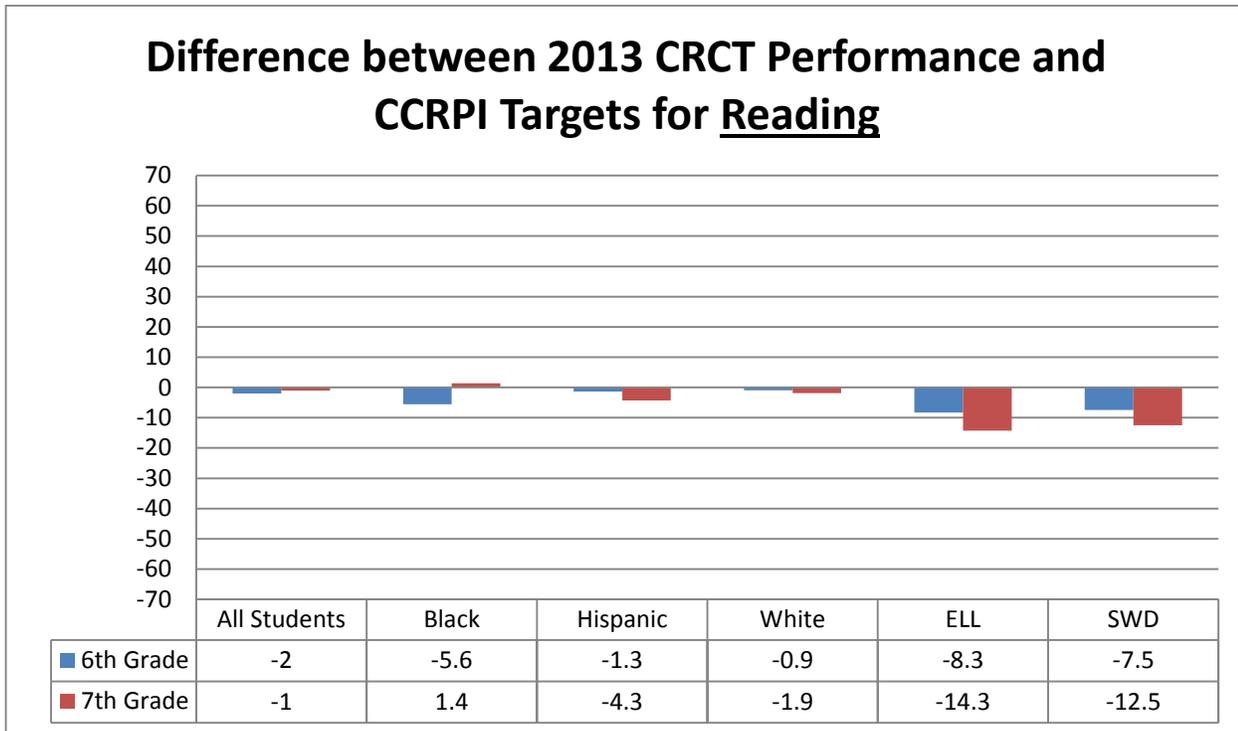|	2010	2011	2012	2013	2014
6th	65.4%	66.0%	72.0%	80.3%	71.0%
7th	69.1%	78.3%	77.3%	80.3%	75.0%

The percentage of 6th and 7th grade students who scored a "Meets" or "Exceeding" on the Science portion of the CRCT consistently increased over the last five years until recent assessment results revealed a decline in 2014 for both grades.
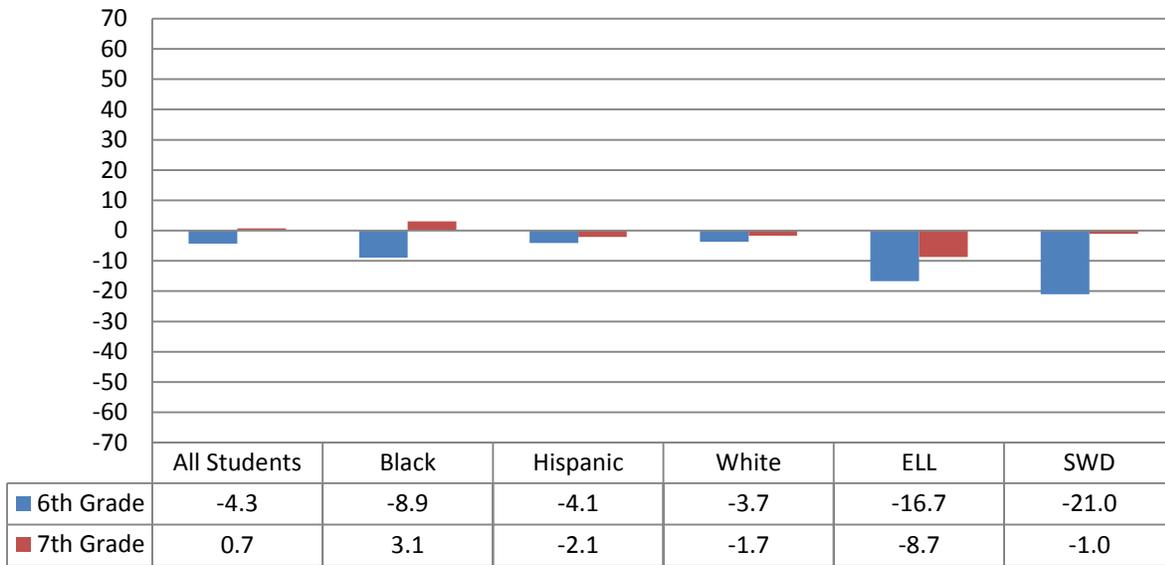
Student CRCT Social Studies: 5 Year Comparison
Percentage of All Students Meeting and Exceeding Data

	2010	2011	2012	2013	2014
6th	60.0%	64.6%	68.5%	79.3%	76.0%
7th	61.4%	72.1%	74.7%	79.3%	79.0%

The percentage of 6th grade students scoring a "Meets" or "Exceeding" on the Social Studies portion has consistently increased over the last five years; unfortunately, recent results are not much higher than the starting data point of 60.0%. Similarly, 7th grade data for Social Studies reveals an increase in the percentage scoring "Meets" or "Exceeding"; again, the starting point from 2010 reveals small steps of success.

Disaggregation of Data into Subgroups

Difference between 2013 CRCT Performance and CCRPI Targets for <u>Reading</u>

	All Students	Black	Hispanic	White	ELL	SWD
■ 6th Grade	-2	-5.6	-1.3	-0.9	-8.3	-7.5
■ 7th Grade	-1	1.4	-4.3	-1.9	-14.3	-12.5

The above graph identifies the gap between expected performance on the 2013 CRCT in Reading. Overall, All Students fell below the expected target in both 6th and 7th grade. All subgroups except the 7th grade the Black subgroup fell below the expected target on the reading portion. 6th grade subgroups with the greatest deficit include (in increasingly larger deficits): White, Hispanic, Black, EL, and SWD. 7th grade subgroups with the greatest deficit from the expected target include: White, Hispanic, SWD, and EL.

Difference between 2013 CRCT Performance and CCRPI Targets for <u>ELA</u>

	All Students	Black	Hispanic	White	ELL	SWD
■ 6th Grade	-4.3	-8.9	-4.1	-3.7	-16.7	-21.0
■ 7th Grade	0.7	3.1	-2.1	-1.7	-8.7	-1.0

The above chart identifies the gap between WJWMS's expected performance on the 2013 CRCT ELA assessment. When All Students are considered, 6th grade students fell below the target. Significant gaps also exist for subgroups of 6th grade students. The following list depicts the smallest to largest level of deficit: White, Hispanic, Black, EL, and SWD. When considering 7th grade in relation to the expected target, All Students show achievement above the expected target; this is also true for the Black subgroup. The following list indicates the subgroups in order of increasing deficit for 7th grade: SWD, White, Hispanic, and EL.

Difference between 2013 CRCT Performance and CCRPI Targets for <u>Math</u>
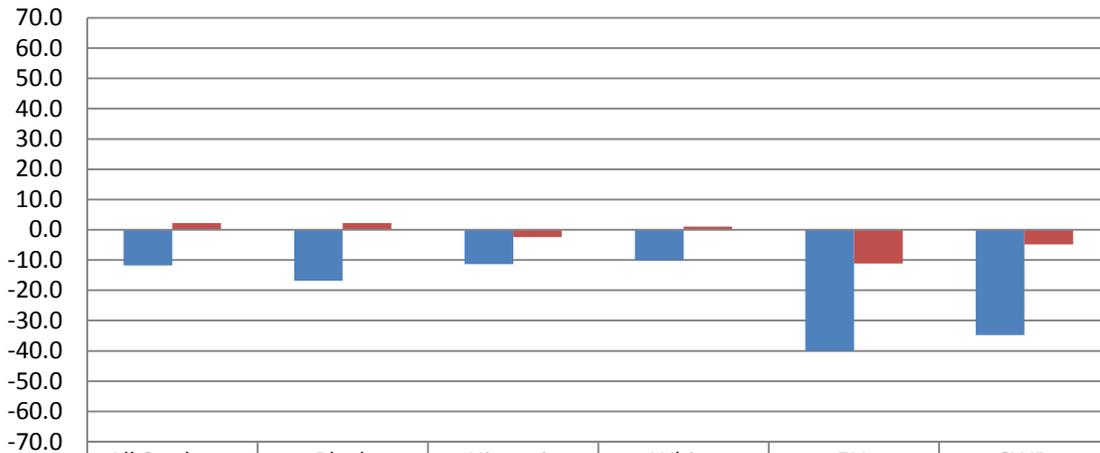
	All Students	Black	Hispanic	White	ELL	SWD
■ 6th Grade	-11.8	-16.8	-11.4	-10.0	-40.1	-34.8
■ 7th Grade	2.2	2.2	-2.4	1.0	-11.1	-4.8

As indicated above, the 6th grade student performance on the 2013 Math portion of the CRCT reveals significant results below the expected target. The following subgroups are listed in order from least deficit to greatest: White, All Students, Hispanic, Black, SWD, and EL. 7th grade results on the Math portion reveals many subgroups exceeding the target score; these include All Students, Black, and White. Three 7th grade subgroups performed below the expected target they include: Hispanic, SWD, and EL.

Difference between 2013 CRCT Performance and CCRPI Targets for <u>Science</u>
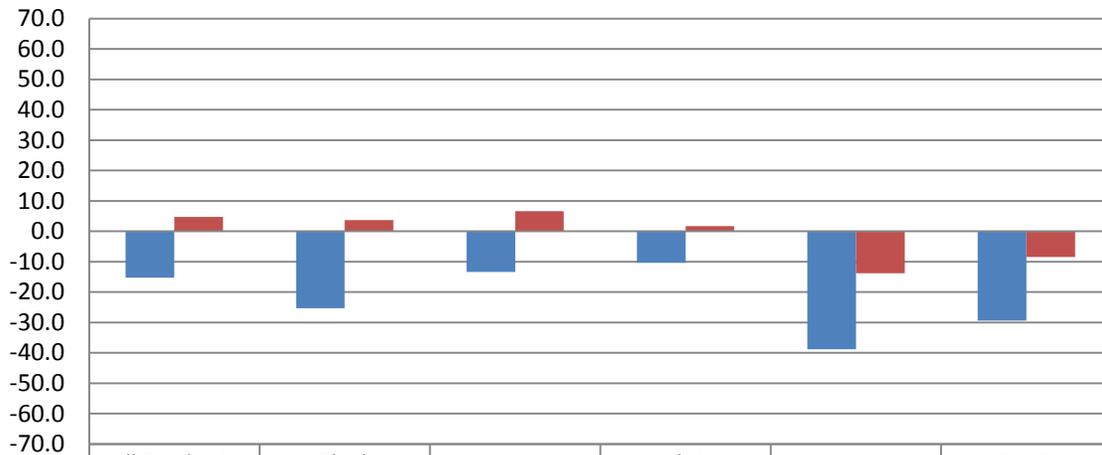
	All Students	Black	Hispanic	White	ELL	SWD
■ 6th Grade	-15.3	-25.3	-13.4	-10.3	-38.8	-29.4
■ 7th Grade	4.7	3.7	6.6	1.7	-13.8	-8.4

The above chart indicates the difference between the 2013 results on the Science portion of the CRCT. 6th grade results reveal a significant deficit between the results for all subgroups and the expected target. The following list reveals in order of deficit from least to greatest the 6th grade results: White, Hispanic, All Students, Black, SWD, and EL. 7th grade students, show significant results above the target for this assessment in the following subgroups: All Students, Black, White, and Hispanic. Only the EL and SWD subgroups show results far from the target.

Difference between 2013 CRCT Performance and CCRPI Targets for Social Studies
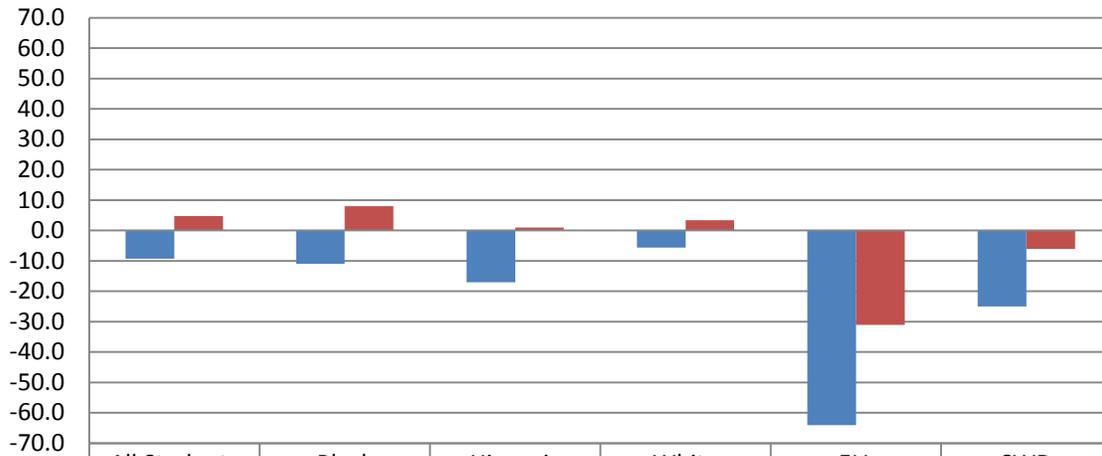
	All Students	Black	Hispanic	White	ELL	SWD
6th Grade	-9.3	-11.0	-17.0	-5.6	-64.1	-25.0
7th Grade	4.7	8.0	1.0	3.4	-31.1	-6.0

As indicated above, the results of the Social Studies segment of the 2013 CRCT assessment at WJWMS reveals deficits for all 6th grade groups indicated. The following lists the subgroups in order from least deficit to greatest: White, All Students, Black, Hispanic, SWD, and EL. The results of the 7th grade students on the Social Studies portion reveal results above the target for the following: All Students, Black, White, and Hispanic. The SWD subgroup and the EL subgroup performed below the expected target.

Strengths and Weaknesses Based on Prescribed Assessments

Strengths:

CRCT results for all disciplines indicate increasing rates of students who "Meet" or "Exceed" on this assessment until the full implementation of the common core standards occurred. At that point, scores dipped. This indicates that when a stead curriculum steady usually results in student growth at WJWMS.

WJWMS results indicate that 7th grade subgroups achieve at a higher rate than their 6th grade counterparts. Although the achievement may still not hit the target intended for the subgroup the deficit between the subgroup and the target is less in 7th grade than it is in 6th. This indicates a strength of instructional focus at the 7th grade level.

Weaknesses:

CRCT results over the last 5 years in the areas of ELA and Reading reveal high percentages of students scoring at the "Meets" or "Exceeding" levels, yet their growth ebbs and flows indeterminately. Similarly, the Math scores on the CRCT, although rising, fail to show consistent growth over time. Additionally, the areas of Science and Social Studies show slight increases in the percentage of students scoring at the "Meets" or "Exceeding" levels, but they fail to rise to an acceptable point; a large percentage of students in each grade have failed to show proficiency on these assessments.

CRCT subgroup data assessments reveal a consistent difference between the performance expected and the results of the different subgroups. The consistent difference between the EL and SWD subgroups when compared to other subgroups is especially concerning. To pinpoint the matter, the 6th grade results for the EL and SWD subgroups almost doubles the deficit earned by 7th graders in the same subgroup. Generally, the Black subgroup is right behind the EL and SWD subgroup in the greatest amount of deficit from the target in both grades.

Teacher Retention Data

This information is for ELA, Reading, and Co-teachers of ELA and Reading.

Retention Rate					
2011		**2012**		**2013**	
90.3%		90.3%		90.3%	
Certification & Longevity of Staff					
Certification	**0-5 years**	**6-10**	**11-15**	**16-20**	**21-25**	**26+**
T-4	4	4	1	0	4	1
T-5	1	6	2	3	0	1
T-6	0	2	1	0	1	0
Years at Willie J. Williams Middle School					
Certification	**0-5 years**	**6-10**	**11-15**	**16-20**	**21-25**	**26+**
T-4	8	5	0	1	0	0
T-5	8	3	1	1	0	0
T-6	2	1	1	0	0	0

Goals and Objectives Based on Formative and Summative Assessments

1. Continue to implement Common Core Georgia Performance Standards.
2. ESOL support for EL students at Performance Level 1 in reading on the CRCT/ Georgia Milestone Assessment System will receive additional reading instruction/remediation

3. Departmentalize co-teachers to allow for improved curriculum content knowledge and improved general ed/special ed co-teaching relationships.
4. Students in all subgroups will raise achievement in Reading to 94% meeting or exceeding standards at the end of SY 2014-2015 as measured by the Georgia Milestone Assessment.
5. Students in all subgroups will raise achievement in Language Arts to 93% meeting or exceeding standards at the end of SY 2014-2015 as measured by the Georgia Milestone Assessment.
6. Students in all subgroups will raise achievement in Math to 88.1% meeting or exceeding standards at the end of SY 2014-2015 as measured by the Georgia Milestone Assessment.
7. Students in all subgroups will raise achievement in Science to 82.3% meeting or exceeding standards at the end of SY 2014-2015 as measured by the Georgia Milestone Assessment.
8. Students in all subgroups will raise achievement in Social Studies to 81.3% meeting or exceeding standards at the end of SY 2014-2015 as measured by the Georgia Milestone.

Additional District-Prescribed Data

Willie J. Williams Middle School uses a variety of formative and summative assessments to evaluate, monitor student progress, and adjust instruction to meet student needs. English Learners are given the ACCESS test to determine English Language proficiency. Dibels Next is used as needed at the classroom level. Other assessments used include Writing Portfolio, Georgia Online Assessment, CRCT, Georgia Milestone Assessment System, ITBS, Georgia Alternative Assessment, and Unit Assessment Tests

Teacher Participation in Professional Learning Communities or Ongoing Professional Learning

The professional learning focus at WJWMS is generated through needs assessment. The goal is to provide high quality learning opportunities to build student capacity to read and write critically. Currently, eachers professionally learn in the following areas: FIP, TKES, iPads, CCGPS, differentiating reading instruction, and Edmodo.

Project Plan – Procedures, Goals, Objectives, and Support

*The following people will be responsible for the implementation and monitoring of the project plan: Grant Administrator (GA), School Administrators (SA), System and School Literacy Teams (LT), Approved Consultants (AC), Teachers (Reg Ed, Sp Ed, ESOL, Sp Areas) (T)

Goal: Steadily increase the percentage of students scoring at and above expectation in reading each year. (Building Blocks 4/5)			
Current Best Practices: (The "What" 9) classroom level DIBELS Next – disaggregation/use of data, diagnostic testing (Phonological Awareness, Phonics Inventory, Decoding Inventory, Fry Words), intermittent collaborative planning (The "What" 9), deconstructing standards			
Objectives	**Timeline**	**Funding Source**	**Measure of Effectiveness**
Conduct an audit of current resources/materials based on carefully articulated scope/sequence of skills and CCGPS alignment (The "What" 9)	Spring, 2015	Release Time SRCLG Local Funds	Center on Instruction Building the Foundation Scope and Sequence *LT
Research, select, purchase needed instructional materials (The "What" 9)			
Conduct classroom literacy observations to gauge current practice in reading instruction (The "What" 10)	Baseline Spring, 2015 Ongoing	N/A	Classroom Observation Data *SA
Provide research-based professional learning on components of literacy for all staff (The "Why" 141)	Summer, 2015 Ongoing	Release Time SRCLG	Professional Learning Log Classroom Observation Data *SA
Ensure daily literacy block of two 55 minute periods that include all grade-appropriate literacy components (whole group explicit instruction and differentiated small groups) (The "What" 10)	Fall, 2015	N/A	Classroom Schedules Walkthrough Observations *SA
Create/implement system plan for vertical/shared responsibility of literacy/reading goals across curriculum (The "What" 10)	Fall, 2015 Ongoing		Lesson Plans *SA, LT
Strengthen system-wide formative/summative assessments with protocol for administration of tests/using data	January, 2016 Ongoing	Release Time SRCLG	Analysis of Student Work
Provide professional learning for teachers and paras to develop/sustain intentional strategies for student engagement/motivation (The "What" 11)	Summer, 2016 Ongoing	SRCLG/PL Funds Release Time	Classroom Observations Formative/Summative Assessments
Conduct Family Literacy Information Night (The "What" 7) Twice Yearly	Ongoing	SRCLG	*SA,T
Purchase needed technology for classroom teachers/support teachers. Provide professional learning on use of technology (The "Why" 56)	Spring, 2016 Ongoing	SRCLG	*SA,LT,AC
Additional Evidence of Research-Based Practice: "The ability to read is the bedrock of all types of literacy." (The "Why" 98)			

Goal: Steadily increase the percentage of students scoring at and above expectation in writing each year. (Building Blocks 4/5)				
Current Best Practices: (The "What" 10) CCGPS units, writing rubrics, use of student exemplar work, deconstructing standards				
Objectives	**Timeline**	**Funding Source**	**Measure of Effectiveness**	
Conduct classroom literacy observations to gauge current practice in writing instruction (The "What" 10 and 13)	Baseline Spring, 2015 Ongoing	N/A	Analysis of Writing Samples *LT	
Research/select best approach to developing/implementing a writing curriculum aligned with CCGPS which includes meaningful opportunities for daily writing (The "What" 10)	Spring, 2015	SRCLG Local Funds		
Provide professional learning on best practices for writing instruction across all content areas (The "What" 10)	Summer, 2015 Ongoing	SRCLG	Professional Learning Log Writing Samples *SA	
Ensure that daily literacy block of two 55 minute periods that include explicit writing instruction, guided practice, independent practice for all students (The "What" 10)	Fall, 2015	N/A	Writing Samples Classroom Observations *SA	
Design/implement CCGPS-aligned plan for writing that is articulated horizontally/vertically across all content areas (The "What" 6, 7, and 10)	Fall, 2015 Ongoing	SRCLG Local Funds	Plan for Writing Instruction Lesson Plans Writing Samples *SA	
Develop/incorporate valid formative/summative writing assessments (The "Why" 94-98) with protocol for administration/using data	Spring, 2016 Ongoing	Release Time SRCLG	Rubrics Analysis of Student Work *GA	
Conduct Family Literacy Information Night (The "What" 7) Twice Yearly	Ongoing	SRCLG	*SA,T	
Purchase needed technology for classroom teachers/support teachers. Provide professional learning on use of technology. (The "Why" 56)	Spring, 2016 Ongoing	SRCLG	*SA,LT,AC	
Evidence of Research-Based Practice:				
"The implementation of strong writing programs is crucial to a literacy initiative." (The "Why" 45)				

Goal: Steadily increase the percentage of sixth and seventh graders scoring at and above expectation in math, science, and social studies each year. (Building Block 2)			
Current Best Practices: grade level math, science, and social studies units incorporating writing daily			
Objectives	**Timeline**	**Funding Source**	**Measure of Effectiveness**
Provide professional learning on literacy instruction within content areas: (The "What" 6 and 10) • Explicit comprehension strategies • Text complexity • Incorporation of non-fiction and literary texts • Academic vocabulary Writing experiences in all genres incorporating content area topics (The "Why" 50-55)	Summer, 2016 Ongoing	SRCLG	Professional Learning Log Classroom Observations *SA
Purchase content-based texts (multiple formats)	January, 2016		Record of Purchase *GA
Develop common formative/summative assessments within content areas with protocol for using data (The "What" 8)	January, 2016 Ongoing	Release Time SRCLG	Student Data *GA, SA, T
Adopt systematic plan for teaching academic vocabulary in all subjects. (The "What" 6)	Fall, 2016 Ongoing	SRCLG Local Funds	
Evidence of Research-Based Practice: • "A successful interaction with any text depends on the student's ability to access, use, and evaluate content material based on background and vocabulary knowledge, word study strategies, fluency, motivation and now even familiarity with the media used to deliver the content." (The "Why" 49)			

Goal: Using school-based data, design a comprehensive system of tiered interventions for all students. (Building Blocks 3/5)			
Current Best Practices: (The "What" 11) System assessment calendar, DIBELS Next testing in grades 6-7 at the classroom level as needed, follow-up diagnostic testing (The "What" 10), intervention groups, school RTI committee, system SST review process			
Objectives	**Timeline**	**Funding Source**	**Measure of Effectiveness**
Strengthen use of screening, diagnostic, and progress monitoring assessments	Summer, 2015	SRGLG	DIBELS Next Data SRI Data *GA, SA, T
Train teachers on effective data usage for planning/implementing interventions and monitoring student progress (The "Why" 122-124)	Fall, 2015 Ongoing		RTI Data *GA
Inventory, evaluate, purchase, and train individuals on appropriate intervention materials			Inventory of Materials *GA, SA
Schedule protected intervention time either during the day or in extended day/year			Schedules *SA, T
Review data to determine effectiveness of all instruction	January, 2016 Ongoing	N/A	RTI Data Analysis of Assessments *GA, SA
Evidence of Research-Based Practice: • "The Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment…to plan for instruction." (The "Why" 94)			

Response to Intervention Model

Leveled Instructional Tier		Instructional Strategies
Tier I Quality standards-based instruction provided to all students in all classrooms (The "Why" 126)	*Data should be part of an ongoing cycle of instructional improvement.*	• Classroom instruction based on CCGPS • Universal screening
Tier II Standard protocol interventions provided for targeted students (The "Why" 126)		• Diagnostic testing to identify causes of student weaknesses • Consistent segments of instruction based on need (phonemic awareness, phonics, fluency, vocabulary, comprehension) – small group setting (5-7 students) • Progress monitoring • Adjustment of interventions
Tier III Based on evidence-based protocols SST/Data teams monitor progress jointly (The "What" 12 and The "Why" 127)		• Intensive interventions in small groups (1-3) • Increased frequency and duration • Intensive monitoring/adjustment of interventions
Tier IV Specially-designed learning to meet individual needs (The "Why" 127)		• Due process • Based on individual learning plan • Specialized programs, methodologies, and instructional deliveries • Intensive monitoring/adjustment of interventions

Tentative School Schedule
2015-2016
With Breakout Schedule for Literacy Instruction

- All other disciplines will also utilize 15-20 minutes a day working with students using literacy strategies to help students access multiple types of texts across varied disciplines.

6th Grade (Team 6A)	Advisory 8:00-8:25	1st Period ELA 8:25-9:20	2nd Period READING 9:25-10:20	3rd Period 10:25-11:40 (Exploratory)	4th Period 10:25-11:40 (Exploratory)	5th Period 11:45-1:30 (Lunch)	6th Period 1:35-2:30	7th Period 2:35-3:30	
6th Grade (Team 6Z)	Advisory 8:00-8:	1st Period 8:25-9:40 (Exploratory)	2nd Period 8:25-9:40 (Exploratory)	Period	4th Period	5th Period	6th Period	7th Period	
7th	Advisory	1st Period	2nd Period	3rd Period 11:2					

ELA PERIOD SCHEDULE

Whole group-On Grade level instruction
-using CORE reading materials in the instruction of grammar, writing, vocabulary study, utilizing literacy strategies

Small group-Differentiated instruction-*intervention* with the help of subgroup specialists (SPED, EL, etc.)
-based on level of reading foundational skills, fluency, and reading comprehension level using materials related to CORE reading materials but for use as a scaffolding or enrichment type activity

Student Lead Activity- ELA activities based on Reading on achievement level using high interest texts

READING PERIOD SCHEDULE

Whole group-On Grade Level Literacy Instruction
-Teacher models and facilitates the use of literacy strategies to help students access the texts

Small group-Differentiated instruction-*intervention* with the help of subgroup specialists (SPED, EL, etc.)
--based on level of reading foundational skills, fluency, and reading comprehension level using materials related to CORE reading materials but for use as a scaffolding or enrichment type activity to build fluency and comprehension

Student Lead Activity- Reading/literacy activities based on Reading on achievement level using high interest texts

Willie J. Williams Middle School, Colquitt County   Project Plan—Procedures, Goals, Objectives, and Support

Assessment/Data Analysis Plan

Current Assessment Protocol

Assessment	Grade Level Assessed	Purpose	Skills Assessed	Frequency
Writing Portfolio	6-7	Measure/monitor growth	Writing	Quarterly (indicated in Units)
DIBELS Next	K-5 6-7 (At the classroom level as needed for 6-7)	Universal Screener	Oral Reading Fluency and Comprehension	**DORF:** 3 times per year (2-5) 2 times per year for 1 **DAZE:** 3 times per year (3-5)
Informal Decoding Inventory	6	Diagnostic	Decoding	As necessary
ACCESS for ELs	6-7	Screener, Diagnostic	Language	1 time per year
Georgia Online Assessment	6-7	Formative	CCGPS/GPS	Ongoing
CRCT/EOG	6-7	Criterion- Reference Achievement	CCGPS/GPS	1 time per year
ITBS	7 (2014-2015)	Norm-Reference Gifted Screening	All Content Areas	1 time per year
Georgia Alternate Assessment	6-7	Achievement	CCGPS/GPS	Ongoing/Reporting 1 time per year
Unit Assessment Tests	6-7	Mastery Guide Instruction	CCGPS	Weekly/Bi-weekly

Comparison of Current Assessment Protocol with SRCL Assessment Plan

Currently the district requires administration of DIBELS Next assessments three times per year in grades K-3 and DIBELS Next testing, as needed, in 4th and 5th grade. As a result of receiving the Striving Readers Grant for grades K-5 beginning in the 2014/2015 school year, CCSS is now able to evaluate reading readiness and ability on a regular basis in grades K-5. At the Elementary level, follow-up diagnostic testing including Phonological Awareness, Informal Phonics Inventory, and Informal Decoding Inventory protocol are well established. Progress monitoring is present from the emergent stage in kindergarten through the twelfth grade. The Scholastic Reading Inventory (SRI) is not administered at this time at WJWMS, but all students in grades 3-5 take the SRI assessment 3 times a year. At this time, WJWMS lacks a systematic process for the identification of students who struggle with literacy.

The SRCL Assessment Plan for WJWMS will include DIBELS Next Assessments for students in grades 6-7 to identify foundational reading skill deficits; students will be initially identified by using the Scholastic Reading Inventory, and follow up DIBELS screening will occur if needed. Although the DIBELS assessments are not required by the SRCL Assessment Plan for middle school students, the results of this year's CCSS K-5 DIBELS assessments and the previous needs at WJWMS to evaluate foundational reading skill levels at the 6-7 grade levels compel WJWMS to commit to using the DIBELS Next Assessments to initially screen 6-7th grade students. WJWMS expects to continue this practice for the first few years of the grant to follow up on the efforts of K-5 schools in the system that have redesigned the elementary approach to literacy with a renewed focus on phonics instruction, fluency,

vocabulary, and comprehension. The process of using DIBELS data and the SRI assessments will produce WJWMS screening data that will help guide diagnostic assessments and interventions throughout the year; this will provide an assessment piece that is currently non-existent at WJWMS. Consequently, curricular decisions are not made with full knowledge of the students' literacy levels.

Implementation of New Assessments/Discontinuation of Current Assessments

With implementation of the grant, our school will follow the schedule for literacy assessments as listed below. The Blitz team approach for school-wide benchmark testing has been used with success the past two years when concerns have been identified, but this has been on a classroom by classroom basis with little mining of the resulting data. This process will continue within a more structured environment of process and protocols for all students. Additionally, 6th grade students entering WJWMS in the fall of 2015 will have previous data on file, and this data will provide WJWMS historical information on each student's SRI level and/or DIBELS DORF scores. State tests will continue as mandated.

Assessment	Grade Level Assessed	Persons Responsible	Frequency
DIBELS Next ORF	6	School Assessment Blitz Team	3 times per year
Scholastic Reading Inventory	6-7	School Assessment Blitz Team	3 times per year
Follow-up Diagnostic Testing	6-7	Classroom Teachers	3 Times/As Needed
Unit Assessment Tests	6-7		Weekly/Bi-weekly
Progress monitoring components of DIBELS Next, SRI, and diagnostic assessments will be implemented with fidelity to guide instruction as expected within the RTI model.			

Professional Learning Needs for New Assessments

Teachers and administrators will receive formal training on administration of Scholastic Reading Inventory (SRI) and DIBELS Next. A system team will be trained on SRI by a Scholastic consultant, and WJWMS will have a full day of on-site support. The system team will use online training options for DIBELS Next. In addition, training will be provided on progress monitoring tools, available reporting, and effective use of all data to guide instruction.

Refresher training will be provided for all teachers on the administration of diagnostic tests in order to insure fidelity. Teachers will be trained to use the data for differentiation within the classrooms, with a focus on the entire cycle of using data and progress monitoring to improve student achievement. Work will lead to the development of formative assessments using CCGPS and knowledge gained from analysis of data.

Communication of Data to Parents and Stakeholders

The results of school-wide data reports will be communicated to parents and stakeholders in the following manner:
- Hardcopy reports sent home to parents
- Title Parent Meetings and/or PTO meetings
- School Report Card
- School Council, Literacy Team, Leadership Team, and Board Meetings
- School website or other media

Individual student data will be shared with parents at parent teacher conferences, or hardcopy reports will be sent to parents. We will provide parents with an easily interpreted graph of their child's DIBELS Next data and SRI achievement, which allows us to "use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format" (The "How" 3B).

Use of Data to Develop Instructional Strategies/Determine Materials and Needs

The use of assessment data is crucial to the implementation of an effective Response to Intervention model. Dr. Richard Stiggins, an expert in classroom-based formative assessments, suggests, "The principle assessment challenge that we face in schools today is to ensure that sound assessment practices permeate every classroom - that assessments are used to benefit pupils....This challenge has remained unmet for decades, and the time has come to conquer this final assessment frontier: the effective use of formative assessment to support learning." (The "Why" 95) The CCSS and WJWMS are determined to overcome the danger of allowing the process of testing to overwhelm the product. We are committed to effectively using the data to drive decision making at all levels.

The results of student assessment data will be used for the following purposes (The "Why" 96):

- Identify students' strengths and weakness, thus grouping as indicated for targeted instruction
- Establish learning goals for students
- Inform students and parents of progress toward goals and work to adjust goals as warranted
- Inform process of intervention
- Evaluate effectiveness of the instruction in meeting the goals for each student, thus being able to adjust instruction as needed
- Match instruction to learning through effective instructional design
- Evaluate effectiveness of Tier 1 instruction
- Determine if fundamental content-based literacy skills are lacking, thus identifying programmatic needs
- Identify areas of need for professional learning opportunities

Resources, Strategies and Materials to Support Literacy Plan

Resources Needed to Implement Literacy Plan (including student engagement)
- Research-based literacy instructional materials.
- Professional learning – consultant fees, stipends, or release time (subs), and materials.
- Literary and informational texts on various levels (specific focus on student interests) for classrooms and media center.
- Content-based texts on various levels and aligned to units of study.
- Digital content-based texts on various levels and aligned to units of study with built-in RTI.
- Travel expenses for conferences.
- Scholastic Reading Inventory.
- DIBELS Next Data Management.
- Research-based intervention materials and/or software with necessary professional learning (to include all content areas).
- Trained intervention specialists.
- Grant administrator.
- Georgia Literacy Instruction Observation Checklist.
- Family involvement activities.
- Consumable materials: notebooks, dividers, paper, toner, markers, poster boards, tabs, etc.
- Classroom computers.
- Networkable printers.
- Interactive boards for unequipped classrooms.
- Earbuds.
- Portable lab of interactive tablets with appropriate applications.
- Wireless connectivity infrastructure.
- Projectors/Visual Presenters.
- Bilingual materials.

Activities that Support Literacy Intervention Programs
- Emerging protocol for Response To Intervention (RTI)
- Sparse research-based intervention materials - Fast ForWord, Sonday, Language IXL.
- ESOL training on strategies for teaching academic content vocabulary.
- Intermittent mentor program.
- Title I parent coordinators.
- Parent education through family academic nights.
- Special Education and ESOL – Co-teaching Training.
- ESOL – Rosetta Stone student software and teacher training.
- World-class Instructional Design and Assessment (WIDA) and Assessing Comprehension and Communication in English State-to-State (ACCESS) training.

Shared Resources Available
- Pacing guides.
- Instructional units with resources on the local share drive.
- Florida Center for Reading Research resources.

- San Diego Reading Assessment (SDRA).
- Classroom extended text sets (grades 6-7 for integrated units).
- Some interactive boards.
- Teacher/student computers.
- Computer lab.
- Gifted mobile classroom set of student tablets.
- Student Response Systems (CPS).
- Bookrooms including professional resources as well as student leveled readers.
- Media Center resources.
- Limited intervention materials (Sonday, FastForward, etc.).
- Digital camera per team.
- Headphones/earbuds.

List of Library Resources/Description of Library
*21,053 books available (8,272 non-fiction and 12,781 fiction; in an array of Lexiled K-8.0 GE levels, including bilingual section).
*Destiny Card Catalog computer system with Asset Tracker.
*12 computer stations.
*2 Printers (color and black/white).
*Videos/DVDs to support Science/Social Studies.
*Reference Materials (Dictionaries, Almanacs, Encyclopedias).
*Listening stations/CD players.
*Parent/Mentor resource area (Intervention Materials).
*2 digital cameras.
*Periodicals (Newspapers, National Geographic, Newsweek).
*Scanner.
*2 ELMOs.
*1 laptop.
*NEC projectors.
*Media Computer Lab: 29 computers, Smart Board and NEC projector, printer.
* Resources scavenger hunt.
*Holocaust presentation.
*2 Book fairs (parent night).
*Teacher resource area (professional learning).

Activities that Support Classroom Practices
- Use of integrated units with resources available on local share drive.
- Alignment of county pacing guides to CCGPS.
- Research-based instructional strategies.
- Differentiated instruction.
- Progress monitoring.
- Formative and summative assessments.
- Vocabulary instruction in all content areas.
- Technology-enhanced lessons.
- Emerging Formative Instructional Practice training.
- Array of Lexiled readers available to students for individual reading material.

Additional Strategies Needed to Support Student Success

- Strategies for increasing student engagement and stamina.
- DIBELS Next data management system.
- Scholastic Reading Inventory (SRI).
- Consistent use of DIBELS Next progress monitoring.
- Scholastic Reading Inventory – full use of data.
- Grammar assessments.
- On-Line literacy support system.
- Keyboarding instruction for all students.
- Literacy resources that support reading/writing instruction.
- Additional trade books for differentiated instruction.
- USA Test Prep (other web-based software through subscriptions).
- Stipends to pay for PLUs for all teachers to use new textbooks/technology.
- Professional Learning in the following areas:
    - Best teaching practices for all components of literacy.
    - Best teaching practices for direct instruction on process of writing.
    - Best practices for writing instruction across content areas.
    - Understanding Lexiles.
    - Webb's Depth of Knowledge.
    - Strategies for student engagement and motivation.
    - Integration of technology in instruction.
    - Literacy across all content areas.
    - Continuation of deconstructing standards.
    - Development and utilization of common formative/summative assessments.
    - Effective data usage for planning instruction, implementing interventions, and monitoring student progress.
    - Interventions for all tiers of RTI.
    - Training on existing intervention materials.
    - Differentiation and small group instruction.
    - Specific training for paraprofessionals.

Current Classroom Resources

- Georgia comprehensive reading program materials for grade level instruction and intervention
- Scarce leveled libraries
- Florida Center for Reading Research activities
- Interactive boards (not every classroom) and projectors
- Printers
- Digital camera per team
- Internet access
- iPad per classroom
- Limited teacher/student computer workstations
- Assistive Technology (Snap Read, Co-Writer)

Alignment Plan for SRCLG and Other Funding

Resources, Strategies, and Materials	SRCLG will provide...	Funding Sources
Professional Learning	Literacy specific - consultant fees, training materials, reimbursement for substitutes, travel and registration fees for conferences, stipends	The following funding sources will be utilized as deemed appropriate and available: QBE, Title I, Title II, Title III, Title VI, SPLOST, IDEA, SRCLG, eSPLOST, Local Funds, McKinney Vento Homeless Education Grant
Instructional Technology	Computers, tablets, printers, costs of technology programs, wireless infrastructure	
Instructional Literacy Materials	Explicit literacy materials (and staff professional learning) for remediation and acceleration, leveled readers, manipulatives and supplies	
Literacy Assessments	DIBELS Next data management, Scholastic Reading Inventory, teacher resources for implementation of assessments	
Family Engagement	Materials for parent education, supplies for make it/take it sessions with families	
Consumable Materials	Notebooks, dividers, paper, toner, markers, poster boards, tabs, etc.	

Demonstration of How Any Proposed Technology Purchases Support RTI, Student Engagement, Instructional Practice, Writing, Etc.

Research shows that the use of technology substantially facilitates collecting, managing, and analyzing data used with RTI and all instructional programs. A technology-based literacy assessment program/process (DIBELS Next data management and SRI) will allow for effective, efficient, and immediate data to drive instructional decision-making. In addition, the progress monitoring tools will be personalized and beneficial for student growth. With decreased financial resources, funding supplemented by the SRCL grant will allow the updating of technological devices as well as the replacement of printers and supplies necessary for data reports and instruction.

Students become more motivated when instructional technology is utilized in classrooms. Providing consistent classroom opportunities to integrate technology will engage students in the process of learning. In addition, access to software, programs, activities, and strategies which promote engagement and individualized instruction will increase student engagement/motivation.

Technology is an essential tool for enhancing the learning experience, and professional learning for school staff is imperative for effective integration. Effective use of technology must support four key components of learning – active engagement, group participation, frequent interaction and feedback, and connection to real-world experiences. Students' motivation to learn is increased when using technology.

Professional Learning Strategies Identified on the Basis of Documented Needs

"For every $500 directed toward various school improvement initiatives, those funds directed toward professional development resulted in the greatest student gains on standardized achievement tests" (The "Why" 141).

Building Block 6

Professional Learning activities completed by staff in past year	Percent of staff attending professional learning
TKES (Teacher Keys Effectiveness System) ELA Countywide Grade Level Meetings All Academic Areas Common Planning Days for Instructional Purposes and Common Assessment implementation Triumph Math Professional Learning Days Math Countywide Grade Level Meetings CCGPS Deconstructing Standards ELA SACS Review ESOL Strategies IPAD Training Thinking Maps (ESOL)	100%
Fast Forword	10%
ELA Summer Training Institute (held in Tifton)	2%
ELA Unit Writers 6th – 7th CTAE	75%
Gifted Endorsement	10%
CCGPS Reading/ELA Webinars 6th – 7th	75%

Ongoing Professional Learning
- TKES (Teacher Keys Effectiveness System).
- ELA Schoolwide/Countywide Grade Level Meetings.
- Math Schoolwide/Countywide Grade Level Meetings.
- CCGPS Deconstructing Standards.
- IPad Training.
- Gifted Endorsement.
- SACS Review.
- CCGPS Reading/ELA Webinar.
- Educational Impact.
- Use of Statewide Longitudinal Data System resources.
- Rosetta Stone – ESOL.
- Edmodo.
- Smart Board Training.
- Planning and Implementation of Common Assessments.

Programmatic Professional Learning Needs Identified in Needs Assessment
- Differentiated Instruction: activities, strategies, and management.
- Implementation of CCGPS.
- Disaggregating DIBELS Next data.
- Direct and explicit reading strategies to help struggling readers.
- Explicit phonics instructional strategies.
- Direct and explicit strategies for language/grammar instruction.
- How to assist students in reading complex texts in all content areas.
- Explicit vocabulary instruction.
- Effective writing strategies.
- Using technology to enhance instruction and promote engagement.
- Literacy instruction across the curriculum.
- How to use Lexiles.
- Response to Intervention.
- Mentoring for new teachers.
- Participation in statewide professional literacy-based learning webinars, online courses, and conferences.
- Strategies to support EL and SWD learners.
- GADOE OAS (Online Assessment System) and/or GOFAR (Georgia Online Formative Assessment Resource).
- Formative Instructional Practices.

Process Used to Determine if Professional Development was Adequate and Effectiveness
In order to determine if professional development was adequate and effective, the following measures are used to assess:

- Analysis of student achievement data-benchmark data for DIBELS Next, summative data at classroom level, ACCESS, RTI, ITBS, and Georgia Milestones.
- Previous 3rd and 5th grade Georgia Writing Assessment, upcoming written sections of Georgia Milestones Assessment.
- Formative assessments to measure student achievement gains.
- Professional Learning Community meetings and documentation with annual reports to District Professional Learning Community.
- Walk-throughs and observations to collect data on professional learning implementation (TKES).
- Written feedback and summaries of conducted walk-throughs and observations (TKES).
- Evaluation of professional learning activities through a Needs Assessment Survey.
- Presentation by teachers of successful strategies at grade-level and collaborative team meetings.
- Course evaluation data from PD Express.
- Review of lesson plans (TKES).
- Analyzing student work/assessment data collaboratively.
- Formative Instructional Practices.

The following chart contains the Willie J. Williams Middle School Professional Learning Plan which compiles a list of professional learning that administrators, teachers, and parents will participate in as the school implements the SRCL grant. To develop this plan, we examined the needs assessment results to determine which types of professional learning is most needed to ensure a successful implementation and to promote strong literacy instruction in our school. This plan includes references with page numbers that correlate to the literacy plan presented in a previous section of this grant. Due to funding shortages and the enormous pressures on teachers' time, Colquitt County is proposing that the professional learning funding be directed toward providing teachers with sufficient increments of release time, spaced throughout the year, allowing WJWMS teachers time to digest and experiment with what they are learning.

Goal: Increase the percentage of students scoring at and above expectation in reading.			
Objectives in Professional Learning	Timeline	Literacy Plan Reference	Measure of Effectiveness
Provide professional learning for teachers and paraprofessionals to develop/sustain intentional strategies for student engagement/motivation in all areas (The "What" 11).	Spring, 2016 Ongoing	Building Block 4 - A	PLC documentation and minutes CCGPS Units Walk-through observations Summative Assessment Data, DIBELS Next, and SRI
Provide research-based professional learning on components of literacy for all staff (The "Why" 141).	Summer, 2015 Ongoing	Building Block 4 - A	
Review "Building Basic Skills" modules on Comprehensive Reading Solutions website.	Fall, 2015 Ongoing	Building Block 4 - A	
Provide direct and explicit reading strategies to help all readers on: fluency, vocabulary, comprehension, and analysis.	Ongoing	Building Block 4 - A	

Goal: Increase the percentage of students scoring at and above expectation in writing.			
Objectives in Professional Learning	**Timeline**	**Literacy Plan Reference**	**Measure of Effectiveness**
Provide professional learning on best practices for writing instruction across all content areas (The "What" 10).	Summer, 2016 Ongoing	Building Block 4 - B	PLC documentation and minutes CCGPS units Walk-through observations Summative Assessment Data, DIBELS Next, and SRI
Review "Writing" modules on Comprehensive Reading Solutions website.	Fall, 2015 Ongoing		
Provide professional learning on Best Practices in writing instruction for all staff.	Spring, 2016 Ongoing		
Provide training on use of technology to support literacy instruction and assessments for all staff.	Summer, 2015 Ongoing	Building Block 4 – C	
Goal: Increase the percentage of 6th and 7th graders scoring at and above Expectations in Math, Science, and Social Studies.			
Objectives in Professional Learning	**Timeline**	**Literacy Plan Reference**	**Measure of Effectiveness**
Provide professional learning on literacy instruction within content areas: (The "What" 6 and 10). • Explicit comprehension strategies. • Text complexity. • Incorporation of non-fiction and literary texts. • Academic vocabulary.	Spring, 2016 Ongoing	Building Block 2 – all sections	PLC documentation and minutes CCGPS unit plan with documentation of the use of technology Walk-through observations Summative Assessment Data, DIBELS Next and SRI
Provide professional learning on data analysis within content areas (The "What" 8).	Spring, 2016 Ongoing	Building Block 5 – A Building Block 3 – all sections	
Review "Teaching Vocabulary" modules on Comprehensive Reading Solutions website.	Spring, 2014 Ongoing		
Provide professional learning on research-based instructional strategies to teach vocabulary across content areas.	Fall, 2015 Ongoing	Building Block 2 – A, B	

Goal: Using school-based data, design a comprehensive system of tiered interventions For all students.			
Objectives in Professional Learning	**Timeline**	**Literacy Plan Reference**	**Measure of Effectiveness**
Identify research-based strategies and appropriate resources to support student learning of CCGPS as well as for differentiated instruction through tiered tasks (RTI).	Summer, 2015 Ongoing	Building Block 5 – B, C, D, E Building Block 1 – D	PLC documentation and minutes
Review data to determine effectiveness of all instruction.	Ongoing	Building Block 5 – A Building Block 3 – all sections	CCGPS units
Review "Understanding Assessment" and "Designing School wide Instruction" modules on Comprehensive Reading Solutions website.	Fall, 2015 Ongoing	Building Block 5 – all sections Building Block 3 – all sections	Walk-through observations
Provide PL for new staff on any new literacy initiatives: - CCGPS - Effective vocabulary instruction. - PLC protocols. - Online Assessment System. - DIBELS Next administration & disaggregation of data. - Differentiated Instruction.	Ongoing	Building Block 6	Summative Assessment Data, DIBELS Next, and SRI

Sustainability Plan

Willie J. Williams Middle School is committed to ensuring the success of the grant beyond the funding cycle. Sustaining all programs and best practices initiated through the grant process is our intent. Funding will be secured from all available sources including local, state, and federal funds, as well as the local business community.

Sustainability	• Review expectations of the SRCL Grant annually with all staff • Train experienced teachers to provide training/mentoring assistance to new staff across all content areas • Train all administrators/instructional support specialists with teachers to ensure implementation of initiatives with fidelity • Provide members of the Board of Education with ongoing information about the need for and progress of the literacy initiatives
Expanding and Extending Lessons Learned	• Creatively schedule extended planning times for all staff at least once each quarter, allowing for collaborative planning and review of data • Continue Professional Learning Communities that allow sharing of successful literacy practices, resulting in more effective teachers and academic gains for students • Create an online professional learning library by recording exemplar lessons, with videos being used as resources to extend best practices. • Schedule grade level meetings throughout school year for curriculum, assessment, and grant implementation discussions • Hold meetings for administrators to discuss curriculum, best practices occurring in classrooms, and analysis of assessment data • Use data obtained throughout the grant to update/strengthen literacy plan • Encourage teacher participation in Gifted, ELL, Reading, Science, and Math endorsement programs to stay abreast of latest research/strategies • Provide families access to resources that differentiate support for students (The "How" 39) in order to expand learning into homes
Extending the Assessment Protocol	• Use of assessment instruments to monitor literacy achievement: DIBELS Next, SRI, CRCT, ACCESS, ITBS and formative assessments • Monitor continuation of assessment protocols as required by RTI guidelines • Purchase one-time site license for assessments – budget local, state, and federal funds for assessment costs after life of the grant • Establish Literacy Assessment Training Team who will provide subsequent professional learning on assessment protocols to all new staff • Collaborate with CPRESA to provide support/training
Professional Learning	• Assign mentors to new staff members • Designate professional learning days in school calendar • Utilize Comprehensive Reading Solutions website for ongoing training in Professional Learning Communities • Create a professional learning video library by recording professional learning sessions • Develop library of professional books, journals, and online sources • Develop resource pack of professional learning materials for new teachers • Collaborate with/participate in CPRESA trainings

	• Participate in "Technology Integration for 21st Century Classrooms" professional learning opportunities
Developing Community Partnerships/ Other Funding Sources	• Communicate frequently with all stakeholders concerning the importance of literacy across all content areas • Strengthen communication between schools and afterschool providers • Continue involvement of stakeholders in informational meetings • Establish partnerships between businesses or civic organizations and school • Utilize parent volunteers within schools to provide assistance in classroom and materials/funding if appropriate • Enlist PTO to designate fundraisers for literacy initiatives
Replacing Print Materials	• Annually inventory/determine condition of print materials and necessity of replacement • Utilize local, state, and federal money to replace resources when needed
Sustaining Technology	• Coordinate purchases of hardware/software obtained with grant funds through the system Technology Specialist to prevent duplication • Arrange for regular maintenance of equipment to extend life of hardware • Renew software and site technology licenses using local/federal funding if product is deemed effective • Budget annual renewal fees from local funds after the life of the grant

Budget Summary

As a result of a comprehensive review of literacy efforts at Willie J. Williams Middle School (WJWMS), needs have been identified, data and available resources have been analyzed, and plans have been made to wisely utilize funding from the Striving Reader Comprehensive Literacy Grant. Based upon fall 2014 FTE count of 1317 and an estimated award of $615.36 per student, the total funds received over a five year time frame are anticipated at $810,429.12.

	Description	Amount
Professional Learning and Literacy Support	• Training for teachers (especially new to grade-level, subject, or school) • Substitute pay • Consultant fees • Materials • Travel Expenses • Administrative fees • Stipends	$100,000.00 (5 Years Professional Learning)
Scholastic Reading Inventory (SRI)	• Training for implementation and understanding of program • License • Tech Support	$6000.00
Literacy Screener (such as DIBELS)	• Universal Screener for lowest performing 25% of students	$4000.00
Technology	• Group set of tablets or laptops per literacy team (7/8 per team) with Word Processor and Keyboard • Training • Internet Access • Screening Process Capability • Learning Applications and/or eReading materials	$92,000.00
Grammar and Writing Instruction Resources	• Training and support materials for teachers of all content areas	$10,000.00
Response to Intervention (RTI)	• Literacy and Assessment Program • Prescriptive Software for personalized learning • Professional Learning • Best Practices for Literacy Instruction • Substitute for Data Analysis	$130,000.00
Literacy and Support Materials	• Literacy Resources that support Reading Instruction and other trade books and/or consumables • Literacy Resources needed to meet the needs of bottom and top percent of students • Online Literacy Support System • Update Lexile Levels in Media Center	$464,429.12
School/Community Connection and Training	• Family Outreach • Materials for communication and workshops	$4,000.00

Basic literacy needs to be funded through the grant are as outlined below:

Curriculum Needs: In effort to meet students' literacy needs across the curriculum, grant funding will be used for the following items.
- Research-based materials/resources for direct instruction in reading and writing (across all content areas)
- Leveled texts for classroom/media center across all content areas (digital and print)
- Family Education/Parental Involvement Opportunities
- Consumable Materials
- Release time/funding for substitutes for training, planning, and developing common formative and summative assessments

Professional Learning: Professional learning is the linchpin for success in the educational arena. Staff members including teachers, paraprofessionals, and administrators absolutely must have adequate training before initiatives are implemented. Just as important as the initial training is the follow-up support and sustainability of training for new staff members through the years. Funding for professional learning is directly linked to increased student achievement.
- Consultant fees
- Instructional materials for training
- Conference registration fees and travel expenses
- Stipends for off-contract training
- Funding for substitutes
- Consumable materials for training

Response to Intervention: Colquitt County School System recognizes systematic weaknesses in the Response to Intervention (RTI) process. Efforts are necessary to insure the consistency of assessment administration and the effective use of data to inform instruction. In order for the RTI process to truly benefit students, teachers and interventionists must be provided ongoing professional learning and support. The process must be closely monitored at the system and school levels.
- Screening/Assessment Tools – Scholastic Reading Inventory and DIBELS Next (including professional learning for implementation)
- Intervention resources/materials/programs (print and digital)
- Progress monitoring tools

Technology: The innovative use of technology will promote student engagement and motivation while also enhancing instruction.
- Computers or Wireless tablets
- Infrastructure to extend wireless capability if needed
- Consumable materials