School Profile

Created Thursday, November 13, 2014

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School Information

System Name:	Worth County School District
School or Center Name:	Worth County Elementary School
System ID	759
School ID	0111

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Name:	Steven Rouse
Position:	Principal
Phone:	229-776-8605
Email:	srouse@worthschools.net

School contact information

(the persons with rights to work on the application)

Name:	Chad Pate
Position:	School Improvement Specialist
Phone:	229-777-8724
Email:	patec@worthschools.net

Grades represented in the building

 example pre-k to 6

3 - 5

Number of Teachers in School

43

FTE Enrollment

698

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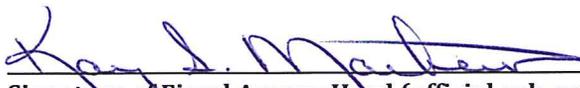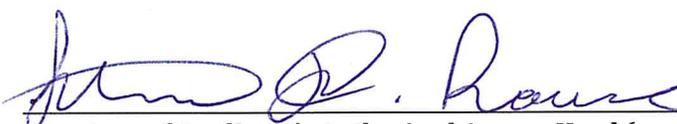
_____
Signature of Fiscal Agency Head (official sub-grant recipient)

Kay S. Mathews, Ed.S., Superintendent, Worth County School District
Typed Name of Fiscal Agency Head and Position Title

11/12/14
Date

_____
Signature of Applicant's Authorized Agency Head (required)

Steven Rouse, Ed.S., Principal, Worth County Elementary School
Typed Name of Applicant's Authorized Agency Head and Position Title

11/12/14
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: <u>Amy Chafin</u>

Position/Title of Fiscal Agent's Contact Person: <u>Director of Curriculum and Instruction</u>

Address: <u>103 Eldridge Street</u>

City: <u>Sylvester</u>   Zip: <u>31791</u>

Telephone: <u>(229) 776-8600</u>   Fax: <u>(229) 776-8603</u>

E-mail: <u>achafin@worthschools.net</u>

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

Kay S. Mathews, Ed.S., Superintendent, Worth County School District
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

_____
Date (required)

District Narrative

Brief History of the System

Worth County is a rural county located in southwest Georgia. It has an area of 575 miles and a population of 21,741. Worth County is the 18th largest of the 159 counties in Georgia. The county seat is Sylvester, located on U.S. 82 between Albany, Georgia and Tifton, Georgia.   It is 168 miles south of Atlanta and 20 miles west of I-75, Georgia's primary north-south transportation route.

Worth County School District (WCSD) consists of four schools: Worth County Primary (Pre-K-2), Worth County Elementary (3-5), Worth County Middle School (6-8), and Worth County High School (9-12). The district's student enrollment is 3239, and we employ 244 certified staff and 182 classified personnel. The district's free and reduced percentage rate is 71%.

System Demographics

	Total Students	Black	Hispanic	White	Other
Worth Primary	879	323	15	497	44
Worth Elementary	702	229	18	424	31
Worth Middle	748	246	21	451	30
Worth High	908	343	10	530	25
System	3,237	1,141	64	1,902	130
Special Populations:					
Special Education - 6%			Gifted - 8%		
ESOL - .01%			PreK - 8 classrooms (163 students)		
Migrant - .0%			Pre-School (Migrant, Sped) - 0%		
Economically Disadvantaged - 74%					

In 2009, our percentage of students eating free and reduced lunch was 65%. In 2014, that percentage increased to 71%. For the 2014-2015 school year, all students eat free through the Community Eligibility Program. All schools within the district are Title I schools.

Current Priorities

The purpose of the Worth County School District (WCSD) is to provide a quality education for all students leading to graduation and productive citizenship. Increased achievement is at the forefront of our daily work, as we strive to improve our graduation rate and provide a well-rounded and meaningful education in each and every classroom. The Common Core Georgia Performance Standards (CCGPS) have been a primary priority for the last few years, as our teachers continue to develop, review and revise units of instruction and assessments aligned to the new mathematics and English language arts curriculum. The following priorities provide clear curricular focus for the district:

- Continued implementation of research-based instructional strategies such as differentiation and flexible grouping
- Increased use of instructional technology in all classrooms
- Analysis of formative and summative student data to better inform classroom instruction
- Preparation for the new Georgia Milestones End of Grade and End of Course assessments
- District-wide implementation of the Teacher and Leader Keys Effectiveness System (TKES/LKES)

Strategic Planning

In preparation for AdvancED accreditation, the WCSD completed a strategic planning process in the spring of 2013. Mike Vanairsdale, Georgia Leadership Institute for School Improvement (GLISI) consultant, led school leaders through the creation of a balanced scorecard that outlined the district's four major goal areas: student achievement, operational effectiveness, learning and growth, and stakeholder engagement. District leaders conducted town hall meetings throughout the county to elicit stakeholder participation in the strategic planning process. Through analysis of data in each of the goal areas in addition to stakeholder feedback, the following performance objectives were created to support each of the goal areas:

Strategic Goal	Performance Objectives
Student Achievement	Master the curriculum
	Close the achievement gap
	Improve the graduation rate
Operational Effectiveness	Improve instructional support processes
	Improve operational processes
	Improve financial processes
	Improve human resources processes
Learning and Growth	Improve organizational communication
	Improve professional learning at all levels
	Build a positive organizational culture of collaboration and accountability

	Develop and sustain effective system and school leadership
Stakeholder Engagement	Improve student engagement
	Improve parent engagement
	Improve staff engagement
	Improve community/business engagement
	Improve school climate

The balanced scorecard provides historical data and clear, attainable targets for each of the performance objectives. Under the leadership of a new superintendent and in preparation for IE2 or Charter System designation, the WCSD will revisit the current strategic plan during the 2014-2015 school year.

Current Management Structure

The chart below shows the current management structure of the WCSD:

WCSD Superintendent
Principals
Worth County Primary School
Worth County Elementary School
Worth County Middle School
Worth County High School
Directors
Director of Curriculum and Instruction
Director of Facilities/Maintenance
Director of Federal Programs
Director of Finance
Director of Human Resources
Director of School Nutrition
Director of Special Education
Director of Technology
Director of Transportation

The district is governed by a five member board of education that employs a Superintendent of Schools. The Superintendent has a Leadership Team consisting of nine directors at the district level and four principals at the school level. The Leadership Team meets monthly.

Past Instructional Initiatives

The following programs/initiatives have been used by the WCSD to support curriculum and instruction. An asterisk indicates programs/initiatives that are currently being used.

America's Choice/Georgia's Choice
Reading First
Standards based classrooms*
Standards-based report cards (K-2)*
Georgia Performance Standards*
CTAE Literacy Standards*
Common Core Georgia Performance Standards*
Literacy Coaches/School Improvement Specialists*
Fountas/Pinnell Phonics*
Words Their Way Spelling Inventory *
Sonday System*
Fast ForWord
Scholastic READ 180
Lexia*
Reading Plus*
Study Island
Ruby Payne poverty study
Differentiation study
Bring Your Own Technology (BYOT)*
Statewide Longitudinal Data System*
Gifted endorsement*
PD 360
Data Director*
Learning Focused Strategies
Apex*
A+ software*
Handwriting Without Tears*
Success Maker
Voyager*
Language for Learning*
DIBELS
Georgia Credit Recovery

Literacy Curriculum

The WCSD's literacy curriculum is driven by the Common Core Georgia Performance Standards for English/Language Arts, K-12. With local revisions, teachers utilize the state recommended units of instruction in their ELA classrooms. The following resources are used to teach the ELA CCGPS:

Harcourt's Storytown (K-5)
Glencoe/McGraw-Hill's Georgia Treasures (6-8)
McDougal Littel's Language of Literature (9-12)
Lexia and Reading Plus (K-12)
Leveled readers
Informational texts
Fountas and Pinnell Phonics and Word Study
Words Their Way
Novels
Music
Videos
Art

Literacy Assessments Used District-wide

Grade Level	Assessments
K-2	G-KIDS
	AIMSWeb
	• Letter Naming Fluency
	• Letter Sound Fluency
	• Nonsense Word Fluency
	• Phoneme Segmentation Fluency
	• Reading Curriculum Based Measure (R-CBM)
	ACCESS for English Learners (ELs)
	Locally developed benchmark assessments
	Common unit assessments
	Student Learning Objectives (SLOs)
	Words Their Way Spelling Inventory
3-5	Track My Progress
	Georgia Milestones End of Grade assessment
	ACCESS for ELs
	Georgia Alternate Assessment (GAA)
	Locally developed benchmark assessments
	Common unit assessments
	SLOs
6-8	Track My Progress
	Georgia Milestones End of Grade assessment
	ACCESS for ELs
	GAA
	Locally developed benchmark assessments

	Common unit assessments SLOs
9-12	Georgia Milestones End of Course assessments Grade 11 Writing Assessment ACCESS for ELs GAA Locally developed benchmark assessments Common assessments SLOs Advanced Placement Exams USA Test Prep

Need for a Striving Reader Project

The following concerns were made evident once results from the needs assessment survey were compiled:

1. Need for Professional Learning:
    ➢ Identifying characteristics of effective literacy instruction
    ➢ Utilizing data to drive instruction
    ➢ Writing across the curriculum

2. Resources aligned to CCGPS in all subject areas

3. Revamp RTI process through training, resources, and support staff

Worth County School District is in need of the Striving Reader funding. We face challenges with class size, staff reduction, and diminishing fund reserves. We have an enrollment total of 3,239 students, of which 71% are economically disadvantaged. Our rate of children living in poverty has increased steadily over the past 5 years. Currently, 1,248 eligible households, with children, receive food stamps and 897 eligible children (birth to 4) are enrolled in the WIC program. We have 774 children living in families where no parent has full-time, year-round employment.

Literacy is extremely important in today's economy. People who are illiterate are the least likely to be employed or become productive citizens. Teachers in all areas and levels need training on how to provide literacy instruction that is engaging for students. We need better alignment of literacy expectations within and across schools to close literacy gaps.

District Management Plan and Key Personnel

Support for the Striving Readers Grant (SRG) began with the Superintendent of the WCSD, who encouraged the district's Leadership Team to explore interest in the grant. District and school level leaders thoroughly reviewed the Cohort 4 application process, participated in informational webinars and hosted a SRG informational session provided by the GaDOE prior to deciding to pursue the grant. Each school within the district formed a literacy team to lead the grant application process. The initiatives gained from the Striving Readers Grant will be used to support the performance objectives within the district strategic plan.

The Director of Curriculum and Instruction oversees the coordination and implementation of the grant and acts as the liaison among the Georgia Department of Education, district office, and schools.

The following timeline was used to provide guidance and focus for the district and school level SRG teams:

Timeline	Purpose of Meeting	Attendees/Persons Responsible
August 28, 2014	Informational SRG webinar hosted by GaDOE	Superintendent, Principals, Directors, School Improvement Specialists, Instructional Technology Coordinator, Student Services Coordinator
September 4, 2014	Hosted SRG informational session (Julie Morrill, Josh Todd)	Superintendent, Principals, Directors, School Improvement Specialists
September 10, 2014	SRG planning meeting	Superintendent, Principals, School Improvement Specialists, Student Services Coordinator, Directors, Instructional Technology Coordinator
September 12-26, 2014	Needs assessments completed	Curriculum Director, Principals, School Improvement Coordinators, SPED Director, Federal Programs Director
October 2, 2014	SRG planning meeting to outline due dates	Superintendent, Directors, Principals, School Improvement Specialists
October 6-24, 2014	School level literacy teams meet to write grant	Literacy teams
October 27, 2014	District SRG team meets—School level literacy teams submit needs assessment results and literacy plans	Superintendent, Directors, Principals, School Improvement Specialists,

		Student Services Coordinator, Instructional Technology Coordinator
October 28- November 17, 2014	School level literacy teams receive feedback from needs assessment/root causes and literacy plans Continue writing remainder of grant	Literacy Teams
November 13, 2014	Schools set up Fluid Review accounts and begin completing required information	School Improvement Specialists, Curriculum Director, Student Services Coordinator
November 18, 2014	District SRG team meets—School level literacy teams submit entire grant for review	Superintendent, Directors, Principals, School Improvement Specialists, Student Services Coordinator, Instructional Technology Coordinator
November 19- December 1, 2014	District support personnel provide feedback to each school level literacy team	Director of Curriculum and Instruction, Student Support Services Coordinator
December 2-3, 2014	Upload grants to GaDOE	Director of Curriculum and Instruction, Student Support Services Coordinator

The following chart outlines personnel who will be involved in managing and providing support for the grant from the district level:

District Department	Individuals Responsible	Tasks for Grant Implementation
Birth-5	Christie Foerster, Pre-K Director Linda Matthews, Head Start Director Gayla Bentley, SPED Director	Grant administrator—oversee implementation/reporting of grant Coordination of Birth-5 initiatives through the Early Learning Literacy Team (ELLT)
Curriculum and Instruction	Amy Chafin, Director of Curriculum and Instruction Sandi Giddens, Student Services Coordinator	Grant administrator—oversee implementation/reporting of grant

		Coordination of district-wide initiatives related to curriculum, instruction, assessment, and professional learning
Business Office	Lisa Deariso, Director of Finance Kim Oliver, District Bookkeeper Jada Moss, Payroll	Budget Payments Reports
Federal Programs	Christie Foerster, Director of Federal Programs	Consolidated application assistance Coordination for federal funding
Special Education	Gayla Bentley, Director of Special Education	Support for special education
Technology	Mark McGee, Director of Technology Christy Haskins, Instructional Technology Coordinator	Support for technology

Daily grant operations will be managed at each school by personnel listed below:

School	Name/Position
Worth County Primary School	Cora Brettel/Principal Teresa Sumner/School Improvement Specialist Kim Pritchard/Pre-K Project Coordinator
Worth County Elementary School	Steven Rouse/Principal Chad Pate/School Improvement Specialist
Worth County Middle School	Tiffany Sevier/Principal Maria Fletcher/School Improvement Specialist
Worth County High School	Scott Chafin/Principal Lisa Underwood/School Improvement Specialist

In conjunction with monthly school improvement meetings, the Director of Curriculum and Instruction will monitor the implementation of grant initiatives/programs and professional learning across the district. Principals and School Improvement Specialists will monitor school level initiatives/programs and professional learning at monthly leadership meetings, grade-level meetings, collaborative planning meetings, and faculty meetings.

Experience of the Applicant

WCSD personnel have extensive experience with implementation of grant funds as is evident in the chart below. The district oversees a budget of $30 million, including federal, state, and local funds. During a very difficult economic time in our state's educational system, district and school leaders in Worth County have maximized sparse funding by pooling funds, providing job-embedded professional learning, and thinking "outside of the box".

	Project Title	Funded Amount	Is there audit?	Audit results
Worth County School District	FY13 Title I-A, Academic Achievement	$1,288,831	Annual state audit.	None
	FY13 Title II-A, AP Grant	$800	Annual state audit.	None
	FY13 Title II-A, Improving Teacher Quality	$273,434	Annual state audit.	None
	FY13 Professional Learning	$70,781	Annual state audit.	None
	FY13 Pre-School Handicapped State Grant	$50,989	Annual state audit.	None
	FY13 Special Ed – IDEA Preschool Regular Grant	$29,858	Annual state audit.	None
	FY13 Special Ed – VI-B IDEA Flowthrough	$659,972	Annual state audit.	None
	FY14 Title I-A, Academic Achievement	1,228,382	Annual state audit.	None
	FY14 Title II-A, Improving Teacher Quality	$264,270	Annual state audit.	None
	FY14 VI-B Rural and Low Income	$62,778	Annual state audit.	None
	FY14 RT3 – Math and ELA Training	$9,600	Annual state audit.	None
	FY14 RT3 - SLO	$4,650	Annual state audit.	None

	FY14 Professional Learning	$68,531	Annual state audit.	None
	FY14 Pre-School Handicapped State Grant	$58,321	Annual state audit.	None
	FY14 Special Ed – IDEA Preschool Regular Grant	$28,661	Annual state audit.	None
	FY14 Special Ed – VI-B IDEA Flowthrough	$616,501	Annual state audit.	None
	FY14 Technology to Support Digital Learning Bond	$19,000	Annual state audit.	None
	FY15 Title I-A, Academic Achievement	$1,183,513	Annual state audit.	None
	FY15 Title II-A, Improving Teacher Quality	$260,903	Annual state audit.	None
	FY15 Professional Learning	$61,196	Annual state audit.	None
	FY15 Pre-School Handicapped State Grant	$65,427	Annual state audit.	None
	FY15 Special Ed – IDEA Preschool Regular Grant	$28,564	Annual state audit.	None
	FY15 Special Ed – VI-B IDEA Flowthrough	$643,673	Annual state audit.	None

The Worth County School District (WCSD) uses zero based budgeting. In the winter, usually late February, the finance director emails budget templates to each principal and director to be completed and then consolidated into the district-wide operating budget for the upcoming year. Discussions are held with the superintendent and board members and adjustments are made as necessary.

WCSD utilizes electronic requisitions and purchase orders. Requisitions are generated at each site or department and electronically approved by principal or director. The requisitions are then electronically submitted to the next level in the approval process until all appropriate approvals are complete. They are then reviewed by the finance director to ensure accuracy in coding the requisitions to the appropriate general ledger account. After this, the requisition is transferred

into a purchase order by the accounts payable bookkeeper. Once this is done, the originator of the requisition can print the purchase order and place the order with the vendor.

Voucher packets, maintained by the business office, include requisition approvals, purchase orders (documenting receipt of goods) invoices and copy of checks issued for payment. These voucher packets are reviewed by the finance director to ensure the payment was coded to the appropriate general ledger account. WCSD has an annual audit performed by the Georgia Department of Audits and Accounts. These audits include reports on compliance for selected major programs.

WCSD uses financial software that maintains separate funds and program codes for the various local, state and federal programs. Principals and directors can generate various reports from that software in order to compare actual expenditures to budgeted expenditures, review remaining balances, and/or review payments or expenses to vendors.

School Narrative

School History

Worth County Elementary School (WCES) is located in Sylvester, Georgia and serves approximately 700 students in grades 3-5. Worth County Elementary School is a relatively new school; having opened its doors just five years ago. WCES was created when our two smaller elementary schools, Holley Elementary and Sylvester Elementary consolidated into WCES. The vast majority of our students come from a low socioeconomic background. Therefore, WCES is a Title 1 school. During the 2013-2014 school year 72% of our students qualified for free or reduced lunch. Currently, all of our students receive free breakfast and lunch due to the high percentage of free and reduced students we serve.

Our student population is comprised of 59 % White, 34 % Black, 4% Multi-Racial 2 % Hispanic, and 1% Asian. We currently have 33 homeroom teachers, 9 other certified teachers in areas such as Special Education, PE, Music, Computer Lab, etc., 13 paraprofessionals/office staff, 3 administrators, 1 school improvement specialist, 1 counselor, 1 media specialist, and 1 parental involvement coordinator. The WCES staff is comprised of 12.5% Black and 87.5% White.

WCES Leadership and Literacy Teams

Over the last two and a half years, WCES has undergone a major leadership change. The WCES Leadership Team consists of the school principal, two assistant principals, the school improvement specialist, the guidance counselor, the media specialist and the parent involvement coordinator. The principal, assistant principal, school improvement specialist and media specialist are currently in their second full year in their respective positions. The leadership team meets to discuss school events and to plan out each month's activities and meetings. School level data is also discussed at these meetings. The formation of a brand new leadership team has created a resurgence of positive energy and focus at WCES. The faculty and staff have embraced the new leadership and we are all working together to ensure the success of our students. Over the span of two years we have seen our overall College and Career Ready Performance Index Score (CCRPI) rise from 61.6 to 74. We have also seen a 2-5% increase in CRCT performance with our students currently performing at the following meets/exceeds rate: Reading – 91% ELA – 88%, Math – 78%, Science – 78% and Social Studies - 82. Although we still have work to do, we are extremely proud of our performance over the last two and a half years.

The WCES Literacy Team will be comprised of all members of the Leadership Team, a special education teacher, one ELA and one Math teacher from each grade level. Literacy Team meetings provide an opportunity for teachers to give the leadership team input as we continue our overall school improvement process. Information that is discussed at both leadership and literacy meetings is delivered to all teachers through content area and grade level meetings with our school improvement specialist.

At WCES, we believe in collaboration and shared leadership. Input from all stakeholders is greatly considered in our decision making process. WCES has a school council that meets quarterly. The primary role of the school council is to provide advice and recommendations to the school principal and where appropriate the local board of education and local school superintendent on any matter related to student achievement and school improvement. The

Worth County School District: Worth County Elementary School

WCES School council consists of the principal, two teachers, two parents, and a community business leader.

Past Instructional Initiatives

WCES has implemented several instructional initiatives over the past few years. One key initiative was the development of a school wide master schedule that allows for common planning and time for daily interventions. The master schedule creates consistency across our building and allows administrators to better monitor our instructional initiatives. We have also started to require our teachers to create a daily lesson plan summary that is readily available to all administrators as they observe classrooms. This lesson plan summary clearly outlines the day's activities to include an introduction, work session, small groups, and conclusion for each content area. Prior to utilizing a daily lesson summary, teachers taught from a single unit plan which led to some inconsistency between classrooms. Another major initiative that we have put into place over the past 3 years has been the implementation of a writing block. Students spend approximately 45 minutes every day working on writing. Students work on all types of writing including persuasive, informative, and narrative writing each and every day. Last year, our 5th grade students showed tremendous growth in the area of writing with a 13% increase in percent meeting and exceeding on the 5th Grade Writing Test. We pulled even with the state average of 80% and were well ahead of our Southwest Georgia RESA average of 72%.
Other past instructional initiatives include:

- Renaissance Place
- Accelerated Reader
- Accelerated Math
- *Response to Intervention
- *Standards Based Classrooms
- *Differentiated Instruction
- *Transition to CCGPS
- Star Reading
- Star Math
- Mountain Math/Language
- *Interactive Notebooks
- Read Naturally
- Voyager
- Sonday System I and II
- Math Facts in a Flash

*still in use

Current Instructional Activities

Our most current instructional initiative is the implementation of *Lexia*, *Reading Plus*, *Symphony*, and *Ascend Math and Track My Progress*. *Lexia* and *Reading Plus* are both reading programs designed to improve the overall reading skills of our students. *Symphony* and *Ascend*

Math are both math programs designed help students better understand mathematical concepts. *Lexia* and *Symphony* are geared towards K-5 instruction whereas *Reading Plus* and *Ascend Math* are geared towards 6-12 instruction. All 700 of our students are currently working in *Lexia* and *Symphon*y. We have implemented an intervention block into our master schedule that allows for students to work on these programs daily. With the implementation of these new programs, we have discontinued the use of all other intervention programs. *Track My Progress* is our new tool used for Universal Screening. We screen our students three times per year to identify those students that need additional support. This is also a measure as to how well our teachers are preparing our students for end of year summative assessments.

Instructional technology is also a major initiative at WCES. All of classrooms currently have projectors and *Promethean* boards or *Mimio* boards. WCES also has approximately 200 iPads that are checked out daily to teachers to utilize in their classrooms. WCES also has two fully functioning computer labs. One lab is used specifically to teach students how to use the instructional technology that is available to them. The lab is also used to teach typing and basic skills associated with Microsoft Office products.   The second computer lab is used as our Intervention Lab. Students rotate to the lab throughout the day to work on *Lexia* and *Symphony* and to receive small group instruction on basic skills. WCES is also in the process of purchasing Chrome Books for students and teachers to utilize daily.

Need for a Striving Readers Project

Worth County, like many rural school districts, has suffered through the drastic reductions in QBE funding from the state over the past two years. Rural districts rely heavily on state funding to operate its schools as we do not have the local tax base to make up for these cuts in funding.   Worth County is primarily an agricultural community and the most of the land in the county is categorized under conservation; thus it is not taxed at the same rate as residential property. There is also very little business in Worth County so we do not benefit heavily from SPLOST funds. Due to our current financial challenges we have had to scale back on the purchase of instructional supplies and professional development for our teachers. Quality professional development is quite expensive and is often not provided in our area. Therefore, there are major travel expenses that have restricted our teachers' access to quality professional development opportunities that are consistently offered in cities such as Atlanta, Athens and Savannah.   As our survey indicated, the vast majority of the WCES staff is in need of instructional materials in their classrooms. This is particularly true in the area of science and social studies where teachers are asked to gather resources to teach the content. Informational texts related to the content being presented are a major need for WCES. ELA teachers have also indicated that they would like a writing program to drive their instruction in this area. Funds from the Striving Readers Grant could be used to provide much needed professional development and to purchase instructional materials to better educate our students.

Needs Assessment, Concerns and Root Cause Analysis

  The needs assessment process at Worth County Elementary School was conducted via online surveys through Survey Monkey. All homeroom teachers, special education teachers, PE and music teachers and our media specialist were asked to complete a survey. In addition all administrators (principal, school improvement specialist, and assistant principals) were asked to complete a separate survey. Prior to the survey being made available, all faculty were made aware of the importance of being honest when filling out the survey. The faculty and staff of WCES were educated on the Striving Readers Grant and understood that their responses to the survey would be utilized in the grant writing process. Once the surveys were completed, the results were presented to the WCES Leadership Team. This led to a productive discussion about the needs of our teachers and a desire to find out more specifically what our teachers want in their classrooms in order to be successful. During the next faculty meeting, all teachers were given an opportunity to let the WCES Leadership Team know of their specific requests if Worth County was fortunate enough to receive the Striving Readers Grant.

  Each certified educator was asked to complete the *Elementary Teacher's Needs Assessment for Literacy Instruction* survey utilizing Survey Monkey. The survey consisted of 32 questions designed to inform the leadership team of their perspective of literacy instruction at Worth County Elementary School. Teachers were given a one week timeline to complete the survey. The survey was sent out via email with a link to the survey. We felt that teachers would be more forthcoming with information if they were allowed to complete the survey in their classroom or at their home. All administrators at WCES also had to complete a survey to gauge their perspective of literacy instruction at WCES.

  All certified staff members were asked to complete this survey. This included all teachers and administrators. Paraprofessionals and office staff were not asked to complete the survey as we felt this might skew the data. One hundred percent of all regular education teachers, special education teachers and administrative staff at WCES participated in the needs assessment process. In addition, the newly formed WCES Literacy Team completed the *Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12* to further identify our strengths and areas of improvement.

  The following table identifies area of concerns, root causes, research best practices that we currently have in place and research based best practices we plan to implement to address the areas of concern:

Area of Concern	Root Causes	Research-based Best Practices in Place	Research-based Best Practices to be Implemented
Engaged Leadership (F) (**The What, pg. 7**)	Strict volunteer policy that limits amount of community support No community members on our Literacy or Leadership Teams	Partners in Excellence (PIE) School Council School PTO	Increase community awareness of the existence and function of the school's Literacy Team (**The Why, pg. 144**)

	Lack of consistent communication with community stakeholders No direct, formal relationships or partnerships exist at WCES		
Continuity of Instruction (B,C) (**The What, pgs. 7-8**)	Inadequate funding for professional development Lack of professional development opportunities in our area	Writing block built into the master schedule Intervention block built into the master schedule 4H Writing Project Daughters of the American Revolution essay contest Short answer and discussion questions on every common assessment	Provide professional learning to all faculty members to identify and evaluate characteristics of effective literacy instruction (**The Why, pg. 37**) Identify and purchase a research based writing program
Ongoing and Formative Assessment (E) (**The What, pg. 9**)	Lack of a clearly defined strategy of utilizing available data Leadership Team not actively monitoring teacher use of data to make instructional decisions Teachers need to be required to show evidence of utilizing data to drive instruction	Data from *Track my Progress, Lexia*, and Symphony is utilized for RTI Collaborative planning where teachers review common assessment data to drive instruction *Lexia* and *Symphony* used to differentiate instruction of basic skills	Provide more professional learning to all faculty members on utilizing data to drive instruction (**The Why, pg. 122**) Develop an instrument that teachers can submit to their evaluator showing evidence of utilizing data to drive instruction Purchase DIBELS to use in 3rd grade starting with the

			2015-2016 school year
Improved Instruction through Professional Learning (A,B) (**The What, pg. 13**)	No direct partnerships with local colleges or universities Inadequate funding for professional development Lack of professional development opportunities in our area.	Teacher Mentor program in place Training provided through Southwest Georgia RESA WCES Professional Learning Community School Improvement Specialist leads professional development Content Area Common Planning	Develop relationships with our local colleges and universities Provide professional learning to all teachers and paraprofessionals on all aspects of literacy instruction

After examining the data that was collected, it was discovered that WCES currently provides sound literacy instruction in our ELA Block. This is also evidenced by our strong school wide results on the Reading and ELA CRCT as well as the 5th grade Writing Test. All students at WCES receive an hour of reading instruction, 45 minutes of writing, and 45 minutes of ELA/spelling instruction daily.   This is consistent across grades 3-5. Students at WCES also receive one hour of math and 45 minutes of science and social studies instruction each day. In addition, all students have a 30 minute intervention block where they receive intervention on basic skills, small group instruction on a skill being taught in class, or are allowed to read for enjoyment. Although we feel confident in our current level of literacy instruction, we know that the increased rigor associated with the Georgia Milestones will require us to do a much better job teaching literacy across all content areas.

The survey data did indicate that our ELA teachers need additional resources to better teach skills related to phonemic awareness and morphology. In addition, our ELA teachers indicated a need for a scientifically research based writing program to be used by all three grade levels. (**The What, pg. 10**) The data also suggests that our math teachers would like to have access to more informational texts to better teach science and social studies standards. All teachers indicated a need for below grade level reading texts that our struggling students could utilize to better grasp the content standards. In terms of technology, the teachers at WCES would like to have more devices for students to use during small group instruction. This is a major focus of the Worth County School district as we move towards online assessment.

Worth County School District: Worth County Elementary School

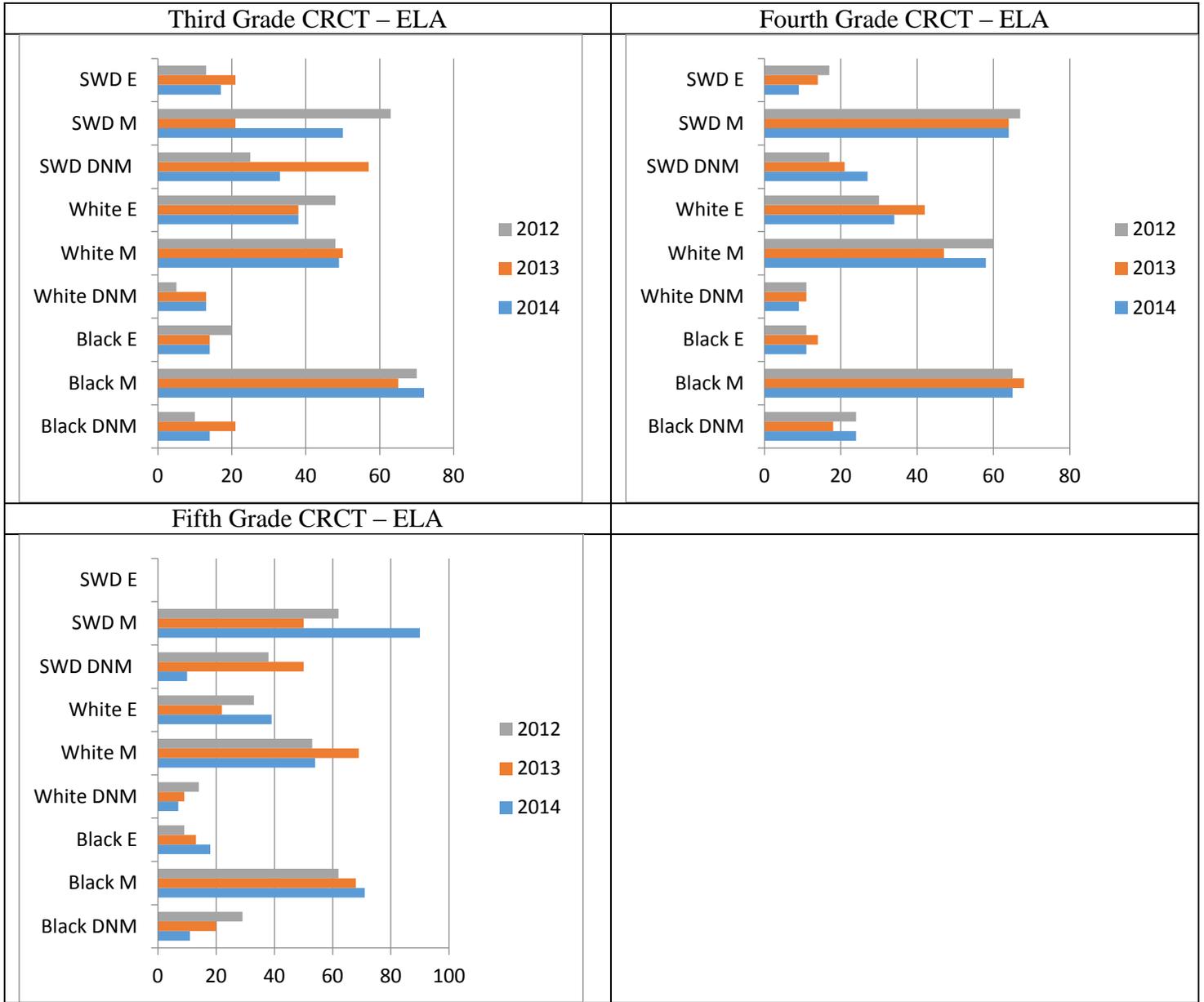**Analysis and Identification of Student and Teacher Data**

       The faculty and staff at Worth County Elementary School (WCES) are committed to developing, revising, and implementing targeted assistance to all students based on assessment results. Teachers and administrators interpret and articulate assessment results using skills that are learned through professional learning.

     a – d. Assessment Data:

Third Grade CRCT – Reading

Fourth Grade CRCT – Reading

Fifth Grade CRCT – Reading
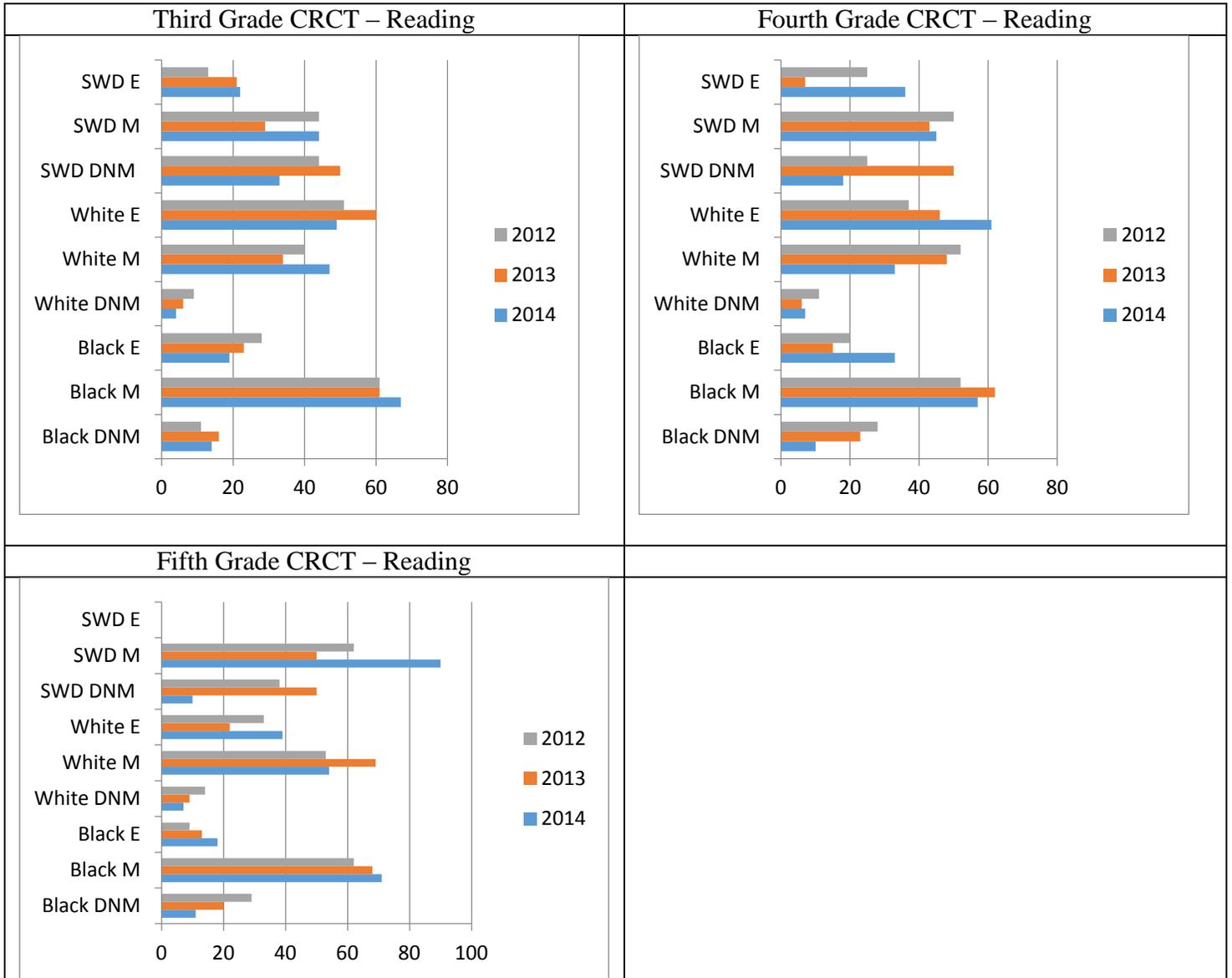
    The WCES CRCT Reading scores have improved over the past three years. The Black subgroup is still lagging behind the White subgroup. Gains have been made to try and close the achievement gap. The fourth grade Black subgroup more than doubled the number of exceeds on the 2014 test. The SWD subgroup is definitely a focus group for WCES. We hope to see more growth in this area.

Third Grade CRCT – ELA	Fourth Grade CRCT – ELA

Third Grade CRCT – ELA chart (subgroups: SWD E, SWD M, SWD DNM, White E, White M, White DNM, Black E, Black M, Black DNM; years 2012, 2013, 2014)

Fourth Grade CRCT – ELA chart (subgroups: SWD E, SWD M, SWD DNM, White E, White M, White DNM, Black E, Black M, Black DNM; years 2012, 2013, 2014)

Fifth Grade CRCT – ELA	

Fifth Grade CRCT – ELA chart (subgroups: SWD E, SWD M, SWD DNM, White E, White M, White DNM, Black E, Black M, Black DNM; years 2012, 2013, 2014)

WCES has traditionally scored well in the area of ELA. Again, the Black and SWD subgroups have room for more growth. More of these students need to move into the exceeds category in order to close the achievement gap.

Third Grade CRCT – Math	Fourth Grade CRCT – Math

Fifth Grade CRCT – Math
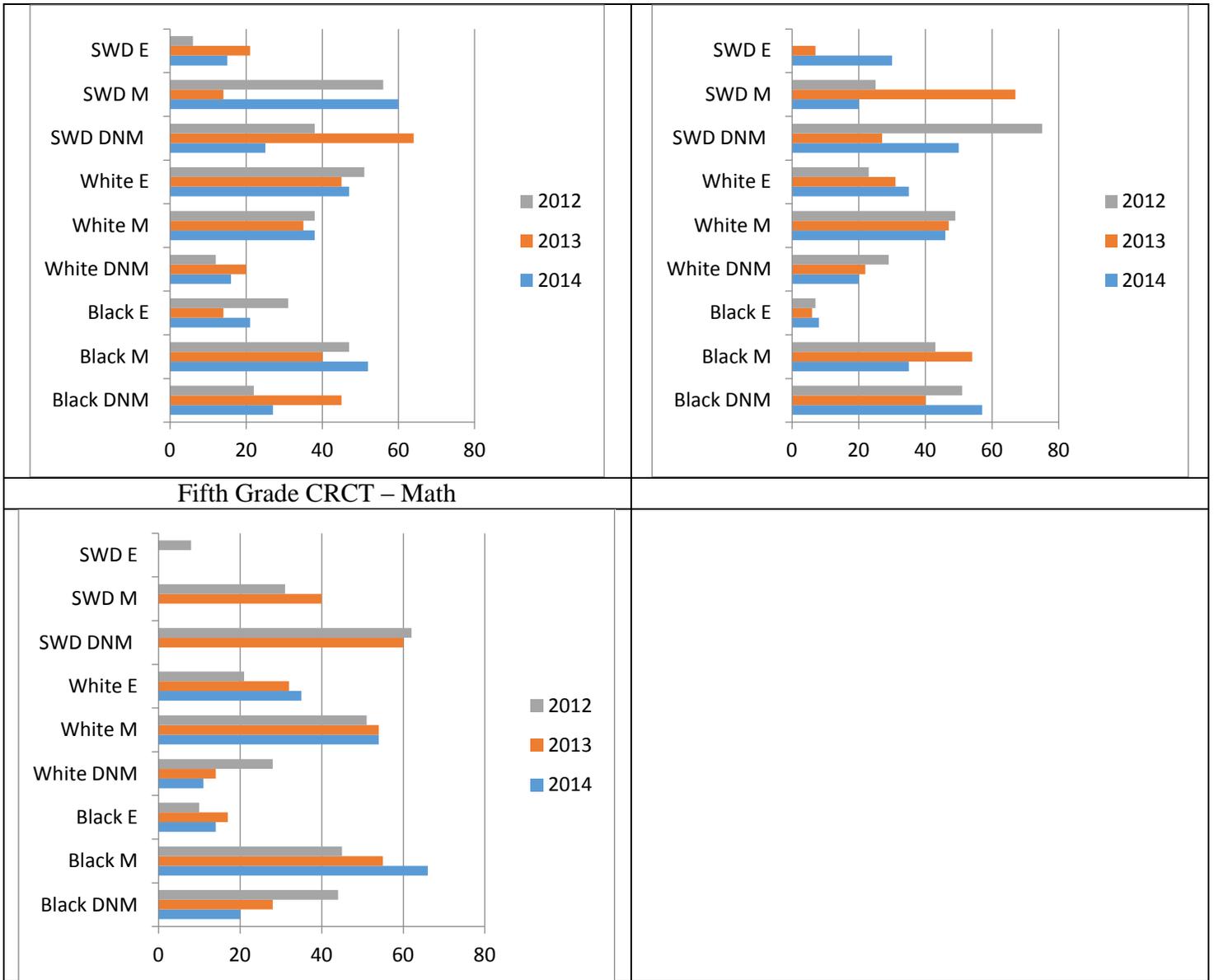
Math has been a weak area for WCES. It has become a primary focus for the 2014 – 2015 school term. Fourth grade math scores dropped from 2013 to 2014. The WCES staff is working to make improvements and add rigor to instruction to prevent further decline.

Third Grade CRCT – Science	Fourth Grade CRCT – Science

Fifth Grade CRCT – Science
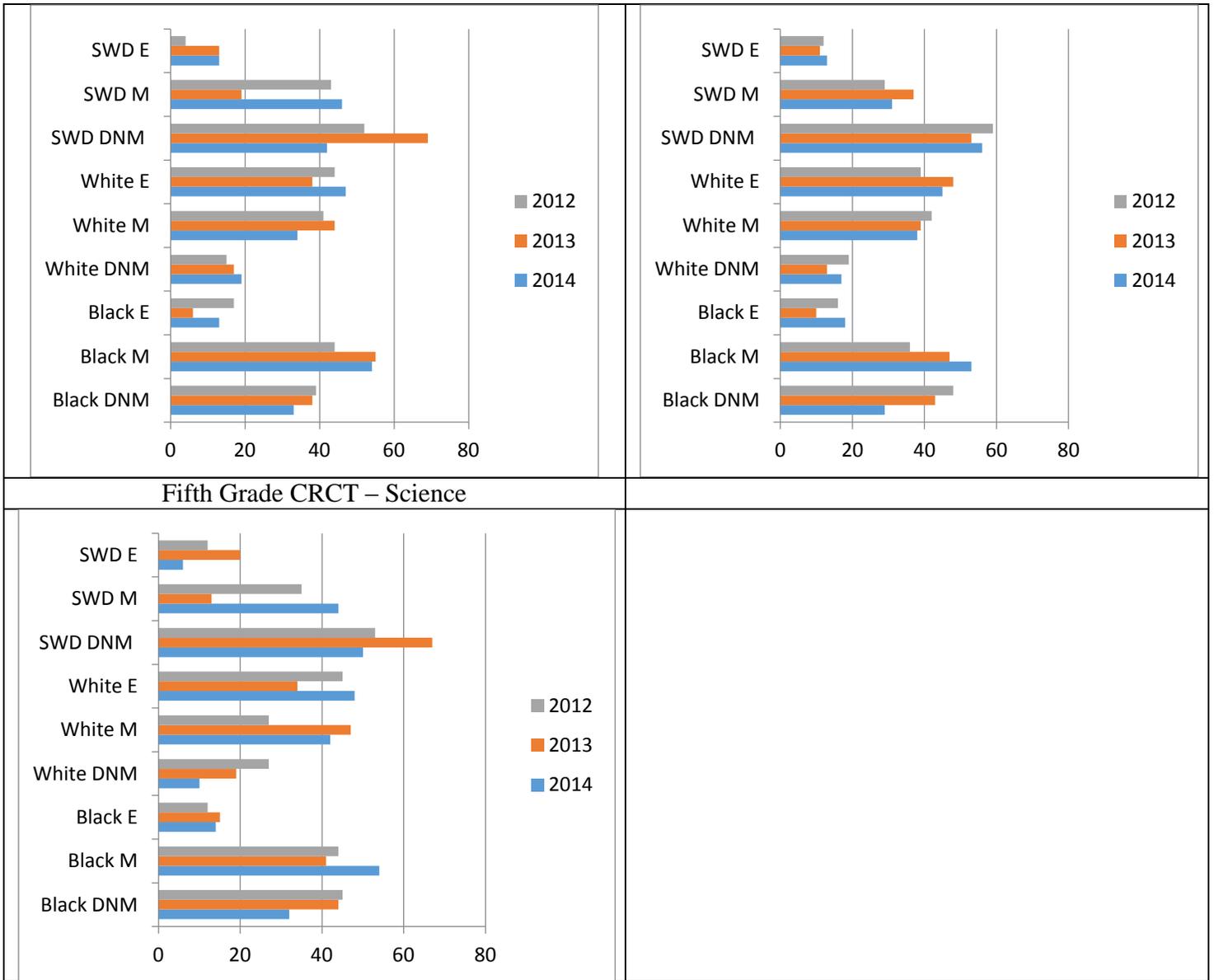
WCES has made steady progress in science. Part of this is due to scheduling to allow more time for instruction as well as better assessments to measure student learning. Better assessments and data disaggregation led to the discovery that students were struggling with content vocabulary comprehension. Students were having trouble pronouncing content specific words within questions. This led to missed questions. When students had the word pronounced for them, they then knew the correct answer. WCES started focusing on immersing students in the content vocabulary to help with question comprehension.

Third Grade CRCT – Social Studies	Fourth Grade CRCT – Social Studies

Fifth Grade CRCT – Social Studies
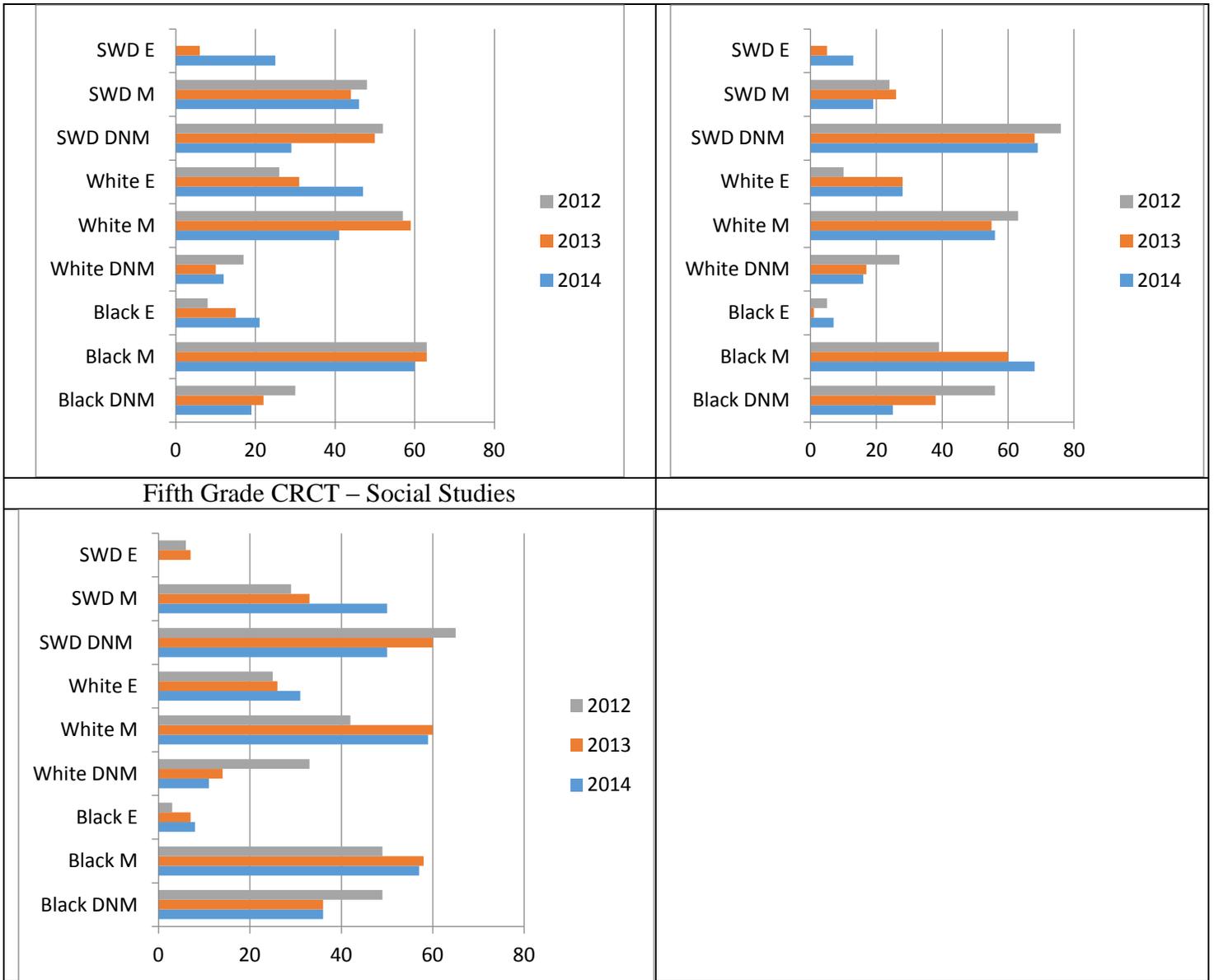
Social Studies has seen the most growth on the CRCT at WCES. Scheduling and better assessments have helped to make improvements in instruction and performance. As with science, better assessments and data disaggregation led to the discovery that students were struggling with content vocabulary comprehension. Students were having trouble pronouncing content specific words within questions. This led to missed questions. When students had the word pronounced for them, they then knew the correct answer. WCES started focusing on immersing students in the content vocabulary to help with question comprehension.

Fifth Grade Georgia Writing Assessment:

Worth County School District: Worth County Elementary School
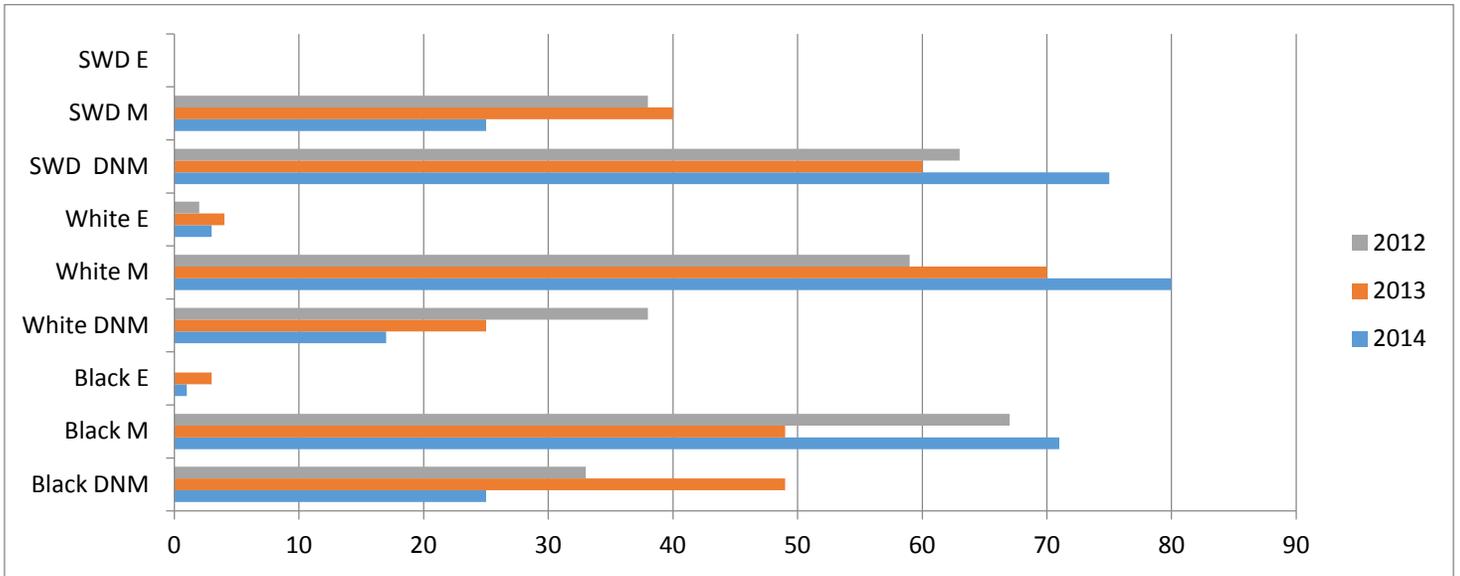
WCES saw a significant jump in writing scores on the 2014 Georgia Fifth Grade Writing Assessment. Writing has been a focus for the past two years. Dedicated writing time was built in to the master schedule to allow for intense writing instruction. There is still work to be done with the subgroups, especially the SWD group.
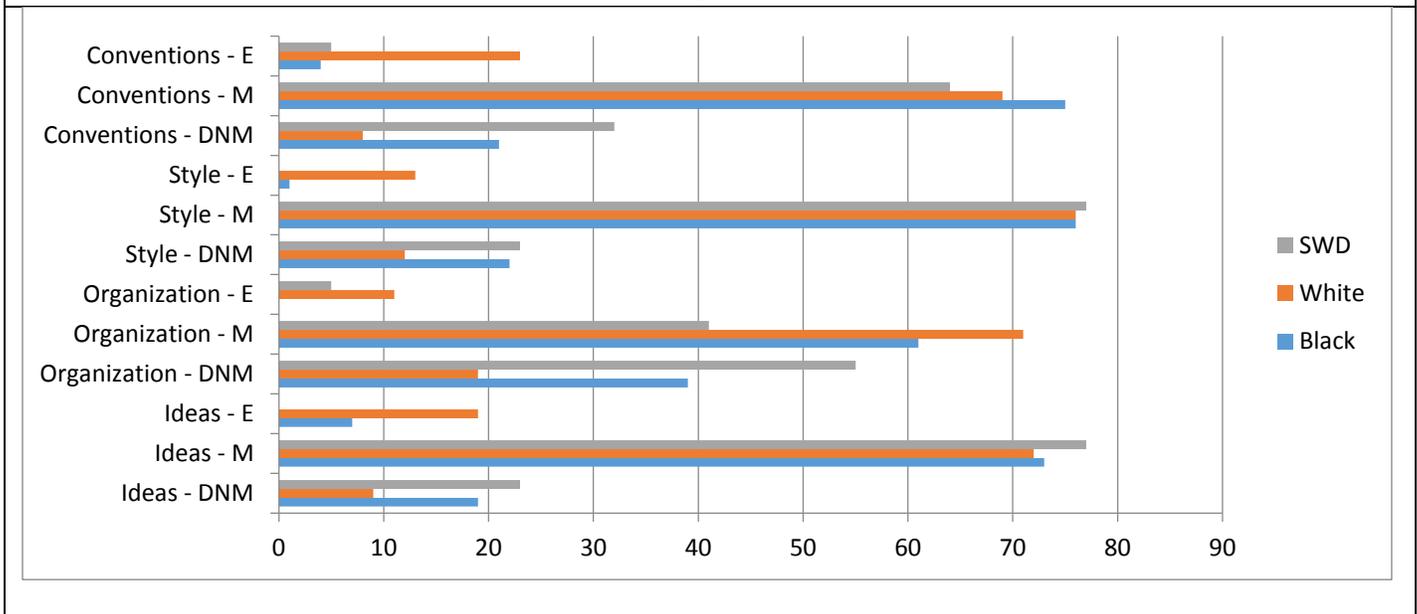
Third Grade Writing Assessment:
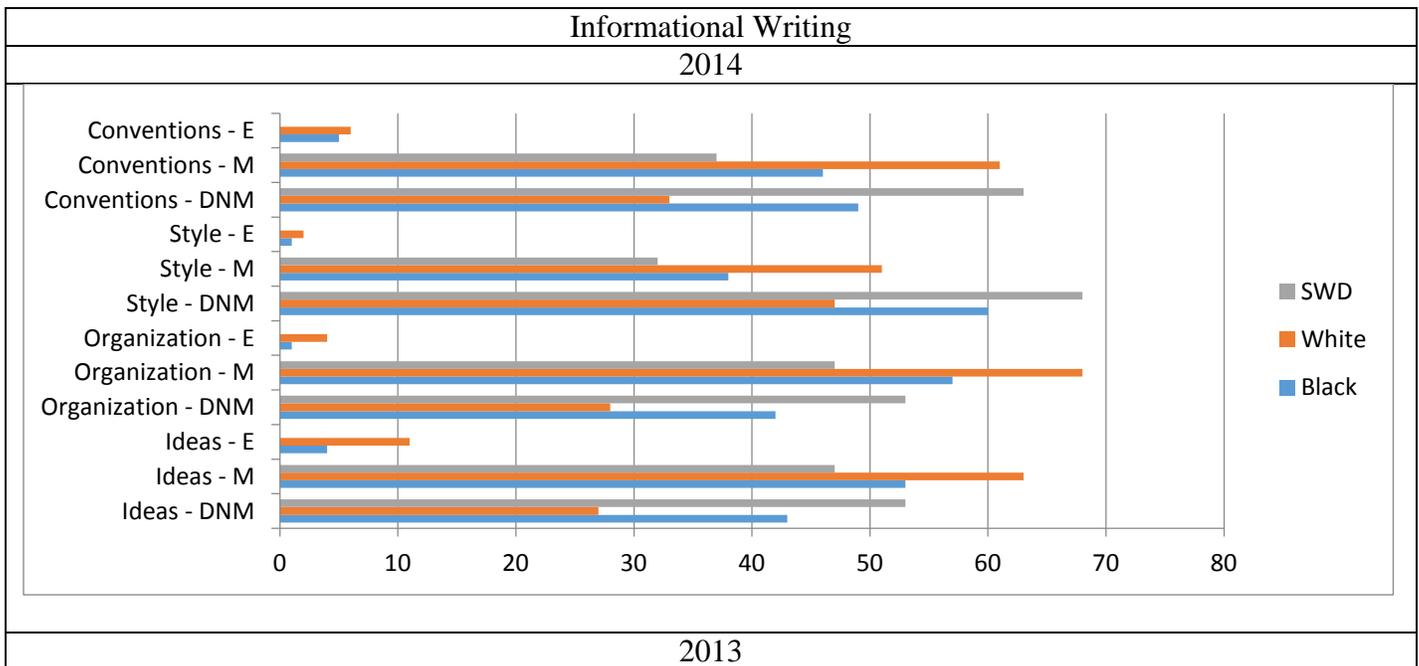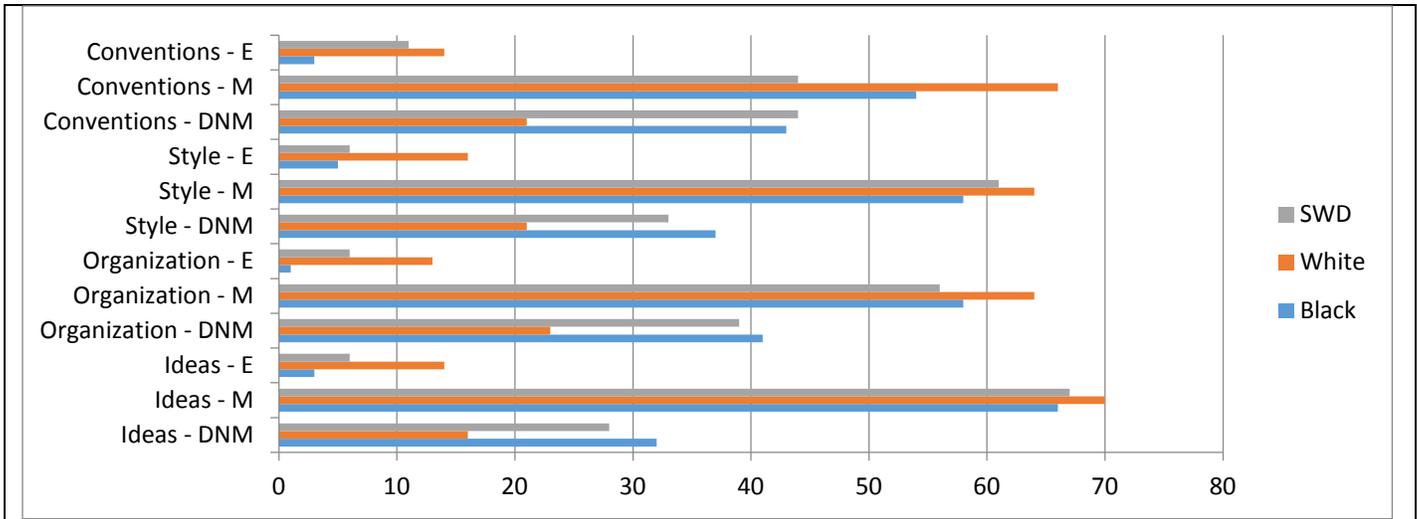
2012

Persuasive Writing
2014
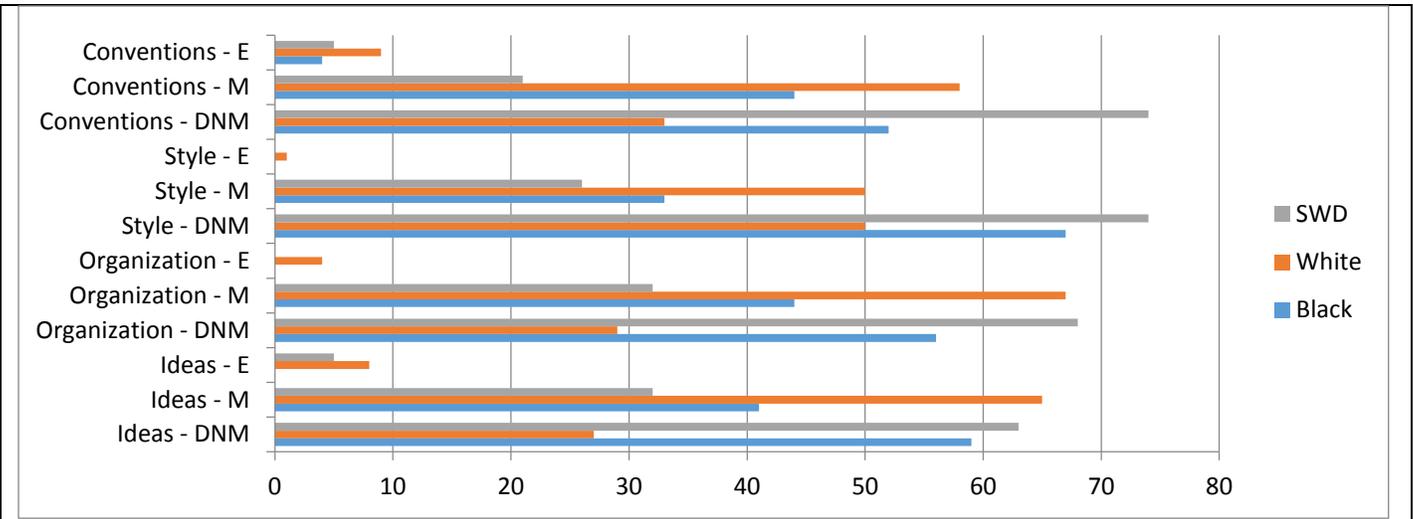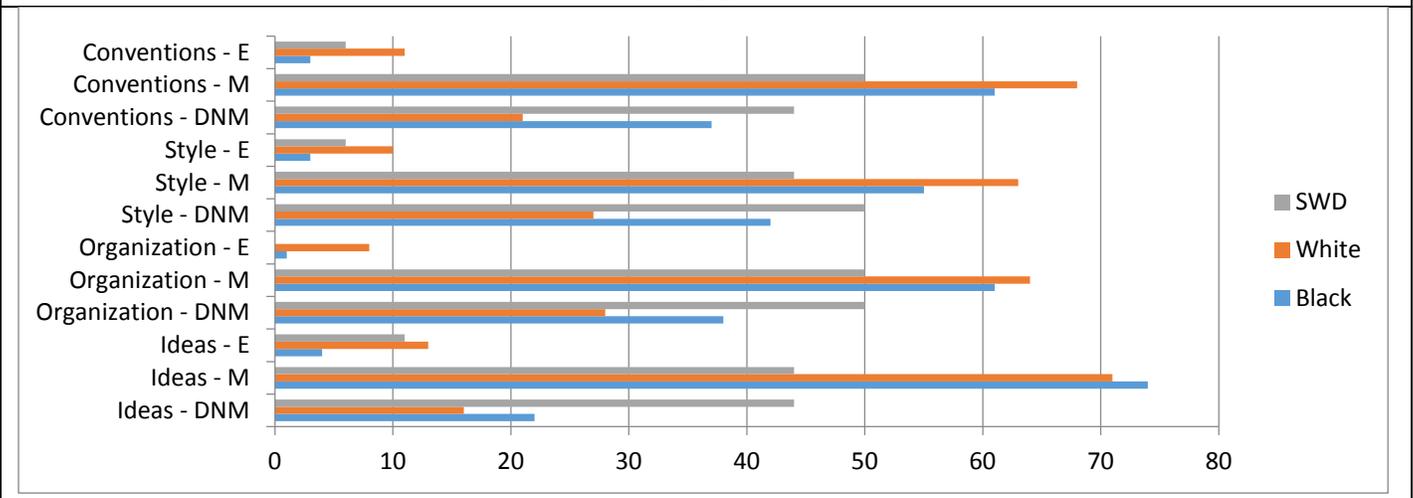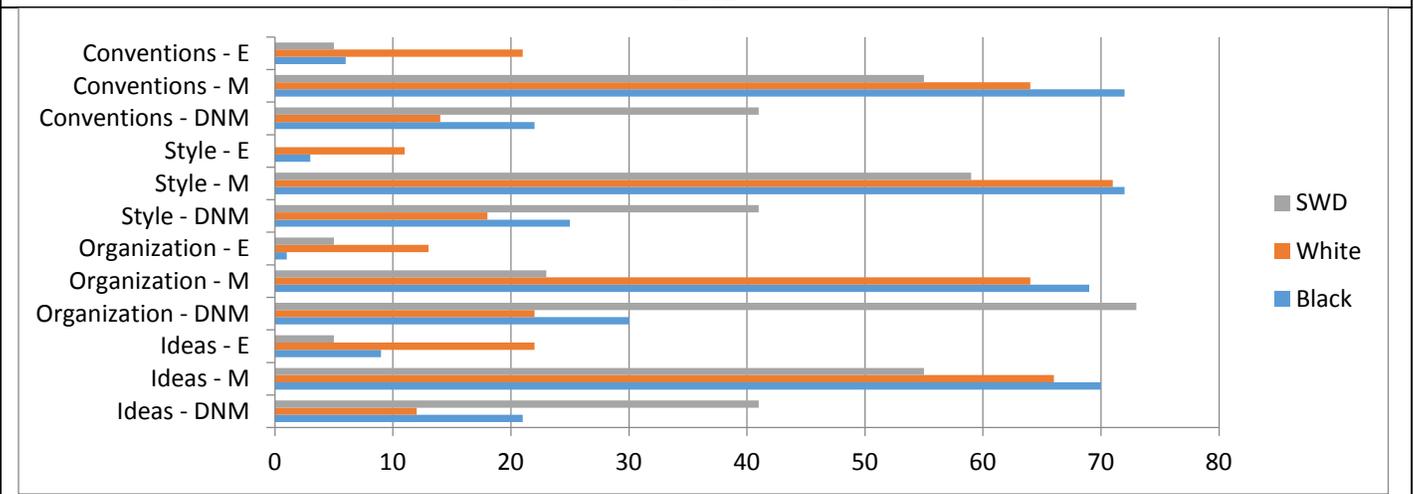
Narrative Writing

2014
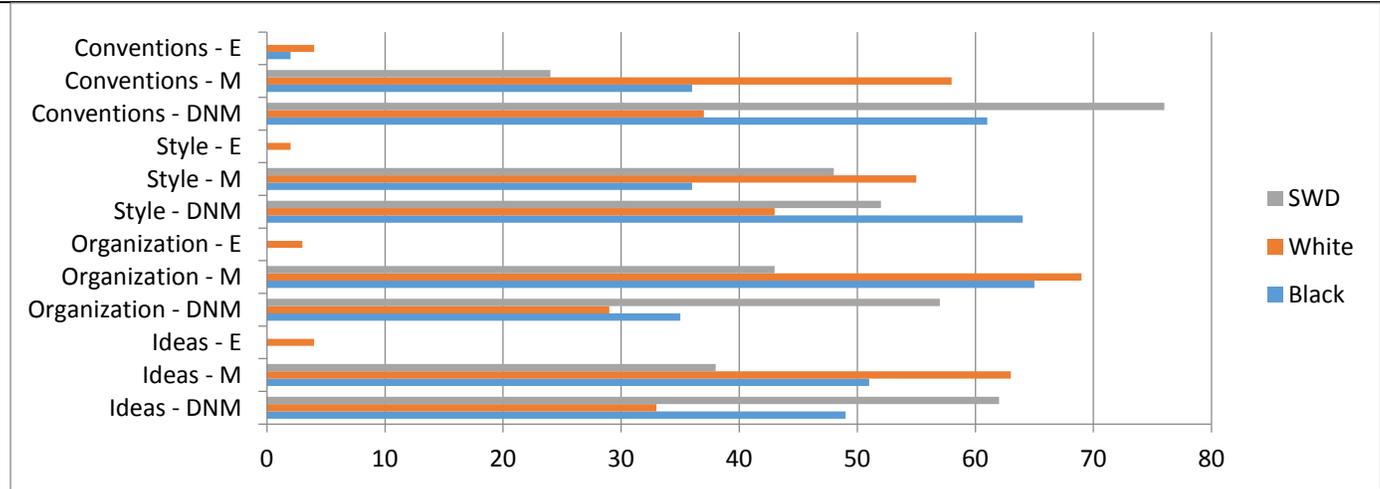
2013
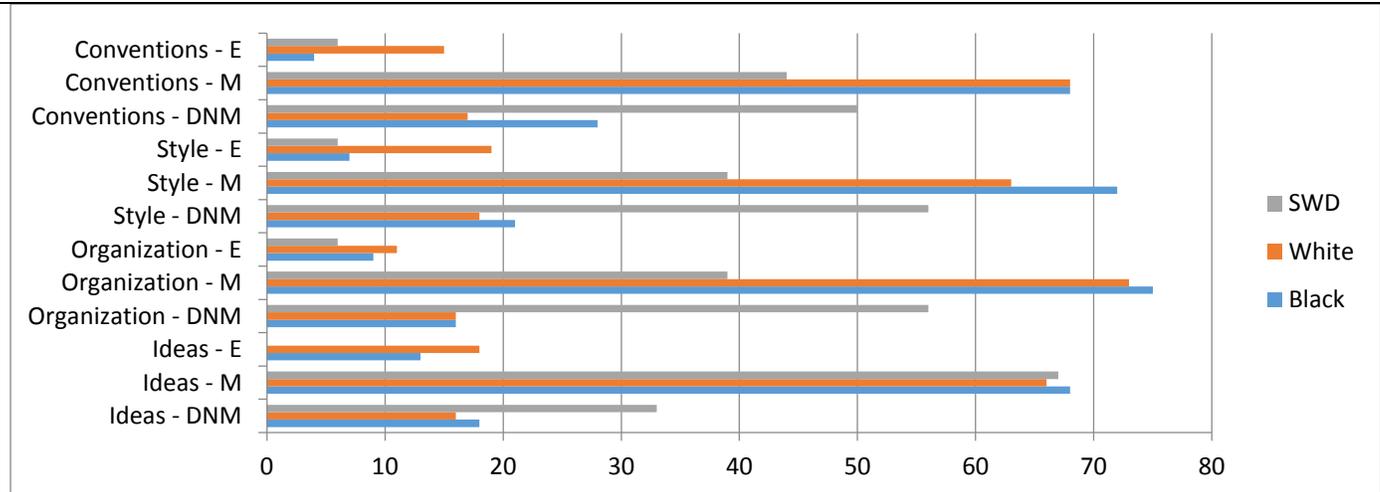
2012
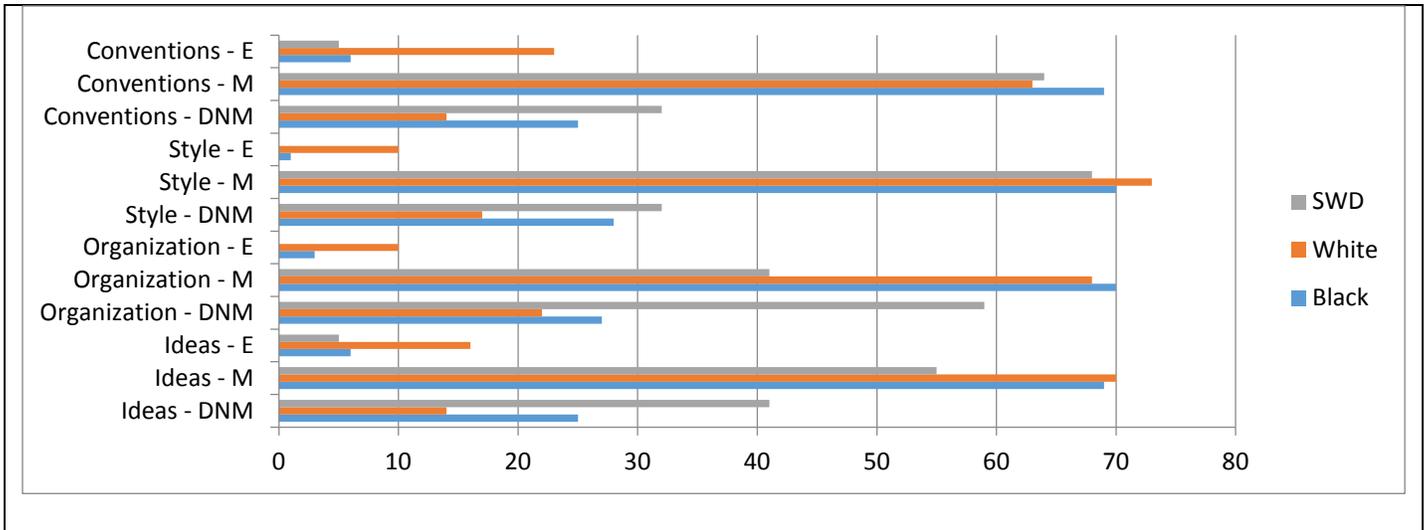
The third grade writing scores have been on somewhat of a downward spiral over the last three years. Some of this is because more emphasis has been placed on grading correctly. Through vertical alignment meetings, it became clear that scores from the third grade writing test were not comparable to the fifth grade writing test. Students were scoring higher on the third grade test. Professional development was given on accurate scoring with the third grade writing rubric. We now feel that the scores are more in line with the actual performance of the student.

e. Teacher Data:

WCES has been able to retain a large majority of its teachers. The teachers that have left, have done so because of retirement or reassignment because they were not highly qualified for the grade/subjects they were teaching.

Years of Experience

Years	Count
Over 30	0
26 - 30	6
21 - 25	4
16 - 20	6
11 - 15	9
6 - 10	11
0 - 5	6
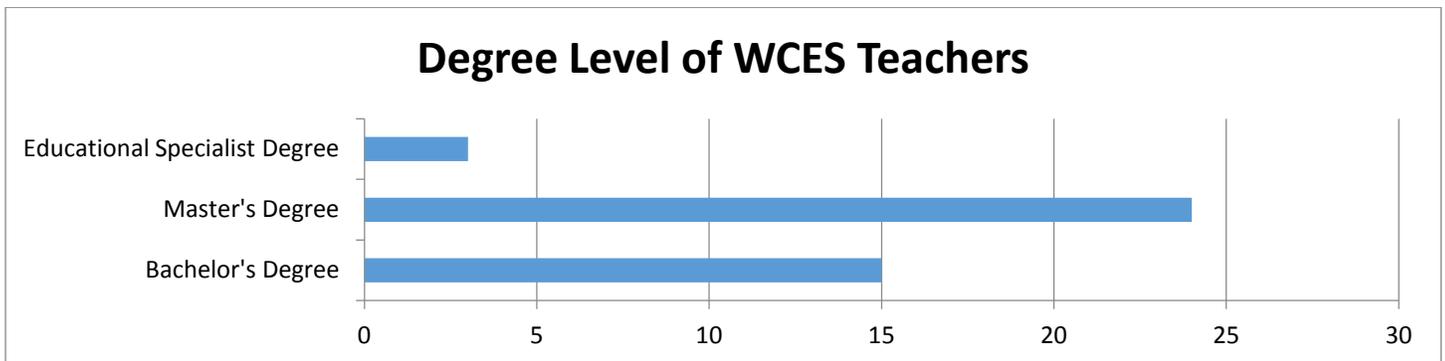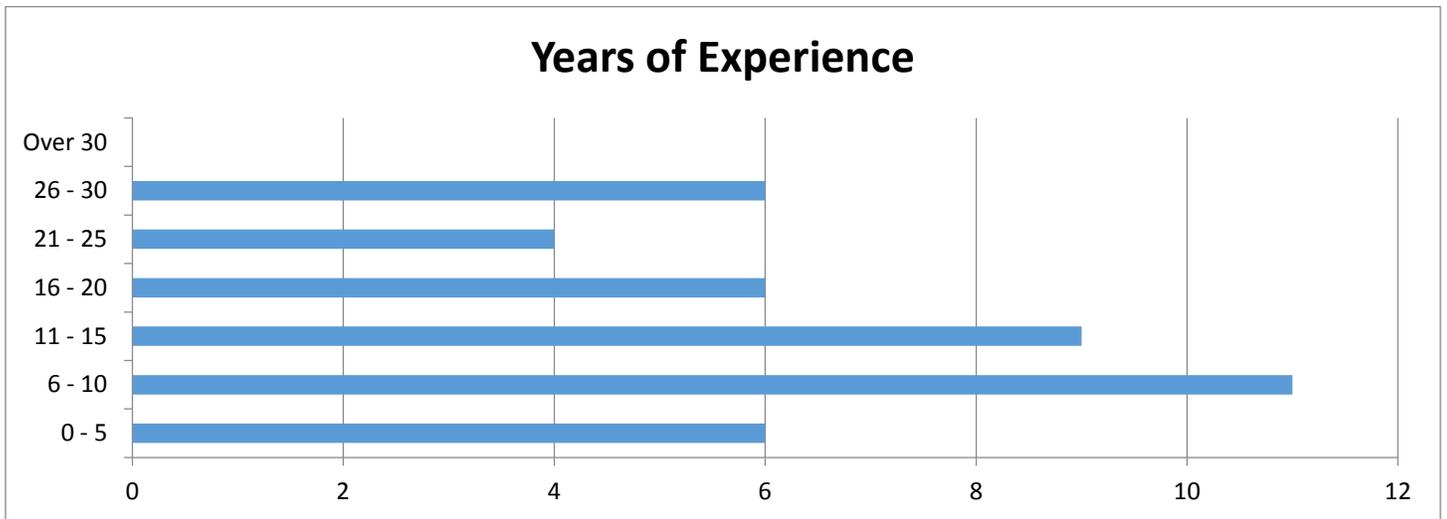
f. Formative and Summative Goals and Objectives:

Specific Academic Areas of Improvement:

- Increase the use of differentiated instruction in all classrooms.
- Increase opportunities for parent involvement in decision making and problem solving.
- Increase the use of instructional technology in all classrooms.
- Increase the practice of data analysis to identify specific needs of students.

g. District-prescribed Data:

Universal screeners (Lexia, Symphony, Track My Progress), formative and summative assessment data are disaggregated during PLC and Literacy Team meetings to set goals and to determine best strategies to improve literacy for all subgroups and to close achievement gaps.

h. PLC and On-going professional learning at school:

All teachers and administrators actively participate during PLCs. Professional learning activities are on-going and are job embedded. Grade-specific content level teams meet once a week, vertical articulation teams meet twice per year, and teachers have been given release times to participate in other PL opportunities. Professional learning is offered face-to-face and through webinar trainings.

Building Block 1. Engaged Leadership

A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school as documented in "The How", "The Why", and "The What" documents.

Planning: The administrator will:
1. Study all strategies and resources for literacy instruction that are presented in "The Why" document.
2. Seek out professional learning opportunities for the WCES Leadership Team, including the principal, to become more informed of literacy programs.

Implementing: The administrator will:
1. Work with our SI Specialist to provide targeted professional development based on student data and teacher input to increase our level of literacy instruction at WCES. **(The How, pg. 48)**
2. Schedule focused walks with the WCES Leadership Team and county office personnel to monitor and evaluate literacy instruction at WCES.

Expanding : The administrator will:
1. Schedule teacher visits as exemplar literacy practices are identified so that all WCES teachers can learn from one another.

Sustaining: The administrator will:
1. Provide professional learning for all new staff members to ensure that they receive the same training as our current staff. (**The How, p. 20**)
2. Ensure that our teacher leaders are well trained to redeliver training to new staff members.

B. Action: Organize a Literacy Leadership Team as stated in "The How" document.

Planning: The literacy team led by the administrator will:
1. Add additional stakeholders to our Literacy Team to include a parent and a community member; PTO officers, school council member, business representative. (**The How, p. 21**)
2. Effectively communicate the purpose of our Literacy Plan to all stakeholders.
3. Monitor literacy instruction at WCES with focused walks as well as incorporating a checklist of best practices to be used during TKES observations. **(The What, p. 5)**

Implementing: The literacy team led by the administrator will:
1. Revise the school improvement plan to include specific literacy goals.
2. Ensure that all stakeholders understand our goals and their role in helping WCES meet those goals. **(The What, p. 5)**
3. Ensure that research based practices are driving our literacy instruction.
4. Seek out professional learning for all teachers to teach literacy in all content areas, to better

utilize data for differentiated instruction, and to better educate our students that are below grade leve.l **(The Why, p. 140-143)**
5. Ensure that professional learning in the area of instructional technology is delivered to our teachers so that all instructional technology that is made available to them is best utilized to enhance our literacy instruction.

Expanding: The literacy team led by the administrator will:
1. Consistently utilize all data sources to drive our school improvement process.
2. Share data with our stakeholders.

Sustaining: The literacy team led by the administrator will:
1. Continue to utilize formative and summative assessment data to drive our instruction and meet our literacy goals. **(The Why, p. 95-99)**
2. Continue to improve our use of intervention programs. **(The Why, p. 156-157)**
3. Identify schools that have successfully implemented the Striving Readers Grant and seek their input on our process.
4. Continue to motivate staff members and students to increase student achievement at WCES. **(The Why, p. 51)**

C. Action: Maximize the use of time and personnel through scheduling and collaborative planning as referenced in "The How" document.

Planning:
1. Seek out other schools' master schedules to see if the WCES master schedule can be improved. (The How, p. 23)
2. Continue to schedule collaborative planning days so that all grade level content area teachers can plan.
3. Continue to include an Intervention Block during our instructional day. (specific time of block will vary between grade levels so that Intervention Lab can be used by all)
4. Continue to work with our Curriculum Director and SI Specialist to create vertical alignment opportunities.

Implementing:
1. Ensure that instructional teams are meeting and discussing student data and utilizing this data to drive instruction. (The Why, p. 120)
2. The WCES Leadership Team will collaborate with instructional teams on a regular basis.
3. Continue with focused walks to ensure that the master schedule is being followed.

Expanding:
1. Utilize TKES and focused walks to ensure that best practices are being used by all teachers to ensure that instructional time is maximized each day. (The How, p. 30)
2. Continue to develop learning communities at WCES where teachers visit one another to see best practices being utilized with our students.

Sustaining:
1. Continue to provide professional development to the WCES Leadership Team. (The Why, p. 140)
2. Continue to monitor and evaluate all aspects of literacy instruction at WCES.

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

Planning:
1. Fully explain the literacy goals to all teachers to create a shared vision.
2. Ensure that teachers are teaching literacy by having them include how they are teaching literacy on their lesson plan summaries.
3. Plan for specific, targeted professional development for all staff members on implementing literacy strategies in their content areas. **(The Why, p. 140-143)**
4. Monitor instruction to ensure that teachers are utilizing new strategies to promote student engagement.
5. Continue to provide student incentives for academic achievement. **(The Why, p. 51)**

Implementing:
1. Utilize all staff members to support literacy instruction to include school counselor, media specialist, and Specials teachers.

Expanding:
1. Develop and maintain an infrastructure to insure that we are working to achieve our literacy goals. (accountability, data collection and discussions)
2. Continue to provide more opportunities for parents and other stakeholders to get involved in our literacy programs and to discover the resources we have available to drive literacy instruction. **(The How, p. 21)**

Sustaining:
1. Maintain a focus on improving our literacy instruction even when other initiatives are present
2. Provide resources (books and web sites) to parents that they can use to help their child with literacy skills. **(The How, p. 28)**
3. Continue to offer an after school program to remediate struggling students and look into offering a summer reading program.

E. Action: Optimize literacy instruction across all content areas as stated in "The Why"

Planning:

1. Identify research based strategies to best meet the educational needs of all of students through differentiated instruction and utilizing data to drive that instruction.
2. Create a plan to integrate literacy instruction into all content areas.
3. Find and purchase a school wide writing program that all teachers can utilize.
4. Provide specific targeted professional learning on the following areas:

- Utilizing books, short stories, etc. in science and social studies instruction
- Utilizing a writing program to increase the writing skills of our students **(The Why, p. 43)**
- How to best utilize data to drive instruction
- Use of instructional technology to enhance our literacy instruction and promote better student engagement
- How best to teach our students to meet the demands of Georgia Milestones

Implementing:
1. Require open ended and short answer response items on all common assessments.
2. Require a piece of writing for each content area per semester. **(The Why, p. 43)**
3. Provide teachers with a wide array of resources to help meet the literacy needs of students at all levels.
4. Ensure that teachers are providing students with meaningful assignments and opportunities to practice their literacy skills.

Expanding:
1. Monitor literacy instruction through the use of TKES, focused walks, lesson plan summaries, and student work samples. **(The How, p. 30)**
2. Encourage teachers to plan with their co teachers to ensure that reading assignments are relevant to content being covered in other content areas.

Sustaining:
1. Allow teachers to have input on best instructional practices for particular content.
2. Allow teachers time to plan with their peers. **(The How, p. 48)**

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 as stated in "The How" document.

Planning:
1. Create a share literacy vision for WCES and communicate that vision to all stakeholders.
2. Include discussion of Striving Readers Grant and literacy instruction at our school council and PTO meetings.
3. Add a parent and community member to our school literacy team. **(The How, p. 21)**
4. Seek out community organizations that currently provide after school programs for our students and communicate these offerings to parents.

Implementing:
1. Continue to grow our mentoring program to possibly include community members as mentors.
2. Discuss with local businesses the possibility of field trips to their business. **(The How, p. 28)**
3. Invite more community members to speak at school functions and to visit classrooms.

Expanding:
1. Discuss with neighboring school districts how they have increased community involvement in their school and work towards implementing their ideas.
2. Publicize when community members visit WCES.
3. Foster relationships with community members and post-secondary institutions.

Sustaining:
1. Continue to foster business and community relationships.
2. Seek out a renewed interest in our Partners In Excellence program.
3. Utilize our Parent Involvement Coordinator more to invite parents and community members to be a part of our school.

Building Block 2: Continuity of Instruction

A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams as documented in "The How" and "The Why" documents

Planning:
1. Establish a plan and effectively communicate to all teachers that literacy instruction is a shared responsibility. **(The How, p. 20)**
2. Continue to provide teachers time during the school day to collaboratively plan instruction.
3. Refine protocols for team meetings and documentation.
4. Provide more time for team teachers to meet throughout the year. **(The How, p. 44)**
5. Continue to provide time for teachers to visit other classrooms.

Implementing:
1. Prepare agendas and summaries for each meeting.
2. Observe model lessons and effective instructional strategies. **(The Why, p. 68)**
3. Plan and implement lessons that address the literacy needs of all students.

Expanding:
1. Research effective strategies for differentiating instruction promoting authentic student engagement.
2. Continue to utilize all available instruction to inform and adjust literacy instruction.

Sustaining:
1. Encourage teachers to share our student success stories to community members through use of teacher websites and school web page.
2. Utilize online professional development opportunities to provide ongoing professional development to new and continuing teachers. **(The Why, p. 140)**

B. Action: Support teachers in providing literacy instruction across the curriculum as stated in "The Why", "The How", and "The What" documents

Planning:
1. Provide teachers with pertinent information on meeting the demands of CCGPS and the Georgia Milestones.
2. Provide teachers with professional development and opportunities to practice teaching literacy across the curriculum. **(The Why, p. 142-143)**
3. Study researched based strategies to improve literacy instruction. (The Why document)

4. Study a variety of writing strategies to incorporate writing in all content areas. **(The Why, p. 43)**
5. Provide professional development utilizing instructional technology.

Implementing:
1. Use research based strategies and appropriate resources to support student learning of the content standards.
2. Teach academic vocabulary in all subject areas.
3. Work towards a one to one computer student ratio.
4. Use a school wide writing rubric for all writing assignments in each content area. **(The Why, p. 43)**

Expanding:
1. Utilize available data to identify areas of weaknesses and design learning opportunities to address those weaknesses.
2. Monitor the use of instructional strategies through formal and informal observations.
3. Provide opportunities for students to read different genres of literature across all content areas.
4. Share creative ideas to infuse literacy throughout the school day.

Sustaining:
1. Differentiate literacy assignments by offering student choice.
2. Continue to host family fun events where we highlight literacy instruction at WCES. **(The How, p. 24)**
3. Hold school wide literacy celebrations.
4. Celebrate and publish good student writing.

C. Action: Collaborate with supporting out-of-school agencies and organizations within the community as referenced in "The How" document.

Planning:
1. Develop avenues of communication with outside agencies that could provide support to our students and families (churches, day cares, colleges, technical schools, etc.)
2. Plan with out of school organizations to develop enhancement and enrichments activities for all participating students. **(The Why, p. 157)**
3. Ensure that stakeholders participate in critical planning and decision making activities.

Implementing:
1. Identify and contact outside agencies that may provide learning supports for grades 3-5 students.
2. Design avenues to connect students to these outside agencies. **(The How, p. 32)**
3. Utilize all staff members to enhance our literacy instruction.

Expanding:
1. Develop strategies to maintain momentum once appropriate community contacts have been made.
2. Provide adult learning sessions at WCES so that parents can better help their students.

| | 3. Utilize technology to provide support to our parents and community members (access to videos, resources, etc.) |

Sustaining:
1. Keep the focus on literacy development even when faced with other key initiatives.
2. Include more academic supports such as after school programs and a summer reading program to foster literacy development for all students.
3. Pursue additional funding options to provide materials and training to our teachers.

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 as stated in "The How" document.

Planning:
1. Continue to use the current screening, progress monitoring, and diagnostic tools to identify achievement levels of all students. **(The Why, p. 99)**
2. Continue to ensure that any new teachers understand the purpose for and use of formative assessment and how it differs from summative assessment.
3. Have all materials and procedures in place prior to start of the school year.
4. Develop a formative assessment calendar based on local, state, and program guidelines, including specific timeline for administration and persons responsible.
5. Make a data collection plan for storing, analyzing, and disseminating assessment results.

Implementing:
1. Continue to administer assessments and input and analyze data according to the established timeline. **(The Why, p. 98-105)**
2. Provide timely, descriptive feedback to students with opportunities to assess their own learning.
3. Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms.
4. Continue to use screening, progress monitoring, and curriculum-based assessments to influence instructional decision regarding services for students in Response to Intervention (RTI). **(The Why, p. 123-129)**

Expanding:
1. The WCES School Improvement Specialist will be responsible for ensuring continued fidelity to all formative assessment procedures and timelines beyond year one.
2. Continue to analyze student data in teacher teams to develop and adjust instructional plans. **(The Why, p. 95-96)**
3. Continue to set aside days for teachers to work together to plan units of instruction and create assessments based on data from the assessment.
4. Continue to use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format.
5. Utilize online options such as Google Go To Meeting for collaboration among teachers within the same and different schools.
6. Record online collaboration sessions for those who could not attend at the designated time.

Sustaining:
1. Continue to provide consistent expectations across classrooms and teachers by developing common curriculum-based assessments.
2. Continue to provide assessment measures that can help identify high achieving/advanced learners who would benefit from enrichment activities.

B. Action: Use universal screening and progress monitoring for formative assessment as stated in "The How" and "The Why" documents.

Planning:
1. Identify literacy skills needed to master CCGPS in each content area.
2. Research and select effective universal screening to measure literacy competencies for all students across the curriculum. **(The Why, p. 99)**

Implementing:
1. Administer assessments and input data according to the established timeline. **(The How, p. 26)**
2. Provide timely, descriptive feedback to students with opportunities to assess their own learning**.**

Expanding:
1. Assign a person or persons responsible for monitoring and maintaining fidelity of all formative assessment procedures and timelines. **(The How, p. 35)**
2. Analyze student data in teacher teams to develop and adjust instructional plans. **(The Why, p. 120)**
3. Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format.

Sustaining:
1. Provide continued professional learning to staff who administer assessments to maintain accurate data recording.

C. Action: Use diagnostic assessment to analyze problems found in literacy screening as stated in "The How" and "The Why" documents.

Planning:
1. Continue to use diagnostic assessments that isolate the component skills needed for mastery of literacy standards. **(The Why, p. 95-96)**
2. Continue with interventions that include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach.

Implementing:
1. Use results of the diagnostics for student placement within an intervention and to adjust instruction.
2. Use technology to differentiate learning within content areas. **(The Why, p. 57)**

Expanding:
1. Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals. **(The Why, p. 95-96)**

2. Use technology to share relevant student progress data with families in an easily interpreted format.
3. Use technology for communicating data to the district literacy leadership team in a timely manner. **(The What, p. 8)**

Sustaining:
1. 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 as referenced in "The How" and "The Why" documents.

Planning:
1. Teachers continue to use summative assessment data to monitor areas of strengths and areas that need improvement. **(The Why, p. 97)**
2. Assessment data provide a basis for the choice of supplemental materials and the instructional strategies to be used.

Implementing:
1. All students receive differentiated instruction and are considered Tier 1 students under the RTI process. **(The What, p. 11)**
2. Students that are not successful receive additional differentiated instructional support in the classroom. **(The Why, p. 132)**
3. If students are still not making adequate progress, they are referred to the RTI team for evaluation and possible advanced tier placement in the RTI program.

Expanding:
1. Offer professional learning on strategies to address specific skills identified as school-wide or subject area weaknesses. **(The Why, p. 43)**
2. Share and analyze student work samples as a way to inform instruction during collaborative planning.
3. Plan lessons, re-teaching, and intervention activities that target areas of need.

Sustaining:
1. Based on analysis of summative assessment data: **(The How, p. 37)**
   - 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 website and social media pages, recognize and celebrate individual student's significant improvements and attaining designated standards of achievement.

Action 3.E.: Develop a clearly articulated strategy for using data to improve teaching and learning (See V. A.) as stated in "The Why", "The How", and "The What" documents.

Planning:
1. Identify participants for data teams for each building and for specific grade bands. **(The Why, pp. 120 – 121)**

2. Develop procedures and expectations for staff to review and analyze assessment results.

Implementing:
1. Communicate the expectations for meetings.
2. Train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional commonalities.

Expanding:
1. Review protocols at beginning of meetings.
2. Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers. **(The Why, p. 121)**

Sustaining:
1. Continue to build collaborative data meetings into monthly calendar.
2. Ensure that the data storage and retrieval system is effective and efficient.

Building Block 4. Best Practices in Literacy Instruction

A. Action: Provide direct, explicit literacy instruction for all students as referenced in "The How" and "The Why" documents.

Planning:
1. Research and select a core program that will provide continuity based on a carefully articulated scope and sequence of skills that is clearly aligned to CCGPS and prepares students for the Georgia Milestones.
2. Examine student data to determine areas of student weakness
3. Plan and provide specific, targeted professional development to enhance our literacy instruction.

Implementing:
1. Provide training to all pertinent staff in the use of the core program.
2. Provide professional development in the following areas:
   - Use of data to inform instruction
   - Selection of appropriate resources for different level students
   - School wide writing program **(The How, p. 42)**
   - Differentiated instruction
3. Continue to ensure that master schedule is being followed in the ELA Block (Reading, Writing, ELA)

Expanding:
1. Review student and teacher data to improve instruction. **(The How, p. 29)**
2. Share effective literacy and differentiated instruction strategies in teacher team meetings.
3. Provide parent access to resources to help reinforce literacy skills.

Sustaining:
1. Continue to analyze data to determine the impact of teaching strategies on student achievement
2. Continue to provide ongoing training on all new initiatives.
3. Provide support to new teachers through our mentoring program. **(The How, p. 25)**

B. Action: Ensure that students receive effective writing instruction across the curriculum as stated in "The Why" and "The How" documents.

Planning:
1. Research and select a writing program for grades 3-5.
2. Provide opportunities for writing in all content areas.
3. Develop a writing rubric that all teachers will utilize when scoring writing.

Implementing:
1. Continue to provide a daily writing block within the ELA Block. **(The Why, p. 43)**
2. Require that students submit an example of all three types of essays. (one per 9 weeks)
3. Common assessments in all content areas will include short answer questions.

Expanding:
1. Provide professional learning for all content area teachers to enhance our writing instruction. **(The Why, p. 143**

Sustaining:
1. Continue to monitor student progress and make changing to our writing curriculum as needed.
2. Continue to provide professional learning to all new teachers.

C. Action: Teachers work to develop and maintain interest and engagement as students' progress through school as documented in "The Why" document.

Planning:
1. Teachers should be made to understand the need for any or all of the following:
   - Providing students with opportunities to self-select reading material and topics for research **(The Why, p. 49)**
   - Taking steps to provide students with an understanding of the relevance of their academic assignments to their lives
   - Increasing opportunities for collaborating with peers
   - Increasing access to texts that students consider interesting
   - Leveraging the creative use of technology **(The How, pp. 41 – 42)**

Implementing:
1. Continue to offer student incentives for academic achievement.

Expanding:
1. Continue to provide additional opportunities for parents and students to visit WCES after normal school hours.

Sustaining:
1. Provide professional development/training to all new teachers and a refresher to all returning teachers regarding any new initiatives or programs put into place under this grant. **(The How, p. 29)**

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.) as documented in "The Why", "The How" and "The What" documents.

Planning:
1. Continue to prevent academic failure through early intervention, frequent progress monitoring, and increasingly intensive research based instructional interventions for children who continue to have difficulty.
2. Students, under the RTI initiative, receive a minimum of two 30 minute segments per week that focus on specific, targeted areas of weaknesses.
3. However, the frequency, duration, and intensity of interventions are determined based on student needs. **(The Why, p. 123-140)**

Implementing:
1. Continue to use a universal screener to identify struggling students.
2. Continue to place students in appropriate intervention programs based on need.
3. Continue to progress monitor weekly and monthly to ensure the program is working.
4. If a student is not making adequate gains, the intervention program or frequency of the intervention is changed. **(The Why, p. 123-140)**

Expanding:
1. Interventions are fluid and based on specific needs of students.

Sustaining
1. Use the Georgia Department of Education problem-solving checklist to evaluate:
   - Personnel providing interventions
   - The ease with which students move between tiers
2. Consider the options available through technology to provide on-going, job-embedded support for data collection and analysis as well as for intervention. **(The Why, p. 123-140)**

B. Action: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms (See Sections 4. A & B) as stated in "The Why" and "The How" documents.

Planning:
1. WCES has aligned professional development with the state's academic content and student academic achievement standards.
2. All WCES teachers have been provided professional learning with the state's academic content and student achievement standards. **(The Why, p. 132**

Implementing:
1. Instructional teams have been created in each content area and grade level.
2. Teachers developed curriculum maps that mirror the state standards and use the state's frameworks for instruction.
3. All teachers are required to have standards and curriculum maps posted in their classrooms.

Expanding:
1. Teachers review data results to target weaknesses and plan instruction based on needs.

2. Teachers review and discuss the data, and domains of the content are disaggregated to identify specific areas of need.

Sustaining
1. Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet the individual students' needs.
2. Encourage the use of technology to support proactive communication between students and teachers, parents and teachers.
3. Ensure that communication between teachers and administrator is ongoing and effective. **(The Why, p. 123-140)**

C. Action: Implement Tier 2 needs-based interventions for targeted students as documented in "The Why" and "The How" documents.

Planning:
1. The WCES Intervention Process targets students that are not meeting academic goals.
2. These students will be pulled out during the intervention block for up to five segments per week.
3. All interventions provided are targeted, special skill strategies based on student needs. **(The Why, p. 131-133)**

Implementing:
1. All students that failed the CRCT the previous year are automatically placed into interventions, and the lowest 16% are placed in appropriate intervention programs that provide additional instruction.
2. Weekly progress monitoring is conducted using computer based programs and one on one assessments.
3. All interventions provided are targeted, special skill strategies based on student needs. **(The Why, p. 131-133)**

Expanding:
1. Teachers and paraprofessionals continue to receive training for standards based classroom practices, data analysis, instructional technology, common assessments, teacher commentary and conferencing, differentiated instruction, and learning styles.
2. Additional professional learning time is set aside for grade levels to design performance tasks and units centered on standard. **(The Why, p. 131-133)**

Sustaining
1. Teachers administer frequent formative assessments to help drive instruction.
2. This consistent monitoring of student progress will help teachers focus instruction on individual student needs so as to better serve each individual learner. **(The Why, p. 131-133)**

D. Action: In Tier 3, ensure that Student Support Team (SST) and Data Team monitor progress jointly as stated in "The Why" and "The How" documents.

Planning:
1. The Data Team and teachers analyze school data to ensure that all students not meeting academic standards are identified and provided with additional instruction.
2. The Data Team collaborates with classroom teachers, special education teachers, and all resource teachers to ensure that specific skill deficiencies are targeted for student success.
3. In addition to everything that occurs at T1 and T2, data teams meet to: **(The Why, p. 126)**
   - Discuss students in T3 who fail to respond to intervention
   - Receive professional learning on Student Support Team processes and procedures as outlined in the GA DOE manual and guidance
   - Verify implementation of proven interventions
   - Ensure that interventionist has maintained fidelity to intervention protocol prior to referral **(The Why, p. 134)**

Implementing:
1. 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. **(The Why, p. 134)**

Expanding:
1. Teachers consistently provide research-validated interventions designed to meet individual student's needs.
2. Data points are documented to monitor student response to intervention. 3. Ensure that T3 includes proven interventions that address behavior. **(The Why, p. 134)**

Sustaining:
1. Continue to ensure that:
   - Students move into and out of T2 and T3 **(The Why, p. 126)**
   - Data is used to support response to intervention **(The What, p. 12)**
   - Referrals to special education are equivalent to proportion of school and system population that represent ethnic and racial composition as a whole
   - Schools and system consistently use decision-making checklist to ensure appropriate recommendations of evidence-based interventions **(The Why, p. 134)**

E. Action: Implement Tier 4 specially-designed learning through specialized programs, methodologies or instructional based upon students' inability to access the CCGPS any other way as stated in "The Why and "The How" documents.

Planning:
1. WCES addresses the needs of all children in the school by demonstrating *best practices* in the classroom, providing full inclusion co-teaching classrooms and intervention programs.
2. Co-teaching classes have two highly qualified teachers and a paraprofessional.
3. This gives the students more opportunities for small group and one on one instruction
4. School schedules are developed to ensure least restrictive environment. (LRE)
5. Ensure that building and system administrators are familiar with funding formulas affecting students in special programming. **(The Why, p. 134-136)**

Implementing:
1. Most highly qualified and experienced teachers support the delivery of instruction for students

with the most significant needs.

Expanding:
1. IEP teams include key members required to support students' individualized transition plans and/or attainment of College and Career Readiness Anchor Standards. 2. Special education and gifted teachers meet, plan, and discuss students' progress regularly with general education teachers. **(The Why, p. 134-136)**

Sustaining:
1. Student data supports the exit of students from T4.
2. A system of checks and balances ensures fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance. **(The Why, p. 134-136)**

Building Block 6. Improved Instruction through Professional Learning

A. Action: Ensure that pre-service education prepares new teachers for all the challenges of the classroom as stated in "The How" document.

Planning:
1. Develop relationships with our local colleges and universities and meet to discuss what we are looking for in new teachers.
2. Continue to improve our new teacher mentor program to ensure they receive all necessary literacy training. **(The Why, p. 140-148)**

Implementing:
1. Enlist support from post-secondary schools to require pre-service teachers to demonstrate competency in reading theory and practice. **(The Why, p. 140-148)**

Expanding:
1. Ensure that our mentoring teachers are fully trained to provide assistance to our new teachers.

Sustaining:
2. Provide opportunities for new teachers to observe in our best classrooms.

B. Action: Provide professional learning for in-service personnel as stated in "The How" document.

Planning:
1. Schedule and protect time during the day for teachers to collaboratively plan and discuss data to drive their instruction.

2. Use all available data sources to identify specific areas of professional development.
3. Provide literacy training to all support staff. **(The Why, p. 140-148)**

Implementing:
1. Utilize TKES to hold teachers accountable and to develop PDP's for teachers as needed.
2. Provide specific, targeted professional learning based upon teacher needs.
3. Develop a list of online resources that teachers can utilize to guide their own professional growth.

Expanding:
1. Revisit and revise our professional learning needs based upon student data and teacher input of needs.
2. Use both formal and informal observations to monitor and improve literacy instruction.
3. Encourage all teachers to share/redeliver information gained from professional learning opportunities. **(The Why, p. 140-148)**

Sustaining:
1. Analyze student data to evaluate the effectiveness of professional learning.
2. Use our own "experts" to provide professional learning.
3. Ensure that all new personnel are trained.
4. Continue to encourage "professional talk among staff and provide time for professional discussions. **(The Why, p. 140-148)**

WCES Project Plan – Procedures, Goals, Objectives & Support

With the use of resources provided through the Striving Readers Grant, Worth County Elementary will seek to improve its total literacy program. WCES currently utilizes funds from state QBE, Title I, Title II, and local funds to provide additional teachers, resources, a School Improvement Specialist and a Parent Involvement Coordinator to deliver and communicate our instructional program. The following goals highlight the key areas that WCES will focus on with funds made available through the Striving Readers Grant.

Goal 1: Through the use of research based intervention programs and professional learning on utilizing effective literacy strategies in the classroom and utilizing data to drive instruction, Worth County Elementary School will increase the number of students reading on grade level by 10% by the year 2020.

Objectives	- Provide PL on utilizing effective literacy strategies in the classrooms - Provide PL on utilizing data to drive daily instruction - Provide PL on better utilizing current intervention programs to maximize its impact on student's reading level (*Lexia* and *Reading Plus*) - Provide PL on the use of instructional technology to promote student engagement - Provide teachers and students with resources to increase student fluency and comprehension levels **(The What, p. 11)** - Provide students with more technology to use in the classroom - Utilize *DIBELS* or *Scholastic Reading Inventory* and Lexile scores to track and measure student reading levels
Evidence	- Sign in sheets from all Professional Learning - Reports from *DIBELS*, *Scholastic Reading Inventory*, *Lexia* and *Reading Plus* **(The Why, p. 99) (The What, p. 9)** - Lexile scores - TKES walkthroughs and formative observations
Instructional Schedule	Current WCES Master Schedule is attached which shows ELA Block and Intervention Block for all grade levels
Teachers and Staff Addressing Student Needs	- Administrators - SI Specialist - Media Specialist - Parent Involvement Coordinator - Literacy Team - Data Team - Teachers - Paraprofessionals
Current Practices	*Lexia* and *Reading Plus* for all students

	• Daily Intervention Block • Intervention Lab • Fountas and Pinnel phonics program • Daily ELA Block with focus on reading, writing and ELA • Established RTI model • Common content area/grade level planning where teachers plan and utilize data • SI Specialist in place to drive professional learning
Funding Sources	• Current practices are funded through state QBE, Title 1, Title 2, and local funds
Research-based practices from the "What" and "Why" document	• Professional development on strategies to increase overall reading instruction (The Why, p. 65) • Purchase technology software/devices for students to use in ELA Block and Interventions (The What, p. 10) • Provide teachers with the tools necessary to identify student weaknesses and train them to use these tools effectively (The What, p. 12; The Why, p.133)

Goal 2: With enhanced professional development in the areas of instructional technology, differentiated instruction, and utilizing data to drive instruction along with new grade level resources, Worth County Elementary School will increase the percentage of students demonstrating typical to high growth as measured by CCRPI in Reading/ELA by 10% by the year 2020.

Objectives	• Provide PL on utilizing instructional technology to enhance student engagement **(The Why, pp. 56 – 57)** • Provide PL on differentiated instruction • Provide PL on utilizing student level data to drive instruction • Provide teachers with more leveled resources in all content areas • Provide teachers and students with resources to increase student fluency and comprehension levels • Provide teachers and students with more technology (devices and programs)
Evidence	• Sign in sheets from all Professional Learning • CCRPI report from each academic year • Reports from *DIBELS*, *Scholastic Reading Inventory*, *Lexia* and *Reading Plus* • Data from TKES walkthroughs and formative observations
Instructional Schedule	• Current WCES Master Schedule is attached which shows ELA Block and Intervention Block for all grade levels
Teachers and Staff Addressing Student	• Administrators • SI Specialist

Needs	- Media Specialist - Parent Involvement Coordinator - Literacy Team - Data Team - Teachers - Paraprofessionals
Current Practices	- Fountas and Pinnel phonics program - Student and teacher use of iPads and ChromeBooks - Teacher and student use of Smart Boards *Lexia* and *Reading Plus* for all students - Daily Intervention Block - Daily ELA Block with focus on reading, writing and ELA - Established RTI model - Intervention Lab - Common content area/grade level planning where teachers plan and utilize data - SI Specialist in place to drive professional learning
Funding Sources	Current practices are funded through state QBE, Title 1, Title 2, and local funds
Research-based practices from the "What" and "Why" document	- Professional development on strategies to increase overall reading instruction **(The Why, p. 65)** - Provide teachers with the tools necessary to identify student weaknesses and train them to use these tools effectively **(The What, p. 12; The Why, p.133)** - Purchase technology software/devices for students to use in ELA Block and Interventions **(The What, p. 10)**

Goal 3: Through all school improvement efforts, including resources received through the Striving Readers Grant, Worth County Elementary School will increase its overall CCRPI score to 85 or above by the year 2020.

Objectives	- Continue to focus on maximizing point totals in all categories of the CCRPI (Achievement, Progress, Achievement Gap, and Exceeding the Bar Indicators) - Continue to utilize our SI Plan to drive our improvement efforts at WCES - Provide PL to all staff members to continue to improve instructional strategies - Implement a school wide writing program to increase academic achievement on all areas of the Georgia Milestones **(The What, p. 10) (The Why, p. 44)** - Continue to increase rigor on common assessments to mimic

	Georgia Milestones • Provide students with technology instruction to ensure they are prepared for Georgia's new assessment
Evidence	• SI Plan • CCRPI Reports • Sign in sheets from all PL • Georgia Milestone school wide scores
Instructional Schedule	• Current WCES Master Schedule is attached which shows ELA Block and Intervention Block for all grade levels
Teachers and Staff Addressing Student Needs	• Administrators • SI Specialist • Media Specialist • Parent Involvement Coordinator • Literacy Team • Data Team • Teachers • Paraprofessionals
Current Practices	• SI Specialist in place to drive professional learning • Master schedule to include defined content area blocks of instruction and daily intervention block **(The What, p. 5) (The Why, p. 58)** • Student and teacher technology • Intervention Lab • Ongoing Professional Learning
Funding Sources	• Current practices are funded through state QBE, Title 1, Title 2, and local funds
Research-based practices from the "What" and "Why" document	• Professional development on strategies to increase overall reading instruction (The Why, p. 65) • Provide teachers with the tools necessary to identify student weaknesses and train them to use these tools effectively (The What, p. 12; The Why, p.133) • Purchase technology software/devices for students to use in ELA Block and Interventions (The What, p. 10)

Goal 4: Worth County Elementary School will increase community awareness of the existence and function of the school's Literacy Team and make our stakeholders more aware of our school goals as it relates to Literacy.

Objectives	• Increase opportunities for parents to learn about resources available to help their child • Provide more after school activities to promote student and parent engagement

	• Involve more community members and parents in our school improvement efforts **(The What, p. 5)**
Evidence	• Sign in sheets and agendas from meetings/training • Invitations and photos from after school events • School Council minutes • Survey responses
Instructional Schedule	• Current WCES Master Schedule is attached which shows ELA Block and Intervention Block for all grade levels
Teachers and Staff Addressing Student Needs	• Administrators • SI Specialist • Media Specialist • Parent Involvement Coordinator • Literacy Team • Data Team • Teachers • Paraprofessionals
Current Practices	• School Council • PTO • 20 Day Additional Instruction Program • Reading Under the Stars, movie nights and other family friendly events • Numerous stakeholder surveys
Funding Sources	• Current practices are funded through state QBE, Title 1, Title 2, and local funds
Research-based practices from the "What" and "Why" document	• A network of learning supports within the community that targets student improvement is active (e.g., tutoring, mentoring, afterschool programming) • Social media is utilized to communicate and promote the goals of literacy throughout the community at large **(The What, p. 7)** • Academic successes are publically celebrated through traditional and online media (The What pgs. 6-8)

Worth County School District: Worth County Elementary School

Assessment/Data Analysis Plan

Worth County Elementary School maintains a clearly defined, ongoing comprehensive assessment system. The comprehensive assessment system is regularly and systematically evaluated for reliability and effectiveness in improving programs. Professional development is provided for all teachers. WCES has developed and maintained a systematic process to ensure academic achievement for all students. All teachers use a variety of formative assessment tasks and monitor student progress to adjust instruction to maximize student achievement. Multiple assessment measures include locally developed assessments as well as standardized assessments. Most assessments are deemed reliable and bias-free in the area of student learning. The staff consistently and regularly uses assessments and feedback to adjust instruction in order to meet the individual needs of all learners.

Systematic procedures and processes for collecting, analyzing and applying learning from multiple data sources are used consistently by administrators, teachers, and most support staff. Data is gathered and used to identify learning needs of students, learning gaps, mastery of standards, and to determine what instructional strategies are needed. Students not meeting state standards are identified and placed in intervention classes for additional instruction based on needs and progress monitored on a weekly basis.

The leadership team collaborates with teachers and most support staff to analyze data to ensure that all students are meeting or exceeding standards. Students not meeting state standards are identified and provided with additional instruction through intervention services. The RTI team meets and further analyzes data to targeted specific skill deficiencies. Identified students are given additional instruction and interventions while being progress monitored by classroom teachers, intervention specialists, and the RTI team.

The success of the RTI is evaluated through student achievement and observations of teacher performance. Identifiable weaknesses will be addressed with scaffolding and extra remediation for the student and/or groups. We have a testing protocol that is in place and this is followed by all staff members. We adhere to the procedures in the local and state assessment plan.   WCES provides accommodations that are appropriate based on student needs. In addition, WCES has created a 2014 - 2015 assessment calendar to ensure that students take no more than two assessments per week.

WCES is utilizing *DataDirector* in the creation of our assessments to ensure that they are aligned with the curriculum. Teachers meet by grade level and content area to develop common assessments collectively to ensure that all standards are being tested. Data from all assessments are systemically reviewed by administrators, support staff, and teachers to ensure that instruction is continuously adjusted to meet the needs of all students. Data from common assessments are examined to determine if particular standards need to be retaught to our students. Each grade level content area meets to examine test scores and to identify commonly missed items. Teachers adjust their curriculum maps and lesson plans as needed to reteach the identified standards.

A universal screener is given three times per year and is used to identify struggling students. The Response to Intervention (RTI) Coordinator analyzes the data and identifies struggling students. Once identified, the RTI Coordinator meets with teachers and school interventionists to discuss specific, targeted interventions and determine what instructional strategies are needed. Students are then placed in appropriate interventions and progressed monitored weekly. Data is systemically reviewed and analyzed to determine need for additional instruction. RTI uses graduated tiers of support, individualized goals, and frequent monitoring to target specific learning and behavior problems. At WCES, our intervention strategies focus heavily on reading fluency and comprehension and basic math facts such as multiplication and division.

Throughout the school year, teachers meet with administrators, the RTI Coordinator and the School Improvement Coordinator to discuss and analyze results of all assessments throughout the school. Not only are teachers provided with a general overview of all school data, but also they are provided with information on how to interpret and disaggregate the data to effectively adjust instruction to meet the needs of all students for academic success. In addition, WCES has created a school wide tracking system to monitor students based

upon their 9 weeks average and attendance. This enables the administrative staff to quickly identify students that are in need of additional support and also allows teachers and administrators to quickly access the progress of each student.

a. Current Assessment Protocol

Assessment	Purpose	Skills	Frequency
Unit Assessments	Progress Monitoring/ Outcome	Reading, ELA, Math, Science, Social Studies	At completion of each subject's unit
Lexia	Intervention Program	Vocabulary; Reading Comprehension	Based on student need
Track My Progress	Screener	Vocabulary; Reading Comprehension	Three times per year
Georgia Milestone's	Outcome	Reading, ELA, Math, Science, Social	Once per year
Iowa Test of Basic Skills Fourth Grade	Diagnostic	Mental Ability	Initial placement - Gifted

b.   Comparison to the SRCL Assessment Plan

The current WCES assessment plan includes several of the requirements of the SRCL:

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

c. How New Assessments will be Implemented

Assessment	Frequency	Location
Scholastic Reading Inventory	3 times per year	Computer Lab/Classroom

d. Current Assessments that Might be Discontinued:
At this time, WCES does not have any assessments that will be discontinued.

e. Professional Learning that Teachers will Need to Implement any New Assessments:

- Disaggregation of data
- Differentiated Instruction with flexible groups based on student needs
- Management of small group instruction based on student needs identified in assessments
- Scholastic Reading Inventory training & data interpretation to inform instruction
- Support and training for interventionists in using assessment data to identify specific skill deficits and determine the most effective intervention

f. How Data is Presented to Parents and Stakeholders

Individual student data is presented to parents in a myriad of ways: face-to face parent conferences, through the PowerSchool Parent Portal, phone conferences, or through written communication. Overall disaggregated school summary data is reported on the system/school website. Summary data is also shared at meetings of the Literacy Team, Leadership Team, faculty, School Council, and Board of Education and is incorporated into the school's monthly newsletter. WCES strives for all stakeholders to be aware of the strengths and weaknesses of the students within the school and encourages opportunities for involvement and support.

g . How Data will be Used to Develop Instructional Strategies as well as Determine Materials and Needs:

Throughout the year teachers will individually study their formative and summative assessment data, looking for trends, and will share their findings during PLC. Both formative and summative data will be compiled by grades and departments and shared with the Literacy Team; the team will examine the data for common trends and make suggestions for instructional strategies and interventions, as well as detect professional learning needs and materials considered necessary. Through the needs assessment survey and a review of the data, WCES teachers identified that new or ongoing professional learning was needed in several areas:

- Continued Support of CCGPS/GPS Implementation
- Data Disaggregation
- Differentiation: Strategies, Management, Activities
- Effective Writing Strategies
- Formative Instructional Practices (FIP) Training
- Helping Struggling Readers – Phonics, Phonological Awareness, Fluency and Comprehension
- Helping Students in Reading Complex Grade-Level Text in All Content Areas
- Identifying & Assisting Struggling Readers
- Implementing Literacy Activities into All Content Areas
- Increasing Parental Involvement
- Increasing the Rigor and Relevance in CCGPS/GPS classrooms
- Professional Learning Communities
- Response to Interventions
- Standards-Based Classrooms
- Strengthening Academic Vocabulary

- Understanding and Incorporating Scholastic Reading Inventory
- Using Lexiles in Content Areas

h. Who will Perform the Assessments and How will it be Accomplished

The administrators and teachers will review and disaggregate the data and will share information through PLC.

Assessment	Who will Complete the Assessment	How Will It Be Accomplished
Scholastic Reading Inventory	Computer Lab Teacher during PE/Computer time	✓ Three times per year
Georgia Milestone's	Certified Teachers	✓ Once per year
Common Assessments	Classroom Teachers	✓ At completion of each subject's unit

Worth County School District: Worth County Elementary School

Resources, Strategies and Materials

Worth County Elementary School will use funding from the Striving Readers Grant to support and enhance literacy instruction for all students. The specific resources that we will need to successfully meet our goals are listed below.

A. **Resources Needed**
- *Lexia* and *Reading Plus* intervention programs
- *Track My Progress* as our universal screener and progress monitoring tool
- *DIBELS* and/or *Scholastic Reading Inventory*
- Variety of high quality resources that can be used to teach specific content in the areas of science and socials studies
- Leveled readers to meet the educational demands of all students
- School wide writing program
- Instructional technology to promote student engagement and prepare students for new assessments (iPads, ChromeBooks, software, applications, etc.)
- PL on identifying and utilizing effective literacy strategies for all students
- PL on utilizing instructional technology
- PL on utilizing data to drive instruction
- Funds to pay substitute teachers when our teachers are being trained
- Educational supplies (ink cartridges, paper, incentives, etc.) to enhance our Intervention Lab
- Teacher supplies for Interactive Notebooks
- Additional books and supplies for our media center
- Stipends for PL, travel expenses, etc.
- Update student and teacher computers and printers
- Funds for after school activities to promote student and parent engagement

B. **Activities that Support Literacy Intervention**
- RTI
- Early intervention Program (EIP)
- Daily Intervention Block
- Daily Writing Block
- Fountas and Pinnel phonics program
- *Lexia* and *Reading Plus*
- Inclusive and resource settings for SWD's
- Collaborative planning
- Use of instructional technology
- Student use of handheld technology
- Professional learning in literacy instruction

- Professional learning in the area of instructional technology
- Professional learning in utilizing student level data to drive instruction
- Professional learning to utilize *DIBELS* and/or *Scholastic Reading Inventory*
- Workshops for parents to focus on technology and techniques to help students read

C. Shared Resources at WCES

- 272 Desktop Computers
- 244 iPads
- 42 Document cameras
- 41 Interactive systems (15 Promethean Boards, 20 MimioTeach Systems, and 6 Promethean Interactive Slates)
- 25 ChromeBooks
- 7 Classroom Performance Systems
- 5 Laptops
- 2 computer labs (Intervention Lab and Computer Literacy Lab)
- *Data Director* scanner
- *Lexia* and *Reading Plus*
- Copy machines on each hallway
- Fountas and Pinnell phonics program
- Handwriting Without Tears program
- Wi-Fi Network

D. Library Resources and/or Equipment

- 22,274 books with an average copyright date of 1999 with an average of 32.12 books per student.
  - Fiction – 13,212 books
    - 8,915 easy picture books
    - 4,297 fiction chapter books
  - Nonfiction – 9,062 books
  - 37 non-circulating reference books (encyclopedias, dictionaries, thesauruses, almanacs)

Other resources available in the media center:

- 6 student computers
- 1 DLSR camera
- 4 digital cameras
- 6 outdated video cameras

- 2 circulation computers
- 1 administrative computer
- 3 printers
- 1 scanner
- 82 DVDs and VHS recordings
- 2 poster printers
- 2 laminators
- Average Circulation – 5,482 per month
- Media Specialist and Media Paraprofessional

E. Activities that Support Classroom Practices
- Professional learning
- Differentiated instruction
- Co-teaching (SWD)
- *Lexia*, *Reading Plus*, and *Track My Progress*
- *Brain Pop Jr.*
- Formative and summative assessments
- RTI
- EIP
- Student and teacher use of technology
- Computer literacy lab
- Family friendly events such as Reading Under the Stars

F. Additional Strategies Needed to Support Student Success
- More professional learning for teachers
- Leveled readers
- School wide writing program
- Student incentives
- Teacher and student technology to promote student engagement
- Input from other stakeholders on school improvement efforts
- More teachers with ESOL and reading endorsements

G. Current Classroom Resources
- Interactive Smart Boards
- Mounted LCD Projectors
- Document cameras
- Classroom textbooks and other resources for all content areas
- Student and teacher computers in every classroom
- iPad minis

- Software – *Lexia, Symphony, Brain Pop Jr., Track My Progress, PowerTeacher with SLDS access*

H. Alignment Plan for Striving Readers Grant and Other Funding

Worth County Elementary School will continue to utilize all available funding sources (QBE, title II, Title II and local funds) to deliver high quality literacy instruction to all students and remediation to struggling students. These funds will continue to be used to purchase resources, update technology and provide professional learning to our teachers and paraprofessionals. Funds provided through the Striving Readers Grant will be used for the following:

- To provide professional learning to identify and use effective literacy strategies in all content areas, to utilize data to drive instruction, and to use instructional technology to promote student engagement
- To purchase a school wide writing program
- To offer after school programs and activities for students and parents
- To fund intervention/reading programs such as *Lexia* and *Reading Plus*
- To purchase instructional technology for both teacher and student use
- To purchase educational supplies for our intervention lab and for classroom teachers
- To purchase *DIBELS* and/or *Scholastic Reading Inventory*
- To purchase grade level, reading level, and content specific books for our classrooms and our media center

I. Technology Purchases that Support RTI, Student Engagement, Instructional Practices, Writing, etc.

The use of computer based programs and hand held technology has been proven to promote student engagement. Naturally, a better engaged student should result in the student performing better academically. Through the funds made available with this grant, WCES will purchase additional student and teacher technology to promote student engagement. In addition to the handheld technology items, the software that we will utilize will better enable teachers to identify, diagnose and provide reading interventions to struggling students. This will result in a much more efficient RTI process at WCES. We will also be able to use funds form this grant to provide more student incentives that will help us to increase the motivation level of our students. In addition the writing program that we plan to purchase for WCES will hopefully utilize technology to better teach our students all aspects of the writing process.

Worth County School District: Worth County Elementary School

Professional Learning Strategies Identified on the Basis of Documented Need

WCES provides professional learning and training for all teachers and most support staff. All teachers are provided with professional learning and training through RESA, GLRS, and LEA. All teachers were required to participate in CCGPS training through RESA and state webinars. On a local level, all teachers and most support staff are provided training through central office staff and a school-based school improvement specialist. Teachers and most support staff meet weekly with grade level teams and school improvement specialist to analyze and interpret data.

WCES has aligned professional development with the state's academic content and student academic achievement standards. All WCES teachers have been provided professional learning with the state's academic content and student achievement standards. Instructional teams have been created in each content area and grade level.

a.   **Professional Learning Activities for 2013 – 2014:**

Activity Description	Dates	Purpose
All In Learning	7/23/2013	Program Training
Instructional Leaders Meeting w/Pate	7/24/2013	Technology Training
Team Meeting	7/31/2013	Curriculum and Data Disaggregation
Instructional Leaders Meeting w/Pate	8/1/2013	Technology Training
Team Meeting	8/5/2013	Lesson Plans / Differentiated Instruction
Team Meeting	8/6/2013	Curriculum and Data Disaggregation
ABE Training	8/19/2013	Program Training
Faculty Meeting	8/20/2013	Poverty Study
Team Meeting	8/27/2013	Curriculum and Data Disaggregation
Team Meeting	9/4/2013	Curriculum and Data Disaggregation
Instructional Leaders Meeting w/Pate	9/5/2013	Technology Training
Team Meeting	9/10/2013	Curriculum and Data Disaggregation
Gifted Meeting	9/11/2013	Differentiation for Gifted Students
Team Meeting	9/24/2013	Curriculum and Data Disaggregation
Faculty Meeting	9/25/2013	Poverty Study
PLC Workday	10/1/2013	Unit Planning
Team Meeting	10/3/2013	Curriculum and Data Disaggregation
Instructional Leaders Meeting w/Pate	10/3/2013	Technology Training and Differentiation Strategies
Team Meeting	10/8/2013	Curriculum and Data Disaggregation
Faculty Meeting	10/14/2013	Poverty Study
Gifted Meeting	10/16/2013	Differentiation for Gifted Students
Team Meeting	10/17/2013	Curriculum and Data Disaggregation
Team Meeting	10/30/2013	Curriculum and Data Disaggregation
PLC Workday	11/5/2013	Unit Planning
Instructional Leaders Meeting w/Pate	11/7/2013	Technology Training and Differentiation Strategies
Team Meeting	11/12/2013	Curriculum and Data Disaggregation
Gifted Meeting	11/13/2013	Differentiation for Gifted Students
Faculty Meeting	11/20/2013	Poverty Study

Gifted Meeting	12/9/2013	Differentiation for Gifted Students
Faculty Meeting	1/3/2014	Poverty Study
Instructional Leaders Meeting w/Pate	1/9/2014	Technology Training and Differentiation Strategies
Team Meeting	1/14/2014	Curriculum and Data Disaggregation
Faculty Meeting	1/21/2014	Poverty Study
Team Meeting	1/23/2014	Curriculum and Data Disaggregation
PLC Workday	1/27/2014	Unit Planning and Revision
Gifted Meeting	1/27/2014	Differentiation for Gifted Students
Faculty Meeting	2/10/2014	Poverty Study
Team Meeting	2/12/2014	Curriculum and Data Disaggregation
Gifted Meeting	2/12/2014	Differentiation for Gifted Students
Team Meeting	3/13/2014	Curriculum and Data Disaggregation
Team Meeting	3/18/2014	Curriculum and Data Disaggregation
Team Meeting	4/1/2014	Curriculum and Data Disaggregation
Team Meeting	4/2/2014	Curriculum and Data Disaggregation
Istation Training	4/28/2014	Program Training
Team Meeting	4/30/2014	Curriculum and Data Disaggregation
Team Meeting	5/2/2014	Curriculum and Data Disaggregation
Team Meeting	5/8/2014	Curriculum and Data Disaggregation

b. **Percent of Staff Attending:**

All WCES certified staff are required to attend meetings.

c. **Ongoing Professional Learning:**

Activity	Date	Purpose
Team Meeting	7/30/2014	Discuss common assessment data, plan for instruction, add rigor to instruction, and plan for differentiation
Team Meeting	8/6/2014	Discuss common assessment data, plan for instruction, add rigor to instruction, and plan for differentiation
Team Meeting	8/13/2014	Discuss common assessment data, plan for instruction, add rigor to instruction, and plan for differentiation
Team Meeting	8/20/2014	Discuss common assessment data, plan for instruction, add rigor to instruction, and plan for differentiation
Team Meeting	8/27/2014	Discuss common assessment data, plan for instruction, add rigor to instruction, and plan for differentiation
Team Meeting	9/3/2014	Discuss common assessment data, plan for instruction, add rigor to instruction, and plan for differentiation
Team Meeting	9/10/2014	Discuss common assessment data, plan for instruction, add rigor to instruction, and plan for differentiation
Team Meeting	9/24/2014	Discuss common assessment data, plan for instruction, add rigor to instruction, and plan for differentiation
Team Meeting	10/1/2014	Discuss common assessment data, plan for instruction, add rigor to instruction,

		and plan for differentiation
Team Meeting	10/8/2014	Discuss common assessment data, plan for instruction, add rigor to instruction, and plan for differentiation
Team Meeting	10/15/2014	Discuss common assessment data, plan for instruction, add rigor to instruction, and plan for differentiation
Team Meeting	10/22/2014	Discuss common assessment data, plan for instruction, add rigor to instruction, and plan for differentiation
Team Meeting	10/29/2014	Discuss common assessment data, plan for instruction, add rigor to instruction, and plan for differentiation
Team Meeting	11/5/2014	Discuss common assessment data, plan for instruction, add rigor to instruction, and plan for differentiation
Team Meeting	11/12/2014	Discuss common assessment data, plan for instruction, add rigor to instruction, and plan for differentiation
Team Meeting	11/19/2014	Discuss common assessment data, plan for instruction, add rigor to instruction, and plan for differentiation
Team Meeting	12/3/2014	Discuss common assessment data, plan for instruction, add rigor to instruction, and plan for differentiation
Team Meeting	12/10/2014	Discuss common assessment data, plan for instruction, add rigor to instruction, and plan for differentiation
Team Meeting	1/7/2015	Discuss common assessment data, plan for instruction, add rigor to instruction, and plan for differentiation
Team Meeting	1/14/2015	Discuss common assessment data, plan for instruction, add rigor to instruction, and plan for differentiation
Team Meeting	1/21/2015	Discuss common assessment data, plan for instruction, add rigor to instruction, and plan for differentiation
Team Meeting	1/28/2015	Discuss common assessment data, plan for instruction, add rigor to instruction, and plan for differentiation
Team Meeting	2/4/2015	Discuss common assessment data, plan for instruction, add rigor to instruction, and plan for differentiation
Team Meeting	2/11/2015	Discuss common assessment data, plan for instruction, add rigor to instruction, and plan for differentiation
Team Meeting	2/18/2015	Discuss common assessment data, plan for instruction, add rigor to instruction, and plan for differentiation
Team Meeting	2/25/2015	Discuss common assessment data, plan for instruction, add rigor to instruction, and plan for differentiation
Team Meeting	3/4/2015	Discuss common assessment data, plan for instruction, add rigor to instruction, and plan for differentiation
Team Meeting	3/11/2015	Discuss common assessment data, plan for instruction, add rigor to instruction, and plan for differentiation
Team Meeting	3/18/2015	Discuss common assessment data, plan for instruction, add rigor to instruction, and plan for differentiation
Team Meeting	3/25/2015	Discuss common assessment data, plan for instruction, add rigor to instruction, and plan for differentiation
Team Meeting	4/8/2015	Discuss common assessment data, plan for instruction, add rigor to instruction,

		and plan for differentiation
Team Meeting	4/22/2015	Discuss common assessment data, plan for instruction, add rigor to instruction, and plan for differentiation
Team Meeting	4/29/2015	Discuss common assessment data, plan for instruction, add rigor to instruction, and plan for differentiation
Team Meeting	5/6/2015	Discuss common assessment data, plan for instruction, add rigor to instruction, and plan for differentiation
Team Meeting	5/16/2015	Discuss common assessment data, plan for instruction, add rigor to instruction, and plan for differentiation
School Improvement	8/4/2014	Disaggregate data, learn about new technology and instructional practices, and review units
School Improvement	9/8/2014	Disaggregate data, learn about new technology and instructional practices, and review units
School Improvement	10/6/2014	Disaggregate data, learn about new technology and instructional practices, and review units
School Improvement	11/3/2014	Disaggregate data, learn about new technology and instructional practices, and review units
School Improvement	12/1/2014	Disaggregate data, learn about new technology and instructional practices, and review units
School Improvement	1/12/2015	Disaggregate data, learn about new technology and instructional practices, and review units
School Improvement	2/9/2015	Disaggregate data, learn about new technology and instructional practices, and review units
School Improvement	3/9/2015	Disaggregate data, learn about new technology and instructional practices, and review units
School Improvement	4/6/2015	Disaggregate data, learn about new technology and instructional practices, and review units

d. Professional Learning Needs:
- Research based intervention programs and professional learning on utilizing effective literacy strategies in the classroom and utilizing data to drive instruction
- Enhanced professional development in the areas of instructional technology, differentiated instruction, and utilizing data to drive instruction along with new grade level resources

e. Evidence of Effective Professional Learning:
- Sign in sheets from all Professional Learning
- CCRPI report from each academic year
- Reports from *DIBELS*, *Scholastic Reading Inventory*, *Lexia* and *Reading Plus*
- Data from TKES walkthroughs and formative observations

f. Detailed Professional Learning Plan:
- Provide PL on utilizing effective literacy strategies in the classrooms
- Provide PL on utilizing data to drive daily instruction

- Provide PL on better utilizing current intervention programs to maximize its impact on student's reading level (*Lexia* and *Reading Plus*)
- Provide PL on the use of instructional technology to promote student engagement
- Provide PL on utilizing instructional technology to enhance student engagement
- Provide PL on differentiated instruction
- Provide PL on utilizing student level data to drive instruction

g.   Measure of Effectiveness of Professional Learning:
- Sign in sheets from all Professional Learning
- CCRPI report from each academic year
- Data from TKES walkthroughs and formative observations

Sustainability Plan

Worth County Elementary School (WCES) will work with our district level personnel to ensure that the initiatives put into place under the SRCL will continue to be funded beyond the life of this grant. In order to sustain our literacy efforts, the following plans will be carried out:

Extending the Assessment Protocol beyond Grant Period

Worth County Elementary School will continue to utilize the assessment protocol that we put into place under SRCL. We will continue to use both formative and summative assessment data to drive our instruction. We will continue to utilize a Universal Screener, three times per year, to identify our struggling students and measure school wide growth. In addition, *DIBLES* and/or *Scholastic Reading Inventory* will continue to monitor reading growth. Funds from federal, state, and local sources will be utilized to maintain our assessment protocol.

Developing Community Partnerships to Assist with Funding

Worth County Elementary School will continue to seek out business members through our Partners in Excellence (PIE) program. New relationships will be forged with the idea that help in the area of literacy will be our top priority. We will seek funds and incentives from our business community to continue to support our literacy efforts. In addition, WCES will seek funds from our PTO and other fundraising activities to continue to fund our literacy improvement initiatives.

WCES will also continue to showcase our literacy gains and student work at various events in the community and on our school website and Facebook page in order to keep the community informed of our successes. We hope this will result in more community support of our improvement efforts.

Extending Professional Learning and Training for New Staff

The WCES School Improvement Specialist will be responsible for coordinating our sustained professional development efforts. The School Improvement Specialist will start by keeping a list of all professional learning related to our literacy efforts and see that all new hires are given the same professional learning opportunities. Through this process, WCES will also identify lead teachers who will work with new hires to ensure they are delivering the expected level of literacy instruction for our students. These lead teachers will work to receive a reading endorsement and become mentor teachers. New teachers will be assigned to these lead teachers who will serve as their mentor for one year. We will also save links to online professional learning and record in person professional development and have this available to all new hires.

Professional learning for all staff members, including new hires, will continue to be the primary focus of our literacy improvement efforts. Funds will be budgeted each year for professional learning opportunities in the school year, as well as over the summer.

Replacement of Print Materials

The WCES Literacy Team will work closely with our teachers, School Improvement Specialist, and Media Specialist to ensure that funds are budgeted every year for the replacement of print materials. Throughout this process, key literacy resources will be identified and given top priority in the development of our yearly budget. In addition, our Media Specialist will budget each year to purchase new and replacement books for our Media Center.

Sustaining Technology

Improving and sustaining our teacher and student technology has been a primary focus of the Worth County School District for several years. WCES will continue to build a budget that focuses on purchasing the latest technology available to ensure that our students are given every opportunity to succeed. The WCES Media Specialist will continue to work with the system level Technology Director to identify technology upgrades and to ensure that our current technology is maintained appropriately. Funds from federal, state, and local sources will be utilized to sustain our technology goals.

Expanding Lessons Learned from SRCL

Worth County Elementary School will continue to focus on not only sustaining our current level of literacy instruction but continuing to improve our literacy instruction utilizing the lessons that we have learned throughout the Striving Readers process. Our teachers will continue to meet weekly to plan instruction based upon student data. Our School Improvement Specialist and teacher leaders will drive this continuous improvement effort. In addition, literacy goals will remain a primary focus in our school improvement plan. As we celebrate our successes, we will also make ourselves available to other schools in our RESA district to share what we have learned throughout this process.

Budget Summary

The primary focus of our Striving Readers Grant expenditures will be to provide professional development for our faculty and staff, to purchase and support our reading intervention programs, and to make technology purchases that will promote student engagement. Our preliminary budget is shown below.

Item	Description/Use	Estimated Cost
PL on using data to drive instruction	Faculty and staff training	$8,000
PL on utilizing instructional technology	Faculty and staff training	$8,000
PL on identifying and utilizing effective literacy strategies	Faculty and staff training	$8,000
PL for *SRI/DIBELS*	Faculty and staff training	$10,000
PL for *Lexia* and *Reading Plus*		
Scholastic Reader Inventory(SRI)/DIBELS	Universal Screener and progress monitoring tools	$10,000
Lexia and Reading Plus	School wide reading intervention	$70,000
Track My Progress	School wide tool for benchmarks	$10,000
Science and social studies literary resources	CCGPS standard specific novels, nonfiction texts, readers, and supplemental materials	$20,000
Leveled readers	Use for students of all reading levels	$15,000
School wide writing program	School wide program/approach to teach writing process to all students	$20,000
Instructional Technology for student use	Tablets, laptops, other handheld devices, desktop computers	$35,000
Instructional technology for teacher use	Interactive boards, printers, desktop computers, scanners, projectors, bulbs, cameras, etc	$20,000
Educational supplies for Intervention Lab	Paper, ink cartridges, student incentives, etc.	$10,000
Teacher supplies for interactive notebooks	Paper, glue, scissors, construction paper	$10,000
Books and supplies for Media Center	New and replacement books for students to check out; supplies for reading program, incentives, toner	$15,000
Stipends for PL, travel	Pay teacher travel expenses to	$10,000

expenses, etc.	PL and stipends for summer PL work	
Funds for after school activities	Reading Under the Stars, *Lexia* and *Reading Plus* celebrations, etc.	$10,000
Funds for substitute teachers	Substitutes for planning/PL days	$10,000
		Total: $299,000