School Profile

Created Tuesday, September 18, 2012

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School Information

School Information	District Name:	Bartow County School System
School Information	School or Center Name:	Woodland Middle School

Level of School

Middle (6-8)

Principal

Principal	Name:	Lamar Barnes
Principal	Position:	Principal
Principal	Phone:	770-606-5871
Principal	Email:	lamar.barnes@bartow.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information	Name:	Hope McCauley
School contact information	Position:	Assistant Principal
School contact information	Phone:	770-606-5871
School contact information	Email:	hope.mccauley@bartow.k12.ga.us

Grades represented in the building

example pre-k to 6

6-8

Number of Teachers in School

53

FTE Enrollment

854

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: _Elizabeth Williams_

Position/Title of Fiscal Agent's Contact Person: _AnneMarie Wiseman_

Address: _65 Gilreath Rd_

City: _Cartersville_   Zip: _30121_

Telephone: (_770_) _606 - 5x00_ Fax: (_770_) _606 5166_

E-mail: _Buffy.williams@bartow.k12.ga.us_

John J. Harper
Signature of Fiscal Agency Head (District Superintendent or Executive Director)

John F. Harper
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

Date (required)

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.

1. **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.

Conflict of Interest & Disclosure Policy

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

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

c. Remedies for Nondisclosure

The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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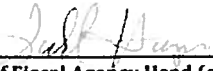
II. Disclosure of Conflict of Interest after Agreement Execution

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

Conflict of Interest & Disclosure Policy

III.   **Incorporation of Clauses**

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

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

Todd Hopper   CFO
_____
Typed Name of Fiscal Agency Head and Position Title

10/10/202
_____
Date

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

John F. Harper   Superintendent
_____
Typed Name of Applicant's Authorized Agency Head and Position Title

10/10/12
_____
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)

Preliminary Application Requirements

Created Tuesday, October 09, 2012

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

General Application Information

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 Rubric

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.

Assessment 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 5 in General Application Information is a necessary part of receiving SRCL funding.

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

- I Agree

Grant Assurances

Created Thursday, October 11, 2012

Page 1

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Page 3

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

Experience of Applicant

Single Audit Report Information – Five Year Timeline					
Year		**Project Title**	**Funded Amount**	**Is there an Audit?**	**Audit Results**
2006	LEA Grants	Title IA	$2,005,305	yes	*Procurement and suspension and debarment – not considered to be a material weakness *Schoolwide program not fully implemented (non-material – non-compliance)
		Title IIA	$421,327	Yes	None
		Title III	$54,238	No	N/A
		Special Ed. Cluster		Yes	none
		SPL	$306,828	no	N/A
2007		Title IA	$1,985,399	Yes	None
		Title IIA	$414,594	No	N/A
		Title III	$80,073	No	N/A
		Special Ed. Cluster	$2,648,330	No	N/A
		SPL	$324,690	no	N/A
2008		Title IA	$1,931,307	No	N/A
		Title IIA	$411,351	No	N/A
		Title III	$110,089	No	N/A
		Special Ed. Cluster	$2,830,364	yes	none
		SPL	$333,938		N/A
2009		Title IA	$2,538,166	No	N/A
		Title IIA	$466,043	Yes	Semi-annual Time and Effort Sheets
		Title III	$110,840	No	N/A
		Special Ed. Cluster	$2,868,141	Yes	none
		SPL	$342,944	no	N/A
2010		Title IA	$2,564,690	Yes	none
		Title IIA	$432,464	no	N/A
		Title III	$110,074	no	N/A
		Special Ed. Cluster	$2,862,075	yes	Semi-annual Time and Effort Sheets
		McKinney Vento	$31,214	No	N/A
		SPL	$345,478	no	N/A
2011		Title IA	$2,788,789	Yes	None
		Title IIA	$449,844	no	N/A
		Title III	$96,712	no	N/A
		Special Ed. Cluster	$2,811,108	Yes	Semi-annual Time and Effort Sheets
		McKinney Vento	$51,400	no	N/A
		SPL	$303,785	no	N/A

System History

Bartow County School System (BCSS) is located in the Northwest Georgia Area in the foothills of Georgia's Appalachian Mountains. It is home to Allatoona Lake, Etowah Indians Mounds, Red Top Mountain State Park, Booth Western Art Museum, Tellus Museum and Barnsley Gardens. Shaw Carpets, Toyo Tire, Anheuser Busch, Ameri-Steel, Cartersville Medical Center, Georgia Power Plant, Atlanta Sod and several other smaller industries make up our workforce. Local industries are supportive of a STEM program in our district.

BCSS continues to update its vision, mission, belief, and goals as part of Strategic Planning and SACS accreditation every four years. We have a strong commitment statement, *Graduation and Beyond...Creating Lifelong Learners.* Bartow County historically has had a cycle of literacy poverty. Nine schools in our System and Cartersville City received the SRG in 2012, allowing our community to have a focus on literacy. Involvement of our remaining schools, local daycares, and private schools will build literacy community-wide.

System demographics

Bartow County's population is 97,098 based on Census estimates; by 2013, Bartow County's population will be 112,137 with a projected 2.92% growth per year.

Current Priorities

Literacy begins at birth and our plan is focusing on breaking the cycle of generational poverty in literacy. Root-cause analysis indicates that birth to 4 remains one of our weakest areas. Bartow County currently serves 396 Pre-K students with a waiting list of 100.

Part of our schools received Striving Reader Grants (SRG) last year. The literacy team conducted a needs assessment of non-striving reader schools; analysis of this assessment and

disaggregated data resulted in our application for a second grant, needed in order to build continuity and sustainability system and community wide. Forty-one percent of teachers do not use data to evaluate/adjust instruction to meet student needs. Forty percent of teachers do not use intervention programs to support struggling students or allow extra time/tutoring for them. Reading is being interrupted and we do not have a sufficient amount of time for reading as indicated by 48% of staff. Professional development is needed as indicated by 47% of the staff to support assessment/instruction for reading priorities, and to identify reading interventions shown to be effective through documented research. Sixty-three percent of staff needs training on measurement administration, scoring and data interpretation. Teachers (51%) indicate need for time to analyze, plan, and refine instruction to meet student needs.

We are trying to complete a cycle between community and school so that each student has a personal laptop to use at home and school. Equal access to technology is urgently needed for all students to be successful. Receiving this grant will result in every school being part of a birth to high school community wide literacy initiative.

Large achievement gaps are evident with our Students With Disabilities (SWD) compared to students without disabilities, and students who are Economically Deprived (ED) compared to students who are not. The following tables show these patterns:

Table 1: Gap Analysis for All Students and Subgroups

Grade Level	% DNM Economically Disadvantaged (ED)	% DNM Not ED	Gap	% DNM Students with Disabilities (SWD)	% DNM SWD	Gap
3	8%	3%	-5	16%	4%	-12
4	13%	7%	-6	32%	7%	-25
5	5%	3%	-2	18%	2%	-16
6	9%	6%	-3	36%	4%	-32
7	13%	6%	-7	38%	6%	-32

8	3%	2%	-1	17%	1%	-16
	% DNM ED	% DNM Not ED	Gap	% DNM SWD	% DNM not SWD	Gap
ECOCT Literature	28%	14%	-14	58%	15%	-43
GHSGT ELA	17%	8%	-11	40%	9%	-31

Table 2: Percent of Students in Grades 3, 5, and 8 not meeting standards on current CRCT

3rd Grade	Reading	ELA	Math	Science	Social Studies
	6.3%	6.1%	15.1%	18%	20.3%
5th Grade	Reading	ELA	Math	Science	Social Studies
	5%	4%	9.7%	19%	25.2%
8th Grade	Reading	ELA	Math	Science	Social Studies
	5.7%	5.7%	31.4%	24.7%	23.8%

This analysis showed weaknesses in disciplinary literacy at all grades. Increasing numbers of students do not meet standards in science and social studies. As we transfer from the CRCT to PARRC Assessment this existing gap may widen.

Table 3: Percent Not Meeting on Georgia Writing Test GAPS 5-8

School	5				8			
	All	SWD	Not SWE	ED	All	SWD	Not SWD	ED
Elementary Schools								
Third Grade								
Fifth Grade	1020	56%	13%					
Middle Schools								
Adairsville Middle					24%	69%	17%	31%
Cass Middle					21%	59%	16%	26%
South Central Middle					24%	61%	19%	25%
Woodland Middle					18%	58%	13%	21%

Table 4: Percent Not Meeting: High School Writing Test

School	All	SWD	S Without D	Gap	ED
Adairsville High	9%	30%	5%	25%	15%
Cass High	7%	31%	5%	24%	11%
Woodland High	6%	28%	4%	24%	8%

Table 5: District Graduation Data

	2008	2009	2010	2011
Adairsville High	70.1%	76.9%	83.2%	68.9%
Woodland High	71.5%	75.4%	85.5%	68%%

Principals of 10 target schools met with district leaders to discuss grant requirements related to needs assessment, identification of gaps in school literacy practices, and proposal writing. Schools literacy teams examined data and revised their literacy plans.

System Priorities:

1. Expand a comprehensive literacy plan for birth to 4 year olds.
2. Improve learning outcomes for all students through Universal Design for Learning.
3. Improve student achievement in writing across all contents and grades
4. Integrate literacy with science and technology, engineering, and mathematics (L-STEM)
5. Develop an infrastructure to support new literacies through technology use and application in *every* classroom.
6. Summer Intervention Convention will include families with children ages birth to 4.

Strategic Plan

The goals and objectives of our plan reflect our priorities:

Student Achievement: Improve curriculum mastery (Rigor, Relevance, Relationships); completion rates; reduce student achievement gaps

School and Community Relationships: Increase parental, community, student, and staff engagement.

Organizational Growth and Improvement: Develop competent, accountable work force; effective organizational communications/culture

Operational Support: Provide safe/secure facilities, efficient/effective student support services; ensure effective administrational processes; sustain positive fund balance.

Professional learning (PL) is the key structure that supports literacy plan for BCSS in the area of the core reading program, writing, the four tiered literacy intervention continuum, RtI, depths of knowledge, thinking maps, and vocabulary development. Assessment PL supports screening, progress monitoring, and diagnostics. Teaching units have been developed to support the common core and benchmarks. System approved reading and gifted endorsements support disciplinary literacy.

Table 6: Past/present district initiatives

Action	1996 1998 2000 2003 2004 2006 2008 2010 2011 2012
Georgia Reading First	←————————→
America's Choice; Literacy Coaches	←————————→
Coaches position discontinued	✕
Adopted Scott Foresman Reading Program	←————————————→
System literacy survey	↔
Elementary program alignment	←————————→
Project Focus	←————————→
Literacy Specialist hired	←————————→
Scientifically evidence-based programs purchased	←————→
CCGPS Math Units developed	↔
K-5 Science Units developed	↔
DIBELS Next	————→
Social Studies Units developed	————→
SRG (SRG) Cohort 1	——→
SIM-CERT	——→
Scholastic Reading Inventory	——→

Literacy Curriculum

- BCSS has a standards based literacy curriculum aligned to Common Core Standards. During the past 7 years the curriculum has been standardized throughout the system to address the frequent moves of many students between schools. A core program is used in grades PreK-5. Unit plans to support the implementation of the CCGPS are being developed K-12.
- Reading taught as a separate class in middle school. Some intervention programs are available to support middle school/high school struggling students.
- System-wide literacy assessments to screen and to progress monitor such as: PALS, Peabody Picture Vocabulary Test, DIBELS Next Benchmark/Progress Monitoring, Informal Phonics Inventory, OAS Benchmark Assessments, Scholastic Reading

Bartow County School System

Inventory for all middle schools and Cass High. We use ACCCESS for our ELL learners. Outcome based assessments are the CRCT and End of Course Tests.

Plan for Management of the Grant Implementation:

Dr. Buffy Williams, Executive Director of Elementary Curriculum and Literacy, has overall

responsibility for managing the grant implementation and supervises the district's literacy

specialist and the administrative assistant. Mr. Mark Bagnell, Director of Technology supervises

the nine instructional technology specialists who will coordinate the installation and maintenance

of technology and train teachers on the pedagogical uses of mobile technology. Dr. Williams'

staff will be available to carry out grant activities, such as coordinating, scheduling, and, at

times, providing professional-learning; training teachers on new formative and summative

assessments; purchasing and distributing print materials. The principals of the Striving Readers'

schools will oversee grant-focused literacy activities in their schools as part of a long-term

strategy to institutionalize high-impact instructional practices. BCSS's Business Office has the

capacity to drawdown Striving Readers grant funds as it currently does for numerous state and

federal grant programs. Under the direction of Dr. Williams, the administrative assistant for

curriculum and instruction and grant management will enter and process purchase orders, and

will receive, inventory, and distribute purchased items and services.

**List of Individuals Responsible for the Day-to-Day Grant Operations and responsibilities of
the People Involved with the Grant Implementation**

	Individual Responsible	**Supervisor**
Purchasing	Todd Hooper	Dr. John Harper
Site-Level Coordinators	Dr. Buffy Williams	Dr. John Harper
Professional Learning Coordinator	Janice Gordon	AnneMarie Wiseman
Technology Coordinator	Mark Bagnell	Dr. John Harper
Assessment Coordinator	Dr. Paul Sabin	Dr. John Harper

Responsibilities of People Involved with the Grant Implementation:

The following table shows the format for Timeline of Grant Activities and Individuals Responsible

Objective	Strategy	Resources	Person Responsible	Budget Needs	Timeline	Training Dates	Method of Evaluation	Funding Source	Completed

Executive Directors of Curriculum, Dr. Buffy Williams and Mr. Jim Gottwald have read each individual school's plan and reviewed each application with both the system and school teams. In reviewing the subgrants, we looked for continuity of professional learning and training; use of contractors for training and summer literacy plans and all budget plans. Upon reviewing all of this information we clearly understand each school's plan and will support each school's roll-out plan. The goals and objectives for each school will be a focus for our system literacy plan as the system literacy team meets monthly. Monthly reports will be sent to the system level of how each school is progressing on their implementation timeline. The system literacy team will review each monthly report to plan for the upcoming month on how to support each school. The budget will be reviewed monthly by the system team and a report will be given to our superintendent and chief financial officer. We will share these updates with our local board of education. This grant will be in accordance with all rules and regulations required by the GaDOE. The Fiscal Requirements of Internal, Operating, Accounting and Compliance Controls will be followed as a commitment to our project.

The system literacy team is composed of leadership from each school and from the school district. This team is involved in all aspects of budget development, performance plans, and professional learning. Time for the Literacy Team to meet twice monthly is built into the annual calendar, and the team meets at least once monthly. Minutes are maintained of team meetings and shared with the Superintendent and School Board. The System Literacy Team has met on the following dates:

August 2, 2012; September 25, 2012; October 4 and October 30, 2012; November 9 and 29, 2012;

December 14.

Other initiatives with which the LEA has been involved.

Action	1996	1998	2000	2003	2004	2006	2008	2010	2011
Participated in initial Georgia Reading First	←		→						
Participated in Georgia's Choice; Literacy Coaches				←	→				
Coaches position discontinued (budget constraints)						×			
Adopted Scott Foresman Reading Program					←		→		
School surveyed to determine how literacy taught; 27 different programs used for reading						↔			
Elementary literacy program alignment begins							←	→	
Project Reading Focus (system funded)							←		→
System Literacy Specialist hired							←		→
Schools begin to purchase scientifically evidence-based core and interventions (system funded)								←	→
DIBELS Next (system funded)									>

Table 8 Initiatives the LEA has implemented internally and with no outside funding support.

Action	1996	1998	2000	2003	2004	2006	2008	2010	2011	2012
Adopted Scott Foresman Reading Program					←		→			
School surveyed to determine how literacy taught; 27 different programs used for reading						↔				
Elementary program alignment begins							←	→		
Project Focus (system funded)							←	→		
System Literacy Specialist hired							←	→		
Schools begin to purchase scientifically evidence-based core and interventions (system funded)								←	→	
System ELA Benchmarks aligned to GPS								←	→	
Classic Core Vocabulary Read Aloud Initiative								←	→	
DIBELS Next									>	
PSC Approved Reading and Gifted Endorsements										→
Develop ELA Unit Plans aligned to CCGPS										→

A description of the LEA's capacity to coordinate resources in the past.

- The initiatives implemented by the Striving Reader Grant will continue to be supported through state and federal monies as a commitment of the district curriculum and leadership teams. Millions of dollars' worth of formula and competitive grants are coordinated each year under the direction of Ms. AnneMarie Wiseman, Director of Title I, Ms. Janice Gordon, Coordinator of Professional Learning (Title II), and Ms. Paula Camp, Coordinator for ESOL (Title VII), and Dr. Scott Smith (Title VI). Dr. Buffy Williams manages Cohort 1 of the Striving Reader Grant and will manage Cohort 2. System personnel routinely coordinate grant budgets with other federal, state, and local fiscal resources.

A description of the sustainability of initiatives implemented by the LEA.

- **Project Focus.** The goal of Project Focus was to teach children to lift print from the page fluently while embedding comprehension strategies, vocabulary, and language syntax/structures in order to comprehend grade level expository text. The objective was to provide direct explicit targeted reading instruction to rising second grade students that are achieving below grade level so that they exited at or above end of the year grade level. Scientifically research based reading programs were selected to be used in the program, including an accelerated intervention program (Torgeson, 2007; and a scientifically evidence-based grade level core reading program (Pressley, Torgeson, 2006). Explicit vocabulary instruction and reading in the content area were embedded into the program using quality picture books aligned to science and social studies Georgia Performance Standards and writing in response to reading was incorporated multiple times daily. In order to identify eligible participants, student data was analyzed. Students were eligible if they meet the following criteria: 1) Three DIBELS scores showing students at-risk, 2) Progress monitoring showing progress in the RTI process, 3) CRCT Scores – Level I or borderline Level II. This program has been in place since 2008.
- **Core Reading Program** The system phased in a scientifically evidence based core program. When system monies were not available; principals used their monies to put the core in place system wide from Kindergarten through fifth grades. T
- **DIBELS Next.** In 2011 the system made the decision to change the screening and progress monitoring instrument from the DIBELS 6th Edition to DIBELS Next. Accuracy of data is critical. The Literacy Specialist received training leading to certification as a DIBELS Next Trainer and Mentor. Official DIBELS Next Transition training was delivered during the summer and fall of 2011 to teachers responsible for administering and scoring the DIBELS Next in grades K-5.
- **Reading Endorsement.** Bartow County has many teachers with Reading Endorsement. Beginning in 2000, the county participated in the training of trainers for Reading Endorsement through Northwest Georgia RESA. In the interim years, 120 teachers in the county were endorsed in the area of reading. When professional learning funds were cut for budgetary reasons, in 2009-2010 Bartow County School System wrote and was approved as a Professional Standards Commission provider for the Reading and Gifted In-field Endorsements. The Reading Endorsement Program was written to reflect the scientific evidence base in reading and embeds theory to practice in application of new learning in the participants' classrooms. Currently, twelve administrators and 11 teachers are completing the endorsement. This initiative has full sustainability beyond the life of the grant. This opportunity will be expanded next year and in subsequent years during and beyond the life of the Striving Readers Comprehensive Literacy Grant in order to infuse best practices in literacy in every school in our county.
- **Classic Core Vocabulary.** In 2010 the system implemented the Classic Core Vocabulary initiative. Two classic books were selected per grade level, tier 2 vocabulary identified, and explicit vocabulary instruction was developed by a team of teachers. The initiative has been expanded each year, and now four complex classic read alouds with accompanying instruction are in place at each grade level.
- **CCGPS Units.** The system is the processing of developing and revising units that align to the Common Core Georgia Performance Standards. This work began in 2010, and is

continuing. Writing in response to reading and for research purposes is being expanded and aligned to the CCGPS.

Bartow County School System: Woodland Middle School

School History

        Woodland Middle School was first established in 1999 in Euharlee, Georgia, a small community approximately fifty miles north of Atlanta, Georgia. Woodland Middle School is one of four middle schools that make up the Bartow County School System. A sense of a family community permeates the building, creating a culture where students really matter and are considered our future. Woodland Middle School is one of two middle schools that feed into Woodland High School. Of the 847 students at Woodland Middle School, fifty-three percent are economically disadvantaged, identifying us as a Title I school. Woodland Middle School has become more transient during the last two years due to the downturn in the economy. We suspect a higher number of economically disadvantaged students are in the school than data indicates, because parents will not complete paperwork. These parents have not been raised in poverty and are too proud to accept assistance. Parents care about their children and want to assume responsibility for them.

School Demographics

Total Students	847
Students Eligible for Free and Reduced Lunches	52.7%
English Language Learning Students	>.1%
Homeless Students	1%
Students with Disabilities	14%
Caucasian Students	81%
Black Students	9%
Hispanic Students	7%

American Indian Students   .1%

Asian Students   .1%

Administrative and Teacher Leadership Team

Woodland Middle School is led by Lamar Barnes (principal) and Hope McCauley and Ryan Satterfield (full time assistant principals). Our school leaders hold post-secondary degrees in Educational Leadership. They also actively participate in data analysis, weekly grade level planning meetings, and curriculum decision-making.

School Literacy Leadership Team

The Literacy Leadership Team meets for the purpose of identifying areas of weakness, ways to improve student achievement, as well as engage the community and stakeholders as partners in all areas of school life. The Woodland Middle School Literacy Leadership Team analyzes student data to improve student achievement as its highest priority. Our leadership strives to create and maintain an environment that educates all students to understand the past, learn in the present, and flourish in the future as lifelong learners.

Literacy Leadership Team Structure

- The Literacy Team at Woodland Middle School is composed of a representative from each grade level and each subject area, a special education representative, four parent representatives, and two building administrators.

Literacy Leadership Team Schedule

- The Literacy Leadership Team meets during the summer and periodically throughout the school year.

Literacy Leadership Team Initiatives

- Create and vertically align concept skill maps based on each grade level's Georgia Performance Standards

- Ensure that all teachers participate in appropriate Common Core Standard Webinars provided by the Georgia Department of Education

- Disaggregate data to improve instruction and give suggestions as to ways to improve

- Distribute a Needs Assessment for Classroom Teachers and a Georgia Literacy Plan Needs Assessment

- Analyze the Needs Assessments

Past Instructional Initiatives

In the last three school years, these instructional initiatives have been put in place at Woodland Middle School.

- County level vertical and horizontal curriculum alignment

- Professional development in research-based RTI instructional strategies

- Access to Scholastic Reading Inventory to measure reading comprehension (Lexile)

- Depth of Knowledge training

- Additional support classes for students in danger of failing reading and/or math

- Direct instruction used with students with disabilities

- Writing benchmark assessments given to prepare students for state tests

- Math workshop model used to introduce writing into math classes

Current Instructional Initiatives

- Core classrooms are being updated with permanent projectors installed in the ceilings. The Recordex document cameras and iMMPad SE interactive multimedia tablets are also being integrated into lessons.

- Students are screened three times a year in both reading and math. Those whose needs are not being met by the core curriculum (i.e. Tier One) are provided additional assistance by general education in the form of supplemental instruction at Tier Two of the Pyramid for Intervention.

- Students with Lexile levels falling between 650-815 participate in the Read 180 program. Students who fall below 650 participate in Read 180 or System 44.

- All students are exposed to more non-fiction reading material in all subject areas through the use of classroom magazines delivering age-appropriate, content-specific news.

- All students are exposed to more informational texts as the teachers implement the CCGPS frameworks and adapt their instruction to incorporate thematic units.

- An additional classroom computer lab and a mobile computer lab are available for instruction.

- Students identified as performing below grade level may participate in the iLearn math intervention program.

Professional Learning Needs

The Georgia Literacy Plan Needs Assessments indicate:

- We need more professional development on how and when to incorporate technology into the classroom.

- Teachers would like additional training in planning and implementing differentiated instruction and in planning and incorporating reading and writing across the curriculum.

- Additional training is needed in interventions in order to deliver them with fidelity.

Need for a Striving Readers Project

The Striving Readers Comprehensive Literacy project will enable our school to provide professional learning to all instructors who are just beginning to use and implement technology in the classroom. Technology as an instructional tool is an essential need for our school. However, training is needed to utilize the technology effectively. Results from the Georgia Literacy Plan Needs Assessment school survey stated that ninety percent of teachers identified professional learning need in the area of literacy across the curriculum. The lack of access to technology outside of the classroom for the fifty-three percent of the students who are economically disadvantaged in our school is a problem. Presently, the limited knowledge of how to integrate technology and access to current technological devices to support instruction is hampering the potential success of learners in Bartow County. For example, students are equipped with many of the skills needed to type a report, but need to understand how to use the tools to communicate effectively, to research, and to collaborate as a member of a community of learners.

Access to diverse texts, including nonfiction, is another need. Research indicates that classroom libraries need a minimum of 300-600 titles, of which 40-60% are nonfiction texts (American Library Association, 1993). None of our classroom libraries meet this standard. According to McGee and Richgels, 1996, children also need to be exposed to a variety of genres and topics.

In our rural area, students have limited access to resources to make world connections (for example, public library, museums, etc.). In addition, the economic downturn has impeded our ability to travel outside the confines of Bartow County. The ability to use Web resources to provide virtual field trips will help in the development of needed background knowledge that many of our students are lacking.

Curriculum Needs

According to the Needs Assessment Survey, teachers need additional training in the use of the Bartow County Reading Intervention Continuum to provide needs-based instruction for struggling readers and writers. For this reason, we need to not only identify and purchase sufficient intervention materials aligned to student needs, but we must provide sufficient training for teachers to implement them with fidelity.

Technology Needs

Technology is needed to improve the writing, math, and science curriculum so that we can facilitate student engagement and improve instructional rigor. Additional hardware, infrastructure, and software will provide multiple means of student engagement, which facilitates student management of information and resources. As the Common Core Georgia Performance Standards are rolled out, this technology will be important for promoting higher expectations and optimize motivation.

Building Block 1. Engaged Leadership

Administrative support is essential to ensure that teachers view new strategies and suggestions as imperative. ("The Why," p. 148) Based on "The Why," there are six ways in which administrators can support literacy. (p. 148) Each of these actions is detailed below in regards to our school. When looking at our Georgia Literacy Plan Needs Assessment, it is obvious that professional learning is necessary to assist our leadership team in optimizing literacy instruction.

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

Based on the Georgia Literacy Plan Needs Assessment, 85.2% of teachers believe administrators demonstrate commitment by the following:
1. Participating in state-sponsored Webinars and face-to-face sessions to learn about the transition to CCGPS ("The What," p.5)
2. Studying research-based guidelines, strategies, and resources for literacy instruction ("The What," p.5)
3. Regularly monitoring literacy instruction within his/her school (As identified in 2012-2013 School Improvement Plan)
4. Scheduling protected time for literacy and teacher collaboration ("The What," p.5)
5. Implementing technology across the curriculum to improve literacy skills. ("The Why," p. 26, 56, 57)

B. Action: Organize a Literacy Leadership Team

Based on the Georgia Literacy Plan Needs Assessment, 38.4% of teachers believe we are still in an emergent phase in executing literacy leadership team.
1. The current literacy leadership team consists of the following:
    a. Administrators
    b. Teachers
    c. Parents
    d. To become fully operational, it will be necessary to include representatives from the stakeholders for our school such as elementary and high schools within our school's feeder pattern. (NSDC 2001, para. 2)
2. A shared literacy vision has been agreed upon by the school and community through the Local School Council that is aligned with the state literacy plan ("The What," p.5; "The Why," p. 156)
3. Multiple forms of student, school, and teacher data have been analyzed to develop a list of prioritized recommendations and goals for improvement. (As identified in 2012-2013 School Improvement Plan). ("The Why," p. 120, 156)

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

Based on the Georgia Literacy Plan Needs Assessment, 70% of teachers believe time and personnel are used effectively by the following:
1. Research-based guidelines, strategies and resources for literacy instruction have been incorporated into all practices and instruction ("The What," p. 5; "The Why", p. 43, 68))

2. In grades 4-12 students receive two to four hours of literacy instruction across language arts and in content area classes. ("The How," p.23, "The Why", p. 68)

3. Protected time for collaborative planning teams within and across content areas are part of the school-wide calendar ("The What," p.6)

4. Intentional efforts have been made to identify and eliminate inefficient use of student and faculty time within the schedule ("The How," p.24; "The Why," p. 148)

To become fully operational, it will be necessary to include:

5. Time for intervention built into the school schedule for each day ("the What," p. 6; "The Why," p.126))

6. Instructional time for literacy leveraged by scheduling disciplinary literacy in all content areas ("The What," p. 6; "The Why", p. 68)

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

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1. Designing and implementing infrastructure to provide guidance and support for students and families ("The How," p. 24)

2. Using technology to assist in incorporating culturally and linguistically appropriate two-way communications with parents and stakeholders ("The Why," p. 26)

To become fully operational, it will be necessary to involve:

3. Faculty and staff participate in targeted, sustained professional learning on literacy strategies within the content area ("The How," p. 24: "The Why," p. 46-49, 154-155)

4. A walk-through and/or observation form is used to ensure consistency of effective instructional practices that include disciplinary literacy across content areas ("The How," p.25; "The Why," p.156-157)

E. Action: Optimize literacy instruction across all content areas

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Based on the Georgia Literacy Plan Needs Assessment, 67% of teachers believe literacy instruction is optimized in all content areas by:

1. The school agrees upon the necessity of having a plan to integrate literacy in all subjects as articulated within CCGPS ("The How," p. 26; "The Why", p. 44, 48)

2. Identify appropriate strategies to help ELLs meet English language proficiency standards ("The How," p. 26; "The Why", p.41, 65)

3. Ensure the use of research-based strategies and appropriate resources to support student learning of the CCGPS. ("The Why", p.48-50)

To become fully operational, it will be necessary that:

4. Teachers adopt a common, systematic procedure for teaching academic vocabulary in all subjects ("The How," p. 26; "The Why," p. 131)

5. Writing will become an integral part of every class every day ("the What," p. 6; "The Why," p.87)

6. Teachers will participate in professional learning on the following ("The How," p. 27; "The Why", p. 65-67)

    a. Incorporating the use of literary texts in content areas

    b. Using informational text in English language arts classes

    c. Incorporating writing instruction (narrative, argument, and informational) in all subject

areas
d. Selecting text complexity that is appropriate to grade levels as required by CCGPS
e. Selecting text complexity that is adjusted to the needs of individual students
f. Instructing students in the following:
    i.   Conducting short research projects that use several sources
    ii. Identifying and navigating the text structures most common to a particular content area (e.g., social studies, cause and effect; science, problem/solution)
    iii. Supporting opinions with reasons and information
    iv. Determining author bias or point of view

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

Based on the Georgia Literacy Plan Needs Assessment, 63% of teachers believe the community supports school and teachers through:
1. Convening meetings of the community advisory board at scheduled times.
2. Academic successes are publically celebrated through traditional and online media. ("The Why," p.51)
To become fully operational, it will be necessary to develop:
3. A community advisory board who will actively participate in developing and achieving literacy goals. Members will include governmental, civic, and business leaders, as well as parents.
4. A network of learning supports within the community that targets student improvement will be active (e.g., tutoring, mentoring, afterschool programming).
5. Social media will be utilized to communicate and promote the goals of literacy throughout the community at large. ("The Why," p. 57)

Building Block 2: Continuity of Instruction
The integration of literacy skills into the content areas has been made even more explicit in the CCGPS. ("The Why," p. 48) There is now a separate section of standards for reading in history/social studies, science, and technical subjects. According to "The Why," the CCGPS delineates the skills that are unique to content area reading, e.g., identifying main idea, using diagrams, using text features, skimming to locate facts, analyzing multiple accounts of the same event. ("The Why," p. 48) To effectively infuse these new literacy standards into all content areas, infrastructure for shared responsibility for development of literacy across the curriculum needs to be designed and implemented in our school.

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

Guidelines for these teams include:
1. Protocols for team meetings
2. Scheduled time for teams to meet for regular collaboration and examination of student data/work
3. Team roles, protocols, and expectations are clearly articulated
4. Specific, measurable student achievement goals aligned with grade-level expectations are   shared by teachers in all subjects
Because 42.7% of teachers believe we are at the emergent level of a consistent literary focus across the curriculum (Georgia Literacy Plan Needs Assessment), the following need to be implemented:

5. Cross-disciplinary teams for literacy instruction
6. The components of the professional learning community model need to be understood and in place. ("The Why," p. 154-155)
7. Design infrastructure for shared responsibility for development of literacy across the curriculum. ("The Why," p. 46-49)

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

Based on the Georgia Literacy Plan Needs Assessment, 69% of teachers believe literacy instruction is provided across the curriculum through:

1. Providing awareness sessions for entire faculty to learn about CCGPS for literacy in history/social studies, science, and technical subjects.
2. Identifying the concepts and skills students need to meet expectations in CCGPS
To become fully operational in this area, the following should be implemented:
3. Teachers will coach, model, co-teach, observe, and give feedback to fellow teachers using videos and social media where possible on the use of literacy strategies in the classroom.
4. Teachers will use a school-wide, commonly adopted writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance. ("The Why," p. 157)
5. All types of literacy will be infused into all content areas throughout the day (e.g., print, non- print, online, blogs, wikis, and social media). ("The Why," p. 57)

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

Because only 54% of teachers believe agencies and organizations out-of-school collaborate to suppo literacy (Georgia Literacy Plan Needs Assessment), it is necessary to implement the following:
1. Avenues of communication (both virtual and face-to-face) active with key personnel in out-of-school organizations and governmental agencies that support students and families.
2. A comprehensive system of learning supports to enhance motivation and capability of the critical mass of stakeholders is in place. ("The Why," p. 51)
3. Technologies utilized to more creatively and effectively support stakeholder engagement, i.e., blogs, Twitter, electronic newsletters. ("The Why," p.57)
Currently, we have in place:
4. Galvanize local capacity to support students and families in need. ("The How," p. 32)
5. Continue to focus proactively on broad issues that may prevent students from learning (e.g., health, nutrition, homelessness, drop-out, attendance). ("The How," p. 32)
6. Evaluate the effectiveness of after-school tutoring programs using pre- and post-testing as well as progress monitoring assessments. ("The How," p. 32)

Building Block 3. Ongoing formative and summative assessments
At the middle school level, the correct approach to formative and summative assessment is important. Many summative assessments are used as a screening process for identifying additional programs and classes that will be a part of a student's course of study. Progress monitoring is an integral part of the assessment process as it is used as a supplement to screening to determine the efficacy of an intervention. ("The Why," p. 104) This assessment accountability is a cornerstone of the Georgia

Literacy Plan. ("The Why," p. 105) To better implement and utilize assessments, our school will need technology to share relevant student progress, develop technology infrastructure adequate to support administration and storage of assessments as well as the dissemination of results, and utilize online options for collaboration among teachers within the same and different schools on lesson planning.

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

Based on the Georgia Literacy Plan Needs Assessment, 75% of teachers believe there is an operational infrastructure for assessments. ("The Why," p. 94-122) Currently, we have the following in place:

1. Effective screening, progress monitoring, and diagnostic tools have been selected to identify achievement levels of all students, advanced as well as struggling ("The What," p. 8)
2. Common mid-course assessments are available for use across classrooms and include a variety of formats (multiple choice, short answer, constructed response, essay) ("The What," p. 8)
3. Assessment and intervention materials aligned with students' needs are available and personnel are trained on their use ("The What," p. 8)
4. A data collection plan for storing, analyzing, and disseminating assessment results is in place ("The Why," p. 96)
5. A calendar for formative assessments based on local, state, and program guidelines, including specific timeline for administration and persons responsible has been developed (The Why," p. 96)

To be fully operational, the following should be implemented:
6. Technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format. ("The How," p. 34)

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

Based on the Georgia Literacy Plan Needs Assessment, 73% of teachers believe there is an operational system of ongoing assessments because of the following: "The Why," p.94-122)

1. The instructional levels of all students are screened and progress monitored with evidence-based tools ("The What," p. 8)
2. Commonly shared mid-course assessments, which include a variety of formats (multiple choice, short answer, constructed response, essay), are used across classrooms to identify classrooms needing support ("The What," p. 8)
3. Universal screening, progress monitoring, and curriculum-based assessments are used to determine instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI) ("The What, p. 8)
4. A formative assessment calendar based on local and state guidelines includes times for administration and the persons responsible ("The How," p. 35)
5. Assessment measures are regularly used to identify high achieving/advanced learners who would benefit from enrichment or advanced coursework ("The How," p. 34)

To become fully operational, it is necessary to incorporate:
6. Technology infrastructure adequate to support administration and storage of assessments as well as

the dissemination of results ("The How," p. 34)

7. Intervention materials aligned with students' needs and professional development for teachers. ("The How," p. 35)

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

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Based on the Georgia Literacy Plan Needs Assessment, 74% of teachers believe problems found in screenings are further analyzed with diagnostic assessment at an operational level. ("The Why," p.94-122) Currently in place are the following:

1. A protocol is in place for ensuring that students identified by screenings routinely receive diagnostic assessment ("The How," p. 37)

2. Where possible, diagnostic assessments isolate the component skills needed for mastery of literacy standards ("The How," p. 37)

3. Interventions include diagnostic assessments and multiple-entry points to avoid a one- size-fits-all approach ("The What," p. 9)

To reach a fully operational level, the following areas should be addressed:

4. Recognize and celebrate individual student's incremental improvements toward reaching literacy goals ("The How," p. 37)

   5. Use technology to differentiate learning within content areas (e.g., use Lexiles to match students to text; provide practice opportunities to strengthen areas of weakness; use gloss option on e-books to provide definitions for unknown words; translate material into student's first language; support students whose disabilities may preclude them from acquiring information through reading) ("The How," p. 37)

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

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Based on the Georgia Literacy Plan Needs Assessment, 73% of teachers believe that summative data is used to make programming decisions as well as to monitor individual student progress at an operational level. ("The Why," p.94-122) Currently in place are the following:

1. Specific times for analysis of the previous year's outcome assessments are identified in the school calendar to determine broad student needs and serve as a baseline for improvement. Those assessments are ("The How," p. 37-38):
   a.   Criterion Reference Competency Test (CRCT) in grades 5, 6, and 7
   b.   Criterion Reference Competency Test-Modified (CRCT-M) for students with disabilities
   c.   Georgia Alternate Assessment (GAA) for students with disabilities

2. Time is devoted in teacher team meetings to review and analyze assessment results to identify needed program and instructional adjustments ("The How," p. 38)

3. During teacher team meetings, discussions focus on changes that can be made to improve the instructional program for all students ("The How," p. 38)

4. Data is disaggregated to ensure the progress of subgroups ("The How," p. 38)

The following need to be implemented to increase performance to a fully operational phase:

3. Using online training options, offer professional learning on strategies to address specific skills identified as school-wide or subject area weaknesses ("The How," p. 39)

4. Utilize online options such as Skype and Google+ for collaboration among teachers within the same

and different schools on lesson planning ("The How," p. 38)

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

Based on the Georgia Literacy Plan Needs Assessment, 65% of teachers believe that a clearly articulated strategy for using data to improve teachers and learning is followed at an operational level. ("The Why," p.94-122)
1. A protocol has been developed and is followed for making decisions to identify the instructional needs of students ("The How," p. 39)
2. A data storage and retrieval system is adequate and is understood and used by all appropriate staff members ("The How," p. 39)
3. Procedures and expectations for staff to review, analyze, and disseminate assessment results are in place ("The How," p. 39)
4. Protocols for team meetings are regularly followed ("The How," p. 39)
To reach a fully operational level, the following is a necessity:
5. Train teachers to use the decision-making protocol to not only identify student instructional needs but to group student by instructional commonalities and to implement the protocol with fidelity. ("The How," p. 39)
6. To use online options to provide teachers with the training and provide time to analyze the data to determine the need for intervention. ("The How," p. 39)

Building Block 4. Best Practices in Literacy Instruction
Incorporating the best practices in literacy instruction is a key component of an effective literacy plan. The goal of reading is to comprehend text, in whatever format is being read, and students need explicit instruction in activating strategies that will make them successful readers. (Pressley & Afflerbach, 1995) Coupled with direct, explicit literacy instruction, students need effective writing instruction across the curriculum. According to the report *Writing to Read*, writing actually improves comprehension in all content areas and should be centered on responding to a variety of texts in a variety of formats, including those that are technology-based. Because of the necessity to incorporate so many facets into literacy instruction, adequate time must be provided for students to absorb and practice skills. ("The Why, p. 55) Closely linked with all of these components, fostering motivation in students is critical. Technology can act as a gateway to increasing student motivation. As Marchant (2001) states, "Many adolescents are drawn to technology, and incorporating technology into instruction can increase motivation at the same time that it enhances adolescent literacy by fostering student engagement."

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

Based on the Georgia Literacy Plan Needs Assessment, 81% of teachers believe that all students receive direct, explicit instruction in reading at an operational level because: ("The Why," p.41-59)
1. A core program is in use that provides continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts ("The How," p. 40)
2. Student data is examined regularly to identify areas of instruction with greatest needs (e.g.,

phonological awareness, word identification, fluency, vocabulary, word study, comprehension, motivation and engagement) ("The How," p. 40)

3. Administration conducts classroom observations using an assessment tool to gauge current practice in literacy instruction ("The How," p. 40)

4. Various aspects of literacy instruction for students have been allocated within specific content areas ("The How," p. 40)

To reach a fully operational level, this should be provided:

5. Professional learning on the tenets of explicit instruction ("The How," p. 40):
   - Use of data to inform instructional decisions and explicit teaching
   - Selection of appropriate texts for strategy instruction
   - Teaching students specific strategies to be learned and why
   - Modeling of how strategy is used
   - Guided and independent practice with feedback
   - Discussion of when and where strategies are to be applied

6. Media center upgrade for student to have access to more informational texts. ("The Why," p. 59)

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

Based on the Georgia Literacy Plan Needs Assessment, 81% of teachers believe that all students receive effective writing instruction across the curriculum at an operational level because: ("The Why," p. 45)

1. A plan for instruction in writing is consistent with CCGPS that is articulated vertically and horizontally ("The Why," p. 151)

Despite that 81% of teachers believe we are operational in the teaching of writing, the following should be incorporated to meet the new requirements of the CCGPS:

1. A coordinated plan developed for writing instruction across all subject areas that includes ("The Why," p. 151)
   a. Explicit instruction
   b. Guided practice
   c. Independent practice

2. All subject area teachers participate in professional learning on best practices in writing instruction in all content areas ("The Why," p. 151)

3. In every class at least one day a week, teachers provide instruction in and opportunities for one of the following ("The Why," p. 151):
   a. Develop an argument citing relevant and reliable textual evidence
   b. Writing coherent informational or explanatory texts
   c. Writing narratives to develop real or imaginary experiences to explore content area topics

4. Technology is used for production, publishing, and communication across the curriculum ("The Why," p. 151)

C. Extended time is provided for literacy instruction.

Based on the Georgia Literacy Plan Needs Assessment, 64% of teachers believe that extended time is provided for literacy instruction at an operational level. ("The Why," p.58)

1. Students receive two to four hours of literacy instruction in language arts and in content area on a daily basis. ("The Why," p. 52)
2. Teacher teams, which are interdisciplinary teams that meet regularly to discuss students and align instruction. ("The Why," p. 67)

To reach a fully operational level, this should be provided:

3. Direct, explicit comprehension instruction, which is instruction in the strategies and processes that proficient readers use to understand what they read, including summarizing, keeping track of one's own understanding, and a host of other practices. ("The Why," p. 66)
4. Effective instructional principles embedded in content, including language arts teachers using content-area texts and content-area teachers providing instruction and practice in reading and writing skills specific to their subject area. ("The Why," p. 66)
5. Motivation and self-directed learning, which includes building motivation to read and learn and providing students with the instruction and supports needed for independent learning tasks they will face after graduation. ("The Why," p. 66)
6. Text-based collaborative learning, which involves students interacting with one another around a variety of texts. ("The Why," p. 66)
7. Diverse texts, which are texts at a variety of difficulty levels and on a variety of topics. ("The Why," p. 66)
8. Intensive writing, including instruction connected to the kinds of writing tasks students will have to perform well in high school and beyond. ("The Why," p. 67)
9. A technology component, which includes technology as a tool for and a topic of literacy instruction.
10. Professional learning that is both long term and ongoing. ("The Why," p. 67)

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

Based on the Georgia Literacy Plan Needs Assessment, 88% of teachers believe that teachers are intentional in efforts to develop and maintain interest and engagement as students' progress through school at an operational level.

1. Students are provided with opportunities to self-select reading material and topics for research. ("The How," p. 41; "The Why," p.51,53)

To reach a fully operational level, the following should be provided:

2. Taking steps to provide students with an understanding of the relevance of academic assignments to their lives. ("The How," p. 41; "The Why," p. 53, 54)
3. The creative use of technology within the learning process to promote engagement, relevance, problem solving, discovery, exploratory learning, and student-centered development of ideas and solutions. ("The How," p. 41; "The Why," p. 53,54)
4. Students are provided access to online content area texts and informational text that are considered engaging. ("The How," p. 41; "The Why," p. 53,54)
5. Students are provided increasing opportunities for collaborating with peers in the learning process. ("The How," p. 41; "The Why," p.54)

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

Response to Intervention is based on addressing the needs of all students and responding when students do not succeed at their current level of instruction. The Georgia Department of Education recommends the formation of a data team at each school. This team should be responsible for analyzing achievement and discipline data from all formative and summative measures in use. This team leads the work of using district and school performance norms to set criteria for expected growth and the identification of scientifically based interventions needed to support the learner. Data must be easily accessible to school personnel in order for it to drive decision making. Educators and instructional support personnel must be able to sort, aggregate, and/or scan in sufficient time for data analysis and collaborative decision-making to occur. ("The Why," p. 96) Implementation of RTI requires a school-wide common understanding of the Common Core Georgia Performance Standards (GPS), assessment practices, and instructional pedagogy. Tier 1 interventions include seating arrangements, fluid and flexible grouping, lesson pacing, collaborative work, demonstrations of learning, differentiation of instruction, and student feedback. Interventions at Tier 2 are typically standard protocols employed by the school to address the learning and/or behavioral needs of identified students. ("The Why," p. 126) Interventions at Tier 3 are tailored to the individual and in some cases small group. The Student Support Team should choose interventions based on evidence-based protocols and aggressively monitor the student's response to the intervention and the transfer of learning to the general classroom. Interventions at Tier 4 are specially designed to meet the learning needs of the individual. These specially designed interventions are based on the GPS and the individual learning and/or behavioral needs of the individual. ("The Why," p. 127)

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

Based on the Georgia Literacy Plan Needs Assessment, 65% of teachers believe that a clearly articulated strategy for using data to improve teaching and learning is followed at an operational level. In addition, 77% of teachers feel that information developed from the school-based data teams is used to inform the RTI process. In implementing the use of the data to inform the RTI process

1. The percentage of students currently served in each tier is determined regularly to determine efficacy of instruction in each tier. Administrators, RTI coordinator, and intervention teachers access this data. We see the need to improve in making this data available to all teachers. In addition, we can expand in this area by developing standardized protocols for the collection of critical information to determine students' literacy competence in various content areas, in addition to reading and math. ("The How," p. 43)
2. Protocols for identifying students and matching them to the appropriate intervention are in place and are being implemented. We see the need to expand by including more data-analysis in team meetings for the purpose of informing the RTI process. ("The How," p. 43)
3. Interventions are monitored frequently to ensure that they occur regularly and with fidelity. ("The How," p. 43) To move students among tiers in the RTI process, the data team should confirm the fidelity of implementation of the intervention through frequent contact and observation during instruction. ("The Why," p. 133)
4. The results of formative assessment are analyzed frequently to ensure students are progressing

and that instruction is adjusted to match their needs. ("The How," p. 43)

We note the following areas of concern in using information from school-based data teams to inform the RTI process:

5. Although we currently have protocols for identifying students and matching them with appropriate interventions, we see the need for additional literacy interventions in content areas. ("The How," p. 43) One of the belief statements of the Georgia Literacy Task Force states that, "Strategic literacy instruction integrated into all curriculum areas is critical for the development of students' ability to use language." (2009)

6. Articulate goals/objectives at building and system level based on identified grade-level and building needs, as well as system needs. ("The How," p. 43)

7. Analyze data for individuals to identify students in need of intervention according to established protocols. Access to additional technology would enable us to do this to a better extent. ("The How," p. 43)

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

Based on the Georgia Literacy Plan Needs Assessment, 85% of the teachers at Woodland Middle School feel that Tier I instruction based upon the CCGPS in grades K-12 is provided to all students in all classrooms at a minimum of an operational level. Whereas, 15% of our teachers feel that we are only emerging in this area, most likely because of the transition from GPS to CCGPS. In providing T1 instruction based upon the CCGPS, we currently

1 Examine student data to determine the current percentage of successful students in the areas of literacy (i.e. reading and writing). ("The How," p. 43) Brown-Chidesy and Steege emphasize that data is essential for decision making at each step of the RTI process. (2005)

2 Provide professional learning on GaDOE, Aimsweb, CCGPS, etc. ("The How," p. 44)

Although we do the following to some degree, we see the need to improve the implementation and fidelity as we:

3 Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction. ("The How," p. 43) Although our subject area teachers plan together, we need to increase focus on literacy instruction in social studies, science, and math.

4 Ensure that teachers develop and agree upon common classroom-based formative assessments within each subject area to ensure consistent expectations across classrooms. ("The How," p. 43-44)

5 Ensure that teachers regularly meet to debrief on the progress of these lessons to plan necessary changes. ("The How," p. 44)

6 Schedule time for instructional planning as well as for student progress conversations across as well as within grade levels. ("The How, p. 44)

7 Use data from universal screening process to identify general weaknesses in instruction T1 as well as struggling students. ("The How," p. 44)

8 Use system-developed classroom-based formative assessments to monitor consistent grade-level implementation of curriculum and to gauge students' progress toward mastery of CCGPS at each grade level for all schools. ("The How," p. 44)

9   Georgia's Literacy Task Force established content literacy as a goal for each Georgia student ("The Why," p. 26) In order to do so, we need to develop a plan to strengthen T1 instruction of disciplinary literacy in each subject area. ("The How," p. 44)

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

To improve literacy, content area educators should construct and differentiate lessons. ("The Why," p. 152) Based on the Georgia Literacy Plan Needs Assessment, 85% of teachers feel that Tier 2 needs-based interventions are provided for target students. Woodland Middle School ensures that Tier 2 needs are met in the following ways:

1. Interventionists participate in professional learning on the following:
    a. Using appropriate supplemental and intervention materials
    b. Diagnosing reading difficulties
    c. Using direct, explicit instructional strategies to address instructional needs
    d. Charting data
    e. Graphing progress
    f. Differentiating instruction ("The How," p. 45)
2. Effectiveness of interventions is ensured by the following:
    a. Providing sufficient blocks of time in the daily schedule for intervention.
    b. Providing adequate space in places conducive to learning.
    c. Providing competent, well-trained teachers and interventionists. ("The How," p. 45-46)

We see the following concerns in the area of Tier 2 needs-based interventions:

3. Specific times for collaborative discussion and planning between content area T1 teachers and interventionists are built into the school calendar. ("The How," p. 45)
4. Teachers should participate in professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year. ("The How," p. 45-46)
5. Use technology to track and ensure the movement of students between T1 and T2 based on response to interventions. ("The How," p. 45)

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

Based on the Georgia Literacy Plan Needs Assessment, 80% of Woodland Middle School's teachers feel that we ensure that SST and data teams monitor progress jointly. The remaining 20% see this as an emerging practice. Our SST and Data Teams monitor Tier 3 students' progress in the following ways:

1. Discuss students in T3 who fail to respond to intervention.
2. Receive professional learning on SST processes and procedures as outlined in the GaDOE manual and guidance to some degree. ("The How," p. 46) However, this professional learning needs to be expanded beyond the SST school coordinator and interventionists to affect more teachers.
3. Verify implementation of proven interventions. ("The How," p. 46)

We see the following areas of concern in ensuring that the SST and data teams work together to monitor student progress:

4. Interventions are delivered 1:1 – 1:3. ("The How," p. 46)
5. Ensure that T3 includes proven interventions that address behavior. ("The How," p. 46)
6. 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 How," p. 46)

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

In addition to Tiers 1 through 3, targeted students participate in specialized programs, methodologies, or instructional deliveries. This provides a greater frequency of progress monitoring of student response to intervention(s). Tier 4 is developed for students who need additional support and who meet eligibility criteria for special program placement, including gifted education and special education. ("The Why," p. 134) Based on the Georgia Literacy Plan Needs Assessment, 79% of teachers at Woodland Middle school perceive that we implement specially-designed learning through specialized programs, methodologies, or strategies based upon students' inabilities to access the CCGPS any other way at least at the operational level. Thus, 21% feel that we are addressing these special needs of T4 students at the emergent level. Currently, our school provides special instruction for T4 students in the following ways:

1. School schedules are developed to ensure least restrictive environment. 73.4% of Students with Disabilities are served in a full inclusion environment. ("The How," p. 47)
2. Ensure that building and system administrators are familiar with funding formulas affecting students in special programming. ("The How," p. 47)
3. Assigning a case manager to each student with an IEP, who ensures communication with student, teachers, and parents even in cases when the student is served by a different special education teacher. ("The How," p. 47)

We see the following as areas of concern in implementing specially-designed learning for T4 students:

4. Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs. ("The How," p. 47)
5. Even though some of our special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate setting, we need to ensure that all of the teachers have these opportunities. ("The How," p. 47)

Building Block 6. Improved Instruction through Professional Learning
More and more research is beginning to show that effective professional learning is linked to higher student achievement. Research shows that "for every $500 directed toward various school improvement initiatives, those funds directed toward professional development resulted in the greatest student achievement gains." (Greenwald et al., 1996) According to Darling-Hammond (2005), professional learning opportunities must focus on ensuring that teachers understand learning as well as teaching. They must be able to connect curriculum goals to students' experience. In an increasingly competitive global and technology-based economy, students should have strong literacy skills, and teachers should receive the training to improve their instruction and promote student achievement.

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

Based on the Georgia Literacy Plan Needs Assessment, only 51% of teachers believe that pre-service education prepares new teachers. Because of this, it is necessary to: ("The Why," p. 140-154)
1. Focus pre-service courses on content literacy strategies and reading instructional best practices ("The Why," p. 150-151, 156)
2. Require teachers to demonstrate competency in theory and application ensures having a quality teacher in every classroom (" "The Why," p. 150-151)
3. Include protected time in the school calendar for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work and reflect on practice. ("The What," p. 13)

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

Based on the Georgia Literacy Plan Needs Assessment, 56% of teachers believe that in-service personnel participate in ongoing professional learning at an operational level because: ("The Why," p. 140-154)
1. The school calendar includes protected time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice ("The How," p. 18; "The Why," p. 141, 156)
    2. Teachers' instruction is monitored through classroom observations or walkthroughs using a variety of assessment tools tied to professional learning ("The How," p. 18; "The Why," p. 149)
To increase the number of teachers believing professional development is operational, the following are necessary:
    3. Teachers participate in professional learning in the CCGPS based on the needs revealed by student data as well as by surveys, interest inventories and teacher observations ("The How," p. 18; "The Why," p. 149)
    4. Teachers participate in ongoing professional learning on the use of the core program ("The How," p. 18; "The Why," p. 143)
    5. Intervention providers receive program-specific training before the beginning of the year to prepare teachers and staff for implementation ("The How," p. 18; "The Why," p. 144).
1. Administrators, faculty, and staff have received training in administering, analyzing and interpreting results of assessments in terms of literacy ("The How," p. 18; "The Why," p. 122-123).
2. Some or all of the following personnel participate in all professional learning opportunities ("The How," p. 18; "The Why," p. 140-154):
    a. Paraprofessionals
    b. Support staff
    c. Interventionists
    d. Substitute teachers
    e. Pre-service teachers working at the school
    f. Administrators
    g. All faculty

Bartow County School System: Woodland Middle School

WMSE-NEEDS Assessment, Concerns, and Root Cause Analysis (10 points)

<u>Needs Assessment</u>

Two different needs assessments were used: Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12 and Bartow County School System PET-R survey. These tools identify key elements and concerns in the system's literacy program. There are seven categories as follows: goals and objectives, assessment, instructional practices, instructional time, differentiated instruction, administration, and professional development. The survey was completed by 41 faculty and staff members at Woodland Middle School.

The school needs assessments were distributed to classroom teachers and other personnel at grade-level staff meetings. All teachers completed and returned them to the Literacy Team at the conclusion of the meeting. The Literacy Team analyzed the results by grade and overall school levels. It was apparent from the results that each teacher completed the survey independently. Areas of agreement and disagreement were evident. The PET-R was completed using Survey Monkey and the results analyzed by the System Literacy Team.

90% of academic classroom teachers and 95% of special education teachers, connections teachers, and support personnel participated in both surveys.

<u>Concerns & Root Cause Analysis</u>

When we analyzed the results of the surveys, we identified three overall areas of concern that need to be addressed in WMSE's literacy plan.

The first area of concern addresses continuity of instruction. Only 14.2% of the faculty believes that WMSE is fully operational in the area of a consistent literacy focus across the

curriculum. 25.6% of the faculty believes that we are fully operational in the area of teachers

providing literacy instruction across the curriculum. In the area of out-of-school agencies

collaborating to support literacy within the community, only 2.7% of the faculty believes WMSE

is fully operational.

The second area of concern is the system of tiered interventions for all students (RTI).

Overall, only 23.6% of our faculty believes that we are fully operational on the four tiers of RTI.

The third area of concern identified by the results on the surveys was improved

instruction through professional learning. Only 10.2% of WMSE's faculty believes there is

adequate professional development to support both new and veteran teachers in all aspects of

literacy instruction.

o The following table identifies areas of concern as they relate to research-based

practices found in the "What" document. Each is aligned to root causes and what we

have or have not done to address the concerns.

Area of Concern	Root Causes	What We Have Done	What We Have Not Done
Continuity of Instruction in Content Areas in Grades 6-8 (A & C) ("The What," p. 7-8) ("The How," p.29-33)	• Literacy responsibilities are not shared outside of the reading class. • Insufficient training in literacy skills for content area teachers. • Insufficient technology, hardware, and software to access materials, instructional tools, support, etc. and to expand	• Protocols for team meetings • Scheduled time for regular collaboration and examination of student data/work • Team roles, protocols, and expectations are clearly articulated • Specific, measurable student achievement goals aligned with grade-level expectations are shared by all subject teachers • Support students and families in need • Focus on social issues that prevent students from learning (e.g., nutrition, homelessness, attendance) • Evaluate the effectiveness of	• Cross-disciplinary teams for literacy instruction • Professional learning community model components need to be understood and in place. • Plan for development of shared literacy responsibility across the curriculum. • Avenues of communication active with out-of-school organizations and governmental agencies that support students and families. • A comprehensive system of learning supports is in place • Technologies creatively and effectively utilized to support stakeholder engagement, i.e., blogs, Twitter, electronic newsletters.

	communication with all the school's stakeholders.	after-school tutoring programs	
System of Tiered Intervention (RTI) for All Students (B & C) in Grades 6-8. ("The What," p.11-13) ("The How," p. 43-47)	• Teachers view interventions as a solution rather than as part of the problem-solving process. • Insufficient training in literacy skills for content area teachers. • Insufficient technology, hardware, and software to access materials, instructional tools, support, etc. • Insufficient training in the interpretation and application of data • Alternative interventions are needed when initial interventions do not work.	• Collect and examine data • Provide professional learning • Interventionists receive some professional learning in using intervention materials, diagnosing reading difficulties, using direct, instructional strategies to address needs, charting data, graphing, and differentiation • Effectiveness of interventions is ensured by providing sufficient time, adequate space in environment conducive to learning, and certified teachers and interventionists.	• Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction in social studies, science, and math. • Develop common formative assessments within each subject area. • Meet to debrief on progress and plan changes. • Schedule time for instructional planning and student progress conversations. • Use data from universal screening process to identify struggling students and general weaknesses in instruction T1 • Use system-developed classroom-based formative assessments to gauge students' progress toward mastery of CCGPS at each grade level. • Strengthen T1 instruction of disciplinary literacy in each subject area. • Specific times for collaborative discussion and planning between content area T1 teachers and interventionists are built into the school calendar. • Participate in professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery. • Use technology to track and ensure the movement of students between T1 and T2 based on response to interventions.
Improved Instruction through Professional Learning (A & B) for All Teachers in Content Areas in Grades 6-8 ("The What," p. 13) ("The How," p. 48-49)	• Insufficient training in literacy skills for content area teachers • Insufficient technology, hardware, and software to access materials, instructional tools, support, etc. • Insufficient funds for professional development and redelivery	• The school calendar includes protected time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice • Teachers' instruction is monitored through classroom observations or walkthroughs using a variety of assessment tools tied to professional learning	• Focus pre-service courses on content literacy strategies and best practices • Require teachers to demonstrate competency in theory and application • Participate in professional learning in the CCGPS based on the needs revealed by student data, surveys, interest inventories and teacher observations • Participate in ongoing professional learning on using the CCGPS • Intervention providers receive program-specific training before the beginning of the year to prepare teachers and staff

Bartow County School System: Woodland Middle School

ANALYSIS AND IDENTIFICATION OF STUDENT AND TEACHER DATA

WMSE CRCT Data 2008-2011

Table 1.1 shows WMSE serves 848 students in grades 6-8. We are 80.8% White, 9.3% African-American, and 6.8% Hispanic. The student population is comprised of 51.6% economically disadvantaged students, 13.9% gifted students, 13.7% students with disabilities, and 20.1% remedial students.

Table 1.1

Enrollment Data SY2013

Grade Level	Total in Grade	African-American	Hispanic	American Indian	Hawaiian Pacific Islander	Asian	White	Not Classified
6	275	24	28	0	0	1	219	3
7	285	32	13	1	0	1	228	10
8	288	23	17	0	0	0	239	9
Total	848	79	58	1	0	2	686	22

An analysis of our CRCT data in tables 1.2 through 1.7 identified the following strengths and weaknesses:

- Meets and exceeds at all grade levels increased in reading, science, and social studies.

- Students with disabilities who did not meet decreased in all subject areas.

- Economically disadvantaged students who did not meet decreased in all subject areas and the number who exceeded increased in all areas except math.

- Percentage of students that exceeded in math decreased at all grade levels.

- Black students who did not meet in math increased from 2010 from 19.5% to 37.5%.

- A significant gap exists between how students with disabilities and students without disabilities performed in all subject areas.

- ELL students had a significant performance gap in math and social studies as compared to all students.

- Economically disadvantaged students performed significantly below all students in science and social studies; however, it improved from last year.

Table 1.2

th Grade - Georgia Criterion-Referenced Competency Tests (CRCT)
Percentage of Students at Each Performance Level: Comparison For All Students

Table 1.3

7th Grade - Georgia Criterion-Referenced Competency Tests (CRCT)
Percentage of Students at Each Performance Level: Comparison For All Students

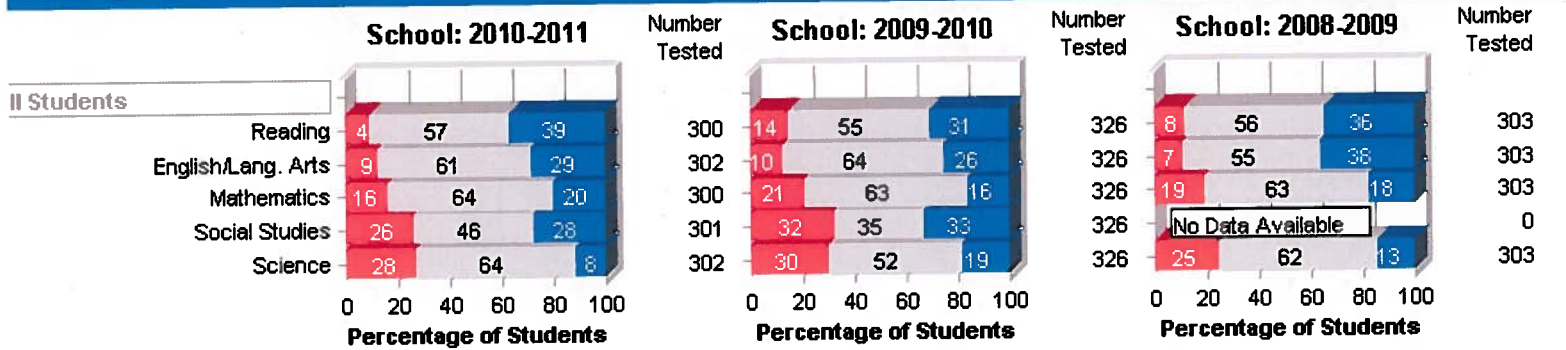**Table 1.4**

th Grade - Georgia Criterion-Referenced Competency Tests (CRCT)
Percentage of Students at Each Performance Level: Comparison For All Students

	School: 2010-2011	Number Tested	School: 2009-2010	Number Tested	School: 2008-2009	Number Tested
Reading	2 / 59 / 39	294	3 / 63 / 34	314	4 / 68 / 28	311
English/Lang. Arts	7 / 48 / 45	291	8 / 56 / 36	313	8 / 65 / 27	310
Mathematics	15 / 65 / 20	293	20 / 58 / 22	314	24 / 57 / 19	311
Social Studies	36 / 52 / 12	299	30 / 47 / 23	313	42 / 47 / 1	309
Science	31 / 52 / 16	299	28 / 53 / 19	313	26 / 57 / 17	309
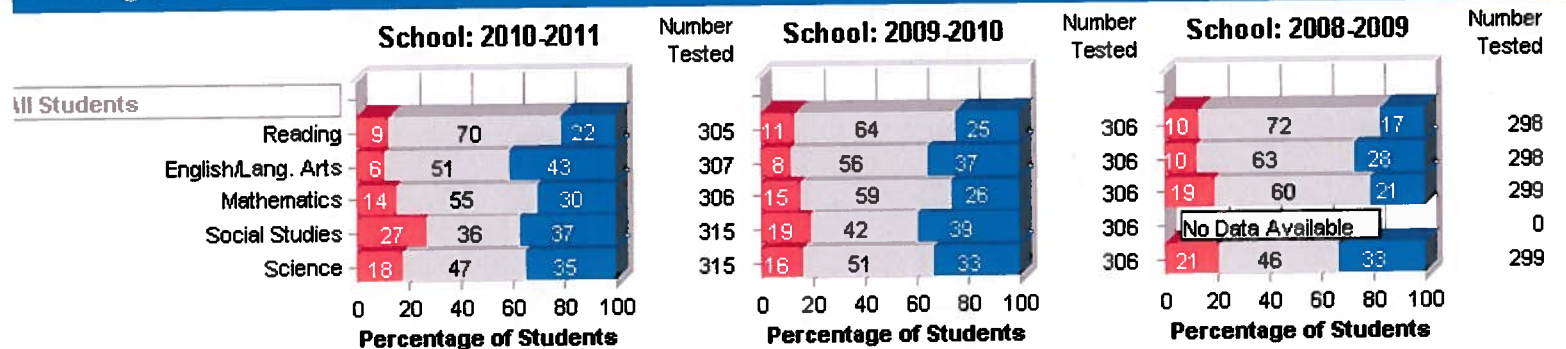
Percentage of Students

■ Does Not Meet ☐ Meets ■ Exceeds
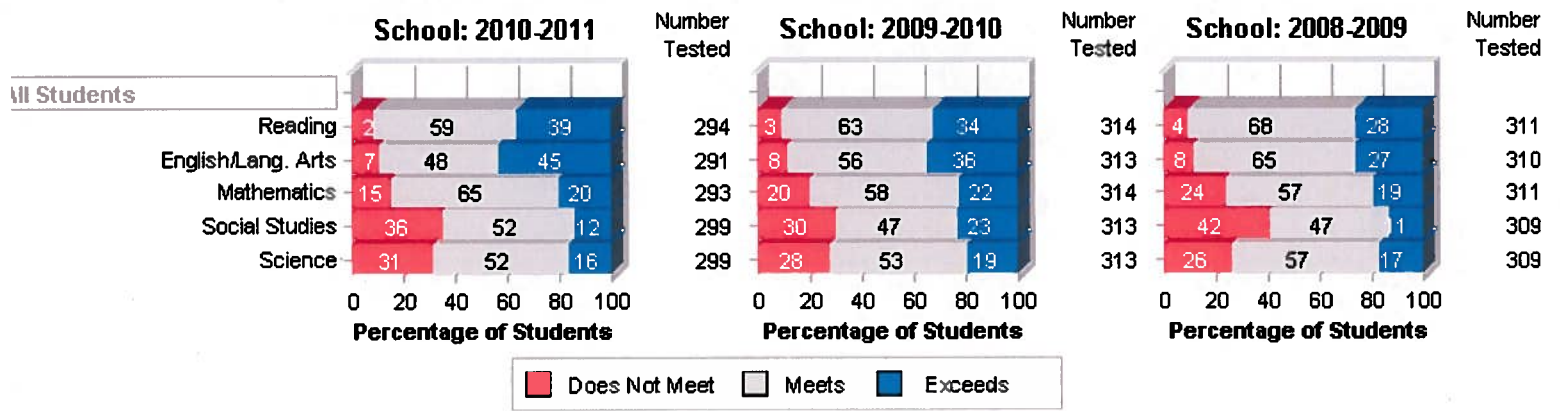
WMSE CRCT Data 2011-2012

Table 1.5

Student Group/# of Students	(DNM) Reading	(DNM) ELA	(DNM) Math	(DNM) Science	(DNM) Social Studies
All Students/861	2.3%	4.5%	22.0%	19.5%	21.7%
Black/80	0%	0%	36.5%	33.4%	37.8%
Hispanic/59	0%	0%	21.6%	11.5%	18.2%
White/726	2.7%	4.1%	20.9%	19.0%	20.8%
Multi-Racial/16	0%	0%	15.4%	7.7%	7.6%
SWD/116	16.9%	16.2%	49.2%	55.5%	67.0%
ELL (LEP)/3	0%	33.3%	33.3%	33.3%	66.7%
Econ. Disadv/502	3.1%	7.7%	27.3%	28.1%	28.1%

WMSE CRCT-M Data 2010-2012

Table 1.6

StuStudents taking Criterion Referenced Competency Test – Modified (CRCT-M) 2010-2011

	Number of Students Enrolled during Test Window (Grades 3 through 8)	Number of Students taking CRCT-M	Percent Participating in CRCT-M
Reading	920	18	1.96%
English	920	17	1.85%
Mathematics	921	18	1.95%

	Total	Basic	Proficient	Advanced
Reading	18	33% (6)	44% (8)	22% (4)
English	17	0% (0)	59% (10)	41% (7)
Mathematics	18	17% (3)	67% (12)	17% (3)

Table 1.7

Stu Students taking Criterion Referenced Competency Test – Modified (CRCT-M) 2011-12

	Number of Students Enrolled during Test Window (Grades 3 through 8)	Number of Students taking CRCT-M	Percent Participating in CRCT-M
Reading	867	14	1.61%
English	867	16	1.84%
Mathematics	867	23	2.65%

	Total	Basic	Proficient	Advanced
Reading	14	35% (5)	43% (6)	7% (1)
English	16	44% (7)	31% (5)	19% (4)
Mathematics	23	43% (10)	52% (12)	4% (1)

According to *Georgia's Literacy Conceptual Framework*, "A disproportionate number of students of color,

English Language Learners, and economically disadvantaged are represented among struggling readers" ("The
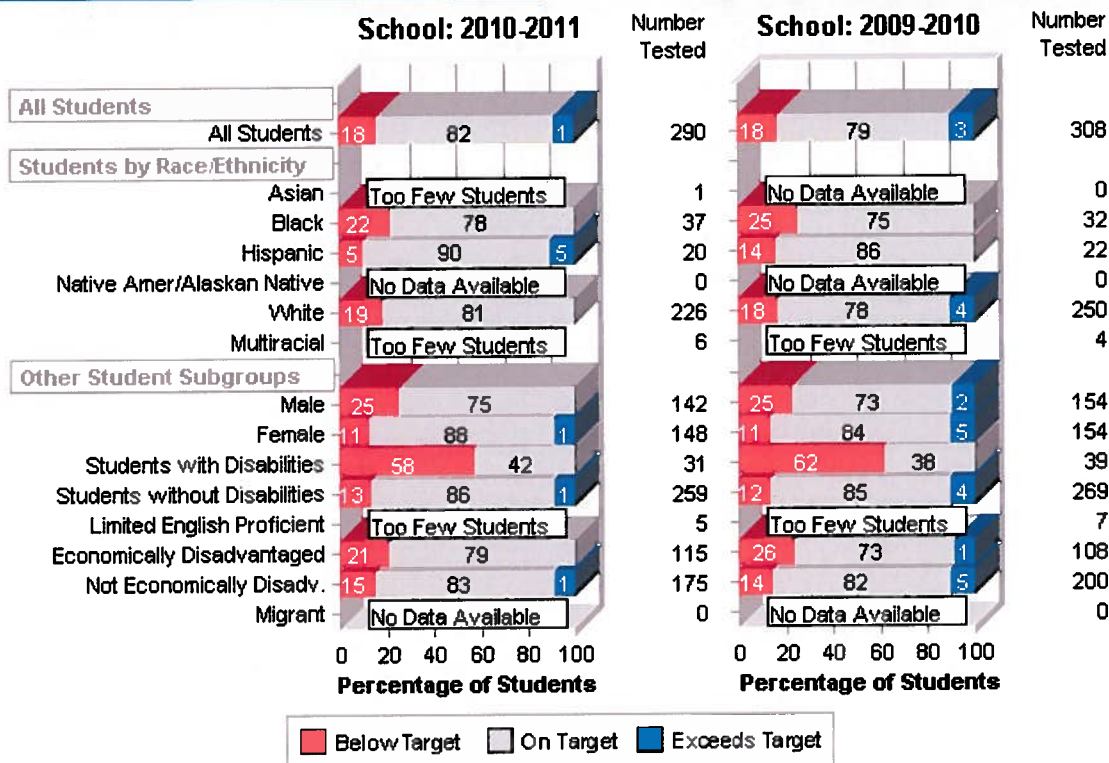
Why," p. 65). We must implement initiatives that close this gap for African-American students, SWD, and students of ED.

Middle Grades Writing Assessment-8ᵗʰ Grade-2009-2011

When the MGWA data is disaggregated by subgroup, needs become evident. Table 1.8 and 1.9 illustrate achievement gaps that exist when subgroups are compared. As with the CRCT, gaps are significant for SWD students; however, they have improved significantly over the past three years from 62% scoring below target in 2009-2010, 58% below target in 2010-2011, to 48% below target in 2011-2012.

Table 1.8

Eighth Grade Writing Assessment (EGWA)
Percentage of Students at Each Performance Level

	School: 2010-2011			Number Tested	School: 2009-2010			Number Tested
All Students								
All Students	18	82	1	290	18	79	3	308
Students by Race/Ethnicity								
Asian	Too Few Students			1	No Data Available			0
Black	22	78		37	25	75		32
Hispanic	5	90	5	20	14	86		22
Native Amer./Alaskan Native	No Data Available			0	No Data Available			0
White	19	81		226	18	78	4	250
Multiracial	Too Few Students			6	Too Few Students			4
Other Student Subgroups								
Male	25	75		142	25	73	2	154
Female	11	88	1	148	11	84	5	154
Students with Disabilities	58	42		31	62	38		39
Students without Disabilities	13	86	1	259	12	85	4	269
Limited English Proficient	Too Few Students			5	Too Few Students			7
Economically Disadvantaged	21	79		115	26	73	1	108
Not Economically Disadv.	15	83	1	175	14	82	5	200
Migrant	No Data Available			0	No Data Available			0

Percentage of Students (0 20 40 60 80 100)   Percentage of Students (0 20 40 60 80 100)

■ Below Target   □ On Target   ■ Exceeds Target

Middle Grades Writing Assessment-8ᵗʰ Grade-2011-2012

Table 1.9

Student Group/# of Students	(DNM)
All Students/293	20%

Black/23	22%
Hispanic/17	18%
White/248	21%
Multi-Racial/4	0%
SWD/27	48%
ELL (LEP)/0	0%

2012-2013 Student Scholastic Reading Inventory Lexile Range by Grade Level (August 2012)

Table 1.10

Grade Level/# of Students	Below Basic Lexile Level-# of Students/% of Students	Basic Lexile Level-# of Students/% of Students	Proficient Lexile Level-# of Students/% of Students	Advanced Lexile Level-# of Students/% of Students
6th Grade-275	(BR-600) 46/ 17%	(601-850) 87/32%	(851-1000)88/32%	(1001-1700+) 54/20%
7th Grade-279	(BR–700) 32/ 11%	(701–950) 117/42%	(951–1100)/67/24%	(1101 -1700+) 63/23%
8th Grade-256	(BR–800) 55/21%	(801-1050) 86/34%	(1051–1200) 51/20%	(1201 -1700+) 64/25%
Total-810	133/16.4%	290/35.8%	206/25.4%	181/22.3%

All students are screened with the Scholastic Reading Inventory to measure reading comprehension. This computer-based program measures students' reading comprehension and vocabulary base. Screening is done three times a year to assess growth. It can be given more often if needed. The SRI Phonics Inventory is given to students scoring below basic on reading comprehension. Teachers use Lexile levels to assist in targeting students who need additional instruction in comprehension strategies and to match students to appropriate texts. As illustrated in table 1.10, 16.4% of our students scored in the Below Basic Lexile Level when the test was administered in August 2012.

Teacher Data

Table 1.11

Category		Administrators	Support Personnel	PK-12 Teachers
Personnel	Full-time	3	3	61
	Part-time	0	0	2
Gender	Male	2	0	20
	Female	1	3	43
Certificate Level	4 Yr Bachelor's	0	0	23
	5 Yr Master's	0	1	27
	6 Yr Specialist's	2	1	13
	7 Yr Doctoral	1	1	0
	Other *	0	0	0
Race/ Ethnicity	Black	0	0	2
	White	2	3	58
	Hispanic	1	0	0
	Asian	0	0	0
	Native American	0	0	0
	Multiracial	0	0	3
Years Experience	< 1	0	0	5
	1-10	0	0	24
	11-20	1	1	22
	21-30	2	2	9
	> 30	0	0	3
	Average	22.67	22.33	12.51

Table 1.11 shows we have a highly-qualified blend of new and veteran teachers, who bring varied experiences and instructional expertise to their classrooms. Table 1.12 illustrates that we had a 9% attrition rate last year: three teachers retired, two transferred to other system schools, one moved out of state and one went back to school full-time.

Retention Rates

Table 1.12

	2012	2011	2010	2009
Woodland Middle	91%	99.5%	100%	99.5%

Teacher Participation in Professional Learning

Table 1.13 illustrates a sustained focus on professional learning at WMSE.

Table 1.13

Professional Learning Program 2012-2013	Hours	% of staff Attended
Collaborative Planning for Common Unit and Assessment Development	35 hours	100%
Read 180 Training	10 hours	1%
Vertical Teaming Training with Georgia Evans	40 hours	13%
Math Workshop Training	40 hours	25%
Depth of Knowledge Training	8 hours	22%
CCGPS Literacy Standards Training	4 hours	22%
CCGPS webinars were viewed in English Language Arts and Math	4 hours	27%
Thinking Maps Training	32 hours	18%
System 44 Training	24 hours	1%
ILearn Training	4 hours	1%
Curriculum Planning in Math, Language Arts and Reading	20 hours	26%

Based on the above analysis of data, we believe the following goals will help all our students:
- Integrate reading comprehension strategies and literacy instruction across the curriculum.
- Integrate writing components in across the curriculum.
- Increase teacher understanding of how to select and implement interventions.
- Develop a plan to utilize assessments more effectively.
- Increase access to multiple modes of text.
- Increase rigor across the curriculum.

Bartow County School System: Woodland Middle School

Project Plan, Procedures, Goals, and Objectives

WMSE is committed to student literacy and integration of literacy instruction in all content areas. We developed our goals and objectives based on data from the Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12, Bartow County School System PET-R survey and an analysis student and teacher data.

At WMSE we currently have practices in place that are funded with school funds, Title I, Title IIa and 20-day funds. Some of the practices we plan to continue if we receive the grant include: time for collaboration and examination of student work, alignment of student achievement goals with grade level expectation shared by all subject teachers, collection and examination of student test data, professional learning on the implementation of the CCGPS (Title IIa), before and after school tutoring in all subject areas (20-day money), and targeted, tiered interventions for students identified through our universal screeners in reading and math (Title 1).

All of the goals and objectives will be measured with formative (e.g. collaborative planning notes, walk-though observation forms, teacher evaluations, teacher web pages, SIP documentation forms, etc...) and/or summative data (CRCT test data, Scholastic Reading Inventory, Framework Assessments, etc.).

Identified Need One – The integration of reading comprehension strategies and literacy instruction in all content areas. Content-area teachers at all grade levels must include reading comprehension and processing subject-specific texts in all areas: mathematics, science, social studies, Career Technical and Agricultural Education

1

(CTAE), world languages, English Language Arts (ELA), fine arts, physical education, and health. Improving content literacy in all grade levels will lead to improved graduation rates and improved readiness for college and careers. ("The Why", p. 25-26) Objectives will be measured with formative data.

- Objective 1: Provide teacher training in explicit literacy strategies that support core and content reading. ("The Why," p. 143) ("The What", p. 6)
- Objective 2: To provide students access to multiple forms of media, information, and knowledge in all content areas at all grade levels. ("The Why", p. 31) ("The What", p. 8)

Identified Need Two - For all content areas to have writing components as part of their expectations for all students. ("The Why," p.45) A recently completed report titled Writing to Read builds on the findings of Reading Next and Writing Next, which documents the efficacy of writing to improve reading comprehension. It has identified three major recommendations that have been demonstrated through rigorous research to produce a significant impact on comprehension, outperforming all of the traditional approaches -have students write about the texts they read; teach students the writing skills and processes that go into creating text; and increase how much students write. (Graham & Hebert, 2010) (Biancorosa & Snow, 2006). ("The Why," p. 45, 46) ("The What", p. 6, 10) Objectives will be measured with formative data.

- Objective 1: Design a vertically and horizontally articulated writing plan consistent with CCGPS. ("The Why," p. 44) ("The What," p. 10)

- Objective 2: Plan and provide professional learning on direct, explicit strategies to build students' vocabulary, comprehension, and writing skills within each subject area. ("The Why," p. 143)

- Objective 3: To create writing assignments that asks students to interpret and analyze a variety of texts and to write in various genres. ("The Why," p. 44)

Identified Need Three - Increase teacher understanding of how to select and implement interventions aligned to student needs. Implementation of scientifically proven research-based and evidence-based interventions has become imperative as schools strive to comply with the imperatives of the No Child Left Behind Act (NCLB) of 2001 and Individuals with Disabilities Education Act (IDEA) (Brown-Chidsey & Steege, 2005). ("The Why," p. 124) ("The What", p. 11-13) Objectives will be measured with formative and summative data.

- Objective 1: Develop standardized protocols for the collection of critical information to determine students' literacy competence in various content areas and response to interventions. ("The Why," p. 104)

- Objective 2: To provide professional learning in intervention techniques which permit teachers to incorporate strategies that allow students to access texts, to practice communication skills, and to use information. (" The Why," p. 124)

- Objective 3: Interventions will be monitored frequently to ensure that they occur regularly and with fidelity. (" The What," p. 11)

As seen in Table 1.1, WMSE has developed a schedule for a minimum of 125 minutes of daily literacy instructions for students identified in need of Tier 2, 3, and 4

interventions. The schedule allows for additional time for literacy instruction, assessment, and intervention.

Table 1.1

Tiered Instructional Schedule Grades 6-8	
Tier 1 Schedule	**Tier 2 Schedule**
Integrated Reading/Language Arts (75 Min)	Integrated Reading/Language Arts Support (75 Min)
Math (75 Min)	Math (75 Min)
Science (75 Min)	Science (75 Min)
Social Studies (75 Min)	Social Studies(75 Min)
Connections-(50 Min)	Connections/PE-(50 Min)
PE-(50 Min)	Reading and/or Math Intervention-(50 Min)
Tier 3 Schedule	**Tier 4 Schedule**
Integrated Reading/Language Arts (75 Min)	Integrated Reading/Language Arts (75 Min)
Math (75 Min)	Math – supported instruction (75 Min)
Science (75 Min)	Science – supported instruction (75 Min)
Social Studies (75 Min)	Social Studies – supported (75 Min)
Reading Intervention-(50 Min)	Reading Intervention-(50 Min)
Math Intervention and/or Connections/PE-(50 Min)	Math Intervention-(50 Min)

Identified Need Four - Develop a plan to utilize assessments more effectively to achieve instructional goals. Ongoing professional learning expectations should center around the marriage of effective instructional strategies based on assessments and the alignment of instruction currently to the Georgia Performance Standards (CCGPS by 2014). ("The Why," p. 98) ("The What", p. 8-10)

- Objective 1: Use system-developed classroom based formative assessments to monitor consistent grade-level implementation of curriculum and to gauge students' progress toward mastery of CCGPS. ("The Why," p. 97)

- Objective 2: Classroom teachers will make data part of an ongoing cycle of instructional improvement. ("The Why'" p. 120)

- Objective 3: Classroom teachers will teach students to examine their own data and set learning goals. ("The Why'" p. 120)

- Objective 4: Administrators will provide support that fosters a data-driven culture within the school. ("The Why'" p. 12)

Identified Need Five - Increase student and teacher access to multiple modes of text via technological sources. We must prepare all students for a technological society and to teach 21st century skills that includes digital-age literacy, inventive thinking, effective communication, and high productivity. ("The Why," p. 51) ("The What", p. 11) Objectives will be measured with formative and summative data.

- Objective 1: Expand hardware (infrastructure to accommodate additional technology equipment), software, and professional development and training to enhance the curriculum, engage students, and increase rigor in attainment of literacy skills for the 21st century. ("The Why," p. 53)

- Objective 2: Incorporate technology into instruction which can increase motivation at the same time that it enhances adolescent literacy by fostering student engagement." (National Council of Teachers of English, 2006) ("The Why," p. 53)

Identified Need Six - Increase rigor across the curriculum and improve students' ability to think independently and critically. Involve students in higher level thinking about what they read and write. Georgia's goal for all students is that they become self-sustaining, lifelong learners and contributors to their communities. ("The Why," p. 31) Objectives will be measured with formative and summative data.

- Objective 1: Address both academic and workplace literacy skills across all content areas and provide students with knowledge of a variety of career pathways. ("The Why," p. 52)

- Objective 2: Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum. ("The Why," p. 51) ("The What," p. 11)

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WMSE-Assessment/Data Analysis Plan (10 points)
WMSE currently has a formal Assessment and Data Analysis Plan that promotes the use of ongoing, frequent, and multiple measures that are used as diagnostic and monitoring tools to plan for instruction" ("The Why," pp. 94-95). Our Assessment Protocol outlined in Table 1.1 is fully aligned with the requirements of the SLRC grant. We currently require that all students take the Scholastic Reading Inventory to measure reading comprehension three times a year to assess growth. This computer-based program measures students' reading comprehension and vocabulary base. It can be given more often as needed. Teachers use Lexiles to assist in targeting students who need additional instruction in comprehension strategies and to match students to appropriate texts. The Scholastic Phonics Inventory is administered to students whose Lexiles are 650 or below. The scores on this inventory are used to determine which students need more intensive reading interventions.

Students also take framework assessments in the content areas of reading, language arts, science, and math. The purpose of the frameworks is to monitor progress on mastering standards for either the GPS or the CCGPS. For those standards not yet met, additional instruction is provided. Once a year, students take the CRCT to gauge achievement in mastering the state GPS or CCGPS standards. These scores guide teachers in making instructional decisions for the next school year and targeting at-risk students.

A comparison of the current Woodland Middle School assessment protocol, outlined in Table 1.1, with the Striving Readers Comprehensive Literacy Grant assessment plan shows a strong correlation. The assessments we currently use – the Scholastic Reading Inventory, the Scholastic Phonics Inventory, framework assessments, CRCT, CRCT-M and Access will continue to be used to monitor and assess our literacy plan's areas for concern, goals, and objectives. The assessment protocol aligns strongly to what is recommended by the research.

Table 1.1

Woodland Middle School assessment protocol

Assessment Type/Purpose	Who's Responsible	When Administered	How Analyzed
Scholastic Reading Inventory (SRI)- Screening, Progress Monitoring and Outcome	Reading/Language Arts Teachers	August, January, May	Use program recommendations and the flow chart in "The Why" p. 103
Scholastic Phonics Inventory (SPI)- Screening, Progress Monitoring and Outcome	Reading/Language Arts Teachers and Read 180 Teacher	Once for students scoring at beginning reader lexile level and at least five times a year for students placed in System 44	To assess sight word reading and non-word reading to identify the nature of the student's reading difficulties.
Framework Assessments- Progress Monitoring	All content area teachers	Georgia OAS benchmarks and framework assessments given three times per year; and nine week exams	Collaboratively in data teams: Scale score; item analysis; disaggregated by classroom, gender, ethnicity, SWD, and ED
CRCT and CRCT-M (Reading, ELA and Math)- Outcome	Teachers and Administrators	Main administration in April and retests in June	Georgia LDS exports; disaggregated by All, ethnicity, SWD, ED, Gender, Gifted; data and preliminary analysis disseminated to content teachers; data teams continue analysis for areas of concern; root cause analysis; identify instructional implications of data analysis
ACCESS ELL	ELL Teachers	Once a year	To determine the English language proficiency levels and progress of ELLs in the domains of speaking, listening, reading, and writing.

The biggest change between our current practices and the implementation of our refined literacy plan will be an expansion in the ability to assess and provide students with the necessary literacy interventions. As of the 2012-2013 school year, our school can only provide 80 licenses for Tier 3 and 4 adaptive technology and

differentiated instruction programs. The Striving Readers Comprehensive Literacy Grant would enable us to purchase more licenses for these Tier 3 and 4 programs and provide the technology needed to support this program.

Our school's hope is that with more technology available for classrooms, the administration of our universal screeners will be faster and easier to accomplish. This would allow us to quickly identify students who need interventions and enable us to begin targeted interventions almost immediately.

Currently, our school has one computer lab, and scheduling for the entire school to take a universal screener becomes a nightmare of logistics. For example, there are ten regular classroom reading teachers and five special education reading teachers who have to take their students to the one computer lab to administer the SRI program. School started the second week of August this year, but SRI testing for all students was not completed until the beginning of September. With more technology in the classrooms, teachers could administer the universal screeners within the first week of school. This would allow students to move quickly back and forth between the needed interventions.

In 2006 as part of the state's mission to lead the nation in raising student achievement, the department began incorporating The Lexile Framework for Reading into the assessment program. Using this new data, the Georgia Department of Education launched a literacy initiative that focuses on building strong readers and reinforces that reading is an important component of all content areas. ("The Why," p. 105) Our reading teachers have been using Lexiles to assist in targeting students who need additional instruction in comprehension strategies and to match students to appropriate texts. However, professional learning will be needed to for content area teachers to gain an understanding of Lexile use in all content areas, how to apply the use of Lexiles in the classroom to support and enhance literacy instruction and to gain an understanding of the role of the Lexile framework in Georgia assessments (CRCT, GHSGT). Teachers responsible for the administration of any new assessments will need training on the implementation of the assessment. Teachers will need support in implementing an assessment plan so that they can learn how to use existing data, identify

new tools and strategies for diagnosing skill deficits and progress monitoring, use their classroom practices as progress monitoring tools, and learn how to analyze results from a variety of resources to set students' literacy goals and identify the most effective instructional strategies ("The Why," p. 96).

If we are awarded the SRLC Grant and implement our school literacy plan and we will refine our assessment plan, and equip our students to succeed on whatever assessment they are given. Additionally, we will refine our current plan for disseminating and explaining test results to our students, their parents, and to our community, making sure to celebrate successes at every opportunity. Student data will continue to be presented to parents and stakeholders in a variety of ways. Parents will continue to receive data about their child's progress on report cards and progress reports. During Parent Teacher Conferences, teachers will explain each assessment and interpret results. Student progress data is also available through our student information system "Parent Portal." We will share student achievement gains with District Literacy Leadership Team and School Board members through online media and traditional outlets. ("The How," p. 22)

The literacy team led by the administrators will continue to analyze formative and summative student assessment results and refine literacy goals based on the Common Core Georgia Performance Standards (CCGPS). ("The How," p. 21) Teachers will continue to review student data on a weekly basis during grade level content area planning meetings and use student data to develop and adjust instructional plans. ("The How," p.36, "The What," p. 9) Teachers will continue to use commonly shared mid-course assessments, which include a variety of formats (multiple choice, short answer, constructed response, essays), are used across classrooms to identify classrooms needing support. ("The What," p. 8)

Bartow County School System: Woodland Middle School

Resources, Strategies and Materials (Existing and Proposed) including Technology to Support the Literacy Plan

1. **A list of resources needed to implement the literacy plan including student engagement**
   - Online textbooks
   - Technology to support disciplinary literacy and UDL
   - STEM lab
   - 21st Century Technology
   - Green space materials
   - Computer based writing program
   - Additional standards based classroom magazines
   - Expand electronic bookshelf (fiction and non-fiction)
   - Expand audio book access for teachers and students
   - 20 digital audio players for student checkout

2. **A generic list of activities that support literacy intervention programs**

   - Additional time built into schedule to allow for intervention
   - Structured Tutoring (Instructional Extension)
   - Research based scientifically evidenced intervention materials (Tier 2 – Read180)
   - Research based scientifically evidenced intervention materials (Tier 3 – System 44)
   - Structured reward program for meeting/exceeding literacy goals
   - Protected literacy instructional time

3. **A generic list of shared resources**
   - A mobile computer lab with 30 Mac Air laptops.
   - One computer lab with 30 desktop computers.
   - Research based scientifically evidenced intervention materials for disciplinary literacy (Tier 2 – Read 180)
   - Research based scientifically evidenced intervention materials for disciplinary literacy (Tier 3 and Tier 4 – System 44)
   - 23 document cameras and interactive multimedia tablets.
   - Classroom magazine sets that contain non-fiction reading material in all subject.
   - Grolier Online, Expert Space, & Reading Counts
   - Novel sets
   - 5 sets of Turning Point Classroom Response Systems
   - Canon Poster Printer
   - Scantron Grading machine with software for assessment analysis

4. **A generic list of library resources or a description of the library as equipped**
   - 11,225 books available for student and teacher check-out

- 16 computers available for student use
- A mounted projector for group instruction
- Access to a digital library with 20 electronic books
- 434 educational VHS/DVDs for teacher use
- 35 audio books for teacher use
- 121 educational magazine subscriptions for student and teacher use

5. A generic list of activities that support classroom practices
- Daily collaborative planning time
- Uninterrupted literacy instruction
- Pacing guide and curriculum map aligned with GPS and CCGPS
- Intervention programs
- Structured Tutoring (Instructional Extension)
- Student access to individual reading material based on the individual's reading level

6. A generic list of additional strategies needed to support student success.
- Evidence-based content literacy instructional best practices
- Professional learning and coaching in implementation of interventions with fidelity
- Strategic instruction model and training for content enhancement strategies in content areas
- Multiple means of accessing diverse media to obtain and present informational text
- Student access to individual online reading material based on the individual's reading level
- Protected instructional time for Social Studies and Science

7. A general list of current classroom resources for each classroom in the school
- At least one desktop computer and printer per classroom.
- Mounted projectors in all academic classrooms.
- A research-based, computer-adaptive reading assessment program for students that measures reading comprehension on the Lexile Framework® for Reading.
- Mounted televisions in all academic classrooms.

If the SRLC grant is awarded to WMSE, the school literacy team will ensure that all funding is fully aligned to our school and system literacy goals. District administrators will allocate funding equitably to ensure alignment and provide budgetary guidance for federal, state, and system funds. Additionally, discretionary local school funds will continue to be provided to support classroom instruction and student literacy. We believe that all proposed resources and materials, especially those that support greater technology integration, RTI interventions, and our schools focus on content area literacy, are warranted by our school's demonstrated literacy

needs. We are only in the beginning stages of full implementation of a universal design for learning that (a) instills best practices for disciplinary literacy in every classroom, (b) embeds a school-wide writing focus, (c) provides a systematic process for identifying students' needs and (d) follows Georgia's RTI model to ensure every students' literacy learning.

Bartow County School System: Woodland Middle School

Professional Learning Strategies Identified on the Basis of Documented Needs

WMSE staff members currently participate in many and varied professional learning opportunities. Table 1.1 shows our most recent professional learning and current or ongoing professional learning opportunities that support both the initiatives of WMSE and of the Bartow County School System. Funding for these opportunities comes from either Title 1, Title IIA or from local school funds.

Table 1.1

Woodland Middle School Professional Learning SY2012 and SY2013

SY2012	
Topic	% Staff Participating
Read 180 Training	1%
Math Workshop Model Training	14%
School Improvement Planning & Needs Assessment	18%
New Teacher Training	12%
SST/RTI Training	90%
Curriculum Alignment (with Georgia Evans)	9%
NSGA RESA Math Academy	1%
Depth of Knowledge Training	100%
Collaborative Planning for Common Unit and Assessment development	60%
Curriculum Mapping in ELA and Math	6%
Common Core Standards Practices Training	100%
Gifted Endorsement	4%
Thinking Maps	1%
SY2013	
Topic	% Staff Participating
System 44 Training	1%
School Improvement Planning & Needs Assessment	18%
New Teacher Training	12%
SST Training	90%
Curriculum Alignment (with Georgia Evans)	6%
SIS PowerTeacher Gradebook training	90%
Gifted Endorsement	4%

The specific professional learning needs of WMSE were identified on the basis of data from the Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12 and Bartow County School System PET-R survey. Additionally, we identified more areas where professional learning would be necessary to ensure effective implementation of our Literacy Plan. Every proposed professional learning need is directly aligned to WMSE literacy plan goals and objectives that were detailed in the "Project Plan, Procedures, Goals, Objectives, and Support" section of the SRLC grant application and refers to the specific Building Block of the plan. The areas requiring professional learning are listed below:

- Participate in professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery. (Building Block 5) (Identified Needs 4.1, 4.2, 4.3, and 4.4)

- Participate in professional learning in the CCGPS based on the needs revealed by student data, surveys, interest inventories, and teacher observations. (Building Block 6) (Identified Need 1.1)

- Participate in ongoing professional learning on using the CCGPS. (Building Block 6) (Identiied Need 1.1)

- Intervention providers receive program-specific training before the beginning of the year to prepare teachers and staff. (Building Block 6) (Identified Need 3.2)

- Literacy strategies within the content area. (Building Block 1) (Identified Need 1.1)

- Incorporating the use of literary texts in content areas. (Building Block 1) (Identified Need 1.2)

- Using informational text in English language arts classes. (Building Block 1) (Identified Need 1.2)

- Incorporating writing instruction (narrative, argument, and informational) in all subject areas. (Building Block 1) (Identified Need 2.2)

- Selecting text complexity that is appropriate to grade levels as required by CCGPS. (Building Block 1) (Identified Need 1.2)

- Selecting text complexity that is adjusted to the needs of individual students. (Building Block 1) (Identified Need 3.2)

- Instructing students in the following: (Building Block 1) (Identified Need 6.1)

  o Conducting short research projects that use several sources.
  o Identifying and navigating the text structures most common to a particular content area. (e.g., social studies, cause and effect; science, problem/solution)
  o Supporting opinions with reasons and information.
  o Determining author bias or point of view.

- Strategies to address specific skills identified as school-wide or subject area weaknesses. (Building Block 3) (Identified Need 3.2)

- Professional learning on the tenets of explicit instruction: (Building Block 4) (Identified Need 2.2)
  - Use of data to inform instructional decisions and explicit teaching
  - Selection of appropriate text for strategy instruction
  - Telling students specific strategies to be learned and why
  - Modeling of how strategy is used
  - Guided and independent practice with feedback
  - Discussion of when and where strategies are to be applied

Teachers must learn to teach in ways that promote critical thinking and higher order performance. According to Darling-Hammond (2005), professional learning opportunities must focus on ensuring that teachers understand learning as well as teaching. They must be able to connect curriculum goals to students' experience. The goal of professional learning is to support viable, sustainable professional learning, improve teacher instruction, and ultimately promote student achievement. Professional learning is organized to engage all teachers in ongoing, high-quality, job-embedded, sustained, collaborative learning. ("The Why", p.140-141)

Teachers possess the greatest capacity to positively affect student achievement, and a growing body of research shows that the professional development of teachers holds the greatest potential to improve adolescent literacy achievement. In fact, research indicates that for every $500 directed toward various school improvement initiatives, those funds directed toward

professional development resulted in the greatest student gains on standardized achievement tests (Greenwald et al., 1996).

However, as stated in the NCTE policy brief for Adolescent Literacy Reform, the expectations for change need to be tempered with the recognition that change is difficult and takes time. The danger of unrealistic expectations is that policy makers may become impatient with the slow pace of progress and abandon their reform before it has had time to mature. ("The Why", p. 141) Ambitious learning goals for students and educators require significant changes in curriculum, instruction, assessment, and leadership practices. Leaders at all levels recognize quality professional development as the key strategy for supporting significant improvements. They are able to articulate the critical link between improved student learning and the professional learning of teachers. They ensure that all stakeholders – including the school board, parent teacher organizations, and the business community – understand the link and develop the knowledge necessary to serve as advocates for high quality professional development for all staff. (NSDC 2001, para. 2)

The effectiveness of professional learning is linked to higher student achievement and will be measured by both formative (e.g. collaborative planning notes, walk-though observation forms, teacher evaluations, teacher web pages, SIP documentation forms, etc.) and summative data (e.g. CRCT test data, Scholastic Reading Inventory, Framework Assessments, etc.) as detailed in the "Project Plan, Procedures, Goals, Objectives, and Support" section of the SRLC grant application. ("The Why", p.140-141) Based on an analysis of the data we will evaluate the effectiveness of programs, policies and professional learning activities; refine our school literacy goals and objectives; and adjust curriculum alignment to eliminate gaps. ("The How", p. 37-38)

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Sustainability Plan

WMSE strongly believes that improving content literacy in all grade levels will lead to improved graduation rates and improved readiness for college and career ("The Why," p 26-27). WMSE must transition students from "learning to read" to "reading to learn." With the SRCL grant we can expand our "reading to learn" literacy plan to ensure our students will become sustaining, lifelong learners and contributors to their communities and the global society ("The Why," p 26).

WMSE has an assessment protocol in place to screen, progress monitor, and evaluate data within the Language Arts content areas ("The What," p 9). We currently use the Scholastic Reading and Phonics Inventories and Aimsweb probes to identify struggling students. We will refine our assessment protocol to ensure we provide effective instruction for students identified through these screenings. The need to provide the staff with the required professional learning has been outlined in our school improvement plan, the literacy plan of the SRLC application and is based on needs of the students within the school ("The What", p. 9).

The SRLC grant will provide the means to focus on literacy by providing student computers; materials for our struggling literacy learners; and access and monitoring of interventions for our Tier 2, 3, and 4 students ("The How," p. 34). Our system has committed to purchasing 21st century technology beyond the first year of the grant. Additionally, local funds will support electronic replacement, where appropriate, of print resources.

A plan exists for developing community partnerships and/or other sources to assist with the funding of initiatives requiring yearly cost commitment. We will work with our CTAE

director to build a STEM program. The CTAE director will work with local industries to develop partnerships supporting students who are college and career ready.

In coordination with system staff, WMSE ensures that new staff has learning practices extended to them through the following:

- Continuous professional learning with teacher mentors
- A two-day orientation held prior to pre-planning each year which introduces new teachers to the curriculum, instructional design, and procedures in the BCSS ("The What" p. 12)
- Redelivery of all training by the literacy specialist, model classroom teachers, and assistant principals on an ongoing basis thus ensuring all new teachers receive training ("The What" p 13)

The Director of the BCSS Technology Department is part of the Striving Readers System team and is working diligently to ensure that all requested technology support materials can be maintained and supported by the technology department. Infrastructure upgrades ("The What," p. 8) at our school will be supported locally and will be ready to support the technology grant requests as new materials are implemented. The system technology staff will also support any technology conversions and will maintain site licenses of instructional programs purchased with the grant.

Table 1.1 shows the coordination of the literacy plan with SRCL funding and other sources of funding, which will ensure the sustainability of our plan.

Table 1.1

	Striving Readers Funding	Other funding Sources

Professional Learning	Intensive, aligned PL for all Striving Readers teachers on interventions, best practices, instructional technology	Title 1, Local School, System RESA Affiliation
Electronic and Print Materials	Lexile-leveled classroom materials for interventions	Title 1, Local School, QBE
RTI Support	Intervention Programs for Tiers 2, 3, and 4	Title 1, Local School, QBE
Instructional Technology	Software programs to address literacy interventions at Tiers 2, 3, and 4	Title 1, Local School, QBE
Community Outreach	Striving Reader updates to parents/families via website, school newsletters, newspaper, social media, and Family Literacy Nights	Title 1, Local School, QBE

Bartow County School System: Woodland Middle School

Budget Summary

Woodland Middle School will use the funds received from the Striving Readers Grant to purchase materials to support disciplinary literacy, Universal Design for Learning, and 21st technology. This includes a computer based writing program, expansion of our electronic bookshelf, audio books for media center checkout, Read 180 (teacher materials & technical support), and System 44 (additional student licenses, teacher materials & technical support.

We will provide professional learning funded by the grant which will include but will be not limited to: content area literacy strategies, Read 180 (Coaching), System 44 (Coaching), RTI (Interventions), writing within content areas, use of classroom technologies, how to analyze data and use it to inform instruction, CCGPS, STEM conferences/institutes, writing within content areas. Money will also be used to pay for substitutes, pay stipends, and hire consultants for the training. The funds from the Striving Readers Grant will be handled and monitored by the Woodland Middle Leadership Team and Literacy Team.

Budget Items			
Item	**Quantity**	**Price per Unit**	**Total**
21 Century Technology	TBD	$850	TBD
Online materials to support interdisciplinary literacy	# of students TBD	$90	$76,500
Online science lab	3	TBD	TBD
Complete STEM lab	1	TBD	TBD
Computer based writing program	# of students TBD	TBD	TBD
Electronic bookshelf	TBD	TBD	$30,000
Audio books for media center checkout	TBD	TBD	TBD
Touch screen computers for media center look-up	4	$600	$2,400
Touch screen student checkout station	1	$600	$600

Digital audio players	20	TBD	TBD
Read 180 (teacher materials & technical support)	# students TBD	TBD	TBD
System 44 (teacher materials & technical support)	# students TBD	TBD	TBD