

# School Profile

Created Tuesday, November 19, 2013

## Page 1

### School Information

School Information   District Name:	Whitfield County Schools
School Information   School or Center Name:	Westside Middle

### Level of School

Middle (6-8)

### Principal

Principal   Name:	Angela Hargis
Principal   Position:	Principal
Principal   Phone:	(706) 673-2600
Principal   Email:	ahargis@whitfield.k12.ga.us

### School contact information

(the persons with rights to work on the application)

School contact information   Name:	Angela Hargis
School contact information   Position:	Principal
School contact information   Phone:	(706) 673-2600
School contact information   Email:	ahargis@whitfield.k12.ga.us

### Grades represented in the building

example pre-k to 6

6-8

### Number of Teachers in School

30

### FTE Enrollment

522

# Fiscal Agent Memo of Understanding

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

## Fiscal Agent/Applicant Required Signatures:

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

**Please sign in blue ink.**

Name of Fiscal Agent's Contact Person: Dr. Judy Gilreath

Position/Title of Fiscal Agent's Contact Person: Dr. Judy Gilreath

Address: 1306 S Thornton Avenue P.O. Box 2167

City: Dalton Zip: 30722

Telephone: ( 706 ) 217-6723 Fax: ( 706 ) 278-5042

E-mail: [jgilreath@whitfield.k12.ga.us](mailto:jgilreath@whitfield.k12.ga.us)

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

Dr. Judy Gilreath  
\_\_\_\_\_  
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

12/11/2013  
\_\_\_\_\_  
Date (required)

# Preliminary Application Requirements

Created Tuesday, November 19, 2013

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## Page 1

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

SRCL General Information Packet-Cohort 3

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

- 
- Yes
- 

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

SRCL Scoring Rubric-Cohort 3

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

- 
- Yes
- 

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

SRCL Required Assessments Chart

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

- 
- Yes
- 

## Assessments

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

- 
- I Agree
- 

## Unallowable Expenditures

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

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

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

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

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

**Advertisements, Promotional or Marketing Items**

**Decorative Items**

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

**Land acquisition**

**Capital Improvements, Permanent Renovations**

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

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

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

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

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

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• I Agree

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# Grant Assurances

Created Wednesday, December 11, 2013

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

- 
- Yes
- 

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

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- Yes
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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.

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- Yes

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

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- Yes

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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.

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- Yes

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

- 
- Yes
-

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

- 
- Yes
- 

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

- 
- Yes
-



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

- 
- Yes
- 

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

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

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

- 
- Yes
-

## Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

### I. Conflicts of Interest

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

#### a. Organizational Conflicts of Interest.

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

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

## Conflict of Interest & Disclosure Policy

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

### b. Employee Relationships

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

## Conflict of Interest & Disclosure Policy

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

### ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

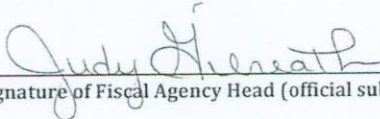
## II. **Disclosure of Conflict of Interest after Agreement Execution**

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

Conflict of Interest & Disclosure Policy

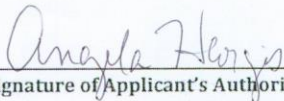
III. Incorporation of Clauses

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

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

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

December 11, 2013  
Date

  
\_\_\_\_\_  
Signature of Applicant's Authorized Agency Head (required)

Dr. Angela Hargis, Principal  
Typed Name of Applicant's Authorized Agency Head and Position Title

December 11, 2013  
Date

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

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

\_\_\_\_\_  
Date (if applicable)

# Whitfield County Schools

## District Narrative

### Brief History

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

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

### System Demographics

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

### Current Priorities

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

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

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

## Strategic Planning

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

- Implementing pilot studies of Literacy Design Collaborative at middle and high schools
- Implementing pilot studies of Math Design Collaborative at middle and high school
- Implementing Formative Assessments
- Implementing K-5 Common Curriculum Maps

WCS strategic planning mirrors our priorities in the following ways:

- **Student Achievement:** WCS is working to increase student achievement as measured by End of the Course Exams, State Testing, and Implementation of a Formative and Summative Assessment Cycle in grades K-12.
- **Professional Learning:** WCS is committed to providing ongoing, targeted professional learning for teachers, principals, and central office personnel to support continuous improvement.
- **Parent and Community Involvement:** Whitfield County reflects a community actively involved in all aspects of increasing student achievement. *Readers to Leaders* and *Early Childhood Initiatives Committees* bring together community resources to support parents and students.
- **Technology:** WCS is working to provide equitable technology at all campuses.

## Current Management Structure

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

### **Past Instructional Initiatives**

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

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

### **Literacy Curriculum**

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

### **District Literacy Assessment Program**

Literacy Assessments used with fidelity are:

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



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

### Need for Striving Reader Project

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

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

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

# Whitfield County Schools

## District Management Plan and Key Personnel

### District Support

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

### Strategic Plan

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

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

### Grant Administration & Supervision

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

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

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

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

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

## Experience of the Applicant

The following chart summarizes WCS experience with funded programs:

Year	LEA Grants/Projects	Project Title	Funded Amounted	Audit Yes or No	Audit Results
2012	Not completed				
2011		Title IIA	517,535.00	Y	No Findings
		Title III	355,083.00	Y	No Findings
		Special Ed Cluster	3,275,512.00	Y	FA 7551-11-01*
		Bright From the Start	808,022.99	Y	No Findings
2010		Title IIA	529,015.00	Y	No Findings
		Title III	371,781.00	Y	No Findings
		Special Ed Cluster	2,320,156.00	Y	FA 7551-10-01*
		Bright From the Start	691,814.58	Y	No Findings
2009		Title IIA	514,383.00	Y	No Findings
		Title III	342,655.00	Y	No Findings
		Special Ed Cluster	2,248,166.00	Y	No Findings
		Bright From the Start	418,296.56	Y	No Findings

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

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

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

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

- Grants from WCS Educational Foundation
- Local business grant awards to individual campuses
  - Walmart, Lowe's, various carpet companies, and Georgia Farm Bureau grants

## School Narrative

### School History

Westside Middle School (WMS) is located in the northwest corner of Whitfield County, tucked between the small communities of Tunnel Hill and Rocky Face, Georgia. Originally established as Westside High School in 1954, high school consolidation in 1974 repurposed our building as Westside Middle School serving students in grades six, seven, and eight. Additions and renovations in 1980 and in 2003 culminated in a major renovation completed in 2005 that added substantial new classroom space, a new cafeteria, media center, and administrative office space.

Our mission is to increase student learning by providing students and staff with meaningful, challenging and engaging educational experiences in a safe and supportive environment. Our core beliefs are:

- We believe in having an innovative unified focus resulting in being responsive to the needs of students, parents and the community at large.
- We believe that our core business is providing students with engaging, challenging, and meaningful work.
- We believe that the role of teacher is leader and designer of engaging, challenging and meaningful learning experiences for students
- We believe that all of our personnel, parents and other community members are vital to the education of our students whose attentions and commitment must be earned
- We believe that all of our students, personnel and parents deserve a safe, inviting, no-threatening learning environment where they are treated with dignity and respect.

The school day begins at 8:00 and ends at 3:20 but learning is not limited to this window. Math and language arts labs are offered before the school day officially begins several mornings each week. After school hours find students involved in a variety of activities including sports (basketball, cheerleading, cross country, football, softball, wrestling) and music that include the opportunity for exceptional band students to march with the *Blazing Blue*, our high school band. A variety of clubs meets bi-monthly to explore student interest.

Academically, our school has been awarded Accreditation with Quality by the state of Georgia for the last two years. Our students have access to technology labs in humanities classrooms and mobile labs for math and science classrooms.

Our student body is 80% Caucasian, 14% Hispanic, and the remainder multi-racial or African American. While 51 students qualify for special education, 80 students participate in the gifted program. Three students receive daily ESOL support.

Economic issues have impact Westside families through job loss, foreclosure, and general economic downturn so that more than half of our students (53%) now qualify for free or reduced lunch. Despite these challenges, WMS is fortunate to be part of an extremely supportive and generous community. Several community organizations, businesses, and individuals make opportunities possible for students who would otherwise do without. These partners have also consistently and generously responded for school improvements including a kiln for our art room and a new field house. Parent, family, and community support is evidenced by our recent gym renovations provided through fund raising.

Supper with Westside events occur quarterly and bring parents and community members to our school to learn about what is happening on our campus and provide recognition of student academic success. Our parent involvement coordinator maintains school and teacher websites and our school Facebook page to ensure our community is continually hearing about the good things happening at WMS. Intersession programs and end of the year field trips find our students applying their learning in the real world.

Our expectation that students achieve and behave on a high level is supported by a mandated summative narrative each student produces to share their reflection on what they have learned and how they have grown through these experiences and the Renaissance Program, a school-based rewards program based on academic achievement.

### **Administrative and Teacher Leadership Team**

The Administrative Team (principal-Angela Hargis, assistant principal-Greg Bailey, lead math teacher- Bobby Sneed, lead language teacher-Lori Barron, lead science teacher- Amanda Jones, lead social studies teacher- Keith Bingham) Meet bi-monthly to discuss the needs of the school and make decision for spending money.

Title I Team (principal-Angela Hargis, Title I coordinator- Jennifer Dixon, parents-Angie West and Leanne Patton, Teachers-Amy Fowler and Kelly Eller meet three times a year to discuss Title one budget, parent activities, and the school improvement plan.

The Literacy Team (principal-Angela Hargis, assistant principal-Greg Bailey, Teachers-Amy Fowler, Kathleen Gamble, Lauren Meyer, Bobby Sneed, Alicia Leonard, Jay Critz) meets monthly to discuss the professional development as it relates to the Literacy plan while monitoring Measures of Academic Progress (MAP) data.

The Data Team (assistant principal-Greg Bailey, psychologist-Terry Bullock, RTI teacher-Nathaniel Ellis, all grade level teachers) meets quarterly to look at student data. MAP is used to measure achievement growth in core subjects, and AIMSweb is used as a progress monitoring tool for reading and math.

The School Council (principal–Angela Hargis, Business Partner –Myra Sheram, Teacher- Ben Milam, Teacher-Ty Moreland, Parents-Angie West, Leanne Patton, Dana Duffy, Kim Thompson, Marsona Boyd, Chip Hicks, Milli Hicks, Betsy and Todd Helton.) meets six times a year to discuss the needs of the school, inform parents and the community of what is going on at school and give them an opportunity to provide input and ask questions.

Horizontal and vertical teams of teachers collaborate for instructional design. Each grade level is made up of multiple academic teams.

### **Past and Current Instructional Initiatives**

During the past 7 years, our district has been involved in the “Working On the Work” philosophy, developed by Phil Schlechty.

Currently, Literacy Design Collaborative and Math Design Collaborative professional development have been started with selected teachers to begin the work on literacy and formative assessments across the curriculum.

### **Professional Learning Needs**

While our teaching staff is highly qualified, they need focused training to raise the performance of our students. We believe by establishing a framework for collaboration for our teacher teams, they can become more proficient users of data to drive instruction that meets the needs of all students. We want to implement a framework with proven success uniformly across our campus to magnify and expand the effectiveness of our teacher teams.

### **Need for Striving Reader Project**

Our students regularly demonstrate proficiency on state assessments, but few exceed the standards. We believe that given additional interventions and focused professional development that is monitored by frequent administrator walkthroughs, we can empower our students to take flight.



### **Building Block 1. Engaged Leadership**

According to the Georgia Literacy Plan Needs Assessment, the school leadership team currently needs to improve upon optimizing literacy instruction in all content areas. “Many policy makers and administrators are anxious to improve student outcomes and are looking, correctly, to professional learning for solutions” (The Why?, p. 141).

According to WMS data, our school leadership team currently needs to improve upon optimizing literacy instruction in all content areas with a focus in social studies, science, and math. According to 2013 CRCT scores for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade, overall percentages for meeting expectations in social studies was: 66%, 83%, and 83%. In math for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades, the percentages were: 81%, 87%, and 76%. In science for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades, the percentages were: 69%, 83%, 67%, respectively.

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

According to the Georgia Literacy Plan Needs Assessment, 68% of the staff believes that the administration demonstrates commitment to literacy instruction. Westside Middle School has committed to the following needs:

1. Participation in state webinars and face-to-face sessions to learn about the CCGPS.
2. Schedules protected time for literacy but need to improve upon teacher collaboration (The How?, p. 20)

Our *Plan* will provide additional literacy instruction focused on writing across the curriculum and using the Writers Workshop model.

Teacher collaboration will be supported through a school-wide framework with protocols that have proven efficacy.

#### **B. Action: Organize a Literacy Leadership Team**

Westside Middle School’s literacy leadership team is newly formed, and therefore, the data shows a lack of literacy team action. 54% of the teachers believe that it is not addressed at all, while 36% believe that the literacy leadership team is emergent. The following is in place:

1. A shared vision has been agreed upon by the school that is aligned with the state literacy plan but needs to be shared with the community (The What?, p. 5)
2. The literacy leadership team consists of faculty, administrators, and local school council members (The What?, p. 5)

We need to implement:

1. Best practices that focus on all students accessing the Georgia Performance Standards and the Common Core initiatives and support the state’s definition of literacy (The Why?, p.131).
2. Implementation of researched-based literacy strategies in all subject areas as articulated in the CCGPS, especially in mathematics and science (The How?, p. 26)

Our *Plan* will provide professional development that addresses literacy for content area teachers so that they may apply research-based literacy strategies across the curriculum.

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

According to the Georgia Literacy Plan Needs Assessment, 43% of the staff believe that time and personnel are operational to fully operational and used effectively; 25% believe that Westside is emergent in this category. We currently have the following in place:

1. A protected, dedicated 100 minute block is allocated for reading and language arts instruction daily. Math also has a 100 minute block with science and social studies each having 50 minutes.
2. An additional 50 minute intervention block is dedicated to struggling readers who have been identified for Tier II and III interventions.

We need to implement:

1. Protected time for literacy and teacher collaboration (The How?, p. 20) because “interventions designed to provide support to teachers can have impacts at two levels: teacher practices and student outcomes” (The Why?, p. 123-124).
2. While time for intervention has been built-in, our current schedule does not meet the needs of all struggling readers (Tier I). Only small numbers of students can be served during the intervention time.
3. Our *Plan* will find us reworking the master schedule to provide adequate time for intervention and protected time for teacher collaboration.

**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**

According to the Georgia Literacy Plan Needs Assessment, 50% of the teachers believe that faculty and staff has received professional learning in disciplinary literacy in some content but not all as 32% feel that Westside is operational to fully operational in this area.

We need to more consistently:

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

Our *Plan* will provide professional development that addresses literacy for content area teachers so that they may apply research-based literacy strategies across the curriculum.

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

According to the Georgia Literacy Plan Needs Assessment, 79% of the teachers at Westside Middle School believe that only one or two literacy skills (vocabulary; narrative, information, and argumentative writing; and use of discipline-specific text structures) are in incorporated in the content

areas. We have implemented:

1. Writing in all classrooms through journaling, response to literature, and student reflections on work.

We need to implement:

1. Writing as an integral part of every class every day. (The What?, p. 6)
2. Expanding the types of writing across the subject areas through meaningful opportunities to write, speak, and listen (The How?, p. 26; The What?, p. 6)

Our *Plan* will provide professional development that addresses literacy for content area teachers so that they may apply research-based literacy strategies across the curriculum.

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

According to the Georgia Literacy Plan Needs Assessment, 54% of the teachers surveyed believe that a community literacy council has not yet begun to take shape. Westside Middle School has a school council that meets a minimum of six times per year. However, it has not been the goal of the school to provide opportunities for community support of schools and teachers in the development of students who are college-and-career ready as articulated in the CCGPS.

We need to implement:

1. Make our literacy vision tangible and visible to the community (The How?, p. 28)
2. Expand on current role of school council to emphasize literacy (The What?, p. 7)

Our *Plan* will enlist the community to support us in the development of college-and-career-ready students.

**Building Block 2: Continuity of Instruction**

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

**A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams**

57% of the teachers at Westside believe that cross-disciplinary teams are not meeting. However, with new administration this year, a focus on literacy is highly important, and teachers are encouraged to incorporate writing and reading across all disciplines as aligned in the CCGPS.

While writing across the curriculum is a goal, all teachers need additional professional development and collaboration to fully implement this. In addition, we need an infrastructure for shared responsibility for development of literacy across the curriculum (The How?, p. 29).

Our *Plan* will implement a framework for collaborative teams that has proven results.

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

According to the Georgia Literacy Plan Needs Assessment, 43% of the teachers believe that literacy instruction occurs only in the language arts classrooms while 39% believe that literacy instruction occurs in only in one or two content areas.

The following implementation is necessary:

1. Integrate literacy strategies and skills development necessary for achievement in all subjects (The How?, p. 30-31).
2. Ensure opportunities for writing in all subject areas and implement a school-wide writing rubric (The How?, p. 27).
3. High quality teacher professional development is considered a key factor in effective instruction and student success (The Why?, p. 73).

Our *Plan* will provide professional development that addresses literacy for content area teachers so that they may apply research-based literacy strategies across the curriculum.

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

According to the Georgia Literacy Plan Needs Assessment, 71% of teachers believe that this is not currently addressed at our school.

We need to formally extend our hand in partnerships and celebrate those community partners we have so that faculty recognizes the community for its commitment to WMS student success.

Our *Plan* will find us collaborating with community agencies and organizations for mutual benefit and celebrating our current community partners.

**Building Block 3. Ongoing formative and summative assessments**

“The national literacy landscape reflects the need for the education communities to develop and implement a comprehensive literacy program. According the National Commission on Writing (2004), the demands for clear and concise communication, especially writing in the workplace are increasing” (The Why?, p. 27).

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

According to the Georgia Literacy Plan Needs Assessment, 75% of the teachers indicate that common mid-course assessments across the classrooms are needed..

Currently we use data from NWEA’s Measure of Academic Progress (MAP), AIMS Web, Criterion-Referenced Competency Test (CRCT), ACCESS (ELL students), practice writing exams, and common unit assessments to measure academic growth and the effectiveness of instruction.

Our *Plan* will find collaborative teams creating performance tasks or formative assessments to determine student mastery of CCGPS.

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

According to the Georgia Literacy Plan Needs Assessment, 78% of the teachers indicate that formative and summative assessments are being administered.

Currently we use data from NWEA's Measure of Academic Progress (MAP), AIMSweb, Criterion-Referenced Competency Test (CRCT), ACCESS (ELL students), and common unit assessments to measure academic growth and the effectiveness of instruction.

Our *Plan* will find teachers in collaborative teams USING data from formative testing to drive instruction.

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

According to the Georgia Literacy Plan Needs Assessment, 86% of the teachers believe that problems are followed up by diagnostic assessments. These assessments are used to guide placement and/or to inform instruction in intervention programs. Currently, Westside Middle School uses NWEA's Measure of Academic Progress (MAP) and AIMSweb to distinguish diagnostic problems in students.

Our *Plan* will find teachers continuing to use diagnostic assessment to analyze problems found in literacy screening and using digital tools that personalize instruction.

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

According to the Georgia Literacy Plan Needs Assessment, 39% of the teachers believe that Westside Middle is emergent while 29% believe that we are operational in this area.

We need to implement:

1. Ensure that teachers understand the purpose for and use of formative assessment and how it differs from summative assessment (The How?, p. 34).
2. Protect a planned time for team teachers to review data in order to identify program and instructional adjustments as needed (The How?, p. 38).
3. While protocols have been developed at Westside Middle School, they have not been followed by all staff in identifying instructional needs. We need to apply protocols for looking at student assessments and evaluating progress (The How?, p. 38).

Our *Plan* will find teachers receiving professional learning on using summative and formative data in collaborative teacher teams to identify topics/concepts that need instructional support by monitoring student progress.

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

According to the Georgia Literacy Plan Needs Assessment, 39% of the teachers believe that some teachers have access to data to identify instructional needs while 43% believe that all teachers have access to data necessary for identifying instructional needs. The discrepancy may be a result of the timing of the survey and the shift to common assessments in all subject areas such as science and social studies. Previously, teachers mainly relied on reading, language arts, and math assessments such as MAP and CRCT.

We need to implement the following:

1. Develop a protocol for making decisions to identify the instructional needs of students (The How?, p. 39).
2. Apply the protocol for looking at student assessments and evaluating student progress (The How?, p. 38)
3. Implement protocol with fidelity (The How?, p. 39).

Our *Plan* will implement a collaborative team framework that distributes leadership through protocols that support using data to improve teaching and learning.

#### **Building Block 4. Best Practices in Literacy Instruction**

Overall, Westside Middle School rated high on the Needs Assessment Survey on this building block. However, The Why document research shows the writing demands for today’ “The national literacy landscape reflects the need for the education communities to develop and implement a comprehensive literacy program. According the National Commission on Writing (2004), the demands for clear and concise communication, especially writing in the workplace are increasing” (The Why?, p. 27).

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

According to the Georgia Literacy Plan Needs Assessment, 64% of the teachers believe that this is operational or fully operational. In Georgia, a common core program (CCGPS) is in use that provides continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts (The What?, p. 9). While teachers are trained in the CCGPS, professional learning is necessary in the area of writing across the curriculum.

Therefore, we need to implement:

1. Plan and provide professional learning on direct, explicit instructional strategies to build students’ vocabulary, comprehension, and writing skills within each subject area (The How?, p. 40).
2. Examine student data to identify areas of instruction with greatest needs (The How?, p. 40).

Our *Plan* will provide professional learning on writing across the curriculum and a digital tool that personalizes writing instruction and provides immediate feedback for the student and eases teacher grading.

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

According to the Georgia Literacy Plan Needs Assessment, 46% of the teachers believe this element is emergent as we are just beginning to implement writing across the curriculum. The teachers believe

that a core program is in use, but it does not provide a strong basis for instruction in all aspects of literacy. According to Lee, Griggs, and Donohue (2007), “Sixty-nine percent of 8<sup>th</sup> grade students [in Georgia] fall below the proficient level in their ability to comprehend the meaning of text at grade level” (The Why?, p. 65). Students read, understand, and learn from all texts by applying content-appropriate reading and writing strategies (The Why?, p. 74). Because of this, it is necessary to implement:

1. Intensive writing, including instruction connected to the kinds of writing tasks students will have to perform well in high school and beyond (The Why?, p. 66).
2. Design a vertically and horizontally articulated writing plan consistent with the CCGPS (The How?, p. 42).

Our *Plan* will provide professional learning on writing across the curriculum and a digital tool that personalizes writing instruction and provides immediate feedback for the student and eases teacher grading.

### **C. Action: Extended time is provided for literacy instruction.**

According to the Georgia Literacy Plan Needs Assessment, 43% of the teachers believe this emergent. Intervention time is provided by one teacher which limits the number of students that can benefit from this time. Rather than isolating this need with a single teacher, it is our goal to provide literacy interventions among all disciplines and in all classrooms.

We need to implement the following:

1. Teacher-teams which are interdisciplinary teams, meet regularly to discuss students and align instruction (The Why?, p. 67).
2. Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs (The What?, p. 13).
3. Provide training to all pertinent staff in the use of the core program (The How?, p. 40).

Our *Plan* will have Literacy Team collaborate on better scheduling for intervention purposes.

### **D. Teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school.**

According to the Georgia Literacy Plan Needs Assessment, 63% of the teachers believe this area to be operational to fully operational. Westside Middle School teachers make intentional efforts to develop and maintain interest and engagement as students progress through school.

We currently are doing the following:

1. Providing students choice to self-select reading materials and topics for research (The What?, p. 11).
2. Increasing access to texts that students consider engaging (i.e. digital library) (The What?, p.11).

Our *Plan* will provide motivating digital tools for students to support engagement and encourage

student responsibility for their own learning through personalized systems.

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

“According to Regional Educational Laboratories Southeast (REL), ‘interventions designed to provide support to teachers can have impacts at two levels: teacher practices and student outcomes’ (Lewis, et al., 2007). Thus, professional learning in intervention strategies must be aligned with the needs of the students and the goals of the school’s leadership team.” (The Why?, p. 123-124)

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

According to the Georgia Literacy Plan Needs Assessment, 57% of the teachers believe that Westside Middle School is operational to fully operational in this category. “Scientifically proven research-based and evidence-based interventions are specialized strategies for individual students or groups of students with varying types of academic and behavioral problems. The effectiveness of interventions requires an analysis of previously conducted research that supports the design of the intervention and a review of current research” (The Why?, p. 124).

Westside Middle School uses a variety of assessments and data to evaluate students’ progress including AIMSweb and MAP. We need to regularly using data team information and then celebrating student success.

Our *Plan* will provide professional learning on using data to inform differentiated learning.

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

According to the Georgia Literacy Plan Needs Assessment, 57% of the teachers believe that Westside Middle School is operational to fully operational. Teachers analyze student and classroom data to determine instructional needs.

At Westside Middle School, we currently have the following in place:

1. Protocols for identifying students and matching them to the appropriate intervention such as AIMSweb, and MAP (The What?, p. 11).
2. The results of formative assessments are analyzed frequently to ensure students are progressing or teachers are adjusting instructions to match their needs (The What?, p. 11).

Our *Plan* will ensure that teachers are regularly teaching to CCGPS standards by posting the standard currently under study in each classroom daily.

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

According to the Georgia Literacy Plan Needs Assessment, 46% of the teachers believe that Westside Middle School is in the emergent range. WMS has a plan in place, but it is not effective for all Tier II students. We need to implement the following:



1. Monitoring to ensure that interventions are occurring regularly and with fidelity (The How?, p. 43)
2. Purchase, schedule, and train providers and implement intervention (The How?, p. 43).
3. Ensure adequate time for planning and implementing interventions (The How?, p. 45).

Our *Plan* will provide motivating digital tools for students to support struggling learners and encourage student responsibility for their own learning through personalized systems used with fidelity.

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

According to the Georgia Literacy Plan Needs Assessment, 46% of the teachers believe that Westside Middle School is in the emergent range. WMS has a plan in place, but it is not effective for all Tier III students. We need to implement the following:

1. Monitoring to ensure that interventions are occurring regularly and with fidelity (The How?, p. 43)
2. Purchase, schedule, and train providers and implement intervention (The How?, p. 43).
3. Ensure adequate time for planning and implementing interventions (The How?, p. 45).

Our *Plan* will institute a process for regularly monitoring RTI implementation. Motivating digital tools will support Tier 3 learners.

**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**

According to the Georgia Literacy Plan Needs Assessment, 61% of the teachers believe that Westside Middle School is operational to fully operation in this category. Currently, we do the following:

1. School schedules are developed to ensure the least restrictive environment (The What?, p. 12).
2. Building and system administrators are familiar with funding formulas affecting students in special programming (The What?, p. 13).
3. Most highly qualified teachers support the delivery of instruction for students with the most significant needs (ESOL, Special Education, and Gifted services) (The What?, p. 13).
4. Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings (The Wha?, p. 13).

Our *Plan* will institute a process for regularly monitoring RTI implementation. Motivating digital tools will support Tier 3 and 4 learners.

**Building Block 6. Improved Instruction through Professional Learning**

To better prepare our students for a global economy, student require strong literacy skills of reading, writing, listening, speaking, and viewing. This is critical for college and career-ready opportunities. This requires educators to learn to teach in ways that promote critical thinking and higher order performance (The Why?, p. 140).

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

According to the Georgia Literacy Plan Needs Assessment, 50% of the teachers believe that Westside Middle School has not addressed this element. However, WMS works closely with the local universities in placing student teachers and offering observational opportunities. “The key to reading achievement in schools is to provide a well-prepared and knowledgeable teacher in every classroom (IRA, 2007)” (The Why?, p. 150). While WMS makes every effort to support pre-service teachers, we need to focus on the following:

1. Partner experienced teachers with pre-service and beginning teachers (The How?, p. 48).
2. Provide opportunities for teachers to practice techniques in non-threatening situations (The How?, p. 49).

Our *Plan* will institute a process for identifying and assigning mentor teachers and opportunities for peer observation.

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

According to the Georgia Literacy Plan Needs Assessment, 36% of the teachers believe that Westside Middle School is emergent while 21% believe it is operational. Due to lack of funding, all personnel do not participate in all professional learning opportunities; and staff in-service days have been minimized to meet the budgetary needs. “According to the NSDC (2001), staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement” (The Why?, p. 143-144). We need to implement the following:

1. Revisit and revise professional learning yearly based on student mastery of CCGPS and classroom observations (The How?, p. 48)
2. Provide training in administering and interpreting results of assessments in terms of literacy (The How?, p. 49).

Our *Plan* will provided professional learning for direct, explicit instructional strategies to build students’ vocabulary, comprehension, and writing skills within each subject area and for the integration of all new interventions and programs. In addition, we will assign mentor teachers to new staff members, and provide opportunities for peer observation for the purpose of improving classroom practices and instruction.

## Needs Assessment, Concerns, Root Causes Analysis

The principal and the assistant principal are new to their positions, but the principal is not new to the students as she previously served as Assistant Principal for Westside Elementary, WMS's feeder school. With new leadership at both the district and school level, needs assessment results may reflect the transitional building of trust with our staff. However, data produced by our needs assessment and research-based thinking in *The What?* and *The How?* provides a clear vision for our plan. If students are to take flight and go beyond merely meeting literacy standards, we need to address the following components.

### **Engaged Leadership**

Our School Council is charged with informing parents and the community of school events, progress and issues while also giving an opportunity to ask questions and meets six times per year (*The What?*, p. 1). Together with our administrators, we monitor student progress through AIMSweb (RTI) and NWEA MAP (all students). We also participate in state webinars for CCGPS, county-wide face-to-face sessions, and SIOP training (*The What?*, p. 5) to stay abreast for the shifting expectations for our students. Academic successes are publically celebrated through traditional and online media (*The What?*, p. 7).

Our research reveals that we can improve upon current practices in the following ways:

1. Schedule protected time for literacy and teacher collaboration (*The How?*, p. 20)
2. Ensure opportunities for writing in all subject areas and implement a school-wide writing rubric (*The How?*, p. 27)
3. Create a plan to integrate literacy in all subject as articulated within the CCGPS (*The How?*, p. 26)
4. Create a shared vision for literacy for the school and community (*The How?*, p. 28)

We believe the following are root cause:

- ✓ Staffing and scheduling are not optimal for the number of students needing intervention services
- ✓ It has not been a priority to garner community support for our school and teachers in the development of students so they are college-and career-ready as articulated in the CCGPS (Striving Readers Survey results; 1F)
- ✓ Teachers in all disciplines lack writing pedagogy

These root causes will be addressed in our plan.

### **Continuity of Instruction**

Writing across the curriculum has been preached at WMS but has not taken hold. Content area teachers often express a lack of preparation in grading essays and a lack of time needed to effectively provide feedback to students if they regularly employ writing. Both our students and staff use technology to effectively support stakeholder engagement using Edmodo, My Big Campus, Facebook, Remind101, teacher and school websites, newsletters, and Blackboard (phone calling program) (The What?, p. 8).

Our plan will include:

1. Design infrastructure for shared responsibility for development of literacy across the curriculum (The How?, p. 29)
2. Study formative student assessment results and use the results to continue to adjust instruction (The How?, p. 29)
3. Make writing a required part of every class every day, using technology when possible (The How?, p. 31)
4. Plan a literacy celebration for our school (The How?, p. 31)

We believe lack of training and time constraints are root causes that can be addressed through advances in technology that will provide online essay assessment. Technology can provide immediate feedback to our students in a manner that will allow them improve their writing and academic language across the curriculum.

### **Formative and Summative Assessments**

At WMS we are very good at gathering data. Data is gathered and monitored by the Data Team on a regular basis, but all staff are not trained to use data to design instruction that meets the needs of all student. They need a better understanding of how and when to use research-based interventions. Protocols have been developed but not followed by all staff in identifying instructional needs. Most grade level teams meet regularly; however, not all team meetings follow a protocol and focus on instructional issues.

We have selected effective screening, progress monitoring, and diagnostic tools to identify achievement levels of all students, advanced as well as struggling, i.e. MAP, CRCT, SLDS (Student Data Longitudinal System), Aims Web, common unit assessments (The What?, p.8) and data is disaggregated to ensure the progress of subgroups (The What?, p. 9).

Our plan will address the following:

1. Ensure that teachers understand the purpose for and use of formative assessment and how it differs from summative assessment (The How?, p. 34)
2. Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms (The How?, p. 34)
3. Apply protocols for looking at student assessments and evaluating student progress (The How?, p. 38)
4. Implement protocol with fidelity (The How?, p. 39)
5. Train teachers to use the decision-making protocol to identify student instructional needs and effective instructional grouping (The How?, p. 39)

We have a knowledgeable faculty who can better support our students' needs with training in data use and effective collaboration.

### **Best Practices in Literacy Instruction**

Implementation of writing across the curriculum is needed in all subject areas as our needs assessment revealed that writing in all content areas does not occur weekly.

A common 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 What?, p. 9). Technology is used for production, publishing, and communication across the curriculum (The What?, p. 10). We have responded to students requests for engaging text (students input into media center purchases and digital texts have been utilized) (The What?, p. 11).

Our plan will include:

1. Plan and provide professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills within each subject area (The How?, p. 40)
2. Provide training to all pertinent staff in the use of the core program (The How?, p. 40)
3. Design a vertically and horizontally articulated writing plan consistent with CCGPS (The How?, p. 42)

We believe a root cause for this area is lack of writing pedagogy. All subject area teachers need professional development in writing instruction in all content areas.

### **RTI for All Students**

A weak protocol exists for those students identified as having additional instructional needs. The existing intervention is not implemented with fidelity. Additionally, effective RTI time (staffing and scheduling) is not optimal for the number of students needing services).

Protocols for identifying students and matching them to the appropriate intervention are in place using AIMSweb and MAP (The What?, p. 11). The results of formative assessment are analyzed frequently to ensure students are progressing or teachers are adjusting instructions to match their needs (The What?, p. 11). School schedules are developed to ensure the least restrictive environment (LRE) (The What?, p. 12). Building and system administrators are familiar with funding formulas affecting students in special programming (The What?, p. 13). Our most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs (The What?, p. 13). Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with the delivery of CCGPS, even in separate settings. (The What?, p. 13).

Our plan will include:

1. Monitor to ensure that interventions are occurring regularly and with fidelity (The How?, p. 43)
2. Purchase, schedule, and train providers and implement intervention (The How?, p. 43)
3. Ensure adequate time for planning and implementing interventions (The How?, p. 45)

We believe our staff will be more effective and our students will take flight through professional development in research-based interventions and differentiation.

### **Professional Learning**

Due to lack of funding, all personnel do not participate in all professional learning (PD) opportunities; staff in-service days have been minimized to meet the budgetary needs.

Some personnel participate in PD opportunities (The What?, p. 13). Teachers' instruction is monitored through classroom observations/walkthroughs using a variety of assessment tools tied to professional learning (The What?, p. 13).

Our plan will include:

1. Revisit and revise PD yearly based on student mastery of CCGPS and classroom observations (The How?, p. 48)
2. Partner experienced teachers with pre-service and beginning teachers (The How?, p. 48)
3. Provide opportunities for teachers to practice techniques in non-threatening situations (The How?, p. 49)
4. Provide training in administering and interpreting results of assessments in terms of literacy (The How?, p. 49)

PD is key. Teachers not only need to be told how to do it, they need to be observed to ensure that transfer of new skills actually happens in their classrooms.

### **Root Causes**

Our analysis of needs assessment data, student performance data, research literature, and anecdotal reports point to financial cutbacks that resulted in lack of professional learning as the overwhelming root cause. Our staff are professionals who want to do their best, but they can't be their best without ongoing professional development that focuses on intensive writing across the curriculum and using data to design differentiated instruction. These practices need to be further strengthened through well functional collaborative teacher teams.

Analysis & Identification of Student & Teacher Data

Disaggregated Data

<b>Percentage of Westfield Middle School Students Meeting and Exceeding Standards on CRCT</b>									
<b>Reading</b>	<b>Grade 6</b>			<b>Grade 7</b>			<b>Grade 8</b>		
<b>Students</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>All</b>	<b>96%</b>	<b>97%</b>	<b>98%</b>	<b>91%</b>	<b>95%</b>	<b>96%</b>	<b>95%</b>	<b>95%</b>	<b>98%</b>
<b>Female</b>	<b>96%</b>	<b>98%</b>	<b>99%</b>	<b>96%</b>	<b>95%</b>	<b>96%</b>	<b>95%</b>	<b>98%</b>	<b>99%</b>
<b>Male</b>	<b>96%</b>	<b>96%</b>	<b>95%</b>	<b>86%</b>	<b>95%</b>	<b>96%</b>	<b>95%</b>	<b>93%</b>	<b>98%</b>
<b>SWD</b>				<b>47%</b>		<b>74%</b>	<b>63%</b>		
<b>Hispanic</b>	<b>95%</b>	<b>96%</b>	<b>100%</b>	<b>85%</b>	<b>92%</b>	<b>96%</b>	<b>100%</b>	<b>94%</b>	<b>97%</b>
<b>White</b>	<b>96%</b>	<b>97%</b>	<b>96%</b>	<b>91%</b>	<b>96%</b>	<b>96%</b>	<b>94%</b>	<b>94%</b>	<b>99%</b>
<b>ELA</b>									
<b>All</b>	<b>94%</b>	<b>94%</b>	<b>96%</b>	<b>93%</b>	<b>92%</b>	<b>91%</b>	<b>91%</b>	<b>94%</b>	<b>95%</b>
<b>Female</b>	<b>96%</b>	<b>96%</b>	<b>96%</b>	<b>99%</b>	<b>92%</b>	<b>93%</b>	<b>95%</b>	<b>99%</b>	<b>97%</b>
<b>Male</b>	<b>92%</b>	<b>91%</b>	<b>88%</b>	<b>89%</b>	<b>92%</b>	<b>88%</b>	<b>86%</b>	<b>92%</b>	<b>93%</b>
<b>SWD</b>				<b>69%</b>		<b>69%</b>	<b>54%</b>	<b>73%</b>	
<b>Hispanic</b>	<b>100%</b>	<b>100%</b>	<b>92%</b>	<b>90%</b>	<b>91%</b>	<b>96%</b>	<b>100%</b>	<b>94%</b>	<b>100%</b>
<b>White</b>	<b>92%</b>	<b>92%</b>	<b>92%</b>	<b>94%</b>	<b>92%</b>	<b>91%</b>	<b>87%</b>	<b>95%</b>	<b>93%</b>
<b>Math</b>									
<b>All</b>	<b>78%</b>	<b>79%</b>	<b>81%</b>	<b>92%</b>	<b>93%</b>	<b>87%</b>	<b>60%</b>	<b>69%</b>	<b>76%</b>
<b>Female</b>	<b>76%</b>	<b>77%</b>	<b>86%</b>	<b>92%</b>	<b>94%</b>	<b>84%</b>	<b>64%</b>	<b>75%</b>	<b>74%</b>
<b>Male</b>	<b>79%</b>	<b>81%</b>	<b>73%</b>	<b>91%</b>	<b>93%</b>	<b>90%</b>	<b>57%</b>	<b>64%</b>	<b>78%</b>
<b>SWD</b>				<b>65%</b>			<b>20%</b>	<b>25%</b>	
<b>Hispanic</b>	<b>79%</b>	<b>80%</b>	<b>80%</b>	<b>90%</b>	<b>96%</b>	<b>84%</b>	<b>69%</b>	<b>63%</b>	<b>66%</b>

<b>White</b>	<b>79%</b>	<b>80%</b>	<b>80%</b>	<b>92%</b>	<b>93%</b>	<b>87%</b>	<b>59%</b>	<b>70%</b>	<b>79%</b>
<b>Science</b>									
<b>All</b>	<b>73%</b>	<b>67%</b>	<b>69%</b>	<b>81%</b>	<b>85%</b>	<b>83%</b>	<b>77%</b>	<b>63%</b>	<b>67%</b>
<b>Female</b>	<b>67%</b>	<b>60%</b>	<b>68%</b>	<b>80%</b>	<b>76%</b>	<b>81%</b>	<b>74%</b>	<b>59%</b>	<b>61%</b>
<b>Male</b>	<b>77%</b>	<b>77%</b>	<b>71%</b>	<b>83%</b>	<b>90%</b>	<b>87%</b>	<b>81%</b>	<b>66%</b>	<b>73%</b>
<b>SWD</b>				<b>45%</b>			<b>43%</b>	<b>31%</b>	
<b>Hispanic</b>	<b>74%</b>	<b>60%</b>	<b>68%</b>	<b>79%</b>	<b>84%</b>	<b>89%</b>	<b>70%</b>	<b>65%</b>	<b>61%</b>
<b>White</b>	<b>73%</b>	<b>70%</b>	<b>71%</b>	<b>82%</b>	<b>85%</b>	<b>85%</b>	<b>78%</b>	<b>63%</b>	<b>69%</b>
<b>Social Studies</b>									
<b>All</b>	<b>70%</b>	<b>77%</b>	<b>66%</b>	<b>87%</b>	<b>76%</b>	<b>83%</b>	<b>77%</b>	<b>80%</b>	<b>83%</b>
<b>Female</b>	<b>67%</b>	<b>71%</b>	<b>63%</b>	<b>84%</b>	<b>73%</b>	<b>81%</b>	<b>81%</b>	<b>84%</b>	<b>75%</b>
<b>Male</b>	<b>74%</b>	<b>84%</b>	<b>71%</b>	<b>79%</b>	<b>78%</b>	<b>83%</b>	<b>74%</b>	<b>79%</b>	<b>89%</b>
<b>SWD</b>			<b>25%</b>	<b>39%</b>			<b>23%</b>	<b>40%</b>	
<b>Hispanic</b>	<b>59%</b>	<b>76%</b>	<b>64%</b>	<b>80%</b>	<b>73%</b>	<b>84%</b>	<b>80%</b>	<b>68%</b>	<b>77%</b>
<b>White</b>	<b>72%</b>	<b>77%</b>	<b>68%</b>	<b>81%</b>	<b>77%</b>	<b>82%</b>	<b>77%</b>	<b>82%</b>	<b>85%</b>

**We noted the following:**

### **Grade 6**

- Although Hispanic students scored as well or better than their White peers for Reading, ELA, and Math, an achievement gap is evident for Science and Social Studies
- While almost all students met or exceeded the standards for Reading and ELA, proficiency dropped approximately 15% for Math, 27% for Science, and 30% for Social Studies
- While the small number of students with disabilities (SWD) precludes scores for most subjects, their performance on Social Studies CRCT indicates a gap of 41%

### **Grade 7**

- ELA, Math, and Social Studies scores are not improving



- Males lag behind females in ELA but the opposite is true for Math, Science, and Social Studies

### Grade 8

- Reading and ELA scores are noteworthy. Hispanic students tend to perform better (7%) than White peers in ELA, but this gap is reversed (8%) for Social Studies.
- While all students and all student subgroups exceed state averages for ELA and Reading, all students and all student subgroups fall below state averages for Math and Science.
- An achievement gap finds Hispanic students performing 7% better than their White peers in Math while White students perform 8% better than Hispanic students in Science.
- While performance for all students is improving in Social Studies, female performance is dropping.

Brief analysis points to the need for writing across the curriculum so that students can describe their thinking in writing allowing teachers to catch conceptual misunderstandings early on. The need for better comprehension of informational texts would support improvements in Math, Science, and Social Studies. Current interventions for students with disabilities may not be effective.

The following disaggregated data for the Eighth grade writing assessment, confirms our analysis. Our students writing scores have decreased for all students and all student subgroups and our performance is below the state average. We believe writing across the curriculum will provide teachers with a better understanding of their students’ thinking and their ability to use academic language in a manner that shows comprehension.

<b>Percentage of Westfield Middle School Students Meeting and Exceeding the Standard for Grade 8 Writing</b>					
<b>Student Groups</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>State Avg</b>	<b>Change</b>
<b>All</b>	80%	79%	77%	82%	-3%
<b>Female</b>	90%	87%	86%	89%	-4%
<b>Male</b>	72%	73%	70%	76%	-2%
<b>SWD</b>	47%	35%		47%	

<b>Hispanic</b>	86%	73%	74%	81%	-12%
<b>White</b>	80%	82%	78%	88%	-2%

### **Faculty Data**

The faculty of WMS is a balance of veteran and beginning teachers. While the faculty's average teaching experience is just under 13 years, almost a third of Westside's 34 teachers have been teaching 15 years or more, and over half of the staff have less than 9 years of experience. One teacher plans to retire this year, while 2 teacher will be able to retire in the next 2 years.

Westside began the school year with 1 new faculty member and 44% of the teachers reside in Whitfield County. Of special mention are the 26 teachers (76%) who bring advanced degrees into their classroom each day. We are fortunate to have a high school certified chemistry teacher teaching our 8<sup>th</sup> grade science and in May, we will have a high school certified math teacher in the 7<sup>th</sup> grade. These teachers give us a greater option for offering our students high school credit.

## Implementation Plan

WMS's goals and objectives are informed by our needs assessment and the Building Blocks, "What?", "Why?", and "How?" documents as summarized in the table below.

<b>Goal 1:</b> Students in grades 6-8 will demonstrate improved performance in reading as measured by positive trends in proficiency scores on the CRCT over the course of the grant.	<b>Goal 2:</b> Students in grades 6-8 will demonstrate improved performance in English language arts as measured by positive trends in proficiency scores on the CRCT over the course of the grant.	<b>Goal 3:</b> Students in grades 6-8 will demonstrate improved performance in writing as measured by positive trends in proficiency scores on the writing test over the course of the grant.
<b>Objective 1:</b> Implement a school-wide writing program <i>BB-4; What?-Page 10; Why?-2C,51</i>		
<b>Objective 2:</b> Use formative/summative assessments to drive instruction <i>BB-3; What?-Page 8; Why?-5A2</i>		
<b>Objective 3:</b> Implement, monitor, and facilitate small groups instruction for differentiated learning through well functioning, collaborative teacher teams <i>BB-1,3,4; What?-Page 6,8,9,10; Why?-2J,5A2,6D</i>		
<b>Objective 4:</b> Institute a process for regularly monitoring RTI implementation <i>BB-1,3,4,5; Why?-Page 124,150; How?-Page 40,43,45</i>		

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

- Weekly observation of change during focused classroom walkthroughs
- Evidence of student work displayed in hallways and classrooms
- MAP and AIMSweb scores
- On demand reporting from intervention tools
- RTI protocol codified and monitored
- Students will be writing in all classes and using academic language so that it becomes their own.

## Current Program

The WMS instructional day begins at 8:00 and ends at 3:30. All ELA blocks are 100 minutes. Grade 6-8 integrate literacy instruction into Math, Science, Social Studies. All grade levels are incorporating literacy instruction into their school day for 20-50 minutes. All WMS students will receive at least 90 minutes of tiered instruction. The four tier RTI model is summarized in the following table:

WHO	Instructional Strategy	ELA Interventions	
Standards Based Classrooms  <i>AIMSweb progress monitoring (minimum 3 times a year)</i>  <b>TIER 1</b>	-Common Core Georgia Performance Standards  -Differentiated Instruction	<ol style="list-style-type: none"> <li>1. CCGPS</li> <li>2. Attendance Monitoring</li> <li>3. Differentiated instruction</li> <li>4. Pre-teaching and re-teaching</li> <li>5. Guided reading groups</li> <li>6. Flex grouping</li> <li>7. Collaborative planning</li> <li>8. Parent/teacher conferences</li> <li>9. Mountain Language</li> <li>10. Daily Grammar Practice</li> <li>11. Writer's Workshop</li> </ol>	12. Learning Odyssey
Less than 10% on MAP Progress  <i>AIMSweb twice monthly monitoring</i>  <b>TIER 2</b>	-Instructional Extension Program  -Researched based intervention	<ol style="list-style-type: none"> <li>1. ELLIS</li> <li>2. Learning Odyssey</li> <li>3. Florida Center Reading Research</li> <li>4. Destination Reading</li> <li>5. Odyssey</li> </ol>	
Less than 10% on MAP Progress with limited TIER 2 progress  <i>AIMSweb weekly monitoring</i>  <b>TIER 3</b>	-Intensive; teacher directed  -Researched – based intervention	<ol style="list-style-type: none"> <li>1. Learning Odyssey</li> <li>2. Pre-viewing standards</li> <li>3. Cover, Copy &amp; Compare</li> <li>4. Florida center Reading Research</li> </ol>	
Less than 10% on MAP with limited TIER 2 & 3 progress  <i>individualized goals/objectives</i>	-Specially Designed Instruction	<ol style="list-style-type: none"> <li>1. Learning Odyssey</li> <li>2. Pre-viewing standards</li> <li>3. Cover, Copy &amp; Compare</li> <li>4. Florida center Reading Research</li> </ol>	

<i>monitored through ongoing data collection</i> <b>TIER 4</b>		
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Assessment/Data Analysis Plan

**Current Assessment Schedule**

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

<b>Current WCS Middle School Assessment Schedule</b>				
<b>Assessment What?</b>	<b>Grade Who?</b>	<b>Timeline When?</b>	<b>Responsible Party</b>	<b>Analysis What's Next?</b>
Measures of Academic Progress (MAP)	6-8	3 X Year	Intervention Teacher & Principals	WMS Leadership Team Data Team
AIMSweb	6-8	Weekly Bi-Weekly	Intervention Teacher & Principals	Grade level Teacher Teams Vertical Content-Area Teams
Georgia Alternate Assessment (GAA)	6-8	April	Mrs. Morgan	As needed for Sp. Ed.
Georgia Criterion-Referenced Competency Test (CRCT)	6-8	April	Testing Coordinator, Teachers, Principal	Teaching Teams & Data Teams
CRCT-Modified (CRCT-M)	6-8	April	Testing Coordinator, Teachers, Principal	Teaching Teams & Data Teams

**Proposed Assessment Schedule**

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

<b>Proposed WMS Middle School Assessment Schedule</b>				
<b>Assessment What?</b>	<b>Grade Who?</b>	<b>Timeline When?</b>	<b>Responsible Party</b>	<b>Analysis What's Next?</b>

SRI	6-8		ELA Teachers	
ACCESS	6-8 ELL	1X per year: Beginning of year as screener	ELL Teacher	
Measures of Academic Progress (MAP)	6-8	3 X per Year	MAP Coordinator	WMS Leadership Team Data Team
AIMSweb		3 X per Year	AIMSweb Coordinator	Grade level Teacher Teams Vertical Content-Area Teams
Georgia Alternate Assessment (GAA)	6-8		Morgan	
Georgia Criterion- Referenced Competency Test (CRCT)	6-8	April	All Teachers, Principals	

### **Assessment Administration**

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

### **Assessment Analysis**

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

### **Data Informed Instruction**

WMS students and teachers use NWEA MAP data to set individual goals. Scholastic Reading Inventory will allow teachers to fine tune goal setting and communicate more clearly with students and families about student progress. Grade level professional learning communities (PLC) will be charged to regularly meet to use student assessment data and student work to collaboratively design and deliver differentiated assessment that meets students needs (Use

student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals (GLP-The How?, 3C).

Currently, Westside Middle School's collaborative teams meet periodically to review student and school wide data. After implementing new assessments teachers will follow the newly established Data Review Protocol to guide explicit instruction and select appropriate interventions and progress monitoring (Use results of the diagnostics for student placement within an intervention and to adjust instruction (GLP-The How?, 3C).

### **Presenting Assessment Data to Parents and Stakeholders**

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

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

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

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



## Resources, Strategies & Materials Supporting Literacy

Resources necessary for engaged student learning envisioned in the WMS plan include the following:

<b>Materials</b>	<ul style="list-style-type: none"><li>• Data review Protocol</li><li>• Literary and Informational books to engage student interest</li><li>• Intervention materials and site licenses</li><li>• Site licenses for online writing assessment</li></ul>
<b>Technology</b>	<ul style="list-style-type: none"><li>• Adequate computers for producing writing in many formats</li><li>• Printers and publishing equipment</li><li>• Tablets</li><li>• eReaders</li><li>• Online reader resources</li></ul>
<b>Professional Learning</b>	<ul style="list-style-type: none"><li>• Literacy across the curriculum training</li><li>• Leadership training for teacher team facilitators</li><li>• Protocols for teacher team training</li><li>• Collaborative protocols for analyzing data and student work</li><li>• Writing in the content area training</li><li>• Collaborative planning for instruction/intervention</li><li>• Administration of new assessments</li></ul>

Literacy across the curriculum provides opportunity for teachers to meet with small groups and individuals for individual writing instruction. Flexible grouping allows targeted teaching but data usage to match skill/concept with specific learners is often intuitive rather than based on collaborative data use. Our plan will provide the teachers with intensive PD and training to institute protocol for effective collaborative planning. Transfer of these trainings and use of new tools will be regularly observed during weekly classroom walkthroughs to ensure fidelity of implementation. Teachers needing additional help will receive support from district instructional coaches and/or personalized online PD.

## Current Resources

## Proposed Resources

Our writing scores indicate our teachers need additional professional development for teaching writing. Our ELA and special education teachers will receive training on implementing a classroom model of instruction that is student centered so that they can more effectively teach writing and also have time to deliver differentiated learning while students are working individually and in small groups. Teachers will receive fused instruction (face-to-face and online) and model writing units to provide real-time guidance in establish the Writers Workshop and implementing the needed Common Core instructional shifts.

Tools designed to teach and assess reading comprehension and writing skills by making learning and practice enjoyable and rewarding will support our goal of writing across the curriculum. Teacher's common lament that interferes with assigning writing is twofold: 1) having to grade stacks of student writings and 2) teacher discomfort in know how to grade these papers. From a student's perspective, turning in a writing piece is often the beginning of an extended wait to find out about their performance on that piece. An online essay grader will remove these obstacles and provide students with immediate feedback that prompts them with ways to improve their writing.

A practical framework for successful collaboration and continuous improvements that has documented efficacy is needed to transform our teacher teams into efficient and effective collaborators that focus on teaching and learning in such a way that it procures consistent results through data usage and analysis of student work. Our plan will allow us to train facilitators to lead this important work.

## Alignment of Resources and Funding Sources

Objectives	Action Steps	Funding
	Provide materials and training for CCGPS aligned mini lesson scope and sequence for 6-8 Literacy across the curriculum.  Establish 6-8 protocols for	<b>Other Funding</b> <ul style="list-style-type: none"><li>• ESPLOST Technology Funding</li><li>• PD/support from IC</li><li>• PD360</li></ul>

Objectives	Action Steps	Funding
Implement a school-wide writing program	<p>collaborative analysis of student writing</p> <p>Establish common vocabulary when addressing writing throughout all WMS classrooms</p> <p>Produce writing fostering 21<sup>st</sup> Century Computer Literacy Skills</p> <p>Employ online essay writer/assessment grader across content areas</p>	<p><b>SRCL Funding</b></p> <ul style="list-style-type: none"> <li>• PD, released time, materials</li> <li>• Online writing technology support</li> <li>• Literacy materials supporting content areas</li> </ul>
Use formative and summative assessments to drive instruction	<p>Establish a 6-8 Data Review Protocol</p> <p>Provide PD for effective data use for grade level and vertical teams</p>	<p><b>Other Funding</b></p> <ul style="list-style-type: none"> <li>• PD/support from IC</li> <li>• NWEA Map &amp; AIMSWEB</li> <li>• PD360</li> </ul> <p><b>SRCL Funding</b></p> <ul style="list-style-type: none"> <li>• PD, released time, materials</li> </ul>
Implement, monitor, and facilitate small groups instruction for differentiated learning through well functioning, collaborative teacher teams	<p>Employ an effective PLC framework</p> <p>Identify/train facilitators for collaborative teacher teams</p> <p>Provide protected common planning times for weekly collaboration</p>	<p><b>Other Funding</b></p> <ul style="list-style-type: none"> <li>• PD/support from IC</li> <li>• NWEA Map &amp; AIMSWEB</li> <li>• PD360</li> </ul> <p><b>SRCL Funding</b></p> <ul style="list-style-type: none"> <li>• PD, released time, materials</li> </ul>

Objectives	Action Steps	Funding
<p>Institute a process for regularly monitoring RTI implementation</p>	<p>Acquire additional intervention materials for areas of need</p> <p>Provide PD for fidelity of instruction and interventions</p> <p>Use technology to support and motivate students</p>	<p><b>Other Funding</b></p> <ul style="list-style-type: none"> <li>• Scholastic Guided Reading PD</li> <li>• PD/support from IC</li> <li>• NWEA Map &amp; AIMSWEB</li> <li>• PD360</li> </ul> <p><b>SRCL Funding</b></p> <ul style="list-style-type: none"> <li>• Training on use of new interventions</li> <li>• Literacy interventions/digital tools</li> <li>• Released time for training</li> </ul>

## Professional Learning Strategies

Professional learning is a key component of the grant. There should be a direct tie to literacy Instruction as well as include all teachers of reading/literacy including CTAE, Special Education teachers, and all content teachers.

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

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

<b>Professional Learning During the Last Year (Rubric a)</b>	<b>% of Staff Attended (Rubric b)</b>
ESOL Staff Development	100%
SIOP Training	6%
Gifted Endorsement	6%
Project Based Learning	100%
Schlechty Center Workshops	20%
Advanced Degrees	10%
Leadership Academy	21%
<b>On-Going Professional Learning (Rubric c )</b>	<b>% of Staff Attended (Rubric b)</b>
Common Core Georgia Performance Training	100%
Cross Curriculum Planning and School Wide Data Review and Data Training	100%
Technology Training	100%
MAP/Compass Learning	100%

<b>PL Needs Identified in the Needs Assessment (Rubric d)</b>
<ul style="list-style-type: none"><li>• Effective Writing Instruction</li><li>• Strategies to implement writing across the curriculum</li><li>• Training on the RTI process</li><li>• Training on differentiated instruction</li><li>• Effective technology integration</li><li>• Administering new assessments</li><li>• Training on how to use assessment results to drive instruction</li></ul>

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

### Determining the Effectiveness of Professional Learning

The effectiveness of professional development is ultimately determined by improved student achievement but formative evidence of effectiveness will be on display on a daily basis. Lesson plans and classroom observations will be used to determine the extent that best practices are being incorporated into classroom instructions. Administrators and district Instructional Coaches will conduct weekly walkthroughs with specific indicators in mind that reflect the most recent training. Teachers will receive feedback on the effectiveness of their transfer of professional learning into actionable implementation in their classrooms.

In addition, teachers regularly complete a survey at the end of each year to determine their perceptions of the professional learning and how it has been used throughout the year. The following chart summarizes our plan for professional learning and specifies methods for measuring effectiveness.

<b>Connection to Literacy Plan Goal, Objectives, and Tasks (Rubric e, f, and g)</b>		
<b><i>Plan</i> Objectives</b>	<b>Professional Learning Necessary to Achieve Goals</b>	<b>Methods of Measuring Effectiveness of Professional Learning</b>
<b>Obj 1:</b> Implement a school-wide writing program	<ul style="list-style-type: none"> <li>• Research-based writing strategies</li> <li>• Training on how to effectively teach writing</li> <li>• Training on using new tools and analyzing reports</li> </ul>	<ul style="list-style-type: none"> <li>• Improved student achievement</li> <li>• Classroom observations</li> <li>• Lesson plans</li> <li>• On demand student reports</li> </ul>
<b>Obj 2:</b> Use formative/summative assessments to drive instruction	<ul style="list-style-type: none"> <li>• Creating common assessment training</li> <li>• Data analysis and use for designing and delivering differentiated learning training</li> </ul>	<ul style="list-style-type: none"> <li>• Improved student achievement</li> <li>• Student work samples</li> <li>• Exemplars and rubrics posted</li> <li>• Classroom observations</li> <li>• Lesson plans</li> <li>• On demand student reports</li> </ul>
<b>Obj 3:</b> Implement, monitor, and facilitate small groups instruction for differentiated learning through well functioning, collaborative teacher teams	<ul style="list-style-type: none"> <li>• Leadership training for facilitators</li> <li>• Data-driven instruction training</li> <li>• Creating performance tasks training</li> <li>• Analysis of student work training</li> </ul>	<ul style="list-style-type: none"> <li>• Improved student achievement</li> <li>• Classroom observations</li> <li>• Lesson plans</li> <li>• Meeting summaries</li> </ul>
<b>Obj 4:</b> Institute a process for regularly monitoring RTI	<ul style="list-style-type: none"> <li>• Training on the RTI process</li> </ul>	<ul style="list-style-type: none"> <li>• Improved student achievement</li> </ul>

implementation	<ul style="list-style-type: none"><li>• Training on differentiated strategies and how to effectively implement them.</li><li>• Training on using new tools to support personalized learning</li><li>• Training on using on-demand reports for identifying flexible groups</li></ul>	<ul style="list-style-type: none"><li>• Classroom observations</li><li>• Lesson plans documenting tiered learning</li></ul>
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## Sustainability

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

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

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

<b>Extending the Assessment Protocol (Rubric a)</b>	<ul style="list-style-type: none"><li>• Consider purchasing assessments with a one-time charge</li><li>• Purchase paper/pencil assessment, if possible</li><li>• Utilize local, state, and federal funds to continue formative and summative assessments</li></ul>
<b>Developing Community Partnerships (Rubric b)</b>	<ul style="list-style-type: none"><li>• Continue to cultivate relationships with businesses and organizations as resources to help provide funding supporting literacy goals and plans</li></ul>
<b>Sustaining (Rubric c, f, g, and h)</b>	<ul style="list-style-type: none"><li>• District and Campus Instructional Coaches (IC) will participate in all trainings in order to become an in-district resource for all teachers and to insure that all lessons learned through professional development are implemented with fidelity. A train-the-trainer method will be utilized to continue robust fiscal management, and ensure that incoming new personnel are appropriately trained.</li><li>• Capacity-building lessons learned will be in place supporting ongoing collaboration to examine data and plans for instruction.</li><li>• A culture of collaborating will not require funding to continue seeking stakeholder input, and collaborating with</li></ul>



	<p>other schools in the LEA.</p> <ul style="list-style-type: none"> <li>• The assessment protocol will be extended by carefully purchasing assessments that can be maintained using our existing Title I budget.</li> <li>• Training for new employees will be conducted by the IC and participating grant recipient teachers.</li> <li>• IC will provide coaching/assistance to all teachers to assist in full implementation of lessons learned.</li> <li>• A plan to replenish technology resources including site licenses will be developed.</li> <li>• Practices learned through the needs assessment to examine data and determine areas in which improvement is needed will be redelivered by IC as needed.</li> </ul>
<b>Training New Teachers</b>	<ul style="list-style-type: none"> <li>• New teachers will be assigned a proven teacher leader as a mentor to ensure that they receive relevant professional learning and assistance in the classroom.</li> <li>• Trainings will be offered throughout the school year ensuring new teachers benefit from plan.</li> </ul>
<b>Replacing Print Materials</b>	<ul style="list-style-type: none"> <li>• Print materials will have library binding to ensure durability.</li> <li>• Funds from Title I, community partners, local and state support, the Whitfield Education Foundation innovative teaching grants, other grants, and fundraisers will be used to replenish print materials after the grant period.</li> <li>• A rotating schedule to replenish materials on a yearly basis will be developed to maintain a wide variety of print materials in a range of Lexile levels and student interests.</li> <li>• An annual inventory of print materials will be conducted in order to determine areas of need.</li> </ul>

		<b>FY 2014</b>	<b>FY2015</b>	<b>FY2016</b>	<b>FY2017</b>	<b>Total</b>
<b>Supplies Materials</b>	Initial Start-Up, supplies and materials for trainings and miscellaneous supplies	\$ 7,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 16,000.00
<b>Curriculum &amp; Assessment Materials</b>	Materials needed for cohesive implementation of lessons aligned with Literacy Design Collaborative and Math Design Collaborative; CCGPS scope and sequence; Writing assessments and materials; Elements of Reading Vocabulary materials; Additional RTI intervention materials for areas of need; Content Specific Trade books for classroom reading and writing; SRI (6-8) Materials and license.	\$ 13,000.00	\$ 13,000.00	\$ 13,000.00	\$ 13,000.00	\$ 52,000.00
<b>Instructional Technology</b>	Software /hardware and subscription services needed to integrate technology into production of writing in all WMS classrooms; electronic literacy/ tablet devises needed for integrating technology into Literacy response practices as appropriate at all grade levels.	\$ 75,000.00	\$ 40,000.00	\$ 10,000.00	\$ 5,000.00	\$ 130,000.00
<b>Books for Classroom Libraries, Book Rooms, Media Center</b>	Appropriate multi-level texts that address content standards and student interest and additional materials needed to establish a literature rich environment in all classrooms, establish a book room for school wide use.	\$ 20,000.00	\$ 20,000.00	\$ 10,000.00	\$ 10,000	\$ 60,000.00
<b>Professional Library</b>	Materials will be purchased to support professional learning and professional study.	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 2,000.00
<b>Contractual Professional Learning</b>	Consultants and Presenters needed for professional development to ensure cohesive and compete understanding of five areas of a comprehensive literacy plan, digital literacy, and protocols for data and student work review.	\$ 7,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 16,000.00
<b>Stipends</b>	Stipend for teachers and facilitators to provide additional days of professional learning and collaboration.	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00	\$ 28,000.00

Total Direct Costs	(403.13)	\$129,500 .00	\$ 86,500 .00	\$ 46,500 .00	\$ 41,500.00	\$ 304,000.00
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