School Profile

Created Thursday, November 13, 2014

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School Information

System Name:	Worth County School District
School or Center Name:	Worth County Middle School
System ID	759
School ID	0193

Level of School

Middle (6-8)

Principal

Name:	Tiffany Sevier
Position:	Principal
Phone:	229-776-8620
Email:	tsevier@worthschools.net

School contact information

(the persons with rights to work on the application)

Name:	Maria Fletcher
Position:	School Improvement Specialist
Phone:	229-776-8620
Email:	mfletcher@worthschools.net

Grades represented in the building

example pre-k to 6

6 to 8

Number of Teachers in School

46

FTE Enrollment

743

Grant Assurances

Created Tuesday, December 02, 2014

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Preliminary Application Requirements

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

SRCL General Information Packet-Cohort 4

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

- Yes

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

SRCL Scoring Rubric-Cohort 4

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

- I Agree

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

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

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

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

       i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
       ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

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

        1.   Disqualify the Applicant, or

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

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

b. Employee Relationships

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

        1.   The names of all Subject Individuals who:

            a.   Participated in preparation of proposals for award; or

            b.   Are planned to be used during performance; or

            c.   Are used during performance; and

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

        1.   The award; or

        2.   Their retention by the Applicant; and

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

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

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

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

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

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

III.   **Incorporation of Clauses**

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

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

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

_____
Date 11/12/14

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

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

_____
Date 11/12/14

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

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

_____
Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: <u>Amy Chafin</u>

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

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

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

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

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

_____

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

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

_____
Date (required)

District Narrative

Brief History of the System

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

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

System Demographics

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

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

Current Priorities

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

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

Strategic Planning

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

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

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

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

Current Management Structure

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

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

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

Past Instructional Initiatives

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

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

Literacy Curriculum

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

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

Literacy Assessments Used District-wide

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

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

Need for a Striving Reader Project

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

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

2. Resources aligned to CCGPS in all subject areas

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

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

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

District Management Plan and Key Personnel

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

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

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

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

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

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

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

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

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

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

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

Worth County School District

Experience of the Applicant

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

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

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

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

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

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

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

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

School Narrative

School History

Worth County Middle School (WCMS) is located in the southwestern part of Georgia in Worth County. WCMS is the only middle school in the Worth County School District (WCSD). WCMS serves approximately 744 students in grades 6-8 with 50 highly qualified teachers. In addition WCMS has five special education paraprofessionals, one media paraprofessional, one Parent Involvement Coordinator (PIC), one School Improvement Specialist (SIS), one media specialist, and two guidance counselors. There are also two teachers that come from the high school on a part of each day to teach classes for high school credit. Principal Sevier is in her fifth year at WCMS and works with a team of three assistant principals. Other staff members such as the district social worker and school psychologist are shared among all schools in the WCSD.

Approximately, 59.9 % of the student body is White, and Black students make up the second largest ethnic group with 32.9 %. The remaining students consist of 0.67 % Asian, 3.22 % Multi-racial and Hispanic 2.68 %. The composition of Worth County is very similar to WCMS racial composition. Data from the 2012 Census show that 68.7 % of the population is White, followed by 29.6 % Black, American Indian .3 %, Asian .5 %, Hispanic 2.0 %, Native Hawaiian .1 %, and those two or more races 0.9 %.

At WCMS, our goal is to provide students with many opportunities to increase their chance of meeting or exceeding standards assessed on the Georgia Milestones. Students participate in their four core classes: Math, English/Language Arts, Science and Social Studies. In addition to their core academic classes, students have the opportunity to participate in connections classes. We offer the following connections classes to students: Physical Education, Reading Connection, Writing Connection, Math Connection, Family and Consumer Science, Agriculture, Computer Literacy, and Career and Leadership. In addition to those classes, we are proud to offer students

the following 9th grade credit classes: Introduction to Business Technology, World History, and Health/Personal fitness. Students are also provided, daily, with twenty minutes of academic advisement time in order to complete tasks and lessons from Georgia College 411.

WCMS also supports the varying educational needs of students. On each grade level, there are gifted teams that consist of certified gifted endorsed teachers. Those teachers differentiate their lessons based on the needs of the gifted learner. Each gifted teacher must create and implement two different lesson plans. One of the plans is accelerated for the gifted classes and the other set is for the non-gifted classes. In addition, each grade level has a co-teaching team. On the co-teaching team, there is a special education teacher and the regular core academic teachers. Those teachers work with students with individual education plans (IEP) and adjust their instruction to meet the needs of their students.

At WCMS, we believe that we need to educate the whole child. Students are encouraged to participate in extra-curricular activities. We offer the following sports: football, basketball, soccer, cross country (in conjunction with the high school), baseball, and softball. In addition to sports, we also have the following clubs: Yearbook Club, Environmental Club, Eighth Grade Ambassadors, Beta Club, Future Farmers of America, Fellowship of Christian Athletes, Chess Club, and Girls of Promise.

WCMS maintains a clear focus on its purpose by offering students numerous opportunities to obtain a quality education leading to graduation and productive citizenship. The staff of WCMS works hard to ensure that we offer a rigorous instructional program that will lead to success for all students.

We also offer students the "Teachers as Advisors" program. We made this change during the 2012-2013 school year. This empowered the student's homeroom teacher with the ability to be the first person to instruct the students about career exploration during their advisement time. The teachers as advisors assist the students with lessons from Georgia College 411 and also guide students through their career interest inventories and also their individual graduation plan.

WCMS also focuses on transition plans for students coming to middle school and also students that are transitioning from the middle school to the high school. Each spring, fifth grade students visit during normal school hours to WCMS to attend a "Smooth Moves" program and tour. The

Sixceed Program is also held in the spring. This is an evening event offering a middle school orientation for rising fifth graders and their families. During preplanning, WCMS has an Open House to welcome all students and their families to our school and to provide opportunities to meet teachers and staff. Worth County Middle 8th graders attend a registration session at Worth High School during the spring of the year. They tour the school, ask questions, and meet with a counselor to discuss their schedule for the upcoming year. Parents are invited to attend an informational session in the spring to learn about graduation credits, classes, and other pertinent issues related to students in their 9th grade year. In addition, 8th grade students will participate in a gown celebration for the graduating seniors. The graduating seniors will tour the schools dressed in their graduation attire and end with an assembly with the eighth grade students.

Administrative and Teacher Leadership Team

The WCMS administrative leadership team meets weekly to discuss ways to improve student performance. The administrative team is facilitated by Principal Sevier, but the team also consists of three assistant principals, guidance counselors, a special education teacher, media specialist, and our parent involvement coordinator. In addition to the administrative leadership team, WCMS also has a teacher leadership team. Our teacher leadership team is called the "academic leadership team." This team of teachers represents a lead teacher in every subject area including special education. The academic leadership team meets monthly with our school improvement specialist to discuss school improvement and improving student performance. From those two leadership teams, we have created our literacy leadership team.

Past Instructional Initiatives

- Learning Focused
- Ruby Payne: A Framework for Understanding Poverty- book study
- Standards Based Classrooms
- Literacy Design Collaborative
- Math Design Collaborative
- Interactive Notebooks
- Extended text aligned to content areas
- America's Choice/Georgia's Choice

- Differentiation study
- A + software
- Fast For Word
- Read 180
- PD 360
- Georgia Performance Standards
- Common Core Georgia Performance Standards
- Literacy Coaches/School Improvement Specialists

Current Instructional Initiatives

- Lexia/Symphony/Reading Plus/Ascend
- Bring Your Own Technology
- Apex
- Track My Progress
- Georgia Performance Standards
- Common Core Georgia Performance Standards
- School Improvement Specialists
- Aligning extended text to content areas
- Standards Based Classrooms
- Literacy Design Collaborative
- Math Design Collaborative
- Standards Based Classrooms
- Interactive Notebooks

Professional Learning

Our professional learning needs include but is not limited to the following: differentiation, explicit literacy instruction, and additional training for RTI process.

Need for a Striving Reader's Project

There is a definite need for the implementation of the Striving Reader Grant due to deficits noted in the needs assessment. Our students suffer from a lack of literacy skills that directly impacts achievement in all subject areas. In addition to the skill deficits, 71 % of our students come from socioeconomically disadvantaged households. They do not have support systems in place to assist them with successful navigation through their homework and/or classwork. The Striving Reader Grant would allow us to provide the resources and professional learning needed to implement meaningful, relevant, research-based literacy instruction across the curriculum for all students.

Worth County Middle School Needs Assessment, Concerns, and Root Causes

On September 22, 2014, the Worth County Middle School Literacy Team (WCMSLT) administered the "Survey of Literacy Instruction for Middle and High School Teachers," (SLI) to all certified and classified staff, including teachers from all departments, (English, CTAE, Math, Science, Social Studies, Physical Education, Fine Arts, SPED), counselors, media specialist and paraprofessionals. A total of 58 responses, 78.38% of the WCMS faculty and staff, were recorded for the survey. The survey was administered in the 7th grade computer lab during teacher planning periods.

For student and parent perceptions, more surveys were given. On October 16, 2014, WCMSLT administered a parent survey to the parents attending Parent Teacher Conference Day. A total of 44 parents took the survey. On October 17, 2014, WCMS students were given the student survey. One hundred students were randomly selected to take the survey. The random sample was selected using an alphabetical list of the students in each homeroom. Three students were chosen from each homeroom: the first, last and middle student.

For additional data from the faculty, an additional survey was administered. The "Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12" (GLPNA) was administered to all faculty and staff using iPads on November 4, 2014.

Description of Needs Assessment Process, Surveys Utilized & Results

The literacy team administered an on-line survey provided by the state to gather data from faculty and staff concerning literacy instruction. The literacy team also developed a short literacy survey that was completed by students and parents. The student/parent survey contained items that requested ratings of agreement or disagreement on topics relating to students receiving direct instruction for writing and reading skills, perception of whether students are performing at or below grade level on reading and writing skills, and perception of WCMS literacy instruction. A random selection of students and parents were asked to participate in the on-line surveys during a week's time frame. All faculty and staff (CTAE teachers, special education teachers, media specialists, paraprofessionals, as well as regular education teachers) completed the online survey as required by the DOE. The faculty and staff reported to a designated computer lab on a particular day to take the Needs Assessment Survey. The members of the Literacy Team

explained the purpose of the survey as well as reviewed the rubric for the Needs Assessment.

Needs Assessment Survey Data

Building Block	Areas of Need	Concerns	Root Causes
1: Engaged Leadership	(C) Maximize instructional time. The GLPNA provided the following data from the survey participants: Not Operational (N.O.) – 63.7%	(C.2) Students should receive two to four hours of literacy instruction every day. (What, 6) (Why, 67)	(C.2) Not all content area teachers have been trained on teaching literacy skills. The literacy team discussed literacy skills that all teachers can use in their instruction.
2: Continuity of Instruction	(C) More community support is needed for literacy. N.O. – 87.2%	(C.3) Resources in the community are needed to support the literacy goals of the school system. (What, 8)(Why, 31)	(C) Literacy should be a priority in the community for all members.
3: Ongoing Formative and Summative Assessments	Literacy diagnostic assessments are new and the process of analyzing data has not been clearly defined. N.O. – 78.2%	(E.2) The data program is in place but more teachers need to be trained on using it. (What, 9)(How, 39) (E.3) Procedures and expectations for data analysis are not consistent across the content areas. (What, 9)(How, 39)	(E) More training is needed on the new programs for diagnostic assessments and the general data storage and retrieval system.
4: Best Practices in Literacy Instruction	(B) A coordinated plan for writing instruction across the content areas that includes explicit instruction, guided practice and independent practice. N.O. – 63.6%	(A.6) Training is needed to analyze data to inform explicit teaching. (What, 10)(How, 40) (B.3) Professional learning is needed for all content area teachers in writing	(A) Training is needed on what to do with the data once we have it to be most effective. (B) Most teachers have not received training on explicit literacy skills.

		instruction. (What, 10)(Why, 67)	
5: System of Tiered Intervention (RTI) for All Students	(A & C) Information developed from the school-based data teams should inform RTI teams more. More professional learning on the intervention programs used and how to use the data gathered. N.O. – 65.5%	(A.4) Data needs to be analyzed more frequently to ensure students are progressing. (What, 11)(Why, 139) (C.3) Training is needed to analyze data to inform explicit teaching. (What, 12)(How, 43)	(A) More time is needed to teach and prepare for the teaching of literacy. (C) Training is needed on what to do with the data once we have it to be most effective.
6: Improved Instruction through Professional Learning	(B) Professional learning is needed in all areas of literacy instruction for all content teachers. N.O. – 74.5%	(B.7) Training is needed by administrators, faculty and staff in analyzing and interpreting results of literacy assessments. (What, 13)(How, 20)	(B) With the curriculum changes, professional learning has focused around content standards.

Student and Parent Survey Results

WCMS had 100 students to respond to the student survey and 44 parents to respond to the parent survey. The results from the surveys indicate that parents (63.64%) agree or strongly agree that there is a helpful reading program in place. (What, 9) The results indicate that the students (68.14%) agree or strongly agree that there is a reading program with clear expectations and rewards for reaching reading goals. The majority of parents (80.96%) feel that the student reads at his/her grade level; only 16.66% feel that their student reads below the appropriate grade level. The results from the survey indicate that students (79.72%) feel that the instructional materials/resources used in the content classrooms (language arts, math, social studies, science) are on the appropriate reading level, and 9.71% of students responded that there were not adequate materials/resources at their reading level. (What, 9)

Staff Literacy Needs Assessment Results

WCMS had 58 faculty and staff (78.38%) to respond to the survey. The subject-related backgrounds of the faculty and staff that responded to the survey were as follows: ELA-38%,

Math-36%, Social Studies-28%, Science-28%, Health-4%, P.E.-8%, Computer Science-2%, CTAE-2%, Music-2%, and Band-2%. This consisted of 42% Regular Classroom teachers, 19% Special Education teachers, and 2% ESOL teachers. Every grade level (6-8) was represented in the survey according to subject areas. After collecting data from the surveys, the literacy team studied and analyzed the responses to each question. (What, 5) Additional materials and data such as the School Improvement Plan, Lexile scores, reading levels and grade equivalency, and other task and assessment data were also used to determine literacy needs.

Grade Level and Content Areas of Concern

At WCMS, we realize that literacy instruction is important for student success in all academic areas. According to the narrative of the CCGPS standards, the instruction of reading, speaking, listening, and language must be a shared responsibility within the school.(What, 6) With this in mind, faculty and staff concede that literacy instruction is a weakness for our school, and literacy instruction must be improved.

In order to improve our literacy instruction, our staff completed "A Needs Assessment" survey. This survey revealed three major areas of weakness across all all grade levels in all content areas: First, a lack of materials to differentiate for above and below grade level in all subjects (Why, 49)(What, 12); second, a lack of time for accurate and continual explicit literacy instruction (Why, 148)(What, 5); and third, and a lack of professional development in literacy instruction for all content teachers. (Why, 141)(What, 13).

Literacy standards required by CCGPS and the new Georgia Milestones Test will require higher expectations and more rigor than previous tests. With these expectations, best practices in literacy instruction in all content areas, including direct, explicit reading and writing instruction must improve at WCMS(What 9, 10)(How, 29). In an effort to prepare our students, extended texts used in English-Language Arts classes were aligned with content taught in Science and/or Social Studies classes. (What, 6)(How, 41) This was a monumental task for the Academic Leadership Team that required reading many books to make selections that meet content standards in Science and Social Studies. (What, 7) This is a step in the right direction, but we have limited resources. With meaningful professional learning, creative scheduling, and more

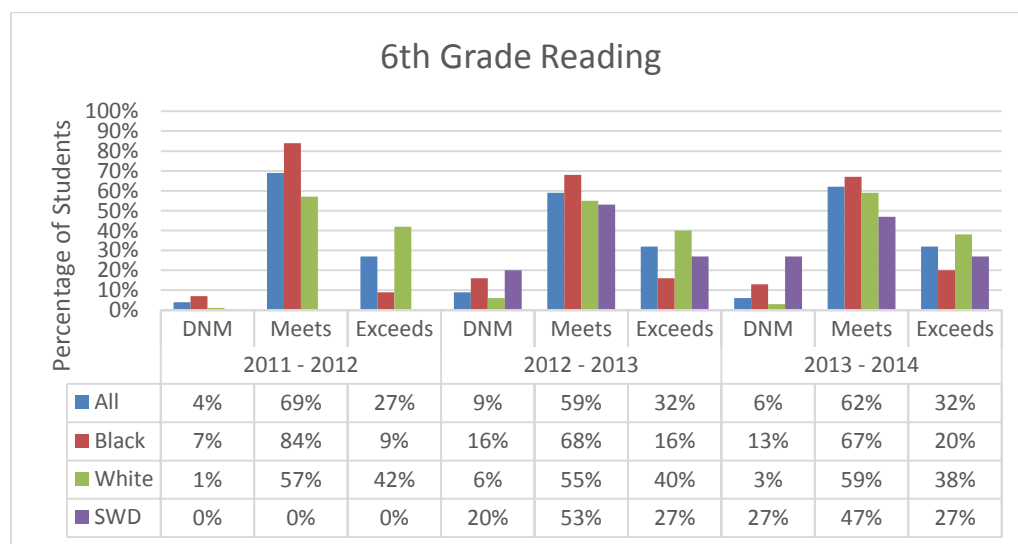resources, the interdisciplinary connections would be strengthened. (How, 23, 40)

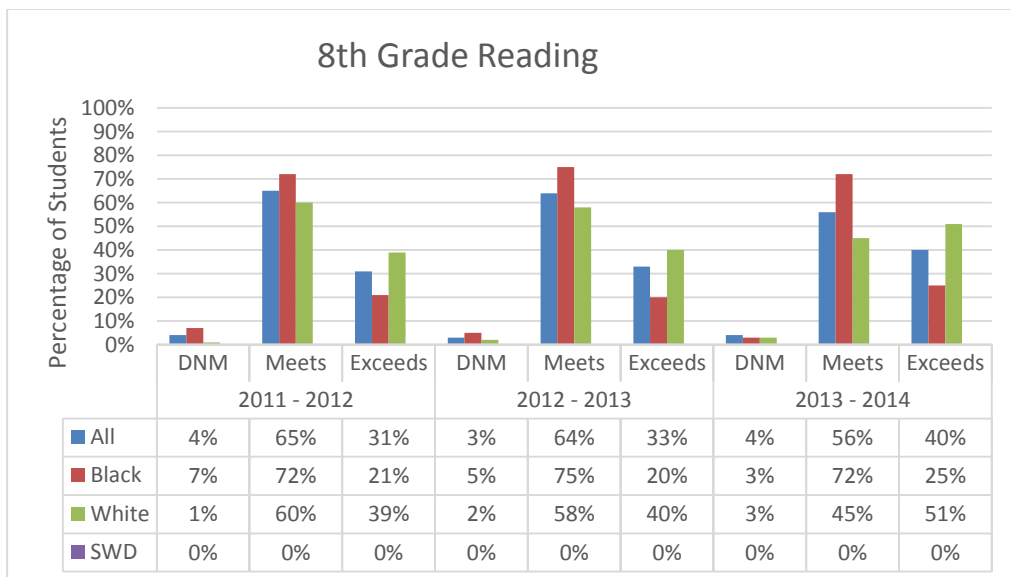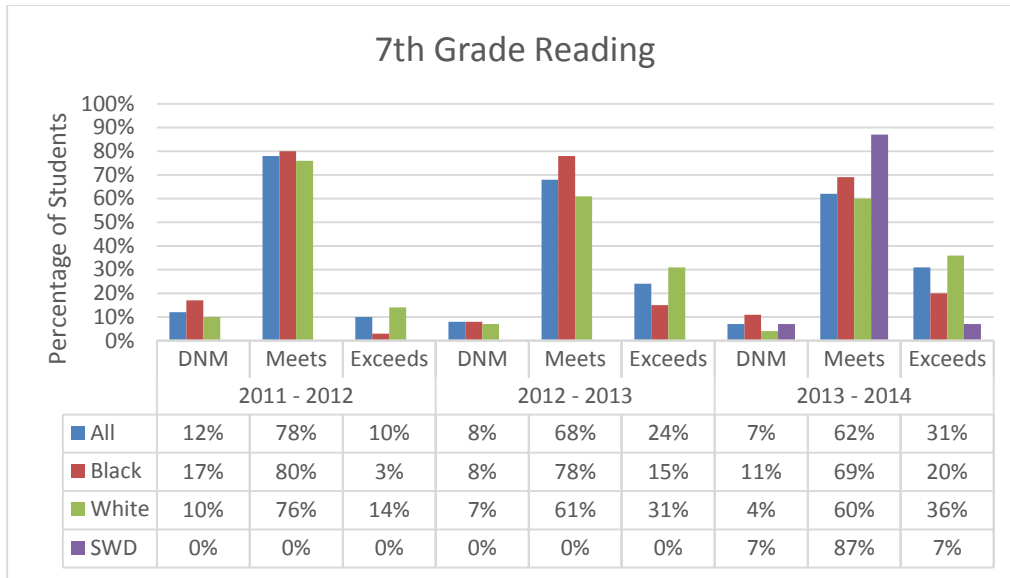**Analysis and Identification of Student and Teacher Data**

Data on Students

CRCT Performance

Worth County Middle School scored 76 on the 2013 CCRPI and 63.1 on the 2012 CCRPI. Although this demonstrates a growth of 12.9 percentage points, scores on the Reading CRCT consistently demonstrate stagnancy in growth between meets and exceeds. This indicates a need to increase the percentage of students who exceed in all subject areas, especially in reading and ELA as they are the foundations for all content areas. The CRCT scores for 2011-2014 are shown in the charts below. Most students are meeting or exceeding standards in language and reading; however the Black students and Students with Disabilities (SWD) subgroups, consistently have fewer students who meet or exceed standards when compared to other subgroups. The focus of WCMS is on the gaps between does not meet and meets with the SWD subgroup as well as meets and exceeds with the Black subgroup.

The data in the following charts was taken from the CRCT Summary Sheet for 2012 – 2014.

6th Grade Reading

	2011 - 2012			2012 - 2013			2013 - 2014		
	DNM	Meets	Exceeds	DNM	Meets	Exceeds	DNM	Meets	Exceeds
All	4%	69%	27%	9%	59%	32%	6%	62%	32%
Black	7%	84%	9%	16%	68%	16%	13%	67%	20%
White	1%	57%	42%	6%	55%	40%	3%	59%	38%
SWD	0%	0%	0%	20%	53%	27%	27%	47%	27%

7th Grade Reading

	DNM	Meets	Exceeds	DNM	Meets	Exceeds	DNM	Meets	Exceeds
	2011 - 2012			2012 - 2013			2013 - 2014		
All	12%	78%	10%	8%	68%	24%	7%	62%	31%
Black	17%	80%	3%	8%	78%	15%	11%	69%	20%
White	10%	76%	14%	7%	61%	31%	4%	60%	36%
SWD	0%	0%	0%	0%	0%	0%	7%	87%	7%

8th Grade Reading

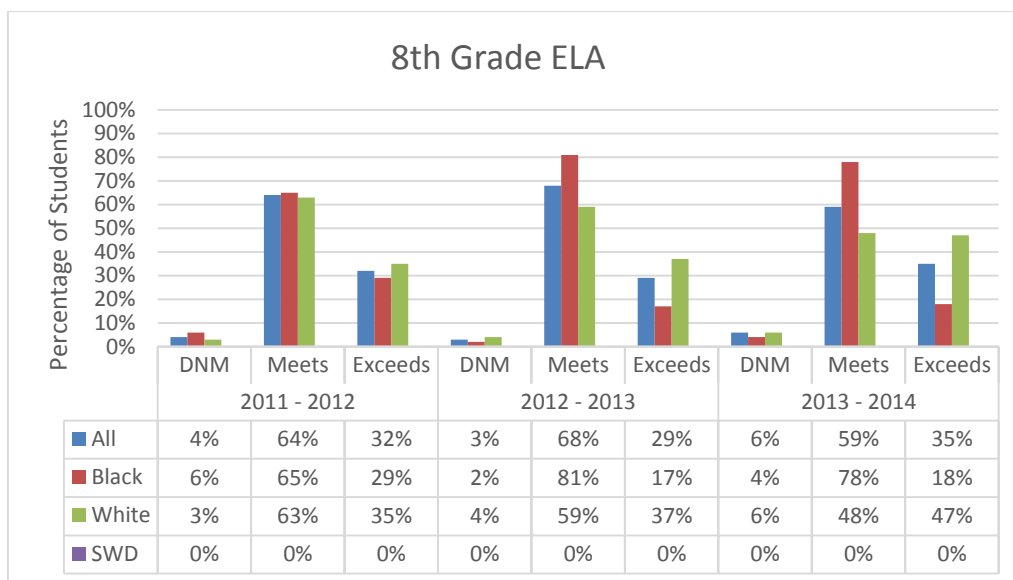|	DNM	Meets	Exceeds	DNM	Meets	Exceeds	DNM	Meets	Exceeds
	2011 - 2012			2012 - 2013			2013 - 2014		
All	4%	65%	31%	3%	64%	33%	4%	56%	40%
Black	7%	72%	21%	5%	75%	20%	3%	72%	25%
White	1%	60%	39%	2%	58%	40%	3%	45%	51%
SWD	0%	0%	0%	0%	0%	0%	0%	0%	0%

Each year unit planning days are scheduled to help strengthen the interdisciplinary connections with reading to science and social studies. With the grant, we will have outside professional learning on specific literacy strategies to help with comprehension and fluency.

6th Grade ELA

	DNM	Meets	Exceeds	DNM	Meets	Exceeds	DNM	Meets	Exceeds
	2011 - 2012			2012 - 2013			2013 - 2014		
All	9%	67%	23%	13%	61%	26%	13%	67%	20%
Black	12%	74%	15%	15%	69%	16%	22%	63%	15%
White	6%	63%	31%	13%	60%	27%	7%	69%	23%
SWD	0%	0%	0%	40%	53%	7%	47%	47%	7%

7th Grade ELA

	DNM	Meets	Exceeds	DNM	Meets	Exceeds	DNM	Meets	Exceeds
	2011 - 2012			2012 - 2013			2013 - 2014		
All	10%	62%	27%	10%	55%	36%	8%	58%	34%
Black	12%	71%	17%	9%	65%	26%	9%	73%	19%
White	11%	57%	33%	9%	47%	44%	9%	50%	41%
SWD	0%	0%	0%	0%	0%	0%	27%	60%	13%

8th Grade ELA

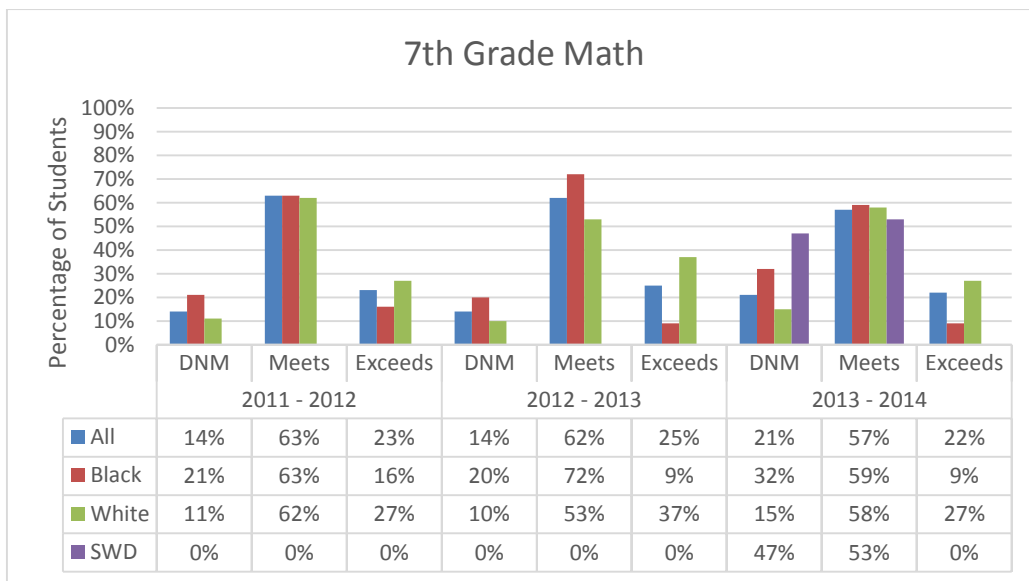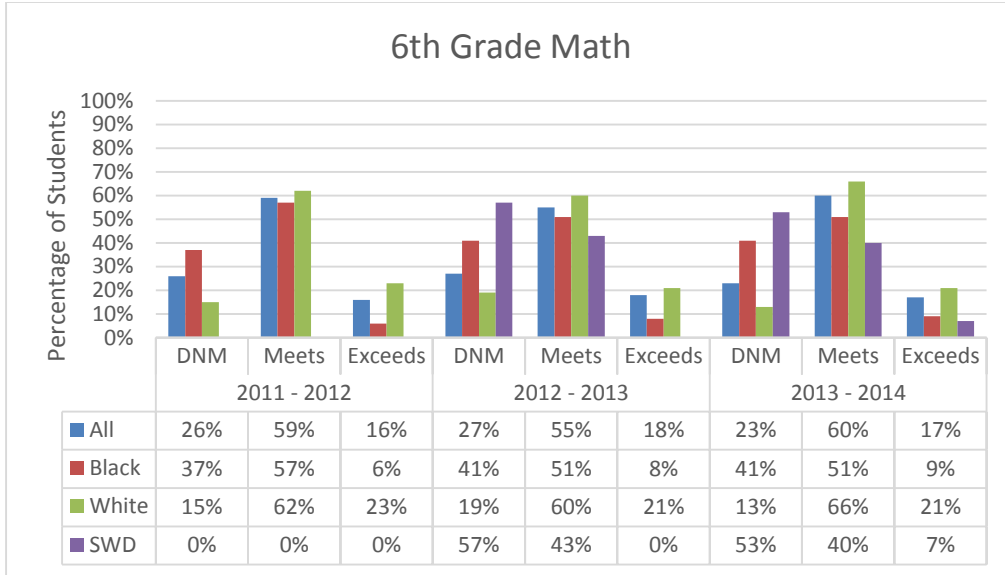|	DNM	Meets	Exceeds	DNM	Meets	Exceeds	DNM	Meets	Exceeds
	2011 - 2012			2012 - 2013			2013 - 2014		
All	4%	64%	32%	3%	68%	29%	6%	59%	35%
Black	6%	65%	29%	2%	81%	17%	4%	78%	18%
White	3%	63%	35%	4%	59%	37%	6%	48%	47%
SWD	0%	0%	0%	0%	0%	0%	0%	0%	0%
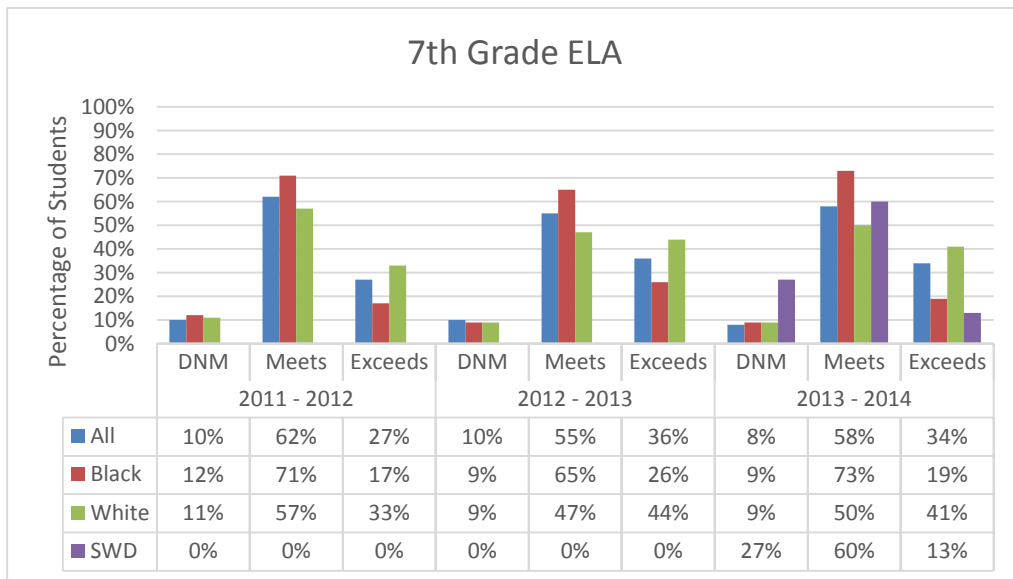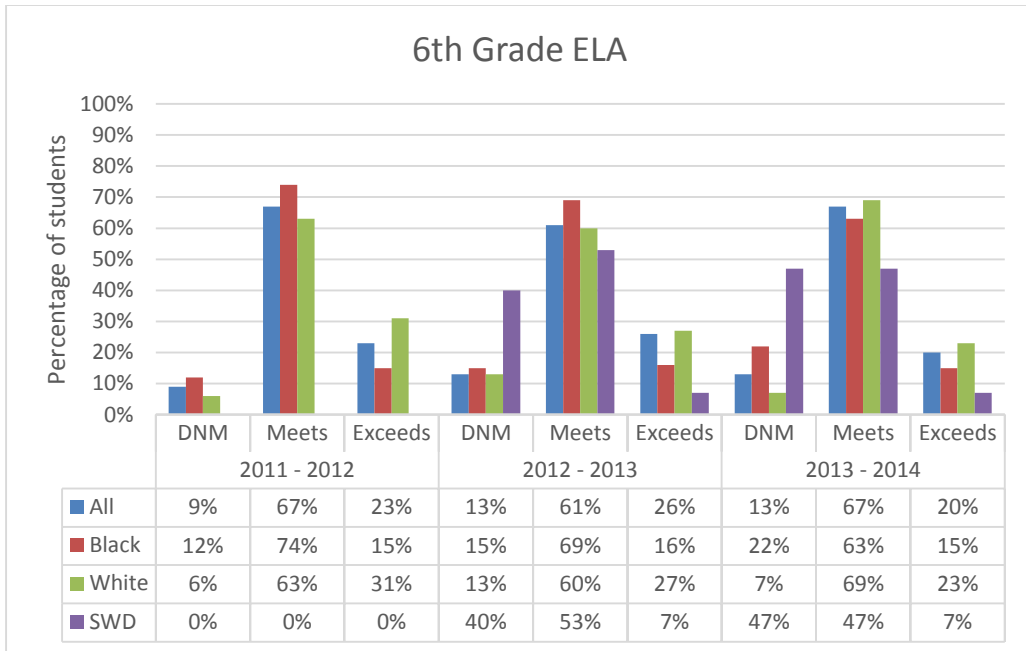
The Georgia 8th Grade Writing Assessment is administered annually. Over the last three years, data reveals a steady decline in the number of WCMS students meeting the standard for this assessment. The writing domain in which our students show the greatest weakness is organization and ideas. The table below shows student performance for school years 2011-2012 through 2013- 2014.

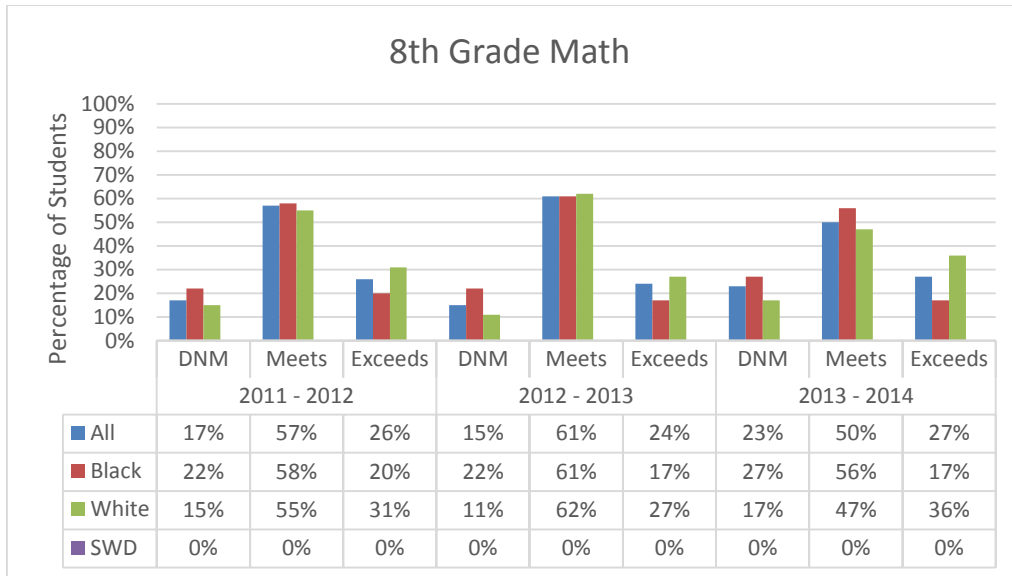| Percentage of 8th graders Meeting/Exceeding Georgia Middle Grades Writing Assessment		
	WCMS	STATE
2011-2012	81%	76%
2012-2013	75%	76%
2013-2014	71%	74%

In an effort to change the declining trend with writing scores, our teachers are encouraged to write across the curriculum. We have added constructive response questions on all unit tests. Many social studies teachers were once language arts teachers. With the funds from this grant, we hope to have contracted professional learning for all of our teachers in explicit writing instruction. Six of our science and social teachers have participated in the Literacy Design Collaborative (LDC) to encourage the use of writing as an integral part of unit development. We would like for all content teachers to participate in trainings such as LDC.

6th Grade Math

	DNM	Meets	Exceeds	DNM	Meets	Exceeds	DNM	Meets	Exceeds
	2011 - 2012			2012 - 2013			2013 - 2014		
All	26%	59%	16%	27%	55%	18%	23%	60%	17%
Black	37%	57%	6%	41%	51%	8%	41%	51%	9%
White	15%	62%	23%	19%	60%	21%	13%	66%	21%
SWD	0%	0%	0%	57%	43%	0%	53%	40%	7%

7th Grade Math

	DNM	Meets	Exceeds	DNM	Meets	Exceeds	DNM	Meets	Exceeds
	2011 - 2012			2012 - 2013			2013 - 2014		
All	14%	63%	23%	14%	62%	25%	21%	57%	22%
Black	21%	63%	16%	20%	72%	9%	32%	59%	9%
White	11%	62%	27%	10%	53%	37%	15%	58%	27%
SWD	0%	0%	0%	0%	0%	0%	47%	53%	0%

8th Grade Math

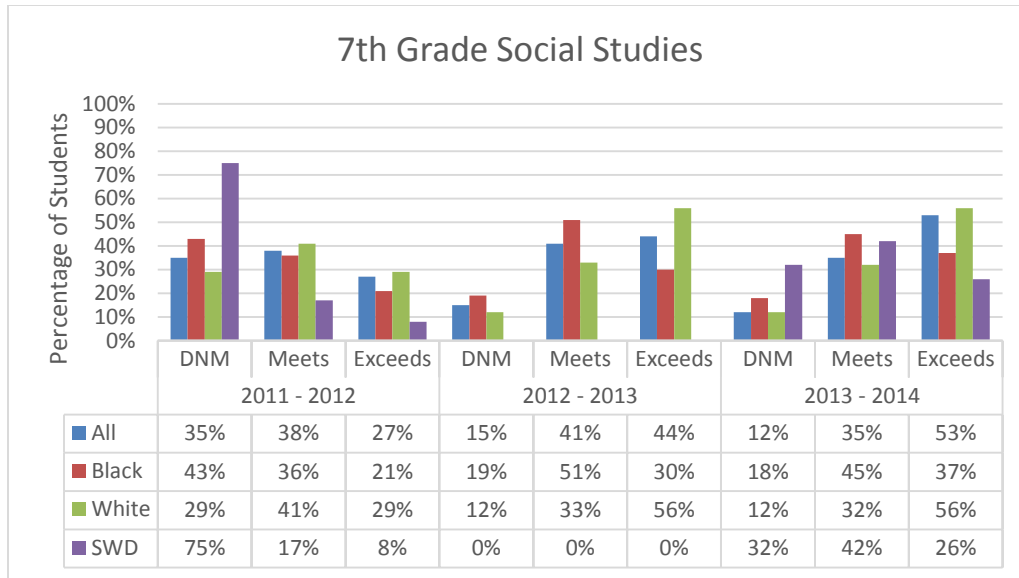|	DNM	Meets	Exceeds	DNM	Meets	Exceeds	DNM	Meets	Exceeds
	2011 - 2012			2012 - 2013			2013 - 2014		
All	17%	57%	26%	15%	61%	24%	23%	50%	27%
Black	22%	58%	20%	22%	61%	17%	27%	56%	17%
White	15%	55%	31%	11%	62%	27%	17%	47%	36%
SWD	0%	0%	0%	0%	0%	0%	0%	0%	0%

As WCMS tries to encourage more extensive writing in math classrooms, several teachers have participated in the Mathematics Design Collaborative (MDC) and the Interactive Notebooks Instruction. With the help of the grant, we would like to have more teachers trained in implementing these writing techniques.
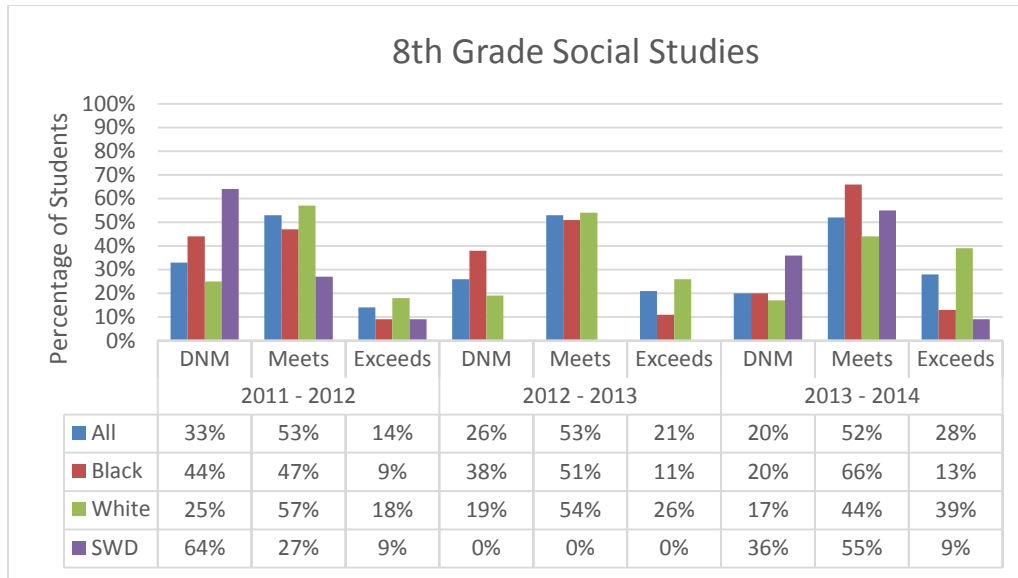
6th Grade Science

	DNM	Meets	Exceeds	DNM	Meets	Exceeds	DNM	Meets	Exceeds
	2011 - 2012			2012 - 2013			2013 - 2014		
All	28%	57%	16%	32%	40%	28%	20%	59%	21%
Black	44%	52%	4%	49%	40%	11%	34%	55%	11%
White	15%	60%	25%	23%	40%	37%	11%	61%	28%
SWD	0%	0%	0%	63%	32%	5%	56%	39%	6%

6th Grade Social Studies

Percentage of Students

	DNM	Meets	Exceeds	DNM	Meets	Exceeds	DNM	Meets	Exceeds
	2011 - 2012			2012 - 2013			2013 - 2014		
All	48%	38%	14%	24%	43%	33%	22%	50%	28%
Black	65%	28%	7%	30%	56%	15%	36%	44%	20%
White	33%	46%	21%	21%	37%	42%	14%	52%	34%
SWD	0%	0%	0%	47%	32%	21%	56%	28%	17%

7th Grade Science

Percentage of Students

	DNM	Meets	Exceeds	DNM	Meets	Exceeds	DNM	Meets	Exceeds
	2011 - 2012			2012 - 2013			2013 - 2014		
All	25%	48%	27%	15%	47%	38%	15%	42%	43%
Black	39%	51%	10%	23%	57%	20%	18%	60%	22%
White	16%	48%	36%	8%	39%	53%	14%	36%	51%
SWD	75%	25%	0%	0%	0%	0%	47%	42%	11%

7th Grade Social Studies

	DNM	Meets	Exceeds	DNM	Meets	Exceeds	DNM	Meets	Exceeds
	2011 - 2012			2012 - 2013			2013 - 2014		
All	35%	38%	27%	15%	41%	44%	12%	35%	53%
Black	43%	36%	21%	19%	51%	30%	18%	45%	37%
White	29%	41%	29%	12%	33%	56%	12%	32%	56%
SWD	75%	17%	8%	0%	0%	0%	32%	42%	26%

8th Grade Science

	DNM	Meets	Exceeds	DNM	Meets	Exceeds	DNM	Meets	Exceeds
	2011 - 2012			2012 - 2013			2013 - 2014		
All	42%	52%	6%	35%	55%	9%	25%	62%	12%
Black	60%	38%	3%	56%	41%	3%	33%	62%	6%
White	29%	61%	10%	24%	64%	12%	17%	65%	18%
SWD	83%	17%	0%	0%	0%	0%	73%	27%	0%

	2011 - 2012			2012 - 2013			2013 - 2014		
	DNM	Meets	Exceeds	DNM	Meets	Exceeds	DNM	Meets	Exceeds
All	33%	53%	14%	26%	53%	21%	20%	52%	28%
Black	44%	47%	9%	38%	51%	11%	20%	66%	13%
White	25%	57%	18%	19%	54%	26%	17%	44%	39%
SWD	64%	27%	9%	0%	0%	0%	36%	55%	9%

Overall, the Science and Social Studies CRCTs have seen a gradual increase of students meeting and exceeding. This is evidence of many things we have been doing including the use of interdisciplinary units. The Black and SWD subgroups continue to struggle in science and social studies. This is believed to be largely due to the lack of literacy instruction across the curriculum. We would like to use the funds from this grant to strengthen interdisciplinary units and provide professional learning for all teachers on explicit literacy instruction.

Teacher Data

The number of content teachers for 2014-2015 school year includes the following:

➢ Literature teachers – 6 who teach Literature to all classes/3 who teach Literature 2 periods/1 who teaches Literature 1 period

➢ Math teachers – 6 who teach Math to all classes/3 who teach Math 2 periods/1 who teaches Math 1 period

➢ Science teachers – 6 who teach Science to all classes/3 who teach Science 2 periods/1who teaches Science 1 period

➢ Social Studies teachers – 6 who teach Social Studies to all classes/3 who teach Social Studies 2 periods/3 who teach Social Studies 1 period

➢ PE/Health teachers – 4 who teach PE to all classes/ 2 who teach Health 1 period

➢ Agriculture – 1

➢ Chorus teacher – 1

Worth County School District: Worth County Middle School

- ➢ Band teacher – 1
- ➢ Computer Technology – 1
- ➢ Remedial Math teacher – 3
- ➢ Remedial Reading/Writing teacher – 3
- ➢ Special Education teachers – 6 (3 serve students in an inclusion setting)
- ➢ Family Consumer Science – 1
- ➢ Introduction to Business & Technology – 1 who teaches 1 period
- ➢ Leadership/ROTC – 1 who teaches 2 periods
- ➢ Health Care Science – 1 who teaches 2 periods

Based on the Georgia Professional Standards Commission 2013-2014 Mid-Year School Personnel Analysis, WCMS has 57 certified staff.

67 % of WCMS faculties have advanced degrees:
- ➢ Educational Doctorate – 1
- ➢ Educational Specialist – 7
- ➢ Master's in Education – 30
- ➢ Bachelor's Degree – 19

96% of WCMS faculties have more than three years of teaching experience:

- ➢ Less than 3 years: 2
- ➢ 3-20 years: 46
- ➢ More than 20 years: 9

Goals and objectives based on data

Based on the Striving Reader's Needs Assessment survey, data indicated that WCMS must have students reading and writing across the curriculum. In addition, teachers should use technology to improve student engagement, should continue using a school wide screening tool, and should continue using data from RTI for remediation as well as enrichment. Lastly, teachers in all content areas should be provided with the professional learning necessary.

The goals established in our School Improvement Plan for this transition year from CRCT to Georgia Milestones End of Grade Assessment are an increased use of differentiated instruction, instructional technology, and data analysis to make informed instructional decisions. The percentage of teachers using differentiated instruction will increase and will be monitored by observations, walkthroughs, evaluations, and Focus Walks. Teachers will use the Lexia Reading and Symphony Math programs for differentiation of assessment and instruction for literacy. Teachers and students will increase the use of instructional technology as observed in classrooms observations and student products. Students will receive direct and explicit instruction in reading comprehension, vocabulary development, and writing strategies in all content areas using technology where appropriate to improve student engagement (The What, p. 9-10). And data will be used to effectively target students in need of support. All teachers will be trained in RTI, school-wide screening, progress monitoring, remediation and enrichment (The What, pp. 11-13). All teachers will be trained in house to provide students with timely information on progress toward the achievement of established learning goals (self-efficacy) (The Why, p.53). Lastly, we must increase the parental involvement because literacy is a community necessity (The Why, p.23).

Additional Data

Universal Screener/Track My Progress: Fall 2014 was the first time this universal screener was used. A high percentage of students fall below grade level in informational and literature domain and show a need for RTI. RTI team meetings are scheduled weekly. The RTI Coordinator meets with the RTI teams at least once a month to monitor progress and process.
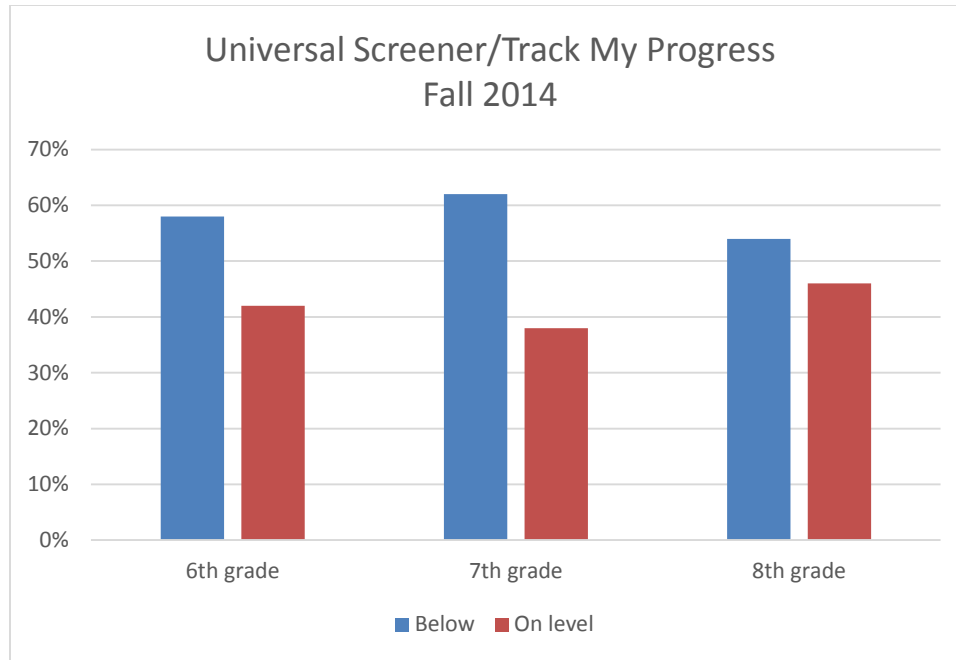
Ongoing professional learning communities

WCMS is currently providing professional learning activities to the faculty in all content areas. Included in this professional learning development are instructional paraprofessionals.

- ➢ Bring Your Own Technology (BYOT)
- ➢ On site Standard Based classroom planning for CCGPS implementation
- ➢ On site Content planning (English Language Arts, Science, Mathematics, Social Studies, CTAE, Physical Education, Math Success, Reading Success, and Writing Success)
- ➢ On site Academic Leadership Team
- ➢ On site Design Leadership Team
- ➢ RESA training
    - o Mentor Training
    - o Developing Leaders Training
    - o Writers Workshop
    - o Strategies for coteaching
    - o Math Strategies

Worth County Middle School: Analysis and Identification of Student and Teacher Data

- o Teacher KEYS
- o Assessing CCGPS in coteaching classroom
- o Language of Math coteaching
- o Literacy Design Collaborative
- o SLO Training
- o GCEE Workshop
- o Mathematics Design Collaborative

Worth County Middle School Literacy Plan

Building Block 1. Engaged Leadership
A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school

The administrators at Worth County Middle School (WCMS) are committed to supporting literacy instruction to meet the needs of our students. According to the Literacy Task Force, Georgia's goal for all students is that they become self-sustaining, lifelong learners and contributors to their communities (The Why, p. 31). Hence, our goal at Worth County Middle School is to ensure that literacy is embedded and emphasized in all content areas and in all grade levels (The Why, p. 31). We also believe that our literacy curriculum should be a rigorous standards-based curriculum (The Why, p. 31).

Mrs. Tiffany Sevier has focused on the importance of differentiation and remediation since becoming the WCMS Principal. She has scheduled additional opportunities in the master schedule for remediation/enrichment before school for 30 minutes and during the school day for 40 minutes (The Why, p. 148).Teachers work among their teams to select the students they need to see for remediation or enrichment. This time was set aside to ensure more opportunities for remediation and small group instruction. Teachers use a variety of data to make decisions on the small group instruction: informal and formal assessments, Track My Progress Universal Screener, Lexia Reading and Symphony Math (The Why, p. 67). In addition to the time set aside for teachers, intervention teachers rotate through each grade during their remediation/enrichment period to offer additional assistance with students.

All administrators and faculty members watch the CCGPS webinars about literacy instruction across the curriculum (The What, p. 5). With many of our students scoring below on/above grade level on our Reading screener, an effort was made to align the extended texts in English Language Arts classes with the science/social studies curriculum. The interdisciplinary connections would aid students in comprehension and vocabulary development.

In the future, Mrs. Sevier, administrators and faculty will participate in more training on how to implement and facilitate literacy instruction across the curriculum (The What, p. 5, The Why, p. 148). The Literacy Leadership Team will study research-based guidelines and strategies for literacy instruction set forth in "The Why" document and will serve as a model by studying literacy research

and best practices, sharing professional resources among faculty, facilitating professional discussions, and training team leaders as facilitators (The How, p. 20).

Mrs. Sevier and the assistant principals will conduct walk-throughs regularly to monitor literacy instruction across the curriculum. (The What, p. 5). They will specifically monitor the use of literacy strategies in all content area classrooms. As use of specific literacy strategies is monitored more often, the administrators will schedule protected time for literacy and teacher collaboration (The What, p.5). In addition, opportunities will be provided for staff to participate in professional learning, including but not limited to peer monitoring, coaching and professional learning communities (The How, p.20; The Why, pp.150-151; The What, p.5).

B. Action: Organize a Literacy Leadership Team

Current WCMS Literacy Team Members:

Tiffany Sevier, Principal

Carole Slappey, Assistant Principal

Jacque Walker, Assistant Principal

Donald Edwards, Assistant Principal

Maria Fletcher, School Improvement Specialist

Brent Joyner, Special Education Department Chairperson

Kerri Hancock, English-Language Arts Department Chairperson

Jennifer Easom, Science Department Chairperson

Angela Rachels, Math Department Chairperson

Amy Bozeman, Social Studies Department Chairperson

Stacy Weaver, Eighth Grade English-Language Arts Lead Teacher

Regina Ford, Eighth Grade Social Studies Lead Teacher

Sharon Siniard, Seventh Grade English-Language Arts teacher

Melissa Folsom, Sixth Grade Math teacher

The WCMS Literacy Team is newly formed. (What, 5) The team currently consists of five gifted certified teachers, one member who holds an ESOL endorsement and one SPED certified teacher.

The literacy goals will be reviewed by the WCMS Academic Leadership Team (WCMS Department Chairs) and the School Council (parents and community members).   The WCMS Literacy Team (WCMSLT) will meet frequently to create a shared vision for the school and community (The How, p.21). The WCMSLT will evaluate the effectiveness of classroom practices by using walkthroughs and utilizing a literacy instruction checklist as well as Lexia Reading reports.

We presently identify students in need of targeted interventions using Track My Progress data as well as Lexia Reports and teacher data. The data will also be used to assist teachers with appropriate assistance and professional learning (The How, p. 21).

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

The literacy committee will maximize the use of time and personnel through scheduling and collaborative planning by providing adequate time for literacy instruction across the curriculum (The How, p. 22-23, The What, p.5, The Why, p.59).

WCMS students receive two to four hours of daily literacy instruction spread across the content areas (The What, p. 6, The Why, p 67). Students currently receive most of their literacy instruction via the 60 minute English language arts (ELA) class period. Literacy instruction is needed in all content classes, and more reading and writing materials are needed for content areas outside of the ELA classroom.

Time for intervention is built into the school schedule every day (The What, p. 6). Intervention is offered through ramp-up, remediation/enrichment period, and connection classes such as reading success and writing success. Lexia, our literacy intervention program, allows students to work on the appropriate literacy skills.

Fifty-five percent of WCMS teachers expressed a need for materials to differentiate for the varying literacy skill levels of their students. More resources are also needed to support literacy instruction in Science and Social Studies courses. (The Why, p. 56) The extended texts are primarily used in English-Language Arts classes. Non-fiction supplemental reading materials would aid the Science and Social Studies teachers to further strengthen the interdisciplinary connections. The WCMSLT will identify effective strategies to improve differentiated instruction, student engagement, and

implementation of daily literacy and writing instruction (The How, p. 22-23). Professional learning will be offered to ensure teachers develop requisite skills and a monitoring protocol established to check for effective implementation (The Why, p. 141).

Collaborative planning teams within and across content areas are in place at WCMS (The Why, p. 67). Unit planning days are also part of the school-wide calendar to allow teachers to plan for instruction. Administrators meet with teams for collaborative planning. During planning, student work/data will be examined (The How, p. 23). Intentional efforts have been made to identify and eliminate inefficient use of student and faculty time within the schedule (The How, p. 23, The Why, p. 148). Formal and informal observations are used to monitor instruction, lesson plans are designed to maximize instructional time and peer observations are used to analyze lessons.

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

At WCMS, our goal is to promote a school culture of shared responsibility for the improvement and implementation of literacy instruction across the curriculum as outlined in the Common Core Georgia Performance Standards (CCGPS) (The What, p. 6).

The WCMS faculty and staff participate in professional learning opportunities on strategies for implementing literacy within their content area via the CCGPS webinars (The How, p. 24). However, in the future, more emphasis will be made on targeted strategies for literacy. The Academic Leadership Team will faciliatate professional learning, such as CCGPS webinars, which equips teachers with the tools to deliver literacy instruction in all classrooms. The team will also begin targeting specific areas of need for professional learning. A recent literacy survey identified a significant need for training and materials (which would require further training) for implementing literacy in all content areas. (The Why, p. 56) The team will analyze many forms of school data from both students and teachers in order to create a prioritized list of goals for school improvement (The Why, p.141).

The leadership team uses TKES, walk-throughs, and surveys to measure the consistency and effectiveness of instruction; however, because WCMS has previously had no literacy plan in place,

administrators are presently unable to measure teachers' implementation of literacy into their instruction. We plan to begin using walk-throughs and/or observation forms to ensure consistency of effective instructional practices that include literacy across the disciplines (The What, p.6). The leadership team will implement professional learning for staff. The professional learning should consist of instruction on literacy strategies and deep content knowledge (The Why, p. 141).

E. Action: Optimize literacy instruction across all content areas

Literacy instruction should be optimized in each content area (The Why, p.6). Literacy is paramount in Georgia's efforts to lead the nation in improving student achievement. All teachers, therefore, are literacy instructors who must coordinate the development of students' skills in accessing, using, and producing multiple forms of media, information, and knowledge in each content area (The Why, p.26).

WCMS plans to integrate literacy into every subject area, identify strategies to help English Language Learners meet proficiency standards, and identify/develop strategies to teach academic vocabulary in all content areas (The What, p. 6)(The Why, p. 137). WCMS will provide professional learning for all content area teachers in order to understand the steps of the writing process, the common vocabulary of writing across subject areas and the use of common, CCGPS based rubrics to gauge students' writing ability (The How, p. 31). The leadership team will arrange professional learning in the following areas: using informational text in ELA classes, providing instruction in writing in all subject areas, supporting opinions with reasons and information, determining point of view or author bias, using text complexity that is grade level appropriate and that is adjusted to the needs of the students, guiding students through short research projects, and teaching students to navigate text structures (The Why, p. 141). A school wide writing rubric aligned with CCGPS will be created (The How, p. 31).

Although extensive use of graphic organizers are used to teach academic vocabulary, WCMS teachers will adopt a common, systematic procedure for teaching academic vocabulary in all subject areas (The What, p.6). The Academic Leadership team will analyze research-based strategies and appropriate resources to support student learning of the CCGPS in preparation to adopt a uniform procedure for teaching academic vocabulary (The How, p. 26). The team will require the teaching of academic vocabulary in all subjects (The How, p. 26). The team will support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects (The How, p. 26).

Daily writing will be required, and student work scored using a school-wide rubric that is aligned with CCGPS (The How, p.26). The team will provide teachers with resources to provide a variety of teaching materials and writing topics (The How, p. 26).

In order to monitor the implementation of literacy instructional strategies across the curriculum, it is imperative that a literacy observation tool (such as the Literacy Instruction Checklist) be used by the administration (The What, p. 6)(The How, p. 24).

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.

The community at large supports schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards (The What, p. 6). Also, according to "The Why" document, "The College and Career Readiness (CCR) standards anchor the document and define the general, cross disciplinary literacy expectations that must be met to prepare students to enter the college and workforce training programs ready to succeed" (The Why, p. 85).

WCMS School Council meets several times a year. Because we realize the importance of parent and community involvement, WCMS has an open door policy to parent volunteers. Many times parents help our Parent Involvement Coordinator to prepare manipulatives for classroom use or organize materials. This effort allows parents to become acquainted with the materials we are using in classrooms for instruction and offers them opportunities to help improve the instruction at WCMS (The How, p.28).

Each year in November and December, parents are invited to discuss the Schoolwide-School Improvement Plan with the Parent Involvement Coordinator and the School Improvement Specialist. The parents ask questions, give suggestions and help revise the plan. Although only a few parents take advantage of this opportunity, participation increases from one year to the next. The Schoolwide-School Improvement Plan is also presented and discussed at the School Council meetings to elicit any suggestions for improvement for the learning and instruction at WCMS (The What, p.7).

We encourage meetings and opportunities to share our ideas, vision, and plans with parents and the communities. We also welcome their feedback. Our parents also help revise the School Learning Compact each year. We work hard to create a shared vision between the school and community.

WCMS has an active Parent Teacher Organization (PTO). The PTO helps with the organization of the school fundraisers to provide additional funding for instructional materials. We also have Partners in Education. Even with these resources, there is a need to expand the literacy team to include more community stakeholders (The How, p. 28). We would like to create a network of learning supports within the community that targets school improvement by fostering relationships with postsecondary institutions, the workforce, families, and communities (The How, p. 28). We would to survey the community interest with partnering with community groups of faith based groups to offer after-school tutoring. Mrs. Sevier has had several community members and former students speak to current students and the community at large as to the potential for school to change lives (The How, p. 28). We are trying to reach our students from all vantage points, and involve all stakeholders, to support students as they work towards becoming successful, productive citizens (The Why, p. 31).

Our academic successes are celebrated through traditional and online media. The school website, Facebook, monthly school newsletters, school emails and callouts celebrate student achievements in all areas. These will also be the vehicles by which we communicate and promote the literacy goals to the community (The What, p. 7).

Building Block 2: Continuity of Instruction

A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams (See Leadership Sections 1. D., E.)

At WCMS, the teachers have 100 minutes each day for meetings and collaborative planning. Cross-disciplinary teams meet once a week (The Why, p. 67). In the future, literacy instruction across the content areas will be discussed during collaborative planning (The What, p. 7). Once expectations are established for literacy instruction at WCMS, the responsibility for implementation will be consistent throughout the content areas (The How, p. 29).

Teachers collaborate weekly as grade level data teams, and again to collaborate as grade level content teams. Minutes are kept for all meetings. A protocol, such as those found on http://www.lasw.org/methods.html, must be used in the meetings. The protocol will not only outline expectations and team roles, but also define expectations of literacy implementation in all content areas.

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

WCMS Language Arts teachers received professional development in writing instruction three years ago. We have had many changes in our Language Arts Department, so many of the present teachers have not had professional development in writing. At that time the department had agreed upon a rubric for scoring extensive writing assignments and on the steps of the writing process. With the faculty changes, there is a need to reestablish a common rubric for scoring extensive writing assignments and the steps of the writing process (The How, p.31).

Several of the WCMS Science and Social Studies teachers have participated in the Literacy Design Collaborative to incorporate more literacy strategies into their classrooms. Five teachers have received the initial training during the 2013-2014 school year and are continuing with follow-up training this school year. In our content meetings, the LDC templates have been shared with all teachers as a tool to plan lessons that meet the CCGPS Literacy Standards (The Why, p. 41).

Each year WCMS teachers complete peer observations. They observe and then give feedback to their fellow teachers. The observations allow veteran teachers to help the newer teachers improve their craft.   The observations also allow new teachers to actually observe the veteran teachers as they teach. We will begin to incorporate a literacy observation checklist to be used during the peer observations (The What, p.7).

Each year, the interdisciplinary connections grow stronger with the use of various types of literacy infused into the content areas (e.g., print, non-print, online, blogs, wikis, and social media) (The How, p.31). The teachers offer diversity in assignments and writing formats (e.g., songs, ads, email, pamphlets) to encourage students to write (The Why, p. 57). WCMS has three computer labs, three Chromebook carts and three iPad carts that are used to offer a variety of opportunities for students to use technology as a tool for writing, reading, and listening, as technology is relevant to meeting demands of modern writing (The Why, p.57).

Differentiation has been a priority with Mrs. Sevier since she became the WCMS Principal. Each year, help-sessions are offered and encouraged for all faculty members. Professional learning through RESA and GLRS on differentiation are attended by WCMS teachers to encourage the use of differentiation (The Why, p. 126). Teachers use a wide variety of differentiation strategies in their instruction, including differentiating assignments by offering student choices (The How, p. 30). In the future, professional learning will include strategies to differentiate literacy instruction across the curriculum.

Previously, the WCMS faculty had been trained on Learning-Focused Strategies. Utilization of this training is still evident in the mass use of graphic organizers, such as the Frayer Model, to teach relevant content vocabulary in all subjects. In the future, we plan to implement use of definitive strategies to teach text structures in each subject area. We will provide graphic organizers that guide students in identifying text features (e.g., headings, sub-headings, and footnotes), identifying main ideas and supporting sentences, and decoding in-text vocabulary. We have used graphic organizers to teach text structure during Saturday School, and will begin to use the strategy school-wide.

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

The WCMSLT is working to establish better communication with community stakeholders in order to encourage their participation in student improvement and celebration beyond the classroom (The How, p. 33). Models of coordinating "wrap-around" services are being researched by the literacy team; however, very few community support services are currently in place. Donations and support are given by the PTO and Partners in Education. With more participation every year by parents and community, we hope to work towards more opportunities to tackle bigger community-school issues, such as illiteracy or poor literacy skills. From our community the following services promoting literacy and student improvement are currently available:

      * Summer Reading Program through the public library

      * GREAT Program through the local police department

      * Youth development programs through the local 4-H office

      *After-school tutoring through the Department of Juvenile Justice and Family Vision, a

        faith-based group

We have several avenues of communication (both virtual and face-to-face) that are used on a regular basic. WCMS faculty and staff currently corresponds with parents, students and other stakeholders through school/teacher webpages, Facebook, PowerSchool, Remind101, as well as the traditional newsletters and student agendas. Technology is utilized to more creatively and effectively support stakeholder engagement- i.e., blogs, Twitter, electronic newsletter (The What, p. 8). The parent involvement coordinator is another resource for communication for both the home and community.

Bring Your Own Technology (BYOT) was implemented at WCMS during the 2013-2014 school year; however, the high rate of poverty within the school district has hindered the success of BYOT as many students do not own the necessary devices. Furthermore, the lack of school devices (e.g., tablets and Chromebooks) for each classroom perpetuates the problem. The necessary technological devices will be purchased to support student engagement in the literacy process.

Building Block 3. Ongoing formative and summative assessments

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

WCMS uses multiple assessments for screening and progress monitoring to distinguish achievement levels of all students (The How, p. 34). The data collected is analyzed and used to form classes or groups of students with specific targeted interventions needed to optimize learning (The Why, p. 105).

WCMS teachers work collaboratively to create and revise units. Unit planning days are set aside throughout the year so that teachers can work together on common end-of-unit assessments, lesson plans, differentiation of lesson plans/units and formative assessments throughout a unit (The What, p.8). In addition, assessment data and growth charts are analyzed with each unit test to guide decisions to improve instruction (The Why, p.139). Assessments include multiple choice, short answer, constructed response, and essay. WCMS teachers examine the unit test item analysis to identify skills to be reinforced through ramp-up instruction, remediation/enrichment instruction, and daily warmups and/or connections remedial class instruction.

Connections remedial classes are offered in Reading and Writing. Reading Success classes are offered to thirty-six students per grade level. Writing Success classes are offered to thirty-six students per grade level. Assessment and intervention materials are aligned with the students' needs (The What, p.8, The Why, p. 126). In addition to the remedial classes, an intervention teacher rotates to serve fifteen students per grade level each day. The Lexia Reading program is being implemented school wide this school year. The intervention teacher has been trained on the program and uses the program as she rotates each day. If the grant is awarded, we would like to increase the capacity of students served by purchasing more intervention materials.

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

WCMS has used STAR Reading and STAR Math as universal screeners until last year. This year we have transitioned to Track My Progress. The screeners are given three times a year (beginning, middle and end of the school year) to all students. Screeners are used to identify the achievement levels of all students, advanced as well as struggling (The What, p. 8, The Why, p. 99). Teachers analyze screening results to gain a better understanding of the students' needs. Universal screening is a vital part of identifying specific weaknesses and gaps in learning at WCMS (The Why, p. 99). Effective universal screening and effective tools are used to measure literacy competencies for all students across the curriculum (The How, p. 36).

Universal screening, progress monitoring, and other assessments are used to determine instructional decisions regarding Response to Intervention (The What, p. 8, The Why, p. 125). Data from universal screenings and progress monitoring are collected and analyzed in RTI meetings. We have improved yearly with the RTI process but additional training is needed in this area.   During RTI meetings, student data is used to adjust instructional plans (The How, p.36).

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

The Lexia Reading program was implemented school wide this year. The program begins with a diagnostic assessment to identify individual student weaknesses. As the student progresses through the program, he/she is constantly assessed for understanding. As weaknesses are identified, the program diverts to a scaffolded guided practice lesson that isolates the component skills needed for mastery of literacy standards (The What, p.9 and The How, p.37). We recognize and celebrate individual student's incremental improvements toward reaching literacy goals (The How, p. 37).

An intervention teacher rotates to assist with approximately 15 students in each grade during the remediation/enrichment periods. The content area teachers choose the 15 students that will receive the additional help with the intervention teacher each day. This would be a short-term or long-term intervention.

Universal screening data is used to schedule the Reading Success and Writing Success Remedial connections classes. There is a limited number of students that can be served in these classes. Connections remedial classes are 18 weeks. The classes provide long-term intervention to help students in weak areas.

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

Data Director is the data collections program adopted for this school year. More professional learning is needed to use the program on a school wide basis. Teachers have an option to access the program and print reports and answer sheets. Presently the School Improvement Specialist aligns the test and helps with printing reports and answer sheets. Data is collected, analyzed and utilized to align and adjust instruction decisions (The Why, pp.94-95). Grade level data is analyzed to identify teachers who need support also (The How, p.38). As unit data is analyzed and key skills/concepts identified that should be retaught, the information is shared with the connections remedial teachers as well. After the unit post tests are given, unit growth charts are created to analyze the actual growth for each child, class and teacher from the pretest to posttest administration (The Why, p. 67).

At the beginning of each school year, time is devoted in teacher team meetings to review and analyze assessment results to identify needed program and instructional adjustments (The What, p. 9). The on-line assessment tracker of summative classroom data (SDLS) is used by teachers to analyze the achievement of students both current and past. This data is used in content meetings as well as teacher team meetings (The Why, p. 139). More professional learning is needed on analyzing the data to make informed decisions for Response to Intervention (RTI).

Grade level content meetings are held weekly to discuss student progress and individual needs. During the meetings, WCMS teachers plan lessons, reteaching and intervention activities that target areas of need (The How, p.38). Changes are made to improve the instructional program for all students (The What, p. 9).

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

Data is used to improve teaching and learning at WCMS. Common subject, grade-level teachers along with special education teachers meet weekly to discuss strategies needed to improve student achievement. Teachers also discuss strategies that are working to meet students' individual needs in the classroom. Data from formative and summative assessments are used to help classroom teachers monitor student progress and guide instruction (The What, p.9, The Why, p. 139). The item analysis report is reviewed to identify skills and/or concepts that need to be retaught.

Building Block 4. Best Practices in Literacy Instruction

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

WCMS teachers build lessons around the CCGPS and GPS frameworks and standards from the Georgia Department of Education. This provides a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literacy and informational texts (The What, p. 9). WCMS has made interdisciplinary connections to assist students with literacy skills, but there is a need for more professional development in literacy for all content areas.

Teachers will be provided literacy instruction training to improve instruction in best practices in literacy in all content areas (The How, p.40). According to the teacher survey, providing direct and explicit instruction to build vocabulary, comprehension, and writing skills is a definite weakness and one in which all teachers and administrators need professional development (The What, p.9). Teacher Keys walk-throughs and formative assessments occur but are not specifically focused on content area literacy instruction; professional training is needed on how administration should assess best practices in literacy instruction (The Why, p. 148).

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

WCMS needs to incorporate a plan for instruction in writing that is consistent with CCGPS and is articulated vertically and horizontally (The What, p. 10). Three years ago, the English Language Arts

Department received training on writing instruction. With the faculty changes that have occurred, there is a need for professional learning on writing instruction. A writing plan that provides explicit instruction, guided practice and independent practice is needed to guide all grade levels and in all content areas. We also need to receive professional development for all teachers and administration in implementing and maintaining this writing plan.

Writing Success connections remedial classes provide additional instruction for students. The targeted students are enrolled in the classes for eighteen weeks. Students practice the various stages of writing and produce several final pieces using an online essay grader tool. Professional learning on best practice in writing instruction is needed for all content area teachers (The What, p.10).

There has been an attempt to have all teachers implement reading and writing in their content areas (The What, p.10), even though the majority of explicit reading and writing instruction are implemented in the English Language Arts classrooms. A writing instructional plan will require teachers to provide daily writing instruction opportunities in all content areas (The Why, p.146). It will outline recommendations for improving reading comprehension through written expression; therefore, instruction will include the following:

 a. Developing an argument citing relevant and reliable textural evidence.

 b. Writing coherent informational or explanatory text.

 c. Writing narratives to develop real or imaginary experiences to explore content area topics.

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

WCMS teachers understand the need for providing students with opportunities to self-select reading materials and topics for research in all content areas when possible. Currently an incentive program is voluntary and not tied to grades. Students can participate in the "25 Book Campaign" where they can receive "Ram Bucks" to be turned in for small prizes or be entered into drawings for larger prizes. Students also participate in monthly breaks outside when they meet monthly reading goals. The media specialist is planning to have the Lexile levels on all media center books. The media specialist attempts to purchase books to match student interests. If awarded this grant, WCMS will purchase more reading materials that students have explicitly requested.

The Lexia Reading program has features that act as scaffolding tools which help students confidently navigate from a lower level to a higher level of complexity. The Lexia Reading program is web-based and students use Chromebooks and iPads to complete the lessons. More and more teachers are using technology within the learning process to promote engagement and relevance (The Why, p.11, 56)). However, there is a limited quantity of these types of technology to use daily across all content areas.

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

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

The Why document quotes Wright as saying that "Schools have the responsibility of implementing scientifically validated intervention methods that efficiently and effectively offer students opportunities to be successful," (p. 123). The teacher survey data for WCMS shows that we are operational in Tier 2; however, we need additional materials and training for teaching students with comprehension issues and fluency. This also relates to differentiation. If we can invest in quality training and materials, we can address the area of differentiation for students that are above and below grade level in order to increase student growth.

The Worth County School District has established RTI protocols that are followed in the school system to ensure that students are identified and provided interventions (The What, p.11).   WCMS teachers meet weekly to discuss the students on their team and their RTI tier movement. Teachers also conduct meetings with parents and discuss interventions as needed. The RTI Coordinator meets at least once a month with the data teams to discuss RTI tier movement and interventions as well (The How, p. 43). The RTI Coordinator provides professional learning to all staff on new procedures, assessments and protocols for RTI (The Why, p. 139) Student progress data is monitored along with interventions by administrators and district support staff (The How, p. 43). WCMS administration and teachers are monitoring the data; however, we need staff development in the areas of reading to insure that the intervention fits each individual student's needs.

Worth County Middle School has determined RTI as a critical need. The district and school have developed a process; however, educators and instructional support personnel must have sufficient time to sort, aggregate, and /or scan data for analysis and collaborative decision making (The Why p. 96). The results of formative assessments are analyzed frequently to ensure students are progressing

and teachers are adjusting instruction to match their needs (The What, p. 11). Teachers use formative and summative assessments to progress monitor each student as a means to inform instruction (The Why, p. 67, 139)). Teachers complete unit test growth charts on each formative assessment and turn them in to the principal within a designated time period. Technology is used to track and ensure the movement of students between tiers of intervention. We currently serve the following number of students in each tier level: We currently have 11.4 percent of our school population at Tier 2, and 3.4 % at Tier 3. We have 6.1 % of our current population at Tier 4.

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

As we begin to fully implement our literacy plan, if fewer than 80% of students are successful in any area, we will take the following actions (The What, p. 11): Student data will be examined to determine instructional areas of greatest need (e.g., decoding, fluency, vocabulary, and comprehension, written expression). According to the Needs Assessment survey, 78% of teachers feel they are lacking in the needed materials to teach fluency. We will develop a plan to strengthen Tier 1 instruction of disciplinary literacy in each content area (The What, p. 11). We will compile data from classroom observations and review plans to determine current practice in literacy instruction in each subject area using a checklist (e.g., Literacy Instruction Checklist, GA) (The What, p. 11)(The How, p. 24). We will ensure that teachers develop and agree upon common classroom-based formative and summative assessments within each subject area to ensure consistent expectations across classrooms. We will use data from Track My Progress to identify general weaknesses in instruction of Tier 1 for all students. We will use classroom-based common formative and summative assessments to monitor consistent grade-level implementation of curriculum and to gauge students' progress toward mastery of CCGPS at each grade level (The Why, p. 67).

WCMS teachers will participate in ongoing professional learning on the following: Direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension and writing skills (See Building Block 4.A); Georgia Department of Education (GaDOE) resources for RTI, universal screening; team teaching and inclusion of students with special learning needs (EL, SWD, gifted) in the general education setting will be considered, as appropriate; and reinforce school-wide understanding of assessment data and anticipated levels of student mastery during the school year through professional development with Data Director (The Why, p. 141).

C. Action: Implement Tier 2 needs-based interventions for targeted students
Teachers will participate in professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year (The What, p.12)(The Why, p. 148). Professional learning is needed in the areas of reading and writing across the curriculum, diagnostic and prescriptive reading and writing, using assessment data to inform instruction, using personal technology (BYOT) to engage students in reading and writing, and progress monitoring (The What, p. 12)(The Why, p. 56, 141).   In addition, specific time will be allotted for collaborative discussion and planning between content area teachers and special education co-teachers (The How, p. 45). Special education co-teachers and regular education teachers will meet weekly during common planning time. The effectiveness of interventions will be ensured by the data gathered in teacher meetings. Students will receive a mixture of individual and small group interventions. The teams will meet to analyze data and the frequency of progress monitoring will be decided. After four weeks, the teams meet to assess the effectiveness of interventions and to decide to continue as planned, change interventions or return student to Tier 1. Students who fail to make progress after nine weeks of multiple interventions will move on to Tier 3 (The What, p. 12).
D. Action: In Tier 3, ensure that Student Support Team (SST) and Data Team monitor progress jointly

In addition to everything that occurs at Tier 1 and Tier 2, data teams will meet for the following:
    ● Discussion of students in Tier 3 who fail to respond to intervention.
    ● Professional learning on Student Support Teams (SST) and procedures as outlined by the GaDOE.
    ● Verification of the implementation of proven interventions.
    ● Progress monitoring methods that ensure interventions have maintained fidelity prior to referral to SST (The What, p. 12)(The Why, p. 124).
 	
 Tier 3 SST/data team meets regularly to discuss student progress based on daily interventions during the twelve weeks of data collection (The How, p. 46).
 	
 Interventions will be delivered during remediation/enrichment period and connections classes.

Interventions will be delivered during a protected time daily by a trained interventionist (The How, p.46). Tier 3 SST/data teams follow the established protocol to determine the specific reason when an EL student fails to make progress (language difficulty or difference vs. disorder) (The What, p.12). Implement consistent meetings of SST/data teams at least once a month to discuss student progress based on daily interventions that include a minimum of four data points (The How, p. 46).

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

School schedules at WCMS are developed to ensure least restrictive environment (The How, p. 47)(The Why, 138). The majority of our students with disabilities are served in co-teaching classrooms on grade level academic teams. Students in a self-contained resource class are also scheduled into regular education connections classes. All WCMS students with disabilities, other than those in a self-contained moderate/severe/profound intellectual disability classroom, are part of an academic team.

System Director of SPED works closely with building administrators to ensure that we follow federal and state guidelines and provide the appropriate learning environment for each student (The What, p.12). The WCMS SPED lead teacher; data clerk and principal make SPED schedules to ensure correct funding. The most highly qualified and experienced teachers support the delivery of instruction for students with the most specific needs (The How, p. 47). Regular education and special education teachers collaborate to create lessons which are differentiated to serve the needs of all students; in addition, the SPED teacher modify, as needed, lesson plans that meet IEP needs for students with disabilities. SPED personnel meet regularly for training to learn new techniques.

Building Block 6. Improved Instruction through Professional Learning

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

The goal of professional learning in the "Why" document, indicates that, "Effective professional learning enhances teacher knowledge and skills, improves classroom teaching, and increases student achievement" (The Why, p. 141). All WCMS faculty and staff (teachers in all content areas, connections, special education, and school leadership) participate in professional learning related to their content area and the new literacy standards.

Based on our school's needs assessment survey, teachers and staff expressed a need for additional professional learning to incorporate literacy and writing into their content areas (The What, p. 13). Teachers across the curriculum will receive extensive, targeted, sustained professional learning to incorporate daily literacy instruction in all classes. (The Why, p. 141) Walk-throughs will be systematically conducted to assess implementation of instructional strategies learned through professional development. These walk-throughs will help guide future professional learning decisions (The How, p. 24)

Currently, a detailed School Level Professional Development Plan, created and revised throughout each school year, outlines the training and meeting schedules for faculty and staff. Teacher leaders are kept up to date with innovations, trainings, research, and current best practices and they re-deliver training to new teachers. Informal walkthroughs help to inform the level of implementation and effectiveness of instructional strategies and initiatives (The Why, p. 141).

The Worth County Schools Human Resources Department will communicate with local colleges and universities the need for training in literacy instruction for all teacher candidates.

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

Professional learning in the "Why" document, indicates that the "goal of professional learning is to support viable, sustainable professional learning, improving teacher instruction, and ultimately promote student achievement. Professional learning is organized to engage all teachers in ongoing, high-quality, job-embedded, sustained, collaborative learning. Effective professional learning is linked to higher student achievement (The Why, p. 141).

The WCMS schedule provides for a protected time during the school day for teachers to collaboratively plan. The teachers have two periods of planning each day. Four days each week, one period is reserved for meetings (RTI, grade level, content, and 504) and the other is for teachers to collaborate on instructional strategies, analyze data, examine student work, and develop differentiation and intervention strategies (The What, p.13)(The How, p. 40).   One day per week, teachers have both planning periods to collaboratively focus on intervention strategies and the effectiveness of those strategies, and student progress (The Why, p. 67, 139). WCMS teachers also

have unit planning days set aside once a term to allow grade level teachers to plan for instruction, analyze data, and share teaching strategies.

Teachers participate in ongoing professional learning (The What, p. 13). Various ELA Teachers have attended literacy instruction training at RESA and redeliver to the ELA Department. Teachers have participated in webinars on implementing CCGPS and TKES through the Georgia Department of Education. Co-teachers have received training on effective co-teaching and differentiation best practices with Drs. Ward and Anderson. Teachers receive classroom management training at RESA as needed. All teachers receive instructional technology training on Power Teacher, LDS, software, Google Drive, Google Calendar, Google Classroom, etc. Five teachers of science and social studies participated in Literacy Design Collaborative (LDC) workshops with RESA, and redelivered literacy strategies to colleagues. WCMS faculty and staff completed the book study of *Understanding Poverty* by Ruby Payne (The Why, p. 56, 141)(The How, p. 40, 41).

Teacher instruction is monitored through classroom observations or walkthroughs using standards based instruction observation tool (The What, p. 13). The instructional coaches (Instructional Technology and School Improvement Specialist) provide site-based support for administrators, faculty and staff, where possible.   The Instructional Technology Coach is shared among the four schools in the district. According to the "Why" document, the "primary role of a literacy coach is to provide continuous, embedded professional learning by implementing school based opportunities," (The Why, p. 144). The School Improvement Specialist meets with teachers to improve literacy across the content areas. As part of this effort, extended texts have been chosen to promote interdisciplinary units. Intervention teachers receive program-specific training before the beginning of the year and throughout the year. Reading teachers, as well as Reading Intervention teachers, receive training on Lexia and Track My Progress (the universal screener) (The Why, p. 99).

The "Why" document describes literacy as "gate-keeper for the ability to become a lifelong learner and contributor to society. Today's global citizens must be able to retrieve and understand information and then to disperse this learning through writing and a growing array of other delivery modes" (The Why, p. 118).

Project Plan- Procedures, Goals, Objectives, and Support

a. Project goals are directly related to the identified needs.

According to the Striving Reader's Needs Assessment Survey, Worth County Middle School teachers indicated that students need explicit instruction in reading comprehension. Students should be reading and writing across the curriculum to improve these skills. A remediation and enrichment period has been incorporated into the daily schedule

<u>Goal 1</u> - Students will receive direct and explicit instruction in reading comprehension, vocabulary development, and writing strategies in all content areas using technology where appropriate to improve student engagement. (The What, p. 9, 10)

<u>Goal 2</u> - Students will receive literacy instruction and appropriate interventions through differentiation, remediation, and enrichment to meet learning needs in both reading and writing based on data from the screening (The What, p.11-13).

<u>Goal 3</u> - Identify key members of the community, governmental and civic leaders, business leaders, and parents to serve as members of a community advisory board. (The How, p. 28)

b. Projects objectives relate to implementing the goals identified.

<u>Goal 1</u>
- ➢ Provide training to all pertinent staff in the use of the core literacy program (The How, p.40).
- ➢ Provide professional learning on the tenets of explicit instruction: use data to inform instructional decisions and teaching, selection of appropriate text for strategy instruction, modeling the strategy, and guided and independent practice with feedback (The How, p. 40).
- ➢ Using online options and provides professional learning on research-based differentiated instructional strategies that support diverse needs (The How, p. 40).
- ➢ Provide opportunities for students to read and write both individually and collaboratively in content classes.
- ➢ Provide students with appropriate instruction to meet literacy needs.
- ➢

Goal 2

➢ Purchase, schedule, train, and implement data collection and intervention strategies (The How, p. 43).

➢ Analyze data for individuals to identify students in need of intervention according to established protocols (The How, p. 43).

➢ Monitor to ensure that interventions are occurring regularly and with fidelity (The How, p. 43).

➢ Use data from universal screening process to identify weaknesses (The How, p. 44).

➢ All teachers will be trained in providing students with information on their progress toward the achievement of established learning goals (The Why, p. 53).

➢ Promote the formation of professional learning communities with protected meeting times and provide professional learning to support literacy (The How, p. 44-45)

Goal 3

➢ Establish a mentoring system from within and outside of the school for every student who needs additional support (The How, p. 28).

➢ Enlist members from those participating to provide leadership by serving as members, speaking with groups of students, publicizing efforts within the community, visiting classrooms to support teachers and students (The How, p. 28).

➢ Social media such as Facebook, parent emails, Remind 101, and the school website will be utilized to communicate and promote the goals of literacy throughout the community (The What, p. 7).
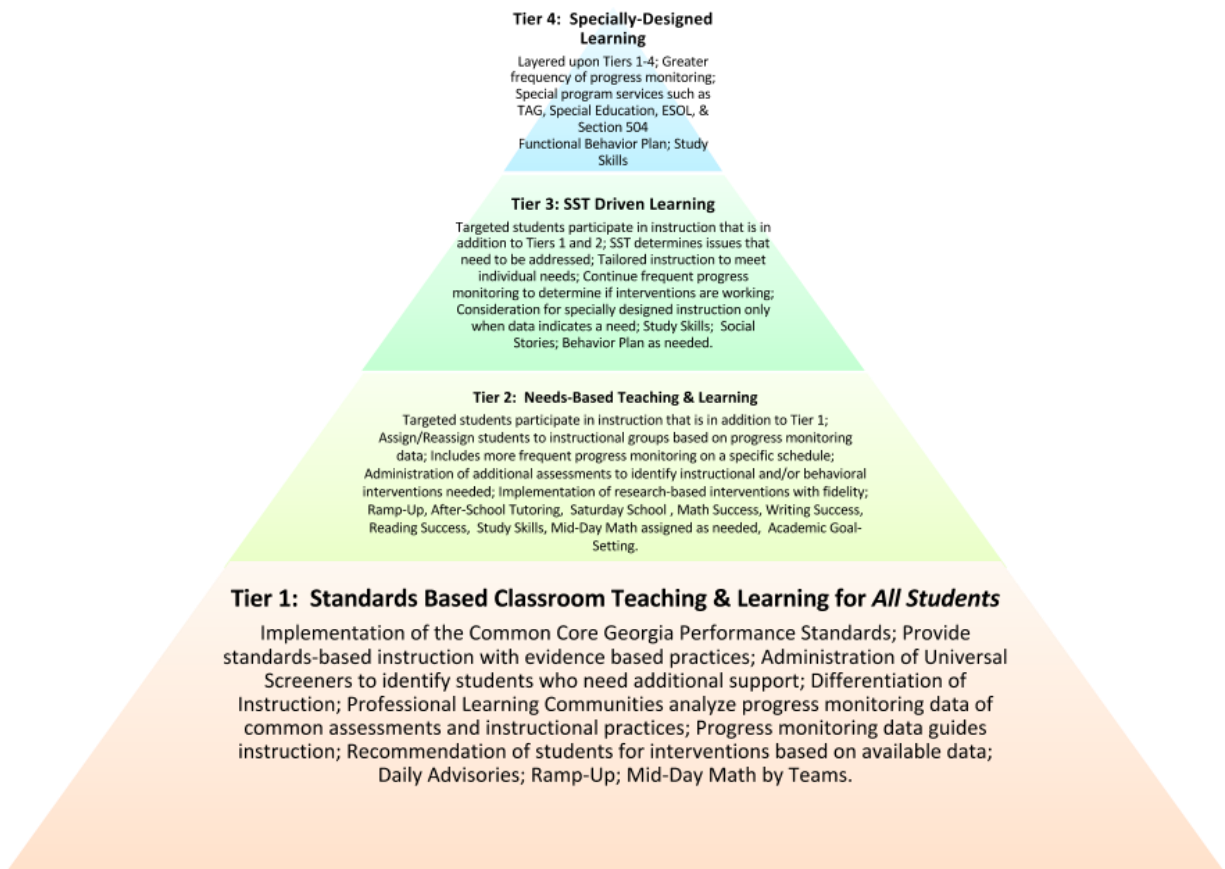
c. Goals and objectives are measurable either formatively or summatively.

➢ A comprehensive system of learning supports to enhance motivation and capability of the critical mass of stakeholders is in place (The What, p. 8).

➢ Focus walks by administration

➢ Walkthroughs and formative assessments

➢ Recorded minutes from collaborative meetings across teams, grade levels, and content areas

➢ Unit tests and assessment data

➢ Universal screeners and benchmark data

d. Students in middle school will receive 2-4 hours of tiered instruction through the content areas.

➢ Students at Worth County Middle School are on a 6 period daily schedule. Students have four 60 minute periods of content specific instruction and two 50 minute periods of connection classes which consist of reading and writing support classes, math support classes, agricultural, family-consumer science, physical education, health, health and consumer science, and leadership. Students also have a 40 minute enrichment/ remediation period.

➢ With the implementation of the literacy plan, WCMS will implement reading and writing in all content areas each day.

e. The application provides an RTI model.

Tier 4: Specially-Designed Learning
Layered upon Tiers 1-4; Greater frequency of progress monitoring; Special program services such as TAG, Special Education, ESOL, & Section 504 Functional Behavior Plan; Study Skills

Tier 3: SST Driven Learning
Targeted students participate in instruction that is in addition to Tiers 1 and 2; SST determines issues that need to be addressed; Tailored instruction to meet individual needs; Continue frequent progress monitoring to determine if interventions are working; Consideration for specially designed instruction only when data indicates a need; Study Skills; Social Stories; Behavior Plan as needed.

Tier 2: Needs-Based Teaching & Learning
Targeted students participate in instruction that is in addition to Tier 1; Assign/Reassign students to instructional groups based on progress monitoring data; Includes more frequent progress monitoring on a specific schedule; Administration of additional assessments to identify instructional and/or behavioral interventions needed; Implementation of research-based interventions with fidelity; Ramp-Up, After-School Tutoring, Saturday School , Math Success, Writing Success, Reading Success, Study Skills, Mid-Day Math assigned as needed, Academic Goal-Setting.

Tier 1: Standards Based Classroom Teaching & Learning for *All Students*
Implementation of the Common Core Georgia Performance Standards; Provide standards-based instruction with evidence based practices; Administration of Universal Screeners to identify students who need additional support; Differentiation of Instruction; Professional Learning Communities analyze progress monitoring data of common assessments and instructional practices; Progress monitoring data guides instruction; Recommendation of students for interventions based on available data; Daily Advisories; Ramp-Up; Mid-Day Math by Teams.

f. The application is inclusive of all teachers and students in the school.

- ➢ All faculty will receive professional learning training in literacy including all content teachers, paraprofessional, Media Specialist, CTAE, Fine Arts, PE, administration, and School Improvement Specialist.

- ➢ The Media Specialist will work with teachers to involve them in literacy initiatives and teaching reading comprehension skills (The Why, p. 59).

g. Considers practices already in place when determining goals and objectives.

- ➢ Implement CCGPS and CCGPS literacy standards
- ➢ Emerging differentiated instruction in content classes
- ➢ Continue to look at Lexile levels of appropriate interventions.
- ➢ Progress Monitoring
- ➢ Collaborative Planning
- ➢ Standards Based Classrooms
- ➢ Lexia/Reading Plus for all grade levels

h. Specifies goals to be funded with other sources.

- • Title I Funds, Title II Funds, Local Funds, State Funds

i. Details a sample schedule by grade level, indicating a tiered instructional schedule with appropriate interventions.

- • We are looking at different schedule options. These are possible schedule options for the upcoming school year.

Five person teams with five content periods: Reading, Language Arts, Mathematics, Science, and Social Studies. Literacy will be implemented in all content areas. Student will also have 2 connection classes where they can receive remediation in reading, writing, and math interventions. Connection teachers will be roaming interventionist for these schedules.

Possible Option 1

6th Grade	7th Grade
8:00-8:10 Advisement 8:10-8:55 Connections 1st 8:55-9:40 Connections 2nd 9:40-10:40 Academic 3rd 10:40-11:40 Academic 4th 11:40-12:40 Academic 5th 12:40-1:10 Lunch 1:10-2:10 Academic 6th 2:10-3:10 Academic 7th	8:00-8:10 Advisement 8:10-9:10 Academic 1st 9:10-10:10 Academic 2nd 10:10-11:10 Academic 3rd 11:10-11:40 Lunch 11:40-12:25 Connections 4th 12:25-1:05 Connections 5th 1:05-2:10 Academic 6th 2:10-3:10 Academics 7th
8th Grade	**Connections**
8:00-8:10 Advisement 8:10-9:10 Academic 1st 9:10-10:10 Academic 2nd 10:10-11:10 Academic 3rd 11:10-12:10 Academic 4th 12:10-12:40 Lunch 12:40-1:40 Academic 5th 1:40-2:25 Connections 6th 2:25-3:10 Connections 7th	8:00-8:10 Advisement 8:10-8:55 Connections 1st 8:55-9:40 Connections 2nd 9:40-11:10 Intervention/ Planning 11:10-11:40 (Lunch with 7th grade) 11:40-12:25 Connections 4th 12:25-1:05 Connections 5th 1:05-1:40 Intervention 1:40-2:25 Connections 6th 2:25-3:10 Connections 7th

Possible Option 2

6th Grade	7th Grade
8:00-8:10 Advisement 8:10-8:50 Connections 1st 8:50-9:30 Connections 2nd 9:30-10:30 Academic 3rd 10:30-11:30 Academic 4th 11:30-1:00 Academic 5th 12:00-12:30 Lunch 1:00-2:05 Academic 6th 2:05-3:10 Academic 7th	8:00-8:10 Advisement 8:10-9:10 Academic 1st 9:10-10:10 Academic 2nd 10:10-11:10 Academic 3rd 11:10-11:40 Lunch 11:40-12:20 Connections 4th 12:20-1:00 Connections 5th 1:00-2:05 Academic 6th 2:05-3:10 Academics 7th
8th Grade	**Connections**
8:00-8:10 Advisement 8:10-9:10 Academic 1st 9:10-10:10 Academic 2nd 10:10-11:10 Academic 3rd 11:10-12:10 Academic 4th 12:10-1:40 Academic 5th	8:00-8:10 Advisement 8:10-8:50 Connections 1st 8:50-9:30 Connections 2nd 9:35-11:05Planning 11:05-11:35 (Lunch with 7th grade) 11:40-12:20 Connections 4th

12:40-1:10 Lunch 1:40-2:25 Connections 6th 2:25-3:10 Connections 7th	12:20-1:00 Connections 5th 1:00-1:40 intervention 1:40-2:25 Connections 6th 2:25-3:10 Connections 7th

Four person teams with four content periods: Reading/Language Arts, Mathematics, Science, and Social Studies. Literacy will be implemented across all content classes. Student will also have 2 connection classes where they can receive remediation in reading, writing, and math interventions. Connection teachers will be roaming interventionist for these schedules.

6th Grade	**7th Grade**
8:00-8:10 Advisement	8:00-8:10 Advisement
8:10-8:50 Connections 1st	8:10-9:20 Academic 1st
8:50-9:30 Connections 2nd	9:20-10:30 Academic 2nd
9:30-10:40 Academic 3rd	10:30-11:00 Remediation/Enrichment
10:40-11:50 Academic 4th	11:00-11:30 Lunch
11:50-12:20 Lunch	11:30-12:10 Connections 3th
12:20-1:30 Academic 5th	12:10-12:50 Connections 4th
1:30-2:40 Academic 6th	12:50-2:00 Academic 5th
2:40-3:10 Remediation/Enrichment	2:00-3:10 Academics 6th
8th Grade	**Connections**
8:00-8:10 Advisement	8:00-8:10 Advisement
8:10-9:20 Academic 1st	8:10-8:50 Connections 1st
9:20-10:30 Academic 2nd	8:50-9:30 Connections 2nd
10:30-11:40 Academic 3rd	9:30-11:00 Planning/Intervention Period
11:40-12:50 Academic 4th	11:00-11:30 (Lunch with 7th grade)
12:50-1:20 Lunch	11:30-12:10 Connections 3rd
1:20-1:50 Remediation/Enrichment	12:10-12:50 Connections 4th
1:50-2:30 Connections 6th	12:50-1:50 Intervention Period/ Planning
2:30-3:10 Connections 7th	1:50-2:30 Connections 5th
	2:30-3:10 Connections 6th

j. References researched-based practices in the "What" and "Why" document as a guide for establishing goals and objectives.

In an effort to make our instruction more effective, we currently used several researched based practices school wide.

➢ WCMS teachers have protected collaborative planning times (The Why pp. 91-93) (The What p. 6). This time is used to align grade level curriculum, strengthen interdisciplinary connections among content areas and discuss RTI interventions to help students succeed. The WCMS units of study are aligned to CCGPS requiring students to read and analyze a wide range of print and non-print materials. WCMS teachers use a variety of digital images, various videos, student performance based video assignments, as well as other various forms of media (The Why p. 50). All content areas have literacy standards and/or writing components in their expectations for Georgia students. The implementation of strong writing programs is crucial to a literacy initiative (The Why pp. 45, 46).

➢ A Remediation/Enrichment Period was added to the schedule this school year. This is a forty minute period each day set aside for teachers to pull small groups. This is especially helpful with the RTI data teams (The what, p.11-13).

➢ WCMS teachers meet at least twice a year with elementary or high school teachers to discuss curriculum alignment. The eighth grade teachers meet with the high school teachers. The sixth grade teachers meet with the elementary teachers. The vertical alignment meetings provide a time to discuss gaps in the curriculum, teaching methods, and tasks (The Why, pp.91-93).

➢ In an effort to keep parents and the community informed, a monthly newsletter is distributed and emailed with WCMS announcements and activities.

➢ WCSD collaborates with RESA to provide professional learning. We plan to have more teachers trained on LDC, differentiation and specific literacy instruction (The Why p.162) (The What p. 9, 10).

a. Assessment/Data Analysis Plan

      Worth County Middle School utilizes both formative and summative assessments to monitor progress and guide instruction. WCMS administrators, curriculum specialist, and content area teachers conduct both formal and informal evaluations to collect data and monitor the implementations of TKES standards and the CCGPS. Common end of unit assessments are given at the end of each unit. Track my Progress universal screener is given three times a year. State mandated assessments are administered yearly.

WCMS Assessment Protocol

Assessment	Purpose	Skills	Frequency
Georgia Milestones	Monitors students' mastery of grade-level content of CCGPS	Reading, ELA, Math, Social Studies, Science	1 time a year
Grades 6-8 Track my progress Universal Screener (Reading)	Progress Monitoring	Oral Reading, Fluency Informational literature	3 times a year
Grades (6-8) Track my Progress Universal Screener (Math)	Progress Monitoring	Math Computation	3 times a year
Common Pre-Assessments	Pre-Assessment data is compiled and compared with End of Unit Tests	Reading, ELA, Math, Social Studies, Science	4 times a year
Common End of Unit Tests (All content areas)	Data assessment sheets are compiled by each content to determine instructional need	Reading, ELA, Math, Social Studies, Science	4 times a year
Georgia Alternative Assessment (GAA)	Alternative to the Georgia Milestones for students who are mentally unable to take the Georgia Milestones	Reading, ELA, Math, Science, Social Studies	Ongoing throughout the year
Specific Learning Objectives (SLO)	To provide a growth measure for teachers who teach non-standardized contents	Consumer Sciences, Agriculture, Computer Science, Physical Education	Beginning and Ending of each course

b. Comparison of the current assessment protocol with the SRCL assessment plan

WCMS has already attempted to address our literacy deficiencies by adopting the Lexia reading program and Track My Progress. Track My Progress is currently the universal screening tool used by WCMS; however, it does not provide sufficient data for planning interventions and classroom instruction. Track My Progress does not give individual student information beyond percentile rank. We need a tool that will give disaggregated data for each student so that we can target students' weak areas.   If we receive the Striving Reader Grant, the Scholastics Reading Inventory (SRI) will be implemented at WCMS which will provide us with the needed disaggregated data thus empowering teachers with the knowledge to improve targeted literacy instruction for each student.

c. Implementation of Scholastics Reading Inventory (SRI)

SRI assessments will replace Track My Progress as the universal screener. It will be given three times per year. Teachers will use the data from the fall assessment to determine each student's literacy baseline and RTI level. Data from the winter assessment will show individual student progress as well as adjustments needed for interventions. Data from the spring assessment will be used in determining student placement for the next school year.

d. A narrative or table detailing current assessments that might be discontinued as a result of the implementation of SRCL

The current universal screener Track My Progress will be discontinued. In its place, the Scholastics Reading Inventory (SRI) will be implemented at WCMS which will provide us with the needed disaggregated data thus empowering teachers with the knowledge to improve targeted literacy instruction for each student. The CRCT has been discontinued, replaced with the Georgia Milestones Assessment (GMA). The GMA will be implemented this year offering students a chance to complete constructed response questions.

e. A listing of professional learning needs for teacher to implement any new assessments

All staff at WCMS will need hands-on training on the use and implementation of the SRI. This seven hour training will cost $2,899 and can be customized to meet our RTI needs.

f. A brief narrative on how data are presented to parents and other stakeholders

Individual student CRCT data is shared through letters sent home with students, phone calls, and face to face conferences. CCRPI results are shared via the school's website and Facebook page, and through a letter sent home to parents. These results are presented in an annual report to our LEA.

g. A description of how the data will be used to develop instructional strategies as well as to determine materials and need

Teachers will meet to discuss item analysis and growth charts for each unit test given. As a result of this discussion, we will target instruction to meet the areas of greatest need. Data from assessments will be used to decide students who need intervention, remediation and enrichment. Students needing extensive remediation will be placed in reading and writing success classes that supplement the regular language arts classes. Also, students can attend morning ramp-up as well as the daily remediation and enrichment period for additional support.

h. Accomplishing the plan

The Literacy Team and Administrative Team will follow protocol for administering the SRI program. The Administrative Team, Testing Coordinator, and RTI Coordinator will schedule the assessment for the beginning, middle, and end of the school year. On the assigned dates, teachers will administer the assessments according to set guidelines.

Worth County School District: Worth County Middle School

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

a. Resources needed to implement the literacy plan:
   ➢ Professional learning in the area of differentiation, remediation, and enrichment
   ➢ Professional learning in the area direct and explicit instruction in reading comprehension, vocabulary development, and writing strategies in all content area.
   ➢ Professional learning the area of Response to Intervention
   ➢ Professional learning for Scholastic Reading Inventory
   ➢ Non-fiction reading material and more copies of the extended text
   ➢ eReaders/I pads, projectors
   ➢ Materials for explicit reading and writing across the curriculum
   ➢ Stipends for summer professional learning
   ➢ Substitutes for teachers involved in professional learning

b. List of the activities that support literacy intervention program
   ➢ Professional learning in the area of differentiation, remediation, and enrichment.
   ➢ Professional learning in the area of direct and explicit instruction in reading comprehension, vocabulary development
   ➢ Writing across the curriculum
   ➢ Professional learning in the area of differentiation
   ➢ Utilize student Lexile levels to determine appropriate interventions
   ➢ Collaborative planning for teachers
   ➢ Lexia and Reading Plus intervention for all grade levels
   ➢ Utilize SRI for interventions, reading groups, progress monitoring, and universal screener
   ➢ Maximize teacher schedules in order to appropriately schedule interventions

c. List of shared resources
   ➢ Computer Labs
   ➢ iPad carts
   ➢ Chrome carts

- ➢ Books, newspapers, magazines
- ➢ Programs such as Lexia, Symphony, Follett, Brain Pop, Extended texts
  - d. List of general library resources or a description of the library as equipped

Magazines - 37

- ➢ 36 magazines
- ➢ 1 digital magazine

Newspapers - 2

- ➢ The Albany Herald
- ➢ The Sylvester Local

Books

Collection Analysis Report gave this information:

Date of Analysis: 31-Oct-2014 13:26:52 - Sent from Destiny

File Uploaded: 31-Oct-2014 13:26:28

Uploaded File Name: Sent from Destiny

Circulation System: Follett Destiny

Data Integrity: Good: 95.38% holdings recognized

# of Records: 13951(Total number of titles both fiction and nonfiction)

# of Holdings: 20603 (Total number of books both fiction and nonfiction – We have multiple copies of some titles such as Hunger Games.)

Recognized Call Numbers: 19652

Average Age: 1998

Collection Circulation Report 10-28-14

Non-fiction Books – 6,042 (includes nonfiction and biography)

Fiction Books – 13,045 (includes fiction and easy)

Total # of books according to this report is: 19,087

6th grade classroom novel set – Extended Texts

Warhorse– Copies - 89

Anne Franke– Copies – 54

Esperanza Rising - Copies - 84

 Hatchet– Copies - 90

7th grade classroom novel set – Extended Texts

So Far From the Bamboo Grove – Copies – 82

Hunger Games – Copies – 90

Girl Named Disaster – Copies - 82

Author Study –

8th grade classroom novel set – Extended Texts

BaseBall Fever – Copies - 106

Only the Names Remain – Copies - 115

Sudako - Copies - 111

 Outliers – Copies - 109

Technology/Media Programs

- Follett Destiny Circulation – Media Center program for books, inventory, etc.
- Symphony
- Lexia
- ABE
- Brain Pop
- Channel One News
- GA College 411
- PowerSchool and PowerTeacher

Classroom Instructional Computers

Number of Classrooms - 49 (all classrooms have high-speed internet)

Number of Classrooms with 10+ instructional computers – 4 (Thompson, Mitchell, Smith, Alternative)

Number of Classrooms with 6-9 instructional computers –0

Number of Classrooms with 3-5 instructional computers – 22

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Number of Classrooms with 1-2 instructional computers – 15

Number of Classrooms with 0 instructional computers – 8–(see below)

       Jim Houston – B16, Adam Gray – E1, Lisa Story – C3, Joseph Hatchell – C4, Leslie
       Evans – C5, Alan West – C6, Leslie Holton – Chorus Room, Tim Fancher – D1

Other Technology

Video Projectors – 73 (instructional)

Document Cameras – 44

3 iPad Carts –

       Cart 1 - 25 iPads

       Cart 2 – 25 iPads

       Cart 3 – 25 iPads

4 Chrome Carts

       Cart A – 29 chromebooks

       Cart B – 30 chromebooks

       Cart C – 30 chromebooks

       Cart D – 32 chromebooks

Chromebook

       Gifted – 7

       Sp. Ed. - 2

7 computer labs-

       6th grade lab – 30 instructional computers

       7th grade lab – 30 instructional computers

       8th grade lab – 30 instructional computers

       C. Thompson – 18 instructional computers

       C. Smith – 15 instructional computers

       Alternative School – 18 instructional computers

       Mitchell – 18 instructional computers

Shared Resources:

       ➢ Computer Labs

> ➤ iPad Carts
> ➤ Chrome Carts
> ➤ Books – newspapers – magazines
> ➤ Programs such as Lexia, Symphony, Follett, BrainPop, Extended Texts

e.   List of activities that support classroom practices
> ➤ Extended texts
> ➤ Classroom response system
> ➤ Standards based classrooms
> ➤ Math design collaborative
> ➤ Literacy design collaborative
> ➤ Collaborative Planning
> ➤ Differentiated instruction
> ➤ Chrome books and iPad carts
> ➤ Computer labs
> ➤ Lexia/Reading Plus/Symphony/Ascend

f.   List of additional strategies needed to support student success; and
> ➤ Professional learning in the area of differentiation, remediation, and enrichment
> ➤ Professional learning in the area direct and explicit instruction in reading

comprehension, vocabulary development, and writing strategies in all content area.
> ➤ Professional learning the area of Response to Intervention
> ➤ Professional learning for Scholastic Reading Inventory

g. General list of current classroom resources for each classroom in the school
> ➤ Extended texts
> ➤ Nonfiction resources
> ➤ Classroom response system
> ➤ Chrome carts
> ➤ Classroom instructional computers

f. List of additional strategies needed to support student success; and

> ➤ Professional learning in the area of differentiation, remediation, and enrichment

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- Professional learning in the area of direct and explicit instruction in reading comprehension, vocabulary development, and writing strategies in all content areas
- Professional learning in the area of Response to Intervention
- Professional learning for Scholastic Reading Inventory

g. General list of current classroom resources for each classroom in the school

- Extended texts
- Non-fiction resources
- Classroom response system
- Chrome carts
- Classroom instructional computers

Professional Learning Strategies Identified on the Basis of Documented Needs

Past Professional Learning

In the past few years, our professional learning has centered on adjusting our curriculum to CCGPS, increasing the writing across the curriculum, and improving math instruction.   The majority of the professional learning has taken place in-house to avoid the additional costs of travel and registration fees. The majority of the professional learning our teachers attend is outside of the school district through RESA. WCMS Special Education teachers attend content meetings as well as SPED meetings. They have become an integral part in helping all teachers with differentiated instruction by taking the targeted activities and differentiating them for all students to complete.

WCMS teachers have worked diligently to make the interdisciplinary connections with their units. They have worked with meager resources to provide meaningful educational opportunities with the students. With more resources and the professional learning to most effectively use the resources; our teachers could create even stronger connections to assist students with comprehending the subject matter. This would allow opportunities to teach beyond the printed word: inferences, research, etc.   The interdisciplinary connections help support literacy instruction by helping students learn the background knowledge at times to work on specific skills, such as "reading between the lines" and/or doing further research on related topics from the units.

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WCMS Professional Learning 2013-2014	
Title	Teachers- percent who attended
Assessing CCGPS in Coteaching Classroom	26%
ELA Planning at PLC	ELA Staff: 100%
Science Planning at PLC	Science staff: 100%
Social Studies Planning at PLC	SS Staff: 100%
Math Planning at PLC	Math Staff: 100%
Math Strategies- Interactive Notebooks	8%
Math Design Collaborative	4%
GCEE Workshops	6%
Language of Math- Coteaching	15%
Literacy Design Collaborative	10%
Strategies for Coteaching	10%

Ongoing Professional Learning

Throughout the school year, we have ongoing professional learning about Response to Intervention (RTI), Standards Based Instruction, Differentiation, and Instructional Technology. The Lexia Reading and Symphony Math programs are new to our school system, so our teachers are receiving training on their use and implementation. The RTI professional learning takes place in meetings with the RTI School Coordinator at least once a month. Differentiation and Instructional technology are discussed in the RTI meetings as well. The professional learning on Standards Based Instruction, differentiation and instructional technology take place in several meetings: grade level, content grade level, and departmental meetings. Each week, the grade level assistant principals meet with their teachers to discuss important matters pertaining to the school and particular grade level. ELA, Science and Social Studies teachers meet with the School Improvement Specialist once a month to discuss content matters while math teachers meet weekly. On planning days and occasionally afterschool, departmental meetings are held. The grade level meetings, content grade level meetings and departmental meetings offer opportunities to discuss all of the aforementioned.

Future Professional Learning

According to the Needs Assessment Surveys, there is a great need for professional learning on literacy instruction. Across the content areas, our teachers need training on specific literacy strategies they can use in classroom instruction. As mentioned above, differentiation and

instructional technology have been identified as areas for more professional learning. We have made these areas our focus; however, we lack the monies needed to fund the professional learning and resources to fully implement.

In the past, we have had teachers redeliver information from outside professional learning workshops. Our lead teachers are typically the teachers that attend the workshops, so we end up with the same teachers attending all the literacy trainings for their content area. Even though the teachers do redeliver and share information, it would be more powerful for all content area teachers to receive the same training from the primary source. Another viable option is to have a consultant work with each grade level to help them insert the specific literacy instruction skills into what they are currently teaching.

Assessment of Professional Learning

In the past, we have focused Professional learning and focus walks on Standards Based Classroom model. Teachers will receive the professional learning on specific literacy instructional strategies. The Literacy Observation tool or one similar, will be used to assess the effectiveness of the implementation of literacy instructional strategies in the classroom.

Professional Learning Plan

Each school year, we create a School Level Professional Development Plan. The plan sets the schedule for all meetings and professional learning for the year. With this grant, we would like to bring in Literacy Consultants to work with all WCMS teachers on using differentiation and instructional technology to teach literacy. The literacy consultants would monitor and provide effective professional feedback for improvement. Benchmarks will be reviewed and analyzed, as well as universal screeners to monitor progress.

Sustainability Plan

a. a clear plan for extending the assessments protocol beyond the grant period;

The assessment plan will continue to include the universal screening and diagnostic testing. All teachers will continue with professional learning with the information established from any assessments. Teacher leaders on each hall and the school improvement specialist will facilitate meetings to encourage the use of newly acquired skills for teachers. All state mandated testing and local assessments will be funded through our local board of education.

b**. a plan for developing community partnerships and/or other sources to assist with the funding of initiatives requiring yearly cost commitment;**

Through our school council we seek input to and from our community. We are constantly striving to put our best foot forward and reach out to our parents and community. WCMS's Parent Coordinator will continue to offer programs to meet the needs and foster the understanding of the parents and community in developing the areas of literacy. The literacy team will help to foster programs that will encourage parents to attend school events and become an active partner in promoting literacy. These events will include ways parents can help students with literacy across the content areas.

c. **a clear detailed plan discussing sustainability, addressing plans for expanding lessons learned, extending the assessment protocols, training for new system employees, maintaining technology, providing for ongoing learning experiences beyond the life of the grant.**

The Literacy Leadership team will ensure that professional development continues in- house after the funding period. Using the county needs assessment will ensure that teachers are receiving training based on teacher perception of needs. Worth County Middle School will continue to complete classroom observations by administration and peers to ensure that newly acquired literacy strategies will continue in content areas so that students will continue to benefit. New teachers will be assigned mentors who can help them gain the same experience as our other content area teachers. We will continue to maintain a literacy library that has resources to promote literacy strategies and practices to new teachers.

Our school parent coordinator will help to promote our community interest by planning activities that will involve our stakeholders.

Title 1, media funds and district funds will be used to replace damaged or lost print materials and technology.

d) **a discussion of how print materials are to be replaced when necessary.**

Print materials that are purchased through the SRCL grant will be replaced using Title 1 and local funds.

The replacement of the universal screener will be reordered as needed.

 e**. Details a clear plan for extending the professional learning beyond the grant period and to new staff to the system;**

All staff will continue professional develop even after the grant life is over. The areas for professional development will come from the school improvement coordinator and teachers who have become experts in their fields. RESA and GLRS will be used to promote professional learning also. Veteran and new teachers will have access to online resources from the DOE and online resources that will be purchased through the SRCL. The administration will continue professional learning so that they are able to monitor and evaluate the continuation of research based literacy skill used in the classroom.

f) **Details a plan for sustaining technology that was implemented with SRCL fund including site licenses**;

Technology will be replaced and added to by the media center budget and the technology department.

WCSS has a technology specialist who will help to maintain our technology and assist teachers who need a review of any technology programs currently being used at WCMS.

g) **Details a clear plan for expanding the lessons learned through SRCL project with other schools and teachers new to the LEA.**

 Teachers will revise their curriculum maps and extend and refine lesson plans to include all aspects of their new knowledge of proven research strategies. Administrators will preview lesson plans to help encourage the use of these skills across grade levels and subject areas.

The Administrative staff will be responsible for productive discussions during grade level meetings to ensure that best practices for reading skills are being integrated into all lessons. The crossover will be the responsibility of all teachers. New teachers will be trained in the skills learned through the grant. They will have a mentor teacher who is an in-house specialist and can provide the support necessary for the new teacher to become integrated in the literacy program at WCMS.

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Budget Summary

If awarded the SCRL grant we plan to achieve the following goals at WCMS, increase reading comprehension and vocabulary acquisition through direct instructions across the content areas. Students will increase their knowledge of the writing process in all content areas. If WCMS is awarded the SRCL grant, the monies will be allocated for 6th through 8th students over a three to five year time span.

Budget Year 1

Professional Learning:

Explicit instruction in reading and writing strategies in subject/content areas

Training for Differentiation

Training for SRI universal screening

Writing Instruction

Best practices training for Comprehension skills

Best practices training for Vocabulary skills

RTI and research based interventions

Literacy curriculum Needs:

Intervention materials

SRI for universal screening and diagnostic assessment

Nonfiction resources

Primary and secondary sources

Extended text copies

Classroom libraries

Writing resources

Technology:

Chromebooks

Chromebook carts

Response Devices

Promethean boards

Printers, toner supplies

Apps for tablets and Chromebooks

Microsoft Office software for computers

Headphones

Summer school for grades 6-8

Years 2-5

Professional learning will continue during these years.

Continues Universal screening costs

Replenish any materials needed