

School Profile

Created Tuesday, September 11, 2012

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School Information

School Information District Name:	Coffee County Schools
School Information School or Center Name:	George Washington Carver Freshman Campus

Level of School

9th grade Campus

Principal

Principal Name:	Dr. James Banks, Jr.
Principal Position:	Principal
Principal Phone:	912-384-1342
Principal Email:	james.banks@coffee.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Tammy Bennett
School contact information Position:	Assistant Principal for Instruction
School contact information Phone:	912-389-6685
School contact information Email:	tammy.bennett@coffee.k12.ga.us

Grades represented in the building

example pre-k to 6

9th grade only

Number of Teachers in School

40

FTE Enrollment

580

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Bernie Evans, Ed.D

Position/Title of Fiscal Agent's Contact Person: Director of Instructional Support Programs

Address: 1311 S. Peterson Avenue

City: Douglas, GA Zip: 31533

Telephone: (912) 384-2086 Fax: (912) 383-5333

E-mail: bernie.evans@coffee.k12.ga.us

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

Morris Leis, Ed.D

Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

December 5, 2012
Date (required)

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

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

Conflict of Interest & Disclosure Policy

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

b. Employee Relationships

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

Conflict of Interest & Disclosure Policy

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III. **Incorporation of Clauses**

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

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

Morris Leis, Ed.D, Superintendent

Typed Name of Fiscal Agency Head and Position Title

Date

Signature of Applicant's Authorized Agency Head (required)

Bernie Evans, Ed.D

Typed Name of Applicant's Authorized Agency Head and Position Title

Date

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

Mike Drahush, Comptroller

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

Date (if applicable)

Preliminary Application Requirements

Created Tuesday, October 09, 2012

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

General Application Information

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

-
- Yes
-

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

SRCL Rubric

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

-
- Yes
-

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

Assessment Chart

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

-
- Yes
-

Assessments

I understand that implementing the assessments mentioned on page 5 in General Application Information is a necessary part of receiving SRCL funding.

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

Grant Assurances

Created Thursday, December 13, 2012

Page 1

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

-
- Yes
-

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

-
- Yes
-

Page 3

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

Coffee County Schools

Audit Findings

In the last five audits Coffee County Schools has had only one finding on a Federal program (2009), and it was considered to not be a material weakness.

Agency	Questioned Cost	Comments	Response
USDOE through GADOE	\$9,219.66	Federal Program Directors and payroll personnel were unaware of Federal requirement for documenting actual time and effort for Federal personnel paid from both Federal and non-Federal funds.	Protocols put in place to use PARs when needed. Subsequent years found no issues.

Coffee County Schools – Striving Reader Comprehensive Literacy Grant: Cohort Two

History of the System

Coffee County, in rural Southeast Georgia, is 602.7 square miles and fourteenth in land size in the state. The Coffee County School System operates eight elementary schools, one middle school, a ninth-grade academy, one senior high school, and one alternative school (grades six through twelve). The school system employs 536 K-12 classroom teachers, 104 leadership and support personnel, and 455 classified employees. The student to teacher ratio is 14:1.

Seventy percent of classroom teachers hold a master's or higher degree. On August 8, 2012, the system was fully accredited by SACS-AdvancED.

Coffee County is an impoverished area with low adult educational attainment. Population in 2010 was 42,332 with 64.66% White, 26.64% Black, and 10.27% Hispanic. Data from the U.S Census Bureau illustrates the county need.

	Georgia	Coffee County
Persons below poverty	16.5%	23.5%
Median household income	\$49,736	\$34,327
Adults over 25 with a Bachelors degree or higher	27.5%	11.8%
Adults over 25 with a high school diploma or higher	84.0%	73.6%
Unemployment rate (2011)	9.9%	15.3%

Between 2000 and 2010 our nonfarm employment shrank by 28.1% compared to a state shrinkage of only 4.8%. Statewide there was a decrease in grandparents parenting grandchildren (47.6% in 2000 and 44.3% in 2010), but in Coffee County that number increased from 54.4% in

Coffee County Schools – Striving Reader Comprehensive Literacy Grant: Cohort Two

2000 to 64.3% in 2010. Since 2000 the percentage of households that speak a language other than English at home has grown 7.8%.

System Demographics

The system serves approximately 7,400 students and is as a low ability/high effort system. Fifty percent of the students are White, 30% are Black, and 16% are Hispanic. The pre-kindergarten program serves 442 students or about two-thirds of the county's four-year-old population. Seventy-six percent of the students receive free or reduced-price lunches. In 2011 there was a monthly average number of 3,680 food stamp households and 114 TANF families. The 2010-2011 district graduation rate was 66.3 percent compared to a state rate of 67.5 percent. Students with disabilities had a graduation rate of 16.4 percent in district and 29.8 percent in the state. Campus test data is included in the school narrative sections.

Current Priorities

- The district has an ongoing collaborative with county postsecondary institutions to ensure that our graduates are ready to enroll in regular courses upon entry into college. In 2009-10 (48.9%) of the 2008-09 high school graduates entered a Georgia public college with 57% requiring "learning support." The percentage for the state was 23.8%.
- An early learning collaborative, with membership from all county birth – 5 caregivers, is being formed to bolster school readiness and literacy.
- Faculty are preparing for implementation of the common core standards and career pathways on the College and Career Readiness Performance Index.
- The district is applying to become a charter system.

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Strategic Planning

In Fall 2012, the system completed the strategic plan and applied to the Georgia Board of Education for charter system status for the next five years beginning in July of 2013. The strategic plan represents the work of a 32 member planning team composed of system and school leaders, the Coffee County Board of Education, a 35 member community advisory committee, the faculty, staff, and students of the school system, and community members. The plan includes nine goals:

- Children entering school ready to learn
- A curriculum that is broad, challenging, relevant, and real for all students
- Instructional practices that increase students' motivation, engagement, and success
- A balanced student assessment system with multiple measures of student learning
- High school graduates who are ready for college or career entry and for life itself
- Organizational and governance structures that support student learning
- A highly reliable and accountable school system that guarantees qualified and effective leaders, teachers, and support staff throughout the school system
- Increased parental engagement and satisfaction and improved community relations
- Adequate financial resources expended effectively and efficiently to maximize student learning

Current Management Structure

The school system has a traditional organizational structure with five board of education members. The superintendent is the chief executive officer who reports to the board of education. School principals and central office staff report directly to the superintendent. The project management team is discussed in the District Management Plan and Key Personnel section.

District Narrative

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Past and Current Instructional Initiatives

The system has led significant instructional initiatives district wide including:

- *County Wide Common Benchmark Assessments* - Developed using Georgia's OAS based on Content Areas and grade levels. Data was gathered following each administration to gauge instructional strengths and weaknesses
- *Reading Rescue*- one-on-one individualized lessons
- *Response to Intervention*- Interventions provided through specific computer programs, EIP, and small group tutoring
- *Scholastic Read 180* (ongoing)
- *Differentiated Instruction* (ongoing)
- *Common Core Georgia Performance Standards Implementation* (ongoing)
- *System Wide Collaborative Planning* - Grade level unit development and implementation strategies due to CCGPS rollout (ongoing)
- *Scholastic Program Expansion* (ongoing)
- *Early Learning Collaborative* – Collaborative will be composed of birth – 5 providers and include development of a curriculum that is articulated and aligned with elementary standards. Members will have access to the system's professional learning opportunities. (ongoing)

Literacy Curriculum

The system's literacy curriculum uses researched based literacy practices and differentiated instruction. With CCGPS and upcoming efforts to more fully articulate and align the curriculum through to postsecondary education, we anticipate the literacy curriculum itself will evolve.

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District Wide Literacy Assessments

Assessment	Purposes	Properties	Test Frequency
Birth-Three			
Battelle Developmental Inventory	Summative (used by Babies Can't Wait and local school system)	Communication	1 x every 3 years
Preschool Evaluation Scale	Summative (local school system)	Expressive Language	1 x every 3 years
Assessment, Evaluation, & Processing System	Summative (Babies Can't Wait)	Communication	1 x per year
Ages & Stages Questionnaire	Summative (local health department, Early Head Start, and Head Start)	Communication	1 x per year
Developmental Indicators for the Assessment of Learning	Summative (Early Head Start, and Head Start)	Language	1 x per year

District Narrative

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Four-Year Old			
Battelle Developmental Inventory	Summative (local school system)	Communication	1 x every 3 years
Preschool Evaluation Scale	Summative (local school system)	Expressive Language	1 x every 3 years
Developmental Indicators for the Assessment of Learning	Summative (Head Start)	Language	1 x per year
K-5			
CRCT	Summative	Reading/ELA	1 x per year
SRI	Screening, Progress Monitor, Outcome	Reading Comprehension	3 x per year
Dibels	Screening, Progress Monitor, Outcome	Oral Reading Fluency	3 x per year
GKIDS	Formative Summative	ELA	4 x per year

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6-8			
CRCT	Summative	Reading/ELA	1 x per year
SRI	Screening, Progress Monitor, Outcome	Reading Comprehension	3 x per year
9-12			
SRI	Screening, Progress Monitor, Outcome	Reading Comprehension	3 x per year
EOCT	Summative	ELA	1 x per year
GHSGT	Summative	ELA	1 x per year
PSAT – 10 th Grade	Summative	Critical Reading/Writing	1 x per year
K-12			
ACCESS for ELLs	Screening	Language	1 x per year

Coffee County Schools – Striving Reader Comprehensive Literacy Grant: Cohort Two

Need for Project

Recent analysis of the 2012 fall SRI Lexile scores demonstrates a great need for an intensive literacy initiative across the district. The data was analyzed to determine the number of students scoring below the Georgia College and Career Readiness (CCR) Lexile cut point. District wide, 70% of students and 86% of third graders were below the Lexile cut point.

Grade	% Below CCR
Grade 3	86%
Grade 4	73%
Grade 5	63%
Grade 6	73%
Grade 7	71%
Grade 8	64%
Grade 9	65%
Grade 10	46%
Grade 11	74%
District	70%

The data is indicative of our need to re-tool the way our community views literacy and the way we approach literacy.

Coffee County Schools – Striving Reader Comprehensive Literacy Grant: Cohort Two

Coffee Literacy for College Career and Life is a system wide project, integrating the *Coffee County Schools 2013-2018 Strategic Plan* and is **fully supported by the district**. It is the goal of the Coffee County School System to provide students with a sequential, challenging curriculum that builds on a solid foundation and develops the skills and proficiencies needed for a successful career and productive life. The goals of the plan that focus on key elements of SRCL include: children entering school ready to learn; a curriculum that is broad, challenging, relevant, and real for all students; Instructional practices that increase students' motivation, engagement, and success, with an emphasis on using technology in the classroom; a balanced student assessment system with multiple measures of student learning; high school graduates who are ready for college or career entry and for life itself; a highly reliable and accountable school system that guarantees qualified and effective leaders, teachers, and support staff throughout the school system; increased parental engagement and satisfaction; and, adequate financial resources expended effectively and efficiently to maximize student learning.

Dr. Bernie Evans will serve as the Project Director. She is entering her fifth year as Director of Instructional Support Programs and has previously served as both classroom teacher and principal. She is also a leadership performance coach, trained by Georgia Leadership Institute for School Improvement and is currently serving on the board of directors for the Georgia Association of Curriculum and Instructional Supervisors. Dr. Evans directed implementation of programs which directly related to improved test scores. She led the school to become a National Learning Focused School of Merit for two consecutive years. Dr. Evans holds a Master's Degree in Early Childhood and Middle Grades Education and a Specialist Degree in Middle Grades and Educational Leadership, both from Valdosta State University and a Doctorate Degree in Educational Leadership from Nova Southeastern University.

The district will manage all **financial aspects** of the grant in accordance with the local financial, purchasing, inventory, guidelines which are in alignment with state and federal grant

Coffee County Schools – Striving Reader Comprehensive Literacy Grant: Cohort Two guidelines. *Coffee Literacy for College Career and Life* has truly been a system wide, collaborative effort with district and site personnel fully engaged in the **development of the goals, objectives, and implementation plans**. Upon award, district staff will work with each site to develop site **budgets and performance plans**. Meeting minutes are available at the district office. It is expected that **monthly team meetings** will occur during the grant and reporting period. Data, both process and programmatic, will be shared at these meetings and progress towards goals completion will be discussed.

The chart below highlights the **individuals responsible for the day to day** grant operations as well as their **responsibilities**.

Area/Task	Person Responsible, Title
Project Director (PD) – Oversee implementation and reporting of project. Provide stakeholders with monthly updates.	Dr. Bernie Evans, Director of Instructional Support Programs
Curriculum and Instruction	Lisa Hodge, Assistant Superintendent of Standards, Instruction and Assessment
Professional Development – Coordinate professional development activities with sites and district	Dr. Joy Perren, Assessment, Accountability & Professional Learning
Finance – Approve budgets and payments. Create finance related grant reports and draw down funds.	Tracy Youghn, Finance Director
Purchasing, Originate and process purchase orders, verify accuracy of AP, and create payments	Robyn Knight, Grants Bookkeeper
Assessment – Coordinate assessments and reporting.	Dr. Joy Perren, Assessment, Accountability & Professional Learning
Early Learning Collaborative (ELC) – Create and lead the countywide ELC	Phil Dockery, Director of Student Services, Policy and Pre-K
Career, Technical and Agricultural Education – Coordinate CTE and academic cross-content work	Brad Riner, Director of Career Technical, and Agricultural Education
Technology – Oversee all technology implementations and provide technical support	Dr. Chandler Newell, Director of Technology/Media
Site Level Coordinators	

Coffee County Schools – Striving Reader Comprehensive Literacy Grant: Cohort Two

Experience of the Applicant

As an LEA, Coffee County Schools has significant experience in successfully leading, coordinating, implementing, and sustaining initiatives of similar size and scope. The district oversees an annual budget of approximately \$76 million including Federal, state, local and private funds. Each year the district has an independent audit performed and for the last two years has received an unqualified management letter indicating that there are no negative audit findings. The 2009 audit recommended changes to internal controls and employee time records which were immediately put in place. It should also be noted that these issues occurred under a prior superintendent and Finance Director.

Federal programs managed by the district provide support for pre-school for 3 and 4 year old handicapped children; special education K-12; migrant education; improvement of teacher quality; limited English proficient students; JROTC; career, technical, and agricultural education; and for educationally disadvantaged students. The chart below demonstrates Federal funding of \$50,000 or more that the district is responsible for this year. Coffee County Schools has coordinated these resources since 1995. Staff responsible for the funds and their reporting are also included on the *Coffee Literacy for College, Career, and Life* team. Their experience with managing funds and coordinating resources across the district will be invaluable to *Coffee Literacy for College Career and Life*.

Grant	Person Responsible	Funded Amount
Title I Regular Funds	Bernie Evans	\$2,863,248.00
Title VIB Federal Pre-School	Dana Vickers	\$79,612.00
Title VIB Flowthru Regular	Dana Vickers	\$1,466,132.00
Pre-K Lottery	Phil Dockery	\$1,309,308.57
Title I-C Migrant	Phil Dockery	\$188,875.00
Perkins Program Improvement	Brad Riner	\$82,344.00
Voc Ag Young Farmer	Brad Riner	\$56,914.00

Experience of the Applicant

Coffee County Schools – Striving Reader Comprehensive Literacy Grant: Cohort Two

The districts adheres to strict internal financial controls, including **spending controls** to ensure that projects are delivered within budgeted parameters and with maximized cost efficiencies. All state and federal funding is either administered or checked by the district's financial department, under the direction of the comptroller. Requests for funding are received using a purchase order request form which requires the signatures of the requester and at least one supervisor. Those requests are then forwarded to the financial department to ensure proper coding of the funding source and to ensure that sufficient funding is available. Purchase orders and all other financial transactions use distinctive forms that require multiple signatures for approval. Additionally, annual audits safeguard the district and state and federal funding entities that all funds have been expended as directed. All program expenditures will be monitored by the Project Director to verify that all program expenditures comply with grant requirements and that correct requisition procedures have been followed. Periodic requests are made for expenditure reports to monitor expenditures.

Sustainability of past initiatives

The system has devoted over 77 percent of its general fund budget in three of the past five years to the expenditure functions of instruction, pupil services, improvement of instructional services, and media services; in other words, to those areas that directly support teaching and learning. In the other two years the percentages have been 75.3 and 76.2. Student performance as measured by the state testing program has improved in virtually every area for the past five years. The system has maintained its focus on the classroom during a period of declining resources.

Internal initiatives

Experience of the Applicant

Coffee County Schools – Striving Reader Comprehensive Literacy Grant: Cohort Two

On August 1, 2008 the district began working with Coffee Regional Medical Center of Project SEARCH. Project SEARCH is a one year high school transition program for eight – twelve students with disabilities who meet the eligibility requirements for Vocational Rehabilitation. The program uses an internship model where students learn employability skills in the classroom and learn job skills while participating in work rotations. Of the students who completed the program 83% are employed.

School Narrative

George Washington Carver Freshman Campus is a Title I school located within the city limits of Douglas, Georgia. The Freshman Campus is located in a poverty-stricken neighborhood. The school was built in 1956. The school has served as Carver Elementary and High, Coffee Junior High and East Coffee Middle School. Some renovations have been completed during the buildings existence, but the electrical and technology infrastructure is not compatible with most of today's technological needs.

Freshman Campus was established in 2007-08, when Coffee County opened the newly built Coffee Middle School. At that time, Coffee High School was ending a 3 year Smaller Learning Communities Grant, in which a school within a school was established on the campus of Coffee High School for the freshman class. Due to the overall success of the grant and the overcrowded conditions at Coffee High School, the Board of Education decided to continue the idea of keeping the freshmen separated from the upperclassmen. The Freshman Campus serves all first-time 9th graders as well as the retained 9th graders.

Despite the high poverty levels in Coffee County, the establishment of the Freshman Campus has had many positive effects including increased student achievement, reduced dropout rates, and a higher graduation rate. The faculty and staff of GWC Freshman Campus are committed to student success, academically and socially.

Administration and Leadership

The administration of GWC Freshman Campus (GWCFC) is committed to the success of the Freshman Campus and its students. The administration is actively involved in school improvement through continuous identification and monitoring of strategies which target student academic success. The leadership team at GWC Freshman Campus is a fully operational team committed to shared leadership and the building of teachers as leaders. The Leadership Team is made up of administrators, counselors, media specialist, instructional coaches, and teachers. The Leadership Team's primary focus is on student success, but also continuing to move the school forward.

Past Instructional Initiatives

Beginning in 2009, Freshman Campus implemented a Study Skills class for incoming 9th graders who were identified as "at risk" in math and reading. The study skills class utilizes A+ software modules to support reading and math basic skills for students who need extra help in one or both areas.

The administration encourages and expects collaboration among teachers to better guarantee consistency in instruction. Every Wednesday, the API or the Academic Coach meets with each department during collaboration. The teachers in each department have established norms and protocols for each meeting. Each collaboration meeting is required to have an agenda and minutes are recorded and posted in a shared folder.

In addition, research based practices such as Standards Based Instructional strategies are implemented into each department's curriculum. Unit Plan Development sessions are

scheduled to build standards-based curriculums and classrooms. Essential Questions are used across the curriculum to focus learning and to encourage Higher Order Questioning techniques.

Current Instructional Initiatives

“Destination Graduation” has been the vision of all Coffee County schools since 2005. The first three years that GWC Freshman Campus was in operation, the procedure was to move all students to the main high school campus at the end of the year. Freshman Campus was a one-time only campus. The retention rate was approximately 15% to 20% (80 to 100 students) each year. In working with the main campus to improve the graduation rate, leadership from Freshman Campus, Coffee High and the BOE decided to implement a new procedure for retained 9th grade students. These retained students remain at the Freshman Campus until they earn enough credit to be promoted to 10th grade. Once students earn at least 6 units of credit, they are promoted to 10th grade status and move to CHS. The retention rate has dropped greatly. Currently in 2012-13 school year, there are 5% or 30 students retained on Freshman Campus.

Beginning in 2009, Freshman Campus implemented READ 180, an individualized, adaptive, literacy software intervention program, for incoming 9th graders who are reading 2 or more levels below grade-level. READ 180 is offered 4 blocks of the day and is provided by two 49% reading teachers. Students remain in READ 180 until their SRI score reflects that their reading level is at least on grade-level.

Students who are identified as at-risk in math are placed in Math Support first semester. Teachers work with students on the basic skills necessary for success in Coordinate Algebra. Students who earn credit in the support course are then moved into Coordinate Algebra second semester.

Professional Learning Needs

Collaboration Teams are being used to target staff development for teachers' instructional needs. Teachers in the same content have common planning with some extra-curricular staff mixed into each period. Professional learning at Freshman Campus is customized for the needs of our staff. Based on our data collected during focus walks, assessment data and needs assessments surveys the Leadership Team determines what instructional areas have the greatest need for additional Professional Learning.

The greatest focus at Freshman Campus has been on the instructional framework. The instructional framework (opening, work-session, and closing) sets the expectation that all classrooms will utilize standards based instructional practices. As the Leadership Team continues to collect observation data through the use of focus walks, the professional learning provided will continue to focus on the instructional needs of this faculty.

Need for a Striving Readers Project

In August 2007, GWCFRC realized the need for literacy support. The fact that the current poverty level in Coffee County is 22.14%, the average household income is \$33,119, the

unemployment rate is 13.4% and 8.5% of the population has completed less than 9th grade, shows the overall alarming need for improving the literacy skills of our county. Associated with the high poverty rate are low lexile scores, poor academic performance, and limited access to cultural experiences which lead to a large at-risk population. Due to the overwhelming need, a literacy coach was hired for the 2012-13 school year, to be shared between the Freshman Campus and Coffee High School main campus.

Past and Ongoing Instructional Initiatives

2009-2011: Implementation of an 8.5 grade

Due to the large number of upcoming 9th graders being administratively placed into the 9th grade, leadership representatives of Freshman Campus, Coffee High, Coffee Middle, and the BOE met to plan for the implementation of an 8.5 grade. The idea was to move targeted students to Freshman Campus and into the 8.5 program. This program was designed to build students' reading and math skills. Each student was placed into a Study Skills class for reading or math depending upon their identified need. READ 180 was also implemented for the students who were identified as reading two or more levels below grade level.

2009-2012: Implementation of READ 180 – On-going

In realizing that almost 30% of our upcoming 9th grade students were reading below grade level, Scholastic's READ 180 was implemented. Two 49% teachers were specially trained

by Scholastic to implement this program. Students are currently assessed every 3 to 4 weeks.

Students who score on grade level at the end of the semester will move out of READ 180.

2010- present: Thinking Maps

In the fall of 2010, a core team of teachers, comprised of teachers from each academic department were provided professional learning on the use of Thinking Maps in their content area. Focus walks were conducted during the school year to look for the implementation of Thinking Maps in the classrooms.

School Literacy Plan

Standards

The curriculum that drives the literacy plan at GWC Freshman Campus (GWFC) is the Common Core Georgia Performance Standards (CCGPS).

The Common Core Literacy Model

An Operational Representation

6 ELA STANDARD STRANDS	3 ELA PRACTICES
READING LITERATURE	Building knowledge through content rich non-fiction and informational text
READING INFORMATIONAL TEXT	
SPEAKING & LISTENING	Reading, writing, speaking grounded in evidence from the text
LANGUAGE	Regular practice with complex text and its academic vocabulary
WRITING	

Within the CCGPS ELA Standards are *anchor standards* for reading literary fiction and informational non-fiction text. At GWFC, units are built around these anchor standards to ensure that these standards are embedded within teacher-directed instruction. However, more professional learning is needed to ensure that teachers are thoroughly knowledgeable of these standards:

1. Annotated Essay Writing
2. Content integration-read & research
3. Evaluate claims & arguments (NF only)
4. Text to text comparison
5. Text Complexity

Other key ideas within the CCGPS are:

- **Writing** through text types (genres): personal narrative, informative and argument or opinion
- **Speaking & Listening:** Flexible communication and collaboration, text-based discussion groups
- **Conventions of Language - Grammar & Vocabulary:** Nouns, Pronouns, Verbs, Adjectives, Adverbs, Abstract Nouns, Verb Tenses, Simple, Compound & Complex Sentences, Proper Nouns, Quotation Marks, Parallelism, Context Clues, and Shades of Meaning

As stated in the “Why” document, the seven habits of an effective reader: visualizing, questioning, making connections, predicting, inferring, determining importance and synthesizing and creating are components of a literacy program that should not be taught in isolation. With the CCGPS and the units developed by the state and adapted by Coffee County teachers, these seven habits are embedded throughout the lessons on a daily basis which will produce more literate students. As the teachers in Social Studies, Science, Math and CTAE revise their units, the teachers are focusing more on incorporating supplemental text and a variety of writing task and assessments.

At GWFCF, a standards driven curriculum is used daily in instructional practices. However, to produce a student who is truly ready for college, career, and life, changes within reading/ELA instruction need to occur. To ensure academic achievement teachers must produce digital-age literate students who learn basic, scientific and technological literacy; visual and informational literacy; and have a global awareness. Inventive thinking must occur within the classroom with creative and risk taking activities; higher order thinking and sound reasoning activities. There must be effective communication among the learners, so teaming, collaboration, interpersonal skills and interactive communication are

essential components of literacy instruction. Classrooms must be highly productive, so prioritizing, planning and managing for results is essential. Real world tools and activities that are relevant will produce highly productive students. Teachers will need professional learning opportunities that provide training on how to create activities that are real- world, relevant, and meet the new CCGPS standards.

According to the “Why” document from the National Commission on Writing (2004), research indicates, people who cannot read and write will not be hired and two-thirds of salaried employees in large companies in America have some type of writing responsibility; therefore, it is the responsibility of GWFCF to prepare its students to be literate.

In the transition from GPS to CCGPS, it is the goal of GWFCF to produce 21st Century literate students by incorporating more critical thinking skills to produce critical thinkers in all content areas. Students will use journals to reflect or justify their learning in all content areas. This will help to incorporate writing within all content areas while producing critical thinking students. As students become critical thinkers, they will become critical readers. At GWFCF, students will understand that not everything you read is factual, you have the right to question what you read and determine individual truth for yourself. Students will begin to read like detectives and write like reporters. To encourage students to read and read more, texts that are lexile appropriate, as well as, “Age or Time” appropriate will need to be placed in classrooms, “classroom libraries”, as well as, in the Media Center.

Components Unique to Birth to Five

GWFCFC realizes the need for introducing literacy at a very early age. The Headstart facility is located on our campus. Our students, who are involved in service clubs, earn community service hours by helping with activities and programs at Headstart. It is a goal of GWFCFC to join with Headstart to form a Literacy partnership. A plan which would allow our students to come in to the Headstart classrooms to read, and help with activities. We would like to bring these young students over to visit our classes, to hopefully create an eagerness to learn, to stay in school, and to succeed.

Currently our parent resource center is very limited in the resources available for parents to check out. Resources for all ages, Birth – 12, need to be added to help establish the importance of literacy for any child and all people.

Ongoing formative and Summative

Assessment	Data Analysis Protocol
End of Course Tests (EOCT)	Each teacher analyzes DNM/meets/exceeds rate and provides commentary on the following aspects: Areas of strengths and weaknesses, Needs for curriculum adjustments, Professional learning needed Teachers meet and share within their departments. Department leaders then report their analysis to the school’s Leadership Team. The LT determines what Professional Learning will be provided as suggested by teachers to improve student achievement.
Scholastic Reading Inventory SRI	The SRI is given to all 9 th graders at the beginning and end of their 9 th grade ELA course. SRI data is available to all teachers through the I-Campus student information system. Teachers use this data to flex group and modify reading material. SRI data is mailed to parents/guardians of students each time it is

administered.

At GWFCF, End of Course Tests, (EOCT), are administered for Literature 9, Coordinate Algebra, and Physical Science. These exams are administered to students at the end of the semester. The exams count 20% of students' final average for that course. Exams are administered by certified teachers each semester.

Teachers receive EOCT class summary sheets with student scores. Each teacher analyzes his or her summary sheets to determine the percent of students who "Does Not Meet" standards, the percent who does "Meets" standards, and the percent who "Exceeds" standards.

Teachers share these results during collaboration and work together to determine areas of strengths and weaknesses. Once the areas of concern are identified, teachers collaborate to make needed adjustments in the curriculum (unit plans), and areas that require additional professional learning are identified. Department leaders then report their analysis to the school's Leadership Team, (LT).

The LT compiles all information and determines what Professional Learning will be provided.

The Scholastic Reading Inventory, SRI is administered, by the Literacy Coach, to all freshmen during the semester he or she is enrolled in the Literature 9 course. The test is given at the beginning of the semester, and student data is provided to teachers, parents and students. Teachers analyze data during collaboration and determine what differentiation to provide students during instruction. The SRI is given a second time at the end of the semester. During collaboration, teachers analyze the student data reports to determine the amount of student growth and look to see if there are any students who need additional remediation that

READ 180 could provide. Students who score two or more levels below grade level on the SRI are referred to the API and are scheduled into READ 180.

In addition, teachers administer formative assessments throughout the teaching of their CCGPS Units and a common summative assessment at the end of each CCGPS Unit. These tests incorporate a variety of formats, including multiple choice, short answer, constructed response, and essay. Benchmark tests are administered during each nine weeks in all academic subject areas. Teachers use these on-going assessments to guide their classroom and intervention instruction.

Time is protected in the daily schedule for teachers to review and analyze assessment results during weekly collaborative planning meetings, RTI meetings, and Leadership Team meetings. Collaborative meetings are held weekly. Each content area has a common planning period daily. The literacy coach conducts RTI meetings twice monthly. At these meetings, teachers review and analyze summative and formative results to help make adjustments to their instruction. During RTI meetings, student progress is analyzed and the type(s) of interventions needed identified. The Leadership Team disaggregates summative data prior to the start of each new school year. Goals are set to ensure the progress of each subgroup. Progress on the goals is monitored throughout the school year with our Continuous Improvement Plan. Our data is posted in the data room where teachers meet to collaborate each week. As new data is gathered and analyzed, the results are posted and used during Leadership Team meetings, as well as collaborative meetings.

Coffee County Schools

George Washington Carver Freshman Campus

2012

The results of the literacy screenings, which include SRI, at the 8th grade level are used for making decisions to identify the instructional needs of the incoming 9th grade students. The scores are recorded on an Excel spreadsheet along with their 8th grade CRCT data. Students whose Scholastic Reading Inventory assessment results are two or more levels below grade level are scheduled into READ 180. Students, who are borderline, below grade-level but not two levels below, are placed into a remedial Literature 9 course. Students who are administratively placed into 9th grade are scheduled into remedial and support courses for ELA and Math.

Response to Intervention

Freshman year is a hard year for many students. Students and parents are not familiar with the requirements of high school. At times, even students who performed well at the elementary and middle school levels, falter when they enter high school. Most often when we analyze the student data we realize that the student is at a lower level of reading. With the new literacy standards in all subject areas, including math, many good students now have difficulty in content areas that in the past were easy for them.

Currently at GWFC, students' 8th grade CRCT data, as well as, academic data, is reviewed by the administrative team prior to school starting. Students who failed 8th grade but who were administratively placed into the 9th grade or students who were scheduled into remedial courses at 8th grade are scheduled into remedial ELA and Math Support classes here at GWFC. Students whose Math CRCT score is below 815 are also scheduled into Math Support.

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Students whose reading scores fall below basic levels are scheduled into READ 180. Students in READ 180 are progress monitored using SRI every 4 weeks. Those who achieve proficient level by the end of the semester are eligible to move out of READ 180.

Students are also given the Scholastic Reading Inventory two times during the semester he or she is enrolled in Literature 9 class. Results of the inventory are used to place students in flexible reading groups, as well as provide lists of books specifically chosen to increase their Lexile. Teachers are given data reports showing the results of the SRI for each class. Teachers identify struggling students. If intervention is indicated for students who are not currently in the Response to Intervention, RTI, process, teachers begin collecting more data in the classroom, along with analyzed work samples. The teacher meets with the RTI team at which time a decision is made based upon the evidence presented. The student is either monitored at Tier 1, or placed in Tier 2 at which time an appropriate intervention is prescribed.

Teacher teams meet at least twice a month specifically to analyze the data and review the progress being made through the interventions. These teams are content specific, but each team has CTAE, Fine Arts, and Health/PE teachers who take part. As often as possible, interventions are monitored to ensure fidelity and regularity. However, limited staffing issues caused by budget downfalls have added responsibly to administrators that often pulls them away from monitoring.

Increased training and support is needed for teachers to fully understand the RTI process and professional learning is needed to increase teacher understanding of when and how to select and use interventions.

The work of Max Thompson and Robert Marzano in identifying highly effective instructional practices led to professional learning and implementation of such practices in all classrooms throughout Coffee County. GWFCFC teachers have been trained in the implementation of highly effective instructional practices (Learning-Focused School/ Best Practices/ Standards-Based Practices) and, besides the regularly-scheduled observations by the administration, the Leadership Team conducts at least three Focus Walks per year to be sure those practices are being implemented in the classroom. The Leadership Team uses checklists designed to target specific characteristics of standards-based classrooms, including effective instructional practices, student engagement, self-efficacy, and differentiation. Professional learning sessions are held periodically throughout the year to keep those practices at the forefront. Teachers have received professional learning in: Using Thinking Maps, higher-order thinking skills, 5 Step-Protocol, Student Goal setting, Instructional Frameworks (opening, work-session, closing), differentiation, and standards-based classrooms. Additional professional learning is still needed in the area of differentiation. Focus Walk data, when analyzed, shows that differentiation is not pervasive across all content areas.

Students with special learning needs are served through inclusion classes in the general education setting. Special Education teachers are located within the regular education teacher's

classroom. In addition, gifted students are served on campus by certified gifted teachers within each content area. Gifted students are not pulled out and served, but rather assigned to the gifted teacher for a semester.

Teachers are required to turn in lesson plans weekly. Those lesson plans are reviewed by the administration and used during walk-through observations to ensure implementation.

Expectations for student learning were defined by the CCGPS, which necessitated training for all teachers at all grade levels. The development of a new common set of standards for Georgia students led to the writing and revision of new curriculum unit documents for the school system. Teachers are participating in the development and implementation of common formative and summative assessments aligned to the CCGPS including end-of-unit summative assessments, formative assessments, and performance tasks.

After each administration of common unit exams, all content teachers and administrators meet to analyze the data and determine a course of action for struggling students. The Academic Coach and Assistant Principal for Instruction meet at least twice monthly with teachers to provide assistance with interventions done in the classroom, as well as schedule targeted students for working with other interventionists throughout the school. GWFCFC schedules a 30 minute "skinny" period of time every Tuesday. This period of time is referred to as Trojan Block. Targeted students in all content areas are assigned into content specific groups for tutoring during Trojan Block. Certified teachers in all content areas have volunteered to tutor during this time. Students remain in this assigned tutoring group for 4

weeks. At the end of 4 weeks, progress reports are analyzed and, if students have improved, they move out of tutoring. READ 180 is provided for students who struggle with reading. READ 180 is offered for 4 blocks of the day, and is provided by two 49% certified teachers. READ 180 is a small-group intervention. Student progress is monitored every 4 weeks through the use of Scholastic Reading Inventory. Students who score proficient by the end of the semester are moved out of READ 180. Students can remain in READ 180 for both semesters at GWCFC and move into READ 180 the following year. GWCFC would benefit from a full-time intervention specialist, who would provide more training for teachers in the RTI process. This person would also monitor the progress of the interventions to ensure proper implementation. GWCFC would also benefit from the purchase of more scientifically evidence-based intervention programs. A full block of time, dedicated solely to intervention, would benefit all students.

George Washington Carver Freshman Campus Pyramid of Intervention

The chart below details the steps and strategies that the RTI Team uses when planning for interventions for struggling students. The team meets every two weeks to discuss the progress being made by targeted students.

Tiers	Interventions	Progress Monitoring/ Assessment Tools/ School-Wide Screening Instruments
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Coffee County Schools
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<p>Tier 4: Individually Designed Teaching and Learning</p>	<p>Targeted students are provided following Tier 1, 2, and 3 implementation and evaluation:</p> <ul style="list-style-type: none"> Specialized programs Adapted content, methodology, or instructional delivery GPS access / extension 	<p>Targeted students participate in learning that includes:</p> <p>Specialized programs</p> <p>Inclusion, Differentiated Instruction, and Acceleration</p>
<p>Tier 3: SST Driven Teaching and Learning</p>	<p>Targeted students are provided following Tier 1 and 2 implementation and data collection:</p> <ul style="list-style-type: none"> Individualized assessment, evaluation Tailored interventions to respond to their needs (reference at-risk interventions) with School Psychologist Frequent, formative assessments based on individual learning goals Consideration for specially designed instruction only when data indicates a need (e.g. gifted or special education services) 	<p>Strategies:</p> <p>USATestPrep OAS-Online Assessment A+ Learning Software Credit Recovery Individual Teacher tutoring before, and after school Individual Teacher tutoring during s READ 180</p>
<p>Tier 2: Needs-Based Teaching and Learning</p>	<p>Targeted students participate in instruction that in addition to Tier 1:</p> <ul style="list-style-type: none"> Uses established Pre-SST Protocol (collaboration with student, parent, colleagues) Provides enhanced opportunities for extended learning for remediation and acceleration Includes more frequent progress monitoring Addresses developmental needs (cognitive, communication/language, social, behavioral, etc.) Provides pre-planned interventions 	<p>Strategies:</p> <p>Flex Groups Math Support Trojan Block Tutoring Tutoring (Before and After school) ZAP-Zeros Aren't Permitted Lunch-n-Learn (Work during lunch in ISSP) READ 180 Choice Boards</p>

<p>Tier 1: Standards- Based Classroom Teaching and Learning</p>	<p><u>All students participate in standards-based instruction that is:</u></p> <ul style="list-style-type: none"> • Differentiated (content, process, and product) with flexible groups • Guided by the Georgia Performance Standards and Common Core Georgia Performance Standards. • Guided by progress monitoring and balanced assessment • Research -based • Supported by collaboration within Content areas, and Professional Learning Communities 	<p>Strategies:</p> <p>Advisement Tutoring ZAP- Zeros Aren't Permitted Standards Based Instructional Strategies Small Groups Choice Boards</p>
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The RTI Teams meet at least twice every month to discuss student progress and/or lack thereof. In Tier 3, the intervention is designed to be more individualized and more intensive; however, if a lack of progress is indicated, the team members make a determination of a possible root cause. If the root cause is deemed a lack of attendance, fidelity of instruction, or less than ideal group size, the team works to rectify the situation so intervention can continue successfully. At times, the intervention may be modified or changed to meet the needs of the student. If the student continues to be unsuccessful at Tier 3, the team meets to decide if referral to the county review team is needed, for possible Tier 4 intervention. Again as stated previously, a full time intervention specialist would benefit the school greatly. This would help ensure protected intervention time, and ensure that interventions were implemented fully.

Students at Tier 4 are scheduled with inclusion classes, ensuring least restrictive environment. Administrators are familiar with the funding formulas affecting students in special programs and receive updated training periodically.

Documentation needed for Pyramid of Interventions

Tier 1 (Differentiated Instruction)

- *Intervention Team Referral Form* is completed.
- *Language Checklist* is completed to rule-out language problems (available through SLP).
- Student work samples with descriptive feedback are obtained (include date).
- Evidence of differentiation is documented by teacher.
- Verification of Standards Based Classroom is provided by Administrator.
- Results of at least 2 universal screeners (DIBELS, CRCT, ITBS, COGAT, etc.)
- Minimum time of 4-8 weeks, based on Curriculum Based Measure percentile.
- Decision is made to continue in Tier 1 or move up to Tier 2, based on documentation.

Tier 2 (Data Based Problem Solving)

- *Data-Based Problem Solving Form* is completed.
- Statement of problem area is clearly identified / Parent is notified of concern.
- Vision and Hearing Screening is completed.
- Specific intervention is identified.
- 3 Baseline data points are collected in the area of concern prior to the intervention.
- Intervention occurs for 4 weeks. Team reviews data and considers continuing intervention or changing to a different intervention if no progress is seen.
- Intervention occurs 3-5 times per week (can be in a group setting).
- Data is collected 1 time per week (preferably by AIMSWEB probes.)
- After intervention has occurred for a minimum of 6 weeks, a decision is made to continue in Tier 2, move back to Tier 1, or move forward to Tier 3, based on data collected.

Tier 3 (Student Support Team)

- *Student Support Team Form* is completed.
- Parent is invited to SST meeting.
- *Background Information Sheet* is completed.
- Statement of problem area is clearly identified.
- Specific intervention is identified.

• 3 Baseline data points are collected in the area of concern prior to the intervention.
• Second student work samples with descriptive feedback are obtained (include date).
• Intervention occurs for 4 weeks, then follow next step.
• Team reviews data and considers continuing intervention or changing to a different intervention if no progress is seen. If decision is made to change intervention, parent must be notified.
• Intervention occurs 3-5 times per week (can be one-to-three).
• Data is collected 1 time per week (preferably by AIMSWEB probes.)
• Tier 3 intervention occurs for a minimum of 12 weeks.
• Third student work samples with descriptive feedback are obtained (include date).
• Parent is invited to SST meeting.
• Decision is made to continue in Tier 3, move back to Tier 2, or refer for an evaluation, based on data collected.
• If decision is made to evaluate, make sure vision/hearing screening is < 1 year.
• Folder is submitted to Review Committee.

Formula for Response to Intervention Between Tiers

Tier 4

Special Education Services or ESOL

Tier 3

Students in Tier 3 showing progress, above 10th percentile will continue in Tier 3 or return to Tier 2.

Student has been through Tier 1, 2, and 12 weeks intervention in Tier 3, but continues to be at or below 10th percentile on CBM and ROI is less than average—proceed to referral for evaluation to determine eligibility for Tier 4.

Tier 2

Students in Tier 2 showing some progress, but above 10th percentile will remain in Tier 2.

Students receiving Tier 2, but achieving at 25th percentile or above, move to Tier 1.

Student has been through at least 6 weeks intervention in Tier 2, but continues to be at or below 10th percentile on CBM and Rate of Improvement (ROI) is less than average—move up to Tier 3.

Tier 1

All students at 25th to 100th percentile on Curriculum Based Measure (CBM) on their grade level, based on National Norms.

Students between 10-25th percentile on CBM should continue differentiated methods of instruction for 4 more weeks (minimum of 8 weeks). If not successful, move up to Tier 2.

Students at or below 10th percentile on CBM should move up to Tier 2 after receiving differentiated instruction for a minimum of 4 weeks.

***All decisions regarding movement between Tiers should be based on a variety of sources in addition to Curriculum Based Measures, including, but not limited to, CRCT scores, performance, attendance, and effort.**

Best Practices in Instruction

Currently all students are provided direct, explicit literacy instruction through a language arts program that consists of a rich curriculum of literary and informational texts. This curriculum includes a carefully articulated scope and sequence of skills that exhibits continuity among all grade/academic levels. All teachers have been trained to teach the Common Core Standards while incorporating direct instruction, modeling, guided practice, independent practice, differentiated instruction, and data analysis. To ensure implementation, the lesson plan template includes these best practices. Teachers, when collaborating, continuously talk best practices and it is evident in their lesson plans.

Currently, teachers in all content areas have increased the amount of writing students are doing in the classroom. Teachers are including an essay or writing prompt on each unit exam. While there is writing across all subjects, writing instruction is not occurring across all

subject areas. With the increased amount of writing comes an increased amount of grading. Feedback is not always immediate. The literacy team believes purchasing a software program that will score student writing online, will increase the amount of writing done in all classes. All teachers, especially those other than ELA, would benefit from more training on writing strategies and techniques.

Implementing a structured writing curriculum would require professional development for teachers in all subject areas to learn to use writing-based learning that is consistent with the CCGPS. A writing program would be implemented over a period of time with on-site training of faculty. This professional learning would provide the training needed for teachers in all subject areas to provide instruction in and opportunities for their students to write a variety of texts within the CCGPS for each class.

Motivation, interest in learning, and engagement are all issues GWCF staff face with the incoming freshmen each year. Students are engrossed with technology everywhere every day. This is what turns them on today. Even though, technology is everywhere, many of our economically disadvantaged students are not exposed to some of the most basic forms of technology. We, here at GWCF, have a very limited amount of technology for teachers to use to engage students in learning. Our goal is to add new technology, such as, I-Pads, laptops, and E-books, to help teachers engage students in reading, writing, speaking, and listening. Teachers will require professional learning with creating relevant and meaningful activities that incorporate the use of the technology. Once teachers are comfortable with the technology,

they will use it to actively engage students and to better prepare all students for the 21st century.

Teachers have participated in professional development opportunities such as Motivating the Unmotivated, Learning Focused Strategies, Best Practices in Standards-Based Instruction, Differentiation, and SmartBoard training and use the strategies from these professional development opportunities to improve student interest and engagement in their classrooms. All teachers have a SmartBoard and a project in their classroom. Teachers have been provided SmartBoard training as a tool for engaging students in the lessons. Additional steps that would be taken to further engage students include providing a wide variety of texts, both digital and hard copy, to allow students better opportunities to self-select reading materials and topics for research and adding digital readers that can be used by students to access digital texts.

High Quality Teachers

GWCFE strives to employ and maintain highly qualified teachers who produce high quality instruction. The teaching staff consists of 27 classroom teachers, 6 support teachers, 1 counselor, and 1 “shared” literacy coach and 1 “shared” numeracy coach. Currently, GWCFE has 1 Spanish teacher who is not Highly Qualified. This teacher is presently enrolled in the, Georgia Teacher Academy for Preparation and Pedagogy, GATAPP program and has been

assigned a mentor teacher who is in her content area. The mentor teacher works with the new teacher on a regular basis with lesson plans, testing, and classroom management.

Special education students are supported by a certified special education teacher who works with a content specific teacher. These two teachers work together daily to ensure all students receive appropriate instruction and accommodations.

Recently a literacy coach was hired to serve both GWCF and Coffee High School main campus. The literacy coach has 24 years teaching experience as an effective literature teacher, a master's degree in Education Leadership and a Teacher Support Specialist (TSS) endorsement. As stated in the "Why" document, teachers receive professional learning that lacks continuity because of the limited time frames and disconnects to actual classroom instruction. Consequently, instruction is rarely impacted because there is little or no follow-up training or assessment. The literacy coach works with ELA teachers to administer the SRI test, on CCGPS unit development, locating resources for research, securing novels for student reading activities, and meeting weekly for collaboration. She is available to provide in-class modeling, to collaborate with teachers about effective teaching practices, and to assist administrators with walk-throughs to monitor effective literacy instruction. However, due to her position being shared with another school, her time is limited at GWCF. She is on campus at least two days each week. Her limited time at FC is just one more reason to support our need for a full-time intervention specialist that could also serve as an academic coach.

Producing high quality teachers means providing them with the support needed to produce high quality instruction resulting in student achievement. Teachers at GWCFC are provided as much support in the classroom and with specific professional learning needs as possible:

1. The school calendar includes scheduled times for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, and examine student work.
2. Teachers participate in ongoing professional learning associated with the implementation of CCGPS, Unit by Unit Webinars, and unit revisions.
3. Teachers' instruction is monitored through classroom observations and Focus Walks using a variety of assessment tools tied to professional learning.
4. An instructional coach provides site-based support for administrators, faculty and staff, when possible.
5. READ 180 teachers provided program-specific training before the beginning of the year to prepare teachers and staff for implementation.
6. All of the following personnel participate in all professional learning opportunities:
 - a. Support Staff
 - b. Administrators
 - c. All faculty

Engaged Leadership

GWCFC administrators are committed to academic excellence. All staff members including the principal, assistant principal, and counselor participated in the CCGPS webinars. Anytime professional learning is occurring at school, administrators, and or academic coaches participate. Administrators and academic coaches serve as facilitators and coaches for teachers. Many times professional learning is led by the GWCFC assistant principal.

Administrators perform short walkthroughs as often as possible. Immediate feedback is given to the teachers that include a “grow” statement and a “glow” statement. Administrators collaborate frequently about specific areas of need and those needs are addressed through embedded professional learning. The GWCFC leadership team conducts 3-4 focus walks during the school year focusing on specific standards-based instructional practices. These focus walks are done to monitor and ensure quality standards-based instruction is consistent and pervasive at GWCFC. When a focus walk is complete, the leadership team and administration meet to collaborate and discuss the data to analyze any needs that occurred as a result of the focus walk. Results are shared with the entire faculty and specific areas of weakness are addressed with embedded professional learning or follow-up sessions. The data is posted within the data room for future reference and used when revisiting the school’s Continuous Improvement Plan.

Teacher schedules include scheduled times for collaboration. Teachers are given 90 minutes daily for collaboration. This time is a protected time for teachers to meet as content specific areas with support teachers to collaborate about literacy instruction and address

specific needs. During the year, times are scheduled for teachers to collaborate vertically to discuss specific areas of need across grade levels to fill in gaps in literacy instruction.

The school leadership team also serves as the school literacy team. A teacher from each content area, administrators, counselor, literacy coach, numeracy coach and media specialist form the Literacy Team.

<i>Dr. James Banks, Jr.- Principal</i>	<i>Tammy Bennett- API</i>
<i>Sarah Warren- Counselor</i>	<i>Gay Atkinson- Media Specialist</i>
<i>Rhonda Dorsey- Numeracy Coach</i>	<i>Sandy Joiner-Literacy Coach</i>
<i>Patty Horner- Math teacher</i>	<i>Kristy Capps- ELA teacher</i>
<i>Sam Patterson- Science teacher</i>	<i>Van Allen- Social Studies teacher</i>
<i>Erin Aycock- Special Education teacher</i>	<i>Brandy Barlow- CTAE teacher</i>
<i>Julie Johnson- Fine Arts teacher</i>	<i>Neil Graham- Health/PE teacher</i>
<i>Chika Wilson- Credit Recovery paraprofessional</i>	

Even though this group actively functions as the leadership team for GWCF, it is in the early development stage as the literacy team. It is the team's vision of providing **Literacy for all students in all areas of instruction**. Our school goal is to produce students who are literate. Students, who can read, write, listen, speak and view in order to communicate effectively with others.

Promoting literacy is important at GWFC. With the implementation of the new CCGPS literacy standards in all content, students will be exposed to literacy instruction in all classes every day. Each student receives a 90 minute block of literacy instruction each day when enrolled in Literature 9 classes. This time is used to teach reading, writing, listening and standards from the CCGPS. During this block of time, teachers have a teacher-directed lesson with differentiation imbedded within the lesson. Teachers utilize flexible grouping to provide interventions according to student need. Our instructional focus has changed, due to the new literacy standards' push to read and write in all content areas. More professional learning in the areas of developing critical readers/thinkers and writers is needed at GWFC. Developing a strong, structured writing program with adequate professional learning will enhance the literacy program.

As teachers continue to implement the CCGPS ELA standards, an emphasis is placed using Lexiles and text complexity to select text that is appropriate to grade levels. The Scholastic Reading Inventory (SRI) is a computer generated inventory for teachers to use to monitor Lexile growth in students. Teachers and administrators participated in the CCGPS text complexity webinar and use the forms provided by the state to evaluate text. The literacy coach has assisted teachers with the SRI and understanding the correct Lexile for individual students. However, more professional learning using Lexiles in literacy instruction will be valuable for teachers, students and administrators.

According to the "Why" document Lexiles have been realigned to match the CCGPS text-complexity grade bands and have been changed to ensure that students are prepared for the demands of college and careers. At GWFC, we have a shortage of texts in the media center for students to meet the new demands of text complexity, Lexile ranges and informational text. There are 3433 non-fiction titles, 1960 fiction titles and 173 easy titles in the GWFC Media Center. Students are reading, but more books are needed to meet the demands of CCGPS and 21st Century Literacy.

Clearly Articulated Plan for Transitions and Alignment

This plan will ensure that all students will be literate and one step closer to becoming college and career ready. All students will be able to read, write, listen and speak when they leave Freshman Campus. Students will become productive in their career and life as a result of the focus on literacy.

Teachers will continue to receive more professional learning on the implementation of CCGPS specifically in the area of literacy. During this time, specific areas of need will be addressed through professional learning.

- Professional learning to train all teachers, paraprofessionals and administration in the use of Lexiles and text complexity
- Implement a structured writing program and provide adequate professional learning to all teachers, paraprofessionals, community support programs and administrators over a period of time to ensure the program is used consistently and pervasively with fidelity

- Provide more informational text for students to meet the demands of CCGPS
- Continue to look at the data of students and teachers to ensure that there is student growth in literacy
- Literacy Team will be finalized and become an active part of the implementation of literacy at GWCF
- Provide more technology for students to use in the area of literacy: EBooks, I-Pads, writing software
- Literacy Coach will consistently and pervasively implement embedded professional learning sessions in the area of literacy as the plan is monitored and needs arise

Intentional Strategies for Maintaining Engagement

Strategies to maintain literacy engagement at GWCF are:

- Provide time for literacy collaboration among teachers across the curriculum
- Conduct walk-throughs to look for specific literacy practices in instruction
- Monitor lesson plans and instruction to ensure that a complete literacy program (reading, writing, listening and speaking) is embedded
- Academic Coaches and administrators will embed follow-up professional learning opportunities in the area of literacy for teachers
- Implement writing benchmarks
- Provide training for all teachers on the implementation and use of writing software

Needs Assessment, Concerns and Root Cause Analysis

Description of Materials Used in the Needs Assessment

Material	Description
Needs Assessment Survey	Measures teacher strengths and weaknesses
EOCT Data	Analyzes student performance
List of Retained students	Measure of student achievement
Attendance Rates	Pertinent info to student achievement; identifies staff attendance issues
Discipline logs	Identifies classroom management concerns; pertinent to student achievement
CRCT Data Writing Reading Math Social Studies	Identifies students' strengths and weaknesses in these areas
Focus Walk Data	Assesses teacher performance

Description of the Needs Assessment Process

The GWFC needs assessment process begins in the spring with the teachers completing a survey. This survey asks teachers to identify strengths and weakness they see in their professional development and asks for recommendations of the kinds and types of professional learning needed. The data collected from this survey, along with the assessment and classroom data listed in the above table is presented to the Leadership Team. The team looks for areas of

concern or areas of need. The team narrows the school's focus down to two or three areas and outlines the teams "next steps." Each Leadership Team member takes this information back to their collaborative content team for more discussion and, if changes in the focus need to be made, team members will meet to make revisions in the plan for the school year.

Focus Walks are conducted throughout the school year by the leadership team. The observation tool is created by the leadership team, and based on the areas of concern observed during collaborative meetings, formal observations, and teacher concerns. This focus walk data is used by the leadership team to determine professional learning needs for the school during the upcoming school year. The professional learning planned will vary depending on the determined school need, department need or individual teacher need.

Listing of Individuals who participated in Needs Assessment

The needs assessment process begins with our school staff - certified teachers, media specialist, counselor and administrative staff - completing a needs assessment survey. The needs assessment survey, test and focus walk data, are collected by the assistant principal for instruction and the literacy and academic coaches. The data is then presented to the leadership team which includes lead teachers from all academic content areas, fine arts, CTAE, Health/PE, counselor, media, special education, instructional coaches, and administration. At the district level, with school input, this information is used to determine professional learning needs. During the summer leadership team retreat, this information is used to create the school improvement plan for the upcoming school year.

Areas of Concern

Based on the information gathered from the needs assessment, we identified several areas of concern. These areas of concern identified are best practices in literacy instruction across the curriculum, improved instruction through professional learning, using technology to effectively engage student learning, and using technology to enhance differentiation, ongoing formative summative assessments to drive classroom instruction and interventions. These areas will be addressed through our literacy plan that will be aligned with the state literacy plan and our county literacy plan. The following key areas of concern were noted as being not addressed or emergent by our faculty.

Identifies the specific age, grade levels, or content areas in which the concern originates.

There is much work to be done to prepare our ninth grade students to be ready for college, careers, and life as indicated by our data. Specifically, our stagnant EOCT scores in Literature 9 and Physical Science. EOCT scores in Math have improved, however, with the new CCGPS and changes made in Lexile levels, poor readers, who normally perform well in math, may now pull EOCT scores down. Improved reading levels will help these ninth grade students in all content areas at the ninth grade, secondary and post-secondary endeavors.

Steps the school has or has not yet taken to address the problems

Steps we have taken

GWCF has provided teachers with SmartBoards, slates, and access to some student laptops, and student response systems, to engage learning. Technology must be shared among teachers and departments.

GWCF has provided time weekly for students to receive remediation through Trojan Block, a thirty minute remediation, enrichment and advisement period. At-risk students are identified and scheduled for the content area of greatest need for this block.

Teachers have content specific common planning where teachers collaborate to improve instruction through unit revision, sharing of knowledge of content, resources and teaching strategies, create common assessments, evaluate student work and identify areas of concern for needed improvement.

Some professional learning in differentiation has been available for secondary teachers, but there is still a need for further instruction in differentiation at this level.

We have provided READ 180 for students who read two or more grade-levels below grade level. These identified students receive structured literacy instruction with a certified teacher until they test out as proficient readers. This counts as an elective course.

Teachers have created common units with common assessments in all academic areas. With the introduction of CCGPS roll outs, these units have been and will be modified to include increased literacy skills in tasks and assessments.

Steps not yet taken

We have not implemented a reading and writing across the curriculum program.

Although all content areas are attempting to incorporate supplemental text and enhanced writing tasks, it is not pervasive across all classrooms.

We have not provided adequate professional learning for literacy instruction, differentiation, and effective use of technology instruction. Teachers have expressed concerns with the new CCGPS demands for increased literacy assignments, how to incorporate these skills and how to effectively instruct students in annotated writing and writing comparisons of texts. With the increased number of at-risk students, teachers understand the need for differentiation and their weakness in this area. With the new technological demands in society, professional learning has not met teachers' needs to educate students who are college, career and life ready.

We have not yet established a true partnership with community outreach programs and organizations. There is little communication between community after-school tutoring programs. However, GWCF faculty sees the need for communication between the school and these programs and the inclusion of these partners in our professional learning efforts.

After careful examination of our needs assessment data, we have determined the root causes of our areas of concern.

Root Cause #1 Literacy Deficiencies

Specific Grade Levels: Incoming Freshman

Rationale: Research indicates that “69% of 8th grade students are below the proficient level in their ability to comprehend the meaning of grade-level text” (Lee, Griggs, and Donahue, 2007: NAEP, 2007). In addition, “25% of students read below the basic, proficiency level, which means they do not have minimal reading skills to understand and learn from text at their grade level” (Kamil, Borman, Dole, Kral, Salinger, and Torgesen, 2008). This issue, compounded by a community with a high poverty rate and a low percentage of adults with higher education levels, contributes to the lack of cultural experiences as well as the students’ inability to access information through technology at home.

What Has Been Done in the Past

A focused intervention program is provided for our struggling readers, along with differentiated instruction, and extra help before and after school, as well as, once a week during Trojan Block. Trojan Block is a thirty minute remediation, enrichment and advisement period provided each Tuesday. At-risk students are identified and scheduled for smaller group intensive instruction in the student’s area(s) of need.

New Information the Needs Assessment Uncovers

Needs Assessment Survey indicates that teachers realize adequate instruction in reading is not being provided. Classroom observations and focus walks support this data. Professional learning will address this need.

Root Cause #2 Lack of Meaningful and Pervasive Literacy Strategies and Writing Instruction

Specific Grade Levels: Incoming Freshman

Rationale: Research from the National Commission on Writing (2004) indicates that “two-thirds of salaried employees in large American companies have some writing responsibility.”

“More than 40 percent of responding firms offer or require training for salaried employees with writing deficiencies.” In meetings with the leaders of local business and industry, the number one concern expressed was the inability of employees to write effective communication.

Despite the fact that some professional learning in literacy has been provided, it has not been pervasive across all content areas. We have a need for more targeted and differentiated learning for teachers.

What Has Been Done in the Past: Professional learning focused primarily on literacy in language arts classrooms. In an effort to address the needs of local businesses and industry, a partnership has been developed between the school system and industry leaders. This committee meets on an as needed basis to address new concerns and brainstorm strategies that address these concerns.

New Information the Needs Assessment Uncovers: Classroom observations and test scores indicate there are areas in the school where literacy instruction is pervasive. However, it is not pervasive throughout the school and across all content areas. The survey indicates that many teachers are uncomfortable with the idea of teaching literacy within their content. Professional learning will address this need.

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Analysis and identification of student and teacher data

A. School/Student EOCT Data
All Students

Subject	08-09			09-10			10-11			11-12		
	% DNM	% Meet	% Exceed	% DNM	% Meet	% Exceed	% DNM	% Meet	% Exceed	% DNM	% Meet	% Exceed
Language Arts	27	50	23	20	54	26	20	53	28	18	55	28
Math I	NA	NA	NA	36	55	9	37	52	10	26	57	17
Physical Science	29	37	35	20	36	44	20	35	45	20	35	45

The End-of-Course test data above is used to identify the strengths and weaknesses of instruction in language arts, Math I and Physical Science. In language arts, even though the pass rates have increased 10 percent in the last four years, there are still 17 percent of students who are not passing this assessment and therefore are not ready for the next level of language arts. Also, our Exceeds numbers have only improved by five percent in the same period, indicating our acceleration efforts have not been as effective as desired.

In Math I, there are only three years of data due to intensive changes in the math curriculum. Math I EOCT requires more reading skills because of the multi-step problem format. Passing rates of this test have fluctuated, but with a minimum of 26 percent of students not passing this assessment this indicates a greater need for math literacy. The CCGPS math will continue to require more literacy in math instruction.

In Physical Science, our EOCT scores have become stagnant with only 80 percent of students passing this assessment. Again, this identifies 20 percent of our students not prepared for the

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literacy level of instruction required in future science course. Literacy demands will only increase with the roll-out of the science CCGPS.

Disaggregation of 2011-2012 EOCT Data in Subgroups

EOCT (9 th grade)	All Students		Black		White		SWD	
	Meets	Exceeds	Meets	Exceeds	Meets	Exceeds	Meets	Exceeds
Literature 9	55 %	28%	60.7%	11.3%	48%	38.4%	32.1%	3.6%
Math I	57%	17%	63.2%	5.1%	54.4%	22.4%	50%	7.1%
Physical Science	35%	45%	41.7%	28.5%	29.9%	52.9%	30%	6.7%

When the EOCT data is broken down by subgroups, it is evident our strongest subgroup is the white subgroup; however, there is still an evident need for improvement in all assessment areas with this subgroup. Our black subgroups' greatest need is in the area of math. The subgroup with the most needs is our student with disabilities.

CRCT	2008-2009 (6 th grade)		2009-2010 (7 th grade)		2010-2011 (8 th grade)	
	% Meets	% Exceeds	% Meets	% Exceeds	% Meets	% Exceeds
Reading	60	28	72	16	62	35
English Language Arts	64	22	63	27	58	31
Mathematics	59	7	64	22	54	36
Social Studies	0	0	42	28	42	23
Science	53	8	48	33	46	14

This CRCT data indicates an improvement in math and reading. English/Language Arts scores have fluctuated. Social studies and science scores are the areas of greatest concern with the decrease in the number of students passing these parts of the assessment.

Scholastic Reading Inventory School Proficiency Report

Performance Standard	Percentage of Students
Advanced – Exceeds	12%
Proficient – Meets	32%
Basic – Does not meet	56%

The Scholastic Reading Inventory (SRI) data indicates a greater need for literacy instruction than the CRCT revealed. With only 44 percent of students reading at grade level, this also indicates a need for more intensive vocabulary and reading instruction.

Scholastic Reading Inventory Demographic Proficiency Report

Demographic	Meets	Exceeds
Students with Disabilities	0%	0%
Black/African American	24%	4%
Hispanic	30%	5%
White/Caucasian	37%	17%

When the SRI data is broken down by subgroups, the white/Caucasian subgroup is the highest performing group; however, with only 54 percent of this group reading at grade-level, there is still an evident need for improved literacy instruction. Again, our student with disabilities subgroup was the weakest subgroup with all of the students reading below grade level.

With the increased amount of reading required in the math GPS and now more reading with the CCGPS, many students who may not have struggled with math are now having difficulty. The implementation of the new content literacy standards for social studies, science and CTAE bring challenges that previously have not been addressed. Using SRI and formative, summative and benchmark data, student success will be evaluated periodically and interventions included as needed on an individual basis. Based on this data, we have determined a need for intensive professional learning in literacy instruction, assessment and differentiation.

Teacher Experience and Retention Data for Coffee County School System

Annual Teacher Retention Rate	96%
Experience Continuity Ratio	14.54 Avg
Principal Experience Continuity Ratio	23.30
# Master Teachers	0
Highly Qualified Teachers	99%
% Level 4 Certification	34.89%
% Level 5 Certification	53.49%
% with Level 6 Certification	6.98%
% with Level 7 Certification	4.64%
Average teaching experience in years	14.54
Teachers with fewer than 3 years experience	5

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Teachers with 3 - 20 years	28
Teachers with 20+ years	9

With only 4 percent of teachers leaving the school last year, keeping teachers with experience is a major strength. Any professional learning commitments create a long term investment in improving literacy instruction.

Teacher and Staff by Content Area

Language Arts – 4 teachers, 1 Inclusion teacher

Social Studies – 4 teachers, 1 Inclusion paraprofessional

Science – 4 teachers, 1 Inclusion teacher

Math – 6 teachers, 2 Inclusion teachers

CTAE – 4 full-time teachers and 2 shared teachers

Fine Art – 2 full-time teachers and 2 shared for one block

Media – 1 media specialist

Health and PE – 3 teachers and 1 (49%) teacher

READ 180 – 2 (49%) teachers

Teacher Participation in Professional Learning

GWCFE expects all certified teachers to participate in all professional learning activities.

Our school's leadership team develops and implements a Professional Learning Plan that

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addresses the needs of our school based on the Needs Assessment Survey. Over the past school year, GWCFC has completed the following professional learning:

Activity	Description	B. Hours	C. % of Staff attended
July 18-21, 2011: Thinking Maps Training for TEAM	Strategies for improving, organizing and visualizing thought processes in preparation for writing	28	1 Lead Teacher 3%
August 31, 2011: RTI Training Day 1	Modeled the RTI process	1.5	44%
Sept. 14, 2011: RTI Training Day 2	Student data analyzation process	1.5	44%
September 20, 2011: Thinking Maps Introduction	Redelivery	8	18%
October 11, 2011: Math and Science Vertical Planning	Discussion of concerns and ways to address these concerns	2	8% Lead teachers
October 12, 2011: RTI Day 3	Follow up on RTI process	1.5	44%
January 14, 2012: EOCT Data Analysis	Disaggregation and Analysis of data	2	100%
January 21, 2012: CCGPS Introduction to All Stakeholders Webinar	Introduction of Common Core Standards from GADOE	1	100%
Jan.-May 2012: Common Core GPS Webinars ELA, Math, and CTAE, Science, SS	Introduction to CCGPS Unit Format and Expectations	8	15% All ELA Teachers 24% All Math Teachers 41% ALL CTAE, Science, Social Studies Teachers
May 23, 24, 29, 30, 2012: Common Core Unit Creation for ELA	Grade level collaboration to review and modify state adopted CCGPS unit	28	60% ELA Teachers
June 4-7, 2012: Math CCGPS Unit Writing	Unit Creation and Revision based on CCGPS	28	50% Math Teachers
June 25-28, 2012: Model Schools Conference	Strategies for improving student engagement and learning	28	12% (Model Schools Team)

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2010-2011 Content Area Collaboration	Weekly planning instruction, and analyzing student performance	30	100% staff
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GWFC will continue to provide Professional learning that is focused on the needs as revealed from the needs assessment survey, focus walks, and formal observations.

Project Plan-Procedures, Goals Objectives & Support

School Literacy Team

Literacy/Leadership Team Member	Position
Dr. James Banks, Jr.	Principal
Tammy Bennett	Assistant Principal for Instruction
Sandy Joiner	Literacy Coach
Rhonda Dorsey	Numeracy Coach
Sarah Warren	Counselor
Kristy Capps	ELA teacher
Sam Patterson	Science teacher
Patty Horner	Math teacher
Van Allen	Social Studies teacher
Brandy Barlow	CTAE teacher
Julie Johnson	Fine Arts teacher
Erin Aycock	Special Education teacher
Gay Atkinson	Media Specialist
Chika Wilson	Paraprofessional

Literacy Leadership Team Schedule

The literacy components of the Continuous School Improvement Plan and our ongoing initiatives are addressed during bi-monthly leadership team meetings. In addition, the literacy and the academic coaches meet weekly with the assistant principal for instruction and teachers during collaboration. The focus of these meetings is on strategies for supporting teachers and students in the implementation of literacy and other initiatives. The literacy and the academic coaches are shared with Coffee High School main campus and are on this campus 2 full days each week. GWCFC would benefit greatly from a full-time Literacy Coach.

Project Goals and Objectives

A. Clear list of goals	B. Clear list of objectives
<p>Goal 1: Students will read, write, speak and listen independently at or above grade level and will graduate college and career ready, as defined in the Content Literacy Standards articulated in CCGPS.</p>	<p>Objective 1: Differentiate materials according to level and interest, while providing a wide-variety of literary and informational text. Objective 2: Explicitly teach reading strategies and meta-cognitive skills in all content areas, based on best practices in reading instruction. Objective 3: Provide CCGPS-based benchmark assessments and formative and summative assessments, that both teachers and students use to inform next steps. Objective 4: Provide for a tiered system of interventions that clearly identify individual student need, direct instructional interventions and allow for re-assessment.</p>
<p>Goal 2: Students have a deep understanding of the ongoing need for literacy development</p> <p>a) <i>Students realize that literacy skills development is a life-long process closely related to interest and motivation</i></p>	<p>Objective 1: Provide choice in reading materials and opportunities for self-directed learning. Objective 2: Embed aligned literacy skill instruction in all curricular areas, providing 2-4 hours of instruction in every student's school day. Objective 3: Allow students to discover the need for and relevance of literacy skills in all areas of life.</p>
<p>b) <i>Students understand that academic literacy leads to informational literacy which aligns to regional, national and global demands.</i></p>	<p>Objective 1: Provide students opportunities to use technology to explore the literacy demands in regional, national, global communication systems.</p>
<p>c) <i>Students understand that literacy involves accessing, evaluating, collaborating on, producing and publishing multi-media text.</i></p>	<p>Objective 1: Provide students varied opportunities to access, evaluate collaborate, produce and publish as intentional strategies for maintaining engagement. Objective 2: Expose students to virtual learning environments, providing them with the requisite technological skills, in which they can explore a range of texts and communications platforms.</p>

	Objective 3: Students collaborate to solve problems at a higher level of rigor and relevance.
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C. Research Based Practices used to Guide Establishment of Goals and Objectives

Goal	Research-Based Adolescent Literacy Strategy	Relevant Best Practices Currently Utilized at GWFCF
Goal 1: Students will read, write, speak and listen independently at or above grade level and will graduate college and career ready, as defined in the Content Literacy Standards articulated in CCGPS.	<ul style="list-style-type: none"> • Direct, explicit comprehensive instruction • Diverse texts • Strategic tutoring • Differentiation according to Lexile levels (Flex Grouping) 	<ul style="list-style-type: none"> • Provide professional learning on the explicit use of reading strategies • Common unit plans with all common summative and some common formative assessments • Professional learning on Thinking Maps and graphic organizers
Goal 2a: Students have a deep understanding of the ongoing need for literacy development <i>Students realize that literacy skills development is a life-long process closely related to interest and motivation</i>	<ul style="list-style-type: none"> • Effective instructional strategies embedded in all content areas • Provide a wider choice of reading materials 	<ul style="list-style-type: none"> • Wireless access school wide • Common CCGPS units in all contents • Professional learning on My Big Campus • E subscriptions to magazines and books • Add high-interest books
Goal 2b: <i>Students understand that academic literacy leads to informational literacy which aligns to regional, national and global demands.</i>	<ul style="list-style-type: none"> • Increase use of technology to engage students in global literacy. 	<ul style="list-style-type: none"> • Wireless access school wide • Professional learning on My Big Campus
Goal 2c: <i>Students realize literacy involves accessing,</i>	<ul style="list-style-type: none"> • Increase use of technology to engage 	<ul style="list-style-type: none"> • Increased writing in ELA classes through

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<i>evaluating, collaborating on, producing, and publishing multi-media text</i>	students in global literacy <ul style="list-style-type: none"> • Intensive writing • Problem solving using real-world examples • Collaborative learning through book clubs 	CCGPS <ul style="list-style-type: none"> • Increase of formal and informal writings in other content areas
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D. Goals to be funded with other sources.

Goals to be funded	Other sources of revenue
Teacher Support and professional learning	Title II Part A
Print and other media	General fund
Technology Infrastructure and equipment	E-rate, SPLOST and general fund
High interest reading material	General fund

Plan for Tiered Instruction

Tiers	Interventions	Progress Monitoring/ Assessment Tools/ School-Wide Screening Instruments
<u>Tier 4:</u> Individually Designed Teaching and Learning	<p><u>Targeted students are provided following Tier 1, 2, and 3 implementation and evaluation:</u></p> <ul style="list-style-type: none"> • Specialized programs • Adapted content, methodology, or instructional delivery • GPS access / extension 	<p><u>Targeted students participate in learning that includes:</u></p> <ul style="list-style-type: none"> • <u>Specialized programs</u> • <u>Inclusion, Differentiated Instruction, and Acceleration</u>
<u>Tier 3:</u>	<p><u>Targeted students are provided following Tier 1 and 2</u></p>	<p><u>Strategies:</u> USATestPrep</p>

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<p>SST Driven Teaching and Learning</p>	<p><u>implementation and data collection:</u></p> <ul style="list-style-type: none"> • Individualized assessment, evaluation • Tailored interventions to respond to their needs (reference at-risk interventions) with School Psychologist • Frequent, formative assessments based on individual learning goals • Consideration for specially designed instruction when data indicates a need (e.g. gifted or special education services) 	<p>OAS-Online Assessment A+ Learning Software Credit Recovery Teacher tutoring READ 180</p>
<p>Tier 2: Needs-Based Teaching and Learning</p>	<p><u>Targeted students participate in instruction in addition to Tier I:</u></p> <ul style="list-style-type: none"> • Uses established Pre-SST Protocol (collaboration with student, parent, colleagues) • Provides enhanced opportunities for extended learning through remediation and acceleration • Honors courses in Math, Science, ELA and Social Studies • Inclusion classes as specified by students IEP's • Includes more frequent progress monitoring • Addresses developmental needs (cognitive, communication/language, social, behavioral, etc.) • Provides pre-planned interventions 	<p>Strategies:</p> <p>Flex Groups Math Support Trojan Block Tutoring Tutoring (Before and After school) ZAP-Zeros Aren't Permitted Lunch-n-Learn (Work during lunch in ISSP) READ 180 Choice Boards</p>
<p>Tier 1: Standards-Based Classroom</p>	<p><u>All students participate in standards-based instruction that is:</u></p> <ul style="list-style-type: none"> • Differentiated (content, process, 	<p>Strategies:</p> <p>Advisement Tutoring ZAP- Zeros Aren't Permitted</p>

Teaching and Learning	<p>and product) with flexible groups</p> <ul style="list-style-type: none"> • Guided by the Georgia Performance Standards and Common Core Georgia Performance Standards. • Guided by progress monitoring and balanced assessment • Research -based • Supported by collaboration within Content areas, and Professional Learning Communities <p>Other Resources Available:</p> <p>http://www.studentprogress.org</p> <p>http://www.interventioncentral.org</p>	<p>Standards Based Instructional Strategies</p> <p>Small Groups</p> <p>Choice Boards</p>
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Master Schedule

**Fall 2012
George Washington Carver
Freshman Campus**

	Period: 1	Period: 2	Period: 3	Period: 4
	Course Info	Course Info	Course Info	Course Info
Allen, Tullis	Planning	World History	World History	World History

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Sue Bradshaw		World History	World History	World History
Barlow, Brandy	Computer Applications 1	Planning	Computer Applications 1	Computer Applications 1
Bell, Janet	Planning	World History	World History Honors	World History Honors World History Honors (G)
Benton, Heather	Coordinate Algebra Support	Coordinate Algebra Honors (G)	Planning	Coordinate Algebra Support
Jones, Carla	Planning	Coordinate Algebra Support (ESOL) Becky Stodghill	Literature Comp 09 (ESOL) Mandy Smith	World History (ESOL) Chanc Logue

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Assessment/Data Analysis Plan

Assessment	Data Analysis Protocol
End of Course Tests	Each teacher analyzes DNM/meets/exceeds rate and provides commentary on the following aspects: Areas of strengths and weaknesses, Needs for curriculum adjustments, Professional learning needed Teachers meet and share within their departments. Department leaders then report their analysis to the school's Leadership Team. The LT determines what Professional Learning will be provided as suggested by teachers to improve student achievement.
Scholastic Reading Inventory (SRI)	The SRI is given to all 9 th graders at the beginning and end of their 9 th grade ELA course. SRI data is available to all teachers through the I-Campus student information system. Teachers use this data to flex group and modify reading material. SRI data is mailed to parents/guardians of students each time it is administered.

Assessment/Data Analysis Plan

Assessment	Purpose	Skills	Frequency
End of Course Tests	Summative	Course Standards/Critical Reading	At the end of the course; Fall or Spring Semester
Common Unit Exams	Summative	Course Standards/Critical Reading	At the end of each unit during the semester
SRI	Diagnostic	Reading ranges	At the beginning of their 9 th grade ELA class and at the end of their 9 th grade ELA class

Systematic benchmark assessments will be implemented as the PARCC assessment is executed. Software programs that allow students and teachers to better evaluate writing will

be purchased and used to improve writing skills. Technology will be purchased to meet the technology needs of the 21st century. The PARCC assessments will require students complete a writing portion on-line. Also, beginning with year 2014, all Freshmen will be required to take and complete an on-line course. Our students have got to become technology literate. Once the PARCC assessments are implemented, the EOCT will be phased out. All other current assessments will remain in place. More unit assessment tests will incorporate a writing component.

Professional learning will be provided in the identified areas of incorporating research into annotated essays, evaluating claims and arguments in non-fiction texts, comparison of texts, text complexity and PARCC assessments. Teachers will also receive professional learning centered on the incorporation of writing and scoring said writing in all content areas. Software that is purchased to aid with student writing will also require teachers be trained in its use and implementation. New technology, I-Pads, and E-books, will require professional learning for our staff.

SRI result letters are mailed home after each testing to parents who do not attend Parent Teacher Conference. EOCT summary sheets are also made available at Parent Teacher Conferences and sent home with students, as well EOCT scores printed on report cards. Parents have access to the Parent Portal and mobile apps which allows them to view their student's class assessment data. Stakeholders are invited to the School Council where school

assessment data is shared by the principal to encourage feedback, help identify areas of concern and possible community solutions to areas of concern identified.

Each summer and throughout the year, the school leadership team meets to analyze assessment data to determine areas of concern and develops a plan of action. This plan includes strategies needed to address these needs, persons responsible and professional learning required to support the plan of action.

Each school has a testing coordinator who oversees the administration of all standardized testing. EOCT assessments are administered by certified teachers and staff at the end of each semester, each December and May. EOCT data is analyzed by classroom teachers for areas of strengths and weaknesses and instruction is adjusted to address areas of concern.

SRI is administered by the literacy coach at the beginning and end of each semester of students ELA class. The literacy coach prints reports for students, parents and teachers to provide feedback about student progress.

Benchmarks are given each 9 week period by classroom teachers. Teachers analyze benchmark data during collaboration and adjust instruction as needed. Teachers use benchmark data to determine which students need remediation. Also, this data is used to build flex groups and to determine what forms of differentiation are required.

Resources, Strategies and Materials Including Technology to Support the Literacy Plan

In order to implement the plan and achieve our established goals and objectives, the following are necessary:

- I. Provide technology necessary to achieve strategic goals and objectives:
 - a. iPads for 20 classrooms: English language art (4), math (6), science (4) and social studies (4). This technology will allow us to provide the kinds of real and virtual experiences frequently denied to students by a) level of poverty and b) rural location. iPads will maximize our ability to access a wide-variety of non-fiction and/or authentic texts.
 - b. Student laptops for classrooms: To improve writing skills students will need access to word process.
 - c. Software "Writing Roadmap": Scores writing online
 - d. Headphones – 50 per department
 - e. Supplemental applications for iPads
 - f. Camcorder and mike – 4 sets of recording technology for uploading video
 - g. Ebooks – At least 1 per student in science, social studies, math and CTAE/Fine Arts
 - h. Digital cameras – 4 (1 for each department)

- i. Magazine subscriptions for high-interest reading
 - j. Classroom libraries of high-interest reading
 - k. Literacy (vocabulary, poetry, book review, etc.) of the day for the website and morning announcements – produced by teachers and students
- II. Provide professional learning and support, in order to implement plan, on
- a. CCGPS and Content Literacy Standards – Assistant principal for instruction, instructional coaches and selected lead teachers will participate in training on the new standards and help to design and deliver training on the new standards to each department, academic and elective.
 - b. Web 2.0 tools – Media specialist working in conjunction with the technology specialists will provide the professional learning on a wide range of Web 2.0 tools, including but not limited to:
 - My Big Campus - professional learning for the E-rate purchased program (MBC is a collaborative learning platform that provides access to resources and people that make learning engaging, fun and real. It allows for more communication, less use of paper, more real-time chats and messaging and shared files while being easily monitored for content.)
 - iCyte – web research management tool
 - Diigo – allows users to attach sticky notes to specific highlights or a whole webpage
 - Google Docs – allows users to create and edit documents online while collaborating in real time with other users

- 60 Second Recap – provides one minute video commentaries on aspects of books commonly studied in secondary schools
 - Vidinotes – allows users to create their own notes of a video, including images taken directly from the video
 - Typewith.me – collaborative real-time editor, allowing authors to simultaneously edit a text or document
 - Next Generation Software – enables teachers to create and utilize PARCC type assessments and literacy embedded lesson plans
- c. Literacy strategies and metacognitive skills – Assistant principal for instruction and instructional coaches, working in conjunction with lead teachers, will provide the necessary professional learning or secure outside consultants to provide professional learning on the following literacy skills and metacognitive strategies including, but not limited to:
- i. Previewing, predicting, paraphrasing, summarizing, visualizing, questioning, concluding/infering, evaluating
 - ii. Thinking Maps – Many faculty members have had professional learning and are currently teaching these strategies to students, but implementation is not pervasive.
 - iii. Reading strategies
 - iv. Real-world applications across all content areas
- III. Examine and possibly revise the current Focus Walk process conducted by the Leadership Team and data analysis process.

- IV. Revisit traditional 4X4 instructional schedule including
 - a. Year-long Read 180 program for first year students not ready to transition to 9th grade literature, followed by back-to-back placement in 9th and 10th grade English during year two (resulting in year-long English for 2 consecutive years)
 - b. Examine the use of “Skinnies,” ½ period classes that allow for acceleration, extra help, additional literacy instruction, enrichment and extension of classroom learning.

- V. Develop a system of data collection and analysis that will
 - a. Determine the effect of the plan implementation on student learning and achievement
 - b. Suggest refinements, improvements and “next steps.”

Activities that support literacy intervention programs

George Washington Carver Freshman Campus’ RTI and SRI data is used to identify those students at-risk of failure. This information is used to implement strategic plans for students to attend in-school and out-of-school tutoring activities to insure student success. The CCGPS language arts units, used by GWCFE ELA teachers, incorporate technical and non-technical supplemental text to meet the needs identified through local and state school and industry

leaders. Other academic content areas are beginning the move toward incorporating more supplemental texts in units, also.

Shared Library resources available at GWFCF

- 173 easy titles
- 62 story collections
- 1960 Fiction
- 3400 Non-fiction
- 68 Class sets of novels
- 47 games
- 25 Parent resource items
- 780 Reference materials
- 3800 Teacher resource (mostly calculators and GPS coach books)
- 7 documents cameras
- 9 classroom performance systems
- 14 iPads (ESOL)
- 21 laptops (teacher use)
- 6 Mobi Docs
- 20 Mobis
- 7 Smart Slates
- 3 classroom mobile labs
- 18 student laptops in each science classroom (non-mobile and 6 years old)

Current Classroom resources for GWFCF

- Smartboard in each classroom with LCD projector
- Teacher computer station in each classroom
- 3 shared classroom mobile laps (14 teachers)
- 1 READ 180 classroom with 7 laptops

How needs support plan

- My Big Campus will add to our efforts to support global literacy by providing access to resources and people that make learning engaging, fun, and real.
- The creation of student and parent book clubs will provide stakeholders opportunities to read, and discuss or share the importance of literacy to the entire community.
- Subscriptions for high interest magazines, currently not provided, will encourage reading among students in content areas.
- Literacy of the day: Each day there will be a piece of literacy shared with students and faculty during the morning announcements. This will also be posted to the school's website for all stakeholders to view.
- Classroom libraries will be provided for teachers to use to enhance the literacy in each content area.
- One Book: All students and teachers will be provided the same book to read and discuss in each class. Each 9 week period a different content focused book will be read and discussed during designed times.
- High interest, lexile level appropriate (according to CCGPS) will be provided to the Media Center for student use.

For our Pyramid of Intervention (RTI) technology programs, such as READ 180, USA Test Prep and Rosetta Stone (for ESOL students) will be used for remediation and acceleration purposes. The Scholastic READ 180 program will be utilized for students reading two or more levels below grade level. This program leverages adaptive

technology to individualize instruction for students and provide powerful data for differentiation to teachers.

Those students identified as at-risk will be targeted for intervention programs such as Trojan Block (30 minutes dedicated to remediation, enrichment and advisement between first and second block each Tuesday), after school and before school tutoring. Those students identified as exceeding grade-level expectations would be targeted for accelerated programs such as student facilitator of book clubs and inclusion in accelerated content classrooms.

Through professional learning, teachers will be trained in best-practices literacy strategies for increased student engagement in reading and writing. Lead teachers will be trained and will return to train their peers at GWFC in these best-practices.

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Professional Learning Content and Strategies Identified on the Basis of Documented Needs

George Washington Carver High School 2011-2012 Professional Learning Activities

Detailed List of Past Professional Learning

A. Activity	Description	B. Hours	C. % of Staff attended
July18-21, 2011: Thinking Maps Training for TEAM	Training for redelivery of strategies for improving, organizing and visualizing thought processes in preparation for writing	28	1 Lead Teacher 3%
August 31, 2011: RTI Training Day 1	Modeled RTI process	1.5	44%
Sept. 14, 2011: RTI Training Day 2	Reviewed process with actual student data	1.5	44%
September 20, 2011: Thinking Maps Introduction	Redelivery	8	18%
October 11, 2011: Math and Science Vertical Planning	Discussion of concerns and ways to address these concerns	2	8% Lead teachers
October 12,2011: RTI Day 3	Follow up on RTI process	1.5	44%
January 14, 2012: EOCT Data Analysis	Disaggregation of data Analysis of data	2	100%
January 21, 2012: CCGPS Introduction to All Stakeholders Webinar	Introduction of Common Core Standards from GADOE	1	100%
Jan.-May 2012: Common Core GPS Webinars ELA, Math, and CTAE, Science, SS	Introduction to CCGPS Unit Format and Expectations	8	15% All ELA Teachers 24% All Math Teachers 41% ALL CTAE, Science, Social Studies Teachers
May 23, 24, 29, 30, 2012: Common Core Unit Creation for ELA	Grade level collaboration to review and modify state adopted CCGPS unit	28	60% ELA Teachers
June 4-7, 2012: Math CCGPS Unit Writing	Unit Creation and Revision based on CCGPS	28	50% Math Teachers

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June 25-28, 2012: Model Schools Conference	Featured schools with strategies for improving student engagement and learning	28	12% (Model Schools Team)
2010-2011 School Year Content Area Collaboration	Weekly planning instruction, and analyzing student performance	30	100% staff

Detailed List of Ongoing Professional Learning

Language arts CCGPS Unit Revision is an ongoing unit review and revision of the adopted units. This professional learning allows the content area teachers to collaborate on what task for technical and nontechnical supplemental text will be used and which writing assessments will be used. Teachers have also been able to review what strategies and tasks have worked and what needs more revision.

Assessment Design professional learning allows math teachers from the RESA district to work together to develop assessments questions that reflect CCGPS. This group will meet several times throughout the 2012-2013 school year and to create assessment items as the teachers work through the units.

Formative Assessment Lessons professional learning trains a group of teachers who will redeliver how to implement formative assessment lessons within their units. This group will meet several times throughout the 2012-2013 school year and to create assessment items as the teachers work through the units. These teachers will devise a plan for redelivery at the secondary level.

Weekly Collaboration allows content area teams to work collaboratively to review unit plans, analyze formative and summative assessment data and implement literacy standards. This helps determine differentiation strategies, improves instruction and identify areas of concern for further review.

Programmatic Professional Learning Needs Identified in the Needs Assessment

The greatest need that has been identified is a need for professional learning in best practices in literacy (reading and writing) strategies to aid in the new CCGPS literacy standards for all content areas. Based on the Needs Assessment data, the majority of teachers are unsure of their expertise when it comes to teaching the literacy standards within their own content.

A second need identified in our Needs Assessment is effectively using technology to engage and motivate students in learning, to provide students access to diverse texts, enhance differentiation and provide avenues for students to collaborate. With the purchase of My Big Campus, the county has the program to enhance student learning, but teachers need training on how to incorporate these 21st century tools into the existing units.

On-going assessment training needs to continue in order to prepare teachers and students for the PARCC assessment scheduled to begin in 2014. The new format of this assessment will require students and teachers to look at assessment more critically.

Literacy efforts must be a community resolution to be effective. The need to improve communication and collaboration will be greatly enhanced by making available the same professional learning for teachers to our community service programs.

Process to determine effectiveness of Professional Learning

The Leadership/Literacy Team will perform monthly Focus Walks to determine the level of implementation of strategies. Data will be collected and used to determine if more professional learning is required. Testing data will be analyzed and used to determine if strategies are providing support needed to improve student achievement. Teachers will analyze SRI data to determine if a student needs additional remediation in reading. If so, READ 180 or another intervention could be provided.

Preferred Method of Deliver for Professional Learning

The preferred method for the delivery of professional learning at GWC-Freshman Campus is to use "In-House Professionals." The majority of instruction comes from the instructional coach and the assistant principal for instruction. We also utilize teachers that have been trained to return to campus to redeliver to our staff.

Professional Learning Measurement

Professional learning will be evaluated and measured through lesson plans, focus walks, administration observations, peer-to-peer observations and assessment data. The GWCF Leadership/Literacy Team will disaggregate the data collected to determine effectiveness of the

professional learning and what areas still need to be addressed. Teachers will also be asked to document modifications in their units to reflect information and strategies presented in professional learning. We will consider the professional learning successful if student achievement improves on assessments and it is evident in focus walks and observations data collected throughout the school year.

Professional learning will focus on literacy instruction across the curriculum, improved instruction through professional learning, using technology to effectively engage student learning, using technology to enhance differentiation, including community support organizations in opportunities that provide literacy instruction (making the same training available to these organizations) and ongoing formative summative assessments to drive classroom instruction and interventions and continuity of instruction.

Professional Learning and Goals and Objectives

Through professional learning we plan to reach our goals and objectives of making literacy instruction a priority, not only in our school, but in our community agencies.

Professional learning will cultivate teachers who are more comfortable teaching and implementing literacy and best practice strategies across all content areas, students who are engaged in learning through diverse reading and 21st century technology, assessments that reflect standards taught in units and community support for and encouragement of this school literacy effort. Skilled and prepared teachers, engaged leadership and community support is the key to the successful implementation of our goals and objectives.

Sustainability Plan

As the CCRPI is implemented, additional assessments may be added at the Freshman Campus, for example, as the EOCT is phased out, the PARCC will be initiated. Teachers will continue to be provided professional learning related to assessments. No assessments implemented during the Striving Reader grant period will be discontinued after the grant period ends. Our plan is to use Title I and General Funds to insure the continuation of these necessary assessments.

Title I, Title II, SPLOST, E-rate and the general fund will be used as much as possible to continue the initiatives this grant affords. The school council will be utilized to recruit business partners in the community to provide resources needed to sustain the literacy efforts beyond the grant period.

Student achievement data, such as EOCT, SRI, and academic achievement, will be analyzed by teachers, administration, and leadership team, to determine next steps. This data is currently used to establish the goals in our Continuous School Improvement Plan and to determine the professional learning needed for the implementation of the improvement plan each year. This data is displayed on the walls within the data room for continuous review during collaboration and leadership team meetings.

Lead teachers in each department will be trained to redeliver professional learning to current staff and new system employees when needed. These teachers will be continuously provided professional learning opportunities to stay abreast of the new initiatives and

strategies in education. Each new staff member is provided with a mentor teacher to help him/her to adjust to the new school setting as well as provide additional support when needed. The mentor has been trained by our system to help administration provide new teachers with the type of support that will aid in the retention of good teachers.

Our system provides new teachers with two-day training before pre-planning each year. This training provides new teachers with professional learning that is tailored for the initiatives our system and schools have undertaken. Additionally, new teacher trainings occur periodically through-out the year. New teachers are provided release time and subs to attend these training days.

E-rate and SPLOST funds will be utilized as much as possible to continue to support technology and necessary site licenses. Print materials will be replaced as needed using general funds and with funds collected from students who have lost or damaged materials.

Budget Summary:

In year one, our plan is to purchase and install new technology and software. Currently, we have a limited amount of technology on our campus, and some areas are limited more than others. We need to add new software to support our literacy plan. Intensive professional learning will be provided to support teachers implementing the literacy plan.

Books/EBooks will be purchased for classrooms and the media center which spark student interest. There is the need to also hire a full-time Literacy Coach/Intervention specialist to work with teachers on implementing the Literacy Plan, professional learning associated with the Literacy Plan, and to aid with the RTI process. There is also a need for RTI professional learning during this year.

In year two, we will continue to provide needed professional learning for our teachers, especially, newly hired staff. To monitor the effectiveness of professional learning, GWCFE will utilize the leadership teams focus walk procedure and teacher surveys. Software updates and renewal of licenses will also continue.

In years three through five, needs assessment data will be re-evaluated to determine where the greatest need is in terms of technology, professional learning, and supplemental reading materials.