School Profile

Created Tuesday, October 09, 2012

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School Information

School Information | District Name:	Coffee County
School Information | School or Center Name:	Coffee High School

Level of School

High (9-12)

Principal

Principal | Name:	Mr. Rowland Cummings
Principal | Position:	Principal
Principal | Phone:	9123842094
Principal | Email:	rowland.cummings@coffee.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information | Name:	Sonya Ross
School contact information | Position:	Assistant Principal
School contact information | Phone:	9123896595
School contact information | Email:	sonya.ross@coffee.k12.ga.us

Grades represented in the building

example pre-k to 6

9-12

Number of Teachers in School

92

FTE Enrollment

1443

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: ___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___ /Morris C. Leis/_____
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.

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

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

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

b. **Employee Relationships**

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

        1. The names of all Subject Individuals who:
            a. Participated in preparation of proposals for award; or
            b. Are planned to be used during performance; or
            c. Are used during performance; and

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

        1. The award; or
        2. Their retention by the Applicant; and
        3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
        4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.

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

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

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

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

III. <u>**Incorporation of Clauses**</u>

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
Updated Friday, October 19, 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

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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.

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

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.

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

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.

District Narrative

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 sysem)	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

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

District Narrative

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 – 10th Grade	Summative	Critical Reading/Writing	1 x per year
K-12			
ACCESS for ELLs	Screening	Language	1 x per year

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 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

1

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	

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

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

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.

Experience of the Applicant

School Narrative: Coffee High School

<u>**School History**</u>

Coffee High School is a Title I school located in a rural area between Broxton and

Douglas, Georgia. It is the only high school in the county serving approximately 1469 students

in grades10-12 with a 65.6% economically disadvantaged subgroup.

CHS steadily made academic achievement gains and has greatly narrowed the

achievement gap. Despite the gains achieved, the school did not make Adequate Yearly

Progress as determined by the previous NCLB mandate. The school was always close but the

achievement data never reflected the actual strides made. With the implementation of the new

College Career Readiness Performance Index (CCRPI) and a new school administrative team,

the school culture and focus is now moving in the right direction to maximize student academic

achievement to prepare students not to just earn a high school diploma but to be college and

career ready when they graduate.

<u>**Administration and Leadership**</u>

The administration of Coffee High School is committed to student success. The

Leadership Team is made up of school administrators, instructional leaders from each

department, counselors, and instructional coaches. The Leadership Team is actively involved in

the school improvement process through the analysis of data and uses the Plan-Do-Check-Act

structure to monitor school improvement initiatives. The Team is fully operational according

to the High Impact Performance Rubric for school improvement. Building leadership capacity

within each department to support the instructional needs of the school to better meet the needs

of all students is a primary focus.

<u>**Past Instructional Initiatives**</u>

Tools for College (Support Classes for GHSGT and EOCT)

In 2009-2010, Tools for College course was designed to support students still needing a

section of the Georgia High School Graduation Test. Teachers used individual student test summaries to deliver explicit instruction and the USA Test Prep Website to support students on their weakest strands. The graduation rate increased from 68.8% in 2009 to 73.7% in 2010. The Tools for College course directly impacted the increase in the school's graduation rate.

Writer's Workshop

Since 2009, seniors who have not passed the Georgia High School Writing Test (GHSWT) are scheduled for Writer's Workshop. This course allows for intensive writing remediation before retest opportunities.

Extended Learning Time

In 2011-2012, during Extended Learning Time, targeted students were remediated in content specific instruction in the area in which they had not yet obtained a passing score on the GHSGT. Also, students who met requirements for the EOCT retake were assigned content remediation. Extended Learning Time was 25 minutes of time two times a week for six weeks.

SMARTboard Training

In 2009-2010, classrooms were equipped with SMARTboards for technology integration. A redelivery model of Train the Trainer was used to provide teachers with foundational skills on using the SMARTboard. After the initial training, follow up opportunities have been sporadic and not school wide.

Past and Ongoing Instructional Initiatives

Standards Based Instruction

Beginning in 2009-2010, the study of Standards Based Instruction was implemented. The professional learning placed emphasis on Best Practices to impact achievement. Pacing guides and curriculum maps were developed in each content area to ensure foundational alignment for each course. Georgia Performance Standards (GPS) were unpacked and implemented into the curriculum to guide effective instruction. A continuation of Unit Plan

Development opportunities has been provided to incorporate components of standards based teaching to include Lesson Frameworks (opening, work session, closing), HOTS (higher order thinking skills opportunities), and Differentiation. Focus Walks are used to monitor the level of implementation of Standards Based Instruction. Data and next steps is shared with the staff for continuous improvement to pervasively implement standards based lessons.

Collaborative Planning Time

Professional learning in creating and sustaining a professional learning community has been delivered. The master schedule supports common planning for teachers to collaborate, analyze achievement data, create common assessments, and revise and create lessons that support the Common Core. Attendance, minutes, and next steps are documented.

READ180

Students are screened for low reading achievement using the Scholastic Reading Inventory (SRI). Additional data used for student placement include previous trends on standardized tests and teacher recommendations. Students identified are placed in the READ 180 class. CHS currently has licenses for 15 students.

Numeracy Coach

The role of the numeracy coach is assisting teachers in the classroom on standards based instruction, GPS, Common Core Georgia Performance Standards (CCGPS), and and other initiatives. The numeracy coach redelivers trainings and supports teachers with content and delivery for two campuses. Teachers receive assistance with unit writing and common assessments. The numeracy coach meets with teachers during their weekly collaboration.

<u>Current Instructional Initiatives</u>

Implementation of Common Core

"Destination Graduation for College, Career, and Life" is the vision for Coffee County

Schools. CHS is committed to preparing graduates to be ready for college, career, and life. The primary instructional initiative is the creation and alignment of curriculum materials to support the new CCGPS. In support of effectively implementing the CCSS, an additional initiative includes professional learning to understand and determine the Depth of Knowledge levels of assessment activities and questions to move away from Level 1 assessment items and toward Level 2 and 3. In addition, Differentiation Instruction and strengthening the Lesson Framework will continue to be a part of the instructional initiatives.

Academic Coach

The academic coach assists teachers in unit writing, creating common assessments, analyzing the data and understanding the standards. The numeracy coach redelivers trainings and supports teachers with content and delivery for two campuses.

Literacy Design Collaborative

A redelivery team is currently participating in literacy design collaborative training. As the team completes the training, information will be redelivered to all social studies, science and technical teachers. Through this redelivery, teachers will learn to embed Common Core Literacy Standards into content area instruction using tools created by Literacy Design Collaborative. Teachers and system observers will be utilizing Module Creator during this training.

Math Design Collaborative

A team of teachers are being trained by the Georgia Department of Education (GADOE) on how to use formative lessons within the classroom. These lead teachers will then redeliver within the math department in year two.

Professional Learning Needs

Based on the data gathered from the Needs Assessment Survey and the Georgia Literacy

Needs Assessment, the Leadership Team identified current professional learning needs for

CHS. According to the results of these two surveys, the faculty and staff requests additional

support in:

1. The implementation of CCGPS.

2. Effective reading strategies, writing skills development and to have access to invocative

   technologies that will allow teachers to differentiate lessons to meet the needs students.

3. Motivate students with interactive lessons and technologies to support CCGPS

   implementation.

4. Effective use of data to drive instruction within the classroom.

5. Professional learning in content specifics (conferences, state and RESA workshops).

6. Community awareness of the new Common Core rigor and expectations.

Need for a Striving Readers Project

CHS recognizes the need for literacy support. The current poverty level in Coffee

County is 22.14%, the average household income is $33,119, and the unemployment rate is

13.4% with 8.5% of the population completing less than a 9th grade. In addition, the graduation

rate at is at 73.3 % at its highest. The data indicates the need for a comprehensive literacy

initiative. Disadvantages associated with high poverty levels include limited access to

technology and cultural experiences, low lexile scores, and poor academic performance. This

has become evident in all content areas with the implementation of common core and the

current state initiative to prepare all students for success in college, career, and life.

School Literacy Plan

<u>**Overview of Common Core Standards**</u>

   According to The Georgia Literacy Task Force (2009), the definition of literacy is the ability to speak, listen, read, and write, as well as to view print and non-print text in order to achieve the following:

   • to communicate effectively with others,

   • to think and respond critically in a variety of settings to a myriad of print and non-print text, and

   • to access, use, and produce multiple forms of media, information, and knowledge in all content areas.

   In July 2010, the Georgia State Board of Education adopted the Common Core Georgia Performance Standards (CCGPS). With the roll out of the CCGPS, it is apparent that Coffee High School needs tools for implementation and a structured approach by which to determine specific needs in the area of literacy.

   The curriculum that drives the literacy plan at Coffee High School is the CCGPS. Within the CCGPS, standards are supported by the College Career Readiness Standards (CCR), which are also known *anchor standards.* In essence the 32 CCR standards serve as a benchmark or target that all grades levels from k-12 are aiming toward to ensure that seniors graduating from high school are indeed college and career ready.

   Under the guiding targets of the CCR standards, there are 36 English Language Arts and Literacy Standards in addition to Literacy and Writing Standards that support literacy and writing in science, social studies, and technical courses. The following chart outlines the key CCGPS ELA strands and the major shifts in literacy for the other contents.

1

5 ELA STANDARD STRANDS	3 Big Shifts in Literacy for Social Studies, Science, and Technical Subjects (CTAE)
Reading Literature Reading Informational Text Speaking & Listening Language Writing	Building knowledge through content rich non-fiction and informational text Reading, writing, speaking grounded in evidence from the text Regular practice with complex text and its academic vocabulary

At Coffee High School, units are created around these anchor standards to ensure lessons, activities, and assessments move students toward complete mastery of meeting the goals of the CCR standards. However, more professional learning is needed to ensure that teachers are thoroughly knowledgeable of these standards and how to incorporate them to guide instruction to ensure college or career readiness for graduating seniors.

Engaged Leadership for Literacy

The administration and Leadership Team of Coffee High School is committed to improving student literacy skills and student success. The Leadership Team is aware, as evident by the results of the Needs Assessment Rubric, of the need for a school wide literacy plan and the need for intensive professional development to train and support staff so teachers are proficient in teaching the literacy standards within the Common Core. The team members have also discussed the indicators for Literacy of High School Graduates created by the Georgia Literacy Task Force in 2009. These indicators are consistent with the CCGPS and the over arching goal that all students graduate prepared for college, career, and life.

The High School Graduate Indicators for Literacy state that when graduating for high school students should be able to:

a. Demonstrate competence in authentic, real world wring in ALL contents.
b. Demonstrate the ability to approach and understand ALL content area text by applying critical reading skills.
c. Apply the fundamental components of standard English language to communicate or exchange ideas or information.
d. Synthesize and evaluate a wide range of reference material in order to communicate perspective that reflects the specific audience, purpose, and formality within contexts.
e. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum related problems and to develop solutions for all audiences.
f. Evaluate and deconstruct the strategies, propaganda, biases, and messages delivered by a variety of sources, print and digital media, to inform, persuade, entertain, transmit, messages, and influence culture.
g. Explore and understand text organizational structures from different content.
h. Demonstrate knowledge and application of current changes in information technologies and the effect those changes have on the workplace and society.
i. Present and deliver information orally, demonstrating clear purpose, appropriate organization, sound reasoning, precise diction, visual aids, and elements of narration, expositions, argument, and/or literary analysis.

The administration at CHS will add to the current Literacy Leadership team stakeholders to assist in creating and implementing a shared literacy vision for the school. Partnerships with post-secondary institutions will be created to bridge transitions, and identify any academic gaps to better align curriculum between institutions. This team with the guidance of the administration will review the schools data to create goals for the students and teachers at CHS. To ensure that teachers and students are working to reach the goals, the Literacy Team will meet throughout the year to evaluate the progress being made to reach the goals. Once CHS meets its goals the school will celebrate their accomplishments.

To help meet the goals created by the Literacy Team, the administration will schedule teacher collaboration on a regular basis as well as professional learning to allow teachers the

support and time needed to revise units to address the literacy standards. Intense professional learning will be provided to assist teachers in literacy skills with a focus on writing, reading and vocabulary building. The instructional strategies used to teach vocabulary must be consistent throughout all contents in order to help students improve reading, writing and speaking skills. Teachers will also need training on text complexity and how to utilize a student's lexile score in selecting texts for students to read. The administration will ensure students are provided time during the school day to meet the recommended reading as stated in the Striving Readers Grant. The Leadership/Literacy Team will conduct focus walks to obtain data to be analyzed on the effectiveness of the professional learning being provided.

Continuity of Instruction

As stated in the "Why" document, the CCGPS Standards insist that instruction in reading, writing, speaking, listening, and language is a shared responsibility within the school. It is the Literacy Team's vision to provide literacy for all students in all areas of instruction. Coffee High School's goal is to produce students who can read, write, listen, speak and view in order to communicate effectively with others.

The Administrative Team ensures teachers have collaborative times embedded within the school day to create and revise units that incorporate the literacy and writing standards. Protocols for effective collaboration guide conversations and maximize the collaboration time. Collaboration is also used to analyze assessment data and create SMART goals at the teacher and content level. Minutes are kept electronically and include Next Steps to guide future meetings. Collaborative minutes reveal the need for additional professional learning in examining student work and using data results to guide instruction.

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With the implementation of the new CCGPS literacy and writing 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 an ELA course. This time is used to teach reading, writing, listening and standards from the CCGPS. Before CCGPS, this block of time allowed teachers to have a teacher-directed lesson with embedded differentiation. Now that the instructional focus has evolved to incorporate more writing prompts with contextual evidence to support writing, the lesson framework has changed. ELA teachers are better prepared to transition into writing assessments more so than science, social studies, and technical teachers. Creation of a school wide writing rubric based on CCGPS will add additional cohesiveness to the literacy and writing initiative and assist in supporting all teachers. Developing a strong, structured writing program with adequate professional learning and implementing this program with pervasiveness and validity will enhance the literacy program at Coffee High School. Additional access to technology will allow teachers in all contents a variety of resources, both print and virtual, to better support students in literacy and writing.

As literacy and writing standards are implemented within all courses, focus walks will be organized to monitor the level of implementation. Based on the data from the focus walks, teachers who may require additional professional learning will be supported by the academic coach as well as lead teachers within the school.

The Literacy Team will seek to improve the alignment of efforts for all stakeholders as the school works toward improving literacy and student learning. During school, business and industry leaders meetings, a need has become evident for students to become better communicators and writers. Partnerships with community stakeholders and organized collaboration time to discuss literacy within the school and throughout the community will

strengthen the overall literacy initiative. Technologies will be utilized to better inform

community and school stakeholders of activities and school-sponsored events promoting literacy.

Ongoing Formative and Summative Assessments

As stated in the "Why" document, having the 'right' assessments in place is only one

element of an effective literacy assessments plan. Data must be easily accessible to school

personnel and readily available in order for the data to be used to drive decision making at the

school level. The Student Longitudinal Data System (SLDS), which houses all standardized state

assessment data and is supported by the state is a valuable tool to access trend assessment data at

the student level for classroom level decision making. Professional learning on how to best

utilize this tool has been provided to all staff although using it for classroom instructional

decision making to guide student learning is still needed.

Currently at Coffee High School, student achievement is assessed using formative and

summative assessments. The 10th grade students take End of Course Test (state assessments) in

American Literature (honor's students only), Biology, and Mathematics II. The school also

assess these students with the PSAT that is used as an identifier for students that could be

successful in Advanced Placement courses as 11th and 12th grade students. The 11th graders at

CHS are assessed using the Georgia High School Writing Test, a requirement to graduate from a

public school in the state of Georgia, and state End of Course Test in United States History and

American Literature. Eleventh grade students who have not passed an End of Course Test in

content (2 in each area) will have to take the Georgia High School Graduation test in the content

and pass it to meet the requirements for graduation in a public school in Georgia. Students are

also encouraged to take the SAT or ACT as well, but it is not a requirement. The 12th graders at

CHS will take an End Of Course Test in Economics. Some seniors will take CTAE End of

Pathway assessments as well. All seniors planning on attending college are highly encouraged to take the SAT or ACT their senior year. Currently, the technical college shares a teacher with CHS so students can earn technical college credits in courses offered at the high school. To be able to enroll in these courses, students must take the Compass test to meet the requirements set be the institution. During content collaboration at Coffee High School, teachers discuss and create common summative assessments for the units, common mid-course assessments and end of course assessments for courses that the state of Georgia does not assess. Teachers will need professional development to create formative and summative assessments that include a variety of questions. Teachers will need professional learning on Webb's Depth of Knowledge to assist them in their revisions and creation of assessments to help students meet the standards in CCGPS. Also, some content groups prepare a calendar identifying when formative and summative assessment will occur. However, this practice is not pervasive throughout all contents.

Currently at CHS, students enrolled in a literature course are assessed using the Scholastic Reading Inventory (SRI) at the beginning and end of the course. This data assists teachers in selecting appropriate texts based on a student's lexile score. The data is also used to monitor student growth and to set targets for students not scoring a lexile level of 1250, the level set by CCRPI for students to score on the American Literature EOCT. In the future, the plan of the school is to assess all 11th grade students at the beginning, middle and end of the year to measure growth and use as a tool to assist teachers in providing students with texts compatible to the students' reading ability.

Teachers at Coffee High School monitor students in each course who are performing below a 73 in the course. The leadership team has created a protocol that teachers use to monitor

and inform parents and administration of the growth of these students. Teachers place the information on a form in a shared folder so administration and counselors have access to view and monitor this information. The intent of the Leadership Team is to use this monitoring tool to help better identify students who need to be placed in Tier II, III, or IV of the Response to Intervention (RTI) pyramid. Based on the county's Professional Needs Assessment, it is evident that teachers need intense training on the RTI process. In order for struggling students to be successful, improved monitoring and interventions are needed at CHS.

Best Practices in Literacy Instruction

The Leadership Team meets during the summer to analyze summative data. The Team looks at the End of Course Test in each of the eight contents as well as the Georgia High School Graduation Test and Georgia High School Writing Test. This data is used to help identify areas of weaknesses and strengths and professional learning that will help address weak areas. Teachers analyze the EOCT data at the end of each semester to identify strengths and weaknesses and create individual smart goals using an instrument created by the Leadership Team. During content collaboration the teachers discuss the findings and create content goals. The teachers then revise their lessons to reflect the needs of the students. This information in recorded in the meeting minutes posted in a share folder for others at the school to view.

With the implementation of the CCGPS, Language Arts classes have created and executed units with a core extended text (novel) and complimentary supplemental fiction and non-fiction texts. Unit assessments for each unit are annotated essays applying at least two texts from the unit. These diverse texts and intensive writing tasks have enriched the language arts curriculum at Coffee High.

All content areas are attempting to include more reading and writing (both technical and traditional) into their curriculum; however, this is not pervasive across content areas or classrooms. Selected teachers in social studies and science are being trained and/or given access to the Literacy Design Collaborative (LDC) and Module Creator to assist in the incorporation of literacy into lesson units. In content area weekly collaborations, these teachers are sharing the information from LDC and Module Creator with their peers and, as a result, more teachers are attempting more reading and writing strategies into their lesson plans at varying levels of success. Being able to have more teachers directly involved in this process would increase teachers' understanding of the "How" part to implementation.

In subject-area weekly collaboration, teachers discuss, plan units and examine student work for strengths and weaknesses of the unit and instruction. However, all teachers have not been trained on examining student work and are not always proficient in determining the needs of students. EOCT and benchmark data aid this process, but with minimal training on how to use this information, the results are not always effective. Teachers were trained in a ninety minute professional learning community session on how to access data from SLDS, but more training is needed for teachers to be able to apply data to effectively differentiate instruction at the student level.

The Leadership/Literacy Team meets bi-monthly to discuss needs and concerns of the school as well as determine the items that will be monitored by the next focus walk, conducted by the members of the Leadership/Literacy team. The focus walk instrument is created in-house and allows our Leadership/Literacy team to target and evaluate those concerns most vital to the success of our initiative efforts. These in-house instruments have positively impacted the implementation of standards-based classrooms and, because they are produced by the

Leadership/Literacy team to measure a specific need(s), most effectively produce the kind and type of data needed.

With our most recent change in administration, focus walks are in a transitional stage, but will begin a more systematic and structured pattern with the new semester. Literacy instruction will be one of the items monitored through our focus walks.

Language arts classrooms have always had a substantial focus on literacy. However, with the new Common Core standards, this focus has shifted from a traditional approach of reading from the literature book and writing practice for the writing test, to novel units with technical, non-fictional and fictional supplemental texts and the use of writing prompts that incorporate the reading in annotated essays.

Some social studies classes have novel studies which students read, discuss, and are assessed on either with a written assignment or standardized type test. Science classes are attempting to incorporate more professional journal article readings and tasks to address the literacy component. Both of these content areas will roll-out Common Core standards in the next couple of years that will require a concerted and pervasive literacy effort.

Some math classes are incorporating journal writings, high order questions that require written explanations and/or verbal explanations of a process or function to be given by the student(s) to the class, partner or teacher. However, this practice is not pervasive across the subject area.

CTAE classes use literacy elements appropriate to the content standards being addressed, but the effort is not concerted or pervasive in all areas. Fine arts, physical education and special education (self-contained) teachers have been included in professional learning community

sessions on the need for literacy as a school-wide effort and sparingly have begun to attempt this effort.

Professional Learning Communities (PLC), consisting of teachers with common planning, is one effort made to offer professional learning throughout the school year with little to no interruption of teacher-student instructional time. These 30 to 90 minute sessions are attended by those teachers, regardless of content, who have planning blocks at the same time. This allows for cross-curricular sharing.

The focus of these PLC's have included the introduction of SLDC, differentiation of instruction, Thinking Maps, Standards-based and best practices strategies and evaluation of EOCT data. Content area teachers also meet weekly to discuss units, tasks and evaluate summative assessments within their content area for strengths and weaknesses.

Professional learning is offered each summer for teachers and support staff in areas deemed important by the needs assessment data, focus walks, and standardized test data. However, more professional learning on using data to inform instructional decisions and explicit teaching, selecting appropriate text and reading strategies for instruction, differentiating instruction, using technology for differentiation, applying real-world tasks in content areas and reading and writing strategies in all content areas is crucial to the implementation of our literacy effort. Teachers must feel competent to lead literacy instruction for any program or effort to produce students who are ready for college, career and life.

System of Tiered Intervention (RTI) for all Students

Implementing a viable and sustainable Response To Intervention (RTI) protocol has been a challenge for many secondary institutions. Students entering high school, for the most part,

have already been identified in earlier grades if they require additional support through Special Services. The majority of our students receiving gifted services are also identified in early grades. Coffee High School's guidance department ensures students are placed in appropriate courses based on their identified areas of need or giftedness. Now that all ninth graders at George Washington Carver Freshman Campus are taking the Scholastic Reading Inventory (SRI), data from this universal screener, as well as access to comprehensive assessment data from the SLDS, student course placement are becoming more accurate. It is a current concern of Administration that as students take assessment screeners like the SRI, they are serious test testers. Coffee High concurs with the 'Why' document in that while this assessment or any other screener is not a grade, it is important to ensure that students understand that their performance will identify classes that will be a part of their course of study during their high school years.

In the fall of 2012, the following academic monitoring protocol was designed and implemented by Coffee High School in order to have a school wide comprehensive protocol in place to support students at risk of failing a class. The academic monitoring protocol supports the RTI pyramid of Intervention and keeps a running list of students not being successful in their current academic classes.

Academic Progress Monitoring for Coffee High School

Tier 1: Standards Based Instruction and Learning

- Teaching is standards based, organized for learning and achievement, and includes a variety of instructional strategies.
- Lesson Frameworks are used to organize learning using an Opening, Work Session, and Closing.
- Expectations, goals, and assessments are clearly communicated and designed for academic rigor.
- Student performance will be evaluated every 2 ½ weeks.
- Check student grade summaries. Print summaries for students with an average of 73 or below.

- Student Conference and Parent Contact is made for averages 73 or below.

Tier 2: Focus Group

- Any student whose average is 73 or below at any time during the semester checks points (first 9 weeks 4 ½, 6 ½, second 9 weeks 2 ½, 4 ½, 6 ½ weeks) meets criteria for Level II. Teacher action must be initiated.
- The teacher and student will have an informal conference identifying problems and potential NEXT Steps.
- Parent Contact is made and documented.
- The teacher will maintain a current *Progress Monitoring Documentation Log* to document NEXT Steps progress.
- Any student from Level 2 whose average is 70 or below for the first 9 weeks meets the criteria for Tier3.
- Any student from Level 2 whose average is 60 or below for the first 9 weeks meet the criteria for Tier 3 and should be placed on a student contract.
- The teacher will maintain a current *Progress Monitoring Documentation Log* to document NEXT Steps progress.

Tier 3: Priority Group

- Any student from Tier 3 who fails to meet the terms decided upon in the contract meets the criteria for Tier 4.
- The teacher will notify the student's counselor. The counselor will assist in setting up a conference to include the student, parents, and other teachers if needed.
- Teachers will monitor students and communicate progress to support personnel (counselor, attendance clerk, etc.) if needed.
- The teacher will maintain a current *Progress Monitoring Documentation Log* to document NEXT Steps progress.

Tier 4: Achievement Evaluation

- Any student from Tier 3 who fails to meet the terms of his or her contract meets the criteria for Tier 4.
- At the end of a semester teachers will evaluate students who meet the conditions of the contract but fail to be academically successful and will notify student of responsibilities in Tier 4.
- Students failing with an average of 66-69 will receive an Incomplete and can enroll in Credit Repair to demonstrate mastery of content that was not mastered during the semester. Credit Repair must be completed during the three week window or original grade stands. Teacher will complete a Credit Repair Plan for each student meeting this criterion.
- Student failing with a 60-65 is eligible to retake course in Credit Recovery or during another semester.
- Students failing course with an average lower than 60 will be scheduled to retake the complete course with a classroom teacher.

- Students passing course but with attendance issues should be advised to sign up for the Attendance Appeals Process.
- Grade level counselor will evaluate and refer student for additional services or monitoring is required.

Coffee High School Tiered Instruction

Tier 4: Individually Designed Teaching and Learning	
Interventions	**Progress Monitoring/ Assessment Tools/ School-Wide Screening Instruments**
Targeted students are provided following Tier 1, 2, and 3 Implementation and evaluation: • Specialized programs • Adapted content, methodology, or instructional delivery • GPS access / extension	Targeted students participate in learning that includes: Specialized programs Inclusion, Differentiated Instruction, and Acceleration
Tier 3: SST Driven Teaching and Learning	
Interventions	**Progress Monitoring/ Assessment Tools/ School-Wide Screening Instruments**
Targeted students are provided following Tier 1 and 2 **implementation and data collection:** • 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)	Strategies: USATestPrep OAS-Online Assessment A+ Learning Software Credit Recovery Credit Repair Individual Teacher tutoring before, and after school READ 180 Tools for College

Tier 2: Needs-Based Teaching and Learning	
Interventions	**Progress Monitoring/ Assessment Tools/ School-Wide Screening Instruments**
Targeted students participate in *instruction* that in addition to Tier I: • 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	**Strategies:** Flex Groups Math Support Tutoring (Before and After school) READ 180 Choice Boards
Tier 1: Standards-Based Classroom Teaching and Learning	
Interventions	**Progress Monitoring/ Assessment Tools/ School-Wide Screening Instruments**
All students participate in standards-based *instruction* that is: • Differentiated (content, process, and product) with flexible groups • Guided by the Georgia Common Core Georgia Performance Standards. • Guided by progress monitoring and balanced assessment • Research -based • Supported by collaboration within Content areas, and Professional Learning Communities	**Strategies:** Advisement Tutoring Standards Based Instructional Strategies Small Groups Choice Boards

Coffee High School used the Inclusion model with team teaching to support students with

disabilities and English learners. The special education teacher team instruct with a content

teacher. Professional learning is currently on-going through Georgia Learning Resource System

to assist team teachers with effective strategies to aid students to be successful in the classroom.

Improved Instruction through Professional Learning

In order to meet the demands of an increasingly completive global economy, teachers

will need professional learning to assist them in promoting critical thinking and higher order

performance according to the "Why" document. Teachers need to be equipped with strategies

that will connect the curriculum with the experiences of students. According to the "Why"

document the goal of professional learning is to support viable, sustainable professional learning,

improve teacher instruction, and ultimately promote student achievement. Professional learning

is organized to engage all teachers in ongoing, high-quality, job-embedded, sustained,

collaborative learning. Effective professional learning is linked to higher student achievement.

As new teachers are hired each year, the local board of education provides training for

these teachers. The training topics include Standards based classroom (continued throughout the

year), introduction to Thinking Maps, mentors, teacher evaluation, and CCGPS. Future new

teacher orientation will include a literacy component within specific content areas. Units are

posted electronically to allow all teachers, including new teachers, access to school level

curriculum documents.

Each year the school is required to submit a year-long professional learning plan based on

the instructional needs of the school. The Leadership Team at Coffee High School meets each

summer to plan the professional learning for the upcoming school year based on assessment data

and teacher Needs Assessment data. The Leadership Team feels strongly that job embedded

professional learning is essential to support teachers and promote student achievement.

Currently all instructional staff has participated in the professional learning CCGPS webinars which introduced teachers to the research of Common Core as well as content specific Literacy and Writing Standards. ELA teachers attended professional learning sessions this summer to begin unit revisions using the CCGPS. Science, social studies, and technical teachers use scheduled collaboration time to incorporate the literacy and writing standards into exiting units of study. Units currently have components of Standards Based Instruction as well as Thinking Maps activities to assist in differentiating lessons for student learning. Administration will need to provide all teachers with intense professional learning opportunities, either by a train the trainer model or whole group presentation, to gain the understanding and skill set needed to effectively teach the CCGPS. Educational specialists and trainings that support literacy and writing will be researched and scheduled to further support the implementation of the CCGPS Literacy and Writing Standards.

Needs Assessment

Description of data types used to create the Literacy Plan are listed with the chart below.

Assessment Type	Description
EOCT Data	Assesses student performance
SAT Data	Assesses college readiness
Georgia High School Writing Test	Assesses basic writing skills
ACT data	Assesses college readiness
SRI data	Determines reading lexile ranges
Needs Assessment Survey	Measures teacher perception of professional needs
Georgia High School Graduation Test	Analyzes content academic performance
End of Pathway data	Assesses college and career readiness
Focus Walk Data	Assesses standards based instruction implementation

Description of the Needs Assessment Process

In the spring of 2012, the Coffee High School staff completed a needs assessment for the county to assist the school in creating specific professional learning opportunities based on the feedback given on the needs assessment survey. The data from the local needs assessment along with other data sources in the above chart are analyzed with root cause analysis. The school improvement plan for the upcoming year as well as the professional learning plan is created as a result of this data dig. Teachers are provided with professional learning opportunities to address the areas of concern relevant to the data. The Leadership Team conducts focus walks to monitor the implementation of professional learning initiatives. In addition to the local needs assessment, the Leadership Team completed the Georgia Literacy Needs Assessment in the fall of 2012. Each team member compiled feedback from department members to complete the Literacy Needs Assessment. The data was then analyzed by the Literacy/Leadership and presented back to each department.

Listing of Individuals who participated in Georgia Literacy Needs Assessment

The Georgia Literacy Plan Needs Assessment was completed by the Leadership/Literacy Team which includes math, language arts, social studies, science, fine arts, CTAE, Health/PE, counseling, media, special education, instructional coaches, and administration. The data was then compiled and shared with individual departments within the school.

The following chart identifies current Leadership Team and position held.

Literacy Team Members	Position
Rowland Cummings	Principal
Sonya Ross	Assistant Principal for Instruction
Sandy Joiner	Instructional Coach
Danny Ware	Assistant Principal
Janice Hutto	Referral Specialist
Jimmy Scott	Assistant Principal
Lori O'Neal	Media Specialist
Melody Williams	ELA Department Chair
Randy Garrett	Athletics Director
Rhonda Dorsey	Numeracy Coach
Angela Helm	Science Department Chair
Brad Riner	CTAE Director
Chera Ganger	Guidance Director
Sherri Harris	PE Department Chair
Tiffany Anderson	Foreign Language Department Chair
Todd Womack	Social Studies Department Chair
Bridget Paulk	Paraprofessional

Areas of Concern as they relate to the researched-based practices

Based on the information that was gathered from the needs assessments, the Leadership/Literacy Team identified several areas of concern. The identified areas will be addressed through the literacy plan at both district and school levels. According to the research in the "What' document, the following are prioritized concerns at Coffee High School.

    A. Continued training on differentiation strategies to better support RTI process
    B. Provide continued training to better implement the RTI process at the secondary level

C. Implement effective lessons and assessments based on CCGPS (reading, writing, and speaking in all content)
D. Provide literacy instruction across the curriculum
E. Using classroom data to drive instruction and interventions in the classroom (formative and summative assessment data)
F. Motivate and engage students through the effective use of technology
G. Provide community support organizations the opportunity to attend literacy professional learning for students at the secondary level

Specific age, grade levels, or content areas in which the concern originates

The concerns identified in the Needs Assessment are consistent across all grade levels and contents at Coffee High School. Even though gains are being made to close achievement gaps in some areas, gaps still exist with the potential of widening with the emphasis being placed on preparing all students to be college and career ready. The EOCT scores in Economics, Biology, U.S. History, Ga. High School Writing Test, SAT scores and CTAE End of Pathway Assessments indicate that students are not performing at the state meets and exceeds levels. In spite of current initiatives and interventions, achievement gaps in some sub groups are not closing as rapidly as others. After reviewing the data and looking at the CCGPS in all areas, the demand for a more intensive focus on reading and writing is essential for students to be successful in their college, career, and life.

Areas of Concerns and Steps the school HAS and HAS NOT Taken to Address Problems

The Leadership/Literacy Team used the recommendation found in the "What" document to identify steps not taken by the school that supports the major areas of concern.

Major Areas of Concerns	Steps the school HAS and HAS NOT Taken
A. Continued training on differentiation strategies	Coffee High School **has** provided professional learning on Differentiation Strategies using Thinking Maps.

to better support RTI process	Coffee High School **has not** provided current professional learning on the RTI process.
B. Provide continued training to better implement the RTI process at the secondary level	Coffee High School **has** created and implemented a school wide progress monitoring plan to readily identify struggling at risk of failing a course Coffee High School **has not** hired a intervention specialist students to support teachers in the RTI process. Coffee High School **has not** provided current professional learning on the RTI process
C. Implement effective lessons and assessments based on CCGPS (reading, writing, and speaking in all content)	Coffee High School **has** provided professional learning for ELA teachers to create units to support the implementation of common core. Coffee High School **has** common summative assessment in all contents. Coffee High School **has not** provided professional learning for unit revisions in Science, Social Studies, and CTAE to include Literacy and Writing Common Core Standards. Coffee High School **has not** provided professional learning for unit creation of Math units based on roll out of CCGPS.
D. Provide literacy instruction across the curriculum	Coffee High School **has** participated in viewing the professional learning webinars provided by the state on the implementation of common core. Coffee High School **has** implemented one block of READ180. Coffee High School **has not** provided explicit literacy instruction by content to include reading strategies, effective writing strategies, and vocabulary development.
E. Using classroom data to drive instruction and interventions in the classroom (formative and summative assessment data)	Coffee High School **has** provided professional learning on how to analysis student data, both formative and summative. Coffee High School **has not** provided professional learning on using data to differentiated instruction to meet the instructional needs of the students.
F. Motivate and engage students through the effective use of technology	Coffee High School **has** provided professional learning for selected teachers on 'How to Motivate the Unmotivated' Coffee High School **has** purchased two mobile computer labs to support additional access to technology based resources. Coffee High School **has not** provided school wide professional learning on strategies to motivate all students to meet the challenges of CCGPS. Coffee High School **has not** conducted book studies to research effective teaching strategies to support struggling readers.
G. Provide community	Coffee High School **has** participated in curriculum alignment

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support organizations the opportunity to attend literacy professional learning	partnerships with post-secondary institutions. Coffee High School **has not** provide opportunities for outside secondary agencies (The Harrell Center for Learning) to attend literacy trainings provide by Coffee High School.

Root Cause Analysis

Once the Leadership/Literacy Team reviewed and discussed the data and identified the major areas of concerns as revealed on the Georgia Literacy Plan Needs Assessment for Literacy, a root cause analysis was completed. It revealed that these needs are common to all grade levels and all subject area. Teachers lack of expertise in teaching effective reading strategies factor in to why students are struggling with text in all content areas. The root causes reflect the school's lack of professional learning and on going support in school wide literacy efforts. Lack of resources and access to printed and electronic sources of text was also indentified as a root cause of low-performance of students. The teachers need a variety of resources in order to implement Common Core, and additional training is needed in planning rigorous units that utilize complex, diverse, and informational text.

Analysis and Identification of Student and Teacher Data

The following data presents the 2011-2012 EOCT and Georgia High School Graduation

Test assessment results for Coffee High School in grades 9-12 in the areas of greatest concern.

Course/GHSWT (% = meets and exceeds)	% Overall	% White	% Black	% Hispanic	% SWD	% EDS	% Male	% Female
Ninth Grade Literature and Composition (repeaters)	51.0	75.0	30.0	66.7	20.0	46.9	46.2	61.5
American Literature and Composition	88.0	92.5	79.6	90.3	37.5	85.1	86.5	89.9
United States History	61.0	68.9	45.9	63.6	15.4	55.6	67.4	53.5
Economics Business Free Enterprise	68.0	78.0	54.0	66.1	8.0	60.2	69.1	67.8
GHSWT 2012	86	90.0	79.0	79.0	19.0		81.0	90.0

All EOCT (8 assessments) data is analyzed during the summer when the Leadership Team meets

to plan for the upcoming school year. Based on this analysis, the areas listed above were

identified as the targeted contents for CHS.

Teachers complete the chart below when analyzing their summative assessment data. The

strengths and weaknesses are identified, and teachers create SMART goals based on their

recorded data. Goals are used to revise units/lessons and address areas of weaknesses based on

Teacher's Content-Area Analysis

Teacher: _____   EOCT Test Name: Biology
Test Date: _____

1. Create a column on the right side of roster to record Student Performance average from Term Report.
2. Compare Grade Conversion score with Student Performance Average for CONSISTENT PAIRS. Consistent pairs have no more than a 7 point range. Inconsistent pairs are comparisons greater that 7 points. Mark a C (Consistent) or I (Inconsistent) beside the Student Performance Average. Highlight the 'C's. (If both EOCT & Average are failing, pair should be marked "C")
3. Calculate the RAW score for each domain and record it on the bottom.(Total # correct)
4. Calculate the MEAN score for each domain and record it on the bottom. (Total # correct divided by number of students)
5. Use the charts below to record all EOCT data analysis.

Record the MEAN score for each domain.

EOCT Test Domain	Teacher's MEAN Score	State Score	Teacher Next Steps:
Cells			
Organisms			
Genetics			Content Next Steps:
Ecology			
Evolution			

	Total # of Students	Exceeds		Meets		Did Not Meet		Consistent		Inconsistent		
		#	%	#	%	#	%	#	%	#	%	
# Students (All)												Percent: Divide the # by the TOTAL # of students
# Students (Inclusion/Honors)												
# Students (Regular Ed.)												

When looking at the data the white subgroup performs the strongest in all contents. The

Hispanic subgroup is performing close in American Literature and Composition and US History.

The black subgroup tends to perform below the other two subgroups when comparing the three.

The largest gap in all areas is with our Students with Disabilities (SWD). Females outperform the

males in all areas except in US History and Economics. The overall average scores for EOCT's

indicate a strong correlation to reading performance as these tests are text rich and require

increased levels of comprehension. An examination of the disaggregated data shows significant

gaps in achievement with black students, economically disadvantaged students, and SWD when

compared to all other subgroups.

The following chart displays the graduation rate for the last 4 years.

CHS Graduation Trend Data						
	ALL Students	Black	Hispanic	White	SWD	ED
*2012	72.0%					
2011	70.7%	67.5%	71.6%	71.7%	21.6%	68.6%
2010	73.7%	71.3%	72.5%	74.9%	19.6%	69.5%
2009	68.8 %	58.0 %	69.8 %	74.3 %	17.0 %	58.1 %
*Unofficial Cohort Calculation						

Based on CHS's graduation rate, achievement subgroup gaps have narrowed over the last

four years. However, the SWD subgroup still remains a concern due to the large gap consistent

over the past four years. Graduation rate continues to fall below the state average and illustrates

the continued need to focus on literacy due to the roll out and increase rigor of CCGPS.

The following chart is the SRI School Proficiency Report.

Demographic	Does not meet	Meets	Exceeds
White	49%	40%	12%
Black/African American	84%	15%	1%
Hispanic	67%	33%	0%
SWD	100%	0%	0%
Economically Disadvantaged	67%	27%	5%
Male	64%	31%	5%
Female	61%	30%	9%
Performance Standard			
Advanced – Exceeds	6%		
Proficient – Meets	31%		
Basic – DNM	63%		

The Scholastic Reading Inventory (SRI) data indicates a greater need for literacy

instruction than the EOCT results in American Literature and Literature 9. With only 37 percent

of students reading at or above grade level, this data reinforces the identified need for more intensive literacy instruction. When the SRI data is broken down by subgroups, the white subgroup is the highest performing; however, with only 52 percent of this group reading at grade-level, there is still an evident need for improved literacy instruction. Again, our SWD subgroup is the weakest subgroup with all students reading below grade level.

A direct correlation exists between students' literacy skills and their performance on standardized tests. 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 or other contents are now having difficulty. The implementation of the new content literacy standards for social studies, science and CTAE and the challenges ahead bring higher literacy demands that previously have not been addressed. Using SRI, formative and summative 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 to support teachers and students.

The chart below displays the CTAE End of Pathway (EOP) Assessment results.

Pathway	Number	% Pass
Nutrition, Food, and Wellness	19	27.9
Microsoft Office Specialist	9	10.2
Certified Nursing Aide	45	66.2
Agricultural Mechanics	9	47.3
Plant Science/Horticulture	5	29
Teaching as a Profession	6	54.5

Early Childhood Education	2	100
Robotics & Automated Technology	3	21.4
Video Production	3	25

It is apparent there is a need to encourage and prepare students to perform better on the EOP assessments. Based on the above data, the ECE had the best pass rate; however, only two students took the test. Other areas ranged from 10.2% passing to 66.2% passing. When looking at how many students are taking a CTAE course and then the number of students who actually complete a pathway, there is concern as to why more students are not completing a pathway and taking the assessment. With an emphasis from the State Department of Education being placed on college and career readiness, the students and teachers at CHS will need to be aware of the importance of these courses and assessments.

Teacher Retention Data for CHS

School Year	Number	% of Teacher Population
2011-2012	10	9.4
2010-2011	8	9
2009-2010	21	20
2008-2009	11	10

With 9.4 percent of teachers leaving CHS last year, replacing those leaving with teachers skilled to implement the rigorous CCGPS is a concern. Due to the turnover in the past four

years, professional learning is used to redeliver and refresh previous trainings, as well as assist

teachers with new information to grow professionally.

Teacher and Staff by Content Area

Language Arts – 11 teachers

Social Studies – 8.5 teachers

Science – 8.5 teachers

Math – 12 teachers

CTAE – 13 teachers 2 shared teachers

Fine Art – 1 teacher and 2 shared for one block

Media – 1 media specialist

Health and PE – 3 teachers and 1 half-time teacher

Special Education- 13 teachers

List of Ongoing Professional Learning

A. Activity	B. Hours	C. % of Staff attended
July18-21, 2011: Thinking Maps Training for TEAM	28	10% (Redelivery TEAM)
Aug. 17 & 18, 2011: Thinking Maps Introduction	3	100%
Aug. 24 & 25, 2011: Thinking Maps	3	100%
9/20/ 2011: Thinking Maps Sharing Session	3	100%
1/4/ 2012: Using Thinking Maps to Differentiate	1.5	15% (redelivery team)
1/11/ 2012: Differentiating by Process, Interest, or Product	1.5	92%
1/18/12 Differentiation: Tiered Assignments	1.5	92%
1/12/12 CCGPS Introduction to All Stakeholders Webinar	1	100%

1/25/12 Differentiation: Choice Boards	1.5	95%
Jan.-May 2012: Common Core GPS Webinars ELA	10	10% ELA Teachers
Jan.- May 2012: Common Core GPS Webinars Math	8	15% Math Teachers
Jan.-May 2012 Common Core GPS Webinars	4	66% CTAE, Science, Social Studies
May 23, 24, 29, 30, 2012: Common Core Unit Creation for ELA	28	93% ELA Teachers
6/4-7/ 2012: Math Task Creation	28	100% Math Teahers
June 25-28, 2012: Model Schools Conference	28	15% (Model Schools Team)
August 2012 Student Longitudinal Data System	1.5	100%
2012-2013 Co-teaching strategies provided by Georgia Learning Resource System	6	100% of Inclusion Team

Teacher Participation in Professional Learning

All certified teachers are expected to participate in all ongoing professional learning

activities. Professional learning is embedded during the school day throughout the school year.

Teachers are also offered summer professional development that is based on the results of the

Needs Assessment Survey.

Project Plan – Procedures, Goals, Objectives & Support

Current and future goals at Coffee High School are supported primarily by the academic leaders of the school. Also, the literacy and numeracy coaches meet weekly with the assistant principal of instruction to discuss areas of concern. The coaches meet with content teachers during collaboration to work on units to incorporate the CCGPS, create common assessments and benchmarks and analyze data. The literacy components of the CCGPS and the initiatives are addressed during the bi-monthly Leadership/Literacy Team meetings. Also during these meetings, strategies to support teachers and students to help meet the CCGPS in literacy are discussed. The two academic coaches are shared with GWC Freshman Campus.

List of Goals and Objectives Identified from Needs Assessment Survey

	Clear List of Goals	**Clear list of Objectives**	**Measureable Evidence**
Major Concern A, B, C, D	**Goal 1:** Students will read, write, speak and listen independently at or above grade level and will graduate college and career ready.	**Objective 1:** Differentiate materials according to level and interest, while providing a wide-variety of literacy 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, formative and summative assessments used to inform next steps. **Objective 4:** Provide a tiered system of interventions (RTI) that clearly identify individual student need, direct instruction interventions, and allow for multiple forms of assessment to allow the student meet the standards.	Graduation rate will increase to meet or exceed state average. The percentage of students needing remediation attending post-secondary institutions will decrease as measured with the CCRPI.

Major Concern C,D,F	**Goal 2:** Students have a deep understanding of the ongoing need for literacy development a. *Students realize that literacy skills development is a life-long process closely related to interest and motivation*	**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.	Graduation rate will increase to meet or exceed state average American Literature EOCT lexile scores will increase to meet or exceed the state average. EOCT scores will increase to meet or exceed the state average. Lexile levels will increase on the SRI screenings.
	b. *Students understand that academic literacy leads to information literacy which aligns to regional, national and global demands.*	**Objective 1:** Provide students opportunities to use technology to explore the literacy demands in regional, national, global communication systems.	EOCT scores will increase to meet or exceed the state average.
	c. *Students understand that literacy involves accessing, evaluation, collaborating on, producing and publishing multi-media text.*	**Objective 1:** Provide students multiple and varied opportunities to access, evaluate, collaborate, produce and publish as intentional strategies for maintaining engagement. **Objective 2:** Expose students to a variety of virtual learning environments, **Objective 3:** Students use collaboration to solve problems at a high level of rigor and relevance.	Discipline referrals will decrease as lessons become for engaging.

Major Concern C,D	Goal 3: Student writing will reflect the ability to argue effectively, employing the structure, evidence, and rhetoric necessary in the composition of effective, persuasive texts.	**Objective 1**: Provide students opportunities in all contents to demonstrate writing skills necessary to meet the writing standards in Common Core.	Graduation rate will increase to meet or exceed state average Percentage of students passing the GHSWT will increase to meet or exceed the state average.
Major Concern D	Goal 4: Students will develop a strong and varied vocabulary across multiple content areas, include technical subjects.	**Objective 1:** Strengthen and broaden student access and usage to a more expansive vocabulary.	Graduation rate will increase to meet or exceed state average EOCT scores will increase to meet or exceed the state average. SRI assessment scores will increase

Research Based Practices Used to Guide establishment of Goals and Objectives as recommended by the "What" document

Goal	Research-Based Adolescent Literacy Strategy	Relevant Best Practices Currently Utilized at CHS
Goal 1: Students read independently at or above grade level and will graduate college and career ready.	Direct, explicit comprehensive instruction Diverse texts Strategic tutoring Differentiation according to lexile levels	Sporadic Professional learning in ELA to implement explicit use of reading strategies Common unit plans with all common summative and some common formative assessments Professional learning introducing Thinking Maps
Goal 2a: Students realize that	Effective instructional	Wireless access school wide

literacy skill development is a life-long process related to interest and motivation.	strategies embedded in all content areas Provide students with a wider choice of reading materials	Common CCGPS units in all content areas
Goal 2b: Students will realize academic literacy leads to literacy that aligns to regional, national, and global demands.	Increase in the use of technology to engage students in global literacy	Wireless access school wide
Goal 2c: Students realize literacy involves accessing, evaluating, collaborating on, producing, and publishing multi-media text.	Increase in the use of technology to engage students in literacy Intensive writing Problem solving using real-world examples Collaborative learning through book clubs	Increased writing in All courses through CCGPS
Goal 3. Student writing will reflect the ability to argue effectively, employing the structure, evidence, and rhetoric necessary in the composition of effective, persuasive texts.	Direct, explicit writing instruction Increase in the use of technology to engage students in global writings Strategic tutoring	Professional Learning on basic writing support Quick Tips Overview for Writing Success
Goal 4. Students will develop a strong and varied vocabulary across multiple content areas, including technical subjects.	Subject specific explicit vocabulary instruction	Introduction to vocabulary in Standards Based Classroom

Goals to be funded with other sources include:

Goals to be funded	Other sources of revenue
Teacher Support and professional learning	Title II part A
Print and other media	General fund

literacy skill development is a life-long process related to interest and motivation.	strategies embedded in all content areas Provide students with a wider choice of reading materials	Common CCGPS units in all content areas
Goal 2b: Students will realize academic literacy leads to literacy that aligns to regional, national, and global demands.	Increase in the use of technology to engage students in global literacy	Wireless access school wide
Goal 2c: Students realize literacy involves accessing, evaluating, collaborating on, producing, and publishing multi-media text.	Increase in the use of technology to engage students in literacy Intensive writing Problem solving using real-world examples Collaborative learning through book clubs	Increased writing in All courses through CCGPS
Goal 3. Student writing will reflect the ability to argue effectively, employing the structure, evidence, and rhetoric necessary in the composition of effective, persuasive texts.	Direct, explicit writing instruction Increase in the use of technology to engage students in global writings Strategic tutoring	Professional Learning on basic writing support Quick Tips Overview for Writing Success
Goal 4. Students will develop a strong and varied vocabulary across multiple content areas, including technical subjects.	Subject specific explicit vocabulary instruction	Introduction to vocabulary in Standards Based Classroom

Goals to be funded with other sources include:

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, equipment, software	E-rate, SPLOST and general fund
Some high interest reading material	General fund

Sample Student Schedules with Tiered Intervention

	Student A – 10th Grader			
	First Semester	*RTI Tiered Interventions*	Second Semester	*RTI Tiered Interventions*
Block 1	Weights	*Tier 1*	Art Comp 3	*Tier 1*
Block 2	Math Support II	*Tier 2*	American Govt. Honors	*Tier 1*
Block 3	Art Comp 2	*Tier 1*	Math II	*Tier 1*
Block 4	10 Lit/Comp	*Tier 1*	Biology	*Tier 1*
	Student B – 5th Year Senior			
Block 1	First Semester	RTI Tiered Interventions		
Block 1	Credit Recovery	Tier 3		
Block 2	READ 180	Tier 3		
Block 3	Tools for College	Tier 3		

Student Schedules with Tiered Intervention based on the RTI in our Scientific, Evidenced-based Literacy Plan are charted above. Student A receives Tiered Instruction to accommodate the identified weaknesses in Math and an accelerated opportunity in Government. The schedule example for Student B displays several Tiered interventions to support a student that should have graduated last year. Student B began his senior year credit deficient but with the Tiered interventions in place will graduate as a 5th year senior.

The chart below is a section of the Master Schedule for ELA and includes course offerings with Tiered Interventions for both remediation and acceleration.

LAST NAME	FIRST NAME	1st BLOCK	2nd BLOCK	3rd BLOCK	4th BLOCK
Carver	Lee	Literature 10 (Rem)	Literature 10 (Rem)	Planning	Literature 10
Davenport	Dana	Adv Comp-Honors	AP Language Gifted	Planning	Adv Comp-Honors
Graves	Penny	American Lit (ESOL)	Planning	American Lit (Inc)	American Lit (Inc)
Williams	Melody	American Lit - H	Planning	American Lit-Gifted	American Lit-Gifted

Assessment /Data Plan

Current Assessment Protocols are identified and listed in the chart below

Assessment	Data Analysis Protocol
Georgia High School Writing Test Purpose: Evaluative Frequency: Main administration usually occurs during the fall of a student's junior year. Person responsible for administration: Testing Coordinator (schedule) and teachers (administer)	Main test administration occurs in the fall and includes all juniors and any additional students who have entered the state and require test proficiency to meet Georgia graduation requirements. Data is analyzed by the Leadership Team and shared with the school staff.

End of Course Tests
Purpose: Summative
 	
Frequency: Once a semester at the end of the course
 	
Person responsible for administration: Testing Coordinator (schedule) and teachers (administer)
	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 Leadership Team determines what professional learning will be provided as suggested by teachers to improve student achievement.

Scholastic Reading Inventory (SRI) Purpose: Diagnostic Frequency: Twice a semester Person responsible for administration: Literacy Coach, schedule and administer	The SRI is given to all students taking American Literature at the beginning and end of the 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.

End of Pathway Assessment (EOP) Purpose: Ascertain skill level Frequency: Once at the end of pathway sequence completion Person responsible for administration: Testing Coordinator (schedule) and teachers (administer)	End of Pathway Exams are administered to students completing a CTAE pathway sequence.
PSAT Purpose: Diagnostic Frequency: Once a year Person responsible for administration: Testing Coordinator (schedule) and teachers (administer)	PSAT is administrated to all 10th graders each year in October. Results are used to identify potential Advanced Placement students. Results are also used to plan for future AP courses offerings at Coffee High School.
Common Unit Exams Purpose: Summative Frequency: At the end of each unit. Person responsible for administration: Content teachers	Common unit assessments are given in content courses. Assessment data is analyzed for pass/fail percentage and an item analysis report is created to consistently evaluate test item validity.
Common Mid-term Assessments Purpose: Formative Frequency: Half way interval of semester Person responsible for	Mid-term exams are administrated at the half-way interval each semester. Assessment data is analyzed by content teachers for pass/fail percentage and an item analysis report is created to consistently evaluate test item validity.

administration: Content teachers	

New and/or discontinued assessments

No new assessments will be added at this point to the literacy plan. With the SRI test being added this year, the lexile level piece of the puzzle has been address. However, the frequency of the administration of the SRI may be adjusted. No assessments will be discontinued at the end of the grant period unless the data analysis shows a need for discontinuation. Each assessment serves as a vital piece to the puzzle to insure student achievement when disaggregating the data to determine future literacy and instructional needs.

Assessment/Data Analysis Plan

Based on the recommendation of the SRCL Assessment Plan, in addition to all required state assessments, Coffee High School currently has in place common unit exams, mid-unit exams and final exams. Teachers analyze assessment data using a standardized protocol form developed by the Leadership Team. Data results are used to revise and reteach but this protocol is not pervasive throughout all content areas. Data results are recorded and saved in a community share folder that allows all professional stakeholders to view. Coffee High School also utilizes the results of the PSAT to identify high achieving learners that could benefit from Advance Placement opportunities

New Assessment Implementation

Systematic benchmark assessments in all contents will be created and administrated in all contents prior to mid-term and final exams. Data from benchmarks will be used to adjust

instructional plans to support student mastery. Benchmark items will be designed to mirror the

Partnership for Assessment of Readiness for College and Career (PARCC) assessments as they

become part of our required testing protocol. Teachers will require additional professional

learning on the creation of balanced benchmark assessments to incorporate level 3 and 4

questions using the Depth of Knowledge matrix. Students will be expected to demonstrate

mastery of standards in written form by completing open-ended questions. Additional

technology and software will be purchased to provide students opportunities to practice and

receive meaningful feedback to improve writing skills.

Revisions of school level assessments will take place throughout the semester to

strengthen existing units and to meet the literacy and writing expectations of the CCGPS. More

formative assessment opportunities will incorporate a writing component and become pervasive

in all contents.

Scholastic Reading Inventory (SRI) will be utilized as a diagnostic tool for all 11th

graders to determine lexile level and growth. The academic coach will support teachers to use

SRI to create class rosters and print class and individualized student proficiency reports.

Students will be tested at the beginning, middle, and end of the year. Lexile scores will be

utilized by teachers to differentiate learning and text complexity within instruction. Additional

e-Books and high interest texts will be purchased to support the expansion of this assessment.

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 allow them to view their student's class

assessment data. Stakeholders are invited to the School Council meetings 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 develop a plan of action. This plan includes strategies and materials 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 in 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. Students reading two or more grade levels below grade level may be schedule for the READ 180 class.

Benchmarks are given each four weeks by classroom teachers. Teachers analyze benchmark data during collaboration and adjust instruction as needed. Students not performing well on the benchmark tests and not passing the class will be addressed at the RTI meetings to determine intervention strategies.

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

In order to implement the literacy 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 10 classrooms – 2 per department to be shared

      b. Supplemental Applications for iPads

      c. Update current computer labs

      d. Add 2 more computer labs with 60 additional computers

      e. Writing Support software such as Writing Roadmap

      f. Camcorder and mike – 4 sets of recording technology for uploading video

      g. eBooks

      h. Magazine subscriptions for high-interest reading

      i. Classroom libraries of high-interest reading (example: Scholastic magazines in content areas)

      j. Video conferencing capabilities

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 design and redeliver training on the new standards.

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

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/inferring, 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.   Writing Strategies

     v.   Real-world applications across all content areas

     vi.   Next Generation Software – enables teachers to create and utilize PARCC type assessments and literacy embedded lesson plans

III.   Examine and possibly revise the current Focus Walk process conducted by the Leadership Team and data analysis process.

IV.   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

The CCGPS language arts units incorporate technical and non-technical supplemental text to meet the needs identified by local and state school and industry leaders. READ 180 is offered to students reading at least two levels below grade level. Selected social studies and

science teachers are being trained on the Literacy Design Collaborative to address CCGPS

literacy standards. Junior advisement includes GHSWT review and tips for success.

Shared Library resources available at CHS includes:

- 193 easy titles
- 291 story collections
- 1,960 Fiction
- 3,400 Non-fiction
- 68 Class sets of novels
- 890 Reference materials
- 262 Teacher resource
- 3 documents cameras (from Title IID Grant)
- 9 classroom performance systems
- 25 iPads (from Title IID Grant)
- 5 laptops (for teacher and administrator use)
- 12 Smart Slates

Media Center circulation was 32,109 for the 2011-2012 school year. The media specialist

makes a concerted effort to purchase books students find engaging, but with the media budget

cut by more than half, the number of relevant, lexile appropriate, high-interest books has

drastically decreased. Magazines to engage student interest are now considered a luxury in the

reduced budget.

Current Classroom resources for CHS

- Smartboard in each classroom with LCD projector

- Teacher computer station in each classroom

- 1 READ 180 classroom with 15 licenses and 5 computers

- 2 Journalism labs (21 computers)

- 2 classroom mobile labs with refurbished computers

- 2 computer labs (total 60 computers - one lab in media center, one in classroom)

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, equipment and software	E-rate, SPLOST and general fund
Some high interest reading material	General fund

How needs support plan

My Big Campus and other software programs will add to our efforts to support global literacy by providing access to resources and technologies that make learning engaging, fun, and real.

Subscriptions for high interest magazines, currently not provided, will encourage reading among students in content areas.

Classroom libraries will be provided for teachers to use to enhance the literacy initiative in each content area.

High interest, lexile level appropriate (according to CCGPS) books will be provided to the Media Center for student use.

For our Pyramid of Intervention (RTI), technology 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. Those students identified as at-risk will be targeted for intervention programs such as after school and before school tutoring.

Through professional learning, teachers will be trained in best practice strategies to promote literacy for increased student engagement in reading and writing. Lead teachers will be trained to redeliver at CHS in these best-practices.

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

Coffee High School 2011-2012 Professional Learning Activities

Detailed List of Past Professional Learning

A. Activity	B. Hours	C. % of Staff attended
July18-21, 2011: Thinking Maps Training for TEAM	28	10% (Redelivery TEAM)
Aug. 17 & 18, 2011: Thinking Maps Introduction to the Research and How to use the Bubble, Double Bubble, & Flow Maps	3	100%
Aug. 24 & 25, 2011: Thinking Maps How to Use the Multi Flow, Tree, Brace and Bridge Maps	3	100%
Sept. 20, 2011: Thinking Maps Sharing Session	3	100%
January 4, 2012: Using Thinking Maps to Differentiate	1.5	15% (redelivery team)
January 11, 2012: Differentiating by Process, Interest, or Product	1.5	92%
January 18, 2012: Differentiation: Tiered Assignments	1.5	92%
January 21, 2012: CCGPS Introduction to All Stakeholders Webinar	1	100%
January 25, 2012: Differentiation: Choice Boards	1.5	95%
Jan.-May 2012: Common Core GPS Webinars ELA	10	10% All ELA Teachers
Jan.- May 2012: Common Core GPS Webinars Math	8	15% All Math Teachers
Jan.-May 2012 Common Core GPS Webinars	4	66% ALL CTAE, Science, Social Studies Teachers

CTAE, Science, Social Studies		
May 23, 24, 29, 30, 2012: Common Core Unit Creation for ELA	28	93% ELA Teachers
June 4-7, 2012: Math Task Creation	28	
June 25-28, 2012: Model Schools Conference	28	15% (Model Schools Team)

Detailed List of Ongoing Professional Learning

Language Arts CCGPS Unit Revision is ongoing. This professional learning allows content area teachers to collaborate on tasks for technical and nontechnical supplemental text and writing assessments to be used. After teaching the units, teachers are able to review strategies and tasks that worked and what needs more revision.

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

Formative Assessment Lessons professional learning trains teachers who will redeliver implementing formative assessment lessons within units. This group will meet several times throughout the year and create assessment items as the teachers work through the units. This learning will be redelivered.

Weekly Collaboration allows content 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. These collaborative groups include an administrator and/or academic coach.

Programmatic Professional Learning Needs Identified in the Needs Assessment

The greatest need 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 are unsure of their expertise in teaching the literacy standards within their content.

A second need identified is professional learning in effectively using technology to engage and motivate students in learning, providing students access to, and real-world applications with diverse texts, enhancing differentiation and providing avenues for students to collaborate. My Big Campus has been purchased but teachers need training on how to incorporate this and other 21st century tools into the existing units.

On-going assessment training needs to continue in order to prepare teachers and students for the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment scheduled to begin in 2014. Professional learning on how to incorporate PARCC style questions on summative assessments would expose students to this type of questioning and assist with success on this assessment.

Process to determine effectiveness of Professional Learning

Monthly Focus Walks will determine the level of implementation of strategies. Data will be collected to determine if more professional learning is required. Testing data will be analyzed to determine if strategies are providing support needed to improve student achievement. Teachers will analyze SRI data to determine if students need 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 CHS is to use "In-House Professionals." The majority of instruction comes from the instructional coach and assistant principal for instruction. We also utilize lead teachers who 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, observations and assessment data. The CHS Team will disaggregate the data collected to determine effectiveness of professional learning and what areas still need to be addressed. Teachers will 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 use of strategies learned are 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 and enhance differentiation, including community support organizations in opportunities that provide literacy instruction (making the same training available to these organizations) and ongoing formative and summative assessments to make instructional decisions.

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 the school literacy effort. Skilled and prepared teachers, engaged leadership and community support is the key to the successful implementation of our goals and objectives.

Effective writing across the curriculum

With the implementation of the language arts CCGPS, ELA classrooms have increased writing assignments, tasks, and assessments. Students are explicitly instructed in writing to introduce the unit writing assessment (annotated essay) and writing practice tasks throughout the units guide students to the completion of the written assessment. These assessments are then typed and printed for grading purposes. Other content areas are introducing more written assignments with journal entries, article critiques, reflective narratives, and researched essays; however, the practice is not pervasive.

Professional learning in best practices offered in Coffee County is open to any teacher who chooses to participate. Teachers across all content areas have participated in all best practices professional learning sessions offered to date; however, few best practice strategies in writing sessions have been offered for secondary teachers.

With only two computer labs and two mobile labs of refurbished computers, Coffee High teachers and students are limited in the incorporation of technology into units on a regular basis. Some teachers have encouraged the practice of "Bring Your Own Technology," but most

students do not have internet access on their cell phones so this practice has not been as successful as anticipated.

Literacy instruction has increased with the implementation of CCGPS in language arts and will continue to rise with the implementation of the CCGPS in science and social studies. However, professional learning on effective literacy instruction is a fundamental need for Coffee High teachers and staff. Teachers need better instruction in and understanding of how to engage students through self-reflection of texts, real-world applications, peer collaborating and editing, scaffolding background knowledge, self-efficacy in navigating texts, and the use of technology to engage students. This professional learning is fundamental to the success of our literacy plan.

Sustainability Plan

As the CCRPI is implemented, additional assessments may be added at the high school. For example, as the EOCT is phased out, the PARCC will be initiated. 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. Teachers will continue to be provided professional learning related to assessments through redelivery by trained teachers, lead teacher, academic coaches and administration.

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. Efforts will also be made to find, apply for and win other grants to promote these necessary literacy efforts.

Student achievement data, such as EOCT, SRI, End of Pathway assessments and academic achievement, will be analyzed by teachers, administration, and leadership team to determine next steps, strengths, weaknesses and area of growth or decline. This data is currently and will continue to be 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 with a vested interest in and commitment to the community and school's long-term success will be identified in each department and will be trained to redeliver professional learning to current staff and new system employees as 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. These practices are part of our standard mode of operation and will be protected with professional learning funds at the end of the grant

E-rate and SPLOST funds will be utilized as much as possible to continue to support technology and necessary site licenses. Efforts will also be made to find, apply for and win other grants to keep technological infrastructure, equipment and software as current as possible. Print materials will be replaced as needed using general funds and with funds collected from students who have lost or damaged materials. However, with more e-books, e-textbooks and internet made available through this grant, the print needs of the school should be reduced.

Lead teachers, administrators and other selected teachers will be given the opportunity to attend and encouraged to present at state and national literacy and school improvement conferences to share the strengths and weaknesses of this literacy program. This will allow for sharing with and learning from other schools and systems working toward the same goal. This sharing and learning can only improve the present and future programs.

Budget Summary

In year one, one element of 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 also need to add new software to support our literacy plan.

Another element is intensive professional learning in reading and writing strategies, differentiation, assessment of data and its uses, real-world application and integrating technology that will support teachers and staff in the implementation of the literacy plan. This initial professional learning will include training lead teachers, academic coaches and administrators to redeliver some of the professional learning to allow for in-house professional learning that can be continued over many years. Attendance of and participation in state and national conferences will be another effort we take to enhance the professional learning of our faculty and staff. This sharing with and learning from other schools and systems is a valuable tool to innovative teaching.

A third element to our plan is the purchase of high interest, content specific books/EBook and magazines that spark student interest for use in classrooms and for media center circulation.   After soliciting recommendations on specific needs and areas of interest from faculty, business leaders and students, these books/EBooks and magazines will be chosen by all content teachers and the media specialist to be used for supplemental texts and enrichment and remediation and life-long reader efforts.

A fourth element is the need to seek contracted services with an Intervention Specialist to work with teachers to pervasively implement fully functioning RTI protocol as the Literacy Plan begins implementation. With the present literacy coach being shared with the Freshman Campus, it is difficult for her to dedicate the time needed to fully implement this program at either school. In addition, there is a need for RTI professional learning for all faculty and staff during this year.

In year two, we will continue to provide needed professional learning for our teachers, especially, newly hired staff. This training may be redelivered by trained lead teachers and administrators or hired consultants. Software updates and renewal of licenses will also continue. Attendance at state and national conferences will continue, especially for faculty and staff who have not had this opportunity previously.

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. The success of the program will be contingent on continuous evaluation of the strengths and weaknesses of the literacy plan. With new and innovative technology, software and progressive professional learning developing every day, we want to allow for adjustments in our budget to allow for maximum success of the literacy plan. However, we do foresee the continued need for new technologies, software, means of differentiation and attendance at state and national conferences and professional learning.