# School Profile

Created Tuesday, September 11, 2012
Updated Friday, October 05, 2012

## Page 1

## School Information

| | |
|---|---|
| School Information | District Name: | Coffee County School |
| School Information | School or Center Name: | Coffee Middle School |

## Level of School

*Middle (6-8)*

## Principal

| | |
|---|---|
| Principal \| Name: | Sherri Berry |
| Principal \| Position: | Principal |
| Principal \| Phone: | 912-389-6638 |
| Principal \| Email: | sherri.berry@coffee.k12.ga.us |

## School contact information

(the persons with rights to work on the application)

| | |
|---|---|
| School contact information \| Name: | Wanda Mobley |
| School contact information \| Position: | Assistant Principal |
| School contact information \| Phone: | 912-389-6651 |
| School contact information \| Email: | wanda.mobley@coffee.k12.ga.us |

## Grades represented in the building

example pre-k to 6

*6th - 8th*

## Number of Teachers in School

*131*

## FTE Enrollment

*1762*

# 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____ _[signature]_____
**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. Incorporation of Clauses

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

_____

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

**Morris Leis, Ed.D, Superintendent**

_____

**Typed Name of Fiscal Agency Head and Position Title**


_____

**Date**



_____

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


__Bernie Evans, Ed.D_____

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


_____

**Date**



_____

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

**Mike Drahush, Comptroller**

_____

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


_____

**Date (if applicable)**

# Preliminary Application Requirements

Created Wednesday, October 10, 2012
Updated Thursday, October 11, 2012

## Page 1

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.

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- I Agree

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# Grant Assurances

Created Monday, October 15, 2012
Updated Thursday, December 13, 2012

## Page 1

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

# Page 3

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Coffee County Schools

Audit Findings

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

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

**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 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 |

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

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

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

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

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

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

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

**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 |

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

**Coffee Middle School Narrative**

In 2004, the citizens of Coffee County voted for an eSplost referendum that allowed for building improvements countywide, including the building of one of the largest middle schools in South Georgia. Coffee Middle School opened its doors to students on August 10, 2007. Built to house 1800 students, this school is the consolidation of the only middle schools in the Coffee County School System, West Coffee Middle School and East Coffee Middle School.

Prior to the 2007-2008 school term, West Coffee Middle School was in Needs Improvement status while East Coffee Middle School had met AYP status. Upon the combination of schools in 2007, the new Coffee Middle School took on the status of Needs Improvement. An appointed Leadership Team, which was comprised of teachers from each grade-level and content area, counselors, and administration, studied the data from both schools and developed a School Improvement Plan that was put into action. Through the team's effort, goals were set and a variety of strategies (such as Math in the Morning, a before school math help period, and Accessing Your Potential, or AYP, which primarily targeted the black male "at risk" students) were implemented. In addition, the team implemented the Great Leaps Reading Program and SAIL (Students Accelerated in Learning), both of which primarily targeted our Students with Disabilities sub-group. Prior to the development of the School Improvement Plan, school administrators determined a need to assist those students who continued to struggle with math and reading by offering a Math and Reading Acceleration class to those students who had been identified by low CRCT scores and even low classroom scores. These classes used a program which consisted of a combination of teacher-focused and student-focused lessons called Classworks.

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Unfortunately, students continued to struggle in math. This was evident with the release of the 2008 CRCT math data which showed that only 56% of the eighth grade students met or exceeded the state's math AMO, thus contributing to the school's failure to meet AYP status. However, following an intensive four-week summer school session, most of the eighth grade students who did not pass the spring session of the CRCT were successful in the summer re-testing, as the school's meets or exceeds math score jumped to 74%. Through hard work and dedication of the faculty, staff, and students, Coffee Middle School successfully attained 2008 AYP status. In early September 2008, Atlantic Coast Bank hosted a celebration for CMS when it was learned Coffee Middle had met the state's Annual Yearly Progress. Coffee Middle School is proud of its accomplishments during these early years.

Today, students of CMS are a diverse population. Citing data from the Georgia CRCT of 2011, these students come from one of six ethnic groups. A breakdown of these groups shows the student population as 49.8% White/Caucasian, 30.6% Black, 15.6% Hispanic, 2.75% multiracial, .058% American Indian/Alaskan Native, and 1.11% are Asian/Pacific Islander. Of these groups, 77% receive either a free or a reduced fee lunch. In addition, CMS data shows that student population also has categories of 8.1% Students with Disabilities (SWD) subgroup, 2.9% English Language Learners (ELL) category, and 77% ( ED), Economically Disadvantaged.

An assistant principal for instruction, dean of students, and a counselor serve each grade-level. Additionally, a principal for all grade levels and an operations director oversee all of Coffee Middle School's day-to-day activities. CMS also has a Literacy and a Numeracy coach.

Students in grades six, seven, and eight at Coffee Middle School are housed on grade-level individual wings. With the exception of connection classes, which include Band, Physical

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Education, Art, Computer Literacy, Study Skills, College and Career Readiness, Science and Technology, Family Consumer Science, Agriculture, and Reading and Math Acceleration, the students remain on their grade-level hallway for academics. This minimizes interaction between grade levels thus enhancing the students' safety and learning environment. CMS is also home to a 2000 seat auditorium, a gymnasium that includes a large multi-purpose room and state of the art weight room, and a sports complex that can host football, softball, baseball, soccer, and track competition and events.

Coffee Middle School has continued to make strides to celebrate successes in the school. A celebration of students' and teachers' character is held every Friday with the Caught Being Good Award. The last Friday in each month is Fabulous Friday, where students who are succeeding in academics and exhibiting good behavior spend time in various fun activities such as basketball tournaments and/or talent shows. At the end of each nine week period, each grade level has an assembly that recognizes students who made Honor Roll, Student of the Month, and Perfect Attendance. Students are recognized at Coffee Middle School's End of the Year Crossover Walk for 8th Grade students.

Using the School Wide Improvement Plan and the Balanced score card, the leadership team, in conjunction with Better Seeking Teams per grade level, updates the school's Continuous Improvement Plan yearly. This plan addresses the goals of the school by identifying various actions, strategies, and interventions that are being implemented in every grade level. Two of the most important interventions that have been identified at CMS are the development of common units of study in all content areas and the school wide implementation of Standards-Based Instruction. All teachers have worked collaboratively to develop units/frameworks of study that

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include a variety of assessments, including but not limited to, common, formative, summative, benchmarks, end of unit tests, etc. and culminating activities that are based on Common Core Georgia Performance Standards.

When delving deeper into the heart of CMS, it is evident of the schools needs. Teachers and staff need instruction on explicit teaching strategies which address teaching writing and reading. Protocol for acquiring and analyzing formative and summative assessments needs to be in place. Teachers need allotted time for efficient collaborative planning, cross-curricular, and between all three grade levels. Teachers will need instruction on data analysis in the classroom and how to implement the results. Coffee Middle School will also need to be trained on how to effectively serve the students in the RTI program and how to effectively monitor their progress. Teachers need training on how to use the assessment data to drive their instruction to continue the standards based classroom model. Because of teachers' lack of content knowledge and standards for CCGPS, ongoing literacy training should be implemented.

Student achievement at CMS is nowhere near where it could and should be. With the addition of more professional learning in best practices in reading and writing instruction, RTI monitoring, and data analysis, our students could soar in the classroom.

Coffee Middle School is committed to being the *BRIDGE* to success as we prepare our students for high school as well as college and career options. Our faculty and administration, students, and stakeholders are determined to make CMS the shining star in the Coffee County School system. As we continue to strive for excellence in helping every student become successful, we encourage our parents to take an active role in their child's education. We have *Parent Portal* for easy access in keeping track of their child's grades, attendance, and upcoming events.

It is through the guidance of the Common Core Georgia Performance Standards and College

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Career Readiness Performance Index that we remain dedicated and driven to meet all of the goals set forth by our Continuous School Improvement Plan and by our vision - to provide an equitable and excellent education for every student.

Scientific, Evidence-Based Coffee Middle School Literacy Plan
CMS Literacy Vision: *__Reading to Compete Globally__*

Like a Metro-Atlanta area school, Coffee Middle School includes a standard school layout and a daunting population. Approximately 1,800 students representing multiple ethnicities are educated in the enormous building. However, Coffee Middle School is not a Metro area school. Despite hosting a gargantuan population normally found in Atlanta's largest schools, it is located in rural South Georgia.

Students represent the diverse county population; most also represent lower economic status. Many people flooded into the county following a rapidly expanding industry. Unfortunately, due to economic hardship, several industries have cut hours or shut down. As a result, approximately 77% of CMS students are considered poverty level.

Poverty stricken students, particularly those new to the area, seek shelter and safety. Too often, these students drop out and continue the cycle of poverty.

In an effort to help students get out of this cycle, the Coffee Middle School Literacy Team has created a new literacy vision for our school: Reading to Compete Globally. The team determined that literacy is the dominant skill necessary to prepare students to meet our literacy vision. To achieve this vision, all teachers must be literacy instructors with a common understanding of literacy and recognition of its value by all stakeholders (Georgia Literacy Plan, p. 26).

Literacy is defined by the Georgia Literacy Task Force as 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 by the Georgia PreK-12 Literacy Task Force, 2009 (The Why, p26).

Coffee Middle School has been instrumental in implementing literacy interventions in classrooms. Although the following initiatives that we already have in place are listed below, they lack consistency and follow-through.
Initiatives already in place:
- ✓ collaboration and professional learning weekly
- ✓ disaggregation of data
- ✓ unit writing for CCGPS
- ✓ leadership team
- ✓ leadership team focus walks
- ✓ began RTI for students
- ✓ formative/summative assessment test building

Until the availability of the Striving Readers Grant, CMS has never had the opportunity to provide a research-based literacy plan that would encompass all content areas in the delivery of explicit reading and writing instruction for all students. The Striving Readers Grant would provide teachers and staff with the resources, materials, and professional learning necessary for student success with the 21st century requirements. The Striving Readers Grant would be influential in promoting reliability and consistency in the initiatives we already have in place and ones we would like implemented through this funding.    Listed below are the strategies/activities that CMS will implement with fidelity. Goals and objectives written in Coffee Middle School's plan will include the nine research-based key components that provide the foundation of the comprehensive literacy plan ("What," p. 1). All Striving Readers Grant activities/strategies will be aligned with these nine key components.

| Key Components | Strategies/Activities |
|---|---|
| 1. Standards | Continue the implementation of Common Core Georgia Performance Standards In ELA and across the content. Provide release time for professional learning and for teachers to develop materials. Incorporate Reading Standards for Literacy in History/Social Studies and Science and Technical Subjects 6-8. |
| 2. Components Unique to birth to five | N/A |
| 3. Ongoing Formative and Summative Assessments | Incorporate the Scholastic Reading Inventory as measure of reading levels for differentiation and growth. Refine current system of assessment by incorporating consistent use of benchmarks, formative and summative assessments, to inform instruction. Through collaboration, evaluate instruction based data analysis of assessment results. |
| 4. Response to Intervention | Create leaders in each grade and cluster who will oversee the RTI. Ensure that RTI is an integral part of school programs by developing timelines and expectations and providing professional learning for fidelity of the process. Monitor classroom instruction RTI strategies. |
| 5. Best Practices in Instruction | Create a plan for cultivating experts in the areas of assessment, RTI, and best practices in explicit reading and writing instruction.  Develop a system for redelivery that will be presented by staff experts with support from the literacy coach that will involve instruction, modeling, coaching, and monitoring to  ensure that all teachers have adequate training and support ("What," pp. 12 – 15), |
| 6. High Quality Teachers | Increase the expertise of qualified reading teachers by creating a cadre of experts in the explicit reading and writing instruction across the curriculum who will train and support colleagues through professional learning activities and will monitor instruction through Literacy Team Focus walks using Ga. Literacy Checklist, Leadership Focus Walks, Observations of teachers providing standards-based classrooms |

| 7. Engaged Leadership | Administration monitoring of: teacher collaboration, professional learning, RTI implementation, Striving Readers Grant |
|---|---|
| 8. Clearly articulated Plan for Transitions and Alignment | With the proposed Striving Readers Grant implementation plan, CMS' primary focus will be on providing pervasive and consistent best practices. Explicit reading and writing across the curriculum will become the standard. A systematic protocol for developing and analyzing formative and summative assessments, monitoring of the RTI program, and providing best practice and literacy training to all content teachers and staff will be developed and implemented. |
| 9. Intentional Strategies for Maintaining Engagement | Monitoring of instruction and coaching will be provided for teachers and new staff when weaknesses are identified. Continuous professional learning that provide initial and follow-up instruction in best practices in explicit reading and writing instruction, RTI, and assessment will be presented by a cadre of experts each year. |

According to the nine research-based key components that provide the foundation of the comprehensive literacy plan ("The What," p. 1), the following needs and goals have been identified as the focus of this grant. These project goals and objectives will be elaborated in more detail in the Building Blocks.

| PROJECT GOALS AND OBJECTIVES ||
|---|---|
| **Identified Needs** | **Goals** |
| Explicit reading and writing instruction for content teachers is not evident. A two hour block of reading and writing across the curriculum is not in place. | **GOAL 1.** Provides consistent and pervasive best practices to increase explicit reading and writing instruction for all teachers across the curriculum. |
| Systematic protocol for formative and summative assessment is not evident. Horizontal and vertical collaborative planning across contents is not evident. | **GOAL 2.** Systematic protocol for developing, conducting, analyzing formative and summative assessments. |
| RTI implementation and monitoring is not consistent across grades levels. | **GOAL 3.** Provide training in and implement and monitor of RTI protocol. |
| Teachers lack knowledge of explicit reading instruction in ELA as well as other content areas. Professional learning in explicit reading and writing instruction is needed. | **GOAL 4.** Provide best practices and literacy training to all content area teachers and support staff. |

## The Plan:

The CMS Literacy Team was created to develop a literacy plan that can be implemented and sustained to increase student achievement at our school. The Needs Assessment was completed by the staff. Pairs of team members examined areas where each component was identified as being not addressed or emergent in terms of the why, what and how documents.

The team found that there were many components of the building block that were emergent but there was not consistency or fidelity across the campus. To correct this problem, CMS would use the Striving Reader Grant funds to streamline protocols in the areas of engaged leadership, continuity of instruction, assessment, best practices in reading instruction, and RTI. This is a daunting task that would require extensive professional learning in all areas. We would create a cadre of experts by sending teachers and staff to conferences and bringing in experts. This group of experts would support their colleagues through redeliver of information, modeling and coaching to insure continuity and fidelity. Every classroom at CMS would become a standards based classroom where students would receive the differentiation that they need. For students who are not successful, level two and three in the RTI process, we would provide additional reading instruction and support through connection classes. Finally, using the SRI Lexile levels, we will provide motivational and incentive programs for struggling readers as well as higher achieving students.

Also, additional class time for instruction will be imperative for student success. A minimum of 2 hours of instruction in reading and writing across the curriculum will allow us to provide explicit reading and writing instruction in all content areas. Below is an example of a possible schedule:

## *SAMPLE SCHEDULE

**Clusters 6D, 6E, 6F**

|     |               |                   |
|-----|---------------|-------------------|
|     | 8:15 - 8:45   | Homeroom          |
| 50  | 8:45 - 9:35   | Connection        |
| 75  | 9:35 - 10:50  | 1st Block         |
| 110 | 10:50 - 12:40 | 2nd Block w/LUNCH |
| 85  | 12:40 - 2:05  | 3rd Block         |
| 75  | 2:05 - 3:20   | 4th Block         |
| 395 |               |                   |

| | **Clusters 6A, 6B, 6C** | |
|---|---|---|
| | 8:15 - 8:45 | Homeroom |
| 55 | 8:45 - 9:40 | 1st Block |
| 50 | 9:40 - 10:30 | Connection |
| 25 | 10:30 - 10:55 | 1st Block |
| 115 | 10:55 - 12:50 | 2nd Block w/LUNCH |
| 75 | 12:50 - 2:05 | 3rd Block |
| 75 | 2:05 - 3:20 | 4th Block |

**In the following sections, scientific research will be presented followed by specific details explaining what Coffee Middle School already has in place, what will be done if we receive the grant, and how it will be achieved.** CMS plans to address the needs with scientifically based best practices. With the results from the needs assessment, the following building block areas will be described in detail. *The areas that will be discussed are.......*
*"not addressed" and "emergent".* These are the areas deemed important to the success of our school to prepare our students to become College and Career Ready.

## *Building Block 1: Engaged Leadership*

According to the beliefs represented by the Georgia Literacy team, all stakeholders must be competent advocates of promoting literacy by helping students develop strategies and skills for accessing texts and media, expressing ideas in writing, communicating ideas orally, and utilizing sources of information efficiently and effectively (The Why, p 31). With these things in mind, we examined research from Biancorsa and Snow, 2004 who tell us that leaders and teachers need to have a solid understanding of how to teach reading and writing to the full array of students presented in schools. Furthermore, Biancorosa & Snow, 2006, p. 20 states that "Daily schedules need to include two to four hours of instruction in ELA and content - area classes daily (The Why, p 58).

Last year, a new administrative initiative at Coffee Middle School began with a clear and concise focus on student achievement. This initiative demonstrated an assurance to create, implement, and support, evidence-based best practices in teaching and learning. The administrative initiative has been instrumental in creating an environment conducive to educational excellence. Teachers have been trained on CCGPS and standards-based classrooms.

CMS has a scheduled weekly collaboration and professional learning day. These times are theoretically protected for teachers to collaborate and plan lessons for future studies. However, many times these dates are interrupted by faculty meetings and/or unexpected events. Coffee Middle School also has a school leadership team that meets monthly to discuss needs/concerns and effective practices. Quarterly, the leadership team conducts focus walks with an EATS (Essential Question, Activator, Teaching Strategies, and Summarizer) format. The compilation of data is disaggregated and reviewed by the team. The leadership team discusses the information in detail during our leadership team meetings. However, the results are often not shared with the extremely large faculty due to time restraints.

At this time, CMS has class periods that are around 50-60 minutes in duration. Research states that extended literacy time is crucial for academic success. With this funding, CMS would be able to incorporate a literacy instruction time for students to receive two to four hours of literacy across all content areas.

Although CMS has made great strides over the last two years, many initiatives are still not in place due to funding, time restraints, professional learning needs for teachers, and availability experts in their field. The grant would provide our school the opportunity to schedule a literacy block that would be inclusive to all content areas. In addition, training would be instrumental in the success of the program for teachers to be able to teach explicit reading and writing effectively with deep content knowledge.

## *BUILDING BLOCK 1: Engaged Leadership*
**1B. A school literacy leadership team organized by the administrator or other leaders in the community is active. (The What, p 1).**
A literacy team has been established. The team completed a needs assessment to evaluate current practices. Efforts were made to work efficiency by using agendas.
**The team will continue to:**
* collect data to determine current practices and needs (The How, p. 21).
**Evidence of these efforts:**
* Results of data analysis
* Compilation of observations and focus walk data.

**1C. The effective use of time and personnel are leveraged through scheduling and collaborative planning. (The What, p.1).**
* Scheduling and collaborative planning will be designed to provide 2-4 hr. literacy instruction block each day.
* Agendas, minutes, and next steps will be required for each collaborative planning session.
* Talents and training of staff will be examined to identify staff members who may serve as resources/content experts.
* An audit of schedule to identify inefficient use of time or more productive options will be conducted.
* Collaboration across content areas and vertical collaboration will be initiated (The How, p. 22).

**Evidence of these efforts will be:**
- Two to four hour literacy block
- Agenda minutes
- Results of surveys in chart form
- Audit results
- Collaboration schedule

**1D. A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the Common Core Georgia Performance Standards (The What, p. 6).**
**To achieve this:**
- All staff will participate in sustained professional learning on literacy strategies
- Monitoring of instruction will be conducted on a regularly scheduled basis.

**Evidence of these efforts will be:**
- Professional learning schedule
- Professional learning sign-in sheets.

**Persons responsible:**
- Administration
- Literacy Coach
- Experts in the field
- Conferences

**1E. Literacy instruction is optimized in all content areas (The Why, p. 6).**
**To ensure that literacy instruction is optimized in all content areas we will:**
- Use the GA. Literacy checklist to obtain information on the current state of instruction,
- Examine student and teacher data to identify strengths and weaknesses and to develop list of goals and recommendations for improvement,
- Plan targeted sustained professional development on literacy strategies and deep content knowledge,
- Include all staff to assist in meeting needs of students,
- Identify students in need of intervention,
- Engage in professional learning with focus on facilitation of group and teaming
- Study current research
- Monitor instruction to ensure consistent use of effective practices including disciplinary literacy and active student engagement
- Be strategic in assigning teachers to instructional and non-instructional duties
- Identify research based strategies and appropriate resources and tiered tasks to support CCGPS.
- Identify appropriate strategies to support English Language Learners
- Develop systemic approach to teaching academic vocabulary
- Plan to integrate literacy in all content (the How, p.24)

**Evidence of these efforts will include:**
- Compilation of results
- Literacy Plan
- Sign-in sheets

- Professional learning schedule with topics and sign-in sheets
- Lists of RTI students
- GA Literacy Checklist results
- Unit and lesson plans for ELA common core Frameworks

**1F. The community at large supports schools and teachers in the development of college- and career-ready students as articulated in the Common Core Georgia Performance Standards (The What, p. 6).**
**To include the community we will:**
- Expand Literacy team to include community stakeholders
- Identify learning support in community
- Invite outside community support to speak, share and publicize efforts of plan

**Evidence of these efforts will include:**
- Minutes of meetings, strategies to implement
- Data analysis from testing, benchmarks
- Publication of efforts for success through media

**Persons responsible will be:**
- Administration
- Literacy team
- Literacy coach
- Teachers
- Support personnel
- Community support group
- District office

**Resources:**
- Professional learning activities
- GA Frameworks
- GA Literacy Checklist

## *Building Block 2: Continuity of Instruction*

Continuity of Instruction may be addressed by using the active literacy initiatives that are aimed at school improvement and focus on teacher training in literacy. They include, but are not limited, to Literacy by Design, CCGPS-aligned formative assessment tasks GA Online Assessment System (OAS), data systems that measure student growth and success and RESA personnel (The Why, 157-164).

Teachers at Coffee Middle School already implement certain strategies included in the "Continuity of Instruction" section of this grant. For example, collaborative teams have been established. Teachers meet almost every Tuesday, but sometimes are cancelled due to other priorities that arise. Content teams are also expected to meet every Thursday. Agenda minutes are written for every meeting held; minutes will show content members met, but often no follow-up and/or accountability is held. Unit lesson plans written in the E.A.T.S (Essential Question, Activating Strategy, Teaching Strategies, and Summarizer)format have been created for ELA CCGPS Units 3 and 4, and plans for retroactive creation for Units 1 and 2 are in place.

However, there is no protocol for students work examination and the Georgia Literacy checklist has not been implemented to be utilized consistently throughout the school.

Those strategies in place that are listed are often inconsistent due to lack of training. Teachers have Activ-boards in their classrooms. While many instructors incorporate technology, lack of funding means technology is unavailable for the massive student population and students are rarely afforded the opportunity to use technology in the classroom themselves. Additional funding would provide training for literacy based instruction as well as the technology necessary for students to use in the classroom.

While some effort has been expended to launch research based strategies to support student learning, actual use is inconsistent. We only provide one reading acceleration class and a Read 180 for each grade. With our large school population, very few students are receiving the extra interventions necessary to be successful. Also, many CMS teachers teach academic vocabulary on a consistent basis. However, funding is needed to provide additional training, as well as provide the variety of media and genres of both reading and writing necessary for effective instruction.

As part of this endeavor, Coffee Middle School will need to create a school-wide writing rubric. Although grade-wide writing rubrics are in place, they are not used consistently throughout the grade level and are not consistently representative of the requirements of other grade levels. A school wide writing rubric must be established.

With the SRLG, CMS will be able to collaborate with out-of-school agencies and organizations within the community to provide tutoring, expand communication, enhance motivation, and engage stakeholders within the community. We are using current staff to help identify at-risk students and help them understand how literacy level affects their 411 goals. While some individuals within CMS provide additional help to their students after school, there are no tutoring, mentoring, or out of school programs available with which Coffee Middle might collaborate for literacy, only an after school program for Math. Additional funds would allow CMS to provide outside support for at-risk students, such as additional tutoring or mentoring programs. It would also help provide additional incentives for unmotivated at-risk students, as well as purchase high interest reading levels that would encourage engaged reading.
Efforts have been made to increase community involvement and expand communication between school and parents through the use of school newsletters and PTO. While the school has an excellent website, a school newspaper created by students would ensure active student participation.

**2A. Active collaborative teams ensure consistent literacy focus across the curriculum (The What, p. 7).**
**To achieve this:**
- Teachers will meet with their content teams weekly to plan collaboratively
- Observe and practice effective literacy based instruction
- Identify and implement technology strategies

**Evidence of these efforts will include:**

- Agenda minutes
- Protocol to examine student work
- GA Literacy Checklist results
- Unit and lesson plans, student work

**2B. Teachers provide literacy instruction across the curriculum (The What, p.7).**
To achieve this we will:
- Use school-wide writing rubric
- Use research based strategies to support student learning
- Teach academic vocabulary in all content areas
- Provide a variety of media and genres of both reading and writing

**Evidence of these efforts:**
- Writing rubric with student work
- Unit and lesson plans

**2C. Out-of-school agencies and organizations collaborate to support literacy within the community (The What, p.7).**
**To achieve this we will:**
- Provide tutoring, mentoring, and out of school programs
- Expand communication process between school and parents
- Provide comprehensive system to enhance motivation of at risk population
- Utilize technology to communicate and engage stakeholders (The What, p.8) video recording and conferencing for trainings in addition to website and current practices

**Evidence of these efforts:**
- Rosters, timesheets, schedules
- Parent contact reports
- Reading incentive program
- Pictures of website with information,
- Copies of emails,
- Record of Spotlight on Education (a local TV Broadcast) highlighting program

**Persons responsible will include:**
- Teachers
- Media specialist
- Academic coaches
- Assistant Principals for Instruction
- Technology director
- Technology support specialist
- Deans
- Tutors
- mentors

**Resources:**
- Community partners
- Website, newspaper
- Incentives

- High interest reading materials

***Building Block 3: Ongoing Formative and Summative Assessment***

Ongoing formative and summative assessment serves as the foundation for PreK -12 literacy (The Why, p. 105). The early detection of problems can allow teachers to design and implement specific instruction for at risk students. Data must be easily accessible to school personnel in order for it to drive decision making. Assessment should be ongoing, frequent, and provide multiple measures that will be used as diagnostic and monitoring tools to plan for instruction. It is necessary to examine both summative and formative assessments to determine how that data positively affects instruction and to see how formative assessments enhance the overall picture of assessment (The Why, p. 96.)

Teachers at CMS, use common multiple-choice benchmark tests each nine weeks to assess students' progress using Georgia's Online Assessment System, Study Island, and/or USA Test Prep software. These assessments are aligned to the standards in each content area and grade level. Some teachers are able to use either reporting features within the software used to administer the test or student response systems to collect and analyze data. The data gathered is analyzed by each teacher and as a group of teachers during collaboration after the administration of each benchmark assessment. Benchmarks are given each nine weeks based on availability of the three computer labs located at CMS often making the window for administering benchmarks over 2 months in length. At the beginning of each school year, content area teachers meet in collaboration and look at the CRCT scores for previous school year. At this time, teachers analyze the strengths and weaknesses of students based on the domains and then make goals for the current school year for all students and subgroups. Teachers then use the strengths and weaknesses to determine their pacing for the current year as well. During collaboration, teachers are expected to follow a given set of norms and covenants adopted over three years ago by the school leadership team.

The administration of benchmark exams and analysis of data could be done in a more timely fashion through the availability of mobile computer labs and student response systems as provided by grant funds. Because teachers cannot use the computer labs or CPS clickers, it often takes weeks before all tests are administered, data is gathered, and then analyzed by teachers during collaboration. While all teachers at CMS are beginning to administer common unit assessments, teachers need professional learning to learn how to look at student work and use the data on these summative assessments to drive their instruction and remediate/accelerate students as needed and provide time to disaggregate subgroups to ensure their progress towards goals set by teachers. While eighth grade math teachers currently use a balanced benchmark exam featuring multiple choice, short answer, and constructed response questions, other content areas and grade levels will need training and release time to create and implement this type of balanced assessment as provided for by this grant. Mid course assessments in all grade levels and content areas will also need to be developed and implemented during collaboration or release time. Work will also need to be done to strengthen our RTI process and implementation through the use of more available technology, professional learning for teachers on the administration of progress monitoring and use of data to provide interventions tailored to student's academic needs, and the use of personnel to coordinate administration of progress monitoring and diagnostic assessments as provided for by the grant.

**3A. An infrastructure for ongoing formative and summative assessments is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction (The What, p.8).**

**To achieve the expectations of Building Block 3A we will:**
- Determine the need for and the intensity of interventions
- Evaluate the effectiveness of instruction
- Develop consistent expectations across classrooms and teachers
- Review and analyze assessment results
- Provide assessment and intervention materials aligned with students' needs (high and low)
- Select effective screening, progress monitoring and diagnostic tools aligned with students' needs to identify achievement levels of students
- Establish timeline to administer, input, analyze, and disseminate data
- Provide detailed feedback in a timely manner to allow students to graph their own progress.
- Provide specific constructive feedback that pertains to given materials.
- Provide professional learning to ensure that teachers understand the purpose for and use of formative and summative assessment and how they differ
- Identifying common curriculum-based assessments
- Locate or develop common mid-course assessments for use across classrooms
- Develop procedures and expectations for staff collaborative planning activities,
- Define process for selecting appropriate interventions for struggling readers
- Offer opportunities for students to bring their own technology (The How, p. 34-35).

**Evidence of these efforts:**
- Individual student records, Aims web charts, SRI data, benchmark reports, report cards
- Timeline
- Student work with commentary
- Professional learning schedule, agendas, sign-in sheets
- Assessments and results
- Assessments
- Norms and covenants, protocols
- Assessment analysis documents, collaboration agenda and minutes
- Differentiation assignments and activities, lesson plans, inclusion teachers lesson plans
- Unit plans, Lesson plans

**Persons responsible will include:**
- Administrators
- Teachers
- Content Leaders
- Literacy Coach
- Assistant Principal for Instruction

**Resources:**
- AIMS web
- SRI

- Benchmarks
- Reports Cards
- Schedule of timeline
- Graphs

**3B. A system of ongoing formative and summative assessments is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction (The What, p.8).**

**To achieve the expectations of Building Block 3B we will:**

- Design and implement elements of the formative and summative assessment
- Provide professional learning to ensure appropriate administration of assessments and accurate data recording

**Evidence of these efforts:**

- The collaborative team will construct a testing and analysis calendar which will include tests such as Benchmarks, CRCT, SRI by the end of the second week of school.
- Teachers will administer tests and input their data within 3 days.
- Teachers will return data and feedback to students/parents within 5 days of giving the test.

**Persons responsible:**

- Administration
- Teachers
- Content leaders
- Literacy Coach

**Resources:**

- Testing Calendar

**3C. Problems found in screenings are further analyzed with diagnostic assessment (The What, p.8).**

**To achieve the expectations of Building Block 3C we will:**

- Develop protocol to ensure identified students receive diagnostic assessment.
- Isolate component skills needed for mastery of literacy standards.

**Evidence of these efforts:**

- Copy of protocol including required data graphs and charts reporting intervention results
- Flex groups instruction based on specific needs

**Persons responsible:**

- Teachers
- Assistant Principals for Instruction
- Literacy Coach

**Resources:**

- Protocol
- Graphs
- Professional learning on differentiation for flex group

**3D. Summative data is used to make programming decisions as well as to monitor individual student progress (The What, p.8).**

**To achieve the expectations of Building Block 3D we will:**

- Specific time is designated on calendar to analyze previous year's CRCT data for upcoming and previous year's students.
- Time designated in collaborative planning and team meetings to review and analyze assessment results to identify needed program and instructional adjustments.
- In team meetings, focus on changes to improve the instructional program for all students.
- Disaggregated data to ensure progress of subgroups.
- Teachers provide detailed feedback in a timely manner to allow students to graph their own progress
- Teachers will provide specific constructive feedback that pertains to given material
- Teachers and administrators offer opportunities for student to bring their own technology
- School owned technology will be updated and available at all times

**Evidence of these efforts:**
- Timeline, computer lab schedule
- Collaborative planning agendas and minutes
- Data
- Student generated graphs
- Written commentary on student work
- Documentation of BYOT count
- Media center checkout record

**Persons responsible:**
- Teachers
- APIs
- Media Specialist
- Literacy Coach
- Content Leaders

**Resources:**
- Calendar
- Computer lab
- Data
- Student technology
- School technology

**3E. A clearly articulated strategy for using data to improve teaching and learning is followed (The What, p.9).**

**To achieve the expectations of Building Block 3E we will have:**
- Collaborative teams construct testing and analysis calendar, which will include tests such as benchmarks.
- Unit tests, benchmarks, CRCT by the second week of school
- Teachers administer tests and input grade within testing window
- Teachers will return data and feedback to students within 5 days of giving the test

**Evidence of these efforts:**
- Copies of tests
- Test scores and analysis sheets
- Grade reports

- Example of reports sent home

**Persons responsible:**
- Curriculum Director ELA/ SS
- Assistant Principals for Instruction
- Literacy coach
- Content leaders
- Teachers

**Resources:**
- OAS
- USA Test Prep

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

Research from The National Commission on Writing states the need to communicate clearly and quickly has never been more important than in today's highly competitive, technology-driven global economy (p. 27, The Why). Recent studies in reading achievement indicate that:

- Twenty-five percent of readers in grades four through twelve are struggling and fewer that one-third eighth graders read at or above grade level (Perie, Grigg, & Donahue, 2005 The Why, p. 28,). □

- Sixty-nine percent of 8th grade students fall below the proficient level in their ability to comprehend the meaning of grade-level text (Lee, Griggs, & Donahue, 2007; NAEP, 2007 The Why, p. 28.)

- Twenty-five percent of students read below the basic, proficiency level, which means they do not have minimal reading skills to understand and learn from text (Kamil, Borman, Dole, Kral, Salinger, & Torgesen, 2008, The Why, p. 28).

The results that really indicate that Georgia needs to focus on literacy development are those that show student performance level. The NAEP performance levels include: Below Basic, Basic, Proficient, and Advanced. In particular, the focus should be on how many students in Georgia are classified as "at or above Proficient" readers. In 2009, the percentage of eighth-grade students in Georgia who performed at or above Proficient in reading was 27 percent. This was significantly smaller than that for the nation's public schools (30 percent)(The Why, p 29). National and state results from NAEP indicate that too many students lack proficient reading skills. Spring test results from the (Criterion Referenced Competency Test (CRCT) and Georgia High School Graduation Test (GHSGT), when coupled with the Lexile Framework® for Reading (2006), which measures both reading ability and text difficulty on the same developmental scale, echo the idea that students who minimally meet state standards are not equipped with sufficient reading comprehension skills to handle much of the grade-level instructional material. Consequently, Georgia's students need support and intervention in the next grade. (The Why, p. 30).

As reported by Dole, Duffy, Roehler, and Pearson (1991), reading comprehension instruction can be highly effective when teachers focus on seven main strategies for readers visualizing, questioning, making connections, predicting, inferring, determining importance, synthesizing/creating. These strategies need to be taught as orchestrated strategies and the most important outcome of reading comprehension instruction should be a reader's ability to self-monitor for understanding, thus motivating a reader to use the strategies flexibly and with purpose (Duke & Pearson, 2002, The Why, p. 41).

In all areas of the curriculum the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and motivation must be addressed. (The Why, p. 26). We know that if our students are to achieve literacy they must "access information through a variety of texts with specific organizational patterns and features" (Georgia PreK-12 Literacy Task Force, 2009).

**Writing in the content area:**
Joseph M. Tucci, president and CEO of EMC states "With the fast pace of today's electronic communications, one might think that the value of fundamental writing skills has diminished in the workplace. Actually, the need to communicate clearly and quickly has never been more important than in today's highly competitive, technology-driven global economy National Commission on Writing (2004) (para. 4).

Research from NCTE 2008 indicates that the way we write often predicts academic and/or job success, creates opportunities, maintains relationships, and enhances critical thinking. (NCTE, 2008, p.1) "Instructional practices, writing genres, and assessments should be *holistic, authentic, and varied,*" (NCTE, 2008, p. 2) as listed below.

1. All students should be able to write extensively so that they can be comfortable writing
2. Create writing assignments that ask students to interpret and analyze a variety of texts and to write in various genres.
3. Employ functional approaches to teaching and applying rules of grammar.
4. Foster collaborative writing processes.
5. Include the writing formats of new media as an integral component of writing.
6. Use formative assessment strategies that provide students with feedback while developing drafts.
7. Employ multiple assessment measures, including portfolios, to access students' development as writers. (NCTE, 2008, p. 5, The Why, p. 44)

Graham and Herbert, 2010 and Biancorosa and Snow, 2006 reported in *Writing to Read* and *Reading Next and Writing Next* that students who wrote about text that they had read exceeded students who participated in:

- reading programs at the secondary level,
- reciprocal teaching and
- vocabulary instruction in the area of reading comprehension.

In addition, writing about text outperformed all of the traditional approaches:

- simply reading the text
- reading and rereading it
- reading and studying it,
- reading and discussing it

- receiving reading instruction.

These results provide additional validation of the effectiveness of writing about text that was read as a tool for improving students' reading comprehension (The Why, p. 45).

Graham & Hebert, 2010 report that students' reading comprehension is improved by having them increase how often they produce their own texts and recommend the following:
- have students write about the texts they read
- Teach students the writing skills and processes that go into creating text
- Increase how much students write (The Why, p. 46,)

Best practices in literacy are currently being addressed with professional learning launched through the new administrative initiatives. Standards based classrooms, 6+1 Writing Traits, Thinking Maps, Examining Student Work, and CCGPS webinars were offered to teachers. In addition, teachers do examine data obtained from common assessments but follow-through tends to be based on specific content or topics, not reading components. More professional learning needs are evident in the areas of explicit reading and writing instruction, reading and writing across the curriculum, examining student work, as well as motivating students to be more engaged in classroom activities and will be addressed through a cadre of trainers developed through extensive opportunities as funds allow.

Required administrative classroom observations, (GTOI, GTDR) and monthly Focus Walks are conducted by administrators and leadership team members. Individual results are shared with teachers. Focus Walk data is also compiled to provide a snapshot of what is going on across the school. Literacy components will be added to Focus Walks as well as the use of the GA Literacy Instruction Checklist. The use of this document will provide teachers with a measurement tool for goal setting.

In the areas of social studies and science, teachers have implemented writing by including short essay and short answer questions on tests and journal writing in response to new material. This is a beginning in the effort to provide literacy in all content areas. Instruction by content teachers is needed to provide specialized training designed around the needs of the content. For example, social studies teachers need to know how to use primary and secondary sources to inform their writing, while science students may need to be able to write about steps in a process. Content area teachers need additional training/professional learning to be able to provide this specialized instruction for their students.

Argumentative essay assessments from the GA Frameworks for ELA are the catalyst around which the CCGPS units are written. In this first year of implementation, teachers are establishing expectations and standards across all grade levels. The plan is to provide students with a system instruction and rubrics that will allow students to build upon previous learning. In-depth training and vertical and horizontal collaboration will allow teachers to work together to develop these standards for this specific group of students.

In the ELA classes, explicit writing instruction is in place with numerous opportunities for students to have guided and independent practice. This is especially evident in the eighth grade, as students prepare for the Georgia Writing Test. In addition to writing in the ELA classes, some

content teachers are requiring students to write as a part of assessments, journal entries, and responses to new information. Previously, students have been required to respond with persuasive or expository writing; the CCGPS writing will be focused on argumentative and informative essays, and teachers need additional training in these areas.

As each unit is developed around argumentative or informational essays, there is a focus on writing several times each nine weeks. English language arts teachers are also providing students with multiple opportunities to write each nine weeks. Social studies and science teachers include writing as an opportunity for students to apply new information. Several teachers are participating in training using the Literacy Design Collaborative and are creating tasks and modules to teach students to meet the common core literacy standards while learning to meet content demands at a high level of performance. The group will be expanded as opportunities are made available. As part of this initiative, students will produce and publish their work using technology.

Although the administrative team sees the need to extend the time allotted for literacy instruction, an acceptable solution has not been reached. The administration continues to work on a way to provide additional instructional time while still providing adequate opportunities for connection classes for students and planning time for teachers.

Students are given the opportunity to select reading materials for pleasure reading, science fair topics and some research projects, but due to the availability of computers, only one lab per grade level, teachers often select topics and print appropriate articles for students to use as they work through the research process. Teachers are diligent about choosing extended texts that students will find relevant and interesting, but that too is limited by the availability of materials and boundaries of the Georgia Frameworks. The district office has been exceedingly generous in allowing for the purchase of books that will be used as extended texts in the implementation of the CCGPS. As teachers are implementing the CCGPS frameworks, they are including assignments that allow students more opportunities to use technology to produce more engaging and relevant work. Selected teachers are piloting a program allowing students to "Bring Your Own Technology" as they explore content in new and different ways. With this grant, different types of genre, technology, resources, and materials can be utilized for student engagement and success.

**4A 1. All students receive direct, explicit instruction in reading (The What, p.9).**
**To achieve the expectations of Building Block 4A we will:**
- Provide professional learning in explicit instruction in reading.
- Examine student data regularly to identify areas of greatest need.
- Conduct classroom observations using GA Literacy Checklist to gauge current practices in literacy instruction.
- Provide professional learning in explicit instruction for all staff in core program/ content area reading based on needs determined by checklist
- Provide professional learning on tenets of explicit instruction listed below
- Provide data to drive instruction
- Allow students to have a selection of text

- Provide instruction of strategies
- Provide explicit reading instruction which includes
  - Modeling
  - Guided Practice
  - Assisted Practice
  - Independent Practice

**Evidence of these efforts:**
- Professional Learning Agenda
- Collaborative/cluster team minutes
- GA Literacy Checklist results
- Sign in sheets
- Lesson plans, GA Literacy checklist data

**Persons responsible:**
- Curriculum director ELA/SS,
- Literacy Coach
- Content Leaders
- Literacy Team

**Resources:**
- Materials to support best practices in teaching explicit reading and writing across all content areas
- GA Literacy Checklist
- Lesson plan format
- Text for teaching strategies


**4B. All students receive writing instruction across the curriculum (The What, p.10).**
**To achieve the expectations of 4B we will:**
- Design vertical and horizontal plan consistent with CCGPS
- Plan with ELA/content partners to coordinate assignments
- Develop or identify programs, protocols and materials to implement program
- Develop plan for writing across the curriculum
  Provide explicit writing instruction which includes
  - Modeling
  - Guidance
  - Assisted practice
  - Independent practice
- Identify professional learning in best practices in writing instruction in all areas
- Plan for the use to technology for production, publishing, communicating across the curriculum

**Evidence of these efforts:**
- Vertical and horizontal planning
- agendas/sign in sheets
- Across curricular planning agenda and sign in sheets
- Names of programs to be used

- Copy of plan protocols for completing materials/lesson plans/assessments prior to assignment, including who will be responsible for each component, assignment specifics, examples of student work/exemplars
- Schedule of best practices in writing professional learning sessions
- Examples of assignment options for presentation

**Persons responsible:**
- Curriculum director ELA/SS
- Literacy Coach
- Content Leaders
- Literacy Team, teachers, and support staff
- Resources:
- CCGPS standards
- CCGPS lesson plans
- Protocols
- Specific Writing Plan
- Technology

**4C. Extended time is provided for literacy instruction (The What, p.10).**
**To achieve the expectations of 4C we will:**
- Provide a two to four hour block for literacy instruction across the curriculum.

**Evidence of these efforts:**
- Example of schedule

**Persons responsible:**
- API
- Literacy Team
- Administration

**Resources:**
- Consultant in scheduling
- 2-4 hour schedule

**4D. Teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school (The What, p.11).**
**To achieve the expectations of 4D we will:**
- Provide opportunities for students to self select reading materials.
- Design assignments that are relevant to students.
- Provide texts that students consider engaging.
- Provide opportunities for collaboration with peers.
- Utilize extended sustained reading time SRT or DEAR (Drop Everything and Read)
- Provide opportunities for student to use technology creatively

**Evidence of these efforts:**
- Lists of assignments and available titles
- Examples of assignments
- List of available titles
- Lesson Plans
- Daily schedule

- Exemplars

**Persons responsible:**
- Teachers
- Content leaders
- Literacy Coach
- Media Specialist

**Resources:**
- Books
- Website subscriptions
- Magazines
- Technology

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

Intervention refers to strategic techniques that are based on student needs and usually supplements the general education curriculum. Intervention strategies are systematic compilations or well-researched, evidence-based specific instructional techniques. Schools have the responsibility of implementing scientifically validated intervention methods that efficiently and effectively offer students opportunities to be successful (Wright, 2007) (The Why, p. 123). According to Regional Educational Laboratory Southeast (REL), "interventions designed to provide support to teachers can have impacts at two levels: teacher practices and student outcomes" (Lewis et al., 2007). Thus, professional learning in intervention strategies must be aligned with the needs of the students and the goals of the school's leadership team (The Why, p 124). Interventions may include supplemental materials that embed literacy skills in all content areas. Supplemental materials may be used to increase students' opportunities for academic success. Materials that engage students in learning are viable intervention tools.

Assisting content teachers to embed cognitive and motivational strategies into their instruction also enables them "to support deeper student literacy and understanding in the content-area reading" (Lewis et al., 2007). Professional learning in intervention techniques permits teachers to incorporate strategies that allow students to access texts, to practice communication skills, and to use information. Professional learning centered on cognitive strategies may include paraphrasing, summarizing, synthesizing, predicting, and drawing conclusions. These skills are consistent with focus of the Georgia Performance Standards and the Common Core Georgia Performance Standards (The Why, p. 124).

Regular education classroom teachers must buy-in in order for RTI to be effective. Many regular education teachers are resistant because they do not look positively on task significance. In addition, they feel overwhelmed by the amount of work required for RTI (Zahedi, 2010).

Response to Intervention (RTI) is not more of the same in smaller groups, rather, it requires intensive individualized interventions that include "explicit vocabulary instruction, implementation of strategies that develop independent vocabulary learners, opportunities for extended discussion of text meaning and interpretation, students' motivation and engagement in literacy learning, and intensive individualized interventions for struggling readers" (Kamil et al., 2008, The Why, p. 131). Therefore, it is imperative that teachers receive adequate time and

training to address the difficulties that struggling students face. It is just as important that expectations are set and monitored on a regular basis.

RTI for all students requires scientifically proven research-based and evidence-based interventions. These are specialized strategies for individual students or groups of students with varying types of academic and behavioral problems. In order for teachers to provide appropriate interventions professional learning in intervention strategies must be aligned with the needs of the students and the goals of the school's leadership team (The Why, p. 124.)

The basis for RTI is that all classrooms are Standards based. Standards-based classroom learning describes effective instruction that should be happening in all classrooms for all students. Standards-based learning environments which are implemented with fidelity are necessary to ensure all students have access to quality instruction. This fidelity of implementation ensures that 80-100% of students are successful in the general education classroom (The Why, p132). Schools should identify common formative assessments and a common protocol for analyzing and recording student progress then use results and analysis of student work to guide and adjust instruction. Data from formative assessments should guide immediate decision making on instructional next steps (The Why, 133).

At CMS, the RTI process is in its infancy. Currently, data are often collected only after a problem with a student has progressed to an urgent status. Students identified by the RTI process then undergo progress monitoring based on their currently identified level in RTI. While files are being kept and maintained on students, they are not consistently updated and utilized as effectively as they could be. The process varies greatly from class to class, and many teachers simply do not understand the function and purpose of RTI. Also, there is no training in place for new staff. For RTI to be effective, it is essential for teachers to be highly trained and skilled as interventionists. The current status of our "Articulated Goals" must be evaluated and refined.

The current RTI tool, in notebook form, consists of copied files from a variety of different sources. As such, it is difficult to follow. Most forms have similar information in different places, making them cumbersome and time-consuming to complete. The publication of a tailor-made training tool for CMS' RTI would create uniformity and aid in the effectiveness of the interventionists.

With the implementation of the SRCL Grant, CMS would be able to address the deficiencies in its RTI program. Through training, additional human resources, and new supportive technology, Coffee Middle School would be able to address the goals it has identified and targeted, but as yet, due to funding constraints, been unable to accomplish.

**5A. Information developed from the school-based data teams are used to inform RTI process (The What, p.11).**
**To achieve the expectations of 5A we:**
- Articulate goals
    - Compiled aggregate data to determine goals
    - Train teachers to operate as interventionist
    - Develop a more cohesive RTI tool

**Evidence of these efforts:**

- Data
- Professional Learning agendas
- RTI tool

**Persons responsible:**
- Deans
- Assistant Principals for Instruction

**Resources:**
- AIMS
- Grades
- Testing
- Professional learning

**5B. Tier 1 Instruction based upon the CCGPS in grades K-12 is provided to all students in all classrooms (The What, p.11).**
**To achieve the expectations of 5B we:**
- Examine student successes
  - Define success for CMS, e.g. Lexile growth or on grade level reading
- Develop formative assessments before beginning units
- Analyze data collaboratively
- Set up timeline
- Ensure contents are in concert
- Examine student data
- Compile current paradigms
- Provide professional learning on needed instruction in the following areas
  - RTI resources
  - Team-teaching strategies
  - Data compilation

**Evidence of these efforts:**
- Statement of success
- Assessments
- Collaboration Agenda/ minutes
- Timeline
- Collaborative planning units/lesson plans/grading
- Collaborative planning agenda
- Description of paradigm
- Schedule of professional learning offerings and sign in sheets

**Persons responsible:**
- Teacher
- Content Leader
- Literacy Coach/ APIs,/ Curriculum Director for ELA/SS/SC

**Resources:**
- AIMS
- Lexile scores
- Other testing materials

- Data
- Professional Learning agendas
- RTI tool

**Persons responsible:**
- Deans
- Assistant Principals for Instruction

**Resources:**
- AIMS
- Grades
- Testing
- Professional learning

**5B. Tier I Instruction based upon the CCGPS in grades K-12 is provided to all students in all classrooms (The What, p.11).**

**To achieve the expectations of 5B we:**
- Examine student successes
  - Define success for CMS, e.g. Lexile growth or on grade level reading
- Develop formative assessments before beginning units
- Analyze data collaboratively
- Set up timeline
- Ensure contents are in concert
- Examine student data
- Compile current paradigms
- Provide professional learning on needed instruction in the following areas
  - RTI resources
  - Team-teaching strategies
  - Data compilation

**Evidence of these efforts:**
- Statement of success
- Assessments
- Collaboration Agenda/ minutes
- Timeline
- Collaborative planning units/lesson plans/grading
- Collaborative planning agenda
- Description of paradigm
- Schedule of professional learning offerings and sign in sheets

**Persons responsible:**
- Teacher
- Content Leader
- Literacy Coach/ APIs,/ Curriculum Director for ELA/SS/SC

**Resources:**
- AIMS
- Lexile scores
- Other testing materials

- Timeline Calendar
- Professional Learning

**5C. Tier 2 needs –based interventions for targeted students (The What, p.12).**
**To achieve the expectations of 5C we will provide:**
- Professional learning in intervention resources
- Interventionist
- Differentiated instruction in classroom
- AIMS testing

**Evidence of these efforts:**
- Schedule of Professional Learning offerings
- Sign in sheet

**Persons responsible:**
- Academic Coaches
- Classroom teachers
- Monitoring by Deans and Counselor

**Resources:**
- AIMS
- Professional Learning for Differentiation

**5D. In Tier 3, ensure that Student Support Team and Data Teams monitor progress jointly (The What, p.12).**
**To achieve the expectations of 5D we:**
- For Tier 3, decide who should be receiving services
- SST meets 1/month, collect at least 4 data points
- Professional learning
  - o  Train interventionist
- Implement interventions
- Establish specific nature of lack of progress

**Evidence of these efforts:**
- AIMS data points
- Scheduled Professional Learning and sign in sheets
- AIMS data, Lexile scores

**Persons responsible:**
- Deans
- APIs
- Cluster Teachers,
- Homeroom Teachers
- Special Education
- Classroom Teachers

**Resources:**
- AIMS
- Professional Learning
- Lexile scores

**5E. Tier 4 specially-designed learning through specialized programs, methodologies or instruction based upon students' inability to access the CCGPS any other way (The What, p.12).**

**To achieve the expectations of 5E we will:**
- Utilize school scheduling
- Establish inclusion content specialist
- Place strongest inclusion teacher with students with greatest difficulty (best teacher with weakest students)

**Evidence of these efforts:**
- Schedule and placement of students
- Inclusion lists
- Comparison of assignments

**Persons responsible:**
- APIs
- Special Education Teachers
- Content Teachers

*Resources:*
- Scheduling
- Data

## *Building Block 6: Improve Instruction through Professional Learning*

Teachers possess the greatest capacity to positively affect student achievement. A growing body of research shows that the professional development of teachers holds the greatest potential to improve adolescent literacy achievement. In fact, research indicates that for every $500 directed toward various school improvement initiatives, those funds directed toward professional development resulted in the greatest student gains on standardized achievement tests (Greenwald et al., 1996, The Why, p141) .

In order to produce students who will be able to compete in today's society they must have strong literacy skills; therefore, teachers must learn to teach in ways that promote critical thinking and higher order performance. According to Darling-Hammond (2005), professional learning opportunities must focus on ensuring that teachers understand learning as well as teaching. They must be able to connect curriculum goals to students' experience (the Why, p. 141).
When new initiatives are implemented it is easy to abandon reform before it has had time to mature. Realistic expectations and timelines should be put into place with initiatives. Professional learning must be continuous, embedded and must involve formal monitoring where specific areas of emphasis are identified (The Why, p 142). Torgensen, et al., 2007 state that they (teachers) need to have "extensive professional learning".

Weekly collaboration is part of the CMS schedule for all content area teachers, math remediation, and reading remediation teachers. During this time, teachers are expected to create common assessments, benchmark exams, analyze data, plan lessons, share instructional resources, and participation in professional learning. However, teachers are not always able to

meet due to emergency parent meetings, changes within the school schedule, and/or IEP/504 meetings.

At CMS, teachers received professional learning from academic coaches located at the school, system personnel, RESA consultants, and other consultants as needed to meet the learning needs of teachers. Each year, a professional learning calendar is planned by the school administrative leadership team and then implemented for all teachers. Last school year, all science and social studies teachers' participated in training on Thinking Maps. These teachers have utilized these maps to incorporate note-taking and writing into their lessons. Both academic coaches participated in training to become Thinking Map trainers in order to provide support to science and social studies teachers throughout the year. Additional professional learning was provided to the science and social studies teachers by the academic coaches to help them utilize these maps to incorporate more writing in their lessons and utilize informational texts. Academic coaches were also responsible for facilitating all professional learning related to the new Common Core Georgia Performance Standards. Teachers in all content areas, connections, special education, ESOL, and school leadership participated in professional learning related to their content area and the new literacy standards. Trainings also provided by the academic coaches or other system personnel were 6 + 1 Traits of Writing, Standards Based Classrooms, Examining Student Work, and Teacher Written Commentary.

The CMS Leadership Team holds several focus walks throughout the school year in addition to administrative leadership team walkthroughs. These walkthroughs have revealed the level of implementation of provided professional learning and non-negotiable items per the school leadership. Data is sometimes presented to the school faculty after it is reviewed by the school leadership team.

Based on our school's needs assessment survey, teachers and staff expressed a need for additional professional learning to incorporate literacy and writing into their content area. As provided for by the grant, academic coaches, interventionists, selected teachers, and school leadership will be trained in the needed areas prior to the beginning of the school year in order to support teachers, paraprofessionals, support staff, substitute teachers, pre-service teachers, and all faculty throughout the school year. Time for collaboration will need to be protected from outside interruptions or changes in the school schedule as provided for by the grant. A concentration on literacy will be addressed in focus walks and walkthroughs by both the school leadership and administrative leadership teams to assess the implementation of new literacy professional learning and be used as one way of determining the need for additional professional learning.

**6B. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas (The What, p.13). To achieve the expectations of 5E we:**
- Develop multiple on-site experts in all areas of need
- Incorporate continuous, embedded professional learning
- Schedule and protect time during the school day for teachers to prepare for implementation of initiatives.

- Provide literacy training to all content areas and support staff.
- Utilize checklists, classroom observations, focus walks with feedback provided

**Evidence of these efforts:**
- Record of training events attended/ list of available trainers for specific content
- Schedule of Professional Learning
- Designated time for professional learning sessions and implementation planning
- Professional Learning schedule and agenda
- Report of GA checklist observations and Focus Walks

**Persons responsible:**
- APIs
- Academic Coaches
- Literacy Team
- Content Leaders

**Resources:**
- Materials needed for best practices in all contents
- Professional Learning Schedule
- Protected time for training
- Ga. Observation Checklist
- Focus Walks

Literacy is the gate-keeper for the ability to become a lifelong learner and contributor to society. Today's global citizens must be able to retrieve and understand information and then to disperse this learning through writing and a growing array of other delivery modes (the Why, p118). Successful classrooms do not happen by accident; instead, they are the result of carefully planned instruction designed to engage and challenge students by addressing areas of weakness and strength with a clear awareness of where they are going and how they will know when they arrive.

The only hope for our community is education. Students must be prepared to compete in literacy, not just locally, but globally. However, successful education requires up-to-date resources, consistent use of best educational practices, and educators who are trained in the best educational practices available, all of which require additional funding that Coffee County cannot provide. To achieve our vision, Reading to Compete Globally, Coffee Middle School must have additional funding.

## Needs Assessment, Concerns, and Root Causes

Vanden Heuval, (et al, 2005) states, "Root Cause Analysis is simply a tool designed to help investigators do the following: (a) describe WHAT happened during a particular event or failure, (b) determine HOW it happened, and (c) understand WHY it happened.  Only when investigators are able to determine WHY an event or failure occurs will they be able to specify workable corrective measures."  Research also affirms that the importance of a needs assessment is to design an effective program that addresses the groups' needs.  When considering this implementation, we should remember that "needs" are considered "gaps", the space between what exists currently and what should exist and the "wants" are solutions that proposes to filling those gaps.  (http://hd.gov/HDdotGOV)

With **research** in mind for the Striving Readers Needs Assessment process, Coffee Middle School brainstormed, collected, examined, and analyzed information/data that were school-wide issues.  By using this systematic approach, CMS acquired a more thorough description of our strengths and weaknesses as a school community with expectations of improved student achievement through implementing the Striving Readers with fidelity. As a result of the Needs Assessment, professional learning, explicit instruction, and effective disciplinary literacy across the curriculum were identified as areas of need.  With such rigorous academic challenges as Common Core Georgia Performance Standards and College Career Readiness Performance Index, Coffee Middle School will value this revealing information in hopes to better prepare our students for success.

**Coffee Middle School first developed a Literacy Team comprising of stakeholders in the school setting including the following:**

| Literacy Team Member | Position |
|---|---|
| Bhavika Patel | ELA teacher |
| Jessi Spivey | ELA teacher |
| LaShonda MCElhaney | Inclusion –Special Education |
| Cheryl Darwin | Social Studies |
| Ben Daniels | Science |
| Candis Hall | Connections Teacher |
| Roberts Stewart | ELA teacher |
| Nichole Harper | ELA teacher |
| Betty Lott | ELA teacher |
| Patti Morris | Literacy Coach |
| Wanda Mobley | Administrator - 8th grade Assistant Principal & Curriculum Director for ELA/Social Studies 6th – 8th |

A. **Description of the NEEDS ASSESSMENT Process**
   *Process in Conducting the Needs Assessment:*
   *(each area below was examined, discussed and agreed upon by the team)*
   1. **Clarify the Purpose of the Needs Assessment**
      a. Why are we conducting this Needs Assessment?
      b. What do we know and want to know?
      c. What will we do with the information?
   2. **Identify the Population to be Surveyed**
      a. Literacy Team
      b. Teachers
      c. Administrators
      d. Other personnel (CTAE, special education, EL, media)
   3. **Styles of Surveys**
      a. Paper – Needs Assessment Survey
      b. Computer – Needs Assessment Survey
      c. Focus Walk by leadership team
      d. Georgia Writing Checklist
   4. **Collect Data**
      a. Sign off sheet for completion
      b. Time window scheduled
   5. **Analyze Data**
      a. Prioritize strengths
      b. Prioritize weaknesses

### 6. Results
    a. Determine goals
    b. Develop plan

## B. Types of Needs Assessment Surveys Utilized

The Literacy Team decided to use two surveys to gather data for analyzing; paper and computer. The NEEDS ASSESSMENT provided by the state was used for both areas. The team first completed the survey using "The What" as a guideline to better determine concerns and root cause analysis. After completion, the Literacy Team discussed each area of the Building Blocks, prioritized results according to needs and then prepared a web-based survey to offer more data for disaggregation. All staff were included in the survey, including, media, paraprofessionals, content teachers, CTAE, Special Education, and EL teachers.

The *Additional Materials Used for Needs Assessment* table below confirms that Coffee Middle School has numerous additional materials provided that verifies our data rich environment. However; according to research "data must be easily accessible to school personnel in order for it to drive instruction making" (Department of Education, Pg. 98) Many times data is not used effectively, consistently, pervasively and with fidelity at Coffee Middle School. Coffee Middle school believes that implementing the Striving Readers Grant will provide the necessary tools for success for our students through training, modeling, and inspection of expectations.

| Additional Materials Used for Needs Assessment ||
|---|---|
| **Additional Materials** | **Items Used for Data** |
| Coffee Middle School  Improvement Plan | School's primary focus for the year |
| AIMS Data –Tier 2 and Tier 3 | Tracking of students |
| Lexile Scores | Readability levels/Grade level equivalency |
| School Assessments | Benchmarks, Performance Tasks, Writing Test, State/RESA/District Comparison Scores, Frameworks, Unit Test, Formative & Summative Assessments |

C. **Root Causes and Areas of Concern From Needs Assessment**

Research states that "leaders and teachers need to have "a solid understanding of how to teach reading and writing to the full array of students presented in schools." (Biancorsa & Snow, 2004) According to "The Why" document, "In an increasingly competitive global economy, the need for students to have the strong literacy skills of reading, writing, listening, speaking, and viewing is critical for college and career readiness opportunities. This requires teachers to learn to teach in ways that promote critical things and higher order performance in all content areas to improve literacy." (Pg. 140)  Students who are entering Coffee Middle School are not adequately prepared for the rigorous curriculum of the Common Core Georgia Performance Standards and the approaching PARCC assessment.  Listed below are the areas of concern deemed from our Needs Assessment and additional materials for data:

| Root Causes |
|---|
| Prior focus Math – Saturday School for Math only |
| Teachers do not know how to teach explicit reading |
| No follow through from professional learning activities |
| Middle School teachers have no training on teaching  explicit reading strategies |
| No adequate resources for teaching reading |
| No adequate resources for teaching reading in the content areas |
| Cross disciplinary concerns are not addressed |
| No systematic literacy program |
| Limited time – no 90-120 minute block |

| |
|---|
| Inadequate assessments developed |
| Content is not consistently incorporated through academic vocabulary |
| No cross disciplinary teams |
| Data not analyzed to determine effectiveness of instruction |
| No writing across the curriculum |
| No Response to Intervention protocol and follow-through |

According to Coffee Middle School's Needs Assessment surveys, Focus Walks, Root Causes, etc., the most imperative areas of concern are 1) providing consistent and pervasive best practices to increase explicit reading and writing instruction across the curriculum, 2) providing a systematic protocol for developing, conducting, and analyzing formative and summative assessments, 3) implementation and monitoring protocol for RTI, and 4) providing best practices and literacy training to all content area teachers and support staff.

D. **Inclusion of all Content and Ancillary Teachers**
The Literacy team completed the survey using "The What" as a guideline to better determine concerns and root cause analysis. The NEEDS ASSESSMENT survey was then prepared web-based to offer more data for disaggregation. All staff were included in the survey, including, media, paraprofessionals, content teachers, CTAE, Special Education, and EL teachers. The staff was required to sign off when completing the survey during the window that was designated. Ninety percent of the Coffee Middle School staff completed the needs assessment.

E. **Specific Age, Grade Levels, and Content Areas of Concern**
CRCT data from Science and Social Studies reveals that there is a significant discrepancy between sixth and seventh grade and seventh and eighth grade in both areas of content. Due to the new Literacy standards required by Common Core Georgia Performance

Standards and PARCC, expectations will continue to rise on rigorous student performance. With these expectations, best practices in literacy instruction in all content areas, including direct, explicit reading and writing must be improved at Coffee Middle School.

Most importantly, the Scholastic Reading Inventory data provides a more **factual analysis** of the reading deficit of our students. Sixty eight percent of ALL students **DID NOT MEET PROFIENCY**. The disaggregation from these scores identify where concern originates; teachers not providing consistent and pervasive reading and writing across the curriculum.

Using this data, it is evident that Coffee Middle School's area of concern is effective literacy practices across the curriculum. The concern for explicit reading and writing is discussed below.

## F. Areas of Concern

***Steps School Has Taken to Address Problems:***
- Organized a literacy team
- Began formative/summative assessments
- Review summary data but not using it individually with students
- Began using writing across the curriculum with Social Studies
- Using Common Core Georgia Performance Standards frameworks to develop units
- RTI training

***Steps School Has Not Taken to Address Problems:***
- No 90-120 literacy block
- No professional learning in disciplinary literacy in all content areas
- RTI follow-up not implemented, using data and examining regularly also not put into practice, no monitoring with fidelity
- No systematic comprehensive core program in content areas

- Not using midcourse assessment, formative summative assessments, etc. for screening, progress monitoring, and as diagnostic tools
- No professional learning in explicit literacy instruction
- No professional learning for writing across the curriculum

### *Proposed Steps to Address the Problems:*

- Provide ongoing professional learning for teachers and staff on best practices in teaching explicit reading and writing across content areas
- Train, implement, monitor, and establish protocol for RTI
- Develop and maintain a comprehensive assessment protocol for literacy
- Provide collaborative planning and professional learning among and across grade levels
- Implement a 2 hour minimum block for literacy
- Purchase needed materials/resources, professional training, and

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

A.  **Data Tables:**

*CRCT Data:*  Coffee Middle School administers the CRCT every spring.  The following data depicts scores from the 2011-2012 assessment.

| CRCT DATA Number Correct according to Domains in Reading and Language Arts | | | | | |
|---|---|---|---|---|---|
| Grade Level | Reading Domain: Literary Comprehension | Reading Domain: Information & Media Literacy | Reading Domain: Reading Skills & Vocabulary Acquisition | ELA Domain: Grammar & Sentence Construction | ELA Domain: Research & Writing Process |
| 6th | 77 | 77 | 69 | 73 | 77 |
| 7th | 73 | 73 | 72 | 74 | 83 |
| 8th | 77 | 78 | 69 | 67 | 81 |

| CRCT DATA Number Correct according to Reading in the Content Areas (Science/Social Studies) | |
|---|---|
| Grade Level | Science | Social Studies |
| 6th | 69 | 71 |
| 7th | 87 | 85 |
| 8th | 61 | 67 |

**Narrative:**
Data from Domains in Reading indicate that sixth grade students scored 77% correct, seventh

grade 73% correct and 77% of eighth grade students scored correct items in literacy

comprehension.  In Domain: Information and Media Literacy, 77% of sixth graders, 73% of

seventh graders, and 78% of eighth graders scored correctly in this area.  In the most critical

Domain:  Reading Skills and Vocabulary Acquisition, sixth grade students scored 69% correct,

seventh graders scored 72% correct, and 69% of eighth graders scored items correct.

ELA Domain: Grammar and Sentence Construction results show that 73% of sixth graders, 74%

of seventh graders, and 67% of eighth graders scored correct items on the CRCT.  The last

domain in ELA: Research and Writing Process, 77% of sixth graders, 83% of seventh graders, and 81% of eighth graders scored items correct.

*Reading in the Content Areas: Science and Social Studies*

CRCT data from Science and Social Studies reveals that there is a marginal discrepancy between sixth and seventh grade and seventh and eighth grade in both areas of content. Due to the new Literacy standards required by Common Core Georgia Performance Standards, expectations will continue to rise on rigorous student performance in the classroom. With these expectations, reading and writing across the curriculum will be essential for success.

| State Writing Test – Trend Data (Does Not Meet) | | | |
|---|---|---|---|
| **Grade Level** | **2010** | **2011** | **2012** |
| 5th Grade Writing Test | 28% | 18% | 16% |
| 8th Grade Writing Test | 30% | 28% | 21% |

*State Writing Test:* On Georgia's Eighth Grade Writing Test in January 2012, 21% of 8th grade students at Coffee Middle School did NOT meet standards on the writing assessment. Although CMS showed significant improvement by scoring 7% higher on meeting requirements than the year prior, the data below is still below the state average. According to our trend data, too many students enter Coffee Middle School inadequately prepared.

*Scholastic Reading Inventory:*

| Scholastic Reading Inventory- September 2012 | | | | |
|---|---|---|---|---|
| | **6th Grade** | **7th Grade** | **8th Grade** | **Totals** |
| **Advanced** | 12% | 14% | 15% | 14% |
| **Proficient** | 15% | 15% | 26% | 19% |
| **Did Not Meet Proficiency** | 73% | 71% | 59% | 68% |

The Scholastic Reading Inventory provides a more **realistic analysis** of the reading deficit of

CMS students. School-wide scores give evidence that **68 %** of our students

**DID NOT MEET** proficiency on the inventory. When disaggregated by grade level, sixth

grade students who did not meet proficiency were 73%, seventh grade 71%, and eighth grade

68%. These scores provide verification that although the fifth grade writing scores show

improvement, too many students are entering Coffee Middle School with notable writing

deficits.

The Scholastic Reading Inventory results combined with Reading in the Content Data

confirm that students must be taught reading comprehension through all areas of the

curriculum. By improving literacy in all content areas, teachers will be better prepared to guide

students to be college and career ready.

B. **Disaggregation of Data According to Subgroups :** During the 2011- 2012 school

year, CMS's Federal Lunch program rate was 77 %. The Table below shows the data

from the CRCT by subgroups.

| Subgroup Disaggregation | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 6th Reading | 7th Reading | 8th Reading | 6th ELA | 7th ELA | 8th ELA | 6th Science | 7th Science | 8th Science | 6th Social Studies | 7th Social Studies | 8th Social Studies |
| All Students | 76 | 72 | 76 | 79 | 81 | 75 | 59 | 74 | 61 | 71 | 77 | 64 |
| Asian/Pacific Islander | 82 | 80 | 80 | 84 | 91 | 81 | 65 | 82 | 69 | 76 | 86 | 70 |
| Black/Non-Hispanic | 64 | 66 | 72 | 69 | 75 | 70 | 46 | 71 | 52 | 53 | 74 | 57 |
| Hispanic | 75 | 69 | 76 | 84 | 75 | 72 | 65 | 68 | 57 | 76 | 71 | 69 |
| American Indian/Alaskan Native | | | | | | | | | | | | |
| White/Non-Hispanic | 79 | 77 | 79 | 80 | 86 | 79 | 65 | 77 | 72 | 76 | 78 | 66 |
| Multiracial | 77 | 70 | 76 | 76 | 79 | 71 | 60 | 72 | 56 | 76 | 76 | 59 |
| Economically Disadvantaged | 73 | 72 | 76 | 82 | 85 | 79 | 55 | 78 | 69 | 61 | 79 | 71 |
| Students with Disabilities | 58 | 56 | 53 | 57 | 58 | 52 | 40 | 52 | 40 | 46 | 53 | 40 |

When disaggregated by subgroup, 79% of 6th graders, 77% of 7th graders, and 79% of 8th graders

in the White/Non-Hispanic subgroup scored items correct on the Reading section of the CRCT. In the Black/Non-Hispanic subgroup, 64% of 6th graders, 66% of 7th graders, and 72% of 8th graders scored items correct. In the Hispanic subgroup, 75% of 6th graders, 69% of 7th graders, and 76% of 8th graders scored items correct in Reading. In addition, 73% of 6th graders, 72% of 7th graders, and 76% of 8th graders in the Economically Disadvantaged subgroup scored items correct in Reading.

### C. *Strengths and Weaknesses Based on Assessments:*

**Strengths:** According to CRCT data, none of Coffee Middle School's grade levels or subjects are overwhelmingly stronger than others. There does seem to be a slight peak in 7th grade ELA CRCT scores, with 81% of items scored correctly by all students.

**Weaknesses:** Results from the Scholastic Reading Inventory confirmed that 69% of Coffee Middle School students DID NOT MEET proficiency on the assessment. Also, content area CRCT assessments show a discrepancy among grade levels. These two assessments combined illustrate the importance reading across the curriculum has for students. An implication that reading comprehension, writing, and vocabulary are critical is evident to be successful lifelong learners in the competitive world we live today.

### D. *Data for all teachers:*
Coffee Middle School has a diverse staffing of 132 teachers of which 30% of teachers have an L4 certificate, 51% with an L5, and 19% hold an L6 degree in education.

### E. *Teacher Retention Data:*
Due to the small population of teachers qualified to teach middle school, we have a significant "turn-over" in our school. We had 28 positions either with teacher

replacement, retirement, new positions being offered, transfers in the county, and/or

transfers to other counties, which is 21% of new teacher population to our campus.  In

addition, 78% of faculty has tenure, and 43% of overall faculty has taught at Coffee

Middle School for more than ten years.

*F.*  *Goals and Objectives:*
*see "Project Plan-Procedures, Goals, Objectives, and Support"*


*G.  Additional District Data:  AIMS DATA*
In addition to formative, summative, benchmark tests, and the Scholastic Reading

Inventory, Coffee Middle School also uses AIMS web as a universal screening for all

students in Tier 2 and Tier 3.

| Grade Level | Reading Comprehension | Reading Fluency |
|---|---|---|
| 6th Grade | 37% | 21% |
| 7th Grade | 29% | 24% |
| 8th Grade | 20% | 22% |
| Overall TOTALS | 28.6% | 22% |

*H.  Professional Learning Communities:*
According to our School Improvement Plan, professional learning is to be provided

each week per grade level.  Content Area collaboration is also to be embedded

weekly per grade level.  However, we have had limited time for true collaboration

and professional learning due to the preparation of ELA unit frameworks.  All

professional learning communities are facilitated by the Literacy Coach and the

Assistant Principal.

**Project Plan, Procedures, Goals, Objectives, and Support**

### A. Identified Needs and Project Goals:

| PROJECT GOALS AND OBJECTIVES | |
|---|---|
| **Identified Needs** | **Goals** |
| No consistent and pervasive explicit reading and writing instruction for content teachers. No minimum 2 hour block of reading and writing across the curriculum.  Professional learning to address the need of explicit reading and writing. | **GOAL 1.**  Provides consistent and pervasive best practices to increase explicit reading and writing instruction for all teachers across the curriculum. |
| Systematic protocol not addressed for assessments. Horizontal and vertical professional learning, collaborative planning across contents, and accountability. | **GOAL 2.**  Systematic protocol for developing, conducting, analyzing formative and summative assessments. |
| No effective RTI implementation and monitoring in classrooms, professional learning follow-through, using assessment data to drive instruction, etc. | **GOAL 3.**  Implement and monitor protocol for RTI. |
| Teacher lack of content knowledge and standards for CCGPS vertically and horizontally.   Ongoing training for teachers and support staff with literacy. | **GOAL 4.**  Provide best practices and literacy training to all content area teachers and support staff. |

### B.  Project Objectives That Relate to Implementing the Goals Identified:

| Project Objectives and Goals | |
|---|---|
| **GOALS** | **OBJECTIVES** |
| 1 | **1.1** All students in Tiers 1-4 will receive explicit instruction in reading and writing in the content areas with a minimum of 2 hours instruction. **1.2** Teachers and staff will receive professional learning activities to address teaching explicit reading and writing using current staff, outside experts, and online professional learning opportunities. **1.3** Teachers will be provided research based strategies to support student learning.  **1.4.** Using a plan, teachers will include specific programs, protocols, and materials to implement explicit reading and writing.  **1.5** Teachers will incorporate strategies to teach academic vocabulary across contents.  **1.6** All students will receive reading and writing strategies.  **1.7** Coffee Middle School will provide a school wide writing rubric. |
| 2 | **2.1** All students will be assessed on explicit reading and writing with formative, summative assessments **2.2** Teachers will provide detailed feedback to all students in a timely manner to allow them to graph their progress. **2.3** Collaborative teams will construct a testing and analysis calendar which will |

| | |
|---|---|
| | include tests such as benchmarks and CRCT. **2.4** Teachers will analyze data collectively within 5 days of assessment to adjust teaching strategies. **2.5** Teachers will be provided professional learning opportunities and peer observations vertically and horizontally across the curriculum |
| 3 | **3.1** Protocols will be developed with regular, consistent monitoring.  **3.2** Goals will be articulated, needs addressed and compiled, and data will be disaggregated by teachers. **3.3** Students in Tier 1 will be provided a standards-based classroom. **3.4** Students in Tier 2 will be provided protective time in the classroom for testing and interventions. **3.5** Teachers will be provided professional learning on effective RTI implementation and monitoring.  **3.6** Students in Tier 3 will have data collected in a timely period, disaggregated to determine specific lack of progress, and collective data with a minimum of four data points. **3. 7** Tier 4 students will be provided services with content specialists. |
| 4 | **4.1** Teachers will be provided a scheduled and protected time during the school day for collaboration to analyze data, share expertise, study CCGPS standards horizontally and vertically, plan lessons, examine student work, and reflect with next steps.  **4.2** Professional Learning will be implemented for literacy training to all teachers and support staff.  **4.3** Training will be provided for all teachers and support staff in administering and interpreting results of assessments in terms of literacy across the curriculum. |

C.  **Goals and Objectives Are Measured With Formative or Summative Assessments**

Protocol for acquiring and analyzing formative and summative assessments will

be addressed and implemented with fidelity.  Teacher and staff professional

learning will be incorporated to assure using data to drive instruction in the

classroom. Teachers will use allotted time for collaborative planning to develop

assessments aligned with CCGPS and the new PARCC assessment.

D.  **Middle School 2- 4 Hour Block Through the Content Areas**

Looking at the Sample Schedule, (see **Literacy Plan: Sample Schedule**),

Coffee Middle School will provide instructional time for a minimum of 2 hours

through the content areas.

E.  **RTI Model**

Coffee Middle School will review the current paradigm.  Protocol and goals will

| | |
|---|---|
| | include tests such as benchmarks and CRCT. **2.4** Teachers will analyze data collectively within 5 days of assessment to adjust teaching strategies. **2.5** Teachers will be provided professional learning opportunities and peer observations vertically and horizontally across the curriculum |
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Coffee Middle School will provide instructional time for a minimum of 2 hours

through the content areas.

E. **RTI Model**
Coffee Middle School will review the current paradigm. Protocol and goals will

be articulated and monitored consistently.  Teachers will be trained on how to

effectively serve, monitor, and support students in the program.  Teachers will

disaggregate data to know what resources, teaching strategies, and interventions

should be implemented. Scheduled time will be secured for meeting with parents,

team members, etc.

F.  **All Teachers and Students Included**
In preparation of determining the Goals and Objectives, all teachers, including

Special Education, CTAE, EL, connection teachers, administration, support staff,

and community stakeholders were included in all endeavors of this Literacy Grant

process.

G.  **Practices Already in Place When Determining Goals and Objectives**

| Goals | Coffee Middle School's Practices Already in Place |
|---|---|
| 1 | Organized a Literacy team, limited practice of explicit reading and writing across the curriculum |
| 2 | Limited use of data to derive instruction, follow through of data results, limited immediate feedback to students for growth, and professional learning opportunities for data assessment |
| 3 | Leadership Team Focus Walks, AIMs probes on Tier 2 and Tier 3 students, limited protocols followed through with fidelity, limited time for testing and interventions |
| 4 | Professional learning weekly, collaboration weekly, limited literacy training |

H.  **Goals to Be Funded with Other Sources**
The Coffee County School system has other funding resources such as Title I and

SPLOST.  CMS does not have any funding for literacy to help prepare students to

be successful, lifelong learners.

I.  **Sample Schedule by Grade Level**
(see **Literacy Plan: Sample Schedule**)

J.   **Research-Based Practices in the "What" and "Why"**

| TABLE: | Research-Based Practices That Guides Goals and Objectives |
|---|---|
| **GOALS** | **Research-Based Best Practices** |
| 1 | A vertical and horizontal plan will meet to design a plan consistent with CCGPS across the curriculum. Teachers will concentrate on strategies/interventions on teaching explicit reading and writing across all content areas.   A secured minimum 2 hour block will be provided.  Teachers will be provided modeled, guided, assisted, and independent strategies to teach reading and writing more effectively across all contents.  Research indicates that "the integration of literacy skills into the content areas has been made even more explicit in the CCGPS." ("Why", pg 48) |
| 2 | Teachers will establish collaborative norms and expectations on data protocol. An infrastructure will be developed for ongoing formative and summative assessments to determine student learning needs.   A testing calendar will be in place at the beginning of the year for benchmark, formative, summative, unit tests, SRI, etc. Tests will be given with a small time frame and feedback will be timely and specific.  "Assessment accountability, both formative and summative, serves as the foundations for Prek-12 literacy." ("Why", pg 105) |
| 3 | All teachers will be provided professional learning with protocol and intervention resources for RTI.  Teachers will compile and disaggregate data.  Professional learning will be "both long term and ongoing" ("Why" pg. 67) |
| 4 | According to Biancarosa and Snow, 2004, "teacher teams should meet across the content areas regularly to align instruction" and (Torgensen,et al. 2007) states "leaders and teachers need to be more involved in "extensive professional learning". Professional learning activities will be planned specifically to address the necessary instruction for each group.  The plan will focus on: <br>• Explicit instruction in reading and writing in all content areas <br>• All tenets of explicit instruction <br>• Use of data <br>• Selection of text appropriate for teaching standards <br>• Whys of strategies (when to use, what, and why) <br>• Modeling, guiding, assisting, and independent practice <br>• Specific feedback |

**Assessment /Data Analysis Plan**

    **A. Assessment Protocol at Coffee Middle School**

- Formative and summative assessments for data analysis are given inconsistently throughout the grade-level content areas.

- There is little follow-up when problems are identified in data analysis

- There is no time allotted for redelivery of instructional concepts.

- Select groups of CMS teachers meet to discuss progress of student's success on summative assessments but it is inconsistent and not pervasive.

- Staff members have access to data but do not use it when making instructional decisions.

- When examining CRCT data teachers focus on their previous students rather than those coming to them.

    **B. Comparison of the Current Assessment Protocol with the SRCL Assessment Plan**

| Current Protocol | SRCL Protocol |
|---|---|
| A.  A system of mid-course assessments across all classrooms is needed but they have not been developed or are not easily accessible. | A.  Effective screening, progress monitoring and diagnostic tools have been selected to be used along with a complementary system of mid-course assessments that are common across classrooms. |
| B.  Formative and summative assessments are inconsistently administered. | B.  A full range of formative and summative assessments are administered regularly and are used to guide classroom and intervention instruction. |
| C.  Problems that are found by literacy screenings are rarely followed up on and used to guide placement for instruction or interventions. | C.  Problems found in literacy screenings are routinely followed up by diagnostic assessments that are used to guide placement and/or inform instruction in intervention programs. |
| D.  Teachers meet with administrators to discuss progress of individual students | D.  Time is devoted in teacher team meetings to review and analyze |

| | |
|---|---|
| on summative assessments. | assessment results to identify needed programmatic and instructional adjustments. |
| E. Some staff members have access to data and follow protocol for making decisions to identify the instructional needs of students. | E. All appropriate staff members have access to data and follow the established protocol for making decisions to identify the instructional needs of students. |

### C. How New Assessments Will Be Implemented Into The Current Assessment Schedule

- Universal screening using Scholastic Reading Inventory (SRI) will be given three times each year, August, January, and May. Aimsweb curriculum probes are administered to students who are not successful in Tier I standards-based classrooms.

- Aimsweb probes continue at four week intervals on each identified student.

- Common formative and summative assessments are administered regularly and are used to guide classroom and intervention instruction.

- The data team will construct a testing and analysis calendar, which will include tests such as benchmarks, CRCT, SRI, etc., by the second week of the new school year.

- Teachers will administer tests within the given time frame of the calendar and then return data back to the students within 5 days of giving the test.

### D. Discontinuing current assessments

At this time there are not any current assessments being given that should be discontinued.

### E. Professional Learning Needed To Implement New Assessments:

- How to administer and use data from SRI data,

- How to administer and use data from Aimweb,

- Selecting and creating effective screenings, progress monitoring, and diagnostic tools to identify achievement levels,

- How to use formative assessment data to inform instruction,

- Modification of assessments to include a variety of formats,

- Identify strategies for high achieving as well as struggling learners,

- Process for selecting interventions for struggling readers,

- Administer assessments to ensure standardized procedures and accurate data recording,

- Formulating and managing flexible grouping and instruction.

F. **How Data Is Presented To Parents And Stakeholders:**

Individual data will be made available to parents and stakeholders through:

- Fall and spring parent conference day,

- Winter report cards,

- ICampus parent portal,

- CRCT failures are informed through phone calls and letter in the mail,

- As needed through parent meetings, school data is shared

- School wide CRCT data are shared at fall PTO meeting

- Balanced Score Card is shared online through the school's website

G. **How Data Will Be Used To Develop Instructional Strategies As Well As Determine Materials And Need**

Data will be used to formulate flex groups to target the specific literacy ranges.  The data will tell the teachers which types of reading materials they will need to target the specific reading ranges.  The teachers will also use the data to drive their instructional tactics for reteaching in the classroom.

H. **Plan Detailing Who Will Perform The Assessments And How It Will Be Accomplished**

- Literacy team members will develop assessment calendar, which will include all tests.

- SRI 3 times per year

- SRI will be administered by ELA teachers in a lab setting. Students will be allowed to read silently after finishing the test.

- Aimsweb 3 times per year

- Aimsweb will be administered every four weeks for progress monitoring in SAIL, resources, and inclusion classes.

- Literacy team will schedule assessment window unit assessment writing, benchmark, unit, and final exams within first two weeks of school.

- Grade level content teams will schedule assessment dates for each grade content and schedule labs where necessary.

- Collaborative teams and or a data team will construct benchmarks, unit tests and other formative and summative assessments.

- Teachers will administer tests and input grade within the testing window.

- Teachers will return data and feedback to students within 5 days of giving the test.

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

**A. Resources Needed to Implement Literacy Plan:**
- Funding for consultants
- High interest text purchases
- Supplemental reading program
- Technology devices for students for literacy instruction across the curriculum
- Technology devices for teachers for literacy instruction, data analysis, etc...
- Hardware and software to support literacy
- Substitutes hired for release time for training
- Materials for assessment
- Materials for explicit reading and writing across the curriculum
- Funding for "Train the Trainers"
- Other materials and supplies, such as cameras, video cameras, recorders
- Stipends for professional learning
- Travel expenses for trainings, conferences, and/or workshops

**B. List of Activities that Support Literacy Intervention Programs**
- Professional learning on how to teach explicit reading and writing across the curriculum
- Reliable assessment instrument for screening to identify students' specific needs. Follow with formative and summative assessments for more individualized information
- Secured schedule for implementing explicit reading and writing across the curriculum

**C. General List of Library Resources**
- Fiction
- Non-fiction
- Biographies
- References
- Informational text
- Magazines
- Collection of Visual/Audio Materials (DVDs, CDs, Audio Books)

**D. List of Activities that Support Classroom Practices**
- Thinking Maps
- Activ-boards

- Standards-Based Instruction
- Learning Focused
- Individualized Instruction

**E. Additional Strategies Needed to Support Student Success**
- How to incorporate writing across the curriculum
- Interventions for students who are not meeting state requirements
- Teaching explicit reading in all content areas
- Software for progress monitoring and success
- Vocabulary acquisition strategies
- Strategies for teaching direct, explicit reading and writing in all contents

**F. General List of Current Classroom Resources for Each Classroom**
- Wireless internet
- Activboards
- Content area books for limited grade levels
- 2 -3 computers in most classrooms

**G. Clear Alignment Plan for SRCL**
Coffee Middle School will invest in effective literacy strategies to improve student achievement. All curriculum will be aligned to the Common Core Performance Standards and upcoming PARCC assessment. Professional learning will be an integral component of success for teachers and staff. Coffee Middle School will strive to implement a systematic, successful program of literacy through all content areas of the curriculum by aligning SRCL funding supported by other funds such as, Title 1, Title 11A, eSPOLST, Title 6B and IDEA. Funding other than SRCL for Coffee Middle School may be utilized for, but not limited to, smaller class size, intervention support staff, and other literacy across the content programs.

**H. Demonstration on How Any Technology Purchases Support RTI, Student Engagement, Instructional Practices, Writing, Etc.......**

| How Technology Will Support........ | Strategies | Engagement |
|---|---|---|
| **A.  RTI** | Scholastic Reading Inventory<br><br>Read 180<br><br>SAIL<br><br>Reading Acceleration<br><br>AIMS<br><br>Reciprocal teaching<br><br>Technology that reads text aloud | One-on- one<br>Fast, efficient reports<br>Student participation in surveys/tests<br>Differentiation<br>Interactive Learning<br>Kinesthetic  Learning<br>Intensive individualized instruction for struggling readers<br>Self-Efficacy<br>Motivation |
| **B. Explicit Reading** | Scholastic Reading Inventory<br><br>Benchmarks<br><br>Content Reading<br><br>Viewing videos<br><br>Listening to speeches<br><br>Creating multimedia creations<br><br>Word processing<br><br>Technology that reads text aloud<br><br>Reciprocal teaching<br><br>Extended Time<br><br>Authentic learning experiences | One-on- one<br>Fast, efficient reports<br>Student participation in surveys/tests<br>Differentiation<br>Interactive Learning<br>Kinesthetic  Learning<br>Explicit student evaluation<br>Self-Efficacy<br>Motivation |

|  | Provides opportunities for students to make choices of text<br><br>Students will collaborative peers |  |
|---|---|---|
| **Writing** | Word Processing<br><br>Content reading<br><br>Reciprocal teaching<br><br>Technology that reads text aloud<br><br>Extended Time<br><br>Students will work collaboratively with peers | One-on- one<br>Fast, efficient reports<br>Student participation in surveys/tests<br>Differentiation<br>Interactive Learning<br>Kinesthetic Learning<br>Explicit student evaluation in writing<br>Self-Efficacy<br>Motivation |

**Professional Learning Strategies Identified on the Basis of Documented Needs:**

**A. Professional Learning Activities Attended by Staff in the Past Year**
**July 1, 2011 – June 30, 2012**

| Date | Title | Teachers | Leaders |
|---|---|---|---|
| 8/11/11 | 6+1 Writing Traits | 61 | 4 |
| 8/18/11 | I campus Gradebook | 78 | 5 |
| 8/23/11 | Thinking Maps | 36 | 3 |
| 9/6/11 | OAS training | 64 | 3 |
| 9/8/11, 9/15/11 | Standards-Based Classroom | 85 | 5 |
| 9/28/11 | CCGPS for ELA | 29 | 3 |
| September | SLDS | 84 | 4 |
| Weekly | ELA collaboration | 30 | 3 |
| Monthly | CCGPS Science Webinars | 18 | 3 |
| 1/26/12 | Examining Student Work | 90 | 5 |
| 2/2/12 | Strategies for Classroom Management -- Carolyn Fluker | 84 | 4 |
| 2/16/12 | WIDA Differentiated Instruction Redelivery | 60 | 5 |
| September | Lexile Workshop | 4 | 3 |
| 3/14/12, 3/23/12, 3/29/12 | Co Teaching Training | 29 | 3 |
| 4/30/12 | Motivating the Unmotivated | 10 | 5 |
| 5/2 | Redelivery of Motivating the Unmotivated | 70 | 3 |
| Weekly | Science Collaboration | 18 | 3 |
| Monthly | CCGPS Math webinars | 26 | 3 |
| Quarterly | CCGPS – Dr. Oliver | 25 | 3 |
| Weekly | Math Collaboration | 22 | 3 |
| Oct,Nov,Dec | GLISI | 7 | 2 |
| Summer | Summer Math Academy | 11 | |
| Weekly | Social Studies Collaboration | 18 | 3 |
| August | CPR Training | 9 | |
| Monthly | Leadership Team | 20 | 5 |
| July | New Teacher Orientation | 10 | |
| Quarterly | Math Vertical Planning (8th) | 3 | 1 |
| Summer | Math in the Fast Lane | 1 | |
| Summer | Differentiated Instruction | 4 | |
| Yearly | Gifted Certification | 3 | |

**B. Percent of Staff Attending Professional Learning:**

The percentage of staff at Coffee Middle School attending Professional Learning varies

according to grade level, activity presented, and needs. CMS teachers meet every

Tuesday for collaboration with content area teachers and discuss, review, share

strategies/interventions for teaching. On Thursdays, some type of professional learning is

shared by our Numeracy Coach and/or Literacy Coach with grade level teachers.

However, this year, CMS had to use many Thursdays to prepare units and lessons for

CCGPS; therefore, limiting this great resource.

**C. On-Going Professional Learning:**
- New Teacher Orientation
- New Teacher Mentoring
- Common Core Georgia Performance Standards training
- School Improvement Plan
- Data Analysis
- Standards-Based Classroom
- Thinking Maps
- Special Education Meetings

**D. Professional Learning Needs Identified in Needs Assessment:**

The following were identified as areas for Professional Learning according to our school
Needs Assessment:
- No professional learning in disciplinary literacy across the curriculum
- Protocol is not consistent with implementation and monitoring of fidelity with the RTI program
- No systematic comprehensive core program training in content areas
- CMS is not utilizing mid course assessments, screenings, formative/ summative assessments, etc. effectively to drive instruction
- Teachers do not know how to teach explicit reading
- No professional learning has been common with writing across the curriculum

**E. Details of the Process to Determine if Professional Development Was Adequate and Effective:**

Coffee Middle School had no effective protocol or system for determining effectiveness

of Professional Learning.

**F.** _Professional Learning Plan is Detailed and Targeted to Stated Goals and Objectives:**

| Professional Learning Plan | Targeted to Goals and Objectives |
|---|---|
| Explicit Reading and Writing Training across all contents | **Goal 1:**  Provides consistent and pervasive best practices to increase explicit reading and writing for all teachers across the curriculum. |
| Reading and writing strategies using academic vocabulary | |
| Professional learning in best practices in writing in all areas | |
| Provide strategies/interventions, protocols for training and creating  a school wide writing rubric | |
| Effective use of a 2 hour minimum of teaching literacy | |
| PL for content knowledge and standards for CCGPS horizontally and vertically among grade levels. | |
| PL for literacy training to all teachers and support staff; studying current research | |
| Horizontal and vertical professional learning opportunities | **Goal 2:** Systematic protocol for developing, conducting, analyzing formative and summative assessments. |
| Collaborative planning across contents | |
| Administrating and interpreting results of assessments in terms of literacy | |
| Accountability – "Inspect what you expect" ,  How to adjust teaching strategies when students are not successful | |
| Teacher effective feedback training | |
| Peer observations vertically and horizontally across the curriculum | |
| Professional learning for successful RTI implementation | **Goal 3:**  Implement and monitor protocol for RTI. |
| Identifying students in need of intervention | |
| PL to use RTI assessment to drive instruction for "at risk" students | |
| Research-based strategies, appropriate resources, and tiered tasks to support CCGPS | |
| Strategies to support English Language Learners | |

**G.**  **Method of Measuring Effectiveness of Professional Learning**

| Goals | Method of Measuring Effectiveness |
|---|---|
| **Goal 1:**  Provides consistent and pervasive best practices to increase explicit reading and | • Evaluate current practices using GA Literacy checklist<br>• Focus Walk information to identify standards- |

| writing for all teachers across the curriculum. | based classrooms<br>• Use school-wide writing rubric for writing across the curriculum<br>• SRI results will be analyzed<br>• CRCT results<br>• 8th grade writing<br>• NAEP<br>• All common assessment pieces such as benchmarks and framework tests provided by the state<br>• Using writing rubric, evaluate the effectiveness of instruction in all content areas |
|---|---|
| **Goal 2:** Systematic protocol for developing, conducting, and analyzing formative and summative assessments | • Teachers will be able to establish a baseline for data using previous year's CRCT scores (by domains) at the beginning of the year; data will be tracked to determine effectiveness<br>• School technology will be utilized to train and track data<br>• Collaboration meetings will determine a time allotment for data driven instruction<br>• Testing calendar and analysis calendar which will include tests such as Benchmarks, CRCT, etc., by the beginning of the school term.<br>• |
| **Goal 3:** Implement and monitor protocol for RTI. | • Articulate goals<br>   o Compile an updated, disaggregated list of students in program<br>• Develop protocols with regular, consistent monitoring by interventionists<br>• Examine student success based on possible Lexile levels |

**Sustainability Plan:**

**A. Plan for Extending Protocol**

According to the "Why" document pg. 140, "in an increasingly competitive global economy, the need for students to have the strong literacy skills of reading, writing, listening, speaking, and viewing is critical for college and career ready opportunities." With research in mind, Coffee Middle School will communicate with the Board of Education to insure that during our new teacher orientation, pre-service teachers will be provided with support, strategies, and interventions to promote literacy training techniques across the curriculum.  CMS will also be instrumental in articulating the Striving Readers Grant to all stakeholders at the beginning of each school year.  All stakeholders will attend an overview/training of the plan.  At this time, they will be given a copy of the plan, which will include, but not be limited to, the goals and objectives, a scheduled assessment calendar, and introduced to best literacy practices that will be implemented at CMS in all classrooms across all content areas. Additionally, continuous, embedded professional learning will be critical for success.

To ensure sustainability of Coffee Middle School's Striving Readers plan, the following will be a continual practice:

- Training of Striving Readers Plan at beginning of each academic year
- Ensuring  two – four hour literacy per day
- On going, targeted, embedded professional learning throughout the school year
- Collaboration across all content areas horizontally and vertically
- Continue to monitor RTI program
- Train new teachers on reading and writing across the curriculum
- Continue to analyze assessments for student achievement

**B. Plan For Extending Professional Learning Beyond the Grant Period**

Research states, "that professional development can influence teachers' classroom

practices significantly and lead to improved student achievement when it focuses on (1)how students learn particular subject matter; (2) instructional practices that are specifically related to the subject matter and how students understand it ; and (3) strengthening teachers' knowledge of specific subject-matter content."
(http://ww.toleracne.org/acitivity/teaching-teachers-professioanl-development-improve)

Administrators will ensure that a scheduled and protected time during the school day will be instrumental for teachers to collaborate, analyze data, share expertise, study standards, plan lessons, examine student work, and implement an RTI plan with fidelity. Teachers will continue after the grant period with ongoing, targeted professional learning on consistent and pervasive best practices of teaching explicit reading and writing across the curriculum, developing, conducting, and analyzing formative and summative assessments, and monitoring RTI already implemented.

C. **Plan For Sustaining Technology That is Funded With SRLG Funds**
The Striving Readers Grant will allow Coffee Middle School to implement technology for all classrooms, teachers, administrators, and media center. Through this technology, stakeholders will have access to unlimited resources for instruction, data disaggregation, professional learning opportunities, and positive, continuous student engagement. After funding from the Striving Readers Grant, optimistically our SPLOST funding can provide the necessary replacement tools needed for effectiveness.

D. **Plan For Expanding Lessons Learned Through With SRLG and New Teachers to ELA**
"Research findings have repeatedly confirmed that a significant factor in raising academic achievement is the improvement of instructional capacity in the classroom. Recent research shows that the kinds of professional development that improve

instructional capacity display four critical characteristics (Senge 1990: Knapp 2003; they

are:
1. Ongoing
2. Embedded within context-specific needs of a particular setting
3. Aligned with reform initiatives
4. Grounded in a collaborative, inquiry-based approach to learning"

Professional learning will be provided for new teachers through scheduled, protected time

during the school day. New teachers will be monitored for in-class implementation by

using the Georgia Literacy Checklist for classroom observations and walkthroughs.

Immediate and specific feedback will be provided after observations.

## <u>Budget Summary</u>:

If Striving Reading Grant funds are allocated, Coffee Middle School will be provided an opportunity to concentrate on numerous literacy needs identified in our needs assessment results. With the rigorous standards of CCGPS and the upcoming PARCC assessment, these funds will provide the foundational resources that students will need to meet these expectations. Current literacy resources required to implement our plan will possibly include, but not be limited to,

- ✓ resources/materials for teaching explicit reading and writing across the curriculum,
- ✓ high interest texts for students (magazines, books, etc...)
- ✓ supplemental reading program
- ✓ professional learning activities to train teachers on how to teach explicit reading across the content ,
- ✓ technology to assist with data tracking, research based-strategies
- ✓ technology and software for students for success in the 21$^{st}$ century with CCPGS, CCRPI, and PARCC,
- ✓ technology for teachers to support literacy throughout all contents

Teachers possess the greatest capacity to positively affect student achievement, and a growing body of research shows that the professional development of teachers holds the greatest potential to improve adolescent literacy achievement. In fact, research indicates that for every $500 directed toward various school improvement initiatives, those funds directed toward professional development resulted in the greatest student gains on standardized achievement tests (Greenwald et al., 1996).