

School Profile

Created Monday, September 10, 2012

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School Information

School Information District Name:	Coffee
School Information School or Center Name:	Eastside Elementary

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal Name:	Michael Davis
Principal Position:	Principal
Principal Phone:	(912)384-3187
Principal Email:	michael.davis@coffee.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Christina Tucker
School contact information Position:	API
School contact information Phone:	(912)384-3187
School contact information Email:	christina.tucker@coffee.k12.ga.us

Grades represented in the building

example pre-k to 6

pre-k to 5

Number of Teachers in School

45

FTE Enrollment

686

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

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

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

Address: 1311 S. Peterson Avenue

City: Douglas, GA Zip: 31533

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

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

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

Morris Leis, Ed.D 

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

December 5, 2012
Date (required)

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

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

Conflict of Interest & Disclosure Policy

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

b. Employee Relationships

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

Conflict of Interest & Disclosure Policy

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III. **Incorporation of Clauses**

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

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

Morris Leis, Ed.D, Superintendent

Typed Name of Fiscal Agency Head and Position Title

Date

Signature of Applicant's Authorized Agency Head (required)

 Bernie Evans, Ed.D
Typed Name of Applicant's Authorized Agency Head and Position Title

Date

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

Mike Drahush, Comptroller

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

Date (if applicable)

Preliminary Application Requirements

Created Monday, October 08, 2012
Updated Tuesday, November 13, 2012

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Click on the [General Application Information](#) link below to assist you in the grant development process.

[General Application Information](#)

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

-
- Yes
-

Click on the [SRCL Rubric](#) link below to assist you in the grant development process.

[SRCL Grant Rubric](#)

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

-
- Yes
-

Click on the [Assessment Chart](#) link below to assist you in the grant development process.

[Assessment Chart](#)

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

Grant Assurances

Created Monday, December 10, 2012
Updated Thursday, December 13, 2012

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

• Yes

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

• Yes

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

• Yes

• Yes

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

• Yes

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

• Yes

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

Coffee County Schools

Audit Findings

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

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

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

History of the System

Coffee County, in rural Southeast Georgia, is 602.7 square miles and fourteenth in land size in the state. The Coffee County School System operates eight elementary schools, one middle school, a ninth-grade academy, one senior high school, and one alternative school (grades six through twelve). The school system employs 536 K-12 classroom teachers, 104 leadership and support personnel, and 455 classified employees. The student to teacher ratio is 14:1. Seventy percent of classroom teachers hold a master's or higher degree. On August 8, 2012, the system was fully accredited by SACS-AdvancED.

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

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

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

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

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

System Demographics

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

Current Priorities

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

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Strategic Planning

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

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

Current Management Structure

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

District Narrative

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Past and Current Instructional Initiatives

The system has led significant instructional initiatives district wide including:

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

Literacy Curriculum

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

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District Wide Literacy Assessments

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

District Narrative

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

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

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

Need for Project

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

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

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

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

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

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

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

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

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

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

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

Experience of the Applicant

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

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

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

Experience of the Applicant

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

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

Sustainability of past initiatives

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

Internal initiatives

Experience of the Applicant

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

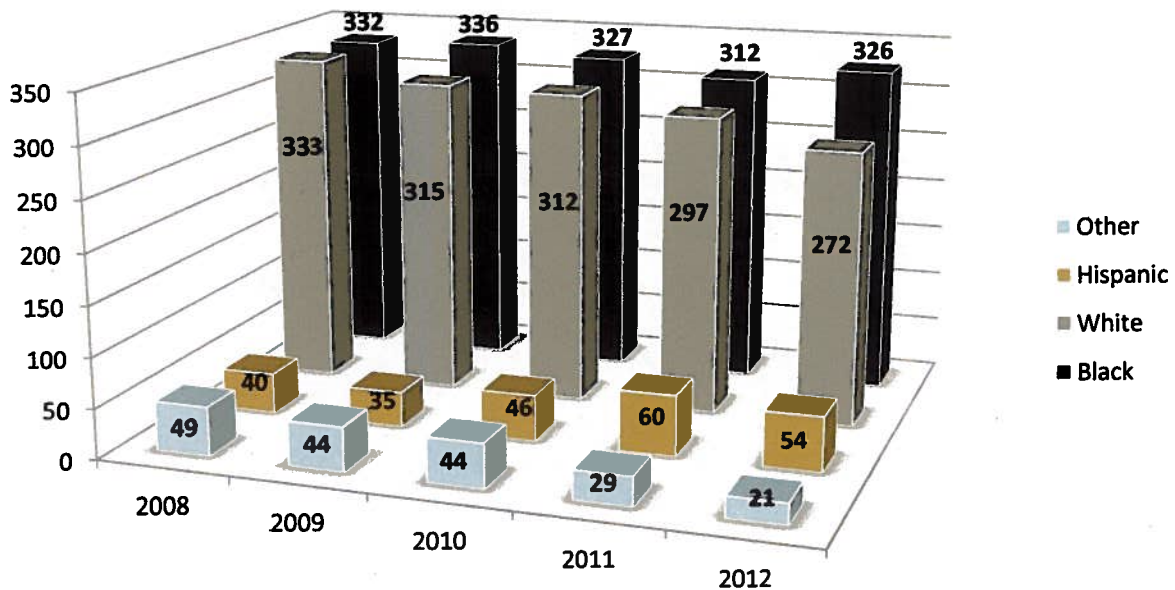
On August 1, 2008 the district began working with Coffee Regional Medical Center of Project SEARCH. Project SEARCH is a one year high school transition program for eight – twelve students with disabilities who meet the eligibility requirements for Vocational Rehabilitation. The program uses an internship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

Coffee County Eastside Elementary School Narrative

History

Eastside Elementary School is a rural elementary school in southeastern Georgia serving grades Pre-K through fifth. Prior to 2012 Eastside served K through fifth grade. However, due to budget cuts the system's Pre-K students were relocated to elementary campuses beginning in 2012. At that time Eastside developed three Pre-K classes to house our 66 Pre-K students. Eastside has received Title 1 Distinguished School recognition for nine consecutive years. Eastside has also been recognized as a National Blue Ribbon School of Excellence.

The following graph represents demographic enrollment history of students from the year 2008 to our current 2012 data.



Coffee County Eastside Elementary
School Narrative

Administrative and Teacher Leadership

Eastside has a full time principal and assistant principal, as well as a full time academic coach and counselor all of whom serve on our school’s leadership team along with a grade level representative from grades Pre-K through five. Other departments represented on our leadership team include gifted, special education, and paraprofessionals. Eastside is also proud to have a school council that meets four times a year to examine and discuss pertinent issues and initiatives. Shared leadership is a goal of the administrative team as we work to accomplish our mission of *Destination Graduation for College, Career, and Life* for all students.

<i>Past Instructional Initiatives</i>	
<i>Instructional Initiative and timeline</i>	<i>Description of Initiative</i>
Learning-Focus Best Practices <i>2000 - 2010</i>	<ul style="list-style-type: none"> • Essential Questions to guide lesson focus • Activating Strategies to promote engagement • Summarizers • Culminating Activities • Extending and Refining Lessons for Differentiation
Implementation of Georgia Performance Standards (GPS) <i>2004 - 2009</i>	<ul style="list-style-type: none"> • Instructional strategies focused on problem-solving, reasoning, communication, and making connections
County-wide Common Benchmark Assessments <i>2005-2012</i>	<ul style="list-style-type: none"> • Developed using Georgia’s On-line Assessment System (OAS) • Data gathered and reviewed following each administration to gauge instructional strengths and weaknesses. Administered in grades 1-5 in the academic areas of reading, ELA, math, science, and social studies
Differentiation and Remediation <i>2000- 2010</i>	<ul style="list-style-type: none"> • Students assigned to flexible ability groups based on standardized test scores
Grade Level Collaborative Planning <i>1995-2008</i>	<ul style="list-style-type: none"> • Held weekly during grade level planning time to address classroom instructional needs and concerns

<i>Current Instructional Initiatives</i>	
<i>Instructional Initiative and timeline</i>	<i>Description of Initiative</i>
Standards Based Instruction <i>2010 – On-going</i>	<ul style="list-style-type: none"> • Instruction designed with increased rigor to push student understanding to demonstrate mastery of standards based content
Common Core Georgia Performance Standards (CCGPS) <i>2011 – On-going</i>	<ul style="list-style-type: none"> • Expands teacher content knowledge, pedagogical skills, and contextualized tasks for students that prepare students for college and careers
School-wide Curriculum Based Measures <i>2010 – On-going</i>	<ul style="list-style-type: none"> • Administered to grades K-5 three times a year • Reading probes designed to track fluency and comprehension • Math probes designed to track computation and application
Differentiation and Remediation <i>2010 – On-going</i>	<ul style="list-style-type: none"> • Students' needs are monitored and instructional adjustments are made based on multiple measures: school-wide probes, Scholastic Reading Inventory, formative and summative assessments
Scholastic Reading Inventory <i>2012 – On-going</i>	<ul style="list-style-type: none"> • Computer based reading assessment administered to grades 1-5 three times a year to monitor reading levels and growth • Performance data is used to make instructional decisions regarding differentiation
School wide Collaborative Planning <i>2007 – On-going</i>	<ul style="list-style-type: none"> • Held weekly during grade level planning time to address professional development needs, watch and discuss CCGPS webinar content, and review student work
System wide Collaborative <i>2012 – On-going</i>	<ul style="list-style-type: none"> • To develop and revise grade level/content area instructional units based on CCGPS • Discuss grade/subject area instructional initiatives and concerns
Vertical Planning <i>2008 – On-going</i>	<ul style="list-style-type: none"> • Subject area teachers across grade levels meet to discuss transitional standards and needs • Review the Progressive Skills Chart provided by State Department <p style="text-align: center;">Share ideas for instructional strategies and resources</p>

Coffee County Eastside Elementary School Narrative

Professional Learning Needs

Eastside Elementary has recently reduced instructional time by 30 minutes as a result of a tiered transportation system put in place to reduce spending; therefore we must look for ways to maximize our instructional time. Professional development is needed to expand differentiation and remediation efforts of teachers and train support staff to conduct small group sessions to extend and refine classroom objectives. Collaborative efforts could be enhanced with professional development in creating CCGPS standards based lessons and assessments that are rigorous and performance based. School wide probes and the Scholastic Reading Inventory are given, but professional development is needed for teachers and staff on the interpretation of data to guide instructional decision making. Eastside has continually met state objectives, but our performance data indicates a gap within reported groups that must be addressed through professional learning opportunities in literacy and reading to provide teachers and support staff with skills and strategies to meet our vision and provide *an equitable and excellent education for every student*.

Need for a Striving Reader's Project

Eastside Elementary is located in Coffee County, a rural area of South Georgia. The per capita income for Coffee County is reported as \$16, 766.00 compared to that of the state being \$25, 098.00. The reported poverty level in Coffee County is 22.14% compared to the state level of 15.00%. Our student population at Eastside mirrors these same figures with 78.3% of our student enrollment qualifying for free/reduced lunch. Austerity cuts from the state coupled with a reduced student enrollment stemming from the closing of businesses within the community drastically reduced Eastside's allocated state operating funds. The income level of our

Coffee County Eastside Elementary
School Narrative

community at large and budget cuts have forced Eastside to seek alternative resources to fund training and materials needed to address professional learning for our faculty and the academic needs of our students to ensure they are college and career ready. If awarded the Striving Reader's Comprehensive Literacy Grant we could purchase training and/or materials to support prioritized areas of need identified through the completion of our needs assessment and address performance gaps that we otherwise could not afford.

Coffee County Eastside Elementary Scientific, Evidence-based Literacy Plan

The mission of Eastside Elementary is to develop responsible citizens who are lifelong learners. In 2008 the Georgia Department of Education assembled a Literacy Task Force, and in 2009 this Task Force developed a literacy plan for Georgia. They said that as a result of this plan students would. "...become sustaining, lifelong learners and contributors to their communities..." Seeing that our mission and the goal of this task force as being so closely aligned, Eastside used the documents put together by the Literacy Task Force to guide our school level literacy planning.

The first step at the leadership level was to meet with all teachers, staff, and stakeholders to explain the role of a literacy team as stated by the Task Force. This role was to take on the responsibility of researching and expanding the knowledge of literacy to address our goals. After this was done the administration investigated the interest at each level of those willing to serve on such a team. The following team (Table 1) was established and meets bi-monthly to review data pertaining to goals, and if necessary, to adjust goals and initiatives, as well as address new concerns and/or issues the team may have as we work toward becoming fully operational through engaged leadership practices.

Table 1

Eastside Elementary 2012-2013 Literacy Team		
Staff Member	Grade Level	Position
Christy Douberly	K	Teacher
Tiffany Rucker	1 st	Teacher
Sally Cottingham	2 nd	Teacher
LaShanda Harris	3 rd	Teacher
Josette Hutcheson	4 th	Teacher
Mildred Milligan	5 th	Teacher
Val Williams	K-2 nd	Special Education
Elizabeth Cottingham	PreK-5	Academic Coach
Angelina Koster	K-5	Media Specialist
Heidi Welch	PreK-5	Counselor
Christina Tucker	PreK-5	Assistant Principal
Michael Davis	PreK-5	Principal

Coffee County Eastside Elementary Scientific, Evidence-based Literacy Plan

Once the literacy team was established they met for an initial meeting where members reviewed the “Why” document put together by the Literacy Task Force. Once this was done members examined the Needs Assessment document to identify Eastside’s level of performance on the areas of greatest need. Once the team examined the document findings they shared the information with other grade and school level staff to gather input. When all input and final discussions had taken place and data had been carefully reviewed, the team worked to build Eastside’s literacy plan based on standards of prioritized needs.

Standards

Eastside’s literacy team decided to build our literacy plan around the following standards:

Building Block 1: Engaged Leadership

D: Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards

Building Block 2: Continuity of Instruction

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

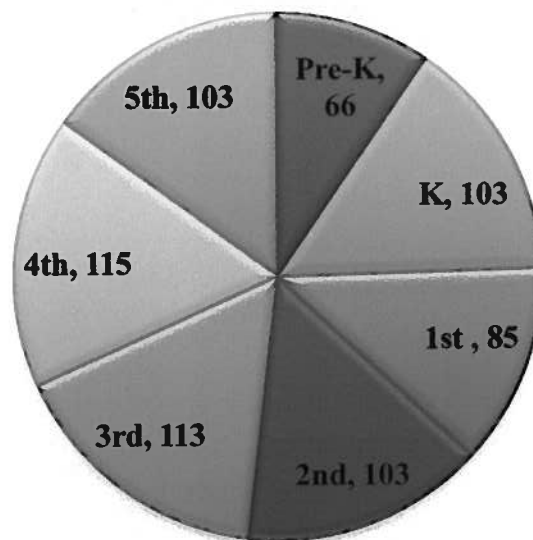
The team did identify another standard of concern under building block 1, standard *F* :
Enlist the community at large to support schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards (CCGPS). Due to the fact that our system is currently pursuing Charter System status and planning initiatives that will address this area of need, the team decided to incorporate efforts that would support this area through standard 2C.

Components Unique to Birth-to-Five

Why

Currently there are three Pre-K classes at Eastside. The following graph shows Pre-K through fifth grade enrollment.

Enrollment



Within Eastside's district there are several local day cares, churches, and Head Start programs that work with students from ages birth to five before these children join our student population. According to Georgia's literacy plan developed by the task force, Georgia's Bright from the Start oversees these agencies and requires these providers to complete annual professional development. The task force also found that 80% of providers for preschool age students are not offering or offer little literacy training. Only 15% of these same providers scored above average with the amount of literacy training offered to staff. Looking at the above graph you see that Pre-K enrollment makes up about 70% of our kindergarten student body. Another 7-10% of kindergarten students come from other local out-of-school-agencies. Looking at these percentages of our student body entering Eastside from one of these identified agencies, it is imperative that we work with them to "provide instruction congruent with content standards" for students birth-to five to ensure that they have a literacy foundation to better prepare them for college, career, and life.

Coffee County Eastside Elementary
Scientific, Evidence-based Literacy Plan

What

When the team researched the “What” document to investigate what we needed to do to accomplish this standard of supporting literacy within the community and develop a continuity of instruction we considered where we were and where we needed to be. We investigated avenues of communication with out-of-school organizations that support students and families. Eastside currently offers Pre-K teachers the opportunity to preview webinars relating to the rollout of CCGPS with grade K teachers. However, we plan to take their involvement further. Pre-K teachers will participate in collaborative planning when literacy strategies are shared. Eastside will also invite Pre-K teachers and representatives from other out-of-school agencies to attend vertical planning sessions in an effort to inform them of literacy skills required for students entering kindergarten. Dates for these planning days will be posted on the school’s website for easy access, and e-mail reminders will also be sent to representatives.

How

Eastside agrees that communication is the key. When deciding “How” we wanted to plan to accomplish this goal our team determined that technology needs existed to ensure this goal could be reached. Eastside needs video equipment to video professional development sessions so these sessions can be posted on the school website and be viewed by these out-of-school-agencies at their convenience, and web conferencing equipment to enable us to participate in web linked collaborative sessions. Additional technology is needed to add computer desktop stations to our media center for parents to use. This will give parents the opportunity to access e-mail, videoed literacy training sessions and school websites. Another need for expanding this goal is to “develop outreach linkages” to our families. One way Eastside would do this would be

Coffee County Eastside Elementary
Scientific, Evidence-based Literacy Plan

to research and publish literacy brochures. These brochures could provide a basic understanding for parents and guardians and give tips on what they can do to help develop a literacy foundation for their children. These brochures could be given to new parents at the hospital, as parents enroll their children in programs offered by identified agencies, and at the Department of Family and Children Services.

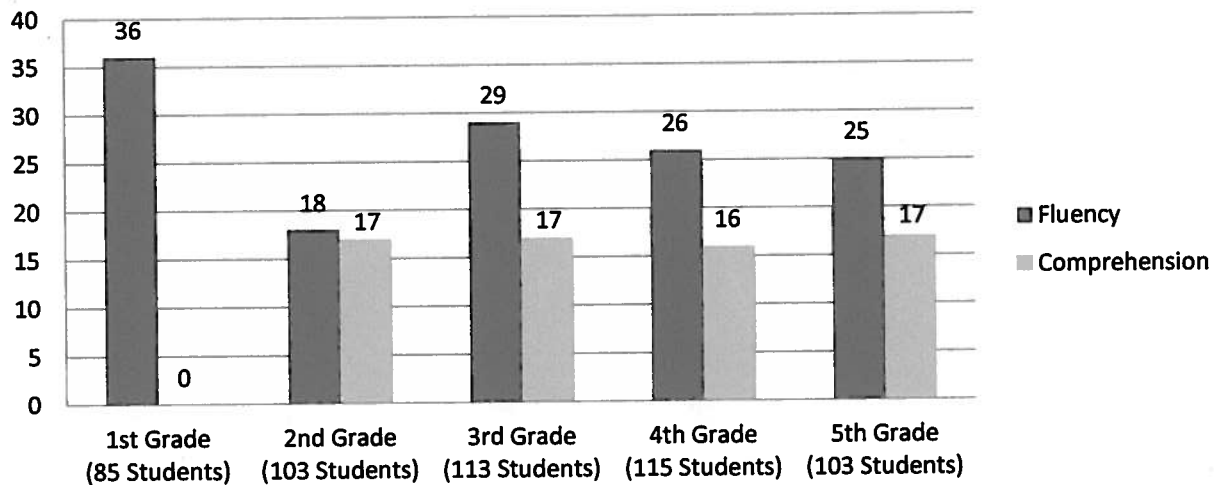
Ongoing Formative and Summative Assessments

Why

According to the “Why” document formative assessments are given to determine students’ progress towards reaching their educational goals. Summative assessments are given to determine if students have mastered the learning goals. Eastside administers both formative and summative assessments throughout grade level units of instruction. Some summative assessments that can be used to “direct instructional decision making” are universal screeners and progress monitoring. Eastside administers both of these summative assessments. Progress monitoring probes are administered to track students involved in the Response to Intervention (RTI) process at both the Tier 2 and 3 levels. We administer universal screeners 3 times a year to students in grades K-5 in August, December, and April. These screeners collect data for both reading and math skills. Data on student performance for the August administration reports the following number of students below instructional level at each grade level.

Coffee County Eastside Elementary
Scientific, Evidence-based Literacy Plan

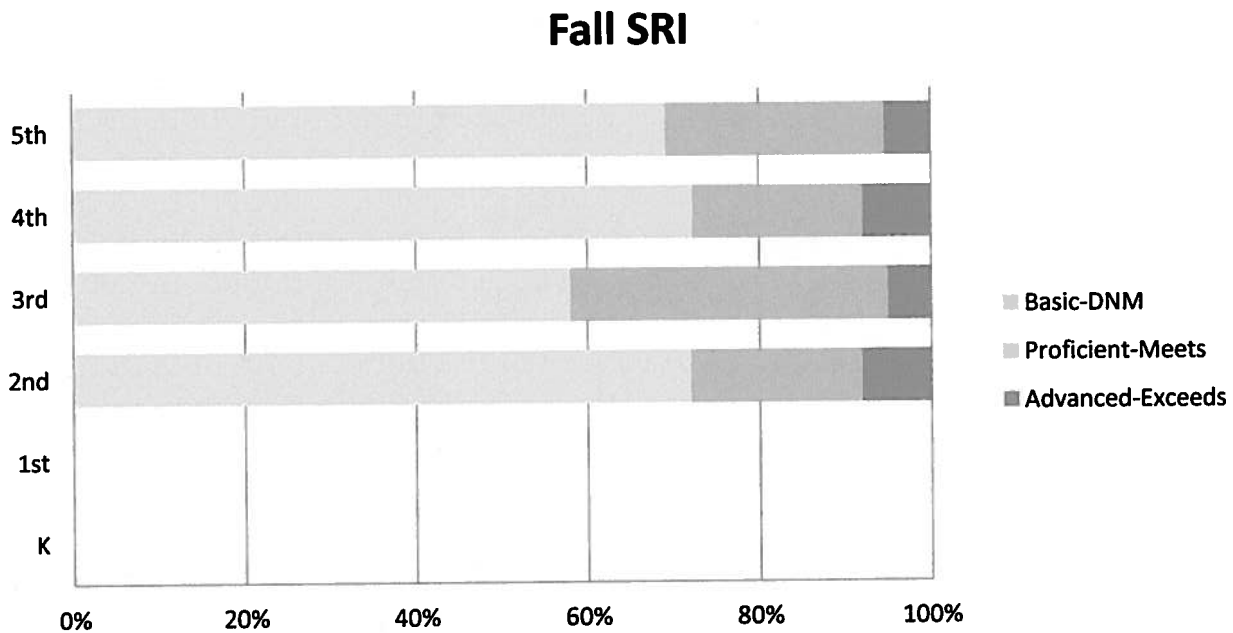
Students below instructional level on Fall Universal Screeners



Kindergarten students are not represented on this chart because their screeners gather data on letter naming fluency. For the Fall administration of their screener 49% of the kindergarten students fell below expected performance.

What

Teachers must be able to use the data gathered from these assessments to “identify students’ strengths and weaknesses”. The “What” document identifies necessary building blocks to develop an infrastructure for ongoing formative and summative assessments. This includes training faculty and staff on literacy strategies as well as providing resources to implement these strategies based on student need. We administer the universal screeners and identify students scoring below their instructional level as seen in the chart above. Students are also administered the Scholastic Reading Inventory (SRI) three times a year in conjunction with these universal screeners. The SRI allows us to gather data on student lexile levels. The following chart shows the percentages of students in each grade performing at each lexile level. Kindergarten and first grade did not participate in this administration of the Scholastic Reading Inventory (SRI) due to the nature of the assessment and their expected skill ability.



Additional professional development is needed to train teachers on interpreting screener scores and SRI reports. Further training is also needed on literacy strategies to improve classroom performances across all content areas. We need additional technology resources to expedite testing of students to enable immediate academic feedback to guide instructional decisions. We also need additional software programs for reading that contain diagnostics to better match student needs with appropriate interventions. Books are needed for classroom and school libraries that provide students the opportunity to read materials on grade level content within their lexile range. A lexile leveling program is needed to provide our students with materials that match their lexile level.

How

According to Jenkins (2007) a key feature of using screeners allows educators to identify students “at risk” and those “not at risk”. However, he warns against taking these scores at face value. Jenkins goes on to explain that some of these scores can be “false negatives” or “false

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**Coffee County Eastside Elementary
Scientific, Evidence-based Literacy Plan**

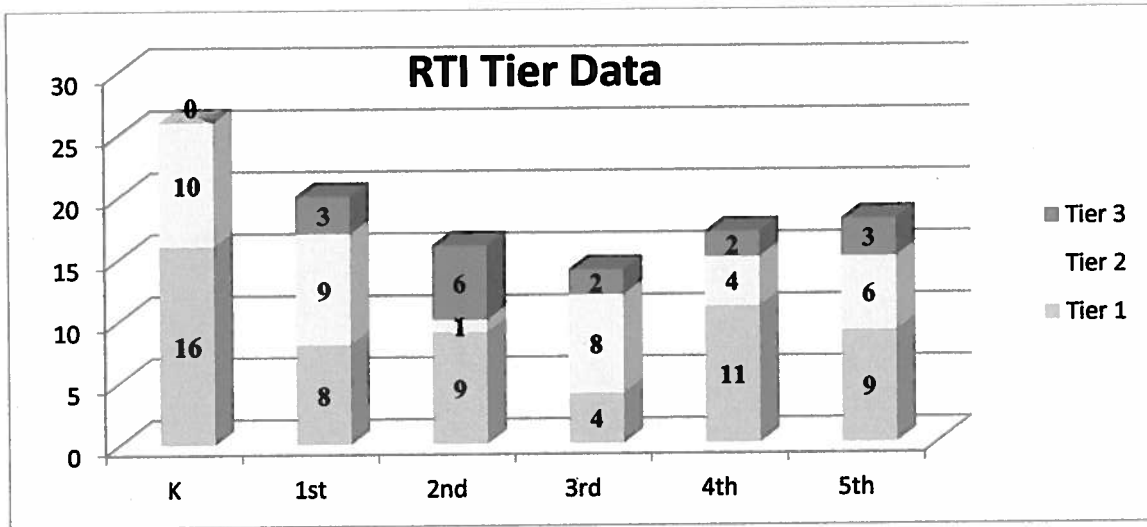
positives”. Again the team went to the “How” document to examine ways to prevent the wrong interpretation of data being made. In order to ensure this does not happen, teachers and staff need to be trained in data interpretation. Teachers and staff need skills in data interpretation to properly identify and prioritize students to be targeted for interventions. Teachers need training to properly evaluate assessment results in order to properly make instructional adjustments. Our plan includes contracting service providers to train teachers in data interpretation. We also plan to include out-of-school service providers with this training. This will give Eastside the opportunity to increase stakeholder understanding of literacy initiatives. This will help increase parents’ understanding through outreach services. Funds are needed to purchase student and teacher tablets and training to ensure proper utilization of this new technology. Using this and other purchased technology will allow Eastside to provide technology that is accessible in an on-line user friendly format which will further increase stakeholder understanding and promote stakeholder involvement.

Response to Intervention (RTI)

Why

According to Georgia’s Literacy Plan, the Response to Intervention is a system of using Tiered interventions for students who need support. The Department of Education gives schools a protocol to follow when making the decision regarding the correct intervention as well as movement from one Tier to the next. Eastside utilizes the RTI process. The chart below shows the number of students at each grade level at each of the Tier levels.

**Coffee County Eastside Elementary
Scientific, Evidence-based Literacy Plan**



The pyramid below shows the interventions we have available to serve these students at each Tier level:

Available Interventions			
Tier 1	Tier 2	Tier 3	Tier 4
Modeling Strategies	Grouping (based on need)	Speech and Language Interventions	Special Education
One-on-One Instructional redirection	Computer Programs (increased use)	Students Accelerated in Learning (S.A.I.L)	ESOL
Peer tutors	Speech and Language Interventions	Wilson Reading-Reading Intervention	
Grouping		Digi Math-Math Intervention	
Computer programs			
Homework logs			

What

Students at Eastside can become involved in the RTI process either by their performance on one our universal screeners or through teacher recommendation based on academic performance. If their screener performance places them in the bottom 10% on the growth chart they are monitored closely to determine need. Data is collected from both formative and

summative assessments to determine student involvement. Once students are involved in the process, interventions are initiated. Once interventions are started, data is collected through progress monitoring. Eastside currently has one hundred and eleven students K-5 involved in the RTI process. However, as seen above, resources to serve students are limited. We need additional research based interventions to meet student needs. We also need training to make sure that these interventions are being administered with fidelity.

How

Although we have a process in place for RTI practices and student interventions, we do not have a developed standardized protocol for the collection of critical information to determine students' literacy competence in various content areas. Eastside will need to hire contracted service providers to guide the development of our standardized protocol. We need to be able to further expand our efforts by hiring substitutes to give teachers release time to attend grade level data-analysis meetings. We can also do this by considering additional professional development options through technology to provide on-going, job-embedded support for data collection.

Best Practices in Instruction

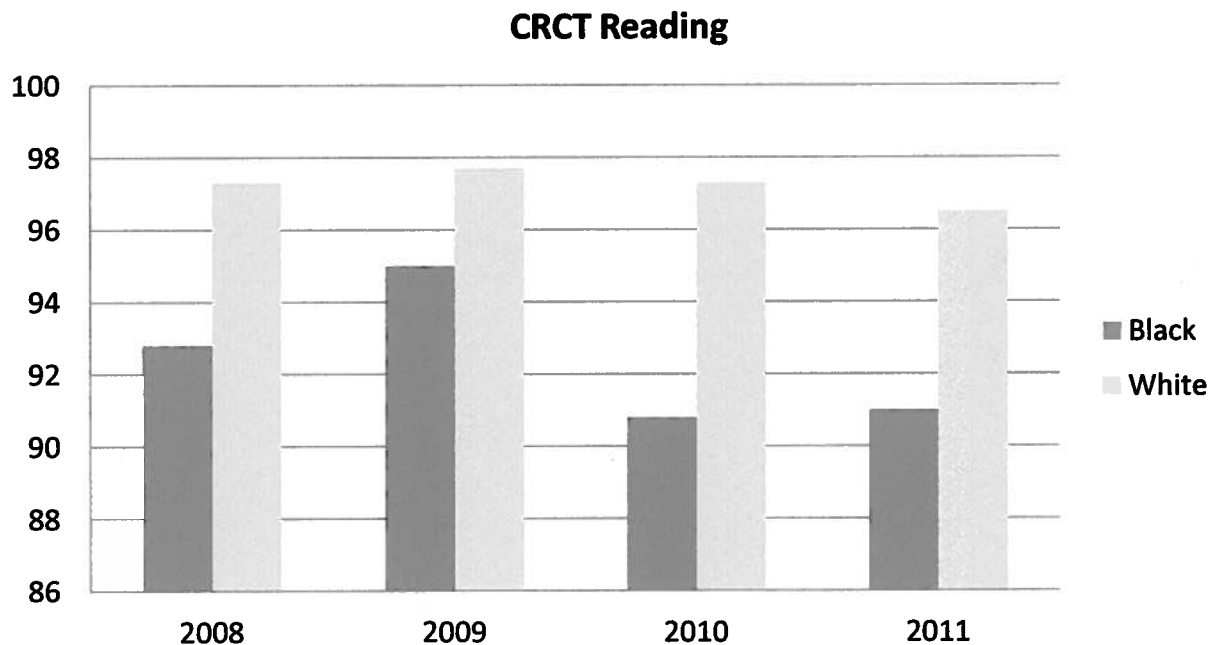
Why

Best practices go beyond good teaching. Best practices consider the “unique needs, skills, and interests of individual students”. Best practices in literacy reach beyond reading into writing and incorporate technology in student opportunities to research and produce multiple forms of media. The 2010-2011 Task Force recommended that students be allowed to make choices in what they read, provide opportunities for them to experience success, allow them to work with peers, and incorporate technology.

What

Coffee County Eastside Elementary Scientific, Evidence-based Literacy Plan

Eastside provides extended time for literacy. Students receive literacy instruction in their reading/language arts block of instruction. Eastside has continually met or exceeded state standards in reading. Although reported standardized scores report student performance at or above state requirements, we identified gaps within subgroups that must be addressed. The chart below shows gaps within subgroup performances.



We must regularly examine student data to identify subgroups where needs exist.

Another area of our core program that we need to examine is technology which helps provide continuity across all groups, but current available programming limits students' ability to publish and communicate across the curriculum. We need to also examine the need for students to receive writing instruction across all subject areas that include explicit instruction, guided and independent practice.

Coffee County Eastside Elementary
Scientific, Evidence-based Literacy Plan

How

Using the “How” document we see that we need to allocate which aspects of literacy instruction students will receive in each subject area. In order to implement this cross curricular effort we will have to provide professional learning on the tenets of explicit literacy instruction with all faculty and staff. We will have to provide training for new technology to teachers on the use of new hardware and programming purchases. To do this we will need to hire contracted services and substitutes to give teachers release time to attend these trainings. To expand our efforts we will review both teacher and student data throughout and after training. We will sustain our efforts by continuing to “provide ongoing training to all pertinent and new staff on the use of our core program initiatives”.

Engaged Leadership

Why

The faculty and staff of Eastside Elementary agree with Georgia’s task force that leadership is the key to the success of their literacy plan. The administration at Eastside is committed to supporting literacy instruction. They also believe that a key component in improving school performance is by first hiring *highly qualified* teachers. One hundred percent of Eastside’s current teaching staff is highly qualified. Another key component is to provide all staff with the knowledge and skills necessary to create and support evidence-based literacy instruction. Efforts to support such instruction include:

School Level Practices:

- Continuous improvement and school improvement planning by leadership teams and collaborative planning groups
- Standards based instruction (CCGPS)

**Coffee County Eastside Elementary
Scientific, Evidence-based Literacy Plan**

- School wide curriculum based measures
- Differentiation and remediation
- Scholastic Reading Inventory
- Vertical Planning
- Teacher-to-Teacher observations
- Walk-Throughs

School Level Learning Goals:

- Increase proficiency of students in grades 1-2 on Reading, Math, and ELA on system level benchmarks
- Increase proficiency of students in grades 3-5 on CRCT Reading, ELA, Math, Science, and Social Studies
- Increase proficiency of students in grade K on GKIDS Assessment
- Increase student performance in grades 3 & 5 on Writing Assessment

The administration at Eastside works to develop an instructional schedule that allows for the maximizing of instructional time as well as personnel to help reach these learning goals. In grades K-2nd teacher schedules include 120+ minutes of instruction and in grades 3rd -5th teacher schedules include 100+ minutes of instruction for Reading and English Language Arts. Included in this block of time, teacher schedules allow time to meet the differentiation needs of their students through flexible grouping practices.

What

Administrators work through engaged leadership practices to accomplish the second goal identified by the literacy team that says we need to *create a school culture in which teachers*

Coffee County Eastside Elementary
Scientific, Evidence-based Literacy Plan

across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards. Daily schedules include common grade level planning times that allow teachers to work collaboratively. Teachers meet as a grade level every Thursday for collaboration. During this time webinars, unit planning, and other initiatives relating to the roll out of Common Core Georgia Performance Standards (CCGPS) are discussed, planned, and reviewed. This engaged leadership practice provides time for teachers to participate in face-to-face sessions to learn about the transitions and alignments from Georgia Performance Standards to Common Core Standards. Each grade level has identified days in which they plan by subject area and as a grade level team. This is another way the leadership at Eastside demonstrates commitment to literacy.

How

Efforts are made to ensure that all staff members share the responsibility for literacy instruction by participating in professional learning. The administration protects time for Reading and English Language Arts teachers to meet and plan units of instruction that incorporate their subject area standards across all content areas. Teachers are encouraged to work across content areas to plan literacy instruction that addresses components of adolescent literacy: word study, vocabulary, comprehension, fluency, and motivation.

The administration at Eastside maximizes the use of all personnel in an effort to share the responsibility of literacy instruction across content areas. This is done by using PE staff to help provide small group literacy interventions during scheduled times. However, literacy training is needed for these and all staff to best meet student needs. The administration needs to train current support staff in literacy strategies that will give them the skills to further efforts to meet literacy plan goals.

Coffee County Eastside Elementary
Scientific, Evidence-based Literacy Plan

Coffee County Eastside Elementary Needs Assessment

As Eastside's literacy team met to assess our school wide literacy needs we used the Needs Assessment to guide our efforts. Eastside's literacy team includes:

Eastside Elementary 2012-2013 Literacy Team		
Staff Member	Grade Level	Position
Christy Douberly	K	Teacher
Tiffany Rucker	1 st	Teacher
Sally Cottingham	2 nd	Teacher
LaShanda Harris	3 rd	Teacher
Josette Hutcheson	4 th	Teacher
Mildred Milligan	5 th	Teacher
Val Williams	K-2 nd	Special Education
Elizabeth Cottingham	PreK-5	Academic Coach
Angelina Koster	K-5	Media Specialist
Heidi Welch	PreK-5	Counselor
Christina Tucker	PreK-5	Assistant Principal
Michael Davis	PreK-5	Principal

The first step of the process we used included examining the standards in the document and identifying where Eastside ranked according to these standards. After this initial ranking took place team members shared the document with their grade level teachers for feedback. The team then came back together to adjust rankings based on input from all staff. As a result, several changes were made to initial needs assessment standings. First, the team took another look at standard C under Engaged Leadership. Several team members thought we needed to take a closer look at this standard because initially we did not see the time difference in grades kindergarten through fifth and then those from sixth and above. Once the team made this clear to all members it was decided that we would in fact consider this as operational because we do have schedules in grades kindergarten through fifth that include at least one hundred minutes of literacy instruction, as well as, include time for literacy interventions and collaborative planning. The key finding keeping us from scoring fully operational on this standard was the lack of time identified for disciplinary literacy in all content areas. The team agreed that current Common Core reading

Coffee County Eastside Elementary Needs Assessment

units build the opportunity for literacy across the content but we have not had sufficient time or resources to implement these practices. Another standard that the team discussed at length was also under *Engaged Leadership*, standard *F: Enlist the community at large to support schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards*. The discussion around this standard included whether or not we should focus on this as one of our literacy initiatives, because of the emergent rating the team ranked our performance to be. The team decided against making it a primary area of focus because we have current and application initiatives that can be expanded to address this goal. The team noted that we could also address work on this goal through our efforts in our second standard that too involved out-of-school networking.

The next step for Eastside's literacy team involved gathering data to either validate or negate our rankings. Once rankings were agreed upon the team color coded the results to guide next steps. Yellow identified areas as "proficient" and green identified those areas that were "operational". We used the rubric to examine ways we could implement, expand, and sustain efforts to reach a "fully operational" status.

The following is a sample of the chart used by the team to complete our root cause analysis and identify our areas of greatest need and concerns:

Building Block 1. Engaged Leadership			
B. Action: Organize a Literacy Leadership Team			
Planning	Implementing	Expanding	Sustaining
A literacy leadership team, led by the administrator, meets regularly and provides substantive direction for the school and community.	<ul style="list-style-type: none"> • Developed Team • Meet regularly • Completed Needs Assessment • Developed Literacy Plan 	<ul style="list-style-type: none"> • Involve additional community members • Expand initiatives • Share next steps with board members 	<ul style="list-style-type: none"> • Continue to meet and identify areas of outreach within community • Conduct surveys, monitor data to differentiate strategies as needed

Once all standards had been scored on the scale from “*Not Addressed*” to “*Fully Operational*” the team examined this building block to identify an area of focus. The two standards identified to include in our literacy plan are under *Engaged Leadership D: Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards and Continuity of Instruction* and *C: Collaborate with supporting out-of-school agencies and organizations within the community*. These standards were chosen because the initiatives implemented could be used to help meet both literacy goals and at the same time, tie them to current school level and system learning goals.

The team had in depth discussion when examining data and deciding which areas we would focus on. First: *Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards and Continuity of Instruction*. The reason the team decided to choose this standard was because we could incorporate other standards and expand current initiatives, while implementing efforts to meet identified needs. When looking at current scheduling, Eastside has time allotted on each grade level schedules for Reading/ELA instruction. Writing instruction

Coffee County Eastside Elementary Needs Assessment

currently takes place during this block of time. Connections are made across curricular efforts to tie instruction together by topic, but not all academic teachers teach literacy. Focusing on this standard will allow Eastside to address the gap in performance data of subgroups in reading documented in our literacy plan. To accomplish this we need additional software and technology for teachers and students to ensure continuity across curriculums. We need additional professional development for teachers and all other pertinent staff. The administration is committed to supporting literacy instruction and initiatives to ensure that best practices and needed professional development are in place to ensure our literacy goals are reached. The team reviewed data from on-going assessments that support this standard and agreed data gathered from these assessments will guide our decision making processes.

The second goal the team chose to focus on is: *Collaborate with supporting out-of-school agencies and organizations within the community.* The team chose this standard as one of focus because we could address identified students needs while expanding our linkage to out-of-school agencies such as local day care facilities, churches, Health Department, and other child care providers. Collected data shown in our literacy plan reports gaps in our student performance both in our male and Black students. We have out-of-school-agencies that students from all groups have access to that support our students. By collaborating with these agencies within the community, we can enlist their help as we address this gap in our student performances. Our literacy can use this goal to increase kindergarten student performances on the Georgia Kindergarten Inventory of Developing Skills (GKIDS). This would help accomplish the system goal that states that all students enter school ready to learn. Working with these out-of-school agencies would aid in developing the foundation needed to accomplish this goal.

Coffee County Eastside Elementary
Needs Assessment

By connecting to the community we will increase resources students have available to meet their literacy needs. This goal reaches outside the school walls to continue our educational efforts. Using formative and summative assessments results discussed in our literacy plan, we can reach into these areas and make the data available and understandable to all stakeholder groups. Doing these things allows us to continue our efforts in best practices as we work to prepare our students for college, career, and life.

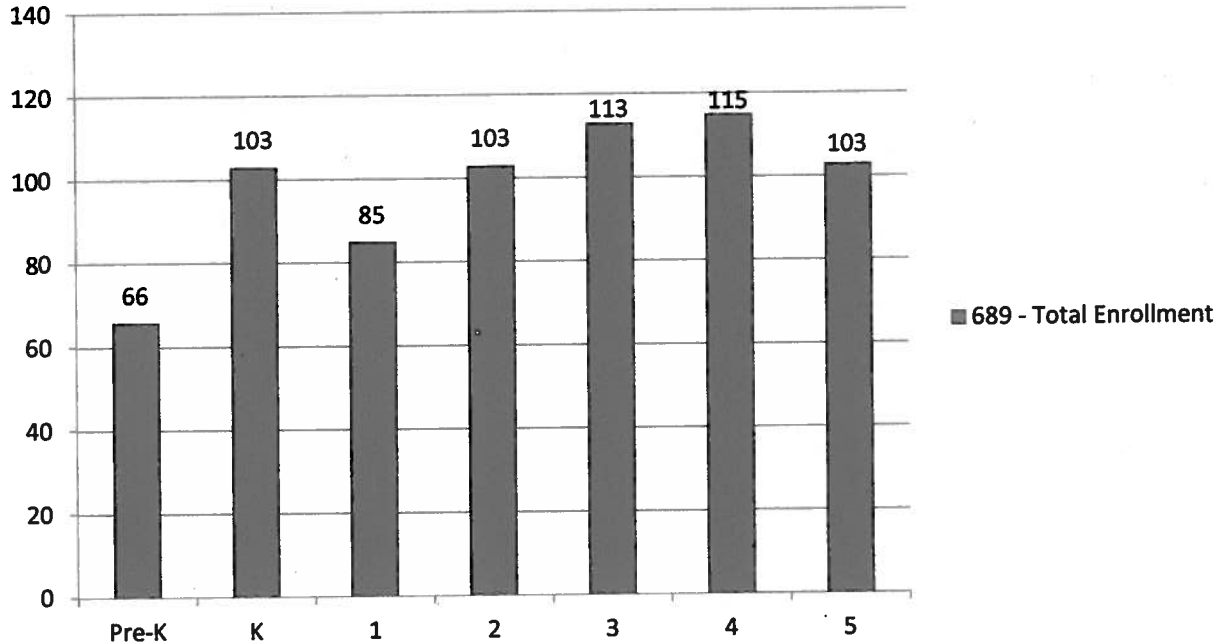
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Coffee County Eastside Elementary Analysis and Identification of Student and Teacher Data

Student Data

Eastside's literacy team gathered the following student and teacher data to further analyze and identify areas of need.

689 - Total Enrollment



Eastside's enrollment, with the exception of first grade, is consistent across grade levels. Our three Pre-K classes are capped at twenty-two, by Bright from the Start guidelines. Looking at enrollment numbers and average class size at Eastside you see that our third, fourth and fifth grade classes have the highest class size.

<i>Grade Level</i>	<i>Average Class Size</i>
Pre-K	22
K	18
1st	19
2nd	19
3rd	19
4th	20
5th	21

Coffee County Eastside Elementary
Analysis and Identification of Student and Teacher Data

The following charts show data for Eastside’s third, fourth, and fifth grade classes. The first chart shows data for the first administration of the Scholastic Reading Inventory. In grade three, male population equaled that of females. However, in grades four and five female performance was higher than that of males. In fourth grade females scored 10% higher than male students. In fifth grade the gap was slightly lower with males scoring 3% less than females. This data shows the needs to focus on setting lexile goals for our students and providing students with text within their recommended reading range 100 points below and 50 points above their identified level.

The data in this chart also identifies another area of concern: the gap in student performance among white and black students. In grade three white students scored 30% higher than blacks, in fourth grade black students were 26% points behind white students, and finally in fifth grade the gap separating the performance of these groups was 16%.

The data gathered in this chart indicates that Eastside needs to address lexile levels within our third, fourth, and fifth grades. Concerns among male and black subgroup populations will be addressed.

Scholastic Reading Inventory Data Percent <i>Meeting/Exceeding</i> by Subgroup				
Grade 3	Male	Female	White	Black
2012	45	45	60	30
Grade 4	Male	Female	White	Black
2012	25	35	45	19
Grade 5	Male	Female	White	Black
2012	33	36	41	25

3

Coffee County Eastside Elementary
Analysis and Identification of Student and Teacher Data

Below is another data chart for grades three, four, and five. This data represents student performance on the reading portion of the CRCT for the years 2010-2011. The data below shows females scoring above males in all grades and years identified except for fifth grade 2011. However, this is not the only area of concern. The black and white subgroup performances were also examined. In 2011, within the third grade population these groups were separated by a 3% gap, down from the previous year where the same two groups were separated by 9 percentage points. Our fourth grade is again where the largest gap exists. In 2010, white students, in the fourth grade, scored 12% points higher than black students. Then in 2011 the gap at this grade level dropped by 1% point. Fifth grade had a gap in the white and black student groups in 2010 of 2% and then in 2011 the groups were separated by 2% points. Our economically disadvantaged population, when looking at 2011 data was separated in third grade by 6%, in fourth grade by 5%, and then in fifth grade by 7%.

This chart reports that Eastside needs to extend literacy efforts with our male, black, and economically disadvantaged groups within our population.

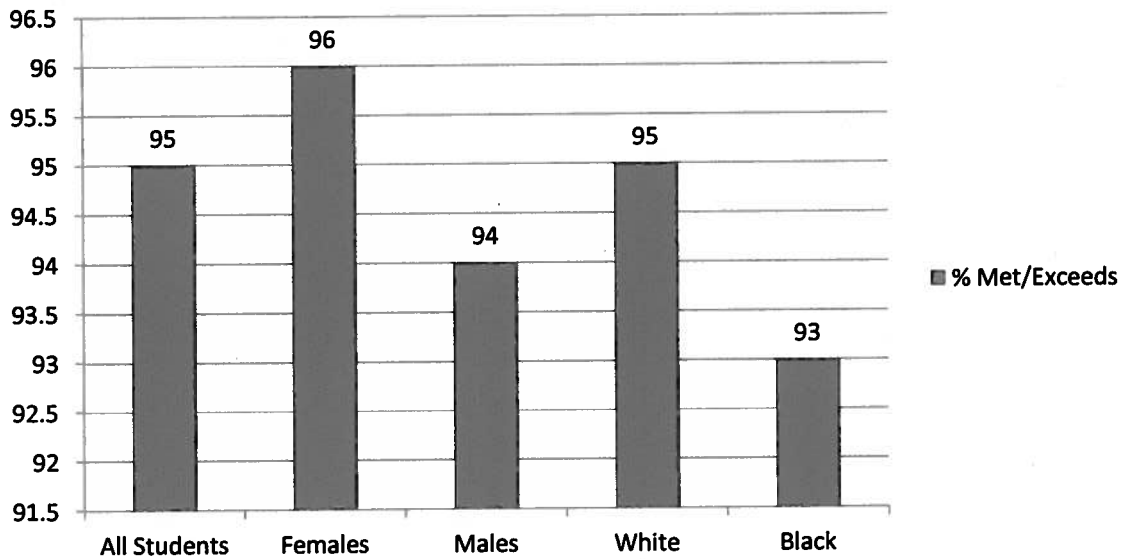
CRCT Reading Results: Percent of students <i>Meeting/Exceeding</i> by Subgroup						
Grade 3	Male	Female	White	Black	Eco. Dis.	Not Eco. Dis.
2010	92	93	98	87	92	94
2011	92	98	98	94	94	100
Grade 4	Male	Female	White	Black	Eco. Dis.	Not Eco. Dis.
2010	94	89	97	89	89	97
2011	95	91	97	88	92	97
Grade 5	Male	Female	White	Black	Eco. Dis.	Not Eco. Dis.
2010	91	100	96	95	97	95
2011	96	93	97	95	93	100

Below is graph to report fifth grade 2012 writing assessment results. Females out-scored males by 2%. Black students also scored lower than white students by 2%. The third grade writing assessment results show all four writing genres. The *Response to Literature* genre is no

Coffee County Eastside Elementary
Analysis and Identification of Student and Teacher Data

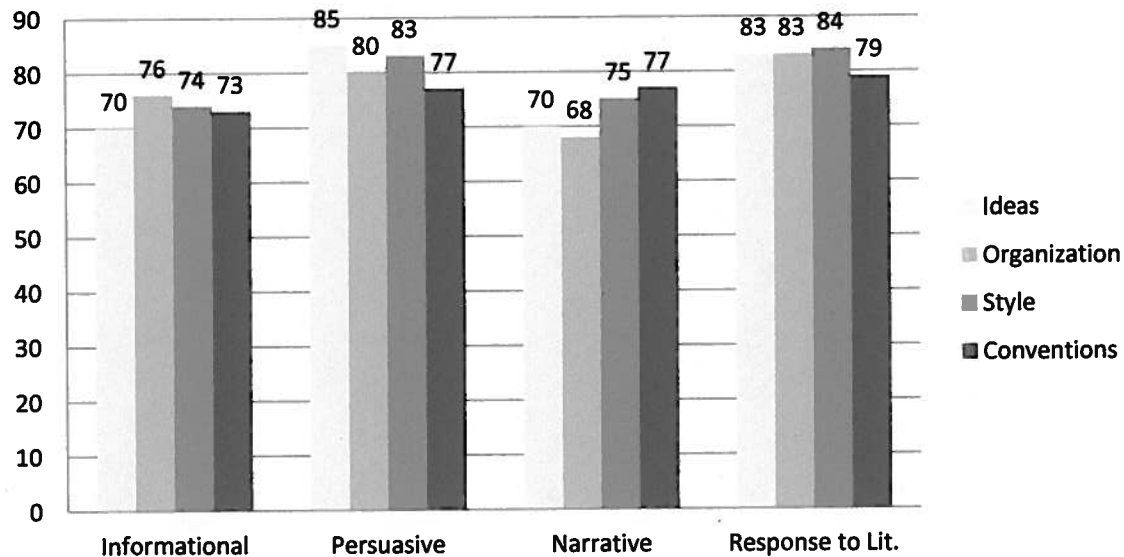
longer isolated as a genre, but is incorporated into the other genres throughout the Common Core writing prompts. For that reason, this data is considered valuable. *Informational* and *Narrative* prompts are the two lowest when looking at student performance. Ideas and organization are the two lowest domains. Therefore, these areas will be areas of focus while continuing to make sure that students can support their writing using evidence from the text as we incorporate the *Response to Literature* piece.

2012 5th Grade Writing



Coffee County Eastside Elementary
Analysis and Identification of Student and Teacher Data

2012 3rd Grade Writing



The chart below shows grade level averages for teacher data. Eastside employees forty-eight certified teachers who on average have fourteen years teaching experience. However, we do have grade level pockets below this average: first and fourth. Years of teaching at Eastside averages out at 9 years. This data has been impacted by budget cut initiatives resulting in increased class size and fewer teachers. Teachers, on average, report about fifteen years of expected years to work before planned retirement. This is positive data because this will allow Eastside to sustain professional development literacy initiatives.

Teacher Data

<i>Yearly data: Averages based on teachers within grade/department</i>				
<i>Grade/Department</i>	<i>Number of Teachers</i>	<i>Years Experience</i>	<i>Years at Eastside</i>	<i>Years before expected retirement</i>
<i>Pre-K</i>	3	11	5	15
<i>Kindergarten</i>	7	11	10	18
<i>First</i>	5	6	6	22
<i>Second</i>	4	19	14	11
<i>Third</i>	5	15	9	16
<i>Fourth</i>	5	7	4	17
<i>Fifth</i>	5	22	15	8

**Coffee County Eastside Elementary
Analysis and Identification of Student and Teacher Data**

Support	<i>5</i>	<i>18</i>	<i>14</i>	<i>10</i>
Gifted	<i>4</i>	<i>16</i>	<i>7</i>	<i>15</i>
Special Ed.	<i>5</i>	<i>11</i>	<i>7</i>	<i>17</i>
Totals	<i>48</i>	<i>14</i>	<i>9</i>	<i>15</i>

Eastside's teacher data indicates that professional development efforts throughout and beyond the SRCL grant will be maintained through our retention of staff. We identified several areas of need through the development of this plan. First, data revealed that our male and female performance documents a gap. Another gap exists in our Black population when compared to the performance of White students. Economically disadvantaged students are another subgroup whose performance was below expectations and goals. When writing assessment scores were examined two areas: ideas and organization were found to be the two of the four we needed to concentrate on. Examining data allows Eastside to make data driven decisions regarding the best use of resources and personnel.

Coffee County Eastside Elementary Project Plan

This project plan will attempt to address the questions of *Who, What, When* and *How* Eastside's literacy plan will be efficiently implemented.

Who

Eastside's administrative team: principal, assistant principal and academic coach will join teachers in grades K through five in professional development activities. Another group we will include will be Pre-K teachers and representatives from other out-of-school agencies that deliver services to students who are zoned to attend Eastside for their academic career. Paraprofessionals at Eastside and other pertinent staff will be included in professional development activities. Including these groups will ensure that all stakeholders who have the opportunity to interact with Eastside students within the academic realm of literacy will have the knowledge and foundational skills to make the best evidence based decisions regarding student need. Attendance of personnel in professional development activities will be based on needs revealed through student data, surveys, interest inventories, and observations.

What

Professional development on literacy will be provided for all staff and stakeholders. Administrators and teachers will have opportunities to expand their understanding of strategies and techniques used in instruction and to help make differentiation decisions regarding student needs. Paraprofessionals will also be involved in this training since they too work with small groups of students to further intervention efforts needed for the Response to Intervention (RTI) process. Out-of-school agencies will be invited to attend as well. These service providers can support school efforts and parent understanding of literacy.

Technology software and training will be needed at all instructional levels.

Administrators and teachers will be provided training to further their technology understanding

Coffee County Eastside Elementary
Project Plan

of purchased programs. Paraprofessionals will also be included in this training in order to allow them to offer teacher and student support as needed. Out-of-school agencies will have representatives trained to understand the implementation purposes and procedures for the technology programs and what these programs do for students regarding literacy. These stakeholders will also be trained to read and explain program reports to serve as a parent resource.

Professional development on data interpretation will be held with administrators and teachers first. This group will be trained to know what data needs to be collected and examined when compared to student needs. Paraprofessionals will also participate in this training. Out-of-school agencies will be trained to read and interpret data reports. This will allow them to help parents understand reports and data relating to their student's performance and need. Web conferencing equipment, additional computers and hardware, and teacher tablets will be needed.

Resource training will be offered to all pertinent staff on how to use resources purchased to expand our literacy efforts. Out-of-school representatives will be familiarized with resources we have available and what these resources allow the school to do and how they are used to meet their student's need.

Scholastic Reading Inventory is a resource Eastside currently uses. However, this is our first year of implementation. Teachers and paraprofessionals need additional training on the program and the understanding of lexile levels. They need to be trained on all tenets of the program. Outside agencies need to be trained to read and interpret program reports. A lexile leveling system also needs to be purchased.

Eastside currently follows the protocol developed by the state to guide our RTI efforts, but a refined school level protocol is needed to further individualize our plan to meet our school

Coffee County Eastside Elementary Project Plan

and system requirements. All stakeholders need to be trained in this protocol so that procedural understanding exists not only across content but system levels as well.

Literacy, as defined by the Task Force in the “Why” document, “is the ability to speak, listen, read, and write, as well as to view print and non-print text in order to achieve the following:

- To communicate effectively with others
- To think and respond critically in a variety of settings to a myriad of print and non-print text, and
- To access, use, and produce multiple forms of media, information, and knowledge in all content areas.”

To meet the demands of this definition, Eastside must implement literacy training across all curriculum content for all administrators, teachers, and staff. All stakeholders need to know and understand literacy initiatives and be able to provide and/or support literacy training. When literacy understanding reaches across curriculum content areas then literacy instruction will follow this same path.

When

Professional development initiatives will begin during the first year of implementation. Training will be planned as need is identified through data analysis. The administration will schedule time for teachers to analyze data, share expertise, plan lessons, examine student work, and reflect on how professional development initiatives have impacted student performance.

The staff that will be providing interventions to students will receive program-specific professional development before the beginning of the year to prepare them for implementation.

Coffee County Eastside Elementary
Project Plan

How

Teachers and paraprofessionals will receive on-going professional development training in all aspects of literacy. Examining the “How” document we will work to improve efforts with professional development by continuing program-specific initiatives each year for new teachers. Using this same document we agree that administrators, faculty, and staff will receive training in administering, analyzing and interpreting results of assessments. Paraprofessionals, support staff, and interventionists will be trained through direct participation or by our instructional coach who provides on-site support when possible for redelivery. Out-of-school agencies will be offered training through prerecorded sessions. Professional consultants will be contracted as needed.

Efforts to measure

Protocols will be developed to evaluate the implementation of professional learning practices when evaluating success using collected student and teacher data. Eastside will revisit and revise professional learning yearly based on student mastery and classroom observations. As the “How” document recommends, experienced teachers will be partnered with pre-service and beginning teachers to expand our efforts. We will monitor and support the integration of disciplinary literacy. Using the “How” document we agreed that: checklists with clear expectations will be used for classroom observations that tie professional learning goals to “look for” items, and specific feedback will be provided to teachers based on student performance and learning. When an area of need is identified, follow-up coaching, conferencing, and mentoring will be provided to teachers. Instructional plans for differentiation will be made to meet identified student needs.

The “What” document says that the, “school calendar includes protected time for teachers...” to accomplish goals set forth in their school literacy plan. The “How” document says

**Coffee County Eastside Elementary
Project Plan**

we can accomplish this by, “scheduling and protecting time during the school day for teachers to collaborate analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice”. The following is a sample schedule Eastside currently has in place to begin our efforts at accomplishing this goal:

TIME *IMPORTANT	SUBJECT	Name of Resource Teacher or Parapro (if in classroom at given time)	EIP Class Model	Number of EIP Students
7:00-7:20	Breakfast			
7:20	Morning Ann.			
7:30-8:40	Direct Math Instruct.			
8:40 -9:10	Math FLEX (Flexible learning time)			
9:10-10:10	Direct Reading/ELA Instruct.			
10:10 – 10:50	PE/Health			
10:50 - 11:25	Reading FLEX			
11:25-11:50	Lunch			
11:50-12:50	Rdg/ELA/ Grammar/Phonics			
12:50-1:05	Break/Recess			
1:05-2:00	SC/SS			

The times identified for FLEX are times when student interventions take place according to student need. They are titled FLEX because these groups are flexible; students rotate based on need.

**Coffee County Eastside Elementary
Assessment/Data Analysis Plan**

The following chart details Eastside's current assessment protocol:

Current Assessments: 2011-2012	
Formative	Summative
Assessments within the CCGPS units	End-of-unit assessments
	Scholastic Reading Inventory
	Curriculum Based Measures (Aims Web Probes)
	Benchmarks
	CRCT

The following is a comparison of the above assessments to the SRCL assessment plan:

<i>Comparison</i>		
<i>PURPOSE for SRCL Assessment Plan</i>	<i>Eastside's Assessments</i>	<i>SCHEDULING</i>
Identify student strengths and weaknesses	Unit Assessments	Throughout and after
	Universal screeners	Aug., Dec., & April
	SRI	Aug., Dec., & April
	Benchmarks	Second semester
	CRCT	Spring
Determine if fundamental content-based literacy skills are lacking	CRCT	Beginning of the year
Establish learning goals for students based on Georgia Performance Standards	CRCT	Beginning of the year
	Benchmarks	Second semester
Match instruction to learning through effective instructional design supporting literacy performance standards	Universal screeners	Aug., Dec., & April
	SRI	Aug., Dec., & April
Evaluate effectiveness of instruction in meeting the goals for the student	Unit Assessments	Throughout and after
	Benchmarks	Second semester
Monitor student progress toward goals and set new goal	Universal screeners	Aug., Dec., & April
	SRI	Aug., Dec., & April

This chart shows the purposes assessment data should serve for educators. Eastside currently has four assessments in place to identify student strengths and weaknesses. However, of the four identified only the unit tests administered throughout unit instruction serves as a formative assessment. This type of assessment is critical because it allows teachers to differentiate learning plans as needed to meet student need. Doing this allows teachers to identify

Coffee County Eastside Elementary
Assessment/Data Analysis Plan

and respond to areas of need. The other three assessments are summative and allow teachers to gather student performance data at the end of learning segments or at identified intervals.

The next purpose which is to determine if fundamental literacy skills are lacking in our students is served through our use of CRCT test scores. Parent reports on student performance are sent home with students' fourth report card. Teachers and administrators meet after CRCT testing and prior to the creation of class rosters for the up-coming year to identify those students whose performance places them at risk using a skills checklist provided by the state to identify students for an *Early Intervention Program* (EIP). However after this review and identification process, Eastside relies on other data (grades, probes, and benchmark results) to guide decision making for determining areas that are lacking in student performance.

Establishing learning goals for students based on Common Core Georgia Performance Standards is a purpose Eastside fills through the use of CRCT and benchmark data. These two assessments are used as teachers examine data at the beginning and the mid-year point to compare where students are when looking at where they need to be. Students that are identified as falling behind are monitored and tracked through the RTI process.

Matching learning through instructional design is done by using universal screeners and the Scholastic Reading Inventory (SRI). Once testing is complete, student performance reports are sent home to parents. This is done three times a year. According to the current RTI process Eastside tracks students following a guide that identifies a minimum amount of time to be spent at each Tier. Students are monitored at Tier 1 for 4-8 weeks, Tier 2 for 6 weeks, and Tier 3 for twelve weeks. Students are administered universal screeners three times a year to compare academic to probe performance. These scores are compared to ensure that all learning needs of

students are being met. Additional teacher training is needed for SRI and lexiles. To ensure the program is being implemented with fidelity.

Effectiveness of instruction is examined through unit assessments and benchmarks. Student performances are tracked and compared. When areas of need are identified differentiation methods are considered. This is to ensure that instruction is being presented in a method that supports student learning styles.

Other methods used to monitor student progress once differentiation has been accomplished are found through the use of universal screeners and SRI testing. When these assessment results are compared to the benchmark and unit tests we triangulate data comparison and further validate our findings.

Eastside needs to develop an infrastructure for on-going formative and summative assessments. Eastside currently uses progress monitoring and assessments to make decisions regarding student need. According to the “What” document we need to further our efforts by developing, “a calendar for formative assessments based on local, state, and program guidelines, including specific timeline for administration and persons responsible...” Eastside has a calendar for progress monitoring efforts, but we only have one identified form of formative assessments: unit tests. We need to increase formative assessments and develop a calendar for implementation.

Technology is another area identified while comparing our efforts to the “What” document. Technology should be in place to, “adequately support the administration and storage of assessments...” Eastside currently has one computer lab with twenty student stations. We have 5 mobile computer labs. These mobile labs are networked but the limited number compared to student population limit student access and teacher use. Eastside needs additional student

stations in each classroom. We also need additional mobile labs to expedite the administration of tests. Currently testing takes a week to rotate students through available labs. When testing is taking place other students do not have access to needed media that promotes literacy skills of accessing, using, and producing multiple forms of media. Teachers need access to additional technology like tablets to further their understanding of available technology. Their increased understanding will promote their use and in turn increase student exposure. Additional software and hardware programming purchases are also needed to provide support.

Professional Development

Administrators, faculty, and staff will receive professional development in administering, analyzing, and interpreting assessments for literacy. The training will include data collection methods from purchased programs and also to expand efforts with current initiatives such as SRI. We will also follow the “How” document recommendations and use online training options when available to train/retrain all staff who will administer assessments to ensure standardized procedures and accurate data recording is accomplished. The following personnel will be included in professional development and assessment administrations that are pertinent to the role they serve in accomplishing our literacy goals:

- Paraprofessional
- Support staff
- Interventionists
- Pre-service teacher working at school
- Administrators
- Teachers
- Representatives from out-of-school agencies

Coffee County Eastside Elementary
Assessment/Data Analysis Plan

- Pre-K teachers

Collected data will be used to develop instructional strategies that allow us to meet the goals of the SRCL literacy plan, as seen in the above chart. Again, following the “How” document, informal and formal assessments will be developed to track student performance throughout the implementation of initiatives. Teacher training in data interpretation is needed. We will evaluate the results of assessments to adjust expectations and instruction in all classrooms.

Technology upgrades are needed to support assessment administration and dissemination of results to all stakeholders. Technology will be used to share relevant student data with parents and caregivers in an easily interpreted user-friendly format as suggested by the Task Force in the “How” document through e-mail and other web based avenues.

1

**Coffee County Eastside Elementary
Resources Strategies and Materials**

Resources, Strategies and Materials (Existing and Proposed) including Technology to support the Literacy Plan

Eastside School plans to maximize the benefits of the Striving Reader Comprehensive Literacy Grant funding to expand literacy skills and understanding for all students, staff, administrators, and all stakeholders. With a Striving Readers Grant, resources purchased will focus on materials to increase expertise in literacy strategies across the content area. Though a variety of resources are currently available at our school additional technology, texts across the content area, contracted services and substitutes, and materials for the parent resource room are needed to implement our literacy plan.

a) Resources needed to implement the literacy plan including student engagement

- Add additional mobile computer labs so all teachers have a lab in their classroom
- Texts that support teaching effective writing
- Texts for both the Media Center and classrooms that represent all genres and Lexile ranges
- Digital devices
- Contracted services for Professional Development (determined through the results of the needs assessment. Specific to the SRCLG Needs Assessments, professional learning in literacy for preschoolers, interpretation of testing data, use of data to plan instruction, and additional training will be implemented).
- Professional meetings/ workshops
- Substitutes to give teachers release time for training
- Additional purchase of computers/laptops/tablets
- Materials for book studies addressing gaps in student performance
- Materials for parents to check out from the Parent Resource Center for use at home
- Student publishing resources

**Coffee County Eastside Elementary
Resources Strategies and Materials**

b) A list of activities that support literacy intervention programs

Reading intervention programs play an important role in helping all students become confident, skilled readers. Teachers at Eastside School are committed to meet the academic needs of all students. An important part of instruction for struggling students is appropriate interventions. Some of the programs that are used for interventions and student learning activities are Essential Skills, River Deep, Reading Eggs, Reading First, and Study Island.

With so many intervention programs available on the market, our literacy team would need to research and choose additional programs that would meet the needs of our school population. Professional learning would be needed for new software and programs.

c, d and g) Existing Resources available at Eastside School

Listed below are the resources Eastside School currently has available for both the classroom and shared school resources through the Media Center.

Current classroom resources available	Current shared resources and library resources available
<ul style="list-style-type: none"> ● Units aligned to the CCGPS ● Interactive white board ● One printer per classroom ● 4-5 computers per classroom ● LCD projector ● Previous reading series used to supplement units of study ● Weekly Readers 	<ul style="list-style-type: none"> ● 5 computer carts with approximately 20 computers each ● Limited trade books ● Computer lab with 20 computers ● 11 digital cameras ● 11 document cameras ● Software programs ● Software for interventions and remediation ● Leveled texts ● Fiction and nonfiction trade books ● Thinking Maps ● Audio books, , DVD's, Videos,

**Coffee County Eastside Elementary
Resources Strategies and Materials**

	<p>TV's, periodicals</p> <ul style="list-style-type: none">• 4 sets of student response system for the school• 9 media computers• SRI licenses• Wireless internet
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e) List of activities that support classroom practices

Learning to read and write is a critical skill. We as educators know that there is a link between early literacy and later academic success. To be sure that every child becomes a competent reader and writer is a responsibility shared by both the teachers and their families. The role of educators in early literacy instruction is to teach basic skills and to provide rich, meaningful, and engaging learning environments supported by effective teaching practices. Each child comes to the classroom with different literacy experiences and abilities. At Eastside we work to make literacy a priority. Our lessons integrate phonics with the development of phonemic awareness, fluency, and reading comprehension skills. Eastside teachers also make their classrooms print-rich environments where students can be engaged in reading and writing activities. Reading and writing is connected at Eastside by incorporating activities, lessons, and discussions that are centered in quality books. Available computer programs at the school are also used to integrate technology into our literacy curriculum.

**Coffee County Eastside Elementary
Resources Strategies and Materials**

f) List of additional strategies needed to support student success

The following identifies additional strategies and resources needed to support student success.

Needed resources	Support Provided
Professional learning training sessions and workshops	Contracted services and substitutes to provide a variety of professional learning in literacy strategies, use of technology, RTI interventions, writing
Video equipment	Professional learning training sessions could be videotaped and posted on school website for access
Additional Computers, Tablets	Expanding the use of technology to support CCGPS
Literacy brochures	information for parents on early literacy skills
Substitutes	Needed to give teachers release time for training
Additional software programs	To expedite testing feedback, for student publishing, literacy enhancement
book study	To address gaps in our subgroups performance
Web conference equipment	Teachers will have access at school to collaborative professional development opportunities that currently requires them to be out of class
Lexile leveling system	Needed to get accurate Lexile measures for classroom libraries and media center

h) Clear alignment Plan for SRCL and all other funding

Eastside School plans to maximize the benefits of the Striving Reader Comprehensive Literacy Grant funding. Resources purchased will focus on materials to increase administrators, teachers, and all stakeholders' expertise in literacy strategies across the content area. The funding provided by the grant will be used in conjunction with all other available funding source to leverage the expenditures in order to provide technology resources, provide professional learning

**Coffee County Eastside Elementary
Resources Strategies and Materials**

and purchase materials required to effectively implement the literacy plan. Title 1 funding will be used to purchase needed materials and interventions to enhance and sustain the program. Technology requirements will be leveraged with funding from eRate in addition to state and local funds. Title IIA will continue to be used for needed professional learning beyond the scope of the SRCL grant funds.

i.) How any proposed technology purchases support RTI, student engagement, instructional practices, and writing

As educators we would be doing our students a disservice if we didn't integrate technology daily into our curriculum. To become fully literate in today's world, students must become proficient with technology. Teachers also need to be skilled in the effective use of technology for teaching and learning.

Additional technology would support RTI currently in our program. Purchases in technology could help with RTI data collection, ongoing student assessment, and with small group interventions.

Student engagement would greatly increase if we integrated more technology into our daily literacy program. As stated above, today students must become proficient with technology. If teachers are to appropriately educate students we must provide them with technology skills for the future and the training necessary to accomplish the tasks. Additional technology is needed such as programs for research, writing, and editing that would allow students to publish their work, and digital devices so students could listen to stories and use them in reading groups for identified literacy focus

Coffee County Eastside Elementary Professional Learning Strategies

A majority of the Eastside staff prefer small amounts of training followed by job-embedded coaching and support as indicated on school level surveys. This format allows time to internalize new content and begin the process of implementing new strategies and ideas. To better address the constraints of teachers' schedules, current webinars and workshops are scheduled in 30 and 45-minute windows. Another hour at the end of the day is available after students are dismissed as well. This scheduling format enables Eastside to give time-sensitive coaching that best aligns with teacher planning times and professional development needs.

Below is a chart from the 2011-2012 school year which lists the Professional Learning initiatives that the Eastside staff participated in. The majority of training provided centered on the Common Core state standards and units of instruction. Differentiation and Response to Intervention (RTI) were also priorities. These were all areas of need that were identified in teacher surveys and leadership walk-through data.

Professional Learning Calendar -Eastside Elementary School 2011-2012

Date	Professional Development Activity Topic
8-18-2011	Unit revisions from GPS to CCGPS
8-25-2011	EIP's, Unit revisions,
9-1-2011	Pacing of Units/2011-2012 Writing Timeline/RTI
9-8-2011	Book Study(Differentiation)/ RTI/Walk Throughs
9-15-2011	Differentiation Book Study / RTI/Unit Revisions
9-22-2011	RTI Mock Evaluation/ Book Study
10-13-2011	Grades/ Incentives/Writing timeline/ Differentiation Book Study
10-20-2011	CCGPS webinar
11-3-2011	Benchmark Analysis/Emergency Procedures/Probes / Differentiation Book Study
11-10-2011	CCGPS math webinar
11-16-2011	Differentiation Book Study
12-1-2011	Differentiation Walk Thrus/ Pamela Gay Training/ Writing contest
12-7-2011	RTI
1-11-2012	Differentiation Book Study/RTI/WIDA redelivery
1-26-2012	Differentiation Book Study/Benchmark test analysis/CCGPS

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2-9-2012	Lexiles
2-16-2012	RTI/Benchmark analysis
2-23-2012	Parent Teacher conference material
3-15-2012	CRCT Test security training
3-22-2012	CRCT/ CCRPI
4-26-2012	End of Year checklist/Unit Planning/RTI

It is the goal of Eastside School to provide a cohesive, comprehensive, professional learning program for its faculty and staff based on identified needs. Ensuring continuous professional learning and growth to support high student achievement and build cooperative interactions among colleagues are goals of Eastside’s Professional Learning Plan. In the 2013 Annual School professional Learning Plan our teachers identified the following professional needs:

Professional Learning Goals for Our School:

- Increase proficiency of students in grades 1-2 on 4th Benchmark in Reading, Math, And ELA
- Increase proficiency of students in grades 3-5 on CRCT Reading, ELA, Math, Science, and Social Studies
- Increase proficiency of students in grade K on GKIDS Assessment
- Increase student performance in grades 3 & 5 on Writing Assessment

The on-going Professional Learning initiatives to help reach these goals for the current year 2012-2013 are listed below:

Date	Topic of Professional Learning
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8/15 and 16/2012	Response to Intervention/Teacher Handbook review/Grading Procedures
8/21 and 22/2012	I Campus Grading/CCGPS Unit Planning/GKIDS data
9/11 and 12/2012	Scholastic Reading Inventory Redelivery
9/18 and 20/2012	CCRPI/ Safari Montage Training
9/25 and 27/2012	CCRPI resources available/Strategic Planning Phase 2
10/2 and 4/2012	WIKI Training
10/9 and 11/2012	Crisis response Intervention Team information/PARCC
10/25/2012	SRI/RTI
11/1/2012	CCGPS Teacher Guidance information/CCGPS Career Awareness/Learn Zillion and The Teaching Channel resources
11/29/2012	Teaching Language Skills thru Writing Workshop

An evaluation of past Professional Learning shows that our work has been effective, and although teachers have been involved in educational and job related training and workshops, there is still a great need for additional Professional Learning.

Future Goals and Objectives of the Professional Learning Plan

Eastside Elementary School hopes to use money from the Striving Reader Comprehensive Literacy Grant to supplement the current key literacy components already in place at our school. The goals and objectives for the project that will allow us to increase literacy at Eastside School include the following goals:

Goal 1: Initiate outreach to agencies birth to age five that support students prior to entering Eastside.

There is increased evidence that young children should receive some form of educational experience before entering preschool. Research indicates that early childhood education, especially in the area of literacy, has a positive correlation with school performance. We believe that we can assist the preschool agencies that send students to us by helping them emphasize literacy development. We would achieve this goal by implementing the following objectives:

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1. Invite our current Pre kindergarten teachers at Eastside to begin to participate in collaborative planning with those Pre-K agencies.
2. Involve the pre kindergarten agencies in our attendance area to attend school training sessions. Dates for these trainings would be posted on our school's website and email reminders would also be sent out. We would need to hire contracted services and substitutes to provide professional learning.
3. Video recording and conferencing equipment is needed for school use so all training sessions could be videotaped. Archived sessions would be posted on our website so preschool instructors could watch the sessions at a time convenient to them.
4. Additional computers need to be available in the Media Center for use by outside agency personnel and parents to view archived or participate in live sessions.
5. Funds would be needed to purchase or publish literacy brochures which would contain information for parents on early literacy skills. These brochures could be placed at the local hospital, the regional library, handed out at family literacy events at school, and mailed or delivered to preschools to be sent home with the children.
6. Funds are needed for classroom and school libraries that need to be expanded.

Goal 2: Conduct training on testing and interpretation of testing results.

Though we currently administer the SRI and progress monitoring Probes, teachers would benefit from more thorough training in using test results for instruction.

1. Professional consultants will be contracted to provide professional learning on interpreting screener scores, reading SRI reports, and testing data interpretation. Substitutes will be provided to allow teachers to attend.

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2. Additional computers are needed to expedite testing of students for more immediate feedback of results.
3. The faculty needs to have further training on effective literacy strategies from contracted services.

Goal 3: RTI interventions and training is needed.

We currently utilize the RTI process according to DOE protocol. However, more professional development is necessary to be able to provide more effective early, systematic assistance to children who are having difficulty learning.

1. Professional development on research based interventions and training and standardized protocol would need to be scheduled by contracting professional consultants. Substitutes would also need to be provided so teachers can attend these sessions and grade level analysis meetings.
2. Additional professional development through technology could be implemented with the purchase of additional computers and video recording and conferencing equipment.

Goal 4: Best Practice

1. Writing needs to be offered across the curriculum. Hiring contracted services and substitutes would allow us to provide training on writing and literacy instruction.
2. Our extended technology is limited for student publishing so additional computers are needed.
3. Gaps in our subgroups performance have been identified, so a book study addressing these gaps would be valuable.

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Goal 5: Engaged leadership – We strive to improve teacher performance and learning culture focused on student success.

- 1. Hiring contracted services and substitutes would allow us to provide literacy intervention sessions for all our support staff so they can work with small groups of at risk students.**
- 2. Hiring contracted services and substitutes would allow us to increase learning proficiency in all subject areas in grades kindergarten through 5 and for grades three and five on the writing assessment.**

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Eastside's effort to sustain assessment initiatives will begin through the continued research and selection of monitoring and diagnostic tools to identify readiness levels of all our students. We will continue to provide assessment measures that can help identify advanced students who would benefit from enrichment activities as well as the lower performing students who need interventions aligned to their needs. We will provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording. We will make data driven budget decisions aligned with literacy priorities. We will continue to build collaborative data meetings into our calendar. We will use on-line options for trainings of new teachers. When permissible we will record training sessions with purchased web conferencing equipment so that new teachers and pre-service teachers will have access to the trainings sessions needed to ensure the sustainability of our literacy efforts.

Professional learning must be sustained to continue to improve instruction. Eastside will develop protocols for the continued monitoring and support for the integration of disciplinary literacy. Administrators will participate in professional learning on the need to integrate disciplinary literacy instruction into the content areas to allow for informed decision making surrounding hiring practices.

Student data will continue to be analyzed to examine the effectiveness of current professional learning on student mastery of CCGPS across all subgroups. We will examine in house resources and implement the use of these resources to support colleagues, new teachers, and pre-service teachers. This will help Eastside ensure that new personnel receives the professional learning offered earlier and can experience the benefits shared with these employees who were not yet on staff. Eastside will continue to expand and strengthen out-of-school networks that support our literacy programs.

Technology programming and purchases will need to be sustained after SRCL funding. To do this Eastside will investigate alternate state and local funding to replace funds received through the SRCL grant. Eastside will also explore local businesses and community partnerships that may help sustain our technology purchases needed to up-date equipment and programming including web conferencing equipment, additional software, computers and tablets, and hardware programming purchases. All available funding sources, at the conclusion of the grant period, such as Title 1, Title IIA, state, local, and community partnerships, will be leveraged to continue providing professional learning for new teachers, technology maintenance, and purchase updated materials.

As stated in our school narrative, our student population at Eastside mirrors these same figures with 78.3% of our student enrollment qualifying for free/reduced lunch. Austerity cuts from the state coupled with a reduced student enrollment stemming from the closing of businesses within the community drastically reduced Eastside's allocated state operating funds. The income level of our community at large and budget cuts have forced Eastside to seek alternative resources to fund training and materials needed to address professional learning for our faculty and the academic needs of our students to ensure they are college and career ready. If awarded the Striving Reader's Comprehensive Literacy Grant we could purchase training and materials to support prioritized areas of need identified through the completion of our needs assessment and address performance gaps that we otherwise could not afford.

Eastside will use SRLC grant funds to pay for:

A: Contracted service providers for

- Literacy training across content areas
- Training on data interpretation
- Substitutes for teachers to have release time
- Training for purchased programming
- Training for technology purchased
- SRI training (lexiles)

B: Technology

- Student computer stations
- Student tablets
- Teacher tablets
- Purchased programming
- Additional parent stations
- Web-conferencing equipment

C: Books

- Student Lexile leveled books for classrooms and media center
- Books on addressing student performance gaps for book study

D: Miscellaneous

- Parent Resource materials
- Literacy brochure publishing/printing

Student and parent stations will be purchased in year one. Teacher and student tablets will also be purchased. This will put technology in place to immediately implement purchased programming for teachers and students. After the technology is purchased the programming will be purchased. Next contracted services for trainings on the technology and programming will be purchased. Classroom libraries will be purchased during year one and contracted services for SRI on lexiles and data interpretation. The final year one purchase will be contracted services for professional development for literacy strategies across content areas. When teachers attend professional development session's substitutes will be hired to provide release time.

During the second year, efforts for professional development will continue through contracted services with funding. Books will be purchased for the book study addressing student performance gaps. Parent resources will be purchased in year two to ensure purchases match student needs. The literacy brochure will be published and printed in year two. School level literacy initiatives and understanding must first be developed before we reach the out-of-school agencies.

During year three SRCL funding will be set aside to up-grade technology equipment. Technology purchases will be a focus during year one and training in year two. We will set funding aside to place equipment that will need to be replaced to ensure literacy efforts continue.