School Profile

Created Friday, October 05, 2012

Page 1

School Information

School Information	District Name:	Coffee County
School Information	School or Center Name:	Satilla Elementary

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal	Name:	W. Scott Gillis
Principal	Position:	Principal
Principal	Phone:	(912) 384-2602 x 6739
Principal	Email:	scott.gillis@coffee.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information	Name:	Tamara Morgan
School contact information	Position:	Assisstant Principal
School contact information	Phone:	(912) 384-2602 x 6742
School contact information	Email:	tamara.morgan@coffee.k12.ga.us

Grades represented in the building

example pre-k to 6

pre-k to 5

Number of Teachers in School

49

FTE Enrollment

688

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: ___Bernie Evans, Ed.D_____

Position/Title of Fiscal Agent's Contact Person: __Director of Instructional Support Programs__

Address: 1311 S. Peterson Avenue_____

City: _Douglas, GA_____ Zip: ___31533_____

Telephone: (_912__) 384-2086____ Fax: (912__) _383-5333_____

E-mail: __bernie.evans@coffee.k12.ga.us_____

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

_Morris Leis, Ed.D____ _(signature)_____
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

_December 5, 2012_____
Date (required)

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

I. **Conflicts of Interest**

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

a. **Organizational Conflicts of Interest**.

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

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

i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.

ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

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

        1. Disqualify the Applicant, or

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

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

b. Employee Relationships

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

        1. The names of all Subject Individuals who:

            a. Participated in preparation of proposals for award; or

            b. Are planned to be used during performance; or

            c. Are used during performance; and

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

        1. The award; or

        2. Their retention by the Applicant; and

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

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

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

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

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

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III. Incorporation of Clauses

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

_____

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

Morris Leis, Ed.D, Superintendent

_____

Typed Name of Fiscal Agency Head and Position Title

_____

Date

_____

Signature of Applicant's Authorized Agency Head (required)

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

_____

Date

_____

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

Mike Drahush, Comptroller

_____

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

_____

Date (if applicable)

Preliminary Application Requirements

Created Tuesday, October 16, 2012
Updated Wednesday, November 28, 2012

Page 1

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

General Application Information

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

- Yes

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

SRCL 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 Thursday, December 13, 2012

Page 1

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Page 2

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Page 3

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Coffee County Schools

Audit Findings

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

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

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

History of the System

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

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

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

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

District Narrative

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.

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

Strategic Planning

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

- Children entering school ready to learn

- A curriculum that is broad, challenging, relevant, and real for all students

- Instructional practices that increase students' motivation, engagement, and success

- A balanced student assessment system with multiple measures of student learning

- High school graduates who are ready for college or career entry and for life itself

- Organizational and governance structures that support student learning

- A highly reliable and accountable school system that guarantees qualified and effective leaders, teachers, and support staff throughout the school system

- Increased parental engagement and satisfaction and improved community relations

- Adequate financial resources expended effectively and efficiently to maximize student learning

Current Management Structure

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

District Narrative

Past and Current Instructional Initiatives

The system has led significant instructional initiatives district wide including:

- *County Wide Common Benchmark Assessments* - Developed using Georgia's OAS based on Content Areas and grade levels. Data was gathered following each administration to gauge instructional strengths and weaknesses

- *Reading Rescue-* one-on-one individualized lessons

- *Response to Intervention-* Interventions provided through specific computer programs, EIP, and small group tutoring

- *Scholastic Read 180* (ongoing)

- *Differentiated Instruction* (ongoing)

- *Common Core Georgia Performance Standards Implementation* (ongoing)

- *System Wide Collaborative Planning* - Grade level unit development and implementation strategies due to CCGPS rollout (ongoing)

- *Scholastic Program Expansion* (ongoing)

- *Early Learning Collaborative* – Collaborative will be composed of birth – 5 providers and include development of a curriculum that is articulated and aligned with elementary standards. Members will have access to the system's professional learning opportunities. (ongoing)

Literacy Curriculum

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

District Wide Literacy Assessments

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

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

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

District Narrative

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

Need for Project

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

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

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

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

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

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

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

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

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

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

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

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.

Experience of the Applicant

Narrative

Many challenges face the public educational system and problems often require creative and innovative solutions. In Georgia, the definition for literacy encompasses the ability to access, use, and produce multiple forms of media, information, and knowledge in all content areas at all grade levels. Georgia's goal for all students is that they become self-sustaining, lifelong learners and contributors to their communities (Georgia PreK-12 Literacy Task Force, 2009). Satilla Elementary School is concerned about literacy and preparing students to function successfully in the 21st century. Satilla mirrors many of the issues facing education in today's global society. Satilla Elementary is a Pre-K through 5th grade school with a student population of 679 students. The student breakdown is 276 (41%) Black or African American, 222 (33%) White, 164 (24%) Hispanic and 17 (3%) Asian/Multi-race. There are 348 males and 331 females. Black males comprise the biggest segment of the student population at 21%. Satilla currently has the highest Free/Reduced rate for school lunches in Coffee County with 87.92%. Many students come from economically disadvantaged backgrounds often living in single parent households. The needs of our students are diverse and require teachers committed to teaching and meeting their needs. Our school motto is "Love to Learn and Learn to Love and Love as a Family". Our teachers are dedicated to this motto and demonstrate it by their perseverance and hard work every day.

Satilla Elementary School qualifies as a Title I School which is based on economic need. Title I funds are based on comprehensive needs assessment and offer school wide reform strategies which strengthen the core academic program, increase the amount and quality of learning time, meet the needs of underserved populations and address the needs of all, but particularly low-achieving students. Title I and other federal and state monies help ensure effective instruction is provided by highly qualified teachers. The funds also help provide teacher professional learning opportunities and parent involvement strategies. Satilla Elementary prioritizes its Title I budget towards funding reading and math instructional programs and lowering class sizes.

As Satilla continues to exhibit a shift in demographics with an increase in our male population, Hispanic population, African-American students, and socio-economically disadvantaged students, efforts are focused to meet their unique needs. Through professional learning and collaborative planning weekly, the assistant principal and academic coach facilitate as teachers review units/lesson plans to ensure self-efficacy/differentiation is included within acquisition lessons and flex groups. In third grade, science and social studies teachers utilize a portion of the instructional period to provide differentiation in reading and math for students in regular and special education.

In addition, technology (Basic Skills, Study Island, RAZ-KIDS, Reading Eggs, Accelerated Math, and IXL Math software) are being utilized to provide differentiation in reading and math; training is conducted through job-embedded learning provided by in-house teachers as well as others within our system. Writing continues to be a focus throughout the school; writing contests are scheduled throughout the year, periodic reviews of the 6 + 1 Writing Traits were provided by the academic coach, along with the implementation of the Writer's Workshop in ELA, Science, and Social Studies classrooms. Professional learning in writing and math has been provided for teachers and included both outside consultants as well as in-house

trainers. Vertical Planning time for content teachers has been scheduled two times each nine weeks.

In the 2011-12 school term, Satilla created a school-wide discipline plan - P.A.W.S. – Prepare to Learn, Act Responsibly, Work as a team, Show respect. Each morning, we take a "Pause for PAWS" and remind students of positive behavior. Teachers also review PAWS expectations and rules weekly within their classrooms. The school has also implemented a new software program, ABE to teach positive behavior skills. Students will have opportunities to interact with scenarios helping them understand appropriate ways to act and react in different situations. Our counselor and K-2 Inclusion teacher trained staff and use this program to target students' specific inappropriate behaviors.

Parent Involvement is a crucial element to any school success and Satilla is diligent in encouraging its parents to be involved in their children's education. Attendance at Parent-Teacher conferences by parents is encouraged as well as attendance at various literacy and math activities. In addition, the school offers the PASS (Parents Assuring Student Success) program to parents which instruct them on methods to help their children at home. Satilla's parent-teacher conference rate is over 90% and these encompass direct contact with parents, emails, home visits and phone conferences. However, the involvement rate for other parent training opportunities is 20% or less.

Satilla School's first priority is to prepare its students to be successful in college, the workforce and beyond. Students are reminded daily of Coffee County School's mission, "Destination Graduation for College, Career, and Life." The faculty, parents, the community and students work together to attain this goal. Coffee County Schools have recently developed a five year Strategic Plan to determine the best means and procedures for reaching this objective for all students. Community leaders, county office personnel, parents, teachers, administrators and representatives from the local college/technical schools have met to discuss problems and seek solutions. Coffee County is seeking to become a Charter School System and has established the following goals:

- Children entering school ready to learn
- A curriculum that is broad, challenging, relevant, and real for all students
- Instructional practices that increase student 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/satisfaction and improved community relations

- Adequate financial resources expended effectively and efficiently to maximize student learning

Coffee County Schools are striving to overcome many obstacles and has recently been re-instated with full accreditation by the SACS commission. As part of the changes, a new vision "An Equitable and Excellent Education for Every Student" has been created which reflects the desire to become a better school system. Satilla School has also embraced this new vision and has set goals to provide the same for their students. These goals include:

- Increase student proficiency on the GKIDS
- Increase percent of students scoring at Meets/Exceeds in ELA on the CRCT
- Increase reading fluency in grades 1-5
- Increase percent of students scoring at Meets/Exceeds in reading on the CRCT
- Increase percent of students scoring Meets/Exceeds in mathematics on CRCT
- Increase percent of students scoring at Meets/Exceeds in science
- Increase percent of students scoring at Meets/Exceeds in social studies
- Increase reading and math proficiency in economically disadvantaged subgroup in grades 3-5
- Increase reading/math proficiency in African-American subgroup in grades 3-5
- Increase reading/math proficiency in SWD subgroup in grades 3-5
- Increase percent of students at Meets/Exceeds on the Grade Five Writing Assessment
- Increase percent of students in grade 3 achieving a Lexile measure equal to or greater than 650
- Increase percent of students in grade 5 achieving a Lexile measure equal to or greater than 850

Satilla recognizes the need for improvement in many areas including instructional programs, technology development, teacher training, literacy improvement and parent involvement. The faculty and staff are dedicated to meeting the needs of their students so they will be prepared to face the challenges of today's world.
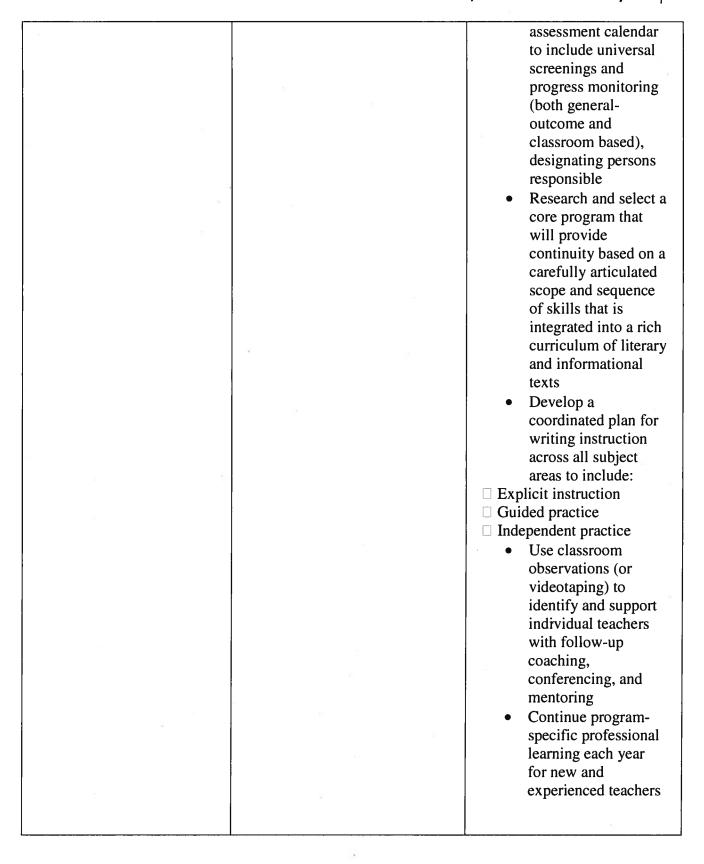
Scientific, Evidence-Based Literacy Plan

Satilla Elementary School used the "Why," "How," and "What" documents to understand the nine components that research has determined are needed for a successful literacy program. We have evaluated our current strategies and practices to determine our literacy strengths and areas of improvement and set goals to improve literacy instruction. With the funding received through the Striving Reader's Grant, we will be able to prepare our students for increased literacy and academic achievement in our technological society.

The chart below describes our three goals based on the "What" document; the people involved in implementing the goals, and how the goals will be implemented based on the "How" document. Research from the "Why" document has been incorporated and referenced throughout the narrative.

Goal *This goal is based on Building Blocks in the "What" document: 2, 3, 4, and 5.	Who will help implement goal?	How will goal be implemented? *This goal will be implemented based on the Building Blocks in the "How" document: 1, 2, 3, 4, 5, & 6.
1) Implement a comprehensive literacy program with an aligned writing program	• Grade-level teachers • Special Education, Gifted, & ESOL teachers • Administrators • Academic Coach • Paraprofessionals • Literacy Team	• Provide professional learning based on student data and teacher needs • Provide time and support for staff to participate in job-embedded professional learning (including coaching, if available, peer-mentoring, learning community, grade-level meetings focused on student work, etc.) • Conduct literacy walk-throughs to monitor use of literacy strategies, student engagement and learning, as well as

		to ensure consistent use of effective instructional practices
		• Require writing as an integral part of every class every day, using technology when possible
		• Provide instruction and opportunities for writing opinion pieces on topics or texts, supporting a point of view with reasons and info.
		• Writing informative/ explanatory texts to examine a topic and convey ideas and information clearly
		• Writing narratives to develop real or imaginary experiences
		• Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance
		• Provide teachers with resources to provide a variety and choice in reading materials and writing topics
		• Identify the concepts and skills students needed to meet expectations in CCGPS
		• Analyze student data in teacher teams to develop and adjust instructional plans
		• Develop an

		assessment calendar to include universal screenings and progress monitoring (both general-outcome and classroom based), designating persons responsible • Research and select a core program that will provide continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts • Develop a coordinated plan for writing instruction across all subject areas to include: ☐ Explicit instruction ☐ Guided practice ☐ Independent practice • Use classroom observations (or videotaping) to identify and support individual teachers with follow-up coaching, conferencing, and mentoring • Continue program-specific professional learning each year for new and experienced teachers

Goal *This goal is based on Building Blocks in the "What" document: 2, 3, & 4	Who will help implement goal?	How will goal be implemented? *This goal will be implemented based on the Building Blocks in the "How" document: 1, 2, 3, 4, 5, 7, 8, 9
2) Provide a variety of resources for teachers to target students' literacy needs including text through 21st century technology	• Grade-level teachers • Special Education, Gifted, & ESOL teachers • Administrators • Media Specialist • Academic Coach • Paraprofessionals • Literacy Team	• Ensure stakeholders understand literacy goals and their roles in meeting these goals • Monitor instruction to ensure consistent use of effective instructional practices that include disciplinary literacy and active student engagement across content areas • Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction, promotion active engagement, and teaching key areas of literacy and writing instruction • Identify & prioritize a list of students to be targeted for intervention or support • Use technology to track students on the tiers of intervention • Utilize ALL staff to support literacy instruction • Encourage teachers to integrate appropriate test comprehension strategies into instruction in all subject areas (i.e., self-

		- questioning, summarizing, predicting, inferencing - Provide teachers with resources to provide a variety and choice in reading materials and writing topics - Use a school-wide rubric that is aligned w/the CCGPS to set clear expectations and goals for performance - Meet in disciplinary teams for planning and examining student data/work - Implement appropriate strategies to help ELs meet English language proficiency standards - Provide opportunities for reading varied genres for research and to improve fluency, confidence, and understanding

Goal *This goal is based on Building Blocks in the "What" document: 2, 3, & 4	Who will help implement goal?	How will goal be implemented? *This goal will be implemented based on the Building Blocks in the "How" document: 1, 2, 3, 4, 5, 7, 8, 9
3)Provide technology hardware, software, professional learning as well as additional resources that support goals 1 & 2	- Grade-level teachers - Special Education, Gifted, & ESOL teachers - Administrators - Media Specialist - Academic Coach - Paraprofessionals - Literacy Team	- Purchase technology hardware, software and provide teachers with professional learning - Purchase, train, and implement data collection, writing interventions, and updated reading and math interventions - Use technology to differentiate learning within content areas - Purchase assessment and intervention materials aligned with students' needs - Expand opportunities for students to write, speak, and listen using both face-to-face and online options for listening, viewing and communicating through social media - Utilize online options and use video recording/conferencing technology to provide professional learning to new and continuing teachers - Showcase evidence of student learning success on the school or class websites and through blogs, e.g., writing assignments,

		improved test scores
		• Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum
		• Develop a list of sites for an online professional library that includes research-based books, journals, magazines, videos, etc. that teachers can readily access for professional growth
		• Identify and purchase assessment and intervention materials aligned with students' needs
		• Differentiate assignments by offering student choice
		• Provide academic supports such as extended learning opportunities – summer programs, after-school programs to enhance literacy learning
		• Provide a literacy resource room for parents and caregivers in the school
		• Provide parents and caregivers w/links to websites that provide resources to strengthen literacy
		• Use on-line resources to stay current of effective strategies for the development of literacy, e.g.

		professional blogs, etc. • Celebrate and publish good student writing products in a variety of formats, i.e. school or classroom blogs, websites, local newspapers, etc. • Pursue additional funding sources for specialized literacy staff and materials • Use technology to share relevant student progress data w/parents and caregivers in an easily interpreted user-friendly format

Component 1- Standards:

- In 2010-2011 administrators participated in training for the transition from the Georgia Performance Standards.

- Teachers were trained during the 2011-12 school year by the academic coach in collaborative planning sessions where teachers studied the new CCGPS and compared them with the GPS standards they were currently teaching.

- In 2011-2012 teachers viewed all mandated ELA webinars for CCGPS.

- Teachers continue to participate in training sessions on how to implement the new standards and have viewed reading webinars that are correlated to the units developed by the Georgia Department of Education.

- Grade level representatives attend unit planning sessions that began in the summer of 2012 during which the state reading units are analyzed, revised, and modified to include formative and summative assessment pieces. (The "Why" document, p. 38)

Georgia's CCGPS writing standards are embedded within the state units. The units have suggested writing strategies such as Writer's Workshop and Shared Writing as well as writing tasks. However, there is no systematic approach specifically that teaches the nuts and bolts of writing in the K-5 units.

Component 2 - Components Unique to Birth-to-Five:

Research clearly supports that the first years of a child's life are critically important in laying the

foundation for future academic success, including success in literacy. The inclusion of the birth-to-five community into the Literacy Plan has allowed the state of Georgia to bring an entirely new and greatly needed dimension to their planning ("The Why" document, page 20). Two services currently available to future Satilla students is Bright from the Start and the Pre-K Program. "Since its inception, one of the goals of Bright from the Start and of Georgia's Pre-K Program has been to change parents', child care providers', the public's, and policy makers' perception of child care from one of "baby sitting" to one of early education.. For this reason, Bright from the Start has continued to focus on supporting early language and literacy skills in children from birth to age five" (The "Why" document, page 21). Satilla houses three Pre-K classrooms consisting of 66 students.

As discussed in the "Why" document on page 51, Birth-to-12 Literacy Plans "must include 21st century skills that include digital-age literacy, inventive thinking, effective communication, and high productivity." Currently, Satilla does not have any student computers in the Pre-K classrooms, only one teacher computer. With the help of the Striving Reader Grant, we would like to provide technology and instructional software for our Pre-K students to enhance their literacy by fostering student engagement. (The "Why" document, page 53) With the integration of instructional software in Pre-K, the goal to increase student proficiency on the GKIDS assessment would be fostered. Also, with the help of this grant, Satilla's Pre-K and Kindergarten teachers would receive training in the assessments used in both levels of learning. As stated in the "Why" document on page 19, many times records are passed between Pre-K and Kindergarten teachers, and they're unfamiliar with the assessments and evaluation instruments used and are very unlikely to use that data to make instructional decisions or incorporate the assessments in their classroom instruction.

Component 3 – Ongoing formative and summative assessments:

As discussed in the "Why" document on page 96, it is necessary to have the right assessments in place for an effective literacy assessment plan. For many years, our teachers have collaborated with other county-wide teachers as well as with teachers within our Okefenokee RESA district and developed, shared, and revised reading and math formative and summative assessments. Due to the implementation of the CCGPS, grade level teachers from each of the eight elementary schools in Coffee County have had scheduled collaborative meetings throughout this school year and developed and/or revised reading and math formative and summative assessments. The assessments will continue to be a work in progress in the future and professional learning will need to be provided so teachers can evaluate, revise, and understand how to use assessment data to better drive instruction to meet individual students' literacy needs.

Currently we do not have but desperately need formative and summative writing assessments. Writing strategies are taught to students and opportunities are given to practice writing. We also have K-5 writing contests each nine weeks and award prizes to first place winners in each grade level. Students are assessed in third and fifth grade using the state writing assessments, but we do not have any other formal measurement to gauge students' writing abilities and also no writing interventions.

With the teacher training and contests, we still have not made significant gains in writing based on our third and fifth grade writing assessment scores (see chart below). The administration, Academic Coach, and Leadership Team (who is also our Literacy Team) have observed that writing

occurs sporadically within content areas and inconsistent throughout the grade levels. Another observation is that students primarily practice writing narratives instead of other Common Core genres.

Satilla Elementary 5th Grade State Writing Scores	
2009-2010	63% Meets
2010-2011	77% Meets
2011-2012	80% Meets

With the help of the Striving Reader Grant, we will be able to fulfill our first goal in our literacy plan by implementing a comprehensive literacy program with an aligned writing program that provides explicit and effective instructional and assessment strategies for writing:

- Require all students—especially those less experienced—to write extensively so that they can be proficient in writing the three types of text required by the Common Core Georgia Performance Standards (CCGPS) – argument, informative/explanatory, and narrative
- Employ functional approaches to teaching and applying rules of grammar so that students understand how language works in a variety of contexts
- Foster collaborative writing processes
- Include the writing formats of new media (i.e. blogs, Wikis) as an integral component of writing
- Use formative assessment strategies that provide students with feedback while developing drafts
- Employ multiple assessment measures, including portfolios, to access students' development as writers vs. our current measurement of using only the third and fifth state writing assessments (Georgia Literacy Plan: The "Why." pp. 43-44)

We recently conducted an Effective Writing Instruction Survey to gain teacher feedback. The survey revealed that 81.6% of teachers feel that writing is important, but 57.9% of students write less than two times per week in each classroom. These results indicate inconsistency between the connection of the importance of reading and writing and show the lack of understanding of the impact that writing has on reading comprehension. As stated in the Georgia Literacy Plan: "The Why" on pages 45-46, the report, *Writing to Read*, documented "the efficacy of writing to improve reading comprehension." Due to our teachers' disconnect of understanding that writing improves reading comprehension, and due to the lack of student writing each week, we need a comprehensive literacy program with an aligned writing program to meet the needs of our students and continuous professional learning to support teachers.

The first goal in our literacy plan would support the recommendations from the *Writing to Read* findings:

    A. Have students write about the texts they read.
       1. Respond to a text in writing (writing personal reactions, analyzing and interpreting the text)

2. Write summaries of a text.
3. Write notes about a text.
4. Answer questions about a text in writing, or create and answer written questions about a text.

B. Teach students the writing skills and processes that go into creating text.
   1. Teach the process of writing, text structures for writing, paragraph or sentence construction skills (improves reading comprehension)
   2. Teach spelling and sentence construction skills (improves reading fluency)
   3. Teach Spelling Skills (Improves Word Reading Skills)

C. Teach students the writing skills and processes that go into creating text.
   1. .Teach the process of writing, text structures for writing, paragraph or sentence construction skills (improves reading comprehension)
   2. Teach spelling and sentence construction skills (improves reading fluency)
   3. Teach Spelling Skills (Improves Word Reading Skills)

D. Increase how much students write.
   1. Students' reading comprehension is improved by having them increase how often they produce their own texts

Component 4- Response to Intervention:

At the present time, we have Response to Intervention for reading and math; we do not have any intervention for writing. Students participate in Tier II interventions during scheduled blocks within the school day either in the computer lab or during flex group. Tier III interventions occur also at various scheduled times throughout the day where students work one-on-one with a teacher on a prescribed intervention that targets their needs. The majority of Tier IV interventions take place within the classroom through Inclusion. However, at times the inclusion teacher will take students to another classroom to work with them in a small group, if needed. See our academic Response to Intervention below:

Resources for Tier I Instruction:

All students participate in general education learning that includes universal screenings to target groups in need of specific instructional support. Tier I instruction consists of
- Standards-based and differentiated instruction
- Flexible grouping, multiple means of learning, and demonstration of learning
- Reading First Strategies
- Technology resources: Study Island, Fast Math, IXL Math, Brain Pop, Safari Montage
- Scholastic Reading Inventory

Resources for Tier II Instruction:

Tier 2 addresses problems that already exist, but that are not yet of chronic nature or severe magnitude. Interventions are administered by classroom teachers, paraprofessionals, Speech

Pathologist, and S.A.I.L teachers. These interventions are typically done three times per week and progress monitored every two weeks using AIMSWEB probes.

- RiverDeep
- RAZ Kids
- Basic Skills Reading and Math } Software
- Accelerated Math
- Great Leaps } Programs
- Sonday
- After School Math Academy
- Small Group Math Instruction with Intervention Paraprofessional

Resources for Tier III Instruction:

Tier III addresses chronic or severe learning needs using the interventions below that are monitored weekly using AIMSWEB probes administered by our Special Education teachers and S.A.I.L. teacher:.

- Wilson Reading Program } Software
- Digi-Block Math
- Sonday } Program
- Individual Math Instruction with Intervention Paraprofessional

Resources for Tier IV Instruction:

Students who have qualified for Special Education use these interventions and are served by our Special Education teachers:

- Inclusion - Co-teaching Model
- Wilson Reading Program } Programs
- Great Leaps
- Digi-Block Math
- Do It Math

  With the help of the Striving Reader Grant, we would be able to implement a systematic, structured literacy program with an aligned writing program that would increase our reading and math resources for intervention as well as help identify and prioritize a list of students to target for writing intervention. The grant would further enable us to purchase assessment and intervention materials aligned with students' needs; purchase technology hardware, software and provide teachers with professional learning to implement interventions; purchase, train, and implement data collection resources; provide not only writing interventions but updated reading and math interventions and provide us with technology to track students on the tiers of intervention.

  To help our RTI process to be more effective, Satilla teachers need more professional learning in identifying students' strengths and weaknesses and learning how to interpret and analyze results from multiple sources to set goals for students and to identify appropriate instructional strategies. Currently, grade level teachers meet with the assistant principal every 4-6 weeks and discuss classroom performance and evaluate DIBELS data. On page 96 of the "Why" document, it states,

"data must be easily accessible to school personnel in order for it to drive decision making. Educators and instructional support personnel must be able to sort, aggregate, and/or scan in sufficient time for data analysis and collaborative decision-making to occur."

With the Grant's help, we would be able to provide technology resources and professional learning that would enable teachers to be more informed on a timely basis of students' intervention progress. Teachers would be able to access student data more readily for student and parent conferences. Students would also be able to view their progress at a glance. Instructional decisions could then be made to target students' literacy needs more efficiently and effectively.

The Literacy Team liked the idea of the Georgia Department of Education's idea of creating a Data Team at each school. This team would lead the work of using school performance norms to set criteria for expected growth and the identification of scientifically based interventions needed to support all learners. Satilla's Data Team would consist of the principal, assistant principal, academic coach, grade level/content teachers, counselor, and psychologist. (Georgia Literacy Plan: The "Why" document, page 96)

Component 5 – Best Practices in Instruction:

Teachers at Satilla have been trained in a variety of best practices in reading, math, and writing (see Professional Learning Charts below).

Professional Learning -2011-2012

Date	Topic	Time	Staff
July 27, 2011	Leadership Team Retreat	8 hours	Leadership team members
Aug 1, 2011	Homework Walk Through	45 min per grade	K-5 grade groups
Aug. 9, 2011	Goal Setting	45 min.	1st-5th grade level
Aug. 16, 2011	Self-efficacy/Non-negotiable	45 min.	K-5 grade level
Aug. 19, 2011	Leadership Team Mtg	1 hour	Leadership Team
Aug. 23, 2011	Self-efficacy Lesson Plans	45 min.	K-5 grade level
Aug. 25, 2011	GLISI Mtg	1 hour	Leadership Team
Sept. 7, 2011	RTI, Phonics Inventory, GKIDS	45 min.	K-5 grade level
Sept. 13, 2011	Brandy ESOL	45 min.	K-5 grade level
Sept. 21,2011	Non-negotiables, Unit revisions	30 min.	K-5 grade level
Sept. 27, 2011	ESOL consultant	45 min.	K-5 grade level
Oct. 4, 2011	8 Roles of Leadership, Missing Standards, CCGPS Walk	45 min.	Faculty meeting
Oct. 11, 2011	CCGPS K-2 ELA, 3-5 ELA Webinars	45 min.	K-5 ELA teachers
Oct. 13, 2011	3-5 Vertical math Planning- Van De Walle	1.5 hrs.	Vertical planning- book study-3-5 math teachers
Oct. 17, 2011	K-2 Vertical math Planning- Van De Walle	1.5 hrs.	Vertical planning-

			book study- 3-5 math teachers
Oct. 27, 2011	CCGPS K-2 ELA Session 2 Assessments (formative/summative)	45 min.	K-2 ELA teachers
Nov. 1, 2011	CCGPS 3-5 ELA K – Math 1st – Math 2nd- Assessments (formative/Summative)	45 min.	K-5 grade level
Nov. 3, 2011	3-5 Math Vertical Planning	1 hr.	Book study-3-5 math teachers
Nov. 8, 2011	K-1 Assessments (formative/Summative) Benchmarks 2-5th Benchmarks Data Tracker	45 min.	K-5 grade level
Nov. 9, 2011	K-2 math Vertical Planning	1.5 hr.	Book study-3-5 math teachers
Nov. 10, 2011	CCGPS 2nd Math	1 hr.	2nd grade math teachers
Nov. 15, 2011	CCGPS k-2 ELA CCGPS 3rd Math 4th-5th – Van De Walle- read	45 min.	K-5 grade level
Nov. 17,2011	3-5 ELA	45 min.	3-5 grade level
Nov. 29, 2011	Brandy ESOL	45 min.	K-5 grade level
Dec. 6, 2011	Self-efficacy Evaluation walk through from 2010-2011 & 2011-2012	45 min.	K-5 grade level
Dec. 5, 2011	3-5 math Vertical Planning	1.5 hr.	Book study-3-5 math teachers
Dec. 6, 2011	K-2 math Vertical Planning	1.5 hr.	Book study-k-2 math teachers
Jan. 4, 2012	Phun Homework (Consultant)	2 hr.	K-2 vertical 3-5 vertical
Jan. 10, 2012	Reading 1st – K-3 Math 2-5th – Common Assessment	45 min.	K-5 grade level
Jan. 17, 2012	K- 1st, 2nd, 3rd, ELA Common Assessment Form	45 min	K-5 grade level
Jan. 24, 2012	Benchmark Data Review	45 min.	1st- 5th grade level
Jan. 25, 2012	K ELA 10-12 CCGPS –state webinar	2 hrs	K grade level
Feb. 1, 2012	4th ELA 10-12 CCGPS-state webinar	2 hrs	4th grade level
Feb. 21, 2012	Crosswalks/5th writing training	45 min	K-5 grade level
Feb. 22, 2012	1st CCGPS Math –state webinar	2 hrs.	1st grade level
Feb. 28, 2012	ESOL- Brandy	45 min	K-5 grade level
March 1, 2012	4th math CCGPS State Webinar	2 hrs.	4th grade math teachers
March 1, 2012	2nd ELA CCGPS State Webinar	2 hrs.	2nd ELA teachers

March 6, 2012	5th math CCGPS State Webinar	2 hrs.	5th math teachers
March 6, 2012	CCGPS unit missing pieces	45 min.	K-5 grade level
March 8, 2012	2nd & 4th Unit Feedback	45min.	2nd & 4th grade level
March 12, 2012	2nd Math CCGPS Webinar	2 hrs.	2nd grade –math teachers
March 14, 2012	3rd Math CCGPS Webinar	2 hrs.	3rd grade- math teachers
March 20, 2012	CRCT Training K-5	45 min.	K-5 grade level
March 22, 2012	Parapro CRCT Training	.75	Paraprofessional-small group
March 27, 2012	1st ELA CCGPS State Webinar	2 hrs.	1st grade level
March 28, 2012	3rd ELA CCGPS State Webinar	2 hrs.	3rd grade ELA
March 29, 2012	5th ELA CCGPS State Webinar	2 hrs.	5th grade ELA
May 2, 2012	K- Math Unit by unit state webinar	1 hr.	K grade level
May 3, 2012	1st Unit by unit math state webinar	1 hr.	1st grade level
May 8, 2012	2nd Unit by unit math state webinar	1 hr.	2nd grade level – math
May 9, 2012	3rd Unit by unit math state Webinar	1 hr.	3rd grade math teachers
May 11, 2012	4th & 5th Unit by unit Math state webinar	1 hr.	4th & 5th math teachers

Satilla Elementary's Professional Learning 2012-2013

Date	Topic	Time	Staff
July 30, 2012	Leadership Team Mtg.	7 hrs.	Leadership team members
Aug. 14, 2012	Morning Message	45min.	K-5 ELA, Sc, SS
Aug. 16, 2012	Leadership Team	2 hrs.	Leadership team members
Aug. 20, 2012	Code of Ethics	45 min.	ALL FACULTY
Aug. 21, 2012	Speech RTI	45 min.	K-5 grade level
Aug. 22, 2012	Differentiation in content areas-Problem Based Learning	1 hr.	3-5 content teachers
Aug. 23, 2012	CCGPS Math state webinar	1 hr.	K-4 math teachers
Aug. 27, 2012	Speech RTI	45 min.	3rd grade level

Aug. 28, 2012	K-5 Morning Message Part 2	1 hr.	K-5 ELA, Sc., SS teachers
Aug. 29, 2012	Parapros- make & Take Math	45 min.	Paraprofessionals
Sept. 4, 2012	Differentiation in Content Area- Problem Based Learning Part 2	1 hour	3-5th Content area teachers
Sept. 5, 2012	Parapros- Math make & take	45 min	Paraprofessionals
Sept. 13, 2012	ESOL- Brandi	45 min	K-5 grade level
Sept. 25, 2012	Scholastic Reading inventory	45 min.	K-5 ELA teachers
Sept. 26, 2012	Parapros.-Math – Make & Take Rekenrek	45 min.	Paraprofessionals
Sept. 27, 2012	GA Literacy Plan Rubric – Leadership Team Meeting	1.5 hr.	Leadership Team members
Oct. 2, 2012	K-5 Unit 3 Webinar	1 hr.	K-5 math teachers
Oct. 2, 2012 & Oct. 11, 2012	Paraprofessional- Morning Message	1 hr.	Paraprofessionals
Oct. 9th, 2012	K & 1 ELA state webinar	1 hr.	K & 1st grade level
Oct. 11, 2012	K-5 ELA state webinar	1 hr.	K-5 ELA teachers
Oct. 25, 2012	Writer's Workshop	1.5 hrs.	K-2 ELA teachers

Number of hours of Professional Learning for Satilla Elementary for 2011-2012

Professional Learning Format	Average yearly Total
Pre-planning	48 hours
Weekly Grade Level (all subjects-MISC. topics)	11 hours
Small Group –Misc. topics	5.25 hours
Vertical Math Book Study- Van De Walle 3rd-5th	8.5 hours
Leadership Team	10 hours
Outside Consultant	2 hours per grade level
Weekly Collaborative Planning- Team Led	40 hours per grade level
Common Core Georgia Performance Standards-State Webinars	30 hours
District Professional Learning	25 hours
Post Planning & Summer Unit planning	32 hours
TOTAL	**~212 hours**

Ongoing Professional Learning at Satilla Elementary

Differentiation in all subject areas & with technology	Self-Efficacy
CCGPS Unit Revisions	Effective Use of Math Manipulatives
Effective Assessments	Building Number Sense in Math
Effective Student Writing	Problem Based Learning for Sc/SS/Math teachers
Effective Teacher Writing Instruction	ESOL Differentiation Strategies in Classroom
Technology within the classroom	6 + 1 Writing Traits
Writer's Workshop	CC Math Strategies- Van De Walle Book Study
Content Vertical Planning	Reading First- Phonemic Awareness, Phonics, & Fluency
Effective use of Scholastic Reading Inventory	Positive Behavior Program- ABE
Writing in the content areas – RAFT	

Programmatic Professional Learning needs identified in the needs assessment

Professional Learning NEEDS	P.L. Resources & Research
The Writing Process	To be determined
Creating Writing Opportunities with the Content	Morning Message, *Razzle Dazzle Writing*, & RAFT Training
Scheduling Writing	To be determined
Assessing Student Writing	To be determined
Conducting Student Conferences	Writer's Workshop
Creating and/or Using Writing Rubrics	To be determined
Teacher Modeling	Academic Coach
Targeting ESOL students in writing	To be determined
Effective Assessments for Common Core	To be determined

Even though teachers have been trained in using a variety of reading, math, and writing strategies, we do not have a systematic literacy and writing program to meet the increasing literacy needs of our students. According to Satilla's DIBELS data, 75% of students entering Kindergarten in 2012 showed weakness in first sound fluency or letter naming fluency or both. In addition, our AIMSWEB Curriculum Based Measurements showed that the majority of our K-5 student body scored at-risk or some risk on the Oral Reading Fluency and MAZE probes. This data indicates a dire need for a core program that provides continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts.

Due to the implementation of the CCGPS, students are now being introduced to material at a higher text complexity than before. With the increased complexity of text, teachers need additional resources to provide a variety and choice in reading materials and writing topics from across the

genres and Lexile levels. Not only do teachers need resources but more professional learning on how to use Lexiles in reading to improve the reading achievement of their students.

As teachers learn more about Lexiles, it is important the Library Media Specialist (LMS) and classroom teachers partner in promoting reading and teaching literacy skills. With this grant, the LMS and classroom teachers will collaborate by planning instruction to integrate strategy lessons so that students can practice strategic reading while engaging in authentic learning experiences. Furthermore, the LMS will work with Satilla's entire faculty to involve them in literacy initiatives and teaching reading comprehension skills in order to ensure that students make meaning, think critically, and produce knowledge from the ideas and information with which they interact. (The Georgia Literacy Plan: The "Why" document, pp. 58-59)

In order to help students become more proficient at comprehension, teachers should model the seven habits of good readers in the classroom. With the help of the Striving Reader Grant, Satilla plans to increase literacy in all of our science and social studies classrooms with a greater focus in grades 3-5. The initiative is to integrate the seven habits of good readers (such as visualizing, making connections with the text, asking questions, making predictions, inferring, determining the purpose of parts of the text, and synthesizing content) to increase students' abilities to read complex text independently and to increase student writing in our science and social studies classrooms. (The Georgia Literacy Plan: The "Why" document, page 55)

Component 6 – Highly Qualified Teachers and Component 7- Engaged Leadership:

All of Satilla's staff is 100% highly qualified. Through engaged leadership, the administration will continue to ensure this component before teachers are hired or transferred to Satilla from other schools. The administration at Satilla is engaged in every part of the school's curriculum as well as staff members take active leadership roles. School governance is share through our Leadership Team (also serving as our Literacy Team) comprised of 14 members:

- Scott Gillis   Principal
- Tamara Morgan   Assistant Principal for Instruction
- Ellen Pope   Media Specialist
- Sally Bryant   Academic Coach
- Valeicia Sirmans   Guidance Counselor
- Dianne O'Brien   PreK teacher
- Amy Saylor   Kdg. Teacher
- Irene Collins   1st grade teacher
- Marisa Bush   2nd grade teacher
- Karen Barlow   3rd grade teacher
- Rontee Barnes   4th grade teacher
- Takita Wilcox   5th grade teacher
- Shad Sirmans   5th grade teacher
- Wanda Shook   Speech Pathologist
- Amber Jordan   Parent (In transition in replacing parent)

The Leadership Team/Literacy Team (LT) meets monthly to discuss needs of the school. The LT

members seek input from other staff members and decisions are made concerning many areas of the school, especially school improvement. As a result the staff members and the LT of Satilla see the need for resources and training that the Striving Readers Grant can provide.

Satilla's administration has provided time and support for staff to participate in job-embedded professional learning on a weekly basis as well as other scheduled times as well. The administration conducts formal observations/annual evaluations as well as informal observations along with the academic coach and other members of the Literacy Team to monitor use of professional learning strategies, student engagement, and consistent use of effective instructional practices. Our leadership practices would be more enhanced and more fully engaged with the implementation of a comprehensive literacy program with an aligned writing program.

Component 8 – Clearly articulated plan for transitions and alignment:

In the 2012-2013 school year, Satilla Elementary School, begins at 7:30 AM and releases students at 2:00 PM. Pre-K, Kindergarten and first grade classes are self-contained. Pre-K schedules align with state guidelines from Bright from the Start. In Kindergarten and first grades, the English/Language Arts block and math block is scheduled for 2 hours. In second grade, students have an ELA teacher and a math teacher. The amount of time spent in each block is approximately 90 minutes. In third grade, students have an ELA, math, and science/social studies teacher. Science is taught for a nine weeks then social studies is taught the next, rotating throughout the year. We have scheduled 90 minutes for each subject area. In 4th and 5th grades, students have a teacher for each academic classes, English / Language Arts, Math, Science, and Social Studies. In each academic class, students receive sixty minutes of instruction. Students have 45 minutes of physical education or computer lab each day. Satilla has two computer labs; one lab is used for reading and math interventions while the other lab is used for reading and math enrichment during PE.

To continue transitions and alignment to CCGPS, Satilla Elementary will continue our professional learning plan as in the past and present as professional learning is differentiated to best meet teachers' and students' needs. After receiving the Striving Reader's Grant, we'll continue to collaborate through grade level, vertical planning, grade level-content specific, individual and whole faculty professional learning meetings to provide the training that will be necessary for the use of the technology, software, as well as other resources.

We have allotted within our current schedule grade level planning time during PE (45 minutes per day). Also, teachers have an assigned collaborative planning day each Wednesday with their grade level content teacher(s). Then, if teachers need additional planning time, they have each Thursday to meet as well. Content teachers email their lesson plans to administration as well as to other teachers or paraprofessionals who provide instruction or intervention within their classrooms. Satilla will continue to provide protected time for collaborative planning teams within and across content areas. (The Georgia Literacy Plan: The "What" document, p. 6)

Component 9 - Intentional strategies for maintaining engagement:

Georgia has implemented a three-phase plan to educate both parents and educators in the use of Lexiles to guide instruction. Satilla Elementary will follow the components of this plan to maintain

engagement throughout the process of obtaining the Striving Reader Grant: 1) Understanding, 2) Application, and 3) Continuity. The list below includes but is not limited to intentional efforts that will further maintain engagement at Satilla Elementary:

- identify and eliminate inefficient use of student and faculty time within the schedule
- protect time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice
- provide professional learning in the CCGPS based on the needs revealed by student data as well as by surveys, interest inventories and teacher observations
- schedule time for Academic Coach as well as classroom teachers to coach, model, co-teach, observe, and give feedback to fellow teachers using videos and social media where possible on the use of literacy strategies in the classroom
- use universal screenings, progress monitoring, and curriculum-based assessments to determine instructional decisions as well as decisions for Response to Intervention
- Examine student data regularly to identify areas of instruction with greatest needs (e.g., phonological awareness, word identification, fluency, vocabulary, word study, comprehension, motivation and engagement) (The Georgia Literacy Plan: The "What" document, pages 5-9)

Coffee County's vision for our students is – Destination Graduation for College, Career, and Life. With the help of the Striving Reader Grant, Satilla Elementary School would be able to help our students prepare to attain the vision for our students to become sustaining, lifelong learners and contributors to our community and global society.

Needs Assessment, Concerns and Root Cause Analysis

Needs Assessment Process

Satilla Elementary School is continuously studying the needs of our students and staff by examining test data and also by polling teachers to determine their professional learning needs. We recently asked our teachers to complete two surveys using the survey instrument, Survey Monkey. The surveys were designed to determine how the teachers felt about their writing instruction, programs and resources as well as pinpointing the amount of time currently being spent on writing instruction and planning. All staff members at Satilla completed the survey including general education, special education, ESOL and media. In determining students' needs, the Literacy Team also examined test data from a variety of sources including CRCT scores, Writing Assessments, DIBELS, Aimsweb, and ACCESS scores. The data was disaggregated to determine areas of concern based on grade level, ethnicity, gender and socio-economic backgrounds. Several areas of concern were identified.

Areas of Concern

Teacher perceptions and priorities: Members of the School Literacy Team examined the results of our teacher survey on writing and determined the following areas of concern: Importance of writing to the staff; No systematic writing program with little accountability for implementing writing instruction; Lack of time for writing instruction, student practice and planning writing activities; and need for professional development in writing. Our teachers indicated that they felt confident teaching writing 71%) and 99% rated writing as important, but the survey also showed that only 26% of the teachers had writing in their schedule on a daily basis and (50%) spent less than 30 minutes per week planning writing activities and assignments. In addition, 29% did not feel comfortable teaching writing and noted several areas of weaknesses and needs in the writing process. Our teachers did not appear to make writing instruction and practice a priority in their daily schedule.

Reading: Reading skills are a top priority for our students. We administer DIBELS/Aimsweb probes 3 times a year to assess reading skills in oral reading fluency and reading comprehension. Our students often enter kindergarten lacking the basic literacy skills needed to be successful. According to our DIBELS data, 75% of our students entering kindergarten in 2012 showed weaknesses in first sound fluency and letter naming fluency or both. These scores indicate students who lack phonemic awareness and beginning literacy skills. In addition, Aimsweb scores were analyzed for grades 1-5 in the areas of oral reading fluency and reading comprehension (measured by the Maze). Again, significant problems emerge with our students' oral reading fluency and reading comprehension scores. Of the students given these two measurements, the following percentages of students at each grade level were considered to be in either the Some Risk or At Risk categories. On the Maze: 1st grade-77%, 2nd grade – 50%, 3rd grade – 66%, 4th grade – 78%, and 5th grade – 67%. On the Oral Reading

Fluency assessments: 1st grade – 65%, 2nd grade – 75%, 3rd grade – 77%, 4th grade – 77%, and 5th grade – 72%. The scores indicate that the majority of our students in every grade level are not performing as they should on the curriculum based measurements (CBM's) and are indicative of significant problems with reading fluency and comprehension.

Examination of our 2012 CRCT reading data for grades 3, 4 and 5 shows the following: 3rd grade - 4% did not meet (DNM) standards, 53% met standards, and 43% Exceeded; 4th grade – 11% DNM standards, 58% met standards, and 31% exceeded; and 5th grade – 8% DNM standards, 68% met standards, and 24% exceeded. Further breakdown according to race showed the following for grade 3, 4, 5: Black students – 8% DNM standards, 70% met standards, and 22% exceeded; Hispanic students – 9% DNM standards, 62% met the standards, and 29% exceeded; White students – 5% DNM standards, 45% met the standards, and 50% exceeded. We are concerned that too many Black and Hispanic students are not meeting the minimum standards or performing in the Exceeds category.

Writing: We are particularly concerned about writing in 3rd and 5th grades. Third grade writing scores from the Georgia Writing Assessment in 2012 for informational writing showed that our students experience difficulty with writing that requires experience/background knowledge. On the fifth grade Writing Assessment in 2012, 20 % of students overall did not meet expectations. In addition, only 6% achieved a rating of Exceeded on the 2012 Writing Assessment.

Another area examined was our ESOL population and their performance on writing as measured by the ACCESS test. We found that 29% of our students were unable to meet Exit requirements from the ESOL program due to their below level writing scores. Also, they performed poorer on writing than in any other of the 7 areas assessed. Writing is a problem for our ESOL students and needs to be addressed.

Math: Another area of concern is the number of students who Did Not Meet (DNM) Standards in Math in grades 3, 4 and 5 which was 13 to 14%. Test data shows that Black/Hispanic students performed poorer on the Math CRCT than their White peers and it was respectively as follows: Blacks 16 % did not meet (DNM); 61 % met standards; and 23 % Exceeded and Hispanics - 14 % DNM; 79 % Met standards; and 7 % Exceeded. White students scored the following: 8% DNM; 44 % Met standards; and 47 % Exceeded. The Literacy Team expressed concerns that our students' reading fluency/comprehension skills have a negative impact on our students' ability to read and comprehend math word problems.

In addition, Aimsweb math data indicates that students in grades 3, 4 and 5 do much better on the Math Computation (math problems) assessments than the Math Concepts and Applications (solving word problems). When analyzing the data, we found a significant discrepancy in performance on these two tasks: the percentages indicate how many students were below level. 3rd grade –Math Computation (MC)– 42%; Math Concepts and Applications

(C &A) – 62% 4th grade –MC – 37% and C &A - 66% and 5th grade – MC -12% and C & A - 53%. Our students know how to perform math operations significantly better than they are able to read and understand written math problems. Reading weaknesses contribute to problems with solving math word problems and performing successfully on the Math portion of the CRCT.

Identifies the area of concern and details the steps the school has or has not taken to address the problems. During the past several years, we have implemented programs to improve our students' math and reading skills by offering after school interventions. SES has also utilized the following interventions and programs: Accelerated Reading, FASST Math, IXL, Study Island, Basic Skills, Do the Math and Accelerated Math. Our ESOL, special education and intervention personnel work hard with regular education to identify and provide interventions to students who need assistance in math and reading. Presently, we do not offer writing interventions or have a writing program for our students.

Root Cause Analysis

We have examined possible causes for our continuing problems with reading, math and writing. One factor to be considered is the high poverty rate of students which often means that our students have limited experiences from which to draw when they are asked to write and may lack reading materials in their homes. We have limited resources in our classrooms to offer them access to reading and informational texts that will enlarge their vocabulary and background knowledge.

Teachers also lack confidence about teaching writing and there is difficulty scheduling writing across the curriculum. We currently do not have a writing program in our school to guide our teachers in teaching the writing process. Our technology resources are limited in that we only have 2-3 student computers in each room and computers are not available for each student each day. We have four mobile computers on wheels stations but need many more to meet the needs of our students. In addition, we have limited resources in math, reading and writing programs and our technology resources need to be updated and expanded. The school district recently shortened the school day by approximately 30-40 minutes for elementary schools because of budget deficits and this has definitely impacted the amount of time available to teach/practice writing and writing is often omitted.

At SES, we know that proficiency in reading, math and writing are essential to our students' future successes. Our students need updated exposure to different reading and math interventions along with increased access to technology in the classroom. In addition, a writing program is needed to ensure consistency and daily practice in writing with increased accountability being demonstrated through student writing products that are examined, edited and displayed.

ANALYSIS AND IDENTIFICATION OF STUDENT AND TEACHER DATA:
A. Student Data (a,b,c)

Satilla Elementary administers state, district, and individual school initiated formative and summative assessments. **(h)**These assessments are analyzed by the leadership/literacy team each year in order to provide differentiation and professional learning needs for teachers and students. Satilla's demographics are a true picture of diversity. During the 2011-2012 school year, the demographics were *40%-African American, 33%-White, and 24%-Hispanic* compared to this year's demographics of *41% African American, 33% White, 24% Hispanic.*

3rd-5th CRCT Reading/ELA Data (school-wide, subgroup, and gender):

Table I below shows a decrease each year from 2009-2012 in the Reading/ELA CRCT DNM & MEETS score level. This is the result of student increase within the Reading/ELA CRCT EXCEEDS score level and the consistent achievement of AYP for the past 9 years. **Table II** shows Satilla continues to see an increase of Hispanic students each year, however, due to the need; our targeted subgroup is still African Americans. During 2011-2012, data shows that 91% of African Americans MET or EXCEEDED on the Reading CRCT test. This was the lowest performing subgroup and has been for several years. Surprisingly, the 2011-2012 ELA CRCT data reveals that only 19% of African Americans EXCEEDED compared to 25% of the Hispanic population EXCEEDING. **(f)** These gains are a result of intense differentiation for ELL students and the Hispanic parental involvement during the school year. The white population, including males and females, continue to be the highest performing subgroup each year. There has been a shift of targeted African American subgroups over the past two years. In previous years, African American females were targeted in a variety of ways through differentiation, the mentoring program, and tracking specific goals set by the student. Now the targeted gender is African American males. **Table III** shows that 93% of African American females passed reading on the CRCT test, compared to 91% of males.

The *Reading skills and Vocabulary Acquisition* on the CRCT in 3rd, 4th, & 5th grades for all students is the highest domain scored in Reading. These scores ranged from 80% to 85% as an

area of strength on the 2011-2012 CRCT data. Satilla's weak areas are obvious throughout 3rd - 5th grades. They include *Reading for Information & Media Literacy* and *Grammar and Sentence Construction.* These scores shown on **Tables IV & V** range from 69% to 72% in grammar and is reflected in the fifth grade writing scores as an area of concern.

Year	Did not meet	Meeting	Exceeding	Meeting + Exceeding
2009-2010	8%	69%	24%	93%
2010-2011	8%	65%	27%	92%
2011-2012	6%	62%	32%	94%

Table I: 3rd-5th grade Reading/ELA CRCT Data

Table II: 3rd-5th grades CRCT 2012 Data based on Ethnicity

AYP Grades Combined

Subject	Race	DNM	Met	Exceeded	Passed
Reading	Black	9%	69%	22%	91%
	White	5%	47%	48%	95%
	Hispanic	7%	62%	30%	92%
ELA	Black	10%	71%	19%	90%
	White	6%	55%	39%	94%
	Hispanic	12%	63%	25%	88%

Table III: CRCT 2012 Reading Data based on Gender
AYP Grades Combined

No. of Females Tested: 153	3rd, 4th, and 5th Grade Female Data	No. of Males Tested: 154	3rd, 4th, and 5th Grade Male Data
Females that DNM	7%	Males that DNM	8%
Females that Met	59%	Males that Met	61%
Females that Exceeded	34%	Males that Exceeded	31%
Total Females that Passed	93%	Total Males that Passed	91%

Table IV: 2012 Analysis of Reading Domain
Reading for Information & Media Literacy

Grade Level	Percentage of Items Correct
3rd	72%
4th	65%
5th	65%

Table V: 2012 Analysis of English/Language Arts Domain
Grammar & Sentence Construction

Grade Level	Percentage of Items Correct
3rd	69%
4th	79%
5th	72%

Writing Assessment: (a,b,c)

Tables V & VI show three years of writing data for Satilla's 3rd and 5th grade. Third grade writing scores show a strength and increase of students *meeting* within the *Ideas* trait in two separate years compared to the 2010-2011 area of strength in *organization*. This result could be due to comparing different groups of students. Each year teachers see strengths and weaknesses as a grade level which becomes a focus throughout the year. The fifth grade writing scores continue to increase by small increments. However, because the students are not entering fifth grade with a solid foundation in *grammar and sentence structure*, according to the CRCT scores and teacher feedback, fifth grade students are unprepared for explicit and enhanced writing.

Table VI: Third Grade Writing Scores

Informational Writing: "% did not meet, meets, and exceeds standards"

School Year	Ideas DNM/M/EXC	Organization DNM/M/EXC	Style DNM/M/EXC	Conventions DNM/M/EXC
2009-2010	23/63/14	33/57/11	34/56/11	35/53/13
2010-2011	24/66/10	11/84/5	41/55/4	38/64/4
2011-2012	15/83/1	19/81/1	27/73/1	25/73/2

Table VII: Fifth Grade Writing Scores

School Year	did not meet	meeting	exceeding	Passing
2009-2010	37%	62%	1%	63%
2010-2011	23%	71%	6%	77%
2011-2012	20%	74%	6%	80%

Universal Screeners: (a,d,g)

The Coffee County School System requires all schools to administer universal screeners to students in grades K-5th in the fall, winter, and spring to assess students and monitor progress in reading fluency, reading comprehension, math fluency and application of math concepts. All parts of AIMS web (DIBELS-fluency, letter names/sounds, nonsense words & phoneme segmentation) , MAZE, Math Computation and Math Concepts and Application is used throughout the county to drive special education placements, interventions, IEP's and all differentiation within the classroom and throughout the school. **Tables VIII & IX** shows the results of Phonological Awareness and Informal Phonics Inventory Assessment in grades K-3.

Table VIII: Holly Lane -Phonological Awareness Assessment
Kindergarten & 1st Grades
End of 2011-2012

Grade Level	Meets
Kindergarten	51%
First Grade	98%

Table IX: Reading 1st – Informal Phonics Inventory Assessment
End of 2011-2012
(1st-3rd)- MEETS

Grade Level	Fall 2011	Spring 2012
1st grade	11%	43%
2nd grade	51%	86%
3rd grade	85%	96%

Scholastic Reading Inventory (SRI) is another screener that all schools throughout Coffee County use to assess students' early learning readiness in grades 1st-5th. **Tables VIII, IX, & X** shows the literacy gaps between phonics, fluency and comprehension. **Tables VIII & IX** is an example of targeted areas increasing through each grade level. **(f)** However, **Table IX** reveals that less than 50% of students leave 1st grade without a solid foundation in phonics, which causes second grade teachers to work extremely hard in filling in the gaps. **(h)**Formative and

summative assessments will continue to be implemented, monitored, and analyzed throughout all subject areas. **(h)** Professional learning and research-based interventions will also be provided at the building level and across the system.

X: Scholastic Reading Inventory (SRI)
2012-2013- 1st Initial Assessment

Grade Level	DNM (BR)	Meets (BR-530)	Exceeds (531 and above)
1st grade	0%	100%	0%
2nd grade	92%	8%	0%
3rd grade	78%	18%	4%
4th grade	83%	14%	3%
5th grade	85%	11%	4%

Teacher Retention Data: (e)

Satilla Elementary has had a 100% teacher retention rate for the past several years. Other than teachers voluntarily retiring or transferring to another school within the county, Satilla has been able to maintain a consistent and dedicated staff eager to face everyday challenges of being a teacher.

Project Plan, Procedures, Goals, Objectives, and Support

This portion of the plan includes a-j:

The **three project goals** in our literacy plan are: implement a comprehensive literacy program with an aligned writing program; provide a variety of resources for teachers to target students' literacy needs including text through 21st century technology; provide technology hardware, software, professional learning as well as additional resources that support goals 1 & 2.

Project objectives:

- Provide teachers with resources and professional learning that helps them understand, apply, and continue the work within the Striving Reader Grant
- Provide teachers and students with the resources they need to prepare all students for increased academic achievement in a technological society
- Incorporate technology into instruction by enhancing literacy by fostering student engagement
- Increase students writing time in all content areas
- Improve students' overall writing performance
- Incorporate technology for students to present their work using social media
- Provide print and technology resources to target literacy needs
- Provide students with comprehension strategies and reading habits that will increase literacy
- Increase students' reading, math, and writing CRCT scores

Goals will be measured using the following methods:

- Student performance data
- Benchmarks
- Formative and summative assessments
- Rubrics
- CRCT
- 3rd and 5th grade Writing Assessments
- DIBELS/AIMSWEB probes
- Teacher Observations/Evaluations/Walk-throughs
- Student Achievement Reports from Computer Programs
- Comparisons to Anchor Writing Papers
- Mastery Checklist (I CAN statements) that show students have/have not mastered grade level standards

- Problem-based learning – whether or not students can perform assigned tasks within the units or to what degree students are able to perform the tasks

Satilla Elementary School schedules for 2012-2013:

<u>Kindergarten & 1st</u>

<u>Time</u>	<u>Subject</u>
7:10 – 7:30	Morning work, breakfast
7:30 – 8:00	Morning message, number corner
8:00 – 8:30	Phonics
8:30- 9:10	PE (**RTI**: extra help w/strugglers in reading and math)
9:10 – 9:50	Writer's workshop (**social studies, science**)
9:50 – 10:50	Reading flex groups (Differentiation/**classroom/Inclusion teachers & paraprofessional target reading needs**)
10:50 – 11:35 (times vary by lunch schedule)	Lunch/restrooms
11:35 – 11:45	Recess or Centers
11:45 – 11:55	Read aloud
11:55 – 12:30	Reading instruction (units)
12:30 – 12:50	Math whole group instruction
12:50 – 1:45	Math flex groups (Differentiation/**classroom/Inclusion teachers & paraprofessional target math needs**)
1:45 - 2:00	Story/Dismissal

Second Grade Schedule

Time	Subject
7:00 – 7:25	Morning work, breakfast
7:25-7:30	Change classes
7:30-7:40	Morning Message/Daily Oral Language/Mini-Grammar Lessons
7:40-7:55	Saxon Phonics –explicit teaching phonics
7:55-9:00	Teacher directed Reading with Writers Workshop Unit Lessons (Vocabulary/Fluency/Comprehension)
9:00-10:00	Flex Groups/Reading First /**ESOL teacher- Push-In Model** (Fluency/Comprehension/Phonics/Vocabulary) Guided Reading – Independent Group **(Differentiation/Classroom, Inclusion, & ESOL teachers target students' learning needs during this time)**
10:00-10:05	Change Classes
10:05-11:15	Flex Groups/Reading First /**ESOL teacher- Push-In Model** (Fluency/Comprehension/Phonics/Vocabulary) Guided Reading – Independent Group **(Differentiation/Classroom, Inclusion, & ESOL teachers target students' learning needs during this time)**
11:15-11:37	Morning Message/Daily Oral Language/Mini-Grammar Lessons
11:37-12:10	Lunch/Restroom
12:10-12:20	Saxon Phonics – explicit teaching phonics
12:20-1:00	Teacher directed Reading with Writers Workshop Unit Lessons (Vocabulary/Fluency/Comprehension)
1:00-1:40	PE (**RTI**: extra help w/strugglers in reading and math)
1:40-2:00	Sustained Silent Reading or Teacher Read-Aloud/Dismissal

Third Grade Schedule

Time	Subject
7:00 – 7:25	Morning work, breakfast
7:25-7:30	Change classes
7:30-7:45 Block I	Teacher directed Reading with Writers Workshop Unit Lessons (Vocabulary/Fluency/Comprehension)
7:45-8:25	PE **(RTI: extra help w/strugglers in reading and math)**
8:25-9:20 Block I continued	Teacher directed Reading with Writers Workshop Unit Lessons (Vocabulary/Fluency/Comprehension)
9:20-10:00 Block I continued	Flex Groups/Reading First **ESOL teacher- Push-In Model** (Fluency/Comprehension/Phonics/Vocabulary) Guided Reading – Independent Group **(Differentiation: Classroom, Inclusion, & ESOL teachers target students' learning needs during this time)**
10:00-10:05	Change Classes
10:05-10:50 Block II	Teacher directed Reading with Writers Workshop Unit Lessons (Vocabulary/Fluency/Comprehension)
10:50-11:35 Block II continued	Flex Groups/Reading First **ESOL teacher- Push-In Model** (Fluency/Comprehension/Phonics/Vocabulary) Guided Reading – Independent Group **(Differentiation: Classroom, Inclusion, & ESOL teachers target students' learning needs during this time)**
11:35-11:40	Change classes
11:40-12:10	Lunch/Restroom
12:10-1:00 Block III	Teacher directed Reading with Writers Workshop Unit Lessons (Vocabulary/Fluency/Comprehension)
1:00-1:45 Block III continued	Flex Groups/Reading First **ESOL teacher- Push-In Model** (Fluency/Comprehension/Phonics/Vocabulary)

	Guided Reading – Independent Group **(Differentiation: Classroom, Inclusion, & ESOL teachers target students' learning needs during this time)**
1:45-2:00	Sustained Silent Reading or Teacher Read-Aloud/Dismissal

Note: In 3rd grade, students have a reading, math, and social studies/science teacher. All teachers have incorporated writing within their content. However, the implementation of a strong writing program would strengthen students' literacy and help better prepare students for the writing demands not only in schools but also in the workplace. (The "Why" document, page 45)

Fourth & Fifth Grade Schedules

Time	Subject
7:00 – 7:25	Morning work, breakfast
7:25-7:30	Change classes
7:30-8:45 Block I	Teacher directed Reading with Writers Workshop Unit Lessons (Vocabulary/Fluency/Comprehension) Flex Groups/Reading First **ESOL teacher- Push-In Model** (Fluency/Comprehension/Phonics/Vocabulary) Guided Reading – Independent Group **(Differentiation: Classroom, Inclusion, & ESOL teachers target students' learning needs during this time)**
8:45-10:00 Block II	Teacher directed Reading with Writers Workshop Unit Lessons (Vocabulary/Fluency/Comprehension) Flex Groups/Reading First **ESOL teacher- Push-In Model** (Fluency/Comprehension/Phonics/Vocabulary) Guided Reading – Independent Group **(Differentiation: Classroom, Inclusion, & ESOL teachers target students' learning needs during this time)**
10:00-11:55 Block III	Teacher directed Reading with Writers Workshop Unit Lessons (Vocabulary/Fluency/Comprehension) Flex Groups/Reading First **ESOL teacher- Push-In Model**

	(Fluency/Comprehension/Phonics/Vocabulary) **(Differentiation: Classroom, Inclusion, & ESOL teachers target students' learning needs during this time)**
10:00-10:40 10:45-11:25	4th PE **(RTI: extra help w/strugglers in reading and math)** 5th PE **(RTI: extra help w/strugglers in reading and math)**
11:52-12:22 12:12-12:42	4th Lunch/Restrooms 5th Lunch/Restrooms
11:55-2:00 Block IV	Teacher directed Reading with Writers Workshop Unit Lessons (Vocabulary/Fluency/Comprehension) Flex Groups/Reading First **ESOL teacher- Push-In Model** (Fluency/Comprehension/Phonics/Vocabulary) **(Differentiation: Classroom, Inclusion & ESOL teachers target students' learning needs during this time)**
2:00	Dismissal

*Note: Our 4 fourth and fifth grade teachers are departmentalized. Students changing four times have been a concern. The Literacy Team would like to investigate to determine its effectiveness and see if we need to schedule differently to use instructional time more efficiently.
(The "What" document, page 5) Also, due to the class changes, it is important that all teachers are equipped with strategies to improve literacy. With the Striving Reader Grant, all teachers would receive resources and training needed to focus on increasing student achievement in the area of reading and writing. (The "Why" document, page 30)

We have a four tiered RTI model based on state requirements. Our students are identified by a variety of methods including test data, grades, teacher recommendations and parent concerns. Steps are outlined for each tier and students are able to move up and down within the tiers based on set criteria. Students may be in Tier 1 for math and be served in Tier 3 for reading based on their needs. Intervention programs are designated for each tier with differentiation occurring at each tier. In Tier 3, the SAIL teacher provides reading and math intervention using research-based programs. The math intervention teacher provides small group interventions and provides assistance in the regular classroom. Teachers meet regularly with parents to inform them of their children's progress. Teachers also collaborate to discuss possible strategies to help students to

achieve. Finally, in Tier 4, he or she is referred for an in-depth evaluation by the county school psychologist for possible placement in Special Education.

This application is designed to benefit all teachers and students at Satilla Elementary School. Our goals are geared towards making all students better in reading, math and writing. Teachers will be able to offer their students technology that is relevant and up-to date and will prepare them to compete with their peers in other areas. Teachers and students will all benefit from the instructional programs and technology that will become available through the SRCL.

Assessment/Data Analysis Plan

a) **A detailed listing of the school's current assessment protocol.**
   - Formative and summative assessments that are included within the math and reading units
   - CRCT for grades 3, 4 and 5 in Spring
   - CRCT-M for qualifying special education students in Spring
   - State Writing Assessment for grades 3 and 5
   - ACCESS administered to ESOL students in January/February
   - Gifted testing once a year
   - DIBELS/Aimsweb administered 3 times a year (August, December, May)
   - Scholastic Reading Inventory (SRI) administered 3 times a year to grades 1-5
   - Holly Lane Reading First assessment administered 3 times a year to grades K-2
   - Aimsweb administered weekly or biweekly to students in RTI Tier 2 or 3 and to special education students.

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

   We would initiate a writing assessment and writing screening (part of CBM) and implement formative and summative assessments as part of the writing program. Data would also be maintained as part of the intervention process for improving writing. Otherwise, our current assessment protocol would remain unchanged.

c) **A brief narrative or table detailing how the new assessments will be implemented into the current assessment schedule.**

   We currently already have many assessments in place. However, we would include a writing (curriculum based measurement) as another part of our testing schedule using the DIBELS or Aimsweb curriculum based measurements which is now conducted in August, December and May. In addition, personnel (special education and SAIL teachers) providing writing interventions would have assessments on either a weekly or biweekly basis.

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

   We currently do not plan to discontinue any current assessments as a result of the implementation of SCRL. We would improve our current assessments by including writing assessments. We are also interested in researching possible replacements for our current assessments.

e) **A listing of professional learning needs that teachers will need to implement any new assessments.**

- Teachers will need to be trained to administer writing assessments
- Professional learning will be provided for using and implementing new math and reading programs and their assessments.

f) A brief narrative on how data is presented to parents and stakeholders.

During the summer before school begins, members of the Literacy Team meet and disaggregate data from the previous school term. Priorities are established for the upcoming school year which is shared with the entire staff during the first Faculty meeting held the first day of pre-planning. Input from staff members is added and priorities changed when needed. This information is periodically reviewed in the monthly Literacy Team meetings. In addition, data is shared with parents on a timely basis. Parents are able to access Iparent through their home computers and grades are entered by teachers on daily/weekly basis. In addition, CRCT and CRCT-M scores are sent home with each student receiving an individual profile sheet giving scores and explanations of what the scores mean. In addition, data is shared with parents, stakeholders, and community through the use of presentations at PTO meetings and other parent activities. In addition, parents are provided with information on how to obtain information on how the school and county performed on the CRCT through the state website. Parents are sent progress reports every 4 ½ weeks and report cards every 9 weeks. Parent-teacher conferences are scheduled at least twice a year where parents can visit the school, pick up their children's report cards and conference with the teachers. Results of the Writing Assessment are also sent home with students detailing their level of writing. Teachers also send home students' papers and tests on a weekly or daily basis. Satilla Elementary is dedicated to making sure parents are informed of their children's progress in a timely manner.

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

Data is the driving force behind any major decisions involving instructional strategies as well as determining materials and needs. Currently, we use data to make decisions on which instructional software programs or instructional program to purchase and use. We also examine our DIBELS/Aimsweb data and plan our flexible grouping, intervention groups and beginning the RTI process. Based on our math CRCT data, monies were allocated to provide an after-school Math Academy for students who did not meet standards and for students currently struggling in math. In addition, a math interventionist was hired to provide small group interventions and to assist in the classroom when needed. Students are chosen to attend the computer labs to receive extra math or reading instruction based on their DIBELS/Aimsweb scores, CRCT scores and teacher recommendations. Finally, plans for professional learning for teachers are based on our current test data and through needs expressed by teachers in surveys.

h) A plan detailing who will perform the assessments and how it will be accomplished.

Performing the assessments will be handled by a team approach. Teachers will work in teams within grade levels to perform the writing assessments. The DIBELS/Aimsweb assessments will be handled by a team composed of the API, literacy coach, special education teachers, ESOL teachers, interventionists, and trained instructional assistants. Testing dates are scheduled during the summer before school begins at the county and school levels. Windows for testing for the ACCESS and Gifted are given and schools are asked to designate when their school will test. CRCT, CRCT-M and Writing Assessment testing schedules are determined at the county level. Formative and summative assessments are determined by individual teachers or by grade level. The API schedules assessments such as the Holly Lane Reading First Assessment and the Scholastic Reading Inventory (SRI) and seeks input from each grade level for the optimal date. Finally, personnel responsible for implementing interventions will test students who are currently in the RTI process or in special education. The API is responsible for making sure all assessments are scheduled and completed.

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

Satilla Elementary School staff is aware of the needs of our students and the challenges of preparing them in the areas of literacy, math and writing. In order to meet our first goal of implementing a literacy program with an aligned writing element, we need computer hardware, instructional software and intervention software to accomplish this goal. Many of our students do not have internet and computers at home and thus have access to these resources only at school. Our school is struggling to budget monies for hardware and software that will assist our students in developing their reading, writing and math skills as well as proficiency in social studies and science. Careful attention is given to purchasing the technology, software and intervention programs that will best meet the needs of our students. We are striving hard to provide our students with adequate resources.

a) **List of resources needed to implement the literacy plan including student engagement:**
   - Establishment of school technology team to research current technologies, educational applications, instructional software and intervention software. Team would ensure that make purchases that are appropriate and within our budget.
   - Updated computer hardware including Nooks, Ipads, Mini Ipads, laptops, tablets and more COWS (Computers on Wheels Stations)
   - Updated software programs for reading (addressing different genres and Lexile levels) writing and math
   - Instructional applications to be used on Ipads, etc. and on the Activboards
   - Aligned writing program with intervention components
   - SMART boards to replace Activboards that are becoming outdated and not compatible with current applications and software.
   - Applications such as Skype to allow our students to interact with students in other states and countries and expand their content knowledge/ background knowledge
   - Increasing and updating our parent resource room to include more instructional technology
   - Variety of books (including eBooks) on different Lexile levels and including bi-lingual, informational, non-fiction, biographies and autobiographies as well as more books that relate to grade level content.
   - Providing adequate professional learning for all aspects (e.g., hardware, software, and online components) of the technology Learning Focused Strategies
   - Updated reference materials (English and Spanish)
   - More trade books aligned to science and social studies content
   - More student response systems

- More document cameras
- Variety of texts available in different formats to help motivate students to read
- More classroom laptops with headphones to use in flex groups or during intervention
- Books on CD so students can read along to increase fluency

b) **List of activities that support literacy intervention programs**
- After school intervention programs in reading, math and writing
- Literacy resource room for parents
- Instructional programs for interventions in reading and math
- Parent training including PASS, Lunch and Learns, Writing Night, Math-o-ween and Science night

c) **A list of shared resources available at each building**
- 8 digital cameras and 3 video cameras
- 25 outdated cassette recorders
- 2 sets of gaming buzzers
- 1 document camera
- 4 iPads
- 6 sets of mobile labs (Computers On Wheels – C.O.W.S.)
- 7 laptops
- 2 Nooks
- 8 sets of Activotes
- 14 Activslates of which 2-3 are outdated and no longer work
- 123 read along books w/cassettes that are outdated and in poor condition
- 828 outdated videotapes
- 2 computer labs
- 2 sets of Writers – outdated
- Wi-Fi Network
- 24 overhead projectors – most are old and outdated
- 13 sets of Marilyn Burns Math Libraries of various levels; many sets have missing titles.

d) **A general list of library resources**
- 2 sets of outdated encyclopedias – 1997 and 2000
- Software (Study Island, RiverDeep, Accelerated Reader, Accelerated Math, Basic Skills, Scholastic Reading Inventory, IXL Math, Reading Eggs K-1, Fastt Math)
- Library collection includes the following:
  000-099 = 70 copies – Av. Copyright date 2001.......Generalities
  100-199 = 73 copies – Av. Copyright date 1994........Philosophy

200-299= 69 copies – Av. Copyright date 1984.......Religion
300-399 = 682 copies – Av. Copyright date 1990...Social Science
400-499 = 96 copies – Av. Copyright date 1998........Language
500-599 = 1474 copies – Av. Copyright date 1994...Science and math
600-699 = 647 copies – Av. Copyright date 1995....Technology
700-799 = 534 copies – Av. Copyright date 1996.....Arts & Sports
800-899 = 271 copies – Av copyright date 1989......Literature
900-999 = 1357 copies – Av. Copyright date 1991....Geography & Hist.
Easy = 4824 copies – Av. Copyright dare 1990
Fiction = 2864 – Av. Copyright date 1991
34 ebooks
AR books are over 2 years old and in poor condition

e) **A list of activities that support classroom practices**
- Professional learning activities (see Literacy Plan for list of professional learning)
- Parent's Nights (includes Math-o-ween, Science Night, etc.)
- Vertical planning for teachers
- County-wide Unit planning
- Unit training
- Computer labs that provide instructional software in math and reading as well as math and reading interventions
- Response to intervention teams that assist teachers in differentiation and intervention strategies
- Math and Reading interventions
- Co-teaching provided by special education, ESOL and Migrant teachers
- Reading First strategies

f) **A list of additional strategies needed to support student success**
- Provide a comprehensive literacy program with aligned writing program
- Additional training on how Lexile levels predict students' reading level and comprehension of text
- A scheduled writing time
- Accountability for providing writing instruction/practice time
- Direct, explicit comprehension instruction which is instruction in the strategies and processes that proficient readers use to understand what they read, including summarizing, keeping track of one's own understanding, etc.
- Promote literacy by helping students develop strategies and skills for accessing texts and media, expressing ideas in writing, communicating ideas orally, and utilizing sources of information.

g) **A general list of current classroom resources for each classroom in the school**
  - LCD Projector
  - ActivBoard
  - 4 computers (3 student computers and 1 teacher computer)
  - Printer
  - Previous reading series used as a resource to supplement units of study

h) **A clear alignment plan for SRCL and all funding**
  - Purchase instructional programs to improve reading, math and writing that will provide interventions
  - Provide students with resources that will allow them to improve their reading, writing and math and that improve their background knowledge
  - Expand after-school programs to include reading and writing
  - Offer programs to parents to help them understand the curriculum and ways they can help their children at home
  - Provide professional training for teachers in all new programs and/or technology purchases

i) **A demonstration of how any proposed technology purchases support RTI, student engagement, instructional practices, writing, etc.**
  - Students will have more opportunities to work with programs that are technology-based due to more computers, tablets, etc. Student engagement will be increased as a result of having more technology available.
  - Intervention teachers will also have access to all instructional materials purchased and intervention components will be included.
  - Instructional practices will be a vital part of any program purchased and teachers will be provided professional learning to learn teaching strategies.
  - Writing will be part of the comprehensive literacy plan and accountability and integration across the curriculum will be sustained through student displays of work through multiple types of media and through students' test data.

Our staff is committed to providing our students with the most current research-based resources to improving their literacy skills in all areas. Our students deserve a sound educational foundation so they can be prepared for college, career and beyond.

Professional Learning Strategies Identified on the Basis of Documented Needs

a. **Professional learning within the past year:** Professional Learning provided by the district and school level is tailored to meet teacher/staff members and student needs each year. Prior to last year, professional learning was determined by our school-wide GAPS analysis and teacher recommendations. Currently, professional learning is derived from a combination of targeted areas of weakness provided by Satilla teacher/staff members and student data. During the 2011-2012 school year the following topics were targeted during professional learning as **main areas** of weakness: *ESOL Differentiation, Effective Math Strategies, and formative and summative assessments.* In addition to identified areas of weakness, state webinars took priority as teachers prepared for the new curriculum to begin in 2012-2013. Satilla Elementary's professional learning is differentiated in a variety of formats depending on the need: *by grade level, vertical planning, grade level-content specific, individual and whole faculty professional learning.*

b. **Percentage of staff attending professional learning:** 100% of certified staff participates in Professional Learning. If a teacher misses a scheduled session, the Academic Coach redelivers the missed material during a makeup session. Paraprofessionals are given the option to attend any or all professional learning opportunities.

c. **Detailed list of on-going professional learning:**

1. **Self-Efficacy:** All certified staff are in year three of implementation.

2. **Teaching Student-Centered Mathematics Van de Walle Book Study-** All K-5 Math Teachers are in year two of implementation.

3. **See professional learning charts in our Literacy Plan for additional on-going professional learning.**

d. **Programmatic professional learning needs identified in the needs assessment:**

Satilla Elementary 5th Grade State Writing Scores	
2009-2010	63% passed
2010-2011	77% passed
2011-2012	80% passed

Based on Satilla Elementary's writing scores and 2012-2013 Effective Writing Instruction Survey, Satilla teachers and students have identified **needed** professional learning in the following areas: *The Writing Process, Creating Writing Opportunities within the Content, Scheduling Writing, etc.* Although, fifth grade writing scores increased, the small increments were not the gains desired. The Effective Writing Instruction Survey reveal that 81.6% of teachers feel that writing is important, but 57.9% of students write less than two times per week in each classroom. This is due to lack of scheduled writing time in all content areas, lack of a research-based writing program, as well as additional professional learning focusing on the connection between the importance of writing and time scheduled for independent student writing.

e. **Effective Process of Professional Learning**

The effectiveness of professional learning is determined in a variety of ways. After the professional learning conducted by the Academic Coach is delivered, teachers are required to complete a *Reflection Ticket* based on the understanding of a specific topic. This is given at least one to two weeks after professional learning to allow for absorption of information and implementation within the classroom. The *Reflection Ticket* is made up of questions that provide feedback to the Academic Coach and Administration on the effectiveness of the professional learning. Secondly, the effectiveness of professional learning is determined by *Focus Walks* conducted by administration, the Literacy Team as well as other teachers. The observer is given a checklist and/or an evaluation tool. This evaluation tool is collected and the data is used to target the weak areas during future professional learning. Professional learning is constantly changing based on the needs of the teachers and students. Each year teachers are given a *Mid-Year Reflection*, this cumulative reflection allows teachers to remember what is available to them, the effectiveness of specific technology tools and strategies provided to them throughout past professional learning, and in what areas additional help is needed. Standardized tests are used as an end evaluation tool for professional learning throughout the year. Test data and professional learning is analyzed by the leadership team and used to prepare for the next year.

f. **Professional Learning Goals and Objectives**

<u>Goals</u>	<u>Measured How?</u>	<u>Measured by Whom?</u>
*Increase student proficiency on the GKIDS assessment	o Teachers set grade level goals and benchmark every nine weeks.	*County GKIDS representative *Literacy Team *Administration
*Increase reading fluency by implementing a comprehensive literacy program with an aligned writing program	o Administering the Holly Lane Assessment from the Reading First Training in K-2 grades o Implementing fluency flex groups in 1-5 grades o Using the fluency intervention, RAZ-KIDS, to target students who need fluency support	*All literacy teachers *Academic coach *Administration
*Increase percent of students scoring at Meets or Exceeds in ELA & Reading on the CRCT by implementing an intervention literacy program aligned with writing for all students.	o Schedule vertical planning among content area teachers twice each nine weeks o Implement CCGPS and provide Professional Learning with the new standards	*Grade-Level teachers *Literacy Team *Administration
*Increase percent of students scoring Meets/ Exceeds in mathematics on CRCT	o Schedule vertical planning among content area teachers twice each nine weeks o Implement CCGPS and provide Professional Learning with the new standards o Schedule an After School Math Academy in the fall with struggling math students	*Content Area teachers *Administration
*Increase percent of students scoring at Meets/Exceeds in Science & Social Studies	o Schedule vertical planning among content area teachers as well as ELA teachers twice each nine weeks o Schedule Professional Learning with the focus being differentiation in science & Social Studies	*Content Area teachers *Literacy Team *Administration
*Increase reading and math proficiency in economically disadvantaged subgroup in grades 3-5.	o Utilize Intervention paraprofessional to help target reading and math.	*Grade-Level teachers *Literacy Team *Special Ed. Teachers *Administration

*Increase reading and math proficiency in African-American subgroup in grades 3-5.	o Utilize Intervention paraprofessional to help target reading and math	*Grade-Level Teachers *Literacy team *Administration
*Increase reading and math proficiency in SWD subgroup in grades 3-5	o Utilize Intervention/Flex Class in 3-5 grades o Co-teaching in all grades with SWD students	*Grade-level teachers *Special Ed. Teachers *Literacy Team *Administration
*Increase percent of students at Meets or Exceeds on the Grade Five Writing Assessment by implementing a research-based writing program	o Schedule Writing Workshop o Continue Writing Contests/Mock Writing Tests throughout the year o Begin using Writer's Workshop in ELA, Science, and Social Studies classes o Writing Program aligned with comprehensive Literacy program	*Grade-level teachers *Literacy Team *Administrators *Academic Coach
*Increase percent of students in grade 3 achieving a Lexile measure equal to or greater than 650	o Use (SRI) with students to determine baseline Lexile score o Have students set individual Lexile goals, then retake SRI each 9 weeks and track progress	*Reading Teachers *Literacy Team
*Increase percent of students in grade 5 achieving a Lexile measure equal to or greater than 850	o Use (SRI) with students to determine baseline Lexile score o Have students set individual Lexile goals, then retake SRI each 9 weeks and track progress	*Reading Teachers *Literacy Team
*Increase use of 21st century technology resources across the curriculum for teachers and students	o Use focus walks to monitor implementation o Analyze accumulated data from specific technology	*Grade-level Teachers *Academic Coach *Administration

g. **Measuring Effectiveness of Professional Learning**

Professional learning will be measured by, but not limited to, the following:

Teacher Reflection Tickets	Application of professional learning in teacher lesson plans
Teacher coaching conferences with Academic Coach	Focus Walks conducted by: *Literacy Team, Administration, Academic Coach, Teachers*
Testing data will show teacher implementation	Surveys and/or mid-year reflections
Student data from implemented technology resources	

SUSTAINABILITY PLAN

A major key to creating sustainability for any endeavor is to have commitment from all involved stakeholders. Shared commitment and teamwork between the system and school for the success of the SRCL project is crucial. Funding to sustain the SRCL project after grant monies have been utilized will come from federal, state, and local financial resources and will be used appropriately to implement the following plans.

Plan for Sharing Lessons Learned

Satilla Elementary has a very effective planning and collaboration system in place. Teachers have opportunities to share and receive information from lessons learned from the SRCL project through job embedded professional learning at the start of the year, mid year, and through the summer. We also have horizontal planning and professional learning two days each week. Vertical Planning is scheduled throughout the school year. Grade level representatives from each school meet regularly to create and revise units based on Common Core Georgia Performance Standards. These regularly scheduled system wide meetings can be used to share lessons learned throughout the school system.

Plan for Extending Professional Learning

All faculty and staff at Satilla Elementary constantly strive to engage all teachers in ongoing, high-quality, job-embedded, sustained, collaborative learning. Effective professional learning is linked to higher student achievement. As a school and system we will continue to monitor and support the integration of disciplinary literacy by providing building and system-level administrators with professional learning on the need to integrate disciplinary literacy instruction into the content areas. We will also analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups. Lastly, we can expand professional learning by meeting in collaborative teams (include pre-service teachers currently working within the school) to support teachers in using literacy strategies effectively. First year teachers will be trained in these effective literacy strategies during new teacher orientation.

Plan for Extending Assessment Protocols

Satilla Elementary has consistent assessment protocols in place. Universal screeners are given to all students three times a year. Unit and benchmark assessments are also given throughout the yea r. After each administration, teachers, administrators, and system leadership work together to analyze the data to effectively plan for changes with instruction to meet literacy needs. Reliable and valid data is needed to monitor our education program to ensure maximum student learning. SRCL assessments that are new to our program (Universal screeners, formative, summative, diagnostics, and Lexiles) will be used to assess the literacy program.

Plan for Sustaining Technology

Leveraging the creative use of technology to increase and maintain student interest and engagement is part of best practices in literacy instruction. Our system technology department strives to give each school every opportunity to obtain and be trained in the most current and effective technology. Innovative technology and grade level appropriate software that engages all students will be acquired through SRCL grant funds, and will be set up and maintained through our technology department. Satilla faculty members with technology expertise, system technology staff, and other appropriate consultants will be called upon to train Satilla personnel to maximize and sustain use of technology. Effective use of technology can open doors to develop and strengthen relationships with parents and community. Student data and performance can be shared with parents on our portal that has secure access, and literacy building activities can be posted on school websites extending a hand to our community.

Budget Summary

Leadership, faculty, and staff at Satilla Elementary understand the importance of having a high quality and highly effective literacy program. We feel we have developed a solid literacy program, but we believe funds from SRCL grant will allow us to achieve a higher level of success for our students. Our needs assessment identified three goals. The first goal is to implement a comprehensive, research based literacy program with aligned structured writing program. The second goal is to provide a variety of resources for teachers to target students' literacy needs including text through 21st century technology. The last goal is provide technology hardware, software, and professional learning to support goals 1 & 2.

SRCL grant funds will be needed to purchase the research based comprehensive writing program and the comprehensive literacy program. This will need to be done in year one. Appropriate texts for classroom libraries will require adequate funding throughout the span of the grant. We plan to purchase texts that support teaching writing, texts that represent a variety of genres and lexile ranges, updated reference materials (English and Spanish), and more trade books aligned to science and social studies content. In addition more Spanish and bilingual books and more texts in different formats to help motivate students to read will be purchased. Technology hard ware and software will be necessary purchases during the first two years as well as other times throughout the grant. Purchases will include more classroom laptops with headphones to use in flex groups or during intervention, as well as books on CD so students can read along to increase fluency.

Funds for extensive professional learning will be needed throughout the span of the grant. However, the initial professional learning will be important for the overall success of the literacy plans. Therefore, much of the funds for professional learning would be used the first two years with plans for dispersing funds as needed later for follow up and training for new teachers.