

School Profile

Created Tuesday, September 18, 2012

Page 1

School Information

School Information District Name:	Murray County
School Information School or Center Name:	Coker Elementary

Level of School

K-6

Principal

Principal Name:	Brett James
Principal Position:	Principal
Principal Phone:	706-695-0888
Principal Email:	brett.james@murray.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Diane Piatt
School contact information Position:	Curriculum & Instruction Facilitator
School contact information Phone:	7066950888
School contact information Email:	diane.piatt@murray.k12.ga.us

Grades represented in the building

example pre-k to 6

K-6

Number of Teachers in School

45

FTE Enrollment

759

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Barbie Kendrick

Position/Title of Fiscal Agent's Contact Person: PK-8 Curriculum Director

Address: 1006 Green Rd.

City: Chatsworth Zip: 30705

Telephone: (706) 695-4531 Fax: (706) 695-8425

E-mail: barbie.kendrick@murray.k12.ga.us



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

Dr. Vickie Reed, Superintendent of Murray County Schools
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

12-5-12
Date (required)

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

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

Conflict of Interest & Disclosure Policy

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

b. Employee Relationships

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

Conflict of Interest & Disclosure Policy

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III. **Incorporation of Clauses**

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



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

Dr. Vickie Reed, Superintendent of Murray County Schools
Typed Name of Fiscal Agency Head and Position Title

12-5-12
Date



Signature of Applicant's Authorized Agency Head (required)

Dr. Brett James, Principal, Coker Elementary
Typed Name of Applicant's Authorized Agency Head and Position Title

12-5-12
Date

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

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

Date (if applicable)

Preliminary Application Requirements

Created Tuesday, October 23, 2012

Updated Friday, October 26, 2012

Page 1

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

General Application Information

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

-
- Yes
-

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

SRCL Rubric

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

-
- Yes
-

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

Assessment Chart

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

Grant Assurances

Created Wednesday, December 12, 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
-

Murray County Schools

District Narrative

Murray County Schools (MCS) is located in the North Georgia Mountains in Murray County. The population of Murray County is 39,628. Murray County is largely agricultural and the main industry in Murray County is textile. Serving approximately 7,575 students, Murray County Schools consists of six elementary schools, grades K-6, two middle schools, grades 7-8, two high schools, one alternative school, and one Pre-K Center. 21% of the student body is Hispanic, 78% white and the remaining 1% two or more races, black and American Indian. 78% of students receive free and /or reduced priced meals. All schools in the Murray County School district are Title I School Wide schools.

Current Priorities

The priority for the Murray County School District is to ensure all students graduate from high school “College and Career Ready”. After an analysis of both system and school achievement data, areas of need identified are:

- Increase the graduation rate
- Increase writing scores on the state-assessed grades of 3,5, 8 and 11
- Implement a literacy program including birth-to-five population
- Provide professional development for staff on rigorous literacy instructional practices and strategies
- Increase the Meets and Exceeds category in all content area subjects
- Increase the number of students scoring in the Exceeds category on the Criterion-Referenced Competency Tests(CRCTs) in grades 3-8
- Increase the number of students scoring in the Exceeds category on the Ninth Grade Literature and Composition and American Literature and Composition on End of Course Tests (EOCTs)
- Increase the number of students in subgroups scoring in the Meets and Exceeds category on the CRCTs and EOCTs
- Increase student comprehension with a focus on meeting and exceeding recommended Lexile scores for each grade level
- Increase student access to a variety of texts

Murray County Schools

- Increase classroom technology usage and access to 21st Century technology tools to improve student engagement

Management Structure

Dr. Vickie Reed has served as the Superintendent of Murray County Schools for six years. Dr. Reed provides excellent leadership to the district and school administration. Each school's instructional program is supported by a principal, assistant principal and an academic coach with the exception of the Pre-K Center that is under the leadership of a site director. District Leadership includes a PreK-8 Director of Teaching and Learning and Title I, Secondary Director of Teaching and Learning and Title III, Director of Exceptional Student Services, Director of Instructional Technology, Director of Personnel and Title II-A, Director of Finance, Director of Nutrition, Director of Student Services and Director of Transportation. The district team and school teams work together to support student achievement through a focus on the District vision: "Committed to Student Success... No Exceptions, No Excuses!"

Past Instructional Initiatives

Past initiatives of the Murray County School System since 2004, include having participated in the Reading First Grant, three Title II-D Enhancing Education through Technology grants, and two Title II-B Mathematics and Science Partnership grants. We are in the first year of participating in the Georgia RT3 Innovation Fund. Other past instructional initiatives include:

- Georgia Performance Standards
- WIDA Standards
- Best reading practices drawn from Reading First Strategies in grades K-3
- Protected Instructional Reading Block in K-6.
- Learning Focused Strategies
- Response to Intervention
- Positive Behavior Intervention and Support

Murray County Schools

- Rigor, Relevance and Relationships
- K-12 Commit to Graduation Initiatives
- Assessment Driven Instruction
- Technology Integration

Literacy Curriculum

The Literacy Curriculum utilized in grades Pre-K-12 is the English/Language Arts Common Core Georgia Performance Standards which encompasses foundational skills for elementary children such as concepts of print, phonological awareness, phonics, fluency, vocabulary and comprehension, writing and conventions. The literacy Curriculum is composed of Bright From the Start standards, Scholastic, basal readers, Harcourt Trophies and Elements of Reading, trade books, novels, and content text books.

Literacy Assessments

Literacy Assessments that are used with fidelity in the system are:

- Work Sampling System (Pre-K) and Pre-School Evaluation Scale
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next (Grades K-6)
- Pre and Post Quarterly Benchmark Assessments (grades 1-12)
- Georgia On-Line Assessment System (Grades 1-12)
- Georgia Alternate Assessment (Grades 1-12)
- Georgia Kindergarten Inventory of Developing Skills (Grade K)
- Georgia Writing Assessments (grades 3, 5, 8 and 11)
- World-Class Instructional Design (WIDA) ACCESS Placement Test (W-APT, grades K-12)
- Assessing Comprehension and Communication in English Stat-to-State (ACCESS, grades K-12)
- Georgia Criterion-Referenced Competency Test (CRCT,grades 3-8)
- End of Course Test (EOCT, grades 9-12)
- SAT, AP Exams (grades 9-12)

Need for a Striving Reader Project

Although reading scores for students in grades 3-8 are consistently between a 92% and 94% pass rate as measured by state required Criterion Referenced Competency Test (CRCT), concerns lie in the high percent of students passing the test with minimal scores. Lack of comprehension and low reading skills is evidenced in the low percent of students meeting expectations on the CRCT

Murray County Schools

in content areas in grades 3-8 and on the state required End of Course Test (EOCT) for students in grades 9-12. The individual school applications will reveal specifics.

In the “Why” document on page 32, it is stated: “Spring test results from the Criterion Referenced Competency Test (CRCT) and the Georgia High School Graduation Test (GHSGT), when coupled with the Lexile Framework for Reading (2006) which measures both reading ability and text difficulty on the same development scale, echo the idea that students who minimally meet state standards are not equipped with sufficient reading comprehension skills to handle much of the grade-level instructional materials”. The charts below support that claim in Murray County. As stated earlier, the CRCT scores for the past three years have remained between 92% and 94% meeting and exceeding the standards. However the chart below reveals the percent of questions in each domain answered correctly. Comparing the CRCT content chart below, it is apparent that students need additional reading skills to master content area material.

	District Average in the % of questions answered correctly in each domain
CRCT 2012	
Literary Comprehension	77%
Reading For Information	74%
Reading Skills and Vocabulary Acquisition	78%
CRCT 2011	
Literary Comprehension	76%
Reading For Information	71%
Reading Skills and Vocabulary Acquisition	79%
CRCT 2010	
Literary Comprehension	75%
Reading For Information	71%
Reading Skills and Vocabulary Acquisition	75%

Murray County Schools

CRCT in Content Areas % meeting and Exceeding	2012	2011	2010
Science	84%	86%	84%
Social Studies	81%	82%	78%

% Meeting and Exceeding	2012	2011	2010
EOCT Ninth Grade Literature and Composition	86	80	78
EOCT American Literature and Composition	88	85	80

Content Area EOCT % meeting and exceeding	2012	2011	2010
Biology	72%	70%	65%
United States History	60%	57%	55%
Physical Science	80%	85%	64%
Economics Business Free Enterprise	42%	58%	49%

	2012	2011	2010
Graduation Rate	Not Available	80.6	76.6

Writing is linked directly to improved reading. The following is an excerpt from the “Why” document. **Writing demands for the 21st century are increasing not only in schools but also in workplaces that demand effective communication skills. Georgia advocates strong writing skills beginning in elementary and continuing through high school. All content areas have writing components in their expectations for Georgia students.** The implementation of strong writing programs is crucial to a literacy initiative. Below are the writing scores for all tested grades. Although, scores in 11th grade increased above 90% in 2011, the remaining data show deficits in the tested grade levels.

	2012	2011	2010
5th	83%	88%	74%
8th	84%	85%	83%
11th	82%	93%	84%

Murray County Schools

The grant funds will allow the system to provide print and non-print resources and staff training in best practices from Birth- 12 to meet the text complexity and writing demands reflected in core content areas and the CCGPS.

Management Plan and Key personnel

Murray County Schools has identified key district level personnel to support the implementation of the Striving Reader Comprehensive Literacy Grant. The MCS Literacy Leadership Team includes, Barbie Kendrick, Director of PreK-8 Teaching and Learning and Title I, Dr. Cheryl Thomasson, Director of Secondary Teaching and Learning and Title III and Allison Oxford, Director of Instructional Support Services. The three will plan together in the implementation of the project activities, such as organizing and scheduling professional-learning to include use of new assessments, literacy best practices, technology integration and purchasing. Ann Scott, Instructional Technology Specialist, will be responsible for assisting in the evaluation of technology tools and programs, the installation and training on the educational software or technology tools to promote student engagement. The principals and site directors will administer literacy activities in their schools or center. The MCS Finance Office will be responsible for requesting funds, and will meet with directors and principals to review budget and expenditures and submit required reports.

The chart below lists the individuals accountable for the grant operations and their responsibilities. School principals and literacy coaches collaborated with their school literacy teams and with the system leadership team to write the SRCL Grant goals and objectives.

Grant Implementation

	Individual Responsible	Supervisor
Grant Administration Coordinate project and manage the grant budget	Barbie Kendrick, Director of PreK-8 Curriculum	Dr. Vickie Reed Superintendent
Purchasing Approval of purchase orders	Barbie Kendrick Director of PreK-8 Curriculum:	Dr. Vickie Reed Superintendent

Murray County Schools

<p>Site-Level Coordinators-Schools <u>Chatsworth Elementary</u> <u>Coker Elementary</u> <u>Eton Elementary</u> <u>Northwest Elementary</u> <u>Spring Place Elementary</u> <u>Woodlawn Elementary</u> <u>Bagley Middle School</u> <u>Gladden Middle School</u> <u>Mountain Creek Academy</u> <u>Murray County High School</u> <u>North Murray High School</u> <u>Murray County Pre-K Center</u></p>	<p><u>Literacy Coach</u> <u>Dustin Strickland</u> <u>Diane Piatt</u> <u>Dr. Christy Kelly</u> <u>Dr. Rachelle Terry</u> <u>Jennifer Lents</u> <u>Dr. Amelia Brock</u> <u>Toby Westmoreland</u> <u>Shalina Jackson</u> <u>Marcus Richardson</u> <u>Andrea Morrow</u> <u>Dr. Tara Noe</u> <u>Jennifer Jones</u></p>	<p><u>Principal</u> <u>Mike Pritchett</u> <u>Dr. Brett James</u> <u>Judy Redmond</u> <u>Dr. Chuck Piatt</u> <u>Donna Standridge</u> <u>Pam Rich</u> <u>Spencer Gazaway</u> <u>Dr. Ardith Bates</u> <u>Paula Martin</u> <u>Gina Linder</u> <u>Dr. Maria Bradley</u> <u>Barbie Kendrick</u></p>
<p>Professional Learning Coordinator</p>	<p>Ms. Barbie Kendrick Director of PreK-8 Curriculum Dr. Cheryl Thomasson Director of Secondary Curriculum Allison Oxford Director of Instructional Support Services:</p>	<p>Dr. Vickie Reed Superintendent</p>
<p>Technology Coordinator</p>	<p>Mrs. Ann Scott, Director Mrs. Kara Leonard, Instructional Technology Coordinator</p>	<p>Dr. Vickie Reed Superintendent</p>
<p>Assessment Coordinator</p>	<p>Barbie Kendrick Director of PreK-8 Curriculum: Dr. Cheryl Thomasson Director of Secondary Curriculum Allison Oxford, Director of Instructional Support Services</p>	<p>Dr. Vickie Reed Superintendent</p>
<p>Finance Director</p>	<p>Steve Loughridge</p>	<p>Dr. Vickie Reed Superintendent</p>

District level meetings have allowed all individuals listed to discuss and review goals, objectives and implementation plans for the SRCL grant. Literacy is a part of the district and school level

Murray County Schools

strategic planning the MCS do each year and at regular intervals through-out the year using a Balanced Scorecard system. The grant has allowed district and school literacy teams to expand planning with the possibility of funding. In addition to administrative meetings, established curriculum meetings have been operational with the beginning of Dr. Vickie Reed, Superintendent's leadership service to MCS.

- District level personnel and principals meet three times during the year for a pre-evaluation, mid-year evaluation and end of the year evaluation
- District level personnel conduct three school walkthroughs during the school year. A follow up meeting is scheduled after each walkthrough
- Academic Coaches and Curriculum Directors meet monthly
- District level personnel meets bi-monthly for updates
- District Strategic Action Team meets quarterly and as needed

These established meetings will provide multiple avenues to involve grant recipients in the development of the budget and performance plan and monitor grant implementation progress.

Murray County Schools

All the personnel who have agreed to assist with the administration are experienced and skilled to ensure grant funds are expended as budgeted following established internal control procedures. System and school personnel have been involved in grant implementation and management through the grant projects listed below:

LEA: Competitive Grants Awarded

Year	Project Title	Funded Amount	Description	Audit
FY12	Georgia Race to the Top Innovative Grant Fund	920,906	focuses on the STEM disciplines as a learning tool for students retained in 8 th grade.	N/A
FY10	Title II-D Engaging AP Students Through Mobile Handheld Computing	64,580.00	professional learning to support use and evaluation of online academic resources	No Findings
FY10	Title II-D, Enhancing Edu Through Tech-Ed Formula Grant	33,996.00	funded survey to determine professional development needs in technology and technology integration	No Audit

Murray County Schools

FY09 FY07	Math-Science Partnership	328,000 20,100.00	improvement of math instruction in grades 3-8 through professional learning	No Audit
FY07	Instructional Tech Enhanced Environments	96,250.00	professional learning and technology resources to implement 21st Century learning environments	No Audit
FY04	Reading First Grant	2,000,000	Literacy best practices in grades K-3	No Findings

MCS coordinates competitive grant funds along with local, state and federal funds to ensure grant monies are used to enhance student achievement. These funds include:

Title I-A Improving Academic Achievement of Disadvantaged Children

Title II-A Improving Teacher Quality

Title III English to Speakers of other Languages

Title I C Migrant Education Program

Title VI B Individuals with Disabilities Education Act (IDEA)

Homeless Grant

Career, Technology & Agricultural Education (CTAE)

Bright From the Start Pre-K Grant

Murray County Schools

Through the coordination of all local, state and federal funds mentioned programs have been sustained. Sustainability includes literacy coaches at each school, re-use of materials purchased each year, universal screeners in K-3, professional learning, technology hardware replacement and educational software support

MCS has developed many initiatives to increase student achievement without outside funding.

Learning Focused Strategies: Murray County Schools initiated Learning- Focused professional development as system wide training in 2005. Teachers were trained in Learning-Focused strategies that define classroom exemplary practices such as summarizing strategies, activating strategies, use of graphic organizers, and essential questions. District data in the areas of reading and math on the Georgia Criterion Reference Test increased in grades 3-8 from 2005 to 2011 with a 10% increase in reading and a 4% increase in math.

Depth of Knowledge training: Realizing meeting the standards on the CRCT provided minimal expectations for students, in 2009 the system began to focus on training teachers in higher order thinking strategies. The growth in the exceeds area on the CRCT in the areas of reading for grades 3, 5 and 8 increased from 29% in 2009 to 36% in 2012.

Relationships: In 2008 MCS began a system wide focus on initiatives to build relationships with our children. Directors, administrators and teachers have participated in the following book studies:

A Framework for Understanding Poverty by Ruby Payne

Teaching with Poverty in Mind by Eric Jensen

Do You Know Enough About Me to Teach Me? by Stephen G. Peters

Rising Stars

Murray County Schools

Rising Stars is a Leadership Development Program begun by GLISI (Georgia Leadership Institute for School Improvement). Murray County held its first class in 2006 with 12 participants. Due to funding, GLISI stopped providing instructional support, but Murray continued with the program. Since the district has had 34 participants.

In 2007-2008, we implemented a system-wide **Positive Behavior Support Program** to reduce office discipline referrals in order to increase academic engagement time. It is believed that this contributed to the increases in the graduation rate. The Graduation Rate increased from 57.4% in 2007 to 80.7% in 2011.

School Narrative

History

In 1992, the decision was made to build Coker to alleviate overcrowding at Spring Place Elementary School. The kindergarten through fifth grade school opened in 1994 under the principalship of Mrs. Kinma Bond, the first female principal in Murray County. Other principals have been Ms. Barbie Kendrick (2004-2008) and Ms. Donna Standridge (2008-2012). Dr. Brett James is the current principal.

From 2004-2007 Coker Elementary was a funded Reading First School. During that time the principal and Literacy Coach attended all regional trainings and complied with all aspects of the federal grant. Reading scores increased steadily due to fidelity to the program based upon sound reading research. The best practices implemented through the grant have been sustained and strengthened through continuous professional learning and analysis of student data. The position of Literacy Coach was renamed Academic Coach; the duties and responsibilities remained the same but were broadened to include 4th -6th grades in an effort to develop a comprehensive school-wide vision. Coker's current Academic Coach has nine years of experience in this position. The current principal also has six years of experience in both non-funded and funded Reading First schools. At the present time, there are ten teachers with ESOL endorsements, 14 teachers with Gifted Endorsements, and six teachers with Reading Endorsements. The faculty continuously strives for professional growth.

Administrative and Leadership Team

The administrative and leadership team consists of administrators, an Academic Coach, grade level representatives, special education teachers, community members, and parents of students in the school. The Leadership Team meets regularly to discuss the School Improvement Plan. This team consists of:

Member's Name	Position	Member's Name	Position
Brett James	Principal	September Truelove	First Grade Teacher
Kay Holcomb	Assistant Principal	Noviena Cloer	Second Grade Teacher
Diane Piatt	Curriculum Coach	Cynthia Stanfield	Third Grade Teacher
Donna Leonard	Special Education Lead Teacher	Tisha Mason	Fourth Grade Teacher
Kristy Campbell	School Title I Coordinator	Elisha Rogers	Fifth Grade Teacher
Jill Hensley	Media Specialist	Jennifer Warnack	Sixth Grade Teacher
Angie Powell	Excel Teacher	Stacey Martin	Parent
Renda Baggett	Kindergarten Teacher	Carl Campbell	Community Member

Past and Current Instructional Initiatives

School Year	Instructional Initiative Description
2004-2007	Implementation of Reading First—Program designed to provide instruction in the five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension)
2004-Present	Protected Instructional Time for Reading Block: (135 minutes for K-3 rd grades; 110 minutes for 4 th -6 th grades)
2004-2005	School Improvement Addendum with primary focus on attendance, teacher collaboration, reading, and math.
2004—2009	Technology E-math Grant—Provided funding for ActivBoards, laptops, and projectors in 3 rd -5 th grades.
2004-Present	DIBELS Next testing—Dynamic Indicators of Basic Early Literacy Skills Next—Used to screen and progress monitor student progress in reading skills.
2004-Present	Intervention Time—Intensive Tier II and III instruction and acceleration for students as identified by DIBELS Next and quarterly benchmark assessments on the GPS/CCGPS standards. (45 minutes daily in all grades)
2005-Present	Benchmark Testing Initiative (1 st – 6 th grades)—Pre- and Post- Testing of GPS/CCGPS standards in each subject area throughout the school year to analyze student achievement and identify specific needs of individual students.
2005- Present	Implementation of Learning Focused Strategies
2007-Present	Implementation of Response to Intervention
2008-Present	Implementation of Best Practices using Reading First strategies which include instruction in the five components of reading.
2008-Present	Implementation of Peer Observations
2009-Present	Implementation of 160 day calendar: (160 minutes of reading instruction; 100 minutes of math; 101 minutes of intervention)
2009-Present	Implementation of <i>Writing to Win</i> —Teachers trained in writing strategies that can be used across the curriculum in 3 rd - 5 th grades.
2009-Present	Implementation of Positive Behavioral Interventions and Supports
2009-Present	Implementation of Understanding Poverty
2009-Present	Implementation of Messenger Dog (capability of texting messages to parents)
2009-Present	Training on Differentiated Instruction
2010-Present	Training/Implementation of <i>Thinking Maps</i> (ESS Staff/Math Interventionist)

2010-Present	Training and Implementation of CCGPS
2010-Present	Training on Depth of Knowledge (Higher-order thinking skills)
2011-Present	Training and Implementation on <i>Fast ForWord</i>
2011-Present	<i>i-Ready</i> Training and Implementation for ESS teachers and students
2011-Present	Implementation of Wednesday Advisement
2011-Present	Implementation of Commit to Graduate (C2G)
2012-Present	Implementation of CCGPS and CCRPI and related Professional Learning
2012-Present	Professional Learning Communities: Book Studies- <i>Teaching with Poverty in Mind; What Great Teachers Do Differently; Teach like a Champion</i>
2012-Present	Training in Math Strategies using various articles/books

Professional Learning Needs

Based on surveys taken by Coker faculty, it was determined that the areas of professional learning needs were:

- Effective research-based writing training in all grades and in all content areas
- Integrating disciplinary literacy in all content areas
- Establishing effective collaborative teams to ensure a consistent literacy focus across the curriculum.
- Integrated technology in content areas.

Need for a Striving Readers Project

“Literacy is the gate-keeper for the ability to become a lifelong learner and contributor to society.” (Why, p. 118)

Coker Elementary School, a Title I Distinguished School, has a free and reduced lunch rate of 75.85%, which is higher than the county average of 75.06%. This is reflective of the educational status of Murray County residents. Nearly 24% of residents have less than a high school diploma, and only 6.7% have a college degree. Additionally, the current unemployment rate is 12% which is higher than the state and national average. Due to the socioeconomic status of the majority of Coker students, it can be noted that many of the students’ families struggle with meeting the basic needs of their children. Funding through the Striving Readers Comprehensive Literacy (SRCL) Grant would enable the Coker staff to provide rigorous and

relevant literacy instruction that will not only provide access to the CCGPS, but fill the gaps that exist between home and school, as well as prepare our students to be College and Career ready upon graduation from high school. In spite of high reading scores on the CRCT, further analysis of the data revealed that only one class in grades 3-6 met the Lexile goals necessary to be on target for high-school graduation.

As reported in the WHY document, “National and state results from NAEP indicate that too many students are lacking proficiency in reading. Spring test results from the CRCT and GHST, when coupled with the Lexile Framework, indicate that too many Georgia students only minimally meet state standards; thus they are not equipped with sufficient reading comprehension skills to handle much of the grade-level instructional material.” (p. 118) In spite of high reading scores on the CRCT, further analysis of the data revealed that only one of our classes in grades 3-6 met Georgia’s goals for Lexile levels.

Knowing that the PARCC assessment for 2014-15 will be much more rigorous than the current CRCT, and realizing that our students should be reading 50% informational text, we believe that we have some critical needs in literacy instruction.

Georgia K-12 Literacy Plan 2012: Making Your Own Plan

Building Block 1. Engaged Leadership

A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school

The Administrator of Coker Elementary is committed to learning about and supporting evidence-based literacy instruction in his school. As instructional leader, the administrator will:

Expanding:

- Continue to provide and participate in professional learning based on student data and teacher needs aligned with the CCGPS
- Continue to serve as a model by sharing professional resources, facilitating professional learning communities, and leading discussions with the school leadership team
- Continue to provide time and support for staff to complete peer observations and meet as grade levels for collaborative planning
- Continue walk-throughs to monitor effective instructional literacy practices
- Provide training for staff on the new Teacher Keys of Effectiveness Survey (TKES) instrument

Sustaining:

- Ensure continued growth through professional learning by providing opportunities for all staff
- Maintain the practice of providing designated days each quarter to analyze data and adjust professional learning as indicated by results
- Provide timely feedback to teachers based on walk-throughs and observations
- Identify and develop leaders through the Murray Rising Stars program
- Re-assign staff as needed to maximize literacy goals
- Hire highly-qualified personnel

B. Action: Organize a Literacy Leadership Team

Coker Elementary has implemented a Literacy Leadership Team comprised of teachers from cross-disciplinary areas; however the team is emergent.

Implementing:

- Schedule and protect time for LLT to meet and plan
- Develop an observation instrument/walk-through checklist to evaluate effective literacy practices
- Improve current system of communication for sharing information with all stakeholders

Extending:

- Revise School Improvement Plan goals based on student achievement results and student data
- Convene with Leadership Team and School Council to share findings and receive input from stakeholders.
- Celebrate and share achievement gains with all stakeholders through school events, displays of student work, local media, and other social media

Sustaining:

- Continue to analyze summative and formative student assessment results based on the CCGPS

Georgia K-12 Literacy Plan 2012: Making Your Own Plan

- Visit other schools that have successfully improved student achievement to gain insights and ideas; redeliver findings to peers (e.g., GAPSS reviews)

C. Action: Maximize the use of time and personnel through scheduling and collaborative planning

Coker Elementary has a 160 minute block of protected literacy instruction in grades K-3 and 120 minutes in Language Arts and content areas in grades 4-6 across. There is also a designated, protected 45 minute segment daily in all grades for intervention and acceleration for reading and math.

Expanding:

- Provide opportunities for vertical planning in content areas to include
 - Creating common assessments/rubrics
 - Examining student work samples
 - Identifying strategies for differentiation, promoting student engagement, and literacy and writing instruction

Sustaining:

- Continue collaborative planning which includes
 - Agendas
 - Sharing resources for CCGPS
 - Using Dropbox and other online storage programs to network and communicate with colleagues within the system
- Continue professional learning via GADOE Webinars and other technology
- Celebrate student and teacher successes

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

The faculty of Coker Elementary has received professional learning targeting via GADOE Webinars and face-to-face literacy instruction as articulated in the CCGPS. The faculty will:

Extending:

- Incorporate technologies to more creatively and effectively support stakeholder engagement (i.e., blogs, Twitter, electronic newsletters)
- Expand the literacy resource room for parents and caregivers in the school
- Enlist literacy learning in outside organizations (i.e., Boys and Girls Clubs, Junior Achievement, etc.)

Sustaining:

- Continue to use data to identify students targeted for intervention and support
- Provide a brochure highlighting learning supports, materials, and agencies available to families
- Continue hosting family literacy events to improve parent awareness of available resources within the school and community
- Continue after-school tutoring programs
- Continue use of social media to promote goals of literacy across the curriculum

Georgia K-12 Literacy Plan 2012: Making Your Own Plan

E. Action: Optimize literacy instruction across all content areas

Literacy instruction across all content areas is a priority at Coker Elementary. Professional learning via GADOE Webinars on Text Complexity and Literacy in the Content Areas has been provided. Content area teachers consistently incorporate the teaching of two but not all of the following: 1. Academic vocabulary; 2. Narrative, informational, and argumentative writing; and 3. The use of discipline-specific text structures.

Implementing:

- Develop a school-wide writing rubric that is aligned to the CCGPS
- Provide training and resources for teachers of ELLS on WIDA (World-Class Instructional Design and Assessment) standards

Expanding:

We will continue to optimize literacy instruction by:

- Providing grade/content specific strategies for writing in all content areas
- Ensuring the use of daily writing (i.e., prompts, journals, ticket-out-the-door, and other strategies)
- Incorporating the use of informational text in discipline-specific content areas
- Utilizing resources such as Galileo and www.lexile.com to provide text that is appropriately matched to the interests and needs of individual learners
- Require the use of a systematic procedure for the teaching of academic vocabulary in all subjects
- Ensure the use of a school-wide writing rubric that is aligned to the CCGPS
- Conduct peer observations focused on vocabulary development in all content areas
- Integrate appropriate text comprehension strategies into instruction in content areas
- Continue to analyze data from formative and summative assessments to identify areas of student need

Sustaining:

- Monitor literacy instruction across the curriculum through:
 - Formal and informal observations using a literacy observation checklist such as the *Georgia Literacy Instruction Observation Checklist, 2012*
 - Reviewing lesson plans
 - Conducting walkthroughs
 - Examining student work samples
- Evaluate school-wide writing rubric and revise as needed
- Ensure the use of alternative instructional strategies or modifications for ELL students using the WIDA standards to access the CCGPS
- Provide opportunities for teachers to give feedback following peer observations of vocabulary instruction
- Continue to analyze data from formative and summative assessments to identify areas of student need
- Continue hosting family literacy events

Georgia K-12 Literacy Plan 2012: Making Your Own Plan

F. Action: Enlist the community at large to support schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards.

Professional learning about the anchor standards of College and Career Ready Performance Indicators (CCRPI) has been redelivered. Efforts to communicate this to parents and the community will include:

Planning:

The school will share the vision for literacy with all stakeholders by:

- Involving community members in special events involving literacy and its connection to college-and-career-ready initiatives
- Contacting agencies or resources in the community that can assist with tutoring and mentoring

Implementing:

- Conducting scheduled meetings of the School Council that:
 - Including literacy information/initiatives on the agenda
 - Devising a plan of action to improve literacy in the school and community
- Enlist community members to participate by:
 - Serving as mentors to at risk students
 - Speaking to groups of students and/or parents during family literacy events
 - Providing announcements/articles to local media to promote literacy events
 - Adopting the school as partners in literacy

Expanding:

- Investigate similar efforts in other communities which have demonstrated success
- Invite speakers from other communities to address the School Council and/or teacher groups
- Support district efforts in adult learning
- Evaluate the effectiveness of the school's literacy vision
- Partner with business and faith-based groups to assist students
- Utilize social media to communicate literacy goals within the community

Sustaining:

- Celebrate academic successes publically through traditional and social media
- Ask alumni to speak at special parent/student events to emphasize the importance of literacy and education
- Foster relationships among the community businesses, schools, faith-based groups, and the general workforce
- Continue hosting Murray Goes Back to School days for alumni and community members

Building Block 2: Continuity of Instruction

A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams (See Leadership Sections I. D., E.)

Georgia K-12 Literacy Plan 2012: Making Your Own Plan

The administration has encouraged and supported collaborative teams (both vertical and horizontal) to review and revise the School Improvement Plan. There is also an expectation of shared responsibility for literacy instruction across the curriculum. Efforts to refine the focus on literacy will include:

Planning:

- Establish protocols for team meetings
- Provide time for collaborative examination of student work/data
- Identify specific, measurable goals for student achievement in all subjects and grade levels

Implementing:

- Discuss effective literacy strategies that address student needs
- Conduct peer-observations of model literacy lessons; plan resources and implement strategies

Expanding:

- Research effective strategies for differentiation and promoting active engagement
- Evaluate the effectiveness of teams on student learning
- Alternate team members as needed
- Provide opportunities for teachers to give feedback related to observations

Sustaining:

- Utilize online options to provide ongoing professional learning
- Share literacy strategies at faculty and grade-level meetings
- Continue observations to share literacy expertise
- Showcase evidence of student achievement
- Share student achievements in celebrations with stakeholders

B. Action: Support teachers in providing literacy instruction across the curriculum

Literacy instruction occurs across content areas in grades K-3. To support cohesive literacy instruction in the content areas the administration and designated personnel will:

Planning:

- Provide professional learning for integrating the literacy standards of CCGPS in social studies, science, and technical subjects
- Develop professional learning communities to study research-based strategies and resources, particularly those found in “The Why” document of Georgia’s Literacy Plan
- Focus on resources, strategies, technologies, and accommodations for ELLs and students with disabilities
- Provide professional learning to implement strategies in all content areas for:
 - Direct, explicit vocabulary instruction
 - Text structures in informational text
 - Comprehension strategies
 - The writing process (pre-writing, drafting, revising, editing, publishing)
- Research a variety of strategies for incorporating writing in all content areas
- Develop a school-wide writing rubric aligned with the CCGPS

Implementing:

- Incorporate research-based strategies from “The Why” document for integrating the literacy

Georgia K-12 Literacy Plan 2012: Making Your Own Plan

standards of CCGPS in social studies, science, and technical subjects

- Implement appropriate strategies to help ELLs meet proficiency standards
- Infuse all types of literacy throughout the day (e.g., print, online, blogs, wikis, social media)
- Utilize a school-wide writing rubric that is aligned with CCGPS
- Require students to produce technology-based projects

Expanding:

- Share creative ideas to infuse literacy in all content areas during faculty and/or team meetings
- Continue to provide alternative resources or modifications to promote academic performance for ELLs and students with disabilities
- Monitor the use of instructional strategies to improve literacy through formal and informal observations and the use of literacy checklists

Sustaining:

- Continue to evaluate, revise, and locate resources for effective literacy instruction
- Celebrate academic successes of ELLs and students with disabilities in all content areas
- Expand the types of writing across the content areas (e.g., songs, captions, word problems, ads, pamphlets, etc.)
- Continue to integrate technology in literacy instruction in all content areas
- Maintain the consistent use of research-based literacy strategies in all content areas

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

Coker Elementary collaborates with supporting out-of-school agencies and organizations within the community. Our efforts will continue to be strengthened and refined as we:

Expanding:

- Develop brochures of available fiscal and human resources related to support services
- Provide this information in the school lobby, parent resource room, and via diverse technologies
- Partner with community organizations and faith-based groups to provide learning supports for students
- Evaluate the effectiveness of after-school tutoring programs using pre and post-test data
- Establish a mentoring system from within and outside the school for students that need additional support

Sustaining:

- Enlist local businesses to heighten awareness about reading or literary topics
- Continue to foster relationships/networks among schools, families, and community resources

Georgia K-12 Literacy Plan 2012: Making Your Own Plan

Building Block 3. Ongoing formative and summative assessments

A. Action: Establish an infrastructure for ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction

As indicated in “The What” document of Georgia’s Literacy Plan, Coker Elementary has established an infrastructure for ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.

Expanding:

- Develop common curriculum-based assessments (formal, informal, and performance based)
- Upgrade technology infrastructure, if necessary, to support assessment, administration, and dissemination of results

Sustaining:

- Continue the administration of district and state assessments as detailed in the county assessment calendar
- Continue the use of quarterly benchmark testing to assess progress toward CCGPS
- Continue the use of screening, diagnostic, progress-monitoring, and curriculum-based assessments to inform instructional decisions
- Continue to provide assessment measures that can help identify high achieving/advanced learners as well as at-risk learners
- Maintain the practice of scheduled, protected days to analyze student data in grade level and vertical teams to develop and adjust instructional plans
- Monitor the use of assessment data by reviewing teachers’ data notebooks in all classrooms

B. Action: Use universal screening and progress monitoring for formative assessment

As indicated in “The How” document of Georgia’s Literacy Plan, Coker Elementary has an infrastructure for the use of universal screening and progress monitoring for formative assessment.

Expanding:

- Maintain the use of universal screening and progress monitoring to identify the need for and the intensity of interventions and to evaluate the effectiveness of instruction
- Determine the use of universal screening instruments and progress monitoring as it relates to the CCRPI
- Research and select an effective universal screening instrument to measure literacy competencies (including comprehension) for all students across the curriculum
- Revise district-wide benchmark assessments and align them with CCGPS to assess efficacy of classroom instruction

Sustaining:

- Continue to provide timely, descriptive feedback to students with opportunities to assess their own learning by tracking/graphing their own progress
- Maintain the practice of analyzing student data in grade level and vertical teams to develop and adjust instructional plans

Georgia K-12 Literacy Plan 2012: Making Your Own Plan

- Provide continued professional learning to staff to maintain fidelity of administration of assessment and data recording
- Use technology to share relevant student progress data with parents and caregivers

C. Action: Use diagnostic assessment to analyze problems found in literacy screening

Coker Elementary faculty consistently analyzes data from universal screenings to identify students who need further diagnostic assessments. Students are identified for intervention based upon the results of diagnostic data.

Expanding:

- Use technologies to differentiate instruction within content areas (i.e., Galileo and www.lexile.com to match readers with text)

Sustaining:

- Maintain the use of diagnostic tools that isolate the component skills needed for mastery of literacy standards
- Recognize and celebrate students' improvements toward literacy goals
- Recognize and celebrate the school's improvements toward its literacy goals
- Use social media and other traditional sources to inform the community of the school's progress toward its literacy goals

D. Action: Use summative data to make programming decisions as well as to monitor individual student progress

The administration and faculty analyze summative data collectively. The administration also uses data to identify teachers who need support.

Expanding:

- Upgrade the capacity of technology infrastructure to support test administration and disseminate results
- Use summative assessment data to assist teacher and students in setting learning goals

Sustaining:

- Continue to analyze previous year's outcome assessments to determine broad student needs and serve as a baseline for improvement:
 - CRCT and CRCT-M (for selected students with disabilities)
 - Georgia Alternate Assessment (GAA) for specific students with disabilities
 - ACCESS test for ELL students
- Continue the State of the School Address (beginning, middle, and end of year) to identify areas of strength and need and make revisions as needed in the School Improvement Plan
- Continue quarterly professional learning days to analyze data and inform instructional decisions

Action 3.E.: Develop a clearly articulated strategy for using data to improve teaching and learning (See V. A.)

Coker Elementary's administration meets regularly with faculty in team meetings to analyze data. However, a clearly articulated strategy has not been followed with consistency.

Expanding:

Georgia K-12 Literacy Plan 2012: Making Your Own Plan

- Review protocols for data meetings
- Incorporate protocols from <http://www.lasw.org/methods.html>
- Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers
- Determine the most effective method to disaggregate data for the purpose of monitoring progress of students, teachers, and grade levels

Sustaining:

- Continue to build collaborative data meetings into the calendar
- Utilize online options to continue to train new members
- Ensure that the data storage and retrieval system is effective and sufficient

Building Block 4. Best Practices in Literacy Instruction

A. Action: Provide direct, explicit literacy instruction for all students

Coker Elementary has researched and selected a core program that provides continuity based on a carefully articulated scope and sequence of skills. This core program was adopted county-wide for use in grades K-6. However, due to the number of new teachers who have not received training in direct, literacy instruction and the inclusion of content area teachers in literacy instruction as required by the CCGPS, there is a need to revisit our current practices.

Implementing:

- Provide professional learning to all pertinent staff on:
 - The tenets of direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills in all content areas
 - The process of selecting appropriate text to utilize when teaching specific strategies
 - Differentiated instructional strategies for diverse needs
 - Differentiated instructional options for literacy assignments

Expanding:

- Conduct peer-to-peer coaching and peer observations with scheduled feedback
- Use videotaping of differentiated lessons to share with other educators
- Incorporate literacy instruction with a variety of career pathways
- Share differentiated lessons and strategies in team/faculty meetings

Sustaining:

- Continue analyzing data to determine the impact of teaching strategies on student achievement
- Continue to research findings related to differentiation
- Continue adding books, journals, and other media to the current professional library
- Continue to participate in professional learning provided by the school, district, state, and attend conferences as appropriate
- Participate in online networks of teachers to share ideas, questions, lesson plans, etc.

Georgia K-12 Literacy Plan 2012: Making Your Own Plan

B. Action: Ensure that students receive effective writing instruction across the curriculum

Some, but not all teachers, have received professional learning in writing across the content areas. Since it was not a school-wide initiative, the training has never been implemented with consistency or success. According to the results of the Needs Assessment Survey and the school's own Professional Learning Survey, there is a need for a consistent, school-wide plan for writing instruction.

Planning:

- Design a vertically and horizontally articulated writing plan consistent with CCGPS
- Develop or identify the programs, protocol and/or materials necessary to implement the plan across all subject areas
- Develop a school-wide writing rubric for writing in all content areas
- Provide professional learning on best practices in writing across content areas; include anchor standards for writing from CCRPI

Implementing:

- Implement a plan for instruction in writing that is consistent with CCGPS and is articulated horizontally and vertically across all subject areas
- Implement the school-wide writing rubric for writing in all content areas
- Implement the use of technology in writing for production, publishing, and communication across the curriculum
- Implement the use of a school-wide writing rubric for writing in all content areas

Expanding:

- Analyze data from state writing tests to determine effectiveness of the writing plan
- Evaluate the school-wide writing rubric for writing in all content areas to determine effectiveness
- Require the use of technology in writing for production, publishing, and communication across the curriculum

Sustaining:

- Continue analyzing Analyze data from state writing tests to determine effectiveness of the writing plan
- Continue the use of technology in writing for production, publishing, and communication across the curriculum
- Continue to provide professional learning for new staff on the use of research-based writing instruction in the content areas
- Recognize and display exemplary student writing projects in all grade levels and across all content areas in a designated are of the school

C. Action: Teachers work to develop and maintain interest and engagement as students progress through school.

The faculty of Coker Elementary celebrates student successes and cultivates student relationships both in individual classrooms and school-wide.

Planning:

- Provide students with opportunities to self-select reading material and topics for research

Georgia K-12 Literacy Plan 2012: Making Your Own Plan

- Make relevant connections between academics and students' personal lives
- Increase opportunities for collaborating with their peers in the learning process
- Increase access to texts that appeal to student interest
- Share the possibilities of creative use of technology within the learning process to promote engagement and relevance
- Develop a mentoring program for at risk students
- Develop incentive programs for students to increase interest in reading

Implementing:

- Provide professional learning on the use of student engagement strategies (i.e., Learning-Focused strategies, Kagan structures for student engagement, etc.)
- Provide opportunities for teachers to share ways in which they have provided for student-choice in reading and research
- Encourage participation in incentive programs that are
 - Voluntary
 - Not tied to grades
 - Minimal in cost but related to reading
 - Targeted to unmotivated readers to create a desire to read

Expanding:

- Develop student book clubs based on student interest and choice
 - Enlist sponsors from faculty, School Council, and/or community members
 - Ensure voluntary student participation
- Develop teacher/student mentoring partnerships to encourage and support student progress

Sustaining:

- Continue student book clubs based on student interest and choice
- Continue teacher/student mentoring partnerships to encourage and support student progress
- Continue the use of research-based student engagement strategies
- Celebrate successes

Georgia K-12 Literacy Plan 2012: Making Your Own Plan

Building Block 5. System of Tiered Intervention (RTI) for All Students

A. Action: Use information developed from the school-based data teams to inform RTI process (see Section 3. E.)

The faculty of Coker Elementary has been fully trained on the RTI process, and the protocols are in place for its practice. The administration has communicated expectations that all teachers will keep accurate documentation as needed for RTI. Student data is regularly reviewed to ensure that all students are receiving targeted instruction in each tier.

Sustaining:

- Maintain the scheduled, protected 160 minute block of Tier 1 ELA instruction in grades K-3 and 120 minutes of Tier 1 ELA instruction in grades 4-6
- Maintain the scheduled, protected 45 minute block for intervention/acceleration in all grade levels
- Continue grade-level data analysis team meetings
- Ensure that interventions are occurring regularly and with fidelity
- Utilize available technology to provide ongoing, job-embedded support for data collection and analysis as well as for intervention, e.g., videotaping, online collaboration

B. Action: Provide Tier 1 Instruction based upon the CCGPS in all grades to all students in all classrooms (See Sections 4. A & B)

A core program for literacy instruction has been adopted by the county in grades K-6. All students receive Tier I instruction in all content areas.

Expanding:

To strengthen Tier I instruction, Coker Elementary will:

- Develop a plan to strengthen Tier I instruction of disciplinary literacy in all content areas
- Compile data from classroom observations using a literacy checklist and other available resources
- Provide professional learning on:
 - GA DOE resources for RTI, universal screening (e.g., GRASP, DIBELS Next, etc.)
 - Direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skills
- Continue grade-level and vertical team meetings to analyze data to determine the effectiveness of Tier I instruction and identify areas of need
- Continue grade-level /vertical meetings to discuss the planning, delivery, and assessment for students with special learning needs (ELL, ESS, Gifted) including, but not limited to team teaching models
- Ensure adequate time for planning and implementing flexible common classroom-based formative assessments within each subject area to ensure consistent expectations across classrooms

Sustaining:

- Continue to use district Benchmark testing to monitor consistent grade-level implementation of curriculum and to gauge students' progress toward mastery of CCGPS at each grade level for all students
- Establish protocols to support professional learning communities and use decision-making model to evaluate effectiveness
- Encourage the use of technology to support proactive communication between students and teachers/parents and teachers
- Ensure that communication between teachers and administrators is ongoing and effective

Georgia K-12 Literacy Plan 2012: Making Your Own Plan

C. Action: Implement Tier 2 needs-based interventions for targeted students

Data from formative and summative assessments and/or universal screening and diagnostic instruments is used to identify students needing Tier 2 instruction in addition to Tier 1 instruction. Tier 2 instruction typically occurs during small, needs-based group instruction and/or during the designated intervention time. It is provided by the classroom teacher, EIP teacher, and/or ESS inclusion teachers. Protocols for consistent progress monitoring, data collection and reporting have been established.

Sustaining:

- Ensure that teachers consistently provide research-validated interventions designed to meet individual student's needs
- Document data points to monitor student response to intervention
- Encourage the use of technology to ensure proactive communication between students and teachers/ parents and teachers
- Involve students in the process of tracking their personal progress toward learning goals

D. Action: In Tier 3, ensure that Student Support Team (SST) and Data Team monitor progress jointly

In addition to instruction that occurs at Tier 1 and 2, SST (RTI) and data teams meet to track students who fail to make progress commensurate to their academic peers. The data team may include the following members: school psychologist, school counselor, school nurse, administrator, ESOL teacher, SLP. The protocol for these meetings has been established in the school. Coker Elementary will strengthen Tier 3 monitoring:

Expanding:

Our school-wide professional learning survey indicated a need to:

- Enlist the assistance of ESS teachers in collecting appropriate work samples and data for Tier 3 referrals
- Share student work samples in grade-level meetings
- Provide strategies for differentiation

Sustaining:

- Continue to meet on monthly basis to determine effectiveness of interventions and track progress of targeted students
- Continue to monitor lack of progress of ELL students to determine the cause (i.e., language difficulty or difference vs. disorder)
- Continue to include proven interventions for students with behavioral issues
 - Include training on the use of the Functional Behavioral Analysis (FBA)
- Continue to ensure that:
 - Students move into and out of Tier 2 and Tier 3 as indicated by progress monitoring data
 - Data is used to support response to intervention and differentiation
 - Referrals to special education are made in compliance to state guidelines for RTI

Georgia K-12 Literacy Plan 2012: Making Your Own Plan

E. Action: Implement Tier 4 specially-designed learning through specialized programs, methodologies or instructional based upon students' inability to access the CCGPS any other way

The administration and faculty work diligently as a team to provide instruction in the least restrictive environment (LRE) for all Tier 4 students and to provide access to the CCGPS for all students as stated in their IEPs. Case managers collaborate regularly with general education teachers to review data, monitor students' progress, and plan instructional strategies that best meet the needs of individual students.

Sustaining:

- Continue to include ESS, ELL, and gifted teachers in professional learning communities to ensure strict alignment with delivery of CCGPS
- Continue to include ESS, ELL, and gifted teachers in data review meetings to monitor student progress and make recommendations for differentiated instruction in the inclusion setting
- Continue to provide student data and work samples as required by district policies
- Continue participation in all school events (open house, parent conferences, college and career planning activities, etc.)
- Continue effective communication with parents and teachers/ students and teachers
- Review data to reevaluate student eligibility or change of eligibility in Tier 4 and to ensure maximum academic progress to close the achievement gap

Building Block 6. Improved Instruction through Professional Learning

A. Action: Ensure that pre-service education prepares new teachers for all the challenges of the classroom

Coker Elementary collaborates with local colleges and universities to provide pre-service training for undergraduate students. Our teachers perform observations and provide feedback to these students as well as their academic advisors.

Planning:

- Meet with representatives from institutions of higher learning who send their education students to our schools to:
 - Ensure that coursework has an emphasis on disciplinary literacy in the content areas
 - Ensure that pre-service teachers are familiar with the CCGPS and CCRPI

Implementing:

- Enlist support from institutions of higher learning to require pre-service teachers to demonstrate competency in reading theory and practice as well as in the development of disciplinary literacy
- Develop an evaluation instrument for pre-service teachers

Expanding:

- Develop protocols for evaluating implementation of the new coursework
- Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy

Sustaining:

- Continue to monitor and support the integration of disciplinary literacy
- Provide building/system-level professional learning on the need to integrate disciplinary literacy into the content areas in order to help them make informed hiring decisions

Georgia K-12 Literacy Plan 2012: Making Your Own Plan

B. Action: Provide professional learning for in-service personnel

Coker Elementary has a protocol in place for providing professional learning. A Professional Learning Plan has been submitted to the district. The plan was formed based on input from teachers as indicated on a Professional Learning Survey (at the school level) and the goals set forth in the School Improvement Plan and the System Improvement Plan. Faculty meetings address these topics as well as weekly and quarterly professional learning days. A full-time Academic Coach provides site-based support and training for staff. To further strengthen the professional learning, the administration and Academic Coach (Curriculum and Instruction Facilitator—CIF) will:

Expanding:

- Broaden the participation of professional learning to include:
 - Paraprofessionals
 - Substitute teachers
 - Pre-service teachers working at the school
- Develop a list of sites for an online professional library that includes research-based books, journals, magazines, videos, PowerPoints, etc. that teachers can readily access for continuous professional growth
- Use formal and informal observations to monitor and improve literacy instruction (i.e., Literacy Instruction Checklist, GA or some equivalent instrument)

Sustaining:

- Continue the administration of a yearly Professional Learning Survey to elicit feedback from teachers
- Continue the use of blended professional learning combining online learning with face-to-face support to provide content and resources to teachers and staff
- Continue to provide opportunities for teachers to share information learned at professional learning
- Ensure that new personnel receive vital professional learning from previous years
- Videotape important professional learning sessions for staff to review and share with colleagues within and out of the school
- Expand and strengthen school-university partnerships to build networks of support for literacy programs through the use of online collaborations, blogs, and professional organizations

Needs Assessment

Description of the Needs Assessment Process (a, b)

The *Literacy Needs Based Assessment* survey, developed by the district, was administered online to the faculty. The survey was a Likert scale consisting of twenty-six questions to determine literacy needs based upon the research of “The Why” document in Georgia’s Literacy Plan. The Literacy Team analyzed the results of the *Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12* to evaluate the strengths and needs of our literacy instruction. An additional school-wide professional learning survey was administered to determine topics of interest and need as related to the School Improvement Plan. The Literacy Team compiled the responses and input from all surveys to determine the root causes and areas of concern which were: integrating disciplinary literacy in all content areas, effective writing instruction across the curriculum, effective collaborative teams to ensure consistent literary focus across the curriculum, and inadequate technological resources. The Literacy Team also analyzed data from CRCT scores, Lexile levels, and state writing tests.

During the Reading First initiatives, teachers in grades K-3 received intensive professional development on literacy instruction; however, teachers in grades 4-6 did not receive any of this training or the materials provided through the Reading First Grant. As stated in the “Why” document, middle primary grade teachers need explicit training in the Seven Habits of an Effective Reader in order to enable their students to be successful in their school careers. Additionally, the newly hired teachers in grades K-3 have the resources, but lack the training in these best practices.

Another curricular issue is the need for a school-wide writing program that addresses the writing process in all content areas. Previously, teachers in grades 3-5 were trained in a program

that teaches a variety of writing strategies to implement in all content areas; however, teachers in grades K-2 and sixth grade have not had any formal training. “Writing demands for the 21st century are increasing not only in schools but also in workplaces that demand effective communication skills.” Therefore, we must provide our students with the writing skills they need to meet “technological advances, changing workplace demands, and cultural shifts.” (The “Why” p. 44,46).

Root or Underlying Causes (c)

The areas of concern identified in the Needs Assessment are:

Areas of Concern	Identified Root Causes
<p>Literacy Integration:</p> <ul style="list-style-type: none"> • Implementation of Literacy in all content areas • Lack of resources 	<ul style="list-style-type: none"> • Lack of professional development in integrating literacy into all subjects • Decreased budget • Outdated technology
<p>Writing Instruction:</p> <ul style="list-style-type: none"> • Lack of school-wide writing program • Ineffective cross-curricular writing strategies 	<ul style="list-style-type: none"> • Lack of professional development in writing strategies • Lack of school-wide writing program
<p>Collaborative Team Focus on Literacy:</p> <ul style="list-style-type: none"> • Protected planning time • Lack of resources • Minimal vertical planning 	<ul style="list-style-type: none"> • Interruption • Conflicts in schedules • Inconsistent protocol
<p>Inadequate Technology Resources</p> <ul style="list-style-type: none"> • Limited access to classroom computers for research purposes 	<ul style="list-style-type: none"> • Outdated computers in labs and classrooms • Limited electronic devices for student use

All grade levels are affected by these underlying causes. With the emphasis that the CCGPS places on literacy in the content areas, the team compared CRCT scores in Reading, Science and Social Studies. These scores were then compared to the Lexile target that GA DOE has provided.

Needs Assessment Participants (d)

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Needs Assessment Participants (d)

Dr. Brett James	Principal	Kay Holcomb	Assistant Principal
Diane Piatt	Academic Coach	Paige Maret	Counselor
Jill Hensley	Media Specialist	Denise Patterson	Media Paraprofessional
Tonjua Humphrey	EIP Teacher	Cindy Holcomb	ELL Teacher
Renda Baggett	Kindergarten Teacher	Paulette Townsend	Kindergarten Parapro
Patricia Duncan	Kindergarten Teacher	Rose Winkler	Kindergarten Parapro
Desnie Roberts	Kindergarten Teacher	Cindy Jarvis	Kindergarten Parapro
Pam Satterfield	Kindergarten Teacher	Jayne Balance	Kindergarten Parapro
Amanda Souther	Kindergarten Teacher	Teresa Crook	Kindergarten Parapro
Tonya Stafford	Kindergarten Teacher	Shelley Chastain	Kindergarten Parapro
Vickie Blankenship	1 st grade Teacher	Heather Tipton	1 st grade Parapro
Angela Buckner	1 st grade Teacher	Noviena Cloer	2 nd grade Teacher
Blake Dunagan	1 st grade Teacher	Kelly Page	2 nd grade Teacher
Margie Ramsey	1 st grade Teacher	Teresa Sanford	2 nd grade Teacher
September Truelove	1 st grade Teacher	Andria Sheram	2 nd grade Teacher
Melodi Tankersley	2 nd grade Teacher	Michelle Ballew	3 rd grade Teacher
Cynthia Stanfield	3 rd grade Teacher	Gail Stafford	3 rd grade Teacher
Leona Welch	3 rd grade Teacher	Stephanie Faith	4 th grade Teacher
Kelly Hall	4 th grade Teacher	Tisha Mason	4 th grade Teacher
Jennifer Reed	4 th grade Teacher	Missy Powers	5 th grade Teacher
Elisha Rogers	5 th grade Teacher	Jeremy Sheram	5 th grade Teacher
Stephanie Stevenson	5 th grade Teacher	Sharon Davis	6 th grade Teacher
Elaine Parsons	6 th grade Teacher	Wayne Satterfield	6 th grade Teacher
Jennifer Warnack	6 th grade Teacher	April Baldridge	ESS
Kristy Campbell	ESS/ Title 1 Coordinator	Christie Clark	ESS
Donna Leonard	ESS	Shea Lynch	ESS
Christa O'Neal	ESS	Linda Babb	ESS Parapro.
Vickie Love	ESS Parapro.	Jennifer Mosteller	ESS Parapro
Cindy Holcomb	ESOL	Angie Powell	EXCEL
Mary Bales	Music Teacher	Sherrie Gore	P. E. Teacher
Carmon Hipp	P.E. Parapro.	Susan Wilbanks	Science Teacher (3-4)
Monica Peters	Speech Therapist	Presence Learning	Online speech program

Disaggregated Data identifying Areas of Concern (e)

CRCT Reading Scores			
	2010	2011	2012
Grade Level	% Meets and Exceeds	% Meets and Exceeds	% Meets and Exceeds
1st	96	x	x
2nd	98	x	x
3rd	89	94	99
4th	92	92	93
5th	92	92	98
6th	95	96	98

In spite of the high percentages in reading on the CRCT, when the data is disaggregated into domains and content, areas of need are found. These scores reflect students' ability to read for information.

Percentages of Correct Answers per grade in Content Areas

	2010		2011		2012	
	Science	Soc. St.	Science	Soc. St.	Science	Soc. St.
3rd	70	66	71	68	76	71
4th	73	68	78	65	76	63
5th	69	60	68	61	73	61
6th	67	68	69	75	62	67

“Georgia students only minimally meet state standards; thus they are not equipped with sufficient reading comprehension skills to handle much of the grade-level instructional material. Consequently, Georgia’s students need support and intervention in the next grade the following fall. In today’s world, literacy extends well beyond the basis of reading (phonics and decoding skills).” (p. 118, the Why) Our students’ scores are indicative of the state’s findings in that our CRCT scores show our strengths in basic reading skills, but show significant weakness in reading for information in the content areas.

Lexile Averages per Grade

2011-2012		
	Lexile Average	Georgia Target Lexile Range
4th	674	740-1010
5th	741	740-1010 (850)
6th	859	925-1185

5th Grade Writing Scores

	% Meets and Exceeds	% Did Not Meet
2010	60	40
2011	80	20
2012	77	23

Areas of Concern (f)

As stated in The Why” document, “*Literacy is the gate-keeper* for the ability to become a life-long learner and contributor to society. Today’s global citizens must be able to retrieve and understand information and then disperse this learning through writing and a growing array of other delivery modes.” The above data reflects the fact our students are skills rich and literacy poor!

Areas of Concern (f)

All grade levels (K-6) are affected by these areas of concern as indicated below (a, b, c, e, f):

Needs Assessment	
Main Findings From “What Document” Research-Based Practice: <i>Standards for Literacy College and Career Readiness Anchor Standards for Reading from Common Core Georgia Performance Standards (Building Block E)</i>	
Content Area of Concern	Steps to Address the Concerns
<ul style="list-style-type: none"> • Reading for Information (4th & 5th gr.) • Comprehension (Grades K-3) • Information and Media Literacy (6th gr.) • Subgroup data revealed areas of concern 	<p><i>Current Steps:</i></p> <ul style="list-style-type: none"> • Read-alouds in all content areas • Response to Literature • Needs-based reading groups • Daily comprehension practice • Study Island (3rd-6th gr.) • Coach workbooks-science and social studies (5th-6th gr.) <p><i>Needed Steps:</i></p> <ul style="list-style-type: none"> • Professional development in comprehension strategies • Update and acquire technology resources

	<ul style="list-style-type: none"> • Increase the amount of expository texts in science/social studies • Provide informational text in all content areas
Main Findings From “What Document” Research-Based Practice: Best Practices in Literary Instruction <i>College and Career Readiness Anchor Standards for Writing from Common Core Georgia Performance Standards (Building Block 4—Component B)</i>	
Content Area Concern	Steps to Address the Concern
<ul style="list-style-type: none"> • Sentence Structure and Construction • Research and Writing Skills • Subgroup Data: Grammar and Sentence Structure (6th gr.) • Subgroup Data for ESS and EXCEL—writing for research (all grades) 	<p><i>Current Steps:</i></p> <ul style="list-style-type: none"> • Core language program • Drops in a Bucket • Daily oral language review • Research activities • 55 minute writing class (5th gr.) • Whole Group/ Small Group instruction • Practice writing skills applying conventions of grammar <p><i>Needed Steps:</i></p> <ul style="list-style-type: none"> • Research and develop a school-wide writing program • Professional development using student writing portfolios • Integrating technology in research and the writing process • Provide class sets of reference resources
Main Findings From “What Document” Research-Based Practice: Continuity of Instruction <i>Ensure a consistent literacy focus across the curriculum through the use of collaborative teams. (Building Block 2 Component A)</i>	
Content Area Concern	Steps to Address the Concern
<ul style="list-style-type: none"> • Inadequate protocol for vertical and collaborative planning in all grades • Scheduled time to examine student work/data • Lack of planning time between general education teachers and support staff 	<p><i>Current Steps:</i></p> <ul style="list-style-type: none"> • Faculty meetings • Peer observations <p><i>Needed Steps:</i></p> <ul style="list-style-type: none"> • Consultant to facilitate effective collaborative and vertical planning

Analysis and Identification of Student and Teacher Data

Longitudinal CRCT Data 2010-2012 (a)

CRCT Reading Scores									
	2010			2011			2012		
Grade Level	Did Not Meet	Meets	Exceeds	Did Not Meet	Meets	Exceeds	Did Not Meet	Meets	Exceeds
3rd	12	58	31	6	43	51	1	47	52
4th	9	52	40	8	51	41	6	48	45
5th	7	63	29	5	51	41	2	74	24
6th	6	60	35	4	53	43	2	38	60
CRCT English/Language Arts Scores									
	2010			2011			2012		
Grade Level	Did Not Meet	Meets	Exceeds	Did Not Meet	Meets	Exceeds	Did Not Meet	Meets	Exceeds
3rd	15	44	14	3	41	53	7	47	46
4th	8	51	41	7	59	35	5	52	43
5th	11	51	37	4	45	50	7	56	37
6th	6	65	21	4	33	63	0	53	47
CRCT Math Scores									
	2010			2011			2012		
Grade Level	Did Not Meet	Meets	Exceeds	Did Not Meet	Meets	Exceeds	Did Not Meet	Meets	Exceeds
3rd	15	33	51	6	23	71	8	35	57
4th	13	46	41	17	50	32	11	42	47
5th	16	41	43	7	44	49	17	71	12
6th	15	67	18	11	67	22	11	61	29

CRCT Science Scores									
Grade Level	2010			2011			2012		
	Did Not Meet	Meets	Exceeds	Did Not Meet	Meets	Exceeds	Did Not Meet	Meets	Exceeds
3rd	15	55	31	6	39	55	16	42	42
4th	13	36	51	13	37	50	8	33	58
5th	21	44	35	17	35	48	23	38	39
6th	14	60	25	21	66	12	16	54	30

CRCT Social Studies Scores									
Grade Level	2010			2011			2012		
	Did Not Meet	Meets	Exceeds	Did Not Meet	Meets	Exceeds	Did Not Meet	Meets	Exceeds
3rd	16	62	22	9	58	33	18	53	30
4th	23	50	27	64	16	20	17	65	19
5th	49	46	6	29	48	23	27	62	11
6th	17	53	38	19	45	36	13	30	57

Coker Elementary Subgroup Data 2011-2012—Strands Exhibiting Weakness in Reading and Language Arts (b)

Grade	(ESS)—Reading		(ESS)—Language Arts		Gifted Services—EXCEL—Reading		Gifted Services—EXCEL—Language Arts	
	Domain	%	Domain	%	Domain	%	Domain	%
3 rd	Informational Reading	41%	Research and Writing Skills	53%	Reading for Information	85%	Research and Writing Skills	90%
4 th	Informational Reading	46%	Research and Writing Skills	58%	Reading for Information	91%	Research and Writing Skills	88%
5 th	Informational Reading	50%	Grammar and Sentence Construction	53%	Reading for Information	77%	Research and Writing Skills	84%
6 th	Information and Media Literacy	50%	Grammar and Sentence Construction	67%	Information and Media Literacy	92%	Research and Writing Skills	88%

Coker Elementary Whole Group Data 2011-2012—Strands Exhibiting Weakness in Reading and Language Arts (b)

Grade	Reading CRCT Domain Weaknesses		English/Language Arts Domain Weaknesses	
	Domain	% Meet & Exceed	Domain	% Meet & Exceed
3 rd	Comprehension	76%	Grammar and Phonics	78%
4 th	Reading for Information	76%	Research and Writing Process	75%
5 th	Reading for Information	64%	Research and Writing Process	72%
6 th	Reading for Information and Media Literacy	74%	Grammar and Sentence Construction	75%

Coker Elementary Subgroup Data 2011-2012—Strands Exhibiting Weakness in Reading and Language Arts

Grade	(ESS)—Reading		(ESS)—Language Arts		Gifted Services—EXCEL—Reading		Gifted Services—EXCEL—Language Arts	
	Domain	%	Domain	%	Domain	%	Domain	%
3 rd	Informational Reading	41%	Research and Writing Skills	53%	Reading for Information	85%	Research and Writing Skills	90%
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6 th	Information and Media Literacy	50%	Grammar and Sentence Construction	67%	Information and Media Literacy	92%	Research and Writing Skills	88%

5th Grade Writing Scores 2011-2012

	% Meets and Exceeds	% Did Not Meet
2010	60	40
2011	80	20
2012	77	23

Strengths and Weaknesses Based on Prescribed Assessments (c)

While receiving Reading First funding (2004-2007), reading scores increased due to the implementation of scientific reading research strategies. Since then, reading scores continue to increase due to sustained reform efforts that included best practices, a protected reading block, and support from a Literacy/Academic Coach. Even though our students have scored above 90% in reading on the CRCT for the past three years, when the data is disaggregated by subgroups (ESS and EXCEL) into domains of reading and by content area, alarming weaknesses are revealed. The following is a summary of ESS data:

- Informational Reading is below 50% in 3rd to 6th grade
- Research and Writing Skills are 53% and 58% respectively for 3rd and 4th grade
- Grammar and Sentence Construction are 53% and 67% respectively for 5th and 6th grade

Data for our EXCEL (Gifted) students also reveals weaknesses in Reading for Information, Research and Writing Skills, and Information and Media Literacy. If these students are to be College and Career Ready upon graduation from high school, we must provide them the strategies and resources they need to be prepared for careers and the workplace. There is a critical need for expository text resources in science and social studies in upper grades, with an emphasis on reading for information and research and writing skills. The CCGPS will help us strengthen this area, but further professional learning and resources provided by the grant will be invaluable as Coker strives to go “From Good to Great” (Jim Collins). Knowing that Lexile reading levels for graduating seniors should range from 1185-1385, we have a large gap to close in order to prepare our students for future success.

Teacher Data (d and e)

There has been minimal teacher turnover at Coker Elementary, thus creating a stable educational environment. The average experience is 15.57 years.

	2009-2010	2010-2011	2011-2012
Retirees	1.6%	7.0%	0
Left the System	0	1.0%	3.9%
Transferred Within System	7.0%	7.0%	5.9%

Advanced Degrees		Endorsements	
Bachelors	3		
Masters	14	Gifted	10
Specialist	30	ELL	14
Doctorate	2	Reading	7

Goals and Objectives Based on Formative and Summative Assessments (f)

- Increase the frequency and quality of writing across content areas
- Increase the percentage of Meets and Exceeds on the 5th Grade GA Writing Test
- Increase the school –wide benchmark average to 80% or above in all content areas
- Upgrade technology infrastructure, if necessary, to support assessment, administration, and dissemination results

District Prescribed Assessments (g)

Universal Screeners <ul style="list-style-type: none"> • GKIDS • DIBELS Next • Reading Placement Indicator • ACCESS test for ELL 	Diagnostic Literacy Assessments <ul style="list-style-type: none"> • <i>Read With Sarah</i> Sight Word Assessment • Informal Phonics Inventory • i-Ready Assessment (ESS Students)
Summative Assessments <ul style="list-style-type: none"> • CRCT • OAS (1st & 2nd) • Writing Portfolio (3rd gr.) • GA Writing Test (5th gr.) 	Formative Assessments <ul style="list-style-type: none"> • District-wide Benchmark Assessments (1st-6th gr.)

Teacher Participation in Professional Learning Communities/Ongoing Professional Learning (h)

Coker Elementary has established a strong professional learning focus. Teachers participate in professional development through various methods: grade-level meetings, data review training, book study teams, peer observations, webinars, face-to-face trainings, and whole faculty training sessions. Professional learning is designed based on the goals of the School Improvement Plan and System Improvement Plan, interests and needs from our school-wide survey, and targeted areas from the GA DOE such as implementation and training on CCGPS.

Project Plan-Procedures, Goals, Objectives, & Support

The project goals and objectives were developed by the Literacy Team based upon the needs assessment, the root cause analysis, the school-wide professional learning survey, and the *Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12* from Georgia's "What" and "Why" documents.

Project Goals and Objectives (a and b)

Goal 1: To implement effective writing instruction in all grades and all content areas.
<ul style="list-style-type: none">• Objective 1: Increase the variety of writing responses and amount of time students write each day in all subject areas.• Objective 2: Provide training on the use of rubrics and portfolios for teacher assessment and student self-assessment.• Objective 3: Use a school-wide writing rubric that is aligned with state assessments and the CCRPS Anchor Standards for Writing to set clear expectations and goals for performance ("What" document)
Goal 2: To integrate disciplinary literacy in all content areas.
<ul style="list-style-type: none">• Objective 1: Purchase classroom libraries containing informational text aligned with the CCGPS/CCGPS• Objective 2: Purchase informational texts available for student checkout.• Objective 3: Provide professional learning for teachers in disciplinary literacy in the content areas
Goal 3: To establish effective collaborative teams to ensure a consistent literacy focus across the curriculum.
<ul style="list-style-type: none">• Objective 1: Establish protocols for collaborative team meetings such as those found on http://www.lasw.org/methods.html• Objective 2: The components of the professional learning community model (www.allthingsplc.info) are understood and in place.• Objective 3: Specific, measurable student achievement goals aligned with grade-level expectations are shared by teachers in all subjects.• Objective 4: Provide time for collaborative examination of student work and data
Goal 4: To increase the amount of 21st Century technology at Coker Elementary and make it available to all students every day.
<ul style="list-style-type: none">• Objective 1: Maintain a comprehensive infrastructure for technology including systems to support, manage, operate, and teach with technology.• Objective 2: Improve reading and writing skills in all content areas by increasing the use of technology.• Objective 3: Provide professional learning to encourage student-driven technology use.• Objective 4: Add programs that will engage students, address the school's needs, and expand opportunities for students to access technology.

Measuring Project Goals and Objectives (c)

Project goals and objectives will be measured by:

- Ensuring that the disciplinary literacy strategies are incorporated in all lesson plans; to be reviewed by the Academic Coach and administration.
- Monitoring instruction in literacy using a literacy checklist such as *Georgia Literacy Instruction Observation Checklist, 2012* or the state TKES (Teacher Keys Effectiveness System--the new Georgia teacher evaluation instrument)
- Providing opportunities for teachers to share strategies and resources in grade level and cross-disciplinary team meetings. Agendas and minutes will be documented.
- Analyzing writing samples in grade level meetings.
- Creating a writing wall to display exemplary work from all grade levels and in all content areas.

Instructional Minutes (d)

Students in grades K-3 receive 160 minutes of literacy instruction; grades 4-6 receive 120 minutes of literacy instruction in Reading / ELA and additional disciplinary literacy instruction in the content areas.

Total Instructional Schedule

Total Instructional Minutes	K	1	2	3	4	5	6
Reading/ELA	160	160	160	160	120	120	120
Math	100	100	100	100	50	50	50
Intervention/ Acceleration	45	45	45	45	45	45	50
Total	305	305	305	305	215	215	215

Four-Tiered Instructional Model for RTI (e)

Coker Elementary provides a 4-Tiered model of instruction allowing for intervention and inclusion services in the classroom.

Tier I Instruction (Standards-Based)		
<p>ALL students at Coker elementary receive instruction and learning which focus on the CCGPS and include differentiated, evidence-based instruction based on the students' needs. (The Why, p. 132) Tier 1 students participate in universal screenings, progress monitoring, and flexible grouping for instruction</p>		
Tier II Instruction (Strategic Intervention)		
Time	Personnel	Strategies
<ul style="list-style-type: none"> Identified students will receive small group instruction, as needed, throughout the day. 	<ul style="list-style-type: none"> Certified classroom and inclusion teachers; paraprofessionals 	<ul style="list-style-type: none"> Identified students receive frequent segments of instruction Targeted Scaffolding Group size: 6 maximum
Tier III Instruction (Intensive Intervention)		
Time	Personnel	Strategies
<ul style="list-style-type: none"> Identified students will receive intensive instruction for up to 50 minutes during intervention times. 	<ul style="list-style-type: none"> Certified classroom and inclusion teachers; EIP Teacher, and paraprofessionals 	<ul style="list-style-type: none"> Provide intensive interventions in substantial blocks of time with <i>targeted instructional materials</i>. Group size: 2-3 students or 1-on-1)
Tier IV Instruction (Due Process)		
Time	Personnel	Strategies
<ul style="list-style-type: none"> Students will receive inclusion or pull-out services based on needs: Gifted, EIP, ELL, and ESS. 	<ul style="list-style-type: none"> EIP, ESS Teacher and Paraprofessional Gifted Teacher Speech / Language Pathologist 	<ul style="list-style-type: none"> Instruction will be offered to students for whom none of the interventions at the previous levels have provided sufficient support. Specialized Programs, Methodologies and Instructional Deliveries

Coker's Application for SRCL

- Is inclusive (f) of all personnel (certified and non-certified) and all students regardless of instructional Tier.
- Considered the following practices already in place when determining goals (g):

- Computer-based reading intervention program for targeted students (Tier 2, 3, and all Tier 4)
- Protocol for using assessment data
- Protocol for designated Professional Learning days to analyze student data
- Will continue to use funding from other sources (h) school general funds, local and Title 1 to sustain the SRCL grant.

Sample Daily Schedule of 4-Tiered Instruction (i)

Key: MW= Morning Work WG= Whole Group NBG=Needs-Based Groups Specials: Music, P.E., Computer Lab, Media RA= Read Alouds I/FFW/A= Intervention/Fast ForWord/Acceleration				
	K	1st	2nd	3rd
1 7:30	MW	MW	MW	MW
2 8:15	8:15-9:45 Tier 1 WG Reading	7:45-9:25 Tier 1 Math WG Tier 2,3,4 NBG	8:15-9:30 Tier 1 Math WG 9:30-10:15 Tier 2,3,4 NBG	8:00-8:30 Tier 2,3,4 I/FFW/A OR Tier 1 Science (8:00-8:45) 1st & 3rd 8 wks.
3 9:00				8:45-9:30 Tier 1 WG Reading
4 9:45	9:45-10:45 Tier 1, 2, 3, 4 Reading; NBG and I/FFW/A	9:25-10:40 Tier 1 WG Reading Tier 2,3,4 NBG	10:15-11:00 Tier 1 Specials	9:30-10:15 Tier 1 Specials
5 10:30				
6 11:15	10:50-11:30 Lunch	10:45-11:25 Tier 1, 2, 3, 4 I/FFW/A	11:00-11:40 Lunch	10:15-10:30 Recess 10:30-11:25 Tier 2,3,4 Rdg. NBG
7 12:00	12:00-1:10 Tier 1 Math	11:25-12:05 Lunch	11:40-12:55 Tier 1 WG Reading	11:25-11:55 Lunch

8 12:45		12:10-1:15 Tier 1, 2, 3, 4 NBG	Tier 1, 2,3,4 NBG	11:55-12:40 Tier 1, 2, 3, 4 I/FFW/A
9 1:30	1:10-2:05 Tier 1 Social St./Science RA	1:15-2:00 Tier 1 Specials	12:55-1:15 Recess 1:15-2:00 Tier 1, 2, 3, 4 I/FFW/A	12:40-2:00 Tier 1 Math WG Tier 1,2,3,4 NBG
10 2:15	2:05-2:55 Tier 1 Specials	2:05-2:25 Recess 2:05-2:55 Tier 1 Social St./Science RA	2:00-2:50 Tier 1,2,3,4 Rdg. NBG Tier 1 Social St./Science RA	2:00-2:50 Tier 1 Language

Key: MW= Morning Work WG= Whole Group NBG=Needs-Based Groups Specials: Music, P.E., Computer Lab, Media
RA= Read Alouds I/FFW/A= Intervention/Fast ForWord/Acceleration

	4th	5th	6th
1 7:30	7:30-9:10 Tier 1 WG Reading or Math Tier 2 NBG	7:35-8:25 Tier 1 Specials	7:40-8:30 Tier 1, 2,3,4 I/FFW/A
2 8:15		8:25-9:10 Tier 1, 2,3,4 I/FFW/A	8:30-9:30 Tier 1 Specials
3 9:00		9:10-10:05 Tier 1,2,3,4 Block 1 (Reading, Math, Science, Writing)	
4 9:45	9:10-9:55 Tier 1, 2, 3, 4 I/FFW/A	10:05-11:00 Tier 1,2,3,4 Block 2	9:30-10:40 Tier 1 - 4 Block 1 (Reading, Math, Science, ELA, Soc. St.)
5 10:30	9:55-11:40 Tier 1 WG Reading or Math Tier 2 NBG		10:40-11:50 Tier 1 - 4 Block 2
6 11:15			

7 12:00	11:40-12:00 Recess 12:00-12:30 Lunch	11:00-12:10 Tier 1,2,3,4 Block 3 Lunch	
8 12:45	12:30-1:15 Tier 1 Specials	12:15-12:45 Lunch	11:10-12:05 Break 12:05-12:35 Lunch 12:40-1:45 Tier 1 - 4 Block 3
9 1:30	1:15-2:00 Tier 1 Language	12:45-1:05 Recess Tier 1,2,3,4 1:05-2:00 Block 4	
10 2:15	2:00-2:45 Tier 1 Social Studies	2:00-2:55 Tier 1,2,3,4 1:05-2:00 Block 5	1:45-2:55 Tier 1-4 Block 4

Assessment/Data Analysis Plan (a)

Coker Elementary students participate in the following assessments:

Assessment Chart for SRCL Grant

Assessment	Purposes	Skills Measured	Test Frequency
GKIDS	S, PM, D, O	AK, PA, CoP, AR, V, RC	4 X/year
DIBELS Next	S, PM, O	AK, PA, DORF, NWF, RC	3 X/year
Reading Placement Indicator (Fast ForWord)	S, PM, D	PA, OL, V	As necessary
Sight Word Inventory	S, PM, D, O	High Frequency Words	3 X/year
Informal Phonics Inventory	D, O	AK, Decoding	3 X/year
CRCT	O	ELA, V, RC	1X/Year
OAS	O	PA, CoP, OL, AR, V, RC, ELA	1X/Year
District-wide Benchmarks aligned to CCGPS/ (GPS science/social studies)	O	PA, CoP, OL, AR, V, RC, ELA	3 X/year
Writing Portfolio	PM, O	Writing Skills	8X/year
GA Writing Test	O	Writing Skills	1X/Year
ACCESS (Assessing Comprehension and Communication in English State- to-State Test)	S, D, O	Language	1X/Year
Assessment	Purposes	Skills Measured	Test Frequency
WIDA (World-class Instructional Design and Assessment) W-APT (Access Placement Test)	PM, O	OL, V, RC	Eligibility Screening
i-Ready	OM, D, O	AK, PA, CoP, V, RC	3 X/year
GAA (Georgia Alternate Assessment)	D, O	ELA	Ongoing
CRCT-M	O	ELA	1X/Year
Brigance	D	ELA	2X/Year
Cognitive Ability	D	MA	Screening for Eligibility

Otis-Lennon Standardized Ability Test	D	MA	Screening for Eligibility
Naglieri Non-Verbal Ability Test	D	MA	Screening for Eligibility
Iowa Test of Basic Skills	D	A	Screening for Eligibility
Kaufman Test of Educational Achievement	D	A	Screening for Eligibility
Torrence Test of Creative Thinking	D	C	Screening for Eligibility
Renzulli Checklist of Creativity	D	C	Screening for Eligibility
Renzulli Checklist of Motivation	D	M	Screening for Eligibility
County Developed Planned Experience Talent Screening	S	MA, A,C,M	Screening for Eligibility

Comparison of the Current Assessment Protocol with the SRCL Assessment Plan: (b)

Under the current data analysis protocol at Coker Elementary, students are assessed on a regular basis to ascertain their progress toward achieving the CCGPS. Presently, K-6 students are assessed three times a year using DIBELS Next. Teacher teams analyze this data to make instructional decisions regarding Tier 2 and Tier 3 interventions. District-made Benchmark pre- and post-tests are given at the beginning and end of each eight weeks grading period to assess student progress. Data from these tests aid teachers in planning for acceleration or intervention instruction. Other assessments such as Sight Word Assessment and Informal Phonics Inventory are administered three times a year to K-3 students to track progress and are also used as diagnostic tools. In addition to the state mandated tests, a variety of other assessments are given to special needs students including, gifted, ELL, ESS. Attempts are made to match the test to student needs in order to obtain the most valid data when preparing individual academic plans. When comparing our current assessment protocol (above) with the SRCL assessment plan, there

should be no conflicts. The Academic Coach will train new teachers on the administration of these assessments as needed.

Implementation of new assessments for the SRCL grant (c)	Literacy assessments required by the grant will be carefully integrated into the assessment schedule. Current assessments that duplicate previously assessed skills will be eliminated as needed. Training for administration of new assessments will be provided.
Discontinuation of Current Assessments (d)	Upon receipt of SRCL Grant, required assessments will be purchased. Duplicated assessments may be discontinued: <ul style="list-style-type: none"> • DIBELS Next-Daze (sub-test for reading comprehension) Coker Elementary will be fully compliant with the testing recommendations from the grant.
Professional Learning Needs for New Assessments (e)	The Academic Coach will participate in any training needed to administer new assessments for the SRCL grant. A team of grade representatives will participate as needed. Together they will redeliver training to the appropriate faculty members.
Communication of Data to Parents and Stakeholders (f)	The results of student assessments will be communicated to parents and stakeholders by: <ul style="list-style-type: none"> • Hardcopy reports sent home to parents • Individual conferences with teachers and parents • Title 1 Parent Meetings • School Report Card • State of School Address • School website, Facebook, or other media as is appropriate
Use of Data to Develop Instructional Strategies (g)	The results of student assessment data will be used for: <ul style="list-style-type: none"> • Student placement: <ul style="list-style-type: none"> ○ Determining the placement of students for Tier 1 instruction ○ Determining placement of students for cluster-grouping for special needs (ESS, EIP, EXCEL) ○ Identification of students who exceed standards and are eligible for gifted services ○ Placement or retention of students • Instructional Planning: <ul style="list-style-type: none"> ○ Determining targeted instructional interventions/programs for Tier2 and Tier 3 students ○ Determining targeted instructional interventions/programs for ELL students or students with disabilities • Evaluation of Instructional Effectiveness toward meeting goals of the School Improvement Plan • Identification of areas of need for professional learning • Determining budgetary purchases for resources to improve student achievement and professional growth

Assessment Plan Grades K-6 (h)

Assessment	Grade(s)	Personnel Responsible		Frequency
		Scheduling/Planning	Administration	

GKIDS	K	Kindergarten Teachers	Kindergarten Teachers	Ongoing
DIBELS NEXT	K-6	Academic Coach	Classroom Teachers	3 X per year
Informal Phonics Inventory	1-3, 4-6 as needed	Academic Coach	Classroom Teachers	3 X per year
Sight Word Inventory	K-3	Academic Coach	Classroom Teachers	3 X per year
CRCT	3-6	Testing Coordinator	Classroom/ESS Teachers	1 X per year
District-wide Benchmarks	1-6	Testing Coordinator (Assistant Principal) and Academic Coach	Classroom/ESS Teachers	3 X per year
OAS	1-2	Academic Coach	Classroom/ESS Teachers	1 X per year
Writing Portfolio	3	Testing Coordinator	Classroom/ESS Teachers	8 X per year
GA Writing test	5	Testing Coordinator	Classroom/ESS Teachers	1 X per year
ACCESS	ELL	ELL Teacher	ELL Teacher	1 X per year
WIDA /W-APT	ELL	ELL Teacher	ELL Teacher	Eligibility Screening
i-Ready	ESS	ESS Teachers	ESS Teachers	3 X per year
GAA	ESS	Testing Coordinator	ESS Teachers	Ongoing
CRCT-M	ESS	Testing Coordinator	ESS Teachers	1 X per year
Brigance	ESS	ESS Teachers	ESS Teachers	2 X per year
Reading Placement Indicator (Fast ForWord)	K-6	ESS Teachers Classroom Teachers	ESS Teachers Classroom Teachers	As necessary
Cognitive Ability	Excel	Teacher of the Gifted	Teacher of the Gifted	Screening for Eligibility
Otis Lennon Standardized Ability Test	Excel	Teacher of the Gifted	Teacher of the Gifted	Screening for Eligibility
Naglieri Non-Verbal Ability Test	Excel	Teacher of the Gifted	Teacher of the Gifted.	Screening for Eligibility
Iowa Test of Basic Skills	Excel	Teacher of the Gifted	Teacher of the Gifted	Screening for Eligibility
Kauffman Test of Educational Achievement	Excel	Teacher of the Gifted	Teacher of the Gifted	Screening for Eligibility
Torrence Test	Excel	Teacher of the Gifted	Teacher of the Gifted	Screening for

of Creative Thinking				Eligibility
Renzulli Checklist of Creativity	Excel	Teacher of the Gifted	Teacher of the Gifted	Screening for Eligibility
Renzulli Checklist of Motivation	Excel	Teacher of the Gifted	Teacher of the Gifted	Screening for Eligibility
County-Developed Planned Experience Talent Screening	Excel	Teacher of the Gifted	Teacher of the Gifted	Screening for Eligibility

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

Resources Needed to Implement the Literacy Plan (a):

- Comprehension Assessment that will provide Lexile scores (K-6)
- Leveled Intervention Materials (4th-6th)
- Informational text in content areas
- Science and Social Studies trade books (4th – 6th)
- Class sets of chapter books/novels (4th – 6th gr.)

Technology Resources Needed

- Upgraded computer lab to support new technology devices
- Upgrades for network
- Document cameras (K-6th gr.)
- Personal response clickers
- Upgraded computers in classrooms
- Electronic reading devices
- Document cameras

Activities that Support Literacy Intervention Programs (b):

- Dedicated scheduled time for intervention
- Flexible, Needs-Based grouping
- Protocol and support for RTI
- On-site Professional Learning
- Progress monitoring protocol
- Use of Data Notebooks to inform instruction
- Quarterly data review meetings

Shared Resources Available (c):

- Access to web-based software through school subscriptions
- Computer labs (2)
- Teacher-made resources on the school server
- iPad tablets (one per grade K-6)

Library Resources Available (d):

- 15,000 print materials
- 2,500 non-print materials (DVDs, VHS, software, educational games, audio/visual equipment, learning resource materials, and a variety of puppets)
- *Read With Sarah: Science and Social Studies* (expository text for 1st-3rd gr.)
- Family/Parent resources
- Literacy games
- Books on Tape
- Big Books
- Readers' Theater sets (1st-6th grades)
- Activ Votes (student response clickers—2 sets for the whole school)

Activities that Support Classroom Practices (e)	
<ul style="list-style-type: none"> • Use of CCGPS frameworks and units • Alignment of county pacing guides to CCGPS • <i>Learning Focused</i> strategies (i.e. word walls, student engagement strategies) • Anchor charts • Student work displayed with teacher commentary • Flexible Needs-Based instruction • Integration of Technology • Differentiated Instruction • Collaborative grade-level planning time • Data Review Days 	
Additional Strategies Needed to Support Student Success (f)	
<ul style="list-style-type: none"> • Strategies for building relationships with students • Strategies for increasing student engagement • Professional Learning in the following areas: <ul style="list-style-type: none"> ○ Understanding Lexiles for comprehension ○ School-wide writing strategies ○ Additional Depth of Knowledge training ○ Reading strategies for 4th-6th gr. ○ Continued instructional technology training ○ Continued CCGPS training ○ Comprehension strategies ○ Literacy in the content areas ○ Collaborative Team Building 	
Current Classroom Resources (g)	Classroom Technology Resources (g)
<ul style="list-style-type: none"> • <i>Harcourt Trophies</i> Reading Series (K-4) • Literacy Take Home Bags (K) • Leveled Libraries (K-3) • FCRR activities (K-6) • Math trade books (K-3) • Center activities (K-3) • Literacy manipulatives (K-3) • <i>Elements of Reading: Vocabulary</i> (K-3) • <i>Elements of Reading: Phonics</i> (K-3) • <i>Text Talk</i> (K-3) • Reading/Language workbooks (3-6) • <i>Quick Reads</i> (2nd -3rd) • Local daily & weekly newspaper (4th-6th) • Novel sets (5th -6th) • <i>Elements of Literature</i> (6th gr. Reading series) 	<ul style="list-style-type: none"> • ACTIV Boards • Image Projector • Listening Stations (K-3rd) • Access to web-based software through school subscriptions

Clear Alignment Plan for SRCL and All Other Funding (h):

March – May 2013 Order literacy materials (research-based)

March – June 2013 Place technology orders

April-August 2013 Begin professional learning in these areas: writing, technology, literacy, and tiered interventions

April 2013 – Plan monthly professional learning to support new programs and literacy materials purchased with SRCL funding

Summer 2013 Technology installation and upgrades

January 2014 Conduct Mid- Year review

January – May 2014 Continue Literacy Plan implementation

Proposed Technology Purchases to Support (i):

- Upgraded computer lab to support new technology devices
- Upgrades for network
- Document cameras (K-6th gr.)
- Personal response clickers
- Upgraded computers in classrooms
- Electronic reading devices
- Document cameras

This list is by no means exhaustive, but it represents the needs that Coker students have in the area of technology in order to help them meet four important goals (The Why, p. 57):

1. To gain digital-age literacy
2. To develop inventive thinking
3. To develop effective communication
4. To have high-productivity

Being able to upgrade our technology will have tremendous impact upon instructional practices in all academic areas. It will increase student engagement, especially for reluctant/struggling learners (such as those in RTI, ELL students and ESS), while at the same time providing avenues for our Gifted and Talented students to explore and expand their horizons. Technology resources will increase the motivation and willingness to read and write in all content areas. “The new mandate for schools is simple: Be relevant to students while giving them the latest skills to compete globally.” (The Why, p. 57,58)

Professional Learning Strategies Identified on the Basis of Documented Needs

Coker Elementary is committed to continual professional growth. Over the past year faculty members have participated in professional learning on a wide variety of topics and through various means (face-to-face, online webinars, DVD presentations). Training has been delivered to grade-levels, vertical teams, and in professional learning communities. The percentage of participation varies depending upon the audience. Professional Learning is differentiated to meet the needs of the faculty.

Professional Learning—2011/12 (a and b)

Topic	% Of Participants
Faculty Meeting: State of the School	100%
Poverty Training <i>Understanding Poverty</i> (by Ruby Payne) Presented by RESA	100%
Depth of Knowledge	61%
GA DOE Webinar: CCGPS Overview	100%
Revisiting RTI	75%
CCGPS ELA Webinars (K-6 th)	97%
CCGPS Math Webinars (K-6 th)	79%
Benchmark Data Analysis (by grade level & vertical teams)	100%
21 st Century Classrooms	98%
Learning Walks (Using Walkthrough Checklists)	100%
Striving Readers Needs Assessment	100%
Title 1 Mid-Year Review	98%
PBIS Training	79%
<i>Fast ForWord</i> Training	96%
SACS Review	100%
Title 1 End-Of-Year Review	98%
Miscellaneous: Various faculty members participated in conferences, in-tech training, and endorsement classes throughout the school year.	

All certified personnel participated in a combined total of 2,233 hours of professional learning throughout the 2011-12 school year. Ongoing professional development for the current

year is redelivered by the Academic Coach, Administration, and RESA personnel based upon school needs and the areas of concern as presented by the Curriculum Director in monthly Academic Coach Meetings. The preferred method of delivery is face-to-face in grade levels or in faculty meetings. Webinars are also shared in these settings.

Ongoing Professional Learning 2012-13 (c and b)

Topic	% Of Participants
Faculty Mtg.: State of School	100%
DIBELS Next Training	100%
Infinite Campus Training (Online Grade Reporting System)	100%
State of the School Address	100%
Data Review of Beginning of Year Assessments	100%
Book Study: <i>What Great Teachers Do Differently</i>	100%
GA DOE: Three-Prong Approach to Reading	100%
GA DOE: Text Complexity	100%
GA DOE: Making Challenging Text Accessible	100%
GA DOE: How to Close Read	100%
Benchmark Data Analysis (Quarterly)	100%
Finding Resources for CCGPS	100%
Lexile Training and Using Galileo	100%
Differentiation Training	100%
TKES Articles on 10 Standards	100%
Math Discourse Article	100%
Book Study: <i>Teaching with Poverty in Mind</i>	100%
Mid-Year State of School & Title 1 Presentation	100%
Marzano's <i>Classroom Instruction that Works</i> Strategies	100%
Effective Math Strategies	100%
Literacy in the Content Areas	100%
Effective Vocabulary Instruction	100%
Book Study: <i>Teach Like a Champion</i>	100%

Professional Learning Needs Identified in Needs Assessment (d)

The “Why” document clearly states that “...effective professional learning enhances teacher knowledge and skills, improves classroom teaching, and increases student achievement”;

therefore, the faculty of Coker Elementary will participate in professional learning based upon their input from the Needs Assessment and other school-wide surveys.

Goal 1: To implement effective writing instruction in all grades and all content areas.
<ul style="list-style-type: none">• Objective 1: Increase the variety of writing responses and amount of time students write each day in all subject areas.• Objective 2: Provide training on the use of rubrics and portfolios for teacher assessment and student self-assessment.• Objective 3: Use a school-wide writing rubric that is aligned with state assessments to set clear expectations and goals for performance (“What” document)• Objective 4: Provide training for teachers to implement a writing program that emphasizes the Anchor Standards of Writing in the CCRPI• Objective 5: A school-wide writing assessment that addresses the readiness skills of each student at the end of each grade level.
Goal 2: To integrate disciplinary literacy in all content areas.
<ul style="list-style-type: none">• Objective 1: Purchase classroom libraries containing CCGPS/CCGPS related informational texts.• Objective 2: Purchase informational texts available for student checkout.• Objective 3: Provide informational texts for classrooms in grades 4-6.• Objective 4: Provide professional learning for teachers in order to gain competence in research-based practices and literacy instruction.
Goal 3: To establish effective collaborative teams to ensure a consistent literacy focus across the curriculum.
<ul style="list-style-type: none">• Objective 1: Establish protocols for collaborative team meetings such as those found on http://www.lasw.org/methods.html• Objective 2: The components of the professional learning community model (www.allthingsplc.info) are understood and in place.• Objective 3: Specific, measurable student achievement goals aligned with grade-level expectations are shared by teachers in all subjects.• Objective 4: Provide time for collaborative examination of student work and data
Goal 4: To increase the amount of 21st Century technology at Coker Elementary and make it available to all students every day.
<ul style="list-style-type: none">• Objective 1: Maintain a comprehensive infrastructure for technology including systems to support, manage, operate, and teach with technology.• Objective 2: Improve reading and writing skills in all content areas by increasing the amount of technology available to all students.• Objective 3: Provide professional learning to encourage student-driven technology use.• Objective 4: Add programs that will engage students, address the school’s needs, and expand opportunities for students to access technology both in school and out of school.

Determining the Effectiveness of Professional Learning (e)

As Coker Elementary continues to implement the CCGPS and refine our instruction, we will need to determine the effectiveness of professional learning. This will be measured by:

- Review of lesson plans by CIF and Administration
- Walkthroughs and observations by CIF and Administration
- Utilizing a literacy checklist similar to *Georgia Literacy Instruction Observation Checklist, 2012* or the state TKES standards for instruction
- Evaluation of student data on formative and summative assessments
- Analyzing student work
- Presentations by teachers of successful strategies at grade-level & collaborative team meetings

We will also do self-reflections to gauge our effectiveness based upon the Multiple Stages of Professional Development Learning presented in the “Why” document of Georgia’s Literacy Plan (p. 144):

- No Knowledge
- First Exposure
- Deep Learning with Limited Capacity
- Practicing with Coaching
- Refined and Expanded Learning
- Expertise and the Ability to Coach Others

Sustainability Plan

Murray County Schools will sustain programming beyond the grant period by securing funding from sources including the MCS general operating funds, Title I funds, e-Rate funds, and the local business community. The intent of this application is to sustain all programs and best-practices, and efforts that have been initiated in this process.

<p>Extending the Assessment Protocol (a)</p>	<p>Coker Elementary (CKE) will:</p> <ul style="list-style-type: none"> • Continue to follow the local, state, and federal assessment protocol • Sustain the use of new assessments from the SRCL grant • Purchase one-time site license subscriptions for assessments when appropriate • Utilize local, state, and federal funds
<p>Developing Community Partnerships (b)</p>	<p>CKE will:</p> <ul style="list-style-type: none"> • Continue partnerships established with local businesses and community organizations and seek to develop new partnerships • Continue involvement of stakeholders in surveys and informational meetings
<p>Expanding Lessons Learned (c, f, g, and h)</p> <ul style="list-style-type: none"> • Extend Assessment Protocol • Sustaining Professional Learning 	<p>CKE will:</p> <ul style="list-style-type: none"> • Continue the use of formative and summative assessments guidelines from the system which include: DIBELS Next, District-wide Benchmark Assessments, Math Fluency, OAS, CRCT, and school-wide assessment data • CIF will continue to coordinate and monitor the use of these assessments and provide opportunities for data analysis • Utilize the Curriculum Instructional Facilitator (CIF) to provide in-house professional learning • CIF will participate in all trainings provided by SRCL to ensure implementation with fidelity • CIF will participate in regional trainings provided by RESA

	<p>funds</p> <ul style="list-style-type: none">• Conduct an annual inventory of all purchased print materials and replace them as needed to provide a variety of text with a wide Lexile range
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Budget Summary

The majority of the funding from the SRCL Grant will be used for providing professional learning as outlined in our Needs Assessment and updating or acquiring new technology.

Additional money will be used to purchase informational text and leveled libraries in all grades with an emphasis on disciplinary literacy for grades 4-6, and to purchase additional resources for our media center. After the grant, Title I funds will be used sustain these items.

	Amount	Percentage of Total Budget
Instruction	\$335,000	67.5%
Pupil Services	\$0	0%
Improvement of Instruction Services	\$56,000	11.3%
Educational Media Services	\$105,000	21.2%
Support Services-Business	\$0	0%

Georgia Striving Reader Subgrant	
Budget Breakdown and Narrative	
Function Code 1000 – Instruction	Year 1
Object Codes	Amount Budgeted
300 – Contracted Special Instructors	
610 – Supplies	\$5,000.00
611 – Technology Supplies	\$175,000.00
612 – Computer Software	\$50,000.00
615 – Expendable Equipment	\$5,000.00
616 – Expendable Computer Equipment	
641 – Textbooks	
642 – Books and Periodicals	\$100,000.00
Function Code 1000 – Instruction Narrative:	
The majority of instructional funds are earmarked for technology purchases; computer software	

would include one-time site license purchases for SRCL approved items. Innovative technology tools will be used to promote student engagement and enhance instruction in all content areas. Funds would also be earmarked for books and periodicals for the development of leveled libraries in grades 4-6 and informational text in Science and Social Studies.

Function Code 2100 – Pupil Services	Year 1
Object Codes	Amount Budgeted
300 – Contracted Services	
520 – Student Liability Insurance	
580 – Travel	
610 – Supplies	
641 – Textbooks	
642 – Books and Periodicals	
Function Code 2100 – Pupil Services Narrative:	
Function Code 2210 – Improvement of Instructional Services	Year 1
Object Codes	Amount Budgeted
113 – Certified Substitutes	
114 – Non-Certified Substitutes	\$10,000.00
116 – Professional Development Stipends	\$10,000.00
199 – Other Salaries and Compensation	
200 – Benefits	
300 – Contracted Services	\$10,000.00
580 – Travel	\$10,000.00
610 – Supplies	\$10,000.00
810 – Registration Fees for Workshops	\$6,000.00
Function Code 2210 – Improvement of Instructional Services Narrative: Ongoing professional learning will be provided to enrich literacy instruction across all content areas.	
Function Code 2220 – Educational Media Services	Year 1
Object Codes	Amount Budgeted
610 – Supplies	\$10,000.00
642 – Books and Periodicals	\$95,000.00

Function Code 2220 – Educational Media Services Narrative:

Funds will be used to purchase materials such as class sets of novels, books with CDs, resources for parent check-out, and other items to engage ALL levels of students.

Function Code 2500 – Support Services – Business

Year 1

Object Codes

Amount Budgeted

148 – Accountant

200 – Benefits

300 – Contracted Services

580 – Travel

880 – Federal Indirect Costs

Function Code 2500 – Support Services – Business Narrative:**Total Budget for Year 1****\$496,000.00**