

School Profile

Created Friday, September 14, 2012

Updated Friday, October 05, 2012

Page 1

School Information

| | |
|---|---------------------------------|
| School Information District Name: | Coffee |
| School Information School or Center Name: | Broxton - Mary Hayes Elementary |

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

| | |
|-----------------------|-----------------------------|
| Principal Name: | Lee Mobley |
| Principal Position: | Principal |
| Principal Phone: | 912-359-2391 |
| Principal Email: | lee.mobley@coffee.k12.ga.us |

School contact information

(the persons with rights to work on the application)

| | |
|--|-----------------------------|
| School contact information Name: | Lee Mobley |
| School contact information Position: | Principal |
| School contact information Phone: | 912-359-2391 |
| School contact information Email: | lee.mobley@coffee.k12.ga.us |

Grades represented in the building

example pre-k to 6

Pre-K to 5th

Number of Teachers in School

17

FTE Enrollment

249

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

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

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

Address: 1311 S. Peterson Avenue

City: Douglas, GA Zip: 31533

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

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

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

Morris Leis, Ed.D

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

December 5, 2012
Date (required)

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

i. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

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

Conflict of Interest & Disclosure Policy

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

b. Employee Relationships

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

Conflict of Interest & Disclosure Policy

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III. Incorporation of Clauses

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

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

Morris Leis, Ed.D, Superintendent

Typed Name of Fiscal Agency Head and Position Title

Date

Signature of Applicant's Authorized Agency Head (required)

 Bernie Evans, Ed.D

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

Date

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

Mike Drahush, Comptroller

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

Date (if applicable)

Preliminary Application Requirements

Created Tuesday, October 09, 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, November 28, 2012

Updated Thursday, December 13, 2012

Page 1

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

• Yes

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

• Yes

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

• Yes

Page 2

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

Page 3

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

Coffee County Schools

Audit Findings

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

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

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

History of the System

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

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

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

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

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

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

System Demographics

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

Current Priorities

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

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Strategic Planning

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

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

Current Management Structure

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

District Narrative

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

Past and Current Instructional Initiatives

The system has led significant instructional initiatives district wide including:

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

Literacy Curriculum

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

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

District Wide Literacy Assessments

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

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

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

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

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

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

Need for Project

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

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

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

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

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

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

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

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

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

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

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

Experience of the Applicant

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

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

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

Experience of the Applicant

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

Sustainability of past initiatives

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

Internal initiatives

Experience of the Applicant

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

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

School History

Broxton-Mary Hayes Elementary is a public, rural elementary school serving students in Pre-K through Fifth grade. In 1990, Broxton-Mary Hayes Elementary was established and served students in Pre-Kindergarten through Fifth grade. Broxton-Mary Hayes Elementary has been a Title I Distinguished School for ten years and currently maintains this recognition.

Broxton-Mary Hayes Elementary is currently consists of one principal, one assistant principal for instruction, one academic coach, one media specialist, one counselor, twenty-three teachers, seven paraprofessionals, one nurse, four custodians, four nutrition services personnel, one secretary, one computer operator, and four bus drivers. Teacher attendance at Broxton-Mary Hayes Elementary is excellent with an average of 97.6%.

The 334 students at Broxton-Mary Hayes Elementary are divided into 16 classrooms. Caucasians represent the largest ethnic group, comprising 54.2% of the population. The percentage of students that are African-American is 26.85 and students who are Hispanic make up 10.5% of the population. The remainder of the student population is 8.5% Multi-racial. When demographics are disaggregated by exceptionality, 5.3% are enrolled in the Speech/Language program. The Specific Learning Disorder students make up 4% of the population. Mildly Intellectual students make up 0.2% of the population. Other Health Impaired students make up 4% of the population. With 83.33% of the students at Broxton-Mary Hayes Elementary qualify for Free or Reduced Lunch. The average daily attendance for students is 96.9%.

Parental Involvement is essential for success to be attainable at our school; therefore, it remains a focus as we make strides to push for academic excellence. Parents are involved in school business and decision making through our School Council, PTO, Parents Assuring Student Success (PASS) Class, Parent-Teacher Conferences, Open House, and Specific Curriculum Activity Nights. Several of these parent communication opportunities were suggested by parents through surveys.

Administrative and Teacher Leadership Team

At Broxton-Mary Hayes Elementary School, we value the experience, expertise, and passion of our school’s instructional leaders. We are aware of the impact on our school’s instructional program and have developed a Better Seeking Leadership/Literacy Team. It is made up of fourteen members that include two administrators, one academic coach, one representative from each grade level, one special education teacher, one physical education teacher, one media specialist and one counselor. Two of our team members are representatives of our Parent Advisory Council. The Better Seeking Leadership/Literacy Team’s purpose is to promote success, monitor progress, and to implement ideas that lead to greater understanding of what is taught each year. These efforts help teachers organize and use strategies for greater academic success for our students.

| <i>Past Initiatives</i> | | |
|--------------------------------------|--|--|
| <i>Instructional Initiative</i> | <i>Description of Initiative</i> | <i>Timeline</i> |
| Learning Focused | A school improvement model that focuses on providing strategies for consistency in learning, instruction, and research based practices | 2000-present |
| Georgia Performance Standards (GPS) | Georgia’s instructional expectations concerning instruction, student assessment, and student performance | 2004-2005 school term to 2008-2009 school term |
| Schoolwide Curriculum Based Measures | School-wide benchmarks that are administered three times a year for progress monitoring in the areas of reading fluency and comprehension and math fluency and comprehension | Ongoing |
| After School Program | Onsite, after hours tutoring for a targeted group of students who are identified as at-risk for meeting promotional requirements or proficiency on state assessments | 2008-ongoing; February –March of each year |
| Differentiation and Remediation | RTI; Based on academic performance from data gathered through benchmark | 2000-present |

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| | testing; students assigned to flexible ability groups within classrooms based on assessment results | |
| County Wide Common Benchmark Assessments | <ul style="list-style-type: none"> • Developed using Georgia’s OAS based on • List Content Areas and grade levels • Data was gathered following each administration to gauge instructional strengths and weaknesses | 2004 - 2012 |
| Campus Grade Level Planning | Held weekly to cover instructional classroom instructional needs and concerns pertaining to individual grade levels | 1995 - 2008 |
| Vertical Planning | Subject area teachers across grade levels meet to discuss performance data and strategize on plans for student achievement | 2008 - 2012 |
| Writing Strategies for Improved Performance | <ul style="list-style-type: none"> • Academic Coach Interventions and modeling lessons • 6 + 1 Writing Training | 2008-present |

| <i>Current Initiatives</i> | | |
|---|---|---|
| <i>Instructional Initiative</i> | <i>Description of Initiative</i> | <i>Timeline</i> |
| Common Core Georgia Performance Standards | Enhances and expands teachers’ content knowledge, pedagogical skills for student preparation for college, careers and life | Began 2011-2012 school term; Ongoing |
| Schoolwide Curriculum Based Measures | <ul style="list-style-type: none"> • Administered to K-5 three times per year • Reading Probes – designed to track fluency and comprehension • Math Probes – track computation and application | 2010 - ongoing |

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| | <ul style="list-style-type: none"> • Students Grouping | |
| After School Program | Onsite, after hours tutoring for a targeted group of students who are identified as at-risk for meeting promotional requirements or proficiency on state assessments | 2008 - ongoing |
| Differentiation and Remediation | Student needs are monitored and instruction strategies adjusted based on data from multiple formative and summative assessment measures (i.e. - Scholastic Reading Inventory, Curriculum Based Measures, various classroom formative and summative assessments) | 2010 - ongoing |
| Scholastic Reading Inventory | A computer based reading assessment that is administered to grades 1-5 three times a year to monitor reading levels and growth. Performance data is used to make instructional decisions regarding differentiation. | 2012 - ongoing |
| System Wide Collaborative Planning | New grade level unit development and implementation strategies due to CCGPS rollout; administered in grades 1-5 in Reading, ELA, Math, Science, Social Studies; to share effective instructional strategies; discussion of grade level implementation and concerns | 2012 – ongoing |
| School Level Collaborative Planning | Held weekly to identify and provide support with professional learning needs identified through the School Improvement and Professional Learning Plan as well as any statewide mandates (Currently | 2007 - ongoing |

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| | CCGPS) | |
| Vertical Planning | Subject area teachers meet across grade levels to discuss the current CCGPS rollout and the phase in of transitional standards that are in new grade levels. Discussion of available instructional resources and strategies based on identified transitional standards that are on the Progressive Skills Chart provided by the state department. | 2012 - ongoing |

Professional Learning Needs

Broxton-Mary Hayes Elementary School teachers will need professional learning in various areas. Professional learning is needed on writing instruction and its implementation across the content areas. With the rollout of the Common Core Georgia Performance Standards (CCGPS), professional learning is necessary for the proper implementation of research based strategies that ensure student achievement. More emphasis has to be placed on text complexity and how to convey its details to students for proficient academic performance. With the changes with Lexiles, more instructional resources are needed for teachers and students. In addition, technology training will need to be incorporated to meet the demands of CCGPS. Professional Learning is needed to fully understand the functionality of incorporated technological devices and programs acquired as a result of the Striving Readers Comprehensive Literacy Grant.

Need for a Striving Readers Project

Broxton-Mary Hayes Elementary School has faced the challenge of acquiring proficient scores in writing for the last five years. Writing has been less than proficient in 3rd and 5th grades. Based on the deficiencies, it is vital that emphasis be placed on initiatives, strategies, and professional learning to increase student performance. We are currently implementing a school-wide initiative called “Write on Target” that requires teachers to submit writing samples to administration for review and judging. Currently, the samples do not proficiently reflect writing

across the curriculum or consistent grade level performance benchmarks. Despite efforts, there are still gaps in writing instruction and student performance. As a result of a writing and literacy needs assessment, we will focus on improved writing achievement, literacy and technology instructional resources to support the implementation of CCGPS, and professional learning for reading and writing instruction that will enhance cross curricular collaboration.

Broxton-Mary Hayes Elementary School has evaluated our current research based strategies; instructional practices as well as formative and summative assessment data to determine our literacy strengths and weaknesses. With a focus on areas of improvement, the information was used to set goals in an effort to improve literacy instruction in our school. The administration, along with the leadership/literacy team will monitor the implementation process of our literacy plan.

The “Why”, the “How”, and the “What” documents were used as sources of information in helping us to understand the nine components that research has determined are needed for a successful literacy program. The documents have been referenced in support of the need for the Striving Reader’s Grant. With funding received from the grant, we will be able to meet the needs of all literacy learners whether they are struggling readers or those working at the 90th percentile. Our goal is to increase academic achievement in the areas of writing and reading. Success of our Literacy Plan will be evaluated through ongoing assessments, disaggregation of test data, as well as teacher and student surveys.

| Goals | Action: What will take place? | Who will implement the goal? | How will the goal be implemented? | How will the goal be assessed? |
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| <i>This goal is based on Building Blocks from “The What” document: 2, 3, 4, 5, & 6</i> | | | <i>This goal will be implemented based on Building Blocks from “The How” document: 1, 2, 3, 4, 5, & 6</i> | |
| Goal 1: Improve writing achievement on the Georgia Fifth Grade Writing Assessment to | Adopt a research-based writing program to be implemented in Kindergarten through 5 th grade | Administrators Academic Coach Literacy Team | <ul style="list-style-type: none"> Analyze student data in teacher teams to develop and adjust instructional plans The Literacy Team will research | <ul style="list-style-type: none"> Research and select a core program that will provide continuity based on a carefully articulated scope and |

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| <p>84% in 2013, 87% in 2014, and 90% in 2015.</p> | | | <p>effective program based on student data results</p> | <p>sequence of skills that is integrated into a rich curriculum of literacy and informational texts</p> <ul style="list-style-type: none">• The Literacy Team will complete and refer to a checklist that is tailored to the needs of our students as it relates to the writing program. Based on those needs, a program will be selected and implemented.• Develop an assessment calendar to include universal screenings and progress monitoring both general outcome and classroom based, designating persons responsible |
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| | <p>Provide rich professional learning in writing instruction to all content teachers, Special Education teachers, English Language Learner and Gifted teachers in Kindergarten through 5th grade</p> | <p>Professional Learning Consultants Administration Academic Coach Literacy Team Lead Content Teachers</p> | <ul style="list-style-type: none"> • Provide professional learning based on student data and teacher needs • Provide time and support for staff to participate in job-embedded professional learning (including coaching, if available, peer-mentoring, learning community, grade-level meetings focused on student work, etc.) | <ul style="list-style-type: none"> • Conduct Literacy walk-throughs to monitor the use of literacy strategies, student engagement and learning, as well as to ensure the consistent use of effective instructional practices • Classroom observations or videotaping to identify and support individual teachers with follow-up coaching, conferences, and mentoring |
| | <p>Implement cross grade level planning to support consistency between grade levels while using the program that is put in place to ensure that we are meeting the needs of all levels of</p> | <p>Administration Academic Coach Grade Level Teachers Literacy Team Special</p> | <ul style="list-style-type: none"> • Provide professional learning on the tenets of explicit instruction by using data to inform instructional decisions and explicit | <ul style="list-style-type: none"> • Assess cross grade level strategies based on feedback following instructional practice • Collaborative planning |

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| | <p>learners in the classrooms.</p> | <p>Education, ELL, Gifted, & SAIL Teachers Media Specialist</p> | <p>teaching, telling students specific strategies to be learned and why, modeling of how strategy is used and discussion of when and where strategies are to be applied.</p> | <p>based on the needs documented in cross grade level meetings</p> |
| | <p>Implement vertical planning to view different grade level writing samples and to assess the samples based on the program requirements so that cross curricular teachers have clear awareness of student performance expectations.</p> | <p>Administration Academic Coach Literacy Team Grade Level Teachers Special Education, ELL, Gifted, & SAIL Teachers</p> | <ul style="list-style-type: none"> • Create a plan for instruction in writing that is consistent with CCGPS that is articulated vertically and horizontally • Develop or coordinate a plan for writing in all subject areas to include explicit instruction, guided practice, and independent practice • Require writing as an integral part of daily instruction in all content areas | <ul style="list-style-type: none"> • Use a schoolwide writing rubric that is aligned with CCGPS to set clear expectations and goals for performance • Identify concepts and skills students need to meet expectations in CCGPS • Score mock writing samples according to the state and district rubrics for K-5 |

| Goals <i>This goal is based on Building Blocks from "The What" document: 2, 3, 4</i> | Action: What will take place? | Who will implement the goal? | How will the goal be implemented? <i>This goal will be implemented based on Building Blocks from "The How" document: 1, 2, 3, 4, 5, & 6</i> | How will the goal be assessed? |
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| <p>Goal #2:</p> <p>Provide students with access to supplemental literacy and technology instructional resources to support the implementation of the Common Core Georgia Performance Standards and the rigorous curriculum requirements</p> | <p>Provide a variety of texts to ensure that students have sufficient reading materials to support Lexile ranges</p> | <p>Administration Academic Coach Literacy Team Grade Level Teachers Special Education, ELL, Gifted, & SAIL Teachers and paraprofessionals Media Specialist</p> | <ul style="list-style-type: none"> • Identify the concepts and skills students needed to meet expectations in CCGPS • Provide teachers with resources to provide a variety and choice in reading materials and writing topics. • Ensure use of research based practices aligned with CCGPS • Ensure stakeholders understand literacy goals (lexiles) and their roles in meeting these goals | <ul style="list-style-type: none"> • Examine state assessment data to determine if the resources were effective in increasing reading levels • Examine the progress monitoring materials provided through the program and make instructional adjustments |
| | <p>Implement technology programs as a tool for extending reading and writing instruction</p> | <p>Administration Academic Coach Literacy Team</p> | <ul style="list-style-type: none"> • Research and select a core program that will provide continuity based on a carefully | <ul style="list-style-type: none"> • Examine the progress monitoring materials provided through the |

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| | | <p>Grade Level Teachers</p> <p>Special Education, ELL, Gifted, & SAIL Teachers and paraprofessionals</p> <p>Media Specialist</p> | <p>articulated scope and sequence of skills that is integrated into a rich curriculum of literacy and informational texts</p> <ul style="list-style-type: none"> • Purchase assessment and intervention materials aligned with student needs. • Provide time and support for staff to participate in job-embedded professional learning (including coaching, if available, peer-mentoring, learning community, grade-level meetings focused on student work, etc.) • Provide opportunities for reading varied genres for research and to improve fluency, confidence, and understanding | <p>program and make instructional adjustments accordingly</p> |
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| <p>Goals</p> <p><i>This goal is based on Building Blocks from "The What" document: 2, 3, 4</i></p> | <p>Action: What will take place?</p> | <p>Who will implement the goal?</p> | <p>How will the goal be implemented?</p> <p><i>This goal will be implemented based on Building Blocks from "The How" document: 1, 2, 3, 4, 5, & 6</i></p> | <p>How will the goal be assessed?</p> |
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| <p>Goal #3 – To provide professional learning for reading and writing instruction that enhances cross curricular communication and collaboration in order to meet the instructional needs of teachers and support student performance goals</p> | <p>Teachers will participate in Professional Learning that addresses student writing data as well as writing needs as they were revealed through the writing survey results</p> | <p>Administration Academic Coach Literacy Team Grade Level Teachers Special Education, ELL, Gifted, & SAIL Teachers</p> | <ul style="list-style-type: none"> • Provide professional learning based on student data and teacher needs • Provide time and support for staff to participate in job-embedded professional learning (including coaching, if available, peer-mentoring, learning community, grade-level meetings focused on student work, etc.) • Meet in disciplinary teams for planning and examining student data/work | <ul style="list-style-type: none"> • Writing Test Data • Writing performance survey |

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| | Teachers will participate in Professional Learning based on needs revealed on the Needs Assessment survey in regards to Common Core Georgia Performance Standards requirements and the materials that will be used to support instruction and student achievement | Administration Academic Coach Literacy Team Grade Level Teachers Special Education, ELL, Gifted, & SAIL Teachers and paraprofessionals Media Specialist | <ul style="list-style-type: none"> • Provide professional learning based on student data and teacher needs • Provide time and support for staff to participate in job-embedded professional learning (including coaching, if available, peer-mentoring, learning community, grade-level meetings focused on student work, etc.) | <ul style="list-style-type: none"> • State Test Data • Needs Assessment survey |
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Component 1- Standards

During the 2010-2011 school term, administrators participated in training for the transition from the Georgia Performance Standards. The following year teachers met during collaborative planning sessions with the academic coach to review the new Common Core Georgia Performance Standards looking at crosswalks with the standards that were currently in place. In 2011-2012, teachers viewed ELA webinars for CCGPS. As we implement the new Common Core Georgia Performance Standards, administration and teachers continue to participate in training. Webinars based on reading units developed by the Georgia Department of Education have also been viewed by teachers at Broxton-Mary Hayes Elementary. Grade-level representatives began unit planning in the summer of 2012 and continue to meet as grade-level teams along with district curriculum

personnel to develop existing state units for reading and math. Units are revised and modified to include formative and summative assessment pieces. Common Core Georgia Performance standards for writing are embedded in the units created by the state. Writing tasks are included that reference strategies such as Writer’s Workshop. Although tasks are a part of the existing units, no systematic approach is included that vertically aligns writing.

As reflected in Building Block 1D - Engaged Leadership, our school is committed to a culture where teachers across the curriculum have shared responsibility for literacy instruction as articulated in the Common Core Georgia Performance Standards.

Component 2- Components Unique to Birth-to Five

Broxton-Mary Hayes Elementary School has two classes of Pre-K . Schedules for Pre-K have been created to align with guidelines from Bright from the Start. Many of our students begin Pre-K with limited literacy skills. A lack of parental awareness of Georgia Early Literacy standards for birth through the third year of life as referenced in the “Why” document contributes to difficulty with language and literacy development as students begin school.

At Broxton-Mary Hayes Elementary School, we are aware of the importance of reaching out to parents as a way to support the development of early literacy in the home. We understand that there is a direct correlation to student achievement if children are provided language and early literacy experiences prior to entering school. Our goal is to work smarter by reaching out to parents before their children reach us.

Our school is aware of the need to encourage early language and literacy development. By providing Parents Assuring Student Success (PASS) classes, we can better inform our parents of the need to encourage literacy development at home. With funding from the Striving Reader Comprehensive Literacy grant, we will be able to support families in the community by providing books and parenting resources that will promote literacy prior to students entering school.

Component 3- Ongoing formative and summative assessments

In accordance with the “Why” document, it is vital to have assessments in place for an effective literacy assessment plan. Fifth grade teachers administer three mock writing assessments prior to state testing in March. The ELA teacher reviews the writing samples and scores them using the state rubric. Although mock assessments take place three times a year, we do not have frequent formative and summative writing assessments in place.

We are currently implementing a school-wide initiative called “Write on Target”. Teachers in grades K-5 are required to submit writing samples to administration for review and judging. Currently, the samples do not proficiently reflect writing across the curriculum or consistent grade level performance benchmarks. Despite efforts, there are still gaps in writing instruction

The greatest student achievement need at Broxton – Mary Hayes Elementary School is to improve the writing scores on benchmark writing assessments as well as the Georgia 3rd Grade Writing Assessment and the Georgia 5th Grade Writing Assessment. Broxton – Mary Hayes Elementary students meeting or exceeding standards on the Georgia 5th Grade Writing Assessment for the last three years was 45% (2010), 79% (2011), and 81% (2012). Furthermore, our writing assessments also show a need for writing improvement in third grade.

Although our CRCT scores indicate that our students are performing well in Reading/ ELA, our writing scores are always much lower than our CRCT scores. Our school needs to improve writing instruction in Kindergarten through 5th grade based on the needs evident by current student writing data. We will incorporate scheduled formative assessments to monitor student progress. Information gleaned from these assessments will be used to guide instruction in preparation for state writing assessments in grades three and five.

| Georgia 5 th Grade Writing Assessment | | | | |
|--|--------|--------|------|-------|
| Year | School | System | RESA | State |
| 2011-2012 | 81% | 84% | 79% | 80% |
| 2010-2011 | 79% | 82% | 76% | 79% |
| 2009-2010 | 45% | 72% | 67% | 73% |

Based on the results of our recent writing instruction survey, 100% of our teachers agree that writing is important in the classes that they teach. However, 62% of our teachers do not feel comfortable with direct writing instruction. Administration and the leadership/literacy team have realized that writing expectations are not clear and consistent across grade levels. We also realize that the comfort level of teacher writing instruction is minimal for some and professional learning is much needed to ensure that we are providing research-based writing strategies for all teachers to use no matter their content area.

Our first goal in our literacy plan is to improve writing achievement on the Georgia Fifth Grade Writing Assessment. Once we have researched and selected a core program that will provide continuity for literacy instruction, we will create a plan that is consistent with CCGPS and that is articulated vertically and horizontally. K-2 teacher will collaborate with 3-5 teachers to raise awareness of grade level performance expectations and benchmarks. “The Why” document states that due to the diverse levels of understanding and writing performance, writing should not be taught from one instructional approach. We will foster a collaborative writing process, require all students to write based on genres from the CCGPS, and use multiple formative assessment strategies to provide feedback to students to ensure that we are working to meet our goal.

According to “The What” document, all students should receive effective writing instruction across the curriculum. It is our goal at Broxton-Mary Hayes Elementary that by providing professional learning and meeting in collaborative teams both horizontally and vertically that we will better prepare teachers with literacy practices that will have a positive impact on student achievement in writing.

Component 4- Response to Intervention

Currently at Broxton-Mary Hayes Elementary, we have Response to Intervention for reading and math. However, we do not have an intervention in place for writing. All students receive Tier I Standards Based Instruction. If students begin to show signs of difficulty in learning, the student progresses through the tiers of intervention based on the following measures:

Tier 1 – Differentiated Instruction

- Procedures for Tier 1 Instruction:
 - Standards Based and Differentiated Instruction
 - Flexible Grouping (Reading First Strategies)
 - Technology Resources
 - Study Island
 - FASTT Math
 - IXL Math
 - Brain Pop
 - Accelerated Reader
 - Collect 2 standards based work samples with descriptive feedback
 - Verification must occur from school administration that the classroom is standards based
- All students scoring at 25th to 100th percentile on Curriculum Based Measure (CBM) on their grade level, based on national norms.

- If students continue to be at or below 10th percentile, refer for evaluation to determine Tier 4 eligibility.

Tier 4

- Special Education Services
- ESOL
- Gifted Services

With funding from the Striving Readers Grant, we will be able to implement literacy interventions that are aligned with the new CCGPS expectations to support the needs of all learners.

Component 5- Best Practices in Instruction

Faculty and staff at Broxton-Mary Hayes Elementary have participated in a variety of literacy best practices. Although teachers have been trained in reading and writing best practices, we do not have a systematic literacy and writing program in place.

Broxton-Mary Hayes Elementary Professional Learning 2011-2012

| Date | Topic | Time | Staff |
|----------------------------|---|-------------|-------------------------|
| August 17 th | Setting the Stage for Collaborative Planning Instructional Planning Questions | 45 minutes | K – 5 Grade Level Teams |
| August 23 rd | BEST Practices in Teaching | 45 minutes | K – 5 Grade Level Teams |
| August 30 th | Instructional Strategies for Engaging Learners | 45 minutes | K – 5 Grade Level Teams |
| September 13 th | Unpacking CLASS KEYS Professionalism Standard 1 & 1.3 Sense of Community & Belonging- MOTIVATION | 45 minutes | K – 5 Grade Level Teams |

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| September 20 th | Motivating Our Students... The KEY to success | 45 minutes | K – 5 Grade Level Teams |
| September 21 st | CCGPS Overview | 60 minutes | All Instructional Staff |
| September 27 th | Introducing Tiered Instruction | 45 minutes | K – 5 Grade Level Teams |
| October 3 rd | CCGPS – ELA Webinar (K-2) | 60 minutes | K-2 ELA Teachers, Tucker, Speight |
| October 4 th | CCGPS – ELA Webinar (3-5) | 60 minutes | 3-5 ELA Teachers, Tucker, Speight |
| October 4 th | Building Successful Partnerships with Parents, Communication & Conferencing | 45 minutes | K – 5 Grade Level Teams |
| October 11 th | Grade-Level Unit Revisions | 45 minutes | K – 5 Grade Level Teams |
| October 24 th | CCGPS – ELA Webinar (K-2) | 60 minutes | K-2 ELA Teachers, Tucker, Speight |
| October 25 th | CCGPS – Math Webinar (K) | 60 minutes | K Teacher, Tucker, Speight |
| October 25 th | Common Core Georgia Performance Standards Correlation to Units | 45 minutes | K – 5 Grade Level Teams |
| October 27 th | CCGPS – Math Webinar (1 st) | 60 minutes | 1 st Teachers, Tucker, Speight |
| November 1 st | Benchmark Analysis | 45 minutes | Speight/Tucker |
| November 8 th | Common Core Georgia Performance Standards Correlation to Units | 45 minutes | T. Tucker |
| November 8 th | CCGPS – Math Webinar (2 nd) | 60 minutes | 2 nd Teachers, Tucker, Speight |
| November 10 th | CCGPS – Math Webinar (3 rd) | 60 minutes | 3 rd Grade Math Teacher, Tucker, Speight |
| November 14 th | CCGPS – ELA Webinar (K-2) | 60 minutes | K-2 ELA Teachers, Tucker, Speight |
| November 15 th | CCGPS – ELA Webinar (3-5) | 60 minutes | 3-5 ELA Teachers, Tucker, Speight |
| November 16 th | ELA Webinar for K-2 and 3-5 | 60 minutes | K-5 Grade Level Teams |

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| November 29 th | Depth of Knowledge & Information for Questioning | 45 minutes | K-5 Grade Level Teams |
| December 6 th | CCGPS – Math Webinar (4 th) | 60 minutes | 4 th Grade Math Teacher, Tucker, Speight |
| December 8 th | CCGPS – Math Webinar (5 th) | 60 minutes | 5 th Grade Math Teacher, Tucker, Speight |
| December 13 th | Grade-Level Unit Revisions | 45 minutes | K-5 Grade Level Teams |
| January 10 th | Georgia Online Assessment System Webinar-Reports available on OAS | 45 minutes | K-5 Grade Level Teams |
| January 18 th <small>Wednesday due to holiday 11/16.</small> | Vocabulary Strategy Pictures/Word | 45 minutes | K-5 Grade Level Teams |
| January 24 th | The Learning CUBE John Antonetti | 45 minutes | K-5 Grade Level Teams |
| January 25 th | CCGPS – ELA Webinar (K) | 120 minutes | K Teachers, Tucker, Speight |
| January 31 st | CCGPS – ELA Webinar (2 nd) | 120 minutes | 2 nd Grade Teachers, Tucker, Speight |
| January 31 st | Benchmark Analysis | 45 minutes | T. Tucker |
| February 1 st | CCGPS – ELA Webinar (4 th) | 120 minutes | 4th Grade ELA Teacher, Tucker, Speight |
| February 2 nd | CCGPS – Math Webinar (K) | 120 minutes | K Teachers, Tucker, Speight |
| February 7 th | CCGPS – Math Webinar (1 st) | 120 minutes | 1 st Grade Teachers, Tucker, Speight |
| February 7 th | Failure is Not an Option Introduction to Differentiation & Supportive Environment | 45 minutes | K-5 Grade Level Teams |
| February 15 th <small>Wednesday due to Valentine's Day.</small> | Failure is Not an Option Curriculum | 45 minutes | K-5 Grade Level Teams |
| February 16 th | CCGPS – Math Webinar (2 nd) | 120 minutes | 2 nd Grade Teachers, Tucker, Speight |
| February 22 nd <small>Wednesday due to holiday 2/20.</small> | Failure is Not an Option Assessment | 45 minutes | K-5 Grade Level Teams |

| | | | |
|---------------------------|---|-------------|---|
| February 28 th | Failure is Not an Option Instructional Strategies & The Future of Differentiation | 45 minutes | K-5 Grade Level Teams |
| February 28 th | CCGPS – Math Webinar (3 rd) | 120 minutes | 3 rd Grade Math Teacher, Tucker, Speight |
| February 29 th | CCGPS – ELA Webinar (1 st) | 120 minutes | 1 st Grade Teachers, Tucker, Speight |
| February 29 th | CCGPS – ELA Webinar (3 rd) | 60 minutes | 3 rd Grade ELA Teacher, Tucker, Speight |
| March 1 st | CCGPS – Math Webinar (1 st) | 60 minutes | 1 st Grade Teachers, Tucker, Speight |
| March 6 th | CCGPS – Math Webinar (4 th) | 60 minutes | 4 th Grade Math Teacher, Tucker, Speight |
| March 6 th | Text Complexity Rubric Looking at Grade-Level Text | 45 minutes | K-5 Grade Level Teams |
| March 13 th | CCGPS – ELA Webinar (5 th) | 60 minutes | 5 th Grade ELA Teacher, Tucker, Speight |
| March 14 th | CCGPS – ELA Webinar (1 st) | 60 minutes | 1 st Grade Teachers, Tucker, Speight |
| March 20 th | Testing Requirements 2012 & Test Taking Strategies | 45 minutes | K-5 Grade Level Teams |

Broxton-Mary Hayes Elementary Professional Learning 2012-2013

| Date | Topic | Time | Staff |
|----------------------------|--|-------------|----------------------------|
| August 29 th | JAM Journals and Math | 45 minutes | K – 5 Grade Level Teams |
| September 5 th | Number Corner & Daily Math Review | 45 minutes | K – 5 Grade Level Teams |
| September 19 th | What is Morning Message? Morning Message & Daily Language Review | 45 minutes | K – 5 Grade Level Teams |

| | | | |
|----------------|---|------------|---|
| September 24th | Scholastic Reading Inventory | 45 minutes | K – 5 Grade Level Teams, Media Specialist |
| September 26th | The Instructional Framework Using CCGPS Units | 45 minutes | K – 5 Grade Level Teams |
| October 3rd | BEST Practices with CCGPS | 45 minutes | K – 5 Grade Level Teams |
| October 9th | Taking a Closer Look at Unit 1 Math | 45 minutes | K – 5 Math Grade Level Teachers |
| October 18th | Taking a Closer Look at Unit 1 ELA | 45 minutes | K – 5 ELA Grade Level Teachers |
| November 6th | An Overview of <u>Teaching Student-Centered Mathematics</u> Van De Walle K-3 & 3-5 | 45 minutes | K – 5 Grade Level Teams |

Differentiated instruction, Common Core Georgia Performance Standards webinars, training, and instructional planning along with a focus on best practices and strategies for engaging learners are ongoing professional learning instructional initiatives at Broxton-Mary Hayes Elementary. This year we will be focusing on Writer’s Workshop and effective writing instruction. We will also be using the Van de Walle books for Common Core math strategies.

Programmatic professional learning needs identified in the needs assessment include the following:

- Additional training on implementation of Common Core Georgia Performance Standards & Units
- Additional training for teaching writing
- Training for the use of new technology programs or computer hardware that will be purchased or implemented
- Training in use of lexiles

Component 6- Highly Qualified Teachers

The staff at Broxton-Mary Hayes Elementary is 100% highly qualified. Currently, the faculty is composed of 25 certified staff members, including two administrators, an academic coach, media specialist, special education teacher, physical education teacher, sixteen classroom teachers, and a part-time counselor, ESOL, and Speech teacher. Classified staff that support our instructional program includes two Pre-K paraprofessionals, three kindergarten paraprofessionals, a media paraprofessional, and a special education paraprofessional. The faculty and staff of Broxton-Mary Hayes Elementary are arranged in grade-level teams based on school as a whole needs. Through engaged leadership, the administration at Broxton-Mary Hayes Elementary will continue to ensure that teachers are highly qualified prior to being hired.

Component 7- Engaged Leadership

The Leadership Team at Broxton-Mary Hayes Elementary is also serving as our Literacy Team. The team consists of 14 members. The following members take an active role in leadership responsibilities:

- Lee Mobley, Principal/Parent
- Allyson Speight, Assistant Principal for Instruction/Parent
- Karen Batten, Media Specialist
- Tina Tucker, Academic Coach
- Anna Harris, Counselor
- Meghan Lewis, Pre-K Teacher
- Miranda Paulk, Kindergarten Teacher/Parent
- Sonya Daniels, First Grade Teacher/Parent
- Summer Williams, Second Grade Teacher
- Kawana Moffett, Third Grade Teacher
- Melissa Bennett, Fourth Grade Teacher
- Konya Watkins, Fifth Grade Teacher
- Melissa Baxter, Special Education Teacher

- Holly Bagwell, Physical Education Teacher/Parent

The administration and leadership team at Broxton-Mary Hayes Elementary is committed to assessing the school's current curriculum in an effort to identify needs of all learners. Administration provides time for ongoing job-embedded professional learning. Time is set aside weekly for grade level and collaborative planning. The administration, along with the academic coach and leadership/literacy team conduct focus walks to monitor professional learning implementation. Based on best practices, student engagement strategies, and effective instructional strategies previously covered in collaborative planning, teachers are aware of instructional performance expectations. Our leadership practices would be enhanced with the implementation of a comprehensive literacy program that focuses on effective reading and writing instruction.

Component 8- Clearly articulated plan for transitions and alignment

Professional learning at Broxton-Mary Hayes Elementary School is tailored to meet the needs of teachers and staff. Time is allotted in schedules for planning during each grade-levels PE time. Teachers currently participate in in-house, job-embedded professional learning during grade-level planning times. Targeted areas and topics are based on school as a whole needs or system instructional initiatives. Teachers meet collaboratively on Wednesdays for ongoing professional learning. They also meet an additional day each week with grade-level teachers to plan for instruction. In accordance with "The How" document, teachers are provided professional learning based on student data and teacher needs as well as in disciplinary teams for planning. We will continue to plan for transitions and alignment for grade-level and vertical planning.

Schedules for K-2 and 3-5 for the 2012-2013 school term at Broxton-Mary Hayes Elementary School reflect that students are receiving a minimum of ninety minutes of reading instruction. Pre-K through second grade is self-contained, while students in third through fifth grade receive instruction from content area teachers. Pre-K schedules are aligned with guidelines from Bright from the Start while all other grade-levels are aligned with Common Core Georgia Performance Standards. As outlined in "The How"

document, research-based strategies and resources must align with CCGPS and support student learning of the standards. With a scheduled time for professional learning and time secured for reading and writing instruction daily, we are working to meet the needs of all literacy learners at Broxton-Mary Hayes Elementary School.

Component 9- Intentional strategies for maintaining engagement

Professional learning based on best practices and strategies for engaging learners are ongoing instructional initiatives at Broxton-Mary Hayes Elementary School. In accordance with “The How” document, Building Block 1D: Leadership, instruction must be monitored to ensure effective instructional literacy practices and active student engagement are cross-curricular. We will continue to research best practices and strategies to better meet the needs of our students. Existing best practices along with new strategies for maintaining student engagement will be implemented to ensure that literacy instruction is effective and engaging in all content areas.

The needs assessment process at Broxton-Mary Hayes Elementary includes data analysis, surveys, and collaborative discussion where school improvement is a focus. In-house literacy and writing surveys were designed in an effort to determine teacher comfort levels as it relates to literacy instruction. Questions were developed using scale scores and open-ended response to provide more detailed feedback. All teachers and support staff completed the Georgia Literacy Plan Needs Assessment for Literacy Kindergarten through Grade 12. The Needs Assessment results revealed areas of concern in providing literacy instruction across the curriculum, especially in the area of cross-curricular writing. After disaggregating 3rd and 5th grade Writing Assessment Data and other student achievement data, the Needs Assessment results confirmed that there were weaknesses and needs for more focus in the area of writing. As a result of the Needs Assessment Survey, along with disaggregated data, our areas of concern were identified. The areas of concern were identified as the following:

- Deficiencies in writing performance for grades K-5
- Lack of student access to supplemental literacy and technology instructional resources to support the implementation of the Common Core Georgia Performance Standards and the rigorous curriculum requirements
- Lack of adequate professional learning for reading and writing instruction that enhances cross curricular communication and collaboration in order to meet the instructional needs of teachers and support student performance goals

The first area of concern identified is the deficiency in writing performance for grades K-5. The teachers at Broxton-Mary Hayes Elementary need a systematic writing program that will ensure that we are meeting and exceeding district and state mandates while preparing our students for the 5th Grade Writing Assessment. According to “The What” document, Building Block 2: Continuity of Instruction, teachers must meet in cross-curricular teams and focus on literacy instruction. Due to the lack of the systematic writing program, currently our writing instruction lacks a sense of scope and sequence. Grade level expectations for writing are inconsistent. With a writing program in place, and professional learning support, teachers will meet in cross-curricular teams in an effort to ensure that writing expectations are vertically and progressively aligned.

The second area of concern identified is the lack of supplemental literacy and technology instructional resources to support the implementation of the Common Core Georgia Performance Standards and the rigorous curriculum requirements. According to “The What” document, Building Block 1E: Engaged Leadership, “literacy instruction must be optimized in all content areas” and “the school must agree on a plan to align literacy instruction with the CCGPS.” Although teachers have an awareness of concepts and skills students need to meet their grade level expectations, our literacy plan would ensure that instructional scope and sequence is set and clear to everyone. A clear plan needs to be in place for students who perform proficiently, as well as those who are struggling readers and writers as they progress through grade levels. However, a lack of supplemental literacy and technology resources hinder appropriate instructional practices to reach these expectations. With the literacy resources available to classroom teachers and professional learning tailored to the needs of our staff, teachers will be able to provide exemplary instruction while meeting requirements set forth by the state.

The third area of concern for Broxton-Mary Hayes Elementary was the lack of adequate professional learning for reading and writing instruction that enhances cross curricular communication and collaboration in order to meet the instructional needs of teachers and students. Teachers identified writing professional learning as a need for our school. With any programs or resources acquired as a result of the grant, professional learning will be required in order to be effectively implemented in the classroom. Cross-curricular collaboration will be necessary in our effort to support literacy instruction school-wide. As stated in “The What” document, Building Block 6: Improved Instruction Through Professional Learning, teachers must participate in on-going professional learning in all aspects of literacy instruction. As a result of funds from the grant, time will be provided for job-embedded professional learning as it relates to literacy needs in our school.

The following are root or underlying concerns as a result of information gleaned from our analysis of test data and needs assessment surveys for literacy:

- The root or underlying cause of the area of concern as related to writing is that student writing scores and the low percentage of students exceeding standards on state writing tests are a cause for concern at our school. The lack of cross-curricular writing instruction in a K-5 formalized, systematic program is a major contributor to low student

achievement in writing.

- The root or underlying cause of the area of concern as related to instructional resources and the lack of technology is due to the lack of funding to support literacy initiatives.
- The root or underlying cause of the area of concern as related to professional learning is that lack of funding to purchase a systematic program and to hire consultants to provide professional learning for clarity on the implementation of the program.

At Broxton-Mary Hayes Elementary School, we have conducted in-house professional learning related to reading and writing best practices. However, based on continued deficiencies in student performance and identified teacher need, it is evident that a solid foundation for effective implementation would need to be delivered by professional consultants. It will be our responsibility to provide continuous in-house professional learning to ensure that effective implementation of new literacy initiatives occur.

Student Data

Broxton-Mary Hayes Elementary School administers district and state formative and summative assessments to assess student learning needs. Data gathered from the assessments is used to guide instruction. We also use the data to determine professional learning needs in order to develop the school-wide professional learning plan.

The greatest student achievement need at Broxton – Mary Hayes Elementary School is to improve the writing scores on benchmark writing assessments as well as the Georgia 3rd Grade Writing Assessment and the Georgia 5th Grade Writing Assessment. Broxton – Mary Hayes Elementary students meeting or exceeding standards on the Georgia 5th Grade Writing Assessment for the last three years was 45% (2010), 79% (2011), and 81% (2012). Furthermore, our writing assessments also show a need for writing improvement in third grade.

Although our CRCT scores indicate that our students are performing well in Reading/ELA, our writing scores are always much lower than our CRCT scores. Our school needs to improve writing instruction in Kindergarten through 5th grade based on the needs evident by current student writing data. We will incorporate scheduled formative assessments to monitor student progress. Information gleaned from these assessments will be used to guide instruction in preparation for state writing assessments in grades three and five.

As a way to support writing across grade-levels, we are planning to hold vertical team meetings to share student writing pieces and discuss grade-level expectations. Funds received through the Striving Readers Grant will be used to purchase materials and technology support that we need to ensure that we meet the needs of our students in the area of writing. We will also use funding to support any professional learning training needed.

| Georgia 3 rd Grade Writing Assessment | | | | |
|--|-------|---------------|-------|-------------|
| Year | Ideas | Organizations | Style | Conventions |
| 2011-2012 | 51% | 40% | 35% | 33% |
| 2010-2011 | 70% | 61% | 55% | 41% |
| 2009-2010 | 49% | 36% | 38% | 21% |

| Georgia 5 th Grade Writing Assessment |
|--|
|--|

| Year | School | System | RESA | State |
|-----------|--------|--------|------|-------|
| 2011-2012 | 81% | 84% | 79% | 80% |
| 2010-2011 | 79% | 82% | 76% | 79% |
| 2009-2010 | 45% | 72% | 67% | 73% |

In addition to writing performance, Reading and ELA performance remains a key focus at Broxton-Mary Hayes Elementary School. Criterion-Referenced Competency Test (CRCT) scores for the last three years for grades three through five show that we have been successful at continuing to make student achievement gains. Although Broxton-Mary Hayes Elementary School has met Adequate Yearly Progress since the performance indicator has been in place, we are concerned that our exceeds category is significantly lower than those who meet expectations on the CRCT.

Scores reflect gains over a period of three years. However with the rollout of CCGPS, we want to ensure instructional resources and strategies are in place to maintain the positive trend noted in recent years. Funds received through the Striving Readers Grant will be used to purchase materials to ensure we address student needs in reading at a more rigorous level.

| CRCT Reading and English Language Arts Percentages ALL STUDENTS (3 RD - 5 TH) | | | | |
|---|--------------|---------|-----------------|-----------|
| Year | Did Not Meet | Exceeds | Meets & Exceeds | State AMO |
| 2011-2012 | 6 | 34 | 94 | 86.7 |
| 2010-2011 | 8 | 32 | 92 | 80.0 |
| 2009-2010 | 11 | 25 | 89 | 73.3 |

| CRCT Reading and English Language Arts Percentages ECONOMICALLY DISADVANTAGED (3 RD -5 TH) | | | | |
|--|--------------|---------|-----------------|-----------|
| Year | Did Not Meet | Exceeds | Meets & Exceeds | State AMO |
| 2011-2012 | 7% | 30% | 93% | 86.7% |
| 2010-2011 | 9% | 27% | 91% | 80.0% |
| 2009-2010 | 10% | 28% | 90% | 73.3% |

| 2012 End of Year Benchmark (Reading and English Language Arts) Percentages ALL STUDENTS | | | |
|--|--------------|-----------------|---------|
| Grade | Did Not Meet | Meets & Exceeds | Exceeds |
| First Grade | 7% | 93% | 20% |
| Second Grade | 2% | 98% | 28% |

| 2012 CRCT (Reading and English Language Arts) Percentages ALL STUDENTS | | | |
|---|--------------|-----------------|---------|
| Grade | Did Not Meet | Meets & Exceeds | Exceeds |
| Third Grade | 9% | 91% | 38% |
| Fourth Grade | 2% | 98% | 33% |
| Fifth Grade | 6% | 94% | 34% |

With reading performance as a continued focus not only at Broxton-Mary Hayes Elementary, but in the Coffee County School System, the Scholastic Reading Inventory is a new program in place this year. The program measures comprehension based on Lexile levels. Aligned with state assessments, teachers are able to monitor student progress during the year. The information is used to set reading goals and determine instruction during flexible groups to meet the needs of individual students. Below are results for first through fifth grades on the fall administration. Scores indicate that the majority of students in second through fifth grade fall into the performance standard of Basic-Does Not Meet. When the assessment is administered in the winter, we will look closely at these grades in order to determine gains based on performance standards. Funding from the grant will be used to provide professional learning for teachers on how to interpret lexile levels and use the data to make instructional decisions as it relates to reading materials.

First Grade SRI Results

| Performance Standard | Lexile Range | # of Students | % of Students |
|----------------------|---------------|---------------|---------------|
| Advanced-Exceeds | 531 and above | 0 | 0% |
| Proficient-Meets | BR-530 | 41 | 100% |
| Basic-DNM | BR | 0 | 0% |

Second Grade SRI Results

| Performance Standard | Lexile Range | # of Students | % of Students |
|----------------------|---------------|---------------|---------------|
| Advanced-Exceeds | 631 and above | 1 | 3% |
| Proficient-Meets | 420-650 | 8 | 22% |
| Basic-DNM | BR-419 | 28 | 76% |

Third Grade SRI Results

| Performance Standard | Lexile Range | # of Students | % of Students |
|----------------------|---------------|---------------|---------------|
| Advanced-Exceeds | 821 and above | 4 | 9% |
| Proficient-Meets | 520-820 | 16 | 33% |
| Basic-DNM | BR-519 | 26 | 63% |

Fourth Grade SRI Results

| Performance Standard | Lexile Range | # of Students | % of Students |
|----------------------|---------------|---------------|---------------|
| Advanced-Exceeds | 941 and above | 2 | 6% |
| Proficient-Meets | 740-940 | 12 | 38% |
| Basic-DNM | BR-739 | 18 | 56% |

Fifth Grade SRI Results

| Performance Standard | Lexile Range | # of Students | % of Students |
|----------------------|----------------|---------------|---------------|
| Advanced-Exceeds | 1011 and above | 2 | 5% |
| Proficient-Meets | 830-1010 | 13 | 35% |
| Basic-DNM | BR-829 | 22 | 59% |

Universal screeners are also administered three times a year. The screeners are required by the district and are used to monitor student progress in oral reading fluency, reading comprehension, math fact fluency, and math applications. Currently 31% of the students at Broxton-Mary Hayes Elementary performed below the 25th percentile on the oral reading fluency assessment and 30% performed below the 25th percentile on the reading comprehension curriculum based measure. Following the fall administration of the reading curriculum based measures, students were identified for interventions. As referenced in the Assessment/Data Analysis plan, funds will be required for new computer-based diagnostic software along with professional learning on the use of the new intervention materials.

With assessment data used to determine professional learning needs and develop our professional learning plan, professional learning is tailored to meet the needs of our staff. Teachers at Broxton-Mary Hayes Elementary participate in on-going professional learning. Grade-level planning time has been scheduled so that teachers can meet collaboratively during

PE time. Collaborative planning is scheduled on Wednesday where grade level teams meet for professional learning activities. In-house professional learning activities focus on best practices, instructional strategies, as well as the implementation of new Common Core Georgia Performance Standards and units.

Teacher Data

Currently the faculty at Broxton-Mary Hayes Elementary is composed of 25 certified staff members, including two administrators, an academic coach, media specialist, special education teacher, physical education teacher, sixteen classroom teachers, and a part-time counselor, ESOL, and Speech teacher. Classified staff that support our instructional program includes two Pre-K paraprofessionals, three kindergarten paraprofessionals, a media paraprofessional, and a special education paraprofessional. The faculty and staff of Broxton-Mary Hayes Elementary are arranged in grade-level teams based on school as a whole needs.

Teacher Retention

Broxton – Mary Hayes Elementary School has a very low turnover rate. The teacher retention rate for 2011 & 2012 was 100%. We had two teachers who left Broxton – Mary Hayes Elementary School in 2012. The first was transferred to our Middle school and the second retired from our school system.

With funds acquired from the Striving Readers Grant, Broxton-Mary Hayes Elementary School plans to supplement the existing literacy plan in our school. The goals and objectives laid out in our Project Plan will afford us an opportunity to increase literacy and student achievement as listed below.

Goal #1 – Improve writing achievement on the Georgia 5th Grade Writing Assessment to 84% in 2013, 87% in 2014 and 90% in 2015.

Goal #1 has been identified using benchmark writing data, student test data results, and teacher surveys which verify there is a deficiency in writing instruction and as a result, a deficiency in student performance. According to a teacher survey, it is evident that 77% of our teachers feel that additional resources and strategies would be beneficial for providing consistent and structured writing instruction for every grade level. As a result of proficient implementation, there would be an increase in writing achievement and Broxton-Mary Hayes Elementary would be producing proficient writers for colleges, careers, and ultimately for life. This goal aligns with the increased need for writing support that was already a focus at our school. As outlined in the Georgia Literacy Plan's "The What" document, this goal will support best practices in writing so that all students will receive effective cross curricular writing instruction.

Goal #1 Objectives

- Adopt a research-based writing program to be implemented in Kindergarten through 5th grade
- Provide rich professional learning in writing instruction to all content teachers, Special Education teachers, English Language Learner and Gifted teachers in Kindergarten through 5th grade
- Implement cross grade level planning to support consistency between grade levels while using the program that is put in place to ensure that we are meeting the needs of all levels of learners in the classrooms.

- Implement vertical planning to view different grade level writing samples and to assess the samples based on the program requirements so that cross curricular teachers have clear awareness of student performance expectations.

Goal #2 – Provide students at Broxton-Mary Hayes Elementary School with access to supplemental literacy and technology instructional resources to support the implementation of the new Common Core Georgia Performance Standards and the rigorous curriculum requirements.

This goal will align with “Best Practices in Instruction” and address the standards for literacy as outlined in “The What” document of the Georgia Literacy Plan.

Goal #2 Objectives

- Provide a variety of texts to ensure that students have sufficient reading materials to support lexile ranges
- Implement technology programs as a tool for extending reading and writing instruction

Goal #3 – To provide professional learning for reading and writing instruction that enhances cross curricular communication and collaboration in order to meet the instructional needs of teachers and support student performance goals

This goal will align with “Improved Instruction through Professional Learning” and “Best Practices in Literacy Instruction” outlined in the “What” document. This goal will address the areas of concern as identified based on the Needs Assessment survey. Survey results indicate that 79% of teachers have expressed a need for more technology and writing resources to help with struggling writers. With 85% of our teachers indicating that there is a need for professional learning based on writing strategies for instruction, professional learning is essential for

improving writing instruction.

- Teachers will participate in Professional Learning that addresses student writing data as well as writing needs as they were revealed through the writing survey results
- Teachers will participate in Professional Learning based on needs revealed on the Needs Assessment survey in regards to Common Core Georgia Performance Standards requirements and the materials that will be used to support instruction and student achievement

The K-2 and 3-5 schedules provided below indicate that students are receiving a minimum of ninety minutes of reading instruction.

Grades K – 2: Daily Reading Schedule Breakdown

| Kindergarten: Reading/ELA Minutes of Instruction | | |
|--|-----------------------------------|---|
| <i>Time</i> | <i>Content</i> | <i>Description</i> |
| 10 minutes | Morning Message | Daily Language Review |
| 20 minutes | Direct Reading Instruction | Whole group instruction to all learners |
| 30 minutes | Flexible Groups/RTI | Needs based ability groups |
| 50 minutes | Language Arts/Writing/Spelling | Grammar skills and application |

| First Grade: Reading/ELA Minutes of Instruction | | |
|---|-----------------------------------|---|
| <i>Time</i> | <i>Content</i> | |
| 10 minutes | Morning Message | Daily Language Review |
| 40 minutes | Direct Reading Instruction | Whole group instruction to all learners |
| 55 minutes | Flexible Groups/RTI | Needs based ability groups |
| 45 minutes | Language Arts/Writing/Spelling | Grammar skills and application |

| Second Grade: Reading/ELA Minutes of Instruction | | |
|--|--|--|
|--|--|--|

| <i>Time</i> | <i>Content</i> | |
|-------------|--------------------------------|---|
| 10 minutes | Morning Message | Daily Language Review |
| 40 minutes | Direct Reading Instruction | Whole group instruction to all learners |
| 60 minutes | Flexible Groups/RTI | Needs based ability groups |
| 70 minutes | Language Arts/Writing/Spelling | Grammar skills and application |

Grades 3 – 5: Daily Reading Schedule Breakdown

| <i>Time</i> | <i>Content</i> | <i>Description</i> |
|-------------|----------------------------------|---|
| 10 minutes | Morning Message/Daily Review | Daily Language Review |
| 30 minutes | Direct Reading Instruction | Whole group instruction to all learners |
| 30 minutes | Flexible Grouping/RTI | Needs based ability groups |
| 40 minutes | Language Arts, Writing, Spelling | Grammar skills and application |

Measureable Objectives

- **Goal #1**
 - Increase percentage of students in grades 3 and 5 meeting and exceeding standards on state assessments
 - Increase percentage of students in all grades meeting expectations on yearly writing samples

- **Goal #2**
 - By the end of third grade, students will score in the Lexile range of 520 – 820
 - By the end of fourth grade, students will scores in the Lexile range of 740 – 940
 - By the end of fifth grade, students will scores in the Lexile range of 830 – 1010
 - Increase number of students meeting or exceeding on state assessments

- **Goal #3**
 - Increase percentage of students in grades 3 and 5 meeting and exceeding standards on state assessments

- Increase number of students meeting or exceeding on state assessments

Response to Intervention Tier Interventions:

All students receive Tier I Standards Based Instruction. If students begin to show signs of difficulty in learning, the student progresses through the tiers of intervention based on the following measures:

Tier 1 – Differentiated Instruction

- Collect 2 standards based work samples with descriptive feedback
- Verification by administration of standards based classrooms
- All students scoring at 25th to 100th percentile on the Curriculum Based Measure (CBM) on their grade level, based on national norms.
- Students scoring between 10-25th percentile on the CBM should continue differentiated instruction for 4 more weeks (minimum of 8 weeks). If not successful, student moves to Tier 2.

Tier 2 – Data Based Problem Solving

- Teachers make a referral by to the DBPS Team Leader.
 - Parents are invited meetings. Documentation is sent home to inform parents of the efforts prior to the recommendation. New interventions are discussed at the meeting. Students in Tier 2 showing some progress, but above the 10th percentile will remain in Tier 2.
- Students achieving at 25th percentile or above, move to Tier 1.
- Students in Tier 2 that continue to be at or below the 10th percentile, move up to Tier 3.

Tier 3 – Student Support Team

- Students Accelerating in Learning (SAIL) teachers will work with Tier III academic interventions
- Students progress monitored using curriculum based measures
- Students aim to meet grade level targets set each school year

- Students in Tier 3 showing progress, above the 10th percentile will continue in Tier 3 or return to Tier 2.
- If students continue to be at or below the 10th percentile, refer for evaluation to determine Tier 4 eligibility.

Tier 4

- Special Education Services
- ESOL
- Gifted Services

According to the Striving Readers Comprehensive Literacy Program assessment guidelines stated in the How document, the development of an infrastructure for ongoing formal and informal curriculum based assessments is vital and must be used to identify the different levels of learners whether it be struggling or advanced readers that would benefit from remediation or acceleration. (Building Block 3- Ongoing formative and summative assessments) Based on guidelines set forth in the SRCL assessment plan, the following list details the assessment protocol at Broxton-Mary Hayes Elementary School regarding the administration of formative and summative assessments including curriculum-based screeners, district, and state mandated assessments. Explanations are given on how assessment data is used to drive instruction.

Criterion Referenced Competency Test: Ms. Allyson Speight, Assistant Principal for Instruction at Broxton-Mary Hayes Elementary School submits a detailed testing plan to Dr. Joy Perren, Coffee County Director of Assessment and Accountability as it relates to the administration of the CRCT. In the plan, Ms. Speight outlines measures taken to secure test materials. She also explains the training sessions held with teachers who will be administering the assessment and testing proctors to review guidelines and rules. After assessment results are received from the state, the administration, academic coach, and grade-levels meet to analyze the data to determine strengths and weaknesses. Teachers establish goals for the current school term which are included on the Continuous Improvement Plan for the school. A letter is provided by the Georgia Department of Education and is sent home to parents detailing student performance on the CRCT. At our Annual Title I Parent/Teacher Organization meeting held in September, administrators inform stakeholders of the overall school performance on the CRCT.

Scholastic Reading Inventory: This year Coffee County added the Scholastic Reading Inventory as a diagnostic assessment that determines Lexile level. Teachers analyzed results from fall administration to identify student needs based on lexiles. Data is being used to determine texts for flexible groups and reading instruction. SRI provides a printout explaining the student's Lexile level. A book list is provided.

Curriculum Based Measures (CBM): Kindergarten students are assessed with DIBELS which assesses letter and sound fluency and nonsense word fluency. First through fifth grade students are given reading and math screeners three times a year that include the oral reading fluency assessment, MAZE which assesses comprehension, M-Comp which assesses computation, and the M-CAP which assesses the application of math concepts. Results of the assessments are used to identify students performing below the 25th percentile who may qualify for interventions. Results are also used to differentiate instruction based on student needs. Parents of students who are not performing well on the CBM's are invited to attend an RTI meeting to begin the intervention process. Assessment results are discussed at the meeting. Students scoring above the 90th percentile are considered for gifted evaluation screening.

Gifted Testing: Students who meet gifted screening qualifications are tested using grade specific assessments that measure intelligence and creativity. Students who meet required criteria receive gifted services. Parents are informed by letter.

Fifth Grade Mock Writing Test: Fifth grade teachers administer three mock writing assessments prior to state testing in March. The ELA teacher reviews writing samples, and scores them with the state rubric. Student strengths and weaknesses are identified and used as teaching points during writing instruction.

Third Grade Writing Test: The third grade writing assessment consists of teacher evaluation of student writing. Using representative samples of student writing, the third grade ELA teacher along with a writing team including the Assistant Principal for Instruction (API), Academic Coach, and two additional teachers use analytic scoring rubrics to determine student performance levels in each domain. The third grade ELA teacher collects writing samples by providing multiple writing opportunities for each of the genres throughout the year. Computer generated reports are provided for parents detailing their child's performance on the assessment.

Fifth Grade Writing Test: The fifth grade writing assessment consists of an evaluation of individual student responses to assigned prompts. Students are assigned one of three genres: Narrative, Informational, and Persuasive. They are timed during the writing assessment. Results of the state writing assessment are analyzed to identify strengths and weaknesses. Writing

performance goals are established based on the data collected. Computer generated reports are sent home to parents detailing their child’s performance on the assessment.

Parents are informed about student achievement throughout the year. They have access to their child’s progress through Parent Portal which is an online program that allows parents who register to access student performance information. They also receive reports with detailed explanations about state assessment results. The following are additional ways we communicate student progress to parents.

- Parent/teacher conferences
- Progress reports
- Report cards
- RTI Meetings
- School Newsletters Monthly
- School website

Shown below are assessments used throughout the year to evaluate the effectiveness of instruction and to determine the need for and the intensity of interventions (“The What” Building Block 3, A.). Broxton-Mary Hayes Elementary will continue to administer the assessments along with the new assessments that are part of the intervention programs we plan to implement as a result of grant funds.

Assessments:

| Who | What | When | How |
|--|---|---------------------------------|--|
| Teachers and other trained certified staff members | Criterion Referenced Competency Test | 1 x per year Spring | Students take the assessments and record answers in test booklets or answer sheets, depending on their grade level. The tests are sent to the state to be scored. Data is sent back to the school. |
| Reading/ELA Teachers | Scholastic Reading | 3 x per year fall, winter, & | The SRI is taken on the computer—reports can be |

| | | | |
|---|--|--|---|
| Grades 1-5 | Inventory | spring | generated to determine Lexile level growth. |
| K-5 Reading Teachers, Academic Coach, Special Education Teacher, and S.A.I.L. Teacher | Curriculum Based Measures for Reading ORF & MAZE | 3 x per year fall, winter, & spring | Timed assessments are administered. |
| School Counselor, Assistant Principal for Instruction | Gifted Screening/Testing | January of 2013 | Teachers and parents can refer students for testing. The Gifted Referral Team determines who qualifies for testing. Students take specific intelligence and creativity tests to determine eligibility for the gifted program. |
| Fifth Grade Teachers | Mock Writing Tests | Each 9 week grading period | The ELA teacher scores writing samples using the state rubric |
| Third Grade ELA Teacher | Third Grade Writing Test | Spring of 2013 | Students take the writing test. Tests are scored by third grade teachers. |
| Fifth Grade Teachers | Fifth Grade Writing Test | Spring of 2013 | Students take the writing test. Tests are scored at the state department |
| New assessments based on implementation of SRCL: | | | |
| Classroom Teachers Special Education Teacher & Paraprofessional ESOL Teacher | Computer-based RTI Intervention assessment pieces and progress monitoring tools | 3 x per year fall, winter, & spring Based on need determined by individual student performance on universal screeners. | Students who perform below the 10 th percentile on universal screeners will be tested using the intervention software to determine intervention placement. |

Professional learning needs that teachers will need to implement new assessments:

The administrators, faculty, and staff of Broxton-Mary Hayes Elementary will require training from a professional learning consultant on computer-based Response to Intervention programs purchased. Training will be needed for the following:

- How to administer assessments
- Software use by the student for assessment and intervention pieces
- Software use by the teacher for reports and information
- How to run reports for progress monitoring and use the assessment data to effectively implement the programs
- How to use available resources included in the program to address individual student needs

Current Classroom Resources

Current classroom resources include: Internet access, Online Assessment System, SAFARI Montage, Coach Books (GPS-not current CCGPS), Leveled Readers (Reading series)

- ELA Units of study aligned to Common Core Georgia Performance Standards
- Activboard
- Teacher Computer Station
- 4 Student Computer Stations
- Previous reading series used to supplement ELA units
- Software (Brain Pop, Study Island, Reading Eggs, Riverdeep, Essential Skills, Accelerated Reader, Scholastic Reading Inventory)

Current Shared Resources

Current Broxton-Mary Hayes Elementary School shared resources include the technology and literary resources listed below.

- Wilson Reading Program
- Trade Book Sets
- 2 sets of student response systems for the school
- Social Studies and Science trade books

Current Library Resources

Currently the Broxton-Mary Hayes Elementary School Media Center houses approximately 16, 224 books with an average copyright date of 1989. With 13, 326 different book titles, the average checkout per day is 250 books. It is recommended that 10 books per child are available in the school. We exceed that total. However, many books are outdated; they are not aligned with current Common Core Georgia Performance Standards curriculum, and we do not have a range of Lexile levels that meets the needs of the school as a whole.

- Biographies –average copyright date 1991
- Poetry- average copyright date 1990
- Language Section- average copyright date 1990
- Fiction- average copyright date 1985

Additional Resources Needed to Ensure Student Engagement include the following:

To ensure student engagement at Broxton-Mary Hayes Elementary, we need classroom libraries that include texts to support best practices in writing instruction, along with resources that support student-centered writing lessons. We also need texts that represent all genres and Lexile ranges to support differentiated instruction in the classroom. Other resources needed to ensure student engagement include the following:

- Additional Computers
- I-pads and/or electronic devices available for all students
- Licenses for e-books
- Instructional resources to support the Common Core Georgia Performance Standards
- Document cameras
- Writing resources-technology program
- Additional software to support literacy enhancement throughout the curriculum
- Professional learning consultants for writing
- Professional learning consultants for new technology resources
- Professional learning consultant for reading in the content areas

Classroom Practices

Classroom practices at Broxton-Mary Hayes Elementary:

- Standards Based Classrooms
- Lessons based on the Instructional Framework
- Differentiated Instruction including small group instruction for reading
- Response to Intervention
- Learning Focused Strategies
- Extended Literacy Blocks (Cross-curricular integration based on Common Core Georgia Performance Standards)
- Providing Real-World connections for students (authentic learning)

Intervention Programs

Literacy intervention programs that are used at Broxton-Mary Hayes Elementary include the Wilson Reading Program, leveled readers, and Reading Eggs. Progress monitoring is scheduled for students in tiers 2 through 4. This is done to assure that the intervention being done is addressing the needs of the student's. Other interventions are as follows:

- Flexible grouping
- Co-teaching
- Response to Intervention (RTI)
- Early Intervention Program (EIP)
- After School Program (February & March)

Additional Strategies Needed to Ensure Student Success

Additional strategies that would help ensure student success at Broxton-Mary Hayes Elementary School include updated technology hardware and software, a writing program with resources, updated trade books and instructional materials that support current Common Core Georgia Performance Standards curriculum. Trained professional learning consultants will be a priority in implementing new reading and writing initiatives and for school-wide implementation of new technology.

With funding from the Striving Readers Comprehensive Literacy Grant, we will be able to improve what is currently in place to support student success at Broxton-Mary Hayes Elementary. Our school is working to meet the needs of struggling readers as well as those scoring at or above the 90th percentile on curriculum based measures by providing an onsite Gifted program, the English for Speakers of Other Languages (ESOL) Program, differentiated instruction, and flexible grouping as part of classroom instruction in Kindergarten through 5th grade.

Based on focus walk data and teacher input during collaborative planning, differentiation was a school focus for the entire school during the 2011-2012 school term. Based on teacher input, it was determined that teachers were aware of the need to differentiate instruction and what it means to differentiate instruction. However, through feedback, we determined that as a school we must look at how differentiation fits into the organizing framework for instruction as well as learn strategies for differentiating instruction.

As a result of Leadership Team discussion as well as collaborative planning, differentiation was identified by the faculty as an area of high interest. Professional learning was planned including differentiation and flexible grouping in an effort to target student needs. Professional learning was provided for teachers to develop an in-depth understanding of differentiated instruction in a fully operational Standards-Based Classroom. Effectiveness of professional learning continues to be measured and monitored by Focus Walks after professional learning opportunities are offered through collaborative planning.

The chart below details time spent on professional learning training that teachers participated in as a result of our school-wide Professional Learning Plan as well as state mandated initiatives. We had minimal teacher absences as indicated by the percentage of teachers attending the professional learning activities. Differentiated instruction, Common Core Georgia Performance Standards webinars, training, and instructional planning along with a focus on best practices and strategies for engaging learners are ongoing instructional initiatives at our school.

| Professional Learning Activities 2011-2012 | Hours | % of K-5 Teacher Attendance |
|---|----------------------|------------------------------------|
| Differentiated Instruction & Book Study | 16 hours- Ongoing | 95% |
| Common Core Georgia Performance Standards | 35 hours Ongoing | 95% |
| Best Practices/Standards Based Instruction & Instructional Strategies for Engaging Learners | 5 hours Ongoing | 94% |

The Striving Readers Grant will enable Broxton-Mary Hayes Elementary School to purchase instructional materials and computer software that will build our arsenal of resources to

support literacy instruction, while also allowing for consultants to train teachers based on resources or materials to be implemented during instruction.

With budget constraints being an ever present issue in recent years, the majority of professional learning has been presented in house by the academic coach and teacher leaders. As we focus on new Common Core Georgia Performance Standards and units, teachers are required to spend additional time focusing on professional learning as a faculty and not on specific areas of need.

Broxton-Mary Hayes Elementary School has implemented various literacy initiatives over the years in order to increase student achievement in reading and language arts. On-going professional learning initiatives being implemented are as follows:

- Standards-Based Classroom
- Writer's Workshop
- Differentiated Instruction
- Common Core Georgia Performance Standards

Broxton-Mary Hayes Elementary is currently using the redelivery method of professional learning. The school has Collaborative Planning meetings during common planning times where job-embedded professional learning sessions on specific topics are presented.

According to "The What" document, ongoing professional learning pertaining to all aspects of literacy instruction as well as cross-curricular instruction is essential. (Building Block 6- Improved Instruction through Professional Learning. The Professional Learning focus for Broxton-Mary Hayes Elementary during the 2012-2013 school term will focus on the areas of reading and writing in an effort to improve assessments results. Based on our current Professional Learning Plan, the Needs Assessment Inventory, and system-wide initiatives, teachers have stated that additional professional learning is needed as it relates to reading for meaning with informational text and writing across content areas. Job-embedded professional learning with the support of trained consultants is critical as we work to develop long term strategies for improving literacy. The professional learning consultants are needed so that we ensure faculty members have the best possible training as we implement literacy initiatives. In

accordance with the Georgia Literacy Plan “Why” document professional learning will enhance teacher knowledge and skills which will in turn have a positive impact on student achievement.

Professional Learning needs identified in the needs assessment include the following:

- Additional training on implementation of Common Core Georgia Performance Standards & Units
- Additional training for teaching writing
- Training for the use of existing technology as well as new programs or computer hardware that will be purchased or implemented

Targeted areas of Professional Learning will include unit planning for the CCGPS, as well as the components of the units such as Writer’s Workshop and Morning Message. Additional Professional Learning will focus on the new Lexile Framework requirements. Our school will continue to focus on Differentiated Instruction, best practices and student engagement.

As a result of the feedback from Collaborative Planning and Leadership Team discussions, additional instructional strategies will be explored. Weekly collaborative planning sessions will continue to be in place this year. During this time, a more in depth emphasis will be on going through the new CCGPS requirements for units. Teachers will be assisted with instructional strategies.

Assessments listed in the chart below are used to measure effectiveness of literacy professional learning. These assessments will continue to be administered as a way to measure the effectiveness of professional learning required as a result of the funding recieved from the Striving Readers Grant.

| Assessment | Purpose | Skills | Frequency |
|-------------------|--|---|------------------|
| GKIDS | Assess mastery of Georgia Performance Standards for Kindergarten | Reading, Writing, Listening / Speaking & Viewing, Numbers/Operations, Measurement, Geometry, Data | 3 x per year |

| | | | |
|--|---|---|--------------|
| | | Analysis/Probability | |
| Scholastic Reading Inventory | Growth indicator for Lexile scores | Vocabulary, Literary Comprehension | 3 x per year |
| Curriculum Based Measures Oral Reading Fluency, MAZE | RTI Screeners | Reading Fluency Comprehension | 3 x per year |
| Criterion-Referenced Competency Test *Beginning 2014-2015 PARCC | Assess mastery of Common Core Georgia Performance Standards | CCGPS standards in areas of reading, ELA, math, science, and social studies | 1 x per year |
| Writing Assessments Grades 3 & 5 | Assess student writing based on domains | Domains: ideas, organization, style, & conventions | 1 x per year |

In recent years, we have shared data with faculty at the beginning of the school year. All reported data from the previous year is compiled on the Balanced Scorecard and presented to the faculty. A breakdown of scores by grade-level, and subject area are included. Teachers meet as grade levels to set yearly goals and analyze domains. This data along with initial curriculum based measures provide teachers with information for differentiation and grouping.

The Broxton-Mary Hayes Elementary current assessment protocol aligns closely with the assessment protocol recommended in the Striving Readers Comprehensive Literacy (SRCL) Program assessment plan. We will not have to discontinue any of our current assessments with the implementation of the plan. Our kindergarten students are assessed using the Basic Early Literacy Skills Assessment. In grades 1st- 5th grades curriculum based measures along with the SRI are administered. Summative assessments including CRCT and GKIDS are also administered to determine the effectiveness of the instructional program.

Broxton-Mary Hayes Elementary uses existing data along with data collected throughout the year to make informed instructional decisions concerning professional learning needs. The

professional learning plan is targeted to goals and objectives that are outlined in our literacy plan as a result of the Striving Reader Comprehensive Literacy Grant. We will focus on improved writing achievement, literacy and technology instructional resources to support the implementation of CCGPS, and professional learning for reading and writing instruction that will enhance cross curricular collaboration. The objectives in place will ensure that we meet the instructional needs of teachers and support student performance goals.

At Broxton-Mary Hayes Elementary, we believe that all students can learn. The Striving Reader Comprehensive Literacy Grant will help us ensure that we are meeting the needs of all learners at our school. Our goals are to increase writing scores, acquire resource materials to support literacy instruction, and to provide professional learning for writing as well as any new programs and resources purchased as a result of funding from the grant.

Professional learning opportunities for teachers are ongoing in the Coffee County School System. As we implement the new Common Core Georgia Performance Standards, teachers meet collaboratively to discuss best practices while planning for assessments and instruction. Dates for “Teacher Talks” are set aside for grade-level teachers from across the county to come together and discuss curriculum and instruction. Support of collaboration is provided for teachers by members of the Curriculum, Instruction, and Assessment staff of the Coffee County School System.

Broxton-Mary Hayes Elementary School teachers meet for in-house collaborative planning as well as grade level planning at our school. As a result of professional learning opportunities at our school as well as opportunities provided by the school district to meet in professional learning communities, support will be provided to teachers in the use of best practices for literacy instruction. Professional learning funds will be allocated for ongoing support for Striving Reader Grant initiatives after the grant has concluded.

In the spring, teachers will be afforded an opportunity to share professional learning needs that are directly related to training based on programs or resources received as a result of the grant. New staff will receive training on initiatives acquired through the grant. At new teacher orientation, teachers will be introduced to new literacy initiatives in the Coffee County School district. These teachers will also receive support from administration and grade-level teachers at their respective schools. With professional learning opportunities in place for new staff as well as faculties in the school district, teachers will be prepared to implement literacy initiatives and programs after funding from the grant has ended.

Any hardware or software purchased and implemented with Striving Reader funds will be sustained through efforts by the Coffee County School district technology department. The

technology staff will maintain any equipment purchases through the grant. Technology resources will be evaluated to ensure they are meeting literacy instructional needs.

Print materials such as books, test preparation materials, computer hardware and software, as well as any other instructional resources purchased, and professional learning will be sustained with funding from Title I, Title IIA, Title VIB, state and local funds.

Based on guidelines set forth in the Striving Reader Comprehensive Literacy assessment plan, there is an assessment protocol in place at Broxton-Mary Hayes Elementary School regarding the administration of formative and summative assessments including those mandated by the district and state. Assessments in place align with state and district initiatives. We will continue to administer the assessments along with new assessments that are part of the intervention programs implemented as a result of grant funds. With assessments in place to assess literacy instruction, we will leverage all available funds to continue resources added to the assessment protocol as a result of the grant.

Currently, our Accelerated Reader Program is supported by the Broxton Women's Club. In an effort to support new literacy initiatives put in place, we will enlist the support of our community business partners to assist with any funding for materials or equipment that requires cost commitment.

Funds acquired from the Striving Readers Comprehensive Literacy Grant will be used to enhance instruction and professional learning in the areas of reading and writing. Professional learning, technology, and resources provided by the grant will help Broxton-Mary Hayes teachers as well as students as we implement College and Career Readiness. Achievement gains will be monitored by the administration along with the Leadership Team and progress will be included as part of the Continuous Improvement Plan at our school. Budget monies will be used to ensure that professional learning is in place to support teachers with all computer hardware and software as well as literacy resources in order to increase student performance and engagement in kindergarten through 5th grade.

In year one, we plan to research and select technology resources and programs for writing to support literacy instruction. We will adopt a research-based writing program to be implemented for Kindergarten through 5th grade. Technology will be installed and software will be purchased to support our literacy plan. Writing and reading resources will also be purchased based on Common Core Georgia Performance Standards to support our existing units of instruction and lexile range needs.

In year two, we will continue with professional learning for teachers based on the hardware and software selected as a result of the grant. Full implementation of a writing program will take place for Kindergarten through 5th grade. Teachers will also participate in professional learning that addresses needs revealed on the Needs Assessment survey in regards to Common Core Georgia Performance Standards requirements and the materials that will be implemented to support instruction and student achievement.

In year three, additional supplemental resources will be purchased as needed to support our core program for literacy instruction at Broxton-Mary Hayes Elementary School. Based on our professional learning needs, we will continue to provide professional learning directly related to the literacy plan in place at our school.

For years four and five of the Striving Readers Comprehensive Literacy grant, we will use funding to maintain technology and any resource materials purchased during the first year of implementation. Funding will be allotted so that any additional software or resources needed to

support the grant can be purchased. School as a whole professional learning needs as it relates to literacy will be addressed before funding from the grant concludes.