

School Profile

Created Tuesday, September 18, 2012

Page 1

School Information

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

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal Name:	Mary Vickers
Principal Position:	Principal
Principal Phone:	912-359-5500
Principal Email:	mary.vickers@coffee.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Mary Vickers
School contact information Position:	Principal
School contact information Phone:	912-359-5500
School contact information Email:	mary.vickers@coffee.k12.ga.us

Grades represented in the building

example pre-k to 6

Prek to 5

Number of Teachers in School

33

FTE Enrollment

360

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 16, 2012

Updated Thursday, December 06, 2012

Page 1

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

General Application Information

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

-
- Yes
-

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

SRCL Grant Rubric

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

-
- Yes
-

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

Assessment Chart

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

Grant Assurances

Created Thursday, December 13, 2012

Page 1

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

• Yes

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

• Yes

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

• Yes

Page 2

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

Page 3

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

Coffee County Schools

Audit Findings

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

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

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

History of the System

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

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

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

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

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.

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

Strategic Planning

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

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

Current Management Structure

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

District Narrative

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.

District Narrative

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

District Narrative

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

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

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

Sustainability of past initiatives

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

Internal initiatives

Experience of the Applicant

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

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

School Narrative

Ambrose Elementary School (AES) formerly known as Ambrose School was established in 1929. In 2001, a new school opened next door to the original old school. The school is located in the small rural community of Ambrose, Georgia with a city population of 379. AES is one of 8 elementary schools that feed into one Coffee Middle School.

Ambrose Elementary School serves prekindergarten through 5th grade. Our Prek- 2nd grades are self-contained classrooms. Grades 3-5th each have one Reading/ELA teacher, one Science/Social studies teacher, and one Math teacher. We provide inclusion Special Education, inclusion ESOL, and Speech and Language Services.

Our current enrollment of 398 students includes: 47% male and 53% female; 48% White, 14% African American, 37% Hispanic, and 1% other; 78.16% Economically Disadvantaged, 23% English Language Learners, 4% Quest Students, and 8% Students with Disabilities.

Each classroom is equipped with a Promethean Active Board and 4 internet accessible computer stations. Seventy iPads and 20 mini computers are available for checkout from the media center. There is one computer lab with 22 internet accessible computers and school wide wireless internet access.

AES has earned seven years of Title 1 Distinguished Schools. In 2009-10, the Governor's Office of Student Achievement presented AES with the Bronze recognition for Highest Performance of Students Meeting/ Exceeding Standards. In 2010, AES was awarded the 2010 No Excuses School from the Georgia Public Policy Foundation. In 2012, AES received recognition for a high performing school from the Georgia Department of Education. These recognitions are awarded solely on the basis of meeting state standards. However, as the rigor increases in the ever-evolving realm of education, our school will require more resources in order to maintain and exceed such honors.

We are fortunate to have an active Parent Teacher Organization (PTO) and several business partners who support our school financially.

Administrative and Teacher Leadership Teams

Ambrose Elementary School (AES) is led by Dr. Mary M. Vickers (principal), Dr. Janie Vining (Assistant Principal of Instruction) and Shirley Luke (Academic Coach).

AES has the following teams:

Team	Team Members	Purpose	Meet
Leadership Team	Anna Harris, Counselor; Martha Vickers, Media Specialist; Kristi Greene, SPED; Cheryl Evans, ESOL; Shirley Luke, Academic Coach; Y. Daniels, 5 th ; H. Elrod, 4 th ; D. Hester, 3 rd ; A. Carson, 2 nd ; Lori Connell, 1 st ; Sonya Porter, Kdg; Marnie Smith, Pre-K; M. Vickers, Principal; Janie Vining, API	School policy and procedures revisions, scheduling, and problem solving Attend 2 day retreat for analyzing student and teacher data Develop school improvement plan with input from stakeholders	Monthly
Grade Level Team	Grade Level Teachers, English for Speakers of Other Languages (ESOL), Special Ed. Teachers	Collaborate/Plan instruction; Unit revisions for CCGPS; Best Practices Training/Redeliver; Creating common CCGPS assessments; Analyze summative and formative data	Weekly
Better Seeking Writing Team	L. Connell , 1st ; D. Hester, 3 st ; H. Elrod, 4 th ; Y.Daniels, 5 th ; C.Evans, ESOL; M.Vickers, Principal	Collaborate/ Plan/Share with peers	Monthly
Literacy Team	T.Day, Kdg; D.Griffin, 1 st ; C. Dorminey, 2 nd ; S.Cole, 3 rd ; H. Elrod, 4 th ; A. Fussell, 5 th ; S.Luke, Academic Coach; K.Greene, SPED; M. Vickers, Principal; J.Vining, API; P. Ott, ESOL	Analyze Formative/summative student assessment Focus walks	Monthly

Data Base Problem Solving (DBPS) Team	Grade Level Teachers, DBPS Chair, Administrator	Analyze student data to determine if Response to Interventions (RTI) is needed Recommend intervention to be continued, changed, or stopped	Bi-weekly
--	---	---	-----------

Past Instructional Initiatives

Reading Recovery- one-on-one individualized lessons

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

Awareness/ Focus Walks by Administrators and Coaches

Grade Level Planning during Common Planning Time

Standards Based Strategies- Learning Focus Model (graphic organizers, summarizers, activators, etc.

Small Group instruction- acceleration and remediation based on formative and summative assessment data

Uninterrupted instructional blocks for reading- 90 minutes of Reading

Accelerated Reader program (AR) – personalizes reading practice to each student’s level. Incentives are given for points earned such as Principal’s Book Club member, t-shirts, prizes, etc.

Georgia Performance Standards (GPS) served as the focus of instruction

Current Instructional Initiatives

Common Core GA Performance Standards (CCGPS)- Developing and revising instructional units aligned with the CCGPS.

CCGPS Webinars, Studying Standards, Writing and Reviewing Units

Reading Rescue – tutors work one-on-one with individualized instruction

Accelerated Reader program – personalizes reading practice to each student’s current level.
Incentives: Principal Book Club member, t-shirts, prizes, etc.

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

Uninterrupted instructional blocks for reading- 120 minutes of Reading

Awareness/ Focus Walks by Administrators, Coaches, and Teachers – specific focus, feedback

Academic Coach Modeling- provides continuous, embedded professional learning

Collaborative Planning during Common Planning Time- data analysis to guide instruction, professional learning

Standards Based Strategies- best practices

Differentiated Instruction– differentiated efforts address individual instructional needs

Professional Learning Needs

Success in AES reading initiatives will hinge on implementation and professional learning of: the strategies used to improve instruction in every classroom, the tiered supports provided to all students, and a commitment to building and maintaining widespread understanding of and support for the new standards. In the spring of 2012 data was gathered to identify needs for future professional learning. AES professional learning needs are: Planning/revising units for CCGPS, Enhancing Reading skills for paraprofessionals, and developing strategies for Writing/Literacy in content Areas.

We began unit planning for CCGPS in the summer of 2012. The CCGPS unit revisions will begin after each unit is taught in 2012-2013. This process will be ongoing and require professional learning time. AES administrators have protected time for common planning during each school day as suggested by the “How” document. These 45 minute professional learning opportunities are provided daily for Kindergarten through 5th teachers during their students’ scheduled physical education.

AES administrators and teachers agreed the most pressing professional need is implementing Common Core Georgia Performance English Language Arts Standards. Within the new ELA standards, AES teachers realize the writing elements are more rigorous with higher expectations. These findings were also supported by the AES Better Seeking Writing Team’s findings; there is a need for professional learning for a deeper understanding of the writing instruction.

Other professional needs:

- Ensuring new personnel receive vital professional learning from earlier years (“How”)
- Student engagement and motivation
- Differentiated Instruction
- Better tools for gathering and organizing data

Need for a Striving Readers Project

Ambrose Elementary School (AES) has 78% students who are economically disadvantaged (ED). Educators know that a child entering elementary school without a good grasp of language and literacy skills will always be playing catch-up. ED students are disadvantaged when it comes to exposure to cultural and diverse experiences that are outside of the Coffee County area. These ED students rely on the school for exposure to a comprehensive learning environment that includes technology and books. AES’s goal is to prepare *all students* for increased academic achievement in a technological society that must include 21st century skills. These skills include digital age literacy, inventive thinking, effective communication, and high productivity (“Why”, p. 51). This is going to require additional technology resources to expose our students to the 21st century world.

AES receives Title I supplemental funds to help bridge the gap between ED students and other students. These funds help with resources and instructional supplies; however, they are not sufficient in supplying students and teachers with all resources needed. AES’s most pressing needs are: professional learning in writing, literacy and technology instruction; additional non-fiction texts, technology; and programs to support Response to Intervention (RTI). The Striving Reader Grant will provide funds to meet these pressing needs such as professional learning, additional technology, and books.

Ambrose Elementary School Literacy Plan

Literacy is a predictor of personal, economic, and cultural success. Ambrose Elementary School (AES) faculty and staff support Georgia's efforts to lead the nation in their literacy efforts in improving student achievement. We are becoming a school that recognizes all teachers are literacy instructors who must coordinate the development of students' skills in accessing, using, and producing multiple forms of media, information, and knowledge in each content area. No longer can we stay behind the interdisciplinary approach in our 3rd -5th grade as we have at AES in the past. All content teachers are equally responsible for addressing reading literacy. The new implementation of the Common Core Georgia Performance Standards has forced our teachers to think differently about literacy development. All teachers are a major part of our vision for literacy.

Competent, caring, and committed teachers create the conditions for learning literacy. All teachers need a foundational knowledge of literacy learning, and they need to apply that knowledge with sensitivity and skill in daily reading and writing instruction. AES is known for its caring and nurturing staff. AES administrators believe building relationships is the key to their student successes. Students perform better if they know the staff truly cares. On the first day of school, the administrator's directions to the staff are to get to know the students and families. AES believes in nurturing the whole child.

AES will continue the implementation of a literacy plan that will be based on the assessed needs of students as well as the professional learning needs of the teachers. Children entering elementary school without a good grasp of language and literacy skills will always be playing catch-up. AES has a comprehensive early detection, prevention, and support system in place to help students before they fall behind. This system known as our Response to Intervention (RTI) requires job-embedded professional learning to establish guidelines to ensure that screening and progress monitoring data guide student instruction. AES realizes the need for ongoing professional learning on the administering of assessments, collecting data, interpreting the results and using the information to differentiate instruction.

To assure quality learning for all young children, our challenge begins with including all nine components as suggested from the "Why" document.

Component 1: Standards

AES staff has embraced the Common Core Georgia Performance Standards (CCGPS) as meeting the challenge of our school mission: *Destination Graduation for College, Career, and Life*. Ambrose leaders initiated the shift of the new standards with a plan of strong implementation that began in 2011. Leaders conveyed the message of new ways of teaching and learning to take place during the implementation. The following literacy instructional shifts will take years to implement with fidelity: (1) balancing informational and literacy text; (2) literacy is a “shared responsibility” across all content areas; (3) students are exposed to increasingly complex text; (4) text-based response and close reading; (5) writing from sources; and (6) academic vocabulary. *On-going professional learning* will be needed to achieve these instructional shifts. Professional Learning needs to include revising curriculum and identifying instructional materials aligned with the new standards. Professional learning will sustain the transition required to help all students master the ELA standards and literacy in the other content areas.

Key Component/ Strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Evaluation
Required curriculum: Common Core Georgia Performance Standards (CCGPS)	Support and monitor the implementation of the CCGPS Schedule professional learning	Deep Knowledge of Content and effective instructional delivery Assess data Attend professional learning	On-going	Formative/summative assessments

Component 2: Birth to 5

Ambrose Elementary School supports the Georgia Early Learning Standards (GELS) and the Georgia PreK standards for children four years of age as listed in the “What” (p.78-82). These standards will guide our language and literacy instruction.				
Key Component/ Strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Evaluation/ Documentation
Bright From the Start Curriculum	Monitoring Focus Walks Work Sampling	Assess, plan, teach, remediate	On-going	Work Sampling
Resource packets	Scheduling registration	Compile/ produce packets Make parent contacts	Summer registration	Sign in sheets

Pre-K Orientation	Scheduling orientation/ Notifications/ Welcome Parents	Compile needed documents /facilitate Orientation	Open House	Sign in Sheets
Home Visits	Provide time on schedule	Migrant Teacher make contact to children prior to Prek	On Going	Sign In Sheets
Daycare Visits	Schedule/Welcome	Correlate visits	Spring	Schedule
Reading Family Night	Schedule/Welcome/ Prepare packets/Information for parents of Birth to 3 children	Share age appropriate and early literacy development activities	Fall	Schedule Sign in Sheets
<p>Ambrose recognizes the importance of strengthening our Birth to 5 component of literacy development as a result of our Kindergarten readiness data. We noticed the Birth to 5 component needs additional strategies and professional learning to help improve teacher effectiveness to increase kindergarten readiness. We will include activities for families of young children to our family nights (Reading Night, Writer’s Workshop, Study skills, etc.). We will like to initiate a program for our families of birth to 5 to provide literacy resources.</p>				

Component 3: Ongoing Formative and Summative Assessments

AES has used formative and summative assessments as an integral part of collecting data to guide the school improvement process. AES teachers compile the screening data on data trackers that are updated three times a year. These data trackers and progress monitoring data has been disaggregated and analyzed to assist leaders in making informed decisions about instruction, curriculum, and interventions. AES staff will need *ongoing professional learning* to learn how to collect data, interpret results, and use data to differentiate instruction.

To achieve this goal, the school has the following assessments and schedule in place.

Assessment	Grade	Purpose	Skills Measured	Frequency
------------	-------	---------	-----------------	-----------

	Level			
BLT (Basic Literacy Test)	K-2	Screening used to monitor student response to intervention or instruction	Phonological Awareness, Decoding Skills Alphabetical Principle, Vocabulary, Reading Comprehension	Three times per year
DIBELS	K	Screening to monitor and evaluate effectiveness of interventions	Phonological Awareness, Alphabetic Principle, Accuracy with Fluency with text, vocabulary, and comprehension	Three times per year
Aimsweb ORF	K-	Screening to monitor and evaluate effectiveness of intervention	Oral reading fluency	Three times per year
Maze	1 st -5 th	To monitor a students' ability to read text silently and understand the text based on semantic and syntactic accuracy for intervention or instruction	Reading comprehension based on semantic and syntactic accuracy while reading text	Three times per year
Rigby PM Benchmark Assessments	Kdg- 5 th	Screening to assess students' reading abilities using unseen, meaningful texts- using text ranging progressively from emergent level through fluency	Reading text for comprehension, to identify reading level, answer comprehension questions, ability to integrate meaning with structural/visual cues, self monitoring, knowledge of print concepts, and fluency	Three times per year
SRI (Scholastic Reading Inventory)	1 st -5 th	To determine appropriate instructional reading levels of students based on Lexile scores	Reading comprehension passages to measure Lexile for students	Three times per year
OAS-Online Assessment System Benchmark Tests	1 st -5 th	To assess mastery of grade level standards and to guide instruction	Georgia Performance Standards	Every nine weeks in all content areas
Criterion Referenced Competency	3 rd -5 th	To assess mastery of grade level standards	Georgia Performance Standards	One time per year

Test (CRCT)				
Georgia 5 th Grade Writing Assessment	5 th	To assess student writing proficiency/mastery of the GPS	Narrative, Persuasive, and Expository Genres	One time per year
Georgia Grade 3 Writing Performance	3 rd	To assess student writing proficiency of the GPS in areas of writing/language usage/conventions	Narrative, Persuasive, and Expository Genres	Three times a year
Classroom Formatives	K-5 th	To determine progression toward meeting/exceeding the GPS standards	To measure comprehension skills and strategies of reading texts/passages	Ongoing
Assessing Comprehension and Communication in English State to State (ACCESS) for ELL's	K-5 th	To determine English language proficiency levels as identified in the World-Class Instructional Design and Assessment (WIDA) ("Why"p. 90)	Language Domains of listening, reading, speaking, and writing	One time per year
Georgia Kindergarten Inventory of Developing Skills (G-KIDS)	KDG	To provide ongoing diagnostic information about our kindergarten students' developing skills in all content areas, social/emotional development, and avenues to learning	Georgia Performance Standards	Daily
The Work Sampling System (WSSO)	PreK	To provide a Curriculum embedded –observational assessment of children's developmental skills, knowledge, behavior and academics	Personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development and health	Daily
End of Unit-Summative Test	K-5	To determine if students have mastered the content in designated	Georgia Performance Standards	Ongoing

	subject area		
Informal Phonics Inventory	K-1 st	To determine appropriate instructional reading levels of students and to assess student reading behaviors	Accuracy, Fluency, Vocabulary, and Comprehension
<p>AES is currently transitioning to a new system that uses Lexile scores for data analysis for school improvement. AES will need professional learning on the implementation of the new system to ensure accuracy in reading and using Lexile scores. We would like to provide additional professional learning to AES instructional staff in order to ensure assessment validity and reliability.</p>			
			Ongoing

Component 4: Response to Intervention

AES staff, including intervention specialists and resource teachers, will provide differentiated instruction based on formative and summative data. The differentiation will include those needing remediation and those needing enrichment activities. Instructional plans will include short-term and long-term goals for students. AES will use flexible delivery models to meet student needs. Our staff will use on-going data to analyze student progress to assure the intervention is appropriate.

Key Component/ Strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Evaluation/ Documentation
Flexible Group	Monitor/ Support	Classroom teachers frequently restructure skill groups by using assessments	On-going	Lesson Plans/ Walk-through ; Formal and informal assessments
Differentiation (K-5 th)	Observation of flexible grouping			
Kindergarten Early Intervention Program	Support/ Monitor Provide schedule	Paraprofessionals use phonemic awareness assessment and work with differentiated groups	On-going	Pre/Post Kindergarten assessment data; Informal Assessments; Lesson Plans Walk-through
Reading Rescue 1 st -2 nd	Support Reading Rescue tutor	Teachers incorporate phonemic awareness activities in lessons Placement assessment	On-going	Assessments of emergent literacy,

	Schedules Monitor	One-on-one tutoring by Reading Rescue tutor Post assessment		sight word knowledge, oral reading and comprehension.
Tier I/Data Based Problem Solving (K-5th)	Monitor/Support Validates Standard-based Classroom	Classroom teachers document area of weakness; collect work samples using standards-based instruction	Minimum of 4 ½ weeks	Collected work samples with descriptive feedback; Academic screener documentation; Observation form
Tier II/Data Based Problem Solving (K-5th)	Monitor/Support Meet with DBPS team	Teacher/Parents and administrator discuss of academic data Implement intervention, monitoring progress with data points. Teachers /parents meet again to determine next steps	Minimum of 4 ½ weeks	Intervention data; charting progress monitoring; Observation form
Tier III/Data Based Problem Solving (K-5th)	Monitor/Support Meet with DBPS team	Meet with school psychologist, parents Determine specific deficits and area of intervention	Minimum of 8 – 12 weeks	Intervention data
S.A.I.L. (Students Accelerated in Learning) Program (3-5th) Tier III Intervention	Monitor/Support	Intervention will be small group Meet with parents, teachers, and administrator Discussion to determine further Tier III Interventions	On-going Determined by progress monitoring	S.A.I.L. Intervention data assessment

Great Leaps (3-5th) Tier II and Tier III intervention	Monitor/ Support	<p>Complete initial assessment</p> <p>Read one-on-one</p> <p>Begin with probe according to student level</p> <p>Graph data on reading passages and comprehension</p>	On-going / Time determined by progress monitoring	Great Leaps intervention data assessment
Tier IV Special Education/ ESOL/ Speech Services	Monitor Support Schedule	<p>Evaluate, assess, write Individual education plans (IEP)</p> <p>Provide interventions</p> <p>Re-evaluate</p> <p>Use the inclusion teaching model. Provides early, explicit, and intensive instruction in phonological awareness and phonics (“Why”, p. 73)</p>	On-going	Aims Web probes Wilson Reading Assessment ACCESS Test
<p>Due to the lack of instructional staff, AES struggles to meet all the Tier II and Tier III students’ individualized needs. We would like to contract additional reading intervention specialist to provide the additional support. We would like to provide professional learning to all instructional staff that will be providing interventions. AES instructional staff are providing the interventions within their flex/differentiated groups without specific training in certain interventions. We would like to provide more opportunities for specific literacy intervention programs.</p>				

Component 5: Best Practices in Instruction

Ambrose Elementary School believes utilizing best practices in the classroom positively impacts students by providing motivation to learn and promotes success in college, career, and life. The following best practices are an inherent part of our curriculum that

exemplifies the connection and relevance of literacy instruction. They interject rigor into the curriculum by developing the literacy skills through integration and active learning.

Key Component/ Strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Evaluation/ Documentation
Standards Based Practices (e.g. activators, graphic organizers, rubrics, model, conferences, feedback, flex groups, etc.)	Monitor/support	Consistently uses strategies to maximize student learning and engagement in all content areas in large and small groups These strategies are based on Learning Focus training AES received.	On-going Daily	Lesson Plans Observations/ Walk thru forms
Higher Order of Thinking skills (HOTS)	Monitor/Support	Consistently emphasizes and encourages HOTS	On-going Daily	Lesson Plans Observation/ walk thru forms
Uses Accessible Technology	Monitor/Support	Develops plans using accessible technology	Ongoing Daily	Lesson Plans Observation/ Walk thru forms
Organizing instruction/ Language of the Standards (LOTS)	Monitor/Support	Plan, delivery instruction by using open, work period and closing/ Use of LOTS	Ongoing Daily	Lesson Plans Observation/ Walk thru forms
Accelerated Reader (AR) is currently used to promote independent reading and self efficacy. AES will begin using Reading Counts for Lexile measures for a more	Budget for books & tests, AR /Reading counts incentive Cart, Principal Book Club, Begin transition into Reading Counts	Provide AR reading material in classroom/ Monitor/ set goals Media Specialist maintains AR program, and ensure adequate amount of AR books are available within budget Media Specialist will begin transitioning books for Reading Counts	Ongoing Daily	Goal charts Individualized student reports Lexile Scores

accurate system				
Resource Center containing teacher and parent resources in Literacy and Math	Budgets to add resources	Academic Coach maintains resources	Ongoing Daily	Resource log
Explicit Phonics instruction	Monitor/ support/ budget for materials	Use books for guided reading	Ongoing Daily	Phonic assessments Lesson Plans
Writing Instruction	Monitor/ support	Literacy time will include the teaching of phonic scope and sequence	Ongoing Daily	Student Writing Samples State tests
		Use of Six Traits of Writing Collect samples Participate in professional learning		
		Incorporate the 6 effective instructional and assessment strategies ("Why" p. 44)		
Use of systematic word study	Monitor/support Budget resources	Assess, plan, teach, and remediate (word wall, reference aids, flash cards, etc) ("Why" p. 65)	Ongoing Daily	Formative/summative assessments
Library Media Specialist (LMS) Lessons	Monitor/support Schedules Budget for books and media resources	Correlates with LMS to plan lessons LMS plans monthly literacy events (e.g., book fairs, book mark contest, favorite book character, Displays AR goals, etc.) ("Why" p.58)	Biweekly per 1-5 th grade	Schedule Lesson Plans

Computer Lab	Schedule/ Monitor/ Support	Correlate with computer lab teacher for lessons plans Provide goals and remediation skills needed	Biweekly	Formative/ Summative Assessments
<p>According to our informal phonemic inventory scores, we have determined that more professional learning is needed in explicit phonics instruction. AES is dedicated to providing researched based literacy instruction strategies. In order to determine specific instructional needs of our staff, we need a more accurate and timely observation tool. We would like to purchase electronic observation devices to provide timely and accurate teacher data in order to analyze our professional learning needs. We need more non-fiction, informational texts to address the unfamiliar vocabulary and help students build background knowledge in the content areas. Research studies indicate there should be a 50/50 balance between literature and informational texts in elementary schools. AES children fail to maintain the literature balance in the classroom due to lack of funds. We need new and updated titles to allow students to be exposed to current high text complexity literature. According to the CCGPS, ELA standards devote as much attention to the complexity of what students read as to how well students read them. As AES students advance through the grades, they must develop more sophisticated comprehension skills and apply them to increasingly complex texts. Our media specialist will continue to teach research and media skills in addition to the content teachers using these skills to research and utilize media in all content areas. This CCGPS integration will require additional technology to allow students immediate access as needed to carry out the research process. In conclusion, AES will need to revise curriculum and identify instructional materials aligned with the new standards. We will also need time to collaborate and opportunities for professional learning to learn from and share best practices with one another.</p>				

Component 6: High Quality Teachers

High quality teachers are a result of effective professional learning. AES strongly agrees that teachers hold the greatest potential to improve adolescent literacy achievement by receiving professional learning (“Why” p. 141). AES is dedicated to providing professional learning opportunities to ensure teachers understand learning as well as teaching.				
Key Component/ Strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Evaluation/ Documentation
Job-embedded professional learning	Lead/ Coach others to lead/ Protect time in schedule/ monitor	Apply knowledge /adjust instruction / Interpret data	Weekly Grade Level and Monthly vertical	Lesson Plans Staff Calendar Sign in Sheets

Professional Learning in research based writing instruction	Use teacher surveys to decide on PL needs. Budget and scheduling for PL.	Attend and implement writing strategies	meetings/ On going	Lesson Plans Sign in sheets Writing assessments
Common Core Georgia Performance Standard Professional Learning	Schedule/ Monitor/ Facilitate	Watch webinars/ Write/ Revise units using the Georgia Department of Education Standards frameworks	Weekly	Sign in Sheets Observations
Academic/ Literacy Coach Providing Professional Learning ("Why" p. 144)	Schedule/ Monitor Assist in building trust in faculty. Access to instructional material. Provide feedback. ("Why" p. 148)	Participate in continuous embedded professional learning Provide effective instruction	Weekly	Sign in sheets Agenda Observations
According to student and teacher data analysis, AES needs more professional learning to address the CCGPS mastery implementation. AES will also be addressing the need of writing in the content areas. We will need funds for substitutes, fees, travel, and consultant cost to provide additional professional learning.				

Component 7: Engaged leadership

According to the "Why" document, engaged leadership is the key piece in virtually every literacy initiative undertaken at any level in education. Ambrose Elementary School administrators are dedicated to the task of literacy improvements.				
Key Component/ Strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Evaluation/ Documentation
Ambrose Literacy Team organized	Schedule Literacy Team meetings Facilitate	Study data, prioritized list of recommendations, set	Aug. 2012-On going	Minutes/ Agenda/Sign in

	Convey information to Staff	goals		sheets
Link Literacy vision, goals, mission, and beliefs	Share literacy vision, goals, mission, and beliefs to all stakeholders	Share literacy vision, goals, mission, and beliefs to all stakeholders	On-going	Visions, goals, mission, and beliefs posted
Use of Time and Personnel	Scheduled K-5 120 minute block for literacy instruction/ Intervention/Collaborative grade level	Teacher Leader will facilitate collaborative meetings	Prior to Pre-Planning	Schedules
Walk through/ observations	Select or develop forms Provide feedback	Use best practices	On-going	Observation/walk through forms
<p>The administrators are aware of the need to cultivate a strong leadership team. AES has participated in two cohorts of the Georgia Leadership Institute for School Improvement (GLISI) Base camp and Leadership Summit to develop and foster great leadership skills. One of our leadership goals is to continue to participate in GLISI. We currently use Title 2a funds to cover the GLISI costs. Out of GLISI efforts, a Better Seeking Literacy Team (BSLT) was formed. We would like to revise the BSLT guidelines, strategies, resources for literacy instruction annually. This effort require some professional learning time during school, after school, and during summer months. We will need funds to pay stipend and other cost for the professional learning.</p>				

Component 8: Transition and Alignment

Ambrose Elementary will use the balance approach combining language and literature-rich activities to develop proficiency in reading and writing. In order to transition to this plan the school must provide professional learning focusing on effective literacy instruction at all grade levels. Professional learning will focus on research-based practices and a balanced/ comprehensive approach to literacy. Professional learning will focus on the developmental stages of childhood (Birth to 5th Grade). Ongoing collaborative teams will vertically align the literacy standards to ensure there are no instructional gaps. Ambrose administrators will schedule times for teachers of shared students to meet (e.g. ESOL, Speech, Special Education, etc.) During Pre-planning, administrators schedule time for teachers to interpret data from their students former grade or school (“Why” p. 93).

Component 9: Maintaining and Engagement

Commitment to the Ambrose Elementary Literacy Plan is fundamental to our school's mission because we believe strong and explicit reading instruction is critical in helping children prepare for college, career, and life. We use methods and procedures that are research based. As a professional learning community, we will continue to study current research and base our educational decisions on that research.

We commit to a Literacy action planning process that is outcomes based. The Literacy action plan will be reviewed regularly by Ambrose Literacy Team to focus our resources effectively. Our Literacy action plan will follow these procedures: (a) the literacy action (e.g. assessment, differentiated instruction, professional learning); (b) scope of the literacy action (e.g., school-wide, specific grade or instructional group); (c) specific literacy action to be implemented; (d) and person or group responsible for implementing the literacy action, and (e) a process to report on the progress of the literacy action.

Through the implementation of the above literacy actions we will maintain and engage literacy instruction. We also will continue to share student literacy performance data with stakeholders and celebrate our success in improving reading.

Needs Assessment, Concerns, and Root Cause Analysis

Leadership Retreat

Ambrose Elementary School began the needs assessment process April 2012. The Leadership team (*members listed in school narrative*) met on June 26th and 27th, 2012 for a Data Retreat. The leadership team analyzed school wide student achievement, teacher survey, and parent survey data. The team was excited to see AES met the state CRCT Reading AMOs for grade 3-5th again for seven consecutive years. However, the leadership retreat data analysis revealed the following concerns:

- CRCT 3rd – 5th subgroups showed *Students with Disabilities* scored lower than any other subgroup.
- Exceed students in CRCT Reading/ Language Arts in all 3rd – 5th graders could be increased.
- Need to lower percent of student not on grade level in Kindergarten, First, Second Grades according to the Rigby Benchmarks and The Basic Literacy Test
- Need more 5th graders to exceed on the state writing test
- 83% students scored not ready for Kindergarten on the Basic Skills and language Test (one third of our kindergarteners did not attend Prekindergarten)
- Need more professional learning to address Common Core Georgia Performance Standards (CCGPS) according to the Coffee County Teacher Needs Assessment Survey.
- Need more Reading workshops for parents according to the Ambrose Parent Needs Survey
- Need more Professional Learning in CCGPS and writing instruction according to the Coffee County Teacher Needs Assessment Survey
- AES has 78.6% Economically Disadvantaged students, an increase from last year of 4%.
- Need for additional technological devices to provide more opportunities for student engagement and learning
- Need for additional text complexity titles available in media center
- Need for additional tutors for interventions for Tier II and Tier III students

At the conclusion of the Retreat, the Leadership team determined that the root cause reflected from the needs listed above was the lack of professional learning in early literacy initiatives, writing instruction, technology, and CCGPS.

Georgia Leadership Institute for School Improvement (GLISI) Team Base Camp and Summit

AES Leadership team attended GLISI in September (Base Camp) and October (Summit) 2012. During a data analysis at Base camp, the team was concerned with 5th grade writing exceed results. During the GLISI Summit, a Better Seeking Literacy Team (BSLT) was formed to further assess the writing concerns. Data from the *2012 Ambrose Writing Survey* and 2009-2012 AES 5th grade writing assessments were analyzed by the BSLT to determine specific needs in writing. According to writing assessments, there was a slight increase in the percentage of exceeds students from 2010 to 2012. However, this increase of 15% percentage is small. The BSLT members agreed this should be addressed since the data indicates 78% of the students fell below the Exceeds criteria in 2012. The BSLT team collaborated with each grade level team to identify root causes. AES concluded they would like to see more of our students in the *Exceeds* category. The BSLT continued in the process of determining root causes using the “Five Whys” process (GLISI). The root cause analysis was completed in October 2012 to determine gaps in writing achievement. The BSLT found the top root causes for writing needs were: (a) new CCGPS writing standards (b) need professional learning in current writing instruction (c) teachers need to use writing rubrics to guide instruction.

Ambrose Literacy Team (ALT) Literacy Plan Analysis

The BSLT merged into the ALT. The ALT (members listed in the School Narrative) completed the Georgia Literacy Plan Needs Assessment for Literacy K-12. There were no indicators that fell in the “Not Addressed” area. The team prioritized the needs assessment results by using the top four indicators that fell in the Emergent area. The following is a prioritized list of AES needs and root causes:

1. Best Practices in Literacy Instruction 4 B.1- *All students receive effective writing instruction across the curriculum.* (AES underlying causes: (a) not having a coordinated writing instruction plan across all subject areas; and (b) subject area teachers are not participants in writing instruction). Professional learning will be provided to address writing instruction across the curriculum followed with leader/ peer focus walks to determine effectiveness of professional learning.
2. Continuity of Instruction 2.A –*Active collaborative teams ensure a consistent literacy focus across the curriculum.* (AES underlying causes: (a) lack of specific, measurable student achievement goals aligned with CCGPS in all content. Professional learning will be provided to all instructional staff in literacy development to ensure Pre-K -5th grade level alignment. Professional learning will also include specific intervention needs to include students with disabilities and Pre-K – 5th grade Hispanic students.
3. Engaged leadership 1. B –*A school literacy leadership team organized by the administrator is active.* (AES underlying causes: (a) Literacy team not including community leaders and parents; (b) lack of strategies and resources for literacy instruction in all content. The literacy team will need professional learning to revise guidelines, strategies, resources for literacy instruction. The leadership team will need

electronic observation devices to monitor strategies and resources used in literacy instruction in all content. We will need professional learning to properly use the devices.

4. Best Practices in Literacy Instruction 4. C – *Extended time is provided for literacy instruction.* (AES underlying causes: lack of instruction time for literacy in all content areas). The leadership will provide a flexible schedule to address literacy needs. We will need professional learning addressing the CCGPS in all content area. This will require stipend, consultant costs, fees, travel, and materials for the professional learning. (These needs and underlying causes are referenced from the “What” document.)

In summary, AES used the needs assessment process to determine school wide needs for literacy instruction. The message was loud and clear, “There is a definite need for literacy instruction professional learning to address all needs.” Last year, AES addressed literacy instruction by conducting professional learning to transition to the new literacy CCGPS standards. Each year, AES has collaborative meetings to analyze data and make instructional decisions to address our student needs. However, these collaborative meetings would yield greater results if teachers had more ongoing research-based professional learning to address the root causes of the literacy needs.

In creating a stronger literacy instructional plan, school leadership’s support is also imperative to engage teachers in the development and implementation of the literacy plan and the evaluation of its effectiveness. The literacy plan will include addressing the need for professional learning and resources to address the ELA CCGPS develop writing instruction used by all content teachers, and the need for early literacy initiatives.

Analysis and Identification of Student and Teacher Data

Ambrose Elementary School (AES) Data has been analyzed from several sources to show student needs to improve reading ability.

Student Data

The Criterion-Referenced Competency Test (CRCT) is administered to the 3rd – 5th graders each spring. The CRCT results show that each subgroup's percent in reading was higher than the Georgia's Annual Measurable Objective (AMO). In 2012, the CRCT data shows AES 3-5th grade black, white, and EL students met the state standards with 100%. With the exception of the Hispanic subgroup, the CRCT results show an increase in the percent of students' performance in the past three years in reading. AES is concerned that the "Exceeds" category in *each* subgroup is not as high as our "Meets" category. A student meeting CRCT criteria of 800 ("Meets") is compared to that of a "C" student, only meeting minimum requirements. A student meeting CRCT criteria of 850 ("Exceeds") is compared to that of an "A-B" student. Scoring a "Meeting" on the CRCT is not satisfactory for our expectations of our students. We are especially concerned with our Economically Disadvantage subgroup within the 3-5th grades and are focusing on increasing our CRCT "Exceeds" for 3-5th grades.

CRCT Reading/English Language Arts- All Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2011-2012	.7	55.6	43.7	99.3	86.7%
2010-2011	1.7	64.4	33.9	98.3	80.0%
2009-2010	2.3	65.9	31.8	97.7	73.30%
2008-2009	4.0	64.7	31.3	96.0	73.30%

CRCT Reading/English Language Arts – Black Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2011-2012	0	60.7	39.3	100	86.7%
2010-2011	3.8	67.4	28.8	96.2	80.0%
2009-2010	3.7	77.8	18.5	96.3	73.30%
2008-2009	0	90	10	100	73.30%

CRCT Reading/English Language Arts – Hispanic Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2011-2012	1.8	59.3	38.9	98.2	86.7%
2010-2011	.9	78.3	20.8	99.1	80.0%

2009-2010	1.0	75.9	23.1	99	73.30%
2008-2009	5.4	90	24.3	94.6	73.30%

CRCT Reading/English Language Arts – White Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2011-2012	0	52.4	47.6	100	86.7%
2010-2011	1.6	55.8	42.6	98.4	80.0%
2009-2010	2.7	57.7	39.6	97.3	73.30%
2008-2009	4.4	56.2	39.4	95.6	73.30%

CRCT Reading/English Language Arts – Students with Disabilities					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2011-2012	9.1	81.8	9.1	90.9	86.7%
2010-2011	10.7	89.3	0	89.3	80.0%
2009-2010	17.9	78.5	3.6	82.1	73.30%
2008-2009	8.3	91.7	0	91.7	73.30%

CRCT Reading/English Language Arts – English Learner of Other Language					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2011-2012	0	75	25	100	86.7%
2010-2011	0	87.5	12.5	100	80.0%
2009-2010	NA	NA	NA	NA	73.30%
2008-2009	7.9	76.3	15.8	92.1	73.30%

CRCT Reading/English Language Arts – Economically Disadvantage Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2011-2012	12.5	64.5	34.8	99.3	86.7%
2010-2011	1.9	70.4	27.7	98.1	80.0%
2009-2010	2.7	70	27.3	97.3	73.30%
2008-2009	5.2	67.7	27.1	94.8	73.30%

Georgia Grade 3 Writing Assessment Students who Did not Meet			
Year	Informational	Persuasive	Narrative
2010	22	18	15
2011	6	18	21
2012	5	3	9

AES 3rd grade students demonstrate a greater deficiency in the area of Narrative writing in the past two years. The 3rd grade writing assessment data indicate a greater need for instruction in narrative writing.

Georgia Grade 5 Writing Assessment Student Percentages			
Year	DNM	Meet	Exceed
2010	21	71	7
2011	6	79	15
2012	8	70	22

AES 5th grade writing data indicate an increase in the percent of students who exceeded. In contrast to this positive growth, we are still concerned with the students who scored in the DNM performance level. After further disaggregation of the students not meeting the standard, 76% were males and 24% were females.

AES leadership team recognizes the importance of using several sources to identify areas of needs. AES has selected the following screeners to assist in making instructional decisions: Basic Literacy Test (BLT), Rigby, Benchmark, AimsWeb, and Writing Assessments. These screeners are located on homeroom data trackers to be used in professional learning.

Basic Literacy Test (BLT)/ Percent Not on Grade Level			
Year	Kindergarten	First Grade	Second Grade
2009-2010	10.2	5.7	12.3
2010-2011	8.7	6.7	10
2011-2012	5.8	4	6

The BLT results indicated there is a need for k-2nd interventions in the areas of phonics, phonemic awareness, and basic sight words for the students who scored below grade level. AES BLT data shows there has been an increase in the percent of students performing on grade level.

Rigby /Percent Not on Grade Level			
Year	Kindergarten	First Grade	Second Grade
2009-2010	15.4	5.8	19.9
2010-2011	7.2	10.6	37.3
2011-2012	6.5	9.8	9.5

The Rigby data results indicate a steady progress with kindergartener on grade level. Second grade Rigby results indicate a significant increase of students on grade level last year.

Goals and Objectives based on Formative and Summative Data

Goal 1: Active collaborative teams ensure a consistent literacy focus across the curriculum.

- Increase 3-5th students' CRCT Reading exceeds percentages by 5% in 2013, 5% in 2014, 5% in 2015, 5% in 2016, and 5% in 2017
- Increase 3-5th students' CRCT Reading meets percentages of Students with Disabilities by 2% in 2013, 2% in 2014, 2% in 2015, 2% in 2016, and 2% in 2017.
- Increase 3-5th Hispanic students' CRCT exceeding percentages by 5% in 2013, 5% in 2014, 5% in 2015, 5% in 2016, 5% in 2017.
- Increase the number of K-2nd students on grade level according to the BLT and Rigby Test

Goal 2: All students receive effective writing instruction across the curriculum

- Increase percentage of K-5th students meeting and exceeding writing standards.
- Increase student's 5th grade writing scores by 2% in 2013, 2% in 2014, 2% in 2015, and 2% in 2016.

Teacher Data

Ambrose Elementary School Staff:

- 2 administrators (Principal, Assistant Principal of Instruction)
- 1 Academic coach
- 22 classroom teachers
- 1 special education teacher
- 2 ESOL teachers
- 2 part time gifted teachers
- 1 half-time counselor
- 1 physical education teacher
- 1 media specialist

- 1 half time speech pathologist
- 11 Para-professionals, one nurse
- 2 office staff member
- 3 custodians
- 5 school nutrition staff members

AES Staff Years of Experience		
Actual Years of Experience	Total Certified Staff	Total Classified Staff
0-5	2	2
6-10	9	6
11-20	13	1
21-30	4	1
Over 30	3	0

AES Staff Levels of Certification	
Levels	Certified Staff
Level 4	6
Level 5	18
Level 6	4
Level 7	3

All AES certified staff are *Highly Qualified* within their field of certification. One finding that was discovered during teacher data collection is 55% of the certified teachers hold a reading specialist degree. The data reveals 87% of the staff hold a master’s degree or above. We have 4 certified staff members that are considering retirement within the next 3 years. Our attrition rate was 0% for the years 2001 to 2011. In 2012, we had two teachers (less than 5%) to resign. We have had only 6% new teachers to join our staff in the past 5 years. 96% certified teachers participated in the professional learning opportunities at AES in 2012. There was only one professional learning opportunity offered in 2012 for our classified staff.

Project Plan, Procedures, Goals, Objectives, and Support

The Ambrose Elementary School (AES) strives to increase literacy achievement for all students by being focused on school improvement goals, using researched based instructional strategies, and targeted professional learning. Currently AES uses QBE, SPLOST, Title 1, Title IIA and local funds to purchase educational resources, provide professional learning, and employ an academic coach, paraprofessional tutor, and a part time intervention specialist. The following goals will be funded with these same sources in hopes of securing additional funding through grants and outside community agencies.

Goal	Measurable Objectives	Guidelines for Establishing Goals	Accountability
1. All students receive effective writing instruction across the curriculum	a. Coordinate writing instruction plan across all subject areas to increase percentage of k-5 th students meeting and exceeding writing standards.	Provide professional learning in writing instruction in content areas and narrative writing Integrate writing approaches in all content areas (“Why” p. 48)	Focus Walks Formative/Summative Writing assessment % staff trained
	b. All content 3-5 th teachers participate in writing instruction to increase student’s 5 th grade writing scores by 2% in 2013, 2% in 2014, 2% in 2015, and 2% in 2016.	Adjust 3-5 th grade content schedules to include writing instruction Provide vertical and grade level professional learning opportunities to analyze writing instruction and student samples using writing rubrics Purchase technology devices for students to produce and publish writing	Writing Assessments Lesson plans Observations % staff trained
2. Active collaborative teams ensure a consistent literacy focus across the curriculum.	a. Team monitors specific, measurable student achievement goals to adjust instruction to increase 3-5 th student CRCT	Provide professional learning to <i>all</i> instructional staff in early literacy development (e.g., phonics, phonemic awareness, basic sight word development) to ensure Pre-k - 5 th grade level alignment (“Why” p. 156) Leadership teams will continue to monitor grade level goals	3-5 th CRCT assessments Work Sampling GKIDS Benchmarks Data Trackers Observations % of staff trained

	<p>Reading exceed percentages by 5% in 2013, 5% in 2014, 5% in 2015, 5% in 2016, 5% in 2017.</p>	<p>using the data trackers and observations</p> <p>Grade level teams will continue to determine if interventions are needed according to data results using the required assessments by SRCL (e.g. DIBELS next, SRI, informal phonics inventory)</p> <p>Provide additional intervention specialist such as Reading Rescue tutors for Tier II and III students</p> <p>Purchase complex texts for classrooms and media center</p> <p>Purchase interactive technological devices for students to master the CCGPS (e.g, research and media skills, phonemic awareness,</p> <p>Purchase intervention applications to use on interactive technological devices</p>	
<p>3. A school literacy leadership team organized by the administrator is active</p>	<p>a. Revise guidelines, strategies, resources for literacy instruction annually.</p>	<p>Schedule monthly professional learning opportunities for Literacy Team (“Why” p. 156)</p> <p>Purchase observation electronic devices to use to observe staff or conduct focus walks</p> <p>Provide professional learning on the use of electronic observation devices</p>	<p>Updated Literacy Plan</p> <p>Student data</p> <p>Teacher data</p>
	<p>b. Community leaders and parents will be included in Literacy team by</p>	<p>Literacy Team survey community and parents for input</p> <p>Stakeholders, community,</p>	<p>Parent/community Survey</p> <p>% Parents participate</p>

	Aug. 2013.	parents collaboratives to share literacy plan	
4. Extended time is provided for literacy instruction.	a. Schedule a minimum of 30 minutes of literacy time in all 3-5 th grade content areas (“Why”p. 58)	<p>Provide professional learning to <i>all</i> instructional staff in early literacy development (e.g., phonics, phonemic awareness, basic sight word development) to ensure Pre-k - 5th grade level alignment (“Why” p. 156)</p> <p>Leadership teams will continue to monitor</p> <p>Purchase complex texts for classrooms and media center</p> <p>Purchase interactive technological devices for students to master the CCGPS (e.g, research and media skills in content areas)</p>	<p>Schedules</p> <p>Focus Walks</p> <p>Formative/Summative Writing assessment</p> <p>% staff trained</p>

The following objectives will serve as an *additional measure* of all above goals that deal with increased achievement in students proficiently in **reading**:

- Increase percentage of Hispanic students exceeding standards on CRCT.
- Increase percentage of Students with disabilities meeting standards on CRCT.
- Increase the number of k-2nd students on grade level according to the BLT and Rigby Test.
- Increase the number of Pre-k students ready for Kindergarten according to the Basic Skills and Language Test.

RTI Model for Literacy Goals

Tier I: Students participate in general education classroom literacy instruction. Teachers use universal screeners to target students in need of specific literacy support. Teachers implement ELA CCGPS through a standards based classroom. Teachers utilize differentiated instruction and flex grouping based on data. Teachers promote content vocabulary development and word identification skills while building reading fluency and comprehension. Teachers participate in

weekly collaborative meetings to discuss student performance and literacy strategies (“What” p. 11).

Tier II: Students will be served in needs based small groups for targeted literacy skills such as phonics, phonemic awareness, basic sight words, and writing skills. Interventions may include: drill and practice using context clues, draw conclusions, predict outcomes, compare and contrast, summarize and paraphrase, small group instruction using leveled reader for comprehension, use of graphic organizers, study guides, and /or comprehension strategies. Teachers participate in bi-weekly collaborative DBPS meetings to discuss targeted student progress and literacy intervention training (“What” p. 12). AES needs additional resources and technology to use with Tier II students.

Tier III: Students are prescribed interventions by DBPS team with frequent progress monitoring and formative assessments. Interventions may include: 1:1 -1:3 instruction emphasizing specific targeted literacy skills, drill and practice to reinforce instruction, paired reading, peer tutoring to model fluent reading. Teachers participate in monthly collaborative meetings to discuss targeted student progress and literacy interventions (“What” p. 12).

AES provides **Tier II and III** students with additional support from instructional staff. We have one Reading Rescue paraprofessional that provides one on one instruction in reading for 1st and 2nd grades. All kindergarten paraprofessionals provide small group interventions to identified students. Our academic coach, our Physical Education teacher, and one paraprofessional provide one on one fluency instruction. We have one certified teacher that provides one on one and small group reading instruction to 3-5th grades. Students receive 45 minutes of computer-based instruction per week. Due to limited instructional support staff, grade level teachers provide interventions within the classroom during flex groups to the students who are identified as needing additional instruction. With additional funds from SRC, we would like to provide additional tutors for these students who have specific needs.

Tier IV: Students receive additional support and meet eligibility criteria for special program placement as prescribed by the student’s Individual Education Plan (IEP). Leaders ensure least restrictive environment when developing schedules. AES provides Tier IV students with additional certified support from a Speech pathologist, a Special Education Teacher, a Special Education paraprofessional, and/or two ESOL Teachers. The Tier IV students receive inclusion service weekly according to their IEP. These support teachers participate in professional learning to ensure strict alignment with delivery of CCGPS (“What” p. 13).

Literacy Schedule

Grades	Time	Literacy Instruction
K-2 240 minutes Reading/Writing/Reading in Content	60 minute segment	Teacher Directed in Reading
	90 minute segment Small groups/ interventions	Flex Groups/ Tiered Instruction
		Word Work/ Phonics/Writing in Small Group
		Reading Rescue Intervention 1:1
90 minute segment	Kindergarten Early Intervention Program 1: up to 5	
3-5 210 minutes Reading/Writing/Reading in Content	90 minute segment	Reading in content
	60 minute segment	Reading/Writing
		Flex/Differentiated Groups/Tiered Instruction
		SAIL Intervention 1: up to 3
	60 minute segment	Great Leaps Intervention 15 minute 1:1
60 minute segment	Reading in Content	

Pre-kindergarten classes follow the Bright from the Start schedule guidelines which include daily large group literacy time, two teacher-planned story times, and phonological awareness activities.

Assessment/Data Analysis Plan

Ambrose Elementary School (AES) uses many assessment tools in driving instructional decisions. We have in place a comprehensive assessment plan for the purpose of ensuring appropriate identification of individuals needing support. During the completion of our leadership retreat (teachers, administrators, media specialists, counselors, and instructional support), a breakdown of the student data by grade, subject area, and subgroups are presented to staff. Instructional support personnel and regular education teachers are provided with individual student data during preplanning. This data provided allows the teachers an overview of their students' abilities to make informed instructional decisions ("Why" p. 96-97).

The following crucial *timing* categorizations are ("Why" p. 99) :

- **Beginning of the year:** Teachers administer screeners to K-5th students for an initial diagnostic analysis. Teachers use this information to plan and focus on various interventions.
- **Throughout the year:** Teachers use formative and summative assessments, progress monitoring, diagnostic assessments to allow for instructional adjustments. Screeners are administered again to determine progress. This data also guides the professional learning that maybe ongoing such as CCGPS implementation.
- **End of the year:** Students are given the state mandated test, summative assessments, and screeners to determine grade level expectations. This data collected also drives professional learning needs for the following year.

Detailed Current Assessment Process

Pre-Kindergarten: Pre-Kindergarteners receive a required hearing, vision, and dental screening before they enter Pre-K. When the screening identifies concerns, appropriate follow-up, referral, or other intervention is used. In addition, AES Pre-Kindergarteners are assessed with the preschool assessment from Bright from the Start. The data is entered into Work Sampling System (WSO) for administrators and teachers to monitor and follow student strengths and progress ("Why" p. 100).

Grades K-5: Homeroom teachers administer the following screeners at least *3 times a year* to identify which students are not at the expected performance criteria for their grade level:

- Basic Literacy Test (K-2)
- DIBELS (K)
- Aimsweb ORF (1-5)
- Maze (1-5)
- Rigby PM Benchmarks (K-5)

- Scholastic Reading Inventory (1-5) – (New this year)

After completion of the baseline screeners, teachers enter student data on a data tracker. This data is used to make informed instructional decisions concerning individual needs. These data trackers are used by all support staff in making their individualized instructional plans. Grade level teams also begin analyzing data to make grade level informed decisions on implementation of the CCGPS. Kindergarten teachers also use the screener data to form differentiated groups that receive the Kindergarten Early Intervention program. First Grade teachers also use the screener data to form literacy flex groups within each classroom and identify possible candidates for Reading Rescue programs. Second Grade teachers also use the screener data to form literacy flex groups. 3-5 teachers also use the screener data to identify students for the SAIL and Great Leaps programs. In addition, the screeners are used to help identify students for possible gifted selection. All this data is used to inform parents of their child's academic progress during parent conferences.

AES homeroom teachers use other assessments to guide student instructional needs as a plan, do, act, check process. The following assessments are *ongoing*:

- Formative Assessments (K-5)
- Summative Assessments (K-5)
- Informal Phonics inventories (K-1)
- Benchmarks (1-5)
- Work Sampling System (PreK)
- GKIDS (Kdg)

The importance of the formative assessments is the information is used immediately for instructional adjustments. AES teachers give feedback to students to help redirect their learning if needed. The summative assessments allow the teacher to determine whether or not the students mastered the standards. AES teachers use assessment data to adjust instruction and to determine if interventions should continue.

The following assessments are state mandated measures that offer a cumulative body of evidence to support AES students' current reading ability:

- CRCT (3-5)-Once a year
- State Writing test (3 & 5) – Once a year
- GKIDS (K) - Ongoing

Progress Monitoring: AES intervention specialists use the following assessment for universal screeners, placement tool and progress monitoring for Tier IV interventions in addition to the above screener used:

- Assessing Comprehension and Communication in English State to State for ELL's (ACCESS)- (K-5)- Once a Year
- Aimsweb (K-5)- frequently, often weekly

These assessments play an integral part in the monitoring of students with special needs. The ACCESS screener will be administered once a year to ELL students in grades k-5. These results are shared with teachers to make instructional plans for the ELL students. The AimsWeb Progress Monitoring Assessments will be administered to Special Education Students to monitor progress and used to determine the efficacy of an intervention. These assessment results are used to make yearly evaluation and adjustments to students' individualized educational plans.

AES will actively seek critical data and continually adapt their instruction to identify students' strengths and weaknesses, determine if fundamental content-based literacy skills are lacking, establish learning goals based on CCGPS, and evaluate effectiveness of the instruction in meeting the goals for the student ("Why" p. 96). The AES grade level teams use this data to make school wide improvement plans during professional learning opportunities. The AES leadership team will use this data to detect patterns of achievement during the school year to determine what additional professional learning may be needed ("Why" p. 100). In 2012 during the summer retreat, the team detected the need to increase the percentages for students exceeding in the standards in all subgroups on the CRCT data.

Coffee County School System selected the Scholastic Reading Inventory (SRI) to serve as an objective measurement of reading comprehension. The SRI uses the Lexile Framework because it differs from other reading measurement. It accurately matches a student's reading level to appropriate text. The SRI serves as a universal screener, placement tool, and progress monitoring instrument for all students. This assessment will be administered three times a year and the results will be entered on the data trackers. Reports are also available with this program. This assessment will help teachers systematically expose students to increasingly complex texts in order to prepare them for the demands of college and career. AES will be using this new assessment as part of the AES literacy plan to provide teachers and parents with a reading indicator that permits parents and educators to have a direct link to reading material that is matched to the student's reading ability. AES recognizes the importance of providing professional learning on how to use Lexile measures to help develop CCGPS lesson plans that gradually build and deepen knowledge with complex literary and informational text ("Why" p. 105 & 111-112, "The What" p. 8).

AES school wide data will be displayed in the school data room and in the hallways. The data and explanation of interventions are presented to the AES school council and at our Parent Meeting nights. In addition, individual data is presented to parents at parent teacher conferences which are held in fall and spring of each year. The parents can also access grades on the iParent

through our web-based student data system. Coffee County School System and AES provide data information through their websites.

A crucial concern of AES is the consistent administration of test (BLT, Rigby, GKIDS, DIBELS, AimsWeb, formative and summative assessments) that teachers administer and score. It is imperative that AES teachers receive professional learning on the administering of these tests to ensure accuracy of administering and scoring (“The What” p. 8-9).

(Note: For details of each assessment, please refer to the AES Literacy Plan: Component 3)

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

AES will use SRCL funding for the following strategies and instructional resources. All strategies and resources directly align with the needs assessment, student data, and root cause analysis. In addition, they directly impact literacy, access to print, instructional engagement, and teacher support.

Resources needed to implement the literacy plan:

- Literacy consultants' fees to lead job embedded professional learning on writing instruction, writing standards, writing rubrics, and analysis of student writing
- Stipends for professional learning for staff during summer for leadership retreat to analyze student and teacher data to make literacy improvement plans
- Substitutes' salaries, books, and materials for CCGPS professional learning for all instructional staff
- Electronic devices for focus walks to evaluate effective literacy instruction
- Professional learning on electronic evaluation devices for leaders to evaluate effective literacy instruction.
- Educational supplies for literacy interventions such as consumable workbooks, hands on materials, teacher resources, etc.
- Additional complex text in content areas to add to classroom libraries and media center for students to have a larger variety of text.
- Technology interactive devices that support literacy such as e-books, literacy applications to be used for interventions, and conducting research.
- Web-based Computer intervention programs
- Instructional technology to expand media titles for student access to print, increase student engagement, and add periodicals for student and teacher use for instruction
- Travel expenses and fees for staff to attend professional learning on technological devices used in literacy instruction
- Literacy tutors to work with Tier II and Tier III students with identified specific literacy needs

List of activities that support literacy intervention programs

- Professional Learning in Writing instruction
- Professional Learning in Literacy Instruction
- Administering Screeners
- Providing literacy interventions
- Collaboration for data analysis, setting goals, making instructional decisions

List of Shared resources:

We currently have:

- 1 computer lab with 22 desktop computers with one paraprofessional
- Leveled books, literacy games, and independent practice materials in Resource Room
- 70 interactive technology devices (iPads)
- 20 mini computers

AES needs additional interactive devices and mini computers to be shared in small groups among 20 classrooms. We would need to purchase interactive technology literacy applications to load on old and new interactive technology devices for student use during interventions. AES could utilize another computer lab but has limited space however, additional purchased interactive technology devices and mini computers could be circulated among the classrooms.

List of library resources

- 18,715 Books
- 251 class book sets
- Professional reference materials
- Projector
- 4 computers
- Video camera
- 1 document camera
- 4 laptops

We need more complex text with higher Lexile levels. Our library collection is in need of current book titles that will engage students and offer a larger variety of text. We could benefit from adding more computers and laptops to the library for student use during media literacy lessons to increase CCGPS mastery.

List of activities that support classroom practices

- Graphic organizers
- Read alouds
- Guided reading
- Independent reading
- Vocabulary instruction
- Sight word recognition
- Integrated content areas
- Professional learning to develop and grow high quality teachers
- Systematic phonics and word study

- Core grade level literacy instruction
- Instruction on the 6 Traits of Writing
- Increase media center book collection
- Increase classroom library collections
- Student writing analysis
- Create Writing strategies
- Higher order thinking skills strategies
- Differentiated literacy activities
- 25 books required read by students
- Accelerated Reader program to support reading comprehension

These classroom practices are used in large and small group instruction. To address our writing improvement goals and mastery of CCGPS, we will be researching for new strategies and resources to implement.

List of additional strategies needed to support student success

- Additional intervention tutors
- School Web page updated with literacy plan and goals
- Stakeholder/ community/ parent collaborative to share literacy plan
- Literacy Team includes stakeholders
- Schedules flexible to include Tier II,III and IV interventions
- Parent Reading Nights

List of Current classroom resources for each classroom in the school

- Promethean Active Board
- 4 internet accessible computers
- Printers
- Limited classroom libraries

Each classroom could use additional complex text sets and technology devices. With the high percentage of economically disadvantage students at AES, we need to provide the richest text environment possible. Supplying each classroom with additional computers and books would allow more students access to digital and complex text.

Professional Learning Strategies

Great teachers help create great students. In fact, research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement. Therefore, it is critical AES continues to pay close attention to how we train and support both new and experienced teachers. Professional Learning is the only strategy schools have to strengthen educators' performance levels. AES uses collaborative teams to implement most of their professional learning. Often AES teachers must serve on more than one professional learning collaborative team. Each team is guided in establishing and pursuing learning goals by our academic coach or a leader ("Why"p.144). Teams meet during the workday multiple times a week. Teachers work together to use data to understand what students are not learning and to find instructional gaps, then determine what they need to learn to help close those gaps. AES's preferred methods of delivery of professional learning have included: meetings during the summer, release time during the school day, during teacher collaborative planning, scheduled professional learning days, or at the end of the school day ("How"p.48-49).

The following charts indicate professional learning activities that our staff has attended in the past two years:

AES Professional Learning in 2011

Professional Development Activity	Percent of Certified Attended	Percent of Classified Attended
Infinite Campus	95	0
Instructional Framework - Opening	95	0
Differentiation – What is it?	90.5	0
Instructional Framework - Closing	100	0
Differentiated Instruction	66.6	0
Differentiation – Social Studies Graphic Organizer (Verticle Prof Development-3 rd -5 th)	100	0
Self Efficacy	90.5	0
Self Efficacy – Helping Our Students Believe	95	0
Benchmark Analysis	94	0
Common Core & GPS Math Standards - Transition	100	0
Common Core & GPS ELA Standards - Transition	100	0
Reading First (K & 1 st)	100	0
Using Differentiated Menus (3 rd -5 th)	100	0
ESOL – Providing Effective Feedback	95	0

ELL		
ESOL Nonlinguistic Representation	95	0
ESOL Advanced Organizers	95	0
Kdg Curriculum	100	0
Special Education Parapro Workshop	0	100

AES Professional Development in 2012

Professional Development Activity	Percent of Certified Attended	Percent of Classified Attended
I Pad Training	85	0
Reading 1 st Second Grade	100	0
WIDA/ESOL Accommodation Forms	100	0
Post/Exit Monitoring Accommodation	100	0
SLDS Data with Tony Vlachakis	90	0
Promoting Academic Success for English Language Learners	100	0
Access for ELL Proficiency Test	100	0
Common Core Webinars ELA	92	0
Common Core Webinars Math	95	0
Reading 1 st Paraprofessionals	0	80
ESOL Accommodations	100	0
WIDA – Can Do Descriptors	100	0
Student Engagement	95	0
Differentiation with CCGPS	90	0
ACCESS Placement Test Data	100	0
Data using DIBELS, Maze, & Rigby	100	0

A list of our on-going professional learning:

- Instructional staff will continue to participate in implementation of the CCGPS ELA.
- Instructional staff will continue focusing on the identified school goal of differentiation.
- Instructional staff will focus on developing writing through the new CCGPS ELA units.
- Instructional staff will continue weekly grade level/collaborative meetings with the academic coach/assistant principal of instruction.
- The leadership team and collaborative planning groups plan for continuous improvement.
- Instructional staff has job-embedded professional learning.

- Collaborative and Better Seeking teams will conduct action research.

AES strives to ensure their professional learning is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture. (“Why” p.141) The Ambrose Elementary Professional Learning Plan goals and objectives are set from data gathered from the Ambrose teacher surveys and input from our Coffee County Professional Learning Advisory Committee each year. The following are the 2012-2013 AES Professional Learning Goals and objectives:

Goal 1. Provide differentiated instruction to meet readiness levels, learning profiles, and interests in all subjects.

- **Objective 1.** Students will begin to raise readiness levels on screeners; student growth will be tracked by Lexiles (SRI).

Goal 2. Improve student efficacy and student engagement.

- **Objective 2.** Students will take ownership in classroom experiences and expected outcomes through reading and writing.

Goal 3. Develop more Higher Order Thinking strategies.

- **Objective 3.** Student data will indicate an increase in the percentage of students scoring in exceeds on the CRCT in all subject areas.

For the Ambrose Elementary professional learning to be more effective, the Leadership Team analyzes student achievement data, teacher survey data, parent survey data, student survey data, and identifies specific areas of need. In 2012, AES’s leadership team uncovered areas of concern that support our literacy goals.

The *Ambrose Writing Survey 2012*, designed by our Better Seeking GLISI Team, revealed that 54% of our staff members did not have a deep understanding of CCGPS writing standards. According to the *Coffee County Professional Learning Needs Assessment 2012* survey that was conducted in spring of 2012, one finding was 22% of the survey participants stated paraprofessional staff could benefit from additional training in reading skills. Other noticeable areas from the needs assessment were: (1) 72% of teachers agree that professional learning is best organized by grade level groups and (2) 52% of teachers rated implementing Standards Based Classrooms as somewhat proficient.

Ambrose Elementary PL Charts indicate that paraprofessionals only participated in two of thirty four professional learning events. While many of the past professional learning activities did not apply to the paraprofessional staff, we have included paraprofessional in our professional learning literacy initiatives.

In addition to the ongoing professional learning activities, AES will provide professional learning to address the areas of concern found in the literacy study conducted in this grant application process. They will include but will not be limited to:

- Professional learning on writing standards, writing rubrics, narrative writing, student writing analysis, and writing instruction in all content areas
- Professional learning in how to use electronic devices for observations
- Professional learning to equip teachers and leaders on effective literacy instruction strategies (e.g., phonological awareness, alphabet knowledge, concept of word, letter sound correspondence, word identification fluency, administering assessments)
- Professional learning for paraprofessional and new staff that did not complete Reading 1st training with Pamela Gay
- Professional learning of literacy interventions for support staff
- Professional learning on use technological interactive devices

Professional learning opportunities will include webinars, consultants, book studies, online modules, and job embedded professional learning. Some of these opportunities will be funding with Title I, local, and SRCL if awarded.

While measuring the effectiveness of professional learning, AES will continue to use a broad spectrum of tools. We look for results in teachers because of their participation; and in student achievement because teachers use what they learned to improve teaching. Surveys, tests, observations, and interviewing will be a critical part of measuring goals and objectives of the AES Professional Learning Plan (“How” p.48-49). We will continue to analyze student data to evaluate the effectiveness of professional learning on student mastery of the CCGPS in all subgroups (especially AES Students with Disabilities group that scored the lowest). Our academic coach will monitor the professional learning logs to ensure that new teachers and paraprofessionals receive vital professional learning from earlier years. Also, to meet the needs of new teachers, we will continue our mentor program that partners experienced teachers with beginning teachers. We will begin a new initiative that includes a mentor program for paraprofessionals as well.

Sustainability Plan

Ambrose Elementary School Literacy initiatives include the sustainability of our Literacy Plan. It is imperative to continue the work even after the period of the SRCL project concludes to ensure our students will be ready for career, college and life. In sustaining the plan, AES will address:

Plans for extending the assessment protocol

- AES Literacy Team will continue to provide literacy goals collaboratively set by teachers using common curriculum based assessments
- Teachers will have opportunities to be trained and retrained on administering assessments to ensure standardized procedures are met
- Encourage the continued use of assessment to drive instruction, and meet student needs

Plan for developing community partnerships and/or sources to assist with the funding

- Continue to use Title I funds to assist in literacy resources
- Communicate with our community partnership and PTO to continue funding for teacher and student incentives and request for additional funds for literary resources
- Continue to submit student successes in the local newspaper
- Seek community partners to heighten awareness about reading and literacy from Birth to 5 year old children.
- Foster relationships with local daycares

Plan for sustainability of the literacy goals

- Celebrate literacy successes timely and often
- Teachers will be encouraged to share success stories on our web page and display student work.
- AES literacy goals will be placed on our Web page.
- Teachers will expand types of writing across all subject areas.
- AES will continue to host a parent Reading Night that demonstrates the importance of proficiency in literacy.
- Continue to seek volunteer tutors.
- Develop homework blog

Plan to ensure new teachers receive relevant professional learning

- Provide new staff with necessary support in becoming acquainted with programs, materials, and previously learned strategies
- Support new teachers using literacy strategies effectively through mentoring.

Plan for replacement of print material

- Use electronic books when available

- AES will leverage funds from Title 1, Title IIA, state and local funds, fundraisers, community partnerships, and grants.

Plan for professional learning

- Leadership team will analyze student data to evaluate effectiveness of professional learning on student mastery of CCGPS in all subgroups.
- Use master teachers and academic coaches at AES as literacy coaches to facilitate job embedded professional learning
- Use webinars and online resources for delivery of professional learning such as GADOE modules
- Continue CCGPS collaborative professional learning with other Coffee County schools.
- Involve paraprofessionals in embedded professional learning

Plan for sustaining technology

- Continue professional learning on technology use
- Continue to use SPLOST Funds to update technology.
- Use the Coffee County Technology department for technology support and service.

Plan for expanding the lessons learned from SRCL project with other schools and new teachers

- Literacy team will continue the process of literacy data analysis, setting goals, participate in literacy research studies, and evaluating the effectiveness of literacy plan.
- The leaders will maintain open communication with other area school leaders to share resources (e.g. classroom visits, teachers as facilitators, collaborative meetings, etc.)

Budget Summary

AES is dedicated to raising literacy in Georgia. In order to assure quality learning for our students, we are hoping to secure additional funds like the SRCL grant. We will utilize a large percentage of the SRCL funds in professional learning efforts.

In the first year, we will continue to provide professional learning in implementing and revising units for the CCGPS. We would like to incorporate electronic observation devices to monitor the ongoing professional learning. We would need professional learning on how the use of these devices. We would provide professional learning to all instructional staff on literacy intervention strategies to use with Tier II and Tier III students. We would add additional complex text and digital text for our classrooms and library. We would add additional interactive devices with literacy applications. We would contract additional intervention specialist to work with Tier II and Tier III students. Last, we would also provide professional learning on writing rubrics, writing instruction in all subject areas, and writing standards. This would require stipends, fees, supplies, and substitutes for the professional learning. We would provide professional learning on the administration of the new assessments required by the SRCL.

In the second year, we would continue to provide ongoing professional learning in literacy development for specific student needs. We would purchase additional interactive devices and applications. This would require professional learning on use of these new applications. We would purchase educational supplies and computer web-based programs. We would provide professional learning opportunities that support the revision process of the CCGPS. We will continue to contract additional intervention specialist to work with Tier II and Tier III students. We will continue ongoing professional learning initiated in year one of the SRCL as needed.

In the third year, We will purchase additional interactive devices and applications as needed. We will provide professional learning on the new applications. We will continue to provide ongoing professional learning initiated in year one and two of the SRCL as needed. We will continue to contract additional intervention specialist to work with Tier II and Tier III students. We will purchase literacy educational supplies.