

School Profile

Created Wednesday, September 12, 2012

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School Information

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

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal Name:	Bob McCulley
Principal Position:	Principal
Principal Phone:	912-345-5249
Principal Email:	bob.mcculley@coffee.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Bob McCulley/Lori Bratcher
School contact information Position:	principal/ast principal
School contact information Phone:	912-345-2429
School contact information Email:	bob.mcculley@coffee.k12.ga.us/lori.bratcher@coffee.k12.ga.us

Grades represented in the building

example pre-k to 6

pre-k to 5

Number of Teachers in School

28

FTE Enrollment

388

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)

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

Preliminary Application Requirements

Created Thursday, October 11, 2012

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

[General Application Information](#)

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

-
- Yes
-

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

[SRCL 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.*

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

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

Coffee County Schools

Audit Findings

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

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

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

History of the System

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

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

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

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

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

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

System Demographics

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

Current Priorities

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

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Strategic Planning

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

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

Current Management Structure

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

District Narrative

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Past and Current Instructional Initiatives

The system has led significant instructional initiatives district wide including:

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

Literacy Curriculum

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

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District Wide Literacy Assessments

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

District Narrative

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

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

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

Need for Project

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

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

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

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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

The History of Nicholls

The small, rural town of Nicholls, Georgia is home to Nicholls Elementary School. Founded in 1895 and chartered an incorporated city in 1903, Nicholls is not much bigger now than it was in the twentieth century. Nicholls School was built in 1909 and served students in grades one through eight. For a time, students attended Nicholls School through twelfth grade. Today, Nicholls School is an elementary school for grades pre-kindergarten through fifth. Most of the original structure still stands.

Nicholls' Demographics

The student population is sixty-four percent white; twenty-two percent African American and eight percent Hispanic.

Nicholls does not have any major businesses or industries. Most residents farm or work in surrounding cities, as Nicholls is situated near the larger cities of Waycross and Douglas. The average family income was \$20,383 in the last report given in 2009. Of our 388 students, eighty-one percent qualify for free or reduced lunch as compared to the system average of seventy-five percent.

Basic School Information

Nicholls Elementary is one of eight elementary schools in Coffee County; it is also one of the smallest, with only 386 students. Our mission statement, "***Destination Graduation for College and Career Readiness***", is a reflection of our motivation to teach. We will ensure that each student graduates and makes a positive impact in our community and society. We have four strategic goals that are aligned with this vision: student achievement, stakeholder communication and relationships, process effectiveness and resource management, and professional learning and growth. One by one, we are making a difference as we "develop the maximum potential of every student." At NES, we pledge to nurture, ensure, and stimulate student success. In addition to our mission, we believe:

- Schools should provide a safe and positive learning environment.

- All students can succeed when high expectations are set.
- All stakeholders share the responsibility for improving student achievement.
- Learners achieve more when taught by a dedicated staff committed to growth and change.
- Attendance is critical to learning.
- The use of technology is an essential part of learning.

The continual strengthening of a highly qualified professional and support staff is a goal of our school district leadership, as well as for our school. Mr. Bob McCulley is the Principal at Nicholls Elementary and Mrs. Lori Bratcher is the Assistant Principal of Instruction. Our school has a strong collegial staff dedicated to improving students' lives academically, socially, and emotionally through professional learning. The Principal and Assistant Principal are lead learners, and they expect nothing more from their faculty and staff, than they expect from themselves. Mr. McCulley balances the experience levels within grade level teams or content areas so that no one area is predominately inexperienced. Our average rate of experience within our school is 13.14 years. Our staff is highly qualified with 69% holding an advanced degree. The staff continuously seeks improvement in student achievement and lets what is best for students be the foundation of all decisions that made .

Nicholls Elementary was recently named "A High Progress Reward School" and is comprised of forty-seven dedicated faculty and staff members. NES has been a Title I Distinguished School for seven years and has made AYP since its inception. Our school has two lottery-funded pre-k classrooms and three kindergarten classes. Academic areas (taught in Pre-K and kindergarten, as well) for grades one through five include reading and language arts, math, science, and social studies; our students participate in physical education with our P.E. coach daily. Students who struggle with meeting the performance standards are provided with extra assistance through such programs as Reading Rescue, Wilson Reading, Great Leaps, Reading Eggs, and Quick Reads. In an effort to meet the needs of the students who require

support services, our system has the SAIL (Students Accelerated in Learning) program, ESOL (English to Speakers of Other Languages), Migrant, special education, and gifted education to reflect a commitment to equity and appreciation of diversity.

The administrators and the school leadership team use the Georgia School Keys to monitor our school's improvement and to provide guidance for the implementation of Standards Based Classrooms. The School Keys are correlated to several well known and respected research frameworks.

It is our desire to increase parental involvement. We encourage all parents to be involved in their child's education through parenting workshops, involvement with the PTO, School Council, and through continuous communication by way of weekly grade level newsletters, our school website, and iParent, a web based site where parents can check grades, attendance, etc. All classrooms have a VIP chair for parents and community members to visit classrooms. Parent Coordinators and Academic Coaches support Parent Resource Centers and organize Parent Nights, based on parent needs identified in the annual Title I parent survey. Activities for the following year are based on the results of this survey. Perception data is also gathered annually through various programs to help determine stakeholders' feelings regarding their affiliation with the school district and their opinions about the effectiveness of it. In the last three years, local businesses have encouraged our students to work toward perfect attendance by donating such rewards as bicycles and iPods.

Nicholls Elementary has earned Adequate Yearly Progress (AYP) status since implementation of No Child Left Behind (NCLB). Our Parental Involvement Policy was developed jointly with, and agreed upon by, parents of students in the school. This policy describes how the school will carry out the parental involvement requirements of NCLB.

Nicholls Elementary School does not make excuses for failing scores or inadequate progress because we know that everything that can be measured, can be improved! Our school provides analysis and review of student performance, as well as monitoring accountability and school effectiveness. These

methods include the four strategic goals that are established and monitored through our Continuous Improvement Plan (CIP):

- student achievement
- stakeholder communication and relationships
- program effectiveness and resource management
- professional learning and growth

Effectiveness is measured in the school AYP reports and is collectively reported through the school's Balanced Score Card (BSC). These performance measures include student attendance, test scores, and other information pertinent to the school's goals.

As we look at test scores, we must look at more than just the CRCT. Such tests trigger much anxiety in some students by simply saying, "CRCT". Test anxiety can play a major role in causing errors in assessment. Other possible errors may be that regardless of the importance placed on scoring well on tests, not all students come to us each day from a home where education is important. By using a variety of formal and informal assessments, in addition to standardized tests, teachers are provided with a clearer picture of what a student is capable of achieving. Data from a variety of assessments provides useful information to educators as they plan future curriculum and instruction. It is also helpful in communicating a child's progress in the classroom.

Nurturing, ensuring, and stimulating student success is not just a statement in our Continuous Improvement Plan. It is what guides everything we do. The need to be all we can be to our students trickles down from our Principal and Assistant Principal, to our faculty and staff, to our students, to our parents and stakeholders. I believe this 'can-do' attitude can be attributed to Mr. McCulley and Mrs. Bratcher. They lead from the front in pursuit of what's best for their students and staff.

Scientific, Evidence-Based Literacy Plan

Introduction

Nicholls Elementary School used the “Why” document as well as the “What” and “How” documents to understand the current research around literacy development birth through grade 12 and Georgia’s approach to this research. We determined what we already have in place that meets the needs of a quality literacy program and also determined the pieces needed to meet the nine key components that research has determined are needed for success in the area of literacy.

According to the “Why” document, our literacy plan should help our students “become sustaining lifelong learners and contributors to their communities and to the global society. With the implementation of the new Common Core Georgia Performance Standards it is time for us reevaluate our current literacy program and develop one that is cohesive and rigorous and aligns with our vision “Destination Graduation for College, Career, and Life.” One particular area of concern for us is the emphasis the new standards place on reading complex informational text. Data indicates this to be a weakness for our students. This coupled with the added emphasis and rigor for information texts has brought this to the forefront of our literacy initiative. In addition, a belief statement of the Georgia literacy task force states that “Literacy skills are embedded and emphasized in each content area in all grade levels.” This statement alone requires a tremendous need for careful planning and collaboration among teachers. We currently have an excellent collaboration system in place, however, writing is a particularly low area according to our writing assessment data. While teachers collaborate, there are missing pieces that need to be addressed. It is our goal to address those areas of need in the literacy plan below. Another belief statement of the Georgia Literacy Task Force states that “ALL stakeholders, including educators, media specialists, and parents of PreKindergarten, primary, adolescent, and post-secondary students are responsible for promoting literacy.” In a school with 81% free and reduced

lunch and limited community resources available, we know this must also be a focus of our literacy plan. The research also discusses a strong emphasis on 21st Century learning demands as well as the rigor of writing across the curriculum. This guided us in the direction of our other three goals which relate to incorporating authentic writing tasks and formal writing assessments into all subjects, providing intensive literacy instruction in the area of reading for information, and upgrading technology. Our school understands the importance of technology in our mission to provide students with the latest skills to compete globally. It is time to rethink and replace instruction that does not meet 21st century learning needs.

In looking at the Building Blocks for Literacy addressed in the “What” and the “How” documents, our school literacy team determined that we are on the right track with our current literacy plan. Currently we ensure continued growth through professional learning by providing in-house professional learning every other Thursday. This is conducted by our Academic Coach and focuses on areas identified in our Continuous Improvement Plan and Professional Learning Plan. We plan to enhance our current professional learning in the area of literacy and writing with outside experts in the subject. Another area that we would like to improve on is the use of social media to involve our community members and parents. It has been suggested to create a Facebook page for our school for this purpose. Our current methods of communication consist mainly of newsletters and phone calls. Some teachers are beginning to email and text parents as well. Other areas for improvement include our parent resource room. Resources are currently available for checkout, but the selection is limited and does not include a birth to five years old component. We would like to expand the selection of literacy and writing materials available through funds from this grant. While literacy instruction encompasses a large portion of our day with 215 minutes for K-2 and 200 minutes for grades 3-5, writing is not taught every day. Teachers strive to teach writing every day, but still struggle with integrating it across content areas. Our improved

literacy plan will make writing an integral part of every day. This will require writing to be taught across all content areas.

Building Block 2, Continuity of Instruction, is an area for improvement for us. Currently, we provide differentiation in all subjects related to literacy. Teachers meet weekly to plan instruction, which helps with continuity. However, there are suggestions from building block 2 that will help us provide more continuity of instruction. For example, we must infuse literacy into all content areas with various types of media, including social media and non-print examples. We also need to utilize collaborative planning sessions not only to discuss weekly plans, but also to observe each other and provide feedback on specific literacy strategies used throughout all subjects. This will guide us closer to where we need to be in having continuous instruction. This building block discusses the importance of collaborating with out-of-school agencies. This could be enhanced with social media as discussed before (such as having a Facebook page). We currently have family reading nights as well as writing nights where students and parents engaged in writing activities together, but very few opportunities exist for community members who are not parents to be involved and provide input.

Building Block 3, ongoing formative and summative assessments is an area where we scored all operational or fully operational. While work still needs to be done in this area, past improvement efforts have brought us to where we are today. Unit writing has been a part of our planning process for over 5 years. Units were written to align with Georgia Performance Standards using the backward design approach created by Wiggins and McTighe. The standards and the assessment were the driving force behind every unit. Therefore, assessments, both formative and summative are integrated into all units. The same basic principles are currently being applied as teachers create the units for the CCGPS. Benchmark assessments have been used to guide instruction each nine weeks. Dibels is conducted three times a year for K-5 students and the Basic Literacy Test is conducted three times a year for kindergarten through second grade students. With the CCGPS emphasis on lexiles we also administer

the Scholastic Reading Inventory three times a year. The state writing assessment is given to 3rd and 5th grade students and the CRCT is given to 3rd – 5th grade students. Data from these assessments , both formative and summative, are analyzed in a timely manner and data are used to drive classroom instruction. Flexible groups, Response to Intervention, and other literacy needs are determined using the data.

Best practices in literacy instruction, Building Block 4, scored operational in all areas except the writing component. Our Literacy Team scored component B as emerging. While best practices have been a part of our school since 2002, with the implementation of Learning Focused Framework, we still struggle with writing. In general, teachers provide direct, explicit literacy instruction for all students. We know this is done based on the fact that they analyze data and training is provided throughout the year in various areas of need. We also provide more time than is required for literacy instruction, 215 minutes for K-2 and 200 minutes for 3-5. However, writing remains an area of need. Professional learning has occurred, but implementation has not been as consistent and pervasive across the school as it needs to be. These best practices could be complimented with additional units of study in the areas of literacy and writing purchased with grant funds.

One of the higher scoring areas for us was Building Block 5, system of tiered intervention (RTI) for all students. All students receive differentiated instruction through flexible groups in each subject area. Students in Tier 2 receive additional services in the classroom. Students in Tier 3 are pulled out of the classroom for small group and/or one-on-one instruction. All interventions occur at least 3 days a week. Depending on the training required, either teachers or paraprofessionals will administer them. Students are progress monitored and moved through the tiers as needed. Literacy interventions include: Wilson Reading, QuickReads, Reading Eggs, Road to the Code, Great Leaps, Study Island, RiverDeep, & Reading Rescue. Teachers are aware of the system and the steps that need to be followed. A handbook was created and given to all teachers and training is provided at the beginning of

each school year to assist with new policies and answer questions that teachers might have. This building block should be addressed in our literacy plan in that additional resources are needed for teachers to use in providing the necessary interventions. Grant funds would help fund these resources.

Building Block 6, improved instruction through professional learning, was scored as emergent for component A and operational for component B. Our Leadership Team meets each summer to analyze data (including student achievement data, teacher perception data, etc.) that is then used to determine the professional learning needs for that school year. Our academic coach is used for most of the training, however, resident experts (teachers) have been asked to conduct professional learning related to their area of expertise.

Literacy Plan

Goal 1

Incorporate College and Career Readiness Standards for writing across the curriculum through the implementation of the Common Core Georgia Performance Standards.

Who will implement the goal?

- Grade level teachers
- Special education teachers
- Academic Coach
- Principal
- Assistant Principal

What will take place?

- Professional learning for CCGPS (writing standards)
- Writing in all content areas
- Professional learning for writing instruction
- Creation of authentic writing tasks and formal writing assessments

- Vertical team meetings to discuss/plan for writing instruction
- Grade level team meetings to discuss/plan for alignment across the curriculum

Alignment of Goal 1 activities to Nine Key Components:

Our school hopes that the funds received through the SRCL grant will provide professional learning to teach educators how to incorporate authentic writing tasks and formal writing assessments into all subjects, specifically mathematics, science and social studies. As a result, students will become exemplary writers of nonfiction while, simultaneously, doubling their exposure to and increasing mastery of the new and rigorous Common Core Standards. Meeting this goal and the objectives will provide the building blocks for aligning all writing to the standards of CCGPS and ensure writing is being taught consistently and pervasively throughout our elementary school by every teacher to reach our goal of "Destination Graduation for College, Career and Life." The activities associated with Goal 1 are aligned to components 1, 3, 6, 7, & 8 of the nine key components research has determine should be in place. Component 1, standards, has been addressed for multiple years as units have been written and pacing guides created to align Georgia Performance Standards. This process will continue as teachers undergo professional learning of the CCGPS writing standards as well as CCR writing standards. Component 3, ongoing formative and summative assessments, is currently being addressed and will continue as an ongoing process as teachers create formative and summative assessments in a collaborative effort during county-wide unit planning meetings. Administrators will ensure that component 6, high quality teachers, is maintained through monitoring and observations. Our school has maintained a 100% highly qualified staff for more than 6 years. Component 7, engaged leadership, has been addressed for multiple years. We have an established Leadership Team in place whose members have remained the same for several years. This allows for members of the team to establish a rapport with other staff that allows them to lead as needed. We are currently addressing this component as the school literacy team and leadership team work to implement the components of the literacy plan

through the implementation of the writing standards. Component 8, clearly articulated plan for transitions and alignment, will be addressed through vertical team meetings. Time will be allotted for teachers across grade levels to meet and discuss writing instruction and plan for transitioning this instruction through the grade levels in a smooth manner. While teachers have participated in vertical meetings in the past, meetings were infrequent and therefore less effective. Time is currently allotted each week for grade levels to meet and plan for alignment of writing across the curriculum. These weekly planning sessions will continue.

Timeline: 2013-2015

Goal 2

Equip parents with the knowledge and resources to provide support at home in the area of literacy.

Who will implement?

- Academic Coach
- Parents
- Grade level teachers
- School Council

What will take place?

- Training for parents involving literacy in the home for children birth to 5th grade.
- Literacy Resources for parents (parent resource center)

Alignment of Goal 2 activities to Nine Key Components:

Our teachers feel that many students begin school at a disadvantage because of lack of parental knowledge of our standards and how education has changed for our students today. When we achieve this goal parents will receive training in literacy from birth to five years and continue until graduation and beyond. Parents will have a resource center to use that would assist in literacy development. This

goal addresses component 2, components unique to birth-to-five. Literacy development begins at birth. Our school has found that additional, more intensive literacy training for parents is necessary. The training would include modeling literacy techniques to use with children in the home from birth through fifth grade. This would also include resources to use in the home that would enhance a parent's ability to assist in literacy development. Our school has had a Parent Resource Center for over 15 years, however, there has not been a focus on materials specifically for Literacy for a number of years. Materials that remain are beginning to become worn and outdated. In addition, there are few to no resources specifically for birth to age 5. In terms of training for parents, our school has provided Parents Assuring Student Success (PASS) Training for 10 years. While effective, this program does not include an adequate literacy training component. We plan to continue PASS training as needed, but add an additional training that will include modeling literacy techniques for parents.

Timeline: 2013-2017

Goal 3

Implement strategies and provide resources to address literacy deficits in the area of reading for information in a variety of content areas.

Who will implement?

- Grade level teachers
- Special education teachers
- Intervention teachers/
paraprofessionals
- Academic Coach

What will take place?

- Professional learning for literacy in the area of reading for information

- Informational books for media center

Alignment of Goal 3 activities to Nine Key Components:

Our teachers feel our students struggle most in the area of reading for information. Our teachers need more professional learning for literacy in this area to learn the best way to teach this to our students that need it. Also we plan to purchase more informational books for our media center. This goal addresses components 4, 5, & 7 of the nine key components research has determine should be in place. Component 4, response to intervention, is addressed in goal 3. Response to Intervention has been an important part of our plan for differentiating instruction and providing the instruction to meet the individual needs of students. An RTI handbook was created this year to better guide teachers through the process of selecting appropriate interventions for struggling students. Grade band chairpersons have also been appointed to assist teachers with this process. All students will benefit from the strategies and resources in the area of reading for information, however, additional resources will be provided for struggling readers through the intervention teachers and classroom teachers. Teachers will also receive training in how to better select and implement interventions for struggling readers. This goal also addresses component 5, best practices and instruction. Teachers have been trained on a variety of best practices through the Learning Focused Framework as well as Standards Based Classroom practices. Professional learning will be provided to further enhance teachers' repertoire of instructional practices in the area of reading for information. Component 7, engaged leadership , will also be addressed as we design a professional learning framework for literacy in the area of reading for information.

Timeline: 2013-2017

Goal 4

Provide technology hardware and software to fully support 21st century skills that include digital-age literacy

Who will implement?

- Grade level teachers
- Special education teachers
- Intervention teachers/
paraprofessionals
- Media specialist

What will take place?

- New technology and/or upgrades to hardware & software
- Professional learning to support new technology and incorporation of technology into lessons

Alignment of Goal 4 activities to Nine Key Components:

Our technology software and hardware will need to be upgraded in order to implement this goal. Adequate professional learning will need to be provided for all teachers in the use of this technology and how it affects teaching in their classrooms. Our teachers said they needed technology applications for challenged readers. Teachers and students are limited to only a few computer programs and websites they can access. If we are awarded this grant, we would be able to change that and be ready for the future of education. Goal 4 addresses components 5 & 9 of the nine key components research has determined should be in place. Component 5, best practices in instruction, will be enhanced through the purchase of a variety of technology. Professional learning will be provided to support the technology and implementation of 21st century skills. The integration of technology in new ways will address component 9, intentional strategies for maintaining engagement. Technology will be used to make learning a relevant and meaningful real-world experience.

Timeline: 2013-2015

Needs Assessment, Concerns and Root Cause Analysis

A. Description of the needs assessment process

The Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12 was given to Nicholls Elementary School Literacy Team. The survey was dispersed to school personnel by way of the Literacy Team members. Team members discussed the survey with their grade level/content team and later shared results with the entire Literacy Team. Discussions about each component of the survey were conducted until the Literacy Team came to a consensus for each part. The Literacy Team also referenced results from previous school and county surveys conducted at the end of the 2011-2012 school year. These included a professional learning survey conducted at the school level and a general needs assessment survey conducted at the county level. Both surveys were completed by all faculty and staff through an online survey program.

B. Description of surveys

The Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12 was the primary survey used in the needs assessment process for Nicholls Elementary. The school-based professional learning survey provided information directly related to professional learning needs in our school. The county needs assessment survey determined a variety of needs including professional learning, specific subgroups in need of extra assistance, and content areas in need of improvement.

C. Root causes of the areas of concern

Areas of concern

With regard to literacy, two main areas of concern were repeated during faculty discussions.

The concerns are:

1. The need to incorporate College and Career Readiness Standards for writing across the curriculum throughout the school
2. The lack of community involvement in the area of literacy

Root Causes

Best practice in literacy instruction must include a strong, intensive writing program. NES emphasizes writing; however there is a lack of continuity throughout the grade levels as well as the content areas. The teachers have had the opportunity to attend numerous writing workshops, however there are many root causes that have been discussed by the teachers as to why consistency does not exist. The root causes are:

1. The new CCGPS curriculum that has been implemented this year
2. The lack of students' prior knowledge
3. The lack of exemplary examples of writing for students to use
4. The units/standards used by the teachers do not "flow together"
5. Teachers expressed the difficulty in teaching writing (too time consuming, insufficient training, time for collaboration with other teachers)
6. The lack of training that involves modeling and hands-on activities for teachers

The NES Literacy Team seeks to encourage more community involvement in the area of literacy.

Many contributing factors have influenced the lack of involvement at our school. Our

community located in rural southern Georgia consists of economically deprived citizens with a high concentration of unemployed citizens. Therefore our tax base is very low. The NES community consist of 27% of our parents graduating from high school and 5% with college degrees. The Literacy Team feels that these root causes contribute to our lack of community involvement:

1. The lack of positive role models who were successful in school
2. The lack of resources in a small community vs. the larger cities
3. The lack of parent training with regards to the curriculum/expectations
4. Training parents to prepare their child for school
5. Lack of vocabulary, books, educational experiences, and conversations with the child
6. Very young parents
7. Parents fear of school conferences due to lack of education and skills
8. The lack of businesses in our community

D. Those involved in the Needs Assessment Process

The needs assessment was conducted by a Literacy Team with representatives from each grade level, special services, paraprofessionals, and parents

Bob McCulley, Principal

Lori Bratcher, Assistant Principal of Instruction

Pam Elrod, Academic Coach

Jennifer Wilcox, Special Services Representative

Brandi Tillman, Kindergarten Representative

Kimberly Adams, First Grade Representative

Deborah Cannon, Second Grade Representative

Sam Jordan, Third Grade Representative

NKenze Jordan, Fourth Grade Representative

Barbara Hersey, Fourth Grade Representative

Stephanie Lewis, Fifth Grade Representative

Daisy Burke, Paraprofessional Representative

Tara Long, Parent Representative

Chris Elrod, Parent Representative

All teachers were involved in the needs assessment as a result of grade level or department representatives meeting in small groups to discuss the items contained in the assessment.

E. Findings from data disaggregation

Numerous data were used to determine results for the needs assessment. Nicholls Elementary has scored below 80% meeting/exceeding standards on the Fifth Grade Georgia State Writing Assessment for the past 5 years. We are concerned with the low number of students overall who are exceeding standards on the state writing assessment. We are particularly concerned with the male and black subgroups meeting standards on the fifth grade writing assessment. In addition, we have found that all students score particularly low in the reading for information domain on the Criterion Referenced Competency Test (CRCT). Again, the same subgroup findings were evident. Black and male subgroups scored significantly lower than the other subgroups identified.

F. Steps to be Taken to Address the Areas of Concern

1. Update computer resources and equipment for student use
2. Professional Learning opportunities for all teachers
3. After-school tutoring that focuses on reading/writing or areas of weaknesses
4. Additional laptop computers, tablets and/or electronic devices to be available for all students
5. Purchase additional instructional software and materials
6. Creation of authentic writing tasks and formal writing assessments
7. Grade-level meetings to discuss or plan for alignment of writing standards across the curriculum
8. Parents Assuring Student Success (PASS) Training and other training possibilities for parents
9. Equip the Parent Resource Center with educational aids for parents
10. Provide positive role model/mentors for students (weekly, monthly visits)
11. Training for parents prior to their child entering the PreK Program
12. Parent/Teacher conferences to discuss the student's progress and offer assistance to the parents as needed

The NES Literacy Team recognizes that each classroom teacher is different in their method of delivery. Our goal is to move away from reactive teaching that requires limited response or results from our students to the engagement of our students in applying their knowledge in new and novel ways. The educational success of our students is impacted by the involvement

of our parents, community businesses, government leaders, and the educational experiences that we provide for our children.

Analysis and Identification of Student and Teacher Data

Students Meeting or Exceeding CRCT
 Grade Level Data
 Nicholls Elementary

3rd Grade							
	2007	2008	2009	2010	2011	2012	Gain/Loss
Reading	73	84	86/90	88/89	98/98	91/95	-3
ELA	81	82	84	84	93	88	-5
Science	56	77	78	82	93	70	-23
Social St.	92	91	76	79	97	85	-13

4th Grade							
	2007	2008	2009	2010	2011	2012	Gain/Loss
Reading	82	85	90	80	87	92	5
ELA	84	82	92	84	91	98	7
Science	65	61	79	60	81	77	-4
Social St.	80	89	63	63	74	82	8

5th Grade							
	2007	2008	2009	2010	2011	2012	Gain/Loss
Reading	83	82	74/89	91/98	89/92	92/96	4
ELA	87	94	83	93	94	96	2
Science	71	66	52	89	65	78	13
Social St.	92	87	57	80	50	80	30

School Total (gr. 3-5)							
	2007	2008	2009	2010	2011	2012	Gain/Loss
Reading	83.2	87.4	87.4/91.2	88/90	91/91	92/94	3
ELA	83	85.2	85	86	93	94	1
Science	64	68	70	76	80	75	-5
Social St.	88	89	65	74	74	82	8

CRCT Reading Percentages

ALL STUDENTS					
	Did Not Meet (DNM)	Meets	Exceeds	Meets + Exceeds	State AMO
2009-2010	2	62	27	98	73.3
2010-2011	8	57	35	92	80
2011-2012	8.3	61.6	30	91.6	86.7
BLACK					
	DNM	Meets	Exceeds	Meets + Exceeds	State AMO
2009-2010	17	77	6	83	73.3
2010-2011	9	79	12	91	80
2011-2012	15.6	75.3	9	86.3	86.7
WHITE					
	DNM	Meets	Exceeds	Meets + Exceeds	State AMO
2009-2010	10	64	26	90	73.3
2010-2011	7	53	40	93	80
2011-2012	6.6	54.6	38.6	97.2	86.7
STUDENTS WITH DISABILITIES					
	DNM	Meets	Exceeds	Meets + Exceeds	State AMO
2009-2010	33	67	0	67	73.3
2010-2011	33	67	0	67	80
2011-2012	8	63	29	92	86.7
FEMALE					
	DNM	Meets	Exceeds	Meets + Exceeds	State AMO
2009-2010	7	69	24	93	73.3
2010-2011	8	52	40	92	80
2011-2012	5.6	60.3	33.3	93.3	86.7
MALE					
	DNM	Meets	Exceeds	Meets + Exceeds	State AMO
2009-2010	15	71	14	85	73.3
2010-2011	7	67	26	93	80
2011-2012	12	63	25	88	86.7

CRCT Science Percentages

ALL STUDENTS				
	DNM	Meets	Exceeds	Meets + Exceeds
2009-2010	23	41	35	76
2010-2011	18	42	40	82
2011-2012	25	41	33.3	74.3
BLACK				
	DNM	Meets	Exceeds	Meets + Exceeds
2009-2010	43	54	3	57
2010-2011	31	59	10	69
2011-2012	44.3	47.6	7.6	55.2
WHITE				
	DNM	Meets	Exceeds	Meets + Exceeds
2009-2010	18	37	45	82
2010-2011	17	38	45	83
2011-2012	17	36	47	83
SWD				
	DNM	Meets	Exceeds	Meets + Exceeds
2009-2010	83	17	0	17
2010-2011	58	42	0	42
2011-2012	23	42	35	77
FEMALE				
	DNM	Meets	Exceeds	Meets + Exceeds
2009-2010	22	46	32	78
2010-2011	23	36	41	77
2011-2012	21	46.3	32.3	78.6
MALE				
	DNM	Meets	Exceeds	Meets + Exceeds
2009-2010	24	36	40	76
2010-2011	18	49	33	82
2011-2012	30	36.6	33.3	69.9

CRCT Social Studies Percentages

ALL STUDENTS				
	DNM	Meets	Exceeds	Meets + Exceeds
2009-2010	26	58	16	74
2010-2011	23	53	24	77
2011-2012	17.6	63.6	19	82.6
BLACK				
	DNM	Meets	Exceeds	Meets + Exceeds
2009-2010	50	50	0	50
2010-2011	42	54	4	58
2011-2012	27.6	60.6	11.6	72.2
WHITE				
	DNM	Meets	Exceeds	Meets + Exceeds
2009-2010	20	59	21	80
2010-2011	24	49	27	76
2011-2012	15	60	25	85
SWD				
	DNM	Meets	Exceeds	Meets + Exceeds
2009-2010	75	25	0	25
2010-2011	58	42	0	42
2011-2012	14.6	64.6	21	85.6
FEMALE				
	DNM	Meets	Exceeds	Meets + Exceeds
2009-2010	28	61	11	72
2010-2011	25	52	23	75
2011-2012	17.3	63.6	18.3	81.9
MALE				
	DNM	Meets	Exceeds	Meets + Exceeds
2009-2010	27	54	19	73
2010-2011	28	52	20	72
2011-2012	17	64	19	83

Fifth Grade Writing Assessment						
2012	DNM	MEETS	EXCEEDS		M + EXC	Change from previous year
Nicholls	29%	69%	2%		71%	+2
Female	19%	78%	4%		82%	-3
Male	42%	58%			58%	+4
Black	40%	60%			60%	-2
White	29%	71%			71%	-3
2011	DNM	MEETS	EXCEEDS		M + EXC	Change from previous year
Ni cholls	31%	65%	4%		69%	-9
Female	15%	77%	8%		85%	+3
Male	46%	54%	0%		54%	-18
Black	38%	62%	0%		62%	+5
White	32%	65%	3%		68%	-18
2010	DNM	MEETS	EXCEEDS		M + EXC	
Ni cholls	23%	73%	5%		78%	
Female	17%	78%	4%		82%	
Male	29%	67%	5%		72%	
Black	43%	57%	0%		57%	
White	14%	79%	7%		86%	

B. & C. Disaggregation of Data in Subgroups:

The previous charts outline our Criterion-Referenced Competency Tests (CRCTs) scores for the last three years by disaggregated subgroups. Although Nicholls Elementary School has made AYP for the last eight years, we are very concerned about our black and male students. There is a significant achievement gap between the white student subgroup and black and male student subgroups within reading in the content area specifically reading for information and informational writing. When comparing these subgroups with their counterparts, the number of students that “does not meet” nearly doubles. We are also concerned with the data for social studies and science. While gains have been made in social studies, scores continue to be low in both content areas. This is a direct reflection

of students' ability to read for information and their understanding of nonfiction texts. The continued low scores in these areas indicate a need for a change in the area of literacy at our school.

D. & E. Teacher Retention Data: Nicholls Elementary has an extremely low attrition rate*.

Attrition Rate of Teachers		
School Year	Number	Percent of Teacher Population
2012-2013	1	4
2011-2012	3	10
2010-2011	3	11
2009-2010	0	0

*Attrition rate is defined as the number of teachers who leave the profession or transfer to another system from the beginning of the school year to the beginning of the next school year, excluding retirement.

F. Goals and Objectives:

1. Incorporate College and Career Readiness Standards for writing across the curriculum through the implementation of the Common Core Georgia Performance Standards.
2. Equip parents with the knowledge and resources to provide support at home in the area of literacy.
3. Implement strategies and provide resources to address literacy deficits in the area of reading for information in a variety of content areas.
4. Provide technology hardware and software to fully support 21st century skills that include digital-age literacy

H. Professional Learning: Whole school professional learning is a response to the needs presented by an annual needs assessment survey and the action steps in the School Improvement Plan. All other professional learning is embedded in the school day and facilitated by the Academic Coach and Assistant Principal of Instruction through grade level collaborative planning.

Professional Learning			
Professional Learning Activity	Year(s)	Number of	On-site(school) or Off-site (Central office, conference, or

Nicholls Elementary School, Coffee County | 7
Analysis and Identification of Student and Teacher Data

	Offered	Participants	other)
Common Core Unit Development	2012- On-going	All Staff	County Professional Learning Center (PLC)
Common Core GPS	2011-2012	All Staff	NES
Melissa Forney	2012	All Staff	PLC
Reading 1 st – Pamela Gay	2012	3	PLC
GLISI	2010-2012	6 per year	Stone Mountain
WIDA Training (ESOL)	2011-2012	6	PLC
ESOL Conference	2012	1	Kennesaw University
Lexile Training	2012	2	PLC
Positive Behavior Support	2010	6	PLC
Reading Rescue	2008-On going	K-1 st Teachers	PLC

Faculty Advanced Degrees			
	T4	T5	T6
Number of Teachers	8	12	6

Project Goals and Objectives

A. Project goals directly related to the identified needs

Goal #1:

Incorporate College and Career Readiness Standards for Writing across the curriculum through the implementation of the Common Core Georgia Performance Standards. Implementation will begin in 2013 and plans to be completed by 2015.

Goal #2:

We want to equip parents with the knowledge and resources to provide support at home in the area of literacy. Implementation of this goal would begin in 2013 and be completed by 2017. With the knowledge parents gain their child's future years in education will also be positively impacted.

Goal #3:

Implement strategies and provide resources to address literacy deficits in the area of reading for information in a variety of content areas. We will begin alignment of this goal to the standards in 2013 and have them completely aligned by 2017.

Goal #4:

Provide Technology hardware and software to fully support 21st century skills that include digital age literacy. This integration of technology in new ways will begin implementation in 2013 and plan to be completed by 2015.

B. Project objectives that relate to implementing the goals identified

Objectives to meet goal #1:

- Provide all staff with specific professional learning pertaining to writing across the curriculum
- Contract subs to cover classes for vertical meetings Adopt research-based writing programs that will enrich writing across the curriculum and focus on authentic writing tasks

Objectives to meet Goal #2:

- Fund resources to be used for training parents for intensive literacy readiness
- Fund resources to be available in the Parent Resource Center for children birth to five years
- Fund additional resources to be available in the Parent Resource Center for kindergarten to fifth grade

Objectives to meet goal #3:

- Provide stakeholders with specific professional learning pertaining to reading for information in a variety of content areas
- Contract subs to cover classes for professional learning
- Adopt research-based reading interventions that support struggling readers
- Purchase a variety of informational texts for the media center
- Purchase e-readers

Objectives to meet Goal #4:

- Purchase e-readers
- Provide stakeholders with specific professional learning to support technology in lessons
- Contract subs to cover classes for professional learning
- Upgrade infrastructure, hardware, and software to support the integration of technology in all classrooms.
- Purchase color printers with wireless capabilities
- Purchase laptops/tablets for all certified teachers
- Purchase student laptops and other electronic devices, if needed

C. Goals and objectives (measurable)

- Increased percentage of students in 3rd grade and 5th grade meeting and exceeding standards on the state writing assessment
- Increase number of teachers integrating writing across all subject areas. Focus walk data will provide evidence of this increase.
- Increase number of authentic writing tasks used each week. Focus walk data as well as data collected from lesson plan reviews will provide evidence of this increase.
- Continue to provide 215 minutes per day for K-2 literacy instruction (which includes writing) and 100 minutes per day for 3-5 literacy instruction (which includes writing)
- Increase the amount of resources available to parents in the parent resource center. Inventory sheets will provide evidence of this increase.
- Increase the amount of informational texts available to students. Inventory sheets will provide evidence of this increase.
- Increased percentage of students who meet and exceed standards on the “Reading for Information” domain on the CRCT

D & E. Shows that students in elementary will receive at least 90 minutes of tiered instruction
The application provides an RTI model

Tier I:

All students participate in general education learning that includes universal screenings to target groups in need of specific instructional support. Tier I instruction consists of:

- Standards-based and differentiated instruction
- Flexible grouping
- Reading First Strategies
- Technology resources: Study Island, Brain Pop, Safari Montage

Tier II:

Tier 2 addresses problems that already exist, but that are not yet of chronic nature or severe magnitude.

Interventions are administered by classroom teachers, paraprofessionals, and Speech Pathologist.

These interventions are three times per week and progress monitored every two weeks using AIMSWEB probes.

- RiverDeep
- Great Leaps
- Basic Skills
- Reading Eggs

Tier III:

Tier III addresses chronic or severe learning needs using the interventions below that are monitored weekly using AIMSWEB probes administered by our intervention teachers.

- Wilson Reading
- Reading Rescue
- Road to the Code
- Quick Reads

Tier IV:

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

- Inclusion
- Wilson Reading

- Great Leaps

F-H: addressed in the narrative at the end of section

I. Details sample schedule by grade level indicating tiered instructional schedule with appropriate interventions

Kindergarten – 2nd Grade

7:00-7:30	Sustained Silent Reading (SSR)
7:30-8:00	Language Arts (30 minutes)
8:00-8:40	PE, Computer Lab, Health
8:40-11:05	Language Arts (145 minutes) (Flexible Groups for 45 minutes)
11:05-11:35	Lunch
11:35-11:50	Recess
11:50-1:20	Math (90 minutes) (Flexible Groups for 45 minutes)
1:20-2:00	Reading in the Content Area (Sci/SS) (40 minutes)

Total Language Arts - 215 minutes

Total Math - 90 minutes

3rd – 5th Grade

7:00-7:30	FASTT Math, SSR
7:30-9:10	1 st Block – Language Arts (100 minutes)
9:10-10:50	2 nd Block – Reading in Content (Sci/SS) (100 minutes)
10:50-11:45	3 rd Block - Math(55 minutes)
11:45-12:15	Lunch

12:15-12:30 3rd Block - Math (15 minutes)
12:30-1:10 PE
1:10-2:00 3rd Block – Math (50 minutes)

****Thirty minutes of flexible group time is required during each content block.**

F. Application is inclusive of all teachers and students (where relevant in the school)

G. Considers practices already in place when determining goals and objectives

H. Goals to be funded with other sources

J. References the researched-based practices in the “What” and the “Why” document as a guide for establishing goals and objectives

When the SRCL Grant writing process began at NES the research from the “what” and “why” documents as well as the needs assessment results were used to determine goals and objectives for our school. Research from these documents were shared and discussed with the Literacy Team who then shared this information with their grade/content area. One of the belief statements from the Georgia Literacy Task Force resonated with our group; “ALL stakeholders, including educators, media specialists, and parents of PreK, primary, adolescent , and post-secondary students, are responsible for promoting literacy.” This statements aligns with our second goal from which we plan for parents to gain the training and resources they need to help them assist their children at home throughout their child’s education. The research also discusses a strong emphasis on 21st Century learning demands as well as the rigor of writing across the curriculum. This guided us in the direction of our other three goals which relate to incorporate authentic writing tasks and formal writing assessments into all subjects, providing intensive literacy instruction in the area of reading for information, and upgrading technology.

Assessment/Data Analysis Plan

A. A detailed listing of the school's current assessment protocol.

Assessment	Purpose	Skills	Frequency
Criterion-Referenced competency Test (CRCT) Grades 3-5	Assess mastery of GPS and CCGPS standards	GPS standards in areas of science and social studies. CCGPS standards in areas of reading, ELA, and math.	Once per year
Benchmark Assessment Grades 1-5	To determine if students have mastered skills taught over nine weeks grading period	GPS and Common Core Standards taught over a nine weeks grading period for Reading, English, math, science, and social studies.	Three times per year.
AIMS web Grades K-5	RTI screener and progress monitor.	Reading fluency, comprehension, math computation, and math concepts and application.	Three times per year for all Tier I students. Every two weeks for Tier II students. Every week for Tier III students.
Scholastic Reading Inventory (SRI) Grades 1-5	Norm-referenced growth indicator that yield Lexile scores.	Vocabulary, Informational reading, and literary comprehension.	Three times per year.
Basic Literacy Testing (BLT) Grades K-2	Assess basic literacy skills.	Phonemic awareness, sight word recognition, and comprehension.	Three times per year.
Georgia Kindergarten Inventory of Developing Skills (GKIDS)	Assess Kindergarten students	Letter, sound, shape, and number recognition,	Ongoing assessment
Writing Assessments Grade 5	Assess how well students write on a domain specific topic	Test assesses how students master the domains of ideas, organization, style, and conventions.	Once per year and three benchmark (mock) assessments prior to state assessment.

B. Comparison of the current assessment protocol with the SRCL assessment plan.

The current assessment protocol is in alignment with the assessment protocol recommended throughout the SRCL plan. The diagnostic assessments (SRI, AIMS web, and BLT), frequent

formative assessments, and summative assessments (benchmark, CRCT, and Writing Assessment) will continue to provide guidance as to the effectiveness of our instructional plan.

C. A brief narrative detailing how the new assessments will be implemented into the current assessment schedule

NES will create authentic writing tasks and formal writing assessments referenced in Goal 1 of the literacy plan. Fifth Grade teachers currently administer mock writing assessments three times per year. After completion of new writing assessments, teachers in grades third and fourth will also administered mock writings assessments two times per year.

D. A narrative detailing current assessment that might be discontinued as a result of the implementation of SRCL.

All other current assessments will continue after implementation of SRCL.

E. A listing of professional learning needs that teachers' will need to implement any new assessments.

Professional learning will be allotted for teachers across grades levels to meet and discuss writing instruction and plan for transitioning this instruction through the grade levels in a smooth manner. This time is currently allotted each week for grade levels to meet and plan for alignment of writing across the curriculum. These weekly planning sessions will continue after the implementation of SRCL.

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

NES presents student assessment data to parents and stakeholders in various ways. Student achievement data are shared during parent/teacher conferences as well as through notes and letters sent home by school personnel. Grade-level and school-wide data are shared

and analyzed during pre-planning at the school. A breakdown of scores by grade, subject area, and domain are included. Teachers are given a data sheet with all the CRCT data for their new students. Leadership team meets to analyze and discuss data to determine yearly goals. School assessment data such as CRCT percentages, Grade Five Writing Assessment results, and College and Career Ready Performance Index indicators (CCRPI) are shared in the local newspapers, in letters home, and to our school council and parents who attend curriculum night.

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

Numerous data were used to determine results for the needs assessment. Nicholls Elementary has scored below 80% meeting/exceeding standards on the Fifth Grade Georgia State Writing Assessment for the past 5 years. We are concerned with the low number of students overall who are exceeding standards on the state writing assessment. We are particularly concerned with the male and black subgroups meeting standards on the fifth grade writing assessment. In addition, we have found that all students score particularly low in the reading for information domain on the Criterion Referenced Competency Test (CRCT). Again, the same subgroup findings were evident. Black and male subgroups scored significantly lower than the other subgroups identified. The literacy team will share the results of the data collected with all faculty. Faculty will then meet in grade level and content teams to discuss strategies and materials needed to address the areas of concern. Each team will compile a list that will be shared with the Literacy Team. The Literacy Team will take each list and determine specific needs once goals have been determined.

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

After completion of new writing assessments, teachers in grades third and fourth will also administered mock writings assessments two times per year.

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

A. A List of resources needed to implement the literacy plan including student engagement

- Technology devices for literacy instruction
- Software and Hardware to support literacy
- Additional reading materials for struggling readers
- Content reading materials
- Text that supports teaching effective writing criteria
- Laptops
- Tablets
- Subs for release time
- Supplies to maintain the literacy program

B. Generic List of Activities That Support Literacy Intervention Programs:

- Identify the students' needs using a reliable screening instrument such as AIMS data, SRI data and BLT data. Follow with formal and informal assessment to identify individual student needs.
- Select a research-based intervention that provides intensive instruction that will meet the determined needs.
- Scheduled time for interventions must be implemented and protected.

C. Generic List of Shared Resources

- Leveled Bookroom
- Laptop cart for Grades 3-5
- Computer Lab
- 8 Digital Cameras
- 8 Scanners
- 6 ActivSlates
- Wi-Fi Internet Access

D. General List of Library Resources or a Description of the Library as Equipped:

Nicholls Elementary School media center contains approximately 5713 books and averages approximately 140 checkouts per day. The media center owns 14.65 books per student and the average book age is 1991. The school utilizes the Accelerated Reader motivational program and has 5129 Accelerated Reader tests available. The books that have Accelerated Reader quizzes make up almost 99% of the total media center collection and are labeled with the AR information. Many of these AR books are also leveled with an accurate Lexile in the card catalog system. The students at Nicholls Elementary have already taken 3959 Accelerated Reader quizzes during the present school year. We have 4 computers that students and faculty can use that are approximately 4 years old.

E. Generic List of Activities That Support Classroom Practices:

- Professional learning to develop and grow high quality teachers
- Use of technology
- Core grade level literacy instruction for all students.
- Instructional principles embedded in content.
- Increase school library collection.

F. Generic List of Additional Strategies Needed to Support Student Success:

- Opportunities for teachers to participate in professional learning and vertical planning to share issues and concerns.

G. General List of Current Classroom Resources for Each Classroom in the School

- ActiveBoard in each classroom
- Projector in each classroom
- Brain Pop Software
- Study Island Software
- CCGPS Coach Books
- OAS (Online Assessment System)
- Internet
- Safari Montage Video Streaming
- Student Writing Center
- IXL Math Software
- 3-5 Desktops per classroom

H. A clear alignment plan for SRCL and all other funding.

Nicholls Elementary will use SRCL and all other local and state funding for print materials, literacy materials, and instructional technology. Print materials will include additional books for classroom libraries and the Media Center. Literacy materials will include units of study to compliment reading and writing. Instructional technology will include software, hardware, and technology devices that support literacy learning.

Nicholls Elementary School uses Title 1 funding for various parent resources for the resource center, classroom literacy resources, subs, technology, professional learning, teachers, and the academic coach.

I. A demonstration of how any proposed technology purchases support RTI, student engagement, instructional practices, writing, etc.

The proposed technology will:

- Allow opportunities for teachers and students to have access to 21st century strategies and tools
- Provide more resources to be used during small group instruction to target specific student needs
- Provide more learning strategies to motivate and engage all types of learners
- Provide a writing program that will develop and refine strategies for writing across the curriculum

Professional Learning Strategies Identified on the Basis of Documented Needs

Nicholls Elementary faculty and staff participate in on-going professional learning. Through its professional learning communities, the leadership of the school has provided instruction to teachers with emphasis on writing, differentiation, motivating students, multiple intelligences, math fluency, word problems, and reading first. The school is currently delivering instruction on Common Core GPS, and writing across the curriculum.

A. A Table indicating professional learning activities that staff have attended in the past year.

Professional Learning Activity	Year(s) Offered	Number of Participants	On-site (NES- Nicholls Elementary School) or Off-site (PLC –professional Learning Center)
Common Core GPS	2011-2012 2012-2013 (ongoing)	All Staff	NES
Melissa Forney Writing	2011-2012 2012-2013 (ongoing)	All ELA and Reading in the Content Staff	PLC and NES
Writing (Narratives, Response to Literature, Persuasive, Informational	2011-2012	All ELA and Reading in the Content Staff	NES
Reading First-Pamela Gay	2011-2012	All ELA and Reading in the Content Staff	PLC
Differentiation: Content, Process, Product	2011-2012	All Staff	NES
Differentiation: Choices (choice boards, menu of	2011-2012	All Staff	NES

options, open-ended tasks, stations/interest centers			
Applying Differentiation Strategies: Tiered Assignments	2011-2012	All Staff	NES
Questioning (Bloom's Taxonomy)	2011-2012	All Staff	NES
Multiple Intelligences	2011-2012	All Staff	NES
Motivating Unmotivated Students	2011-2012	All Staff	NES
Math Fluency and Word Problems	2011-2012	All Staff	NES
Solving Contextual Problems	2011-2012	All Staff	NES

B. The % of staff attending professional learning.

100% of certified staff participates in professional learning. If a teacher misses a session, the teacher team or academic coach redelivers the missed material.

C. A detailed list of on-going professional learning.

CCGPS and writing implementation:

- Writing units
- Viewing webinars
- Analyzing standards

Professional Learning Strategies Identified on the Basis of Documented Needs

- Exemplary writing samples
- Informational writing
- Writing across the curriculum
- Vertical Alignment
- Learning Focused Strategies
- Differentiated Instruction
- Examining Student Work
- Data Analysis

D. The programmatic professional learning needs identified in the needs assessment.

- The need to incorporate College and Career Readiness Standards for writing across the curriculum throughout the school.
- The lack of community involvement in the area of literacy.
- The need to provide stakeholders with specific professional learning pertaining to reading for information in a variety of content areas.

E. The application details the process to determine if professional development was adequate and effective.

Professional learning that is delivered at Nicholls Elementary is based on specific needs of our students. The leadership of the school provides professional learning for the faculty and staff that has clear cut objectives and a clear direction that specifically address those needs. Once, the professional learning has been provided the leadership of the school uses benchmark tests, CRCT scores, Writing Assessment scores, nine week mock writing results, and focus walks that target the areas of need to determine if the needs have been met. The teachers and school leadership team analyze student work and collect artifacts as evidence that the identified needs

have been properly addressed through professional learning. If it is determined that the needs have not been met by a teacher the academic coach will assist that teacher to plan and implement best practices in the classroom to meet the needs and provide further professional learning if necessary.

Sustainability Plan

- A) Lessons that are learned will be shared among the new faculty and staff members preceding the beginning a new school term. This training will be provided by the K-12 school improvement specialist and/or the building school improvement specialists. Information may be shared with other schools through regional, state, and RESA meetings and conferences. Based upon the implementation of these programs, NES plans to continue to focus proactively on broad issues that may be factors that prevent our students from achieving success. Also the use of online resources will be incorporated to stay abreast of effective strategies and developments in relation to the ever changing technological advances in relation to disciplinary literacy within the content of education. The utilization of online options will be implemented to provide ongoing professional learning for new as well as continuing teachers. Data driven budget decisions will be aligned with literacy priorities.
- B) NES will dedicate the necessary funds to extend the training of our parents beyond the basics to more intensive literacy readiness. Through these trainings we hope to incorporate home based literacy programs for children from birth to grade 5. In addition we will pursue additional funding sources for specialized literacy staff as well as materials. Funding will also include the purchase of additional resources that will be made readily available to ALL parents and students through the use of our parent resource center. Based upon the implementation of these programs, NES plans to celebrate academic successes publically through family nights, in order to foster relationships among schools, the local businesses, families, and all community stakeholders as well as demonstrate the importance of literacy proficiency.
- C) Professional learning will be extended beyond the grant period by school improvement specialists attending state-sponsored professional learning opportunities and redelivering to the entire staff of NES during professional learning days or during their weekly collaborative meetings. Teachers will be encouraged to share stories of success throughout the school setting as well as within the community through websites and blogs. Each certified as well as non-certified new hire will receive training completed during the grant by attending professional learning sessions scheduled by the building school improvement specialists or by the K-12 school improvement specialist.
- D) The technology and site licenses acquired and maintained through the SRCL funds will be sustained through coordinating Title I A, Title I C, Title III, Title II D, local, SPLOST, and QBE funds. Grant monies such as Title II D will be sought when the system is eligible. Professional learning to continue integrating technology into instruction may be provided through coordinating Title I A, Title I Part C, Title II A, Title III, and/or state

professional learning funds. eRate funds will be sought to continue infrastructure upgrades and development. The system will supply the necessary technology personnel to sustain the technology beyond the grant period.

Budget Summary

Resource	Estimated Cost	Total Estimated
Software to support literacy interventions	\$35 x 30 students	\$1,050
Technology device (document cameras)	\$224 x 16 classrooms	\$3,584
Student laptops	\$575 x 90 students	\$51,750
Units of study to compliment reading and writing	K-5 every classroom	\$1,200
Student tablets	\$299 x 90 students	\$26,910
Content reading texts (for classrooms)	\$450 x 20 classrooms	\$9,000
Laptops for adults	\$1100 x 25 adults	\$27,500
Interactive slates	\$250 x 20 classrooms	\$5,000
Professional learning for literacy and writing (x2 days)	\$4,000 per day – consultant \$60 per day per sub \$700 for training resources	\$10,020
Listening centers	\$300 x 9 classrooms	\$2,700
Supplies to maintain literacy program		\$3,000
Texts for media center	\$20 x 400 books	\$8,000

Total SRCL Request K-5: \$149,714