

School Profile

Created Thursday, November 29, 2012

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School Information

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

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal Name:	Kim Harper
Principal Position:	Principal
Principal Phone:	(912)389-6802
Principal Email:	kim.harper@coffee.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Kim Harper
School contact information Position:	Principal
School contact information Phone:	(912)389-6802
School contact information Email:	kim.harper@coffee.k12.ga.us

Grades represented in the building

example pre-k to 6

Pre-K to 5th

Number of Teachers in School

46

FTE Enrollment

611

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)

Preliminary Application Requirements

Created Tuesday, December 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 Grant Rubric](#)

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

-
- Yes
-

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

[Assessment Chart](#)

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

Grant Assurances

Created Thursday, December 13, 2012

Page 1

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

• Yes

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

• Yes

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

• Yes

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

Page 3

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

Coffee County Schools

Audit Findings

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

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

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

History of the System

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

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

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

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

District Narrative

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

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

System Demographics

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

Current Priorities

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

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

Strategic Planning

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

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

Current Management Structure

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

District Narrative

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

Past and Current Instructional Initiatives

The system has led significant instructional initiatives district wide including:

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

Literacy Curriculum

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

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

District Wide Literacy Assessments

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

District Narrative

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

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

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

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

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

Need for Project

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

District wide, 70% of students and 86% of third graders were below the Lexile cut point.

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

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

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

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

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

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

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

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

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

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

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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:**School History**

Westside Elementary School is located in the city of Douglas, Georgia. Westside is one of eight elementary schools in a small, rural community. The school population currently consists of 610 students and is composed of the following demographic groups: Hispanic, 17%; Asian, 1%, African American, 40%; Multi-Racial, 2%; White, 40%. 81% of our students qualify for free and reduced lunch. With little parental involvement and lack of funding due to budget cuts, our school struggles to meet the needs of our socio-economically disadvantaged students.

Parent involvement is a focus at Westside Elementary School, and efforts have been made to increase participation through open house, School Council meetings, Parent/Teacher Organization meetings, family learning nights, parent training sessions, and celebration assemblies. In addition, our county grading system, I-Campus, includes a component called Parent Portal that allows parents to access student information on grades, assignments, and attendance records. Parents also have access to instructional materials that can be checked out from the parent resource center for use at home.

Administrative and Teacher Leadership

The principal and assistant principal have attended the Georgia Leadership Institute for School Improvement that emphasizes the distributed leadership style. They include teachers in the decision making process and encourage the development of teacher leaders through participation in the school leadership team. At Westside Elementary, flexible processes, systems, and structures allow creativity to flourish while attaining targeted results.

The school leadership team consists of the following members:

NAME	POSITION/ROLE
Kim Harper	Principal
Wendy Jowers	Assistant Principal
Amy Hughes	Academic Coach
Lisa Spivey	Counselor
Clara Hayes	K teacher
Dara Way	First Grade teacher
Jeanette Perry	Second Grade teacher

Coffee County **Westside Elementary School**

Barbara Joiner	Third Grade teacher
Kim Benton	Fourth Grade teacher
April Robinson	Fifth Grade teacher
Carolyn Johnson	Special Education teacher
Sabrina Rhodes	Media Specialist

The leadership team meets monthly to make data-driven decisions for school improvement. Decisions made during leadership meetings are shared with the faculty by team representatives, and electronic agendas/notes are disseminated via email.

School Council/Parent Advisory Council

The following stakeholders make up our School Council and Parent Advisory Council: Kim Harper, principal; Staci Pope, special education teacher; Brandi Johnson, speech therapist; Stephanie Chambers, parent; Jim Minchew, parent; Kevin Gillispie, parent and business representative; Chantelle Pace, parent. Several of the initiatives proposed by the council to the board have come to fruition: the board helped purchase a digital sign to keep parents informed of important events and an in-school suspension program was established to address discipline concerns. Curriculum information is shared with the School Council at each meeting.

Past Instructional Initiatives

Westside Elementary School has implemented numerous literacy initiatives over the years in order to increase student achievement. The following list encompasses many of those initiatives:

Learning Focused, Standards-Based Classroom, Six Traits Writing, RTI Process, District Unit Writing, Differentiated Instruction, Higher Order Thinking Skills, Self-efficacy, Analyzing Student Work, Basic Literacy Test (Reading First), Pamela Gay Phonics Kits, ActivStudio, Common Benchmark Assessments, Curriculum Based Measures, Scholastic Reading Inventory, Razzle Dazzle Writing, Wilson Reading Program, Reading Rescue, Reading Safari online resource, Georgia Online Assessment, Study Island, and the Reading Eggs computer programs.

Current Instructional Initiatives

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Providing differentiated instruction in standards-based classrooms continues to be a driving initiative at Westside Elementary School. Teachers are currently embedding differentiated instruction into state units based on the new Common Core Georgia Performance Standards.

Additional initiatives that we are currently implementing are as follows:

Learning Focused, Standards-Based Classroom, Higher Order Thinking, Pamela Gay Phonics Kits, Six Traits Writing, RTI Process, District Unit Writing, Analyzing Student Work, Benchmark Assessments, Curriculum Based Measures, SRI, Razzle Dazzle Writing, Wilson Reading (intervention program), ActivInspire, Georgia Online Assessment, Study Island, and Reading Eggs programs, Reading Safari online resource

Professional Learning Needs

Due to budget constraints, most professional learning is through “in house” delivery of information by administrators, the academic coach, and teacher leaders. However, it is difficult for these employees to balance their regular job assignments with planning and delivering professional learning to the faculty. Many faculty members have expressed they need more extensive training from professional consultants. Teachers also need more in-depth training on various software programs currently in place. Many programs allow teachers to generate reports that teachers don’t really know how to access and use to drive instruction. Professional consultants are needed for this training.

Need for a Striving Readers Project

A recent Literacy Needs Assessment of teachers resulted in these findings:

- 84% expressed a lack of sufficient literacy resources.
- 88% expressed a lack of informational texts to address varying Lexile levels.
- 84% surveyed would like additional training from a writing consultant.
- 84% desire an additional computer lab.
- 97% desire additional writing and publishing software.

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- The following equipment and software is needed:
 - Laptop per student, computer software, tablets, iPods, eBooks, licenses to online libraries, A.R. books online, varied Lexile leveled books, computer generated tests aligned to Lexile levels, materials for Common Core, current writing software, PowerPoint software, online keyboarding and publishing programs, online intervention options
- 91% expressed a need for additional research-based intervention software.
 - 85% of students are in Tier 1 for Reading
 - 7% of students are receiving Tier 2 interventions for Reading
 - 8% of students are receiving Tier 3 interventions for Reading

2012 CRCT data shows that the average percentage correct scored by students in the Reading domain of “reading for information” was 73%. The data also shows that the average percentage correct in the ELA domain of “research/writing process” was 81%. At Westside, we want to increase the percentage of questions answered correctly by students in these domains because “much of the text used in college and career settings has increased in complexity over the past 50 years”. In today’s college courses, word and text complexity continues to increase along with expectations for how knowledge from assigned reading is applied. “The trend of increasing text complexity and independent accountability is also evident in today’s careers. Work place reading expectations have considerable variation, and often text complexity far exceeds grade 12 reading levels as measured by Lexiles” (Stenner, Koons, & Swarts, in press). As technology, web-based communication, and commerce evolve, so does the need for highly-proficient, independent reading and comprehension.

Students must be exposed to informational text within their Lexile level stretch band in order to increase reading comprehension. Westside has a shortage of informational texts falling within the Common Core Lexile stretch bands. A Striving Readers Project will enable the school to purchase books and computer licenses to gain access to thousands of online informational textbooks that will enhance instruction and expose students to informational text elements. These informational texts will assist students with conducting research that they will

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use to write their own informational passages. In addition, Westside desires to establish a second computer lab and install writing software so that students can utilize technology to conduct research and publish their work. With our ever growing population and the move toward online assessment, an additional computer lab is also needed for the administration of the Scholastic Reading Inventory, benchmark assessments, state tests, and Response to Intervention. Video Camcorders are needed to record model lessons on reading for information and writing to inform to share during professional learning sessions.

Based on fall curriculum based measures, approximately 15% of students are performing below the 25th percentile in reading. With grant funding, we will purchase materials and software that will be utilized to provide students performing below the 25th percentile with intensive literacy interventions in order to close achievement gaps.

SCHOOL LITERACY PLAN:

The Georgia Literacy Plan Kindergarten-to-Grade 12 Necessary Building Blocks for Literacy: "The What" document served as a guide for our school literacy plan. Each Building Block has been labeled to reflect the ranking our faculty assigned to it on the Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12. The nine key components that research has determined should be in place in order to provide communities with the best opportunity for success are also referenced throughout our literacy plan (*General Application Information*, page 15). Westside Elementary School's plan addresses our strengths and weaknesses, and we intend to shore up areas of weakness with funding received through the Striving Reader's Grant in order to improve literacy instruction at Westside.

Standards:

In July 2010, The Georgia State Board of Education adopted the Common Core Georgia Performance Standards (CCGPS). As stated in "The Why" document, "the Common Core provides a seamless continuum of standards leading to College and Career Readiness at the end of grade twelve (page 93). "These standards are state-mandated and, as such, are the core components in our educational plan" ("The What" document, page 4). Westside administrators participated in training for the transition from the Georgia Performance Standards (GPS) in the 2010-11 school year. Teachers were trained during the 2011-12 school year by administrators and the academic coach in collaborative planning sessions during which the teachers studied the new CCGPS and compared them with the GPS standards they were currently teaching. They identified standards that had been modified, eliminated, or shifted to a different grade level. In addition, the teachers viewed state webinars in preparation for teaching the new standards.

Implementation of the Common Core Georgia Performance Standards for reading and math began in August of 2012. Teachers continue to participate in training sessions on how to implement the new standards and have viewed reading and math webinars that are correlated to the units developed by the Georgia Department of Education. Grade level representatives attend unit planning sessions that began in the summer of 2012 during which the state reading

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and math units are analyzed, revised, and modified to include formative and summative assessment pieces. All math and reading units for grades K-5 are scheduled to be completed and online for teacher access by January of 2013. Though the process has not been easy, the teachers at Westside Elementary School have embraced the new standards and understand the role they play as primary teachers in the development of future adults who will need to be college and career ready upon high school graduation.

Components Unique to Birth-to-Five:

The inclusion of the birth-to-five community into the Literacy Plan has allowed the state of Georgia to bring an entirely new and greatly needed dimension to their planning (“The Why” document, page 20). Two services currently available to future Westside students is Bright from the Start and the Pre-K Program. “Since its inception, one of the goals of Bright from the Start and of Georgia’s Pre-K Program has been to change parents’, child care providers’, the public’s, and policy makers’ perception of child care from one of “baby sitting” to one of early education. Research clearly supports that the first years of a child’s life are critically important in laying the foundation for future academic success, including success in literacy. For this reason, Bright from the Start has continued to focus on supporting early language and literacy skills in children from birth to age five” (“The Why” document, page 21). Westside houses two Pre-K classrooms consisting of 44 students. Other than Pre-K, we do not have any initiatives in place at Westside to address the literacy needs of students from birth-to-five. This is an area we would like to address utilizing funds from the Striving Readers Grant.

Building Block 1. Engaged Leadership/Building Block 2. Continuity of Instruction

A. Action: Administrator demonstrates commitment to learn about and support evidence-based literacy instruction in his/her school (Fully Operational)

Having both attended Georgia Leadership Institution for School Improvement, a very intensive four day training session, Ms. Harper and Ms. Jowers have taught members of the Literacy Team, as well as all faculty, how to use data to drive instruction. In addition to attending GLISI, both of Westside’s administrators attend workshops to keep abreast of current research on literacy instruction. The following list shows some of the training sessions that Ms.

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Harper has participated in: Dr. Bill Daggett, Application Model and Rigor/Relevance Framework; John Antonetti, Improving Student Engagement Across the Curriculum; Dr. Nora L. Hoover, Reading Rescue Training. Assistant Principal Wendy Jowers has completed and redelivered Reading Rescue Training, Pamela Gay Phonics Training, and she recently attended a work shop presented by Heidi Jacobs on 21st century learners. Ms. Jowers also attended training on administering the Scholastic Reading Inventory, understanding and utilizing Lexile levels, and she attended a writing workshop facilitated by Melissa Forney with third, fourth, and fifth grade teachers. Both Ms. Jowers and Ms. Harper redeliver what they learn to their faculty members during collaborative planning sessions and faculty meetings. In addition to attending off-campus workshops, Westside administrators regularly attend collaborative planning sessions during which teachers view state webinars on the Common Core Georgia Performance Standards and the state units, learn effective teaching strategies, analyze data, and work on developing lesson plans to meet the needs of their students.

B. A literacy leadership team organized by the administrator or other leaders in the community is active (Operational)

We have established a School Literacy Team that works collaboratively to plan for improvement in literacy instruction at Westside Elementary School. Curriculum Based Measures (Dibels—fluency assessment, MAZE—comprehension assessment) and the Scholastic Reading Inventory are administered three times a year, and results of these assessments determine areas for improvement in our literacy program. In addition, Criterion Referenced Competency Test results are analyzed by team members along with results of the 3rd and 5th grade writing assessments. The Literacy Team also gathers input from staff members through meetings and surveys. Along with data analysis, team members spend time learning about current changes in literacy instruction related to the roll out of the CCGPS. Hot topics include text complexity, the Scholastic Reading Inventory, and the role Lexile levels play in literacy instruction (“The Why” document, pages 46 and 48).

Our current Literacy Team is comprised of the following members:

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Kim Harper, Principal; Wendy Jowers, Assistant Principal; Lisa Spivey, School Counselor; Academic Coach, Amy Hughes; Special Education Teacher, Carolyn Johnson; Pre-K Teacher, Amber Dovers; Kindergarten Teacher, Clara Hayes; First Grade Teacher, Dara Way; Second Grade Teacher, Jeanette Perry; Third Grade Teacher, Barbara Joiner; Fourth Grade Teacher, Kim Benton; Fifth Grade Teacher, April Robinson; Media Specialist, Sabrina Rhodes; Parent Representative, Chantelle Pace; Parent Representative, Stephanie Chambers; Business Representative, Kevin Gillespie; Business Representative, Jim Minchew. In accordance with "The How" document (page 21), Principal Kim Harper recently added two new team members to the Literacy Team: Jamie Lee Nipper, a pre-school representative from a local church and Patti Morris, a Coffee Middle School Literacy Coach representative.

The Literacy Team meets monthly after school and at least once during the summer. The meeting dates for 2012-2013 are as follows: August 16, 2012; September 13, 2012; October 18, 2012; November 15, 2012; December 6, 2012; January 31, 2013; February 28, 2013; March 21, 2013; May 1, 2013.

The Literacy Team at Westside Elementary School spearheaded a writing initiative in 2009 that has positively impacted student performance. Approximately three years ago, the Literacy Team determined that more time needed to be spent on writing instruction in all grade levels. The decision was made to purchase electronic "daily writing practice" books that are utilized by teachers on a daily basis in all classrooms. The team enlisted our part-time intervention specialist, Ms. Alice Brantley, to work with our fifth grade writing teacher to assist her in preparing students for the fifth grade writing assessment. Copies of the fifth grade writing graphic organizers for each genre were shared with teachers in all grade levels to ensure consistency throughout the school. Most recently, members of the Literacy Team met to analyze the results of the Literacy Survey taken by teachers in October of 2012 to determine literacy needs at Westside. Results from the survey were utilized in the development of goals and objectives for this grant.

C. A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the Common Core Georgia Performance

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Standards (Operational); D. Literacy instruction is optimized in all content areas (Operational)

Westside administrators understand the importance of maintaining the integrity of literacy instruction. At the beginning of the 2012 school term, the administrators and the academic coach worked with teachers to develop schedules that designated time for whole group reading for vocabulary development and applying reading strategies, flexible group reading time for providing differentiated instruction and interventions such as the Pamela Gaye Literacy Kits, and writing instruction with grammar embedded. Teachers have time to work together on developing inclusive literacy plans each week during common planning which is scheduled during their forty-five minute physical education time every Wednesday. "With the support of literacy in the Common Core Georgia Performance Standards, content-area teachers have specific guidance on the kinds of skills that students need in order to access the more complex texts generally found in content area classrooms" ("The How" document, page 49). Therefore, all teachers participate in common planning, regardless of their content area, so that literacy instruction can be integrated across the curriculum. For example, students write informational texts and summaries about what they read in science and social studies textbooks. Math students write the steps needed to solve a problem, or develop their own word problems and write them in their math journals.

Literacy instruction is monitored at Westside through instructional focus walks. Thus far, the Literacy Team has conducted one focus walk this school term, and another round is currently under way. Team members expect to see teachers adhering to their schedules with great emphasis being placed on literacy instruction across the curriculum. Key elements of instruction that team members look for during their observations include standards-based practices, flexible grouping strategies, summarizing throughout the lesson, and higher order questioning. Team members meet after all teachers have been observed to analyze the data collected. The results are used to determine the focus for future collaborative planning sessions and to develop the observation instrument for the next Focus Walk.

Coffee County Westside Elementary School**CC. The use of time and personnel is leveraged through scheduling and collaborative planning (Operational)**

Teachers are able to devote a large amount of time to literacy instruction by teaching literacy across the curriculum. The following table shows the amount of time dedicated to literacy instruction at Westside Elementary School:

Grade Level	Time Dedicated to Literacy Instruction
K	222 minutes
1	210 minutes
2	210 minutes
3	90 minutes
4	90 minutes
5	90 minutes

Teachers in grades K-2 are responsible for providing Tier 2 and Tier 3 interventions for their students. Interventions take place during flexible group time that is included in their schedules. Students in grades 4 and 5 are served by an intervention specialist, Alice Brantley, who currently utilizes the Wilson Reading Program to provide Tier 2 and Tier 3 interventions. Ms. Brantley's schedule that maps out times for students to receive services on Tuesdays, Wednesdays, and Thursdays is shown in the table below:

Time	Grade level(s) served	Number of students
9:15-9:45	3 rd , 4 th , and 5 th grade	5 students
9:45-10:15	2 nd grade	4 students
10:45-11:15	3 rd grade	3 students
12:25-12:55	5 th grade	4 students
12:55-1:25	3 rd and 4 th grade	2 students
1:25-1:55	3 rd grade	3 students

E. The community at large supports schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards (Operational); also addresses Block 2, part C (Operational)

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In the past, the Coffee County School System has taken measures to involve our community in the educational process. Several years ago, a program was launched in an effort to stress the importance of reading to children daily. In conjunction with our former vision of "Destination Graduation" that was recently changed to "Destination Graduation for College, Career, and Life", banners showing pictures of students with graduation dates were displayed all over the city of Douglas and continue to be updated yearly. Another way the school system promotes literacy is through participation in the annual community spelling bee. Dr. Bernie Evans, Director of Instructional Support Programs, spearheaded the spelling bee last year and is already working to motivate school and local employees to form teams to support literacy in Coffee County by paying the entry fee for a team to represent their school or business in this year's competition. The latest effort to get the public involved in education is the Coffee County School System's application to be a Charter School System. Parents, business leaders, college representatives, and other community members have participated in numerous sessions during which they were asked to express what they like about the current system, what they would like to see eliminated, and what changes they believe need to be made to improve our school system. A big component of the Charter School System application involves preparing students for the 21st century workplace, which coincides with the goals of the Common Core Georgia Performance Standards and the Georgia Literacy Plan ("The Why" document, page 46). Work continues with this project.

Kim Clayton is the Director of Personnel and Public Relations for the Coffee County School System. She is "in charge of developing and maintaining a sound communications program for disseminating information to school system internal and external audiences and for building public support and understanding of the school system's mission, goals, and objectives to affect a positive impression about the system"

(<http://coffeecountyga.schoolinsites.com/?DivisionID=9372&DepartmentID=9635&ToggleSideNav>ShowAll>). Each elementary school has a public relations coordinator who is responsible for submitting articles and school information to local newspapers and radio stations. The academic coach at Westside is our public relations coordinator. She works diligently with the teachers to develop articles highlighting student achievements and important events at

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Westside. Westside also has a school website that stakeholders can visit to find out information about our school with school newsletters and parent trainings.

Building Block 3. Ongoing Formative and Summative Assessment

A. An infrastructure for ongoing formative and summative assessments is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction (Operational)

We “utilize effective screening, progress monitoring, and diagnostic tools to identify achievement levels of all students, advanced as well as struggling” (“The What” document, page 8). The chart below shows the assessment tools we use at Westside:

Who	What	When	How
Teachers and other trained certified staff members	Criterion Referenced Competency Test	Once in the spring	Students take the assessments and record their answers in test booklets or answer sheets, depending on their grade level. The tests are sent to the state where they are scored and data is sent back to the school.
Teachers in Grades 1-5	Scholastic Reading Inventory (measures students' Lexile levels)	Three times a year: once in the fall, winter, and spring	The SRI is taken on the computer—reports can be generated to determine Lexile level growth
Teachers in Grades K-5 + Administrators, P.E. staff, speech teacher, and S.A.I.L. teacher	Reading Curriculum Based Measures— DIBELS (fluency)and MAZE (comprehension)	Three times a year: once in the fall, winter, and spring	Various school employees administer these timed assessments
School Counselor, administrators	Gifted Screening/Testing	January of 2013	Teachers and parents can refer students to be considered for testing. The Gifted Referral Team determines who qualifies for testing, and then students take specific intelligence and creativity tests to determine if they will receive services
Fifth Grade Teachers	Mock Writing Tests	Following the 1 st , 2 nd , and 3 rd grading periods	Teachers score writing samples using the state rubric

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Third Grade Teachers	Third Grade Writing Test	Spring of 2013	Students take the writing test—the tests are scored by third grade teachers
Fifth Grade Teachers	Fifth Grade Writing Test	Spring of 2013	Students take the writing test—the tests are scored by the state department

B. A system of ongoing formative and summative assessments is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction;

C. Problems found in screenings are further analyzed with diagnostic assessment (both Operational)

Westside administrators meet with teachers to analyze data results from screeners and other assessments listed in the table above in order to identify students who are in need of interventions, to identify advanced learners, and to make decisions on how to adjust instruction to better meet the needs of all students. With regard to literacy, students take the MAZE and the Dibels screeners. MAZE assesses comprehension, while Dibels assesses reading fluency. Those who are performing below the 25th percentile on universal screeners are placed in Tier 2 or Tier 3 interventions based on their area of need. Progress monitoring is conducted on students' instructional level and/or grade level, and results are documented. Meetings are held to discuss the results of interventions, and decisions are made by the RTI grade level team as to how to proceed with the process. Students in Tier 3 who do not show any progress can be referred to the County Response to Intervention Team for consideration of additional diagnostic screening for learning disabilities. A detailed explanation of the Response to Intervention process at Westside Elementary can be found under Building Block 5.

D. Summative data is used to make programming decisions as well as to monitor individual student progress (Operational)

Each summer, members of the Leadership Team meet to analyze CRCT test results. The data is analyzed to determine grade level strengths and weaknesses in all subject areas. Based on this analysis, goals are established for the upcoming school term. Analysis of the 2012 scores showed a weakness in reading for information and research/writing process skills in grades three, four, and five. Digging deeper into the data, the leadership team compared the performance of different subgroups and genders to determine any achievement gaps. This

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data can be found in the *Identification and Analysis of Student and Teacher Data* section of this grant application. Grade level teachers met in the fall of 2012 to go over their individual class test data to determine personal strengths and weaknesses. Each teacher set goals for the new school term based on their past performance.

E. A clearly articulated strategy for using data to improve teaching and learning is followed (Operational)

A protocol for making decisions to identify the instructional needs of students is in place at Westside Elementary School. When assessing student work, teachers do the following: reach consensus about proficiency, diagnose student strengths and needs, and identify instructional next steps (*Examining Student Work to Improve Instruction: Protocol*, <http://mdk12.org/data/examining/protocol.html>).

Building Block 4. Best Practices in Literacy Instruction

A. All students receive direct, explicit instruction in reading (Fully Operational)

Teachers at Westside Elementary School teach the Common Core Georgia Performance Standards through units developed by the state and revised by Coffee County grade level revision teams. The units have a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts ("The What" document, page 9). Student data is analyzed regularly by teachers to identify specific literacy needs of students that include, but are not limited to, phonological awareness, word identification, fluency, and comprehension. Teachers provide students with differentiated instruction based on identified needs during reading flexible groups.

Administrators conduct classroom observations, both informal and formal, to look for evidence that teachers are providing students with effective literacy instruction. As stated in Building Block 1, members of the Literacy Team conduct periodic focus walks during which evidence of effective instruction is documented using a school-created observation instrument. Strengths and weaknesses are identified, and goals are set to improve instruction and establish topics for professional learning. Some of the professional learning teachers have participated in includes the following: using data to inform instruction, CCGPS, modeling how to use reading

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strategies, differentiating instruction, teaching vocabulary words, and selecting appropriate texts for students.

The daily literacy block for students in grades K-3 includes whole group instruction and small group differentiation. Copies of teachers' schedules specifying exact times for literacy instruction can be found in the *Project Plan, Procedures, Goals, Objectives, Supports* section of this application. Students also receive literacy instruction while reading and writing in the content areas throughout the day.

B. All students receive effective writing instruction across the curriculum; D. Teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school (Operational for GPS—Emergent for CCGPS)

A plan for writing instruction is in place at Westside Elementary School. Great emphasis has been placed on the importance of providing explicit instruction, guided practice, and independent practice during writing instruction. Teachers in grades one through five have eBooks on their desktops containing daily writing practice based on the writing traits that they are required to utilize with students. Writing instruction is embedded daily into the reading lessons outlined in the state units that teachers are required to use. As stated in Block 1 of this document, the Literacy Team established guidelines for writing instruction at Westside three years ago. A major component of writing instruction at Westside is the utilization of the same graphic organizers for the writing genres throughout the school. The fifth grade writing teacher has shared the graphic organizers she uses with her students with other teachers to ensure consistency of instruction.

A Literacy Needs Assessment that was recently conducted at Westside Elementary resulted in the following findings with regard to literacy resources:

- 84% of teachers do not feel that we have an adequate supply of literacy resources.
- 88% of teachers do not feel that we have enough informational texts to address varying Lexile levels in our media center.
- 84% of teachers surveyed would like additional training from a writing consultant.
84% of teachers believe that we need an additional computer lab to meet the needs of our students.

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- 97% of teachers think that we need additional writing and publishing software installed on our computers for students in order to meet Common Core technology, writing, and research requirements.
- Teachers feel that the following equipment and software need to be purchased with grant funding in order to prepare students for the 21st century:
 - Laptops per student, computer software, tablets, iPods, eBooks, license to online libraries, A.R. books online, varied Lexile leveled books, computer generated tests aligned to Lexile levels, materials for Common Core, current writing software, PowerPoint software, online keyboarding and publishing programs, online intervention options

Accelerated Reader Testing: The table below reflects student performance on A.R. as of November, 2012. Notice the small percentage of non-fiction texts being read by our students. This is due in great part to our shortage of informational texts spanning the Lexile levels.

Grade Level	Avg. Reading Goal	Reading Avg. Earned	% students Reading FICTION books	% students Reading NON-FICTION books
1	85%	77.2	98%	2%
2	85%	80.8	68%	32%
3	85%	72.5	79%	21%
4	85%	73.1	61%	39%
5	85%	71.9	63%	37%
Sp.Ed.	85%	87.9	100%	0%

These results are the basis for our concern about not being prepared to teach the new Common Core writing standards that emphasize conducting research that students use to write informational texts. In addition, the Common Core technology standards require students to publish their work and develop PowerPoint presentations. We believe that student engagement will be increased through the utilization of technology to teach the literacy standards, but we do not have access to a variety of informational texts spanning the Lexile

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levels, nor do we have the technology required for our students to fully master the new writing standards. Recently, one of our fourth grade literacy teachers needed for students to be able to embed an animated character into a PowerPoint they were creating to show mastery of the standards being taught. The students were not able to embed the Voki characters they created at the following website because our computers stations are not equipped with current PowerPoint software: <http://www.voki.com/>. Similarly, both staff and students have discovered that laptops and computers have varying versions of software, hindering the transfer of documents from one computer station to another. Monies received through the Striving Readers Grant will be utilized to purchase texts and technology needed for writing instruction.

All teachers have had training on the Six Writing Traits, Four Block Writing, and Razzle Dazzle Writing. With the changes in the writing standards and the need for additional technology for conducting research and creating presentations, teachers will need training on teaching students how to read for information, conduct research, write to inform, and create presentations using technology. Striving Readers Grant monies will be used to pay for writing consultants and technology experts to train our teachers so they are prepared to teach the Common Core standards developed to prepare students for the 21st century.

C. Extended time is provided for literacy instruction

(Refer to Block 1, CC)

Building Block 5. System of Tiered Intervention (RTI) for All Students**A. Information developed from the school-based data teams is used to inform RTI process (Operational)****Coffee County Schools Formula for Intervention**

Assistant Principal Wendy Jowers meets regularly with RTI team leaders who are responsible for overseeing the RTI process for their grade levels. Each team leader has a binder in which directions, teacher logs of interventions, meeting dates, and needed forms/resources are located. In addition, each teacher has an RTI folder they use to store universal screener data provided to them by Ms. Jowers. All teachers have access to an online RTI folder that contains paperwork and probes they will need in order to progress monitor and document

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interventions. Using established RTI protocol, students performing below the 25th percentile continue differentiated methods of instruction and move to a Tier 2 intervention. Students that show some progress, but remain below the 10th percentile, remain in Tier 2. Students receiving Tier 2, but achieving at the 25th percentile or above, move back to Tier 1. However, a student that has been through at least 6 weeks of intervention in Tier 2, but continues to be at or below the 10th percentile on CBM(s) and the rate of improvement is less than average, he or she is moved to Tier 3.

Students in Tier 3 showing progress, above the 10th percentile, will continue in Tier 3 or return to Tier 2. If a student has been through Tier 1, 2, and 12 weeks intervention of Tier 3, but continues to be at or below the 10th percentile on CBM(s) and the rate of improvement is less than average, teachers proceed to referral for evaluation to determine eligibility for Tier 4 (ESOL /Special Education Services).

B. Tier 1 Instruction based upon the CCGPS in grades K-12 is provided to all students in all classrooms. (Fully Operational)

At this level, all students participate in general education learning that includes:

- Implementation of CCGPS through research-based practices
- Use of differentiation of instruction such as flexible grouping and varied instructional strategies
- Monitoring progress of learning through multiple formative assessments and analysis of student work

C. Tier 2 needs-based interventions are provided for targeted students (Emergent—we concerned about limited human and program resources)

In addition to Tier 1, targeted students participate in learning that is different by including:

- Specialized Pyramid of Intervention
 - Tier 2 Interventions utilized at Westside are provided by homeroom teachers during flexible group/scheduled RTI intervention time in grades K through 5.
 - *Pamela Gay Phonics Kit*
 - Computer Programs: *Reading Eggs, Riverdeep, Essential Skills, Study Island*

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- Greater frequency of monitoring progress of learning through multiple formative assessments and analysis of student work
- Intervention occurs 3 to 5 times per week in small group. Data is collected one time per week.

D. In Tier 3, Student Support Team (SST) and Data Team monitor progress jointly (Emergent-we are concerned about limited human and program resources)

In addition to Tier 1 and Tier 2, targeted students participate in learning that is different by including:

- Individualized assessment and evaluation
 - Tier 3 Interventions utilized at Westside are provided by homeroom teachers during flexible group/scheduled RTI intervention times in grades K through 2. In grades 3, 4, and 5, our part-time intervention provider utilizes the *Wilson Reading Program* with students during scheduled intervention times.
 - Teachers use the same interventions used in Tier 2, but with increased frequency and/or extended time in intervention
 - *Pamela Gay Phonics Kit*
 - Computer Programs: *Reading Eggs, Riverdeep, Essential Skills, Study Island Reading Rescue*
- Frequent Aimsweb formative assessment probes based on individual learning goals
- Consideration for specially designed instruction only when data indicates a need (ex. Gifted or special education services)

E. Tier 4-specially-designed learning is implemented through specialized programs, methodologies, or strategies based upon students' inability to access the CCGPS any other way (Fully Operational)

Schedules for students who receive Tier 4 services at Westside Elementary School are developed to ensure the least restrictive environment ("The What" document, page 12). We have highly qualified special education teachers who plan with regular education teachers and

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establish differentiated instruction based on the Common Core standards. We have high expectations for all students, and believe that all students can learn.

RTI at Westside

Our focus with RTI at Westside is to provide needed interventions in order to close achievement gaps and have all students performing successfully in Tier 1. Currently, we have 8% of our students being served in Tier 3 interventions and 7% of our students being served in Tier 2. With 15% of our student population performing below the 25th percentile, and with only one part-time intervention provider, our human and instructional resources are limited. On a recent literacy survey taken by the faculty, 91% of teachers feel that we need additional research-based intervention software in order to meet the needs of struggling readers. Five years ago our school purchased and trained tutors to implement Reading Rescue as a first grade intervention. Reading Rescue is a tutorial program for struggling readers in first grade that is provided during the school day by classroom teachers and teacher assistants. This is a one-on-one intervention that takes 30 minutes a day, five days a week. All students who received this intervention passed the state assessment and were able to return to Tier 1 instruction. This is the first year that we have not been able to utilize Reading Rescue as an intervention for first grade students since implementation of Reading Rescue five years ago due to lack of funding, lack of time, lack of personnel, and an increase in class sizes. Despite having eight trained Reading Rescue tutors, these tutors also have other full-time positions and cannot be pulled to provide Reading Rescue. Our paraprofessionals who are trained tutors are being pulled to substitute for absent teachers, cover lunch duties, and still continue to work with their kindergarten students. Our ESOL teacher and physical education teacher are trained providers, but they have time constraints in their schedules to provide interventions. Our classroom teachers provide other interventions during flexible reading groups, but they struggle to do so with limited time and a lack of instructional resources. We desperately need funding to reinstate programs such as Reading Rescue, train intervention providers, and purchase additional software-based intervention programs in order to meet the needs of our socio-economically disadvantaged student population.

Building Block 6. Improved Instruction through Professional Learning**A. Preservice education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas (Operational)**

When interviewing potential hires, Principal Kim Harper questions them to determine if they have received coursework in disciplinary literacy in the content areas (“The What” document, page 13). Writing across the curriculum is a major component of Common Core instruction, and teachers need to be trained on how to integrate writing across the curriculum. Ms. Harper strives to hire highly qualified teachers and she places them where they will most likely be able to positively impact student achievement.

B. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas (Operational)

Teachers have collaborative planning every Tuesday during their 45 minute physical education time. During collaborative planning, the academic coach facilitates professional learning sessions. Time is spent studying the CCGPS, viewing state webinars, learning effective teaching strategies, sharing ideas for integrating literacy across the curriculum, discussing RTI guidelines, analyzing student work and data, and developing plans for instruction based on data analysis. All administrators, regular education teachers, and special education teachers participate in professional learning. Paraprofessionals attend professional learning sessions when needed. When the opportunity arises, administrators, faculty, and staff members attend professional learning sessions off campus.

Research shows that “children reaching third grade without becoming fluent readers are at much higher risk of early pregnancy, school dropout, and delinquency. Among adults, incarcerated, homeless, and unemployed populations all have high rates of illiteracy. And, among people who are employed, literacy is closely tied to economic levels—the better a person’s reading and writing abilities, the higher that person’s income is likely to be. Learning to read and write, therefore, has long range and enduring effects not only on a student’s school career, but on the quality of that child’s entire life” (Nora Lee Hoover, Ed.D., President, Literacy Trust Incorporated). Funds received through the Striving Readers Grant will support the faculty

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and staff at Westside Elementary in building a strong literacy foundation for our students that will prepare them for college, career, and beyond.

NEEDS ASSESSMENT, CONCERNS AND ROOT CAUSE ANALYSIS:

(a, b, d) Faculty members participate in needs assessment surveys and the results are used to drive the decision-making process. Coffee County Schools Needs Assessment administered in the spring of 2012 showed that 61% of the teachers feel they were proficient with implementing differentiated instruction. 36% of our teachers feel that they need additional training to enhance their instructional effectiveness in the content area of reading. 59% want additional training to enhance their instructional effectiveness with planning units for Common Core Georgia Performance Standards. 21% indicated they need additional training in understanding and using the Lexile framework. 14% would like to have additional professional learning with integrating technology in a standards-based classroom. 30% of the teachers at Westside indicated they need additional training in using student motivation and engagement strategies. 15% need assistance with developing strategies for writing/literacy in the content areas.

This school term, all faculty members and paraprofessionals participated in two surveys concerning literacy instruction at Westside Elementary School as part of our needs assessment process: the state developed *Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12*, and the *Westside Literacy Needs Assessment* that was developed by our Literacy Team using <http://surveymonkey.com>. Final rankings for each building block of the *Georgia Literacy Plan Needs Assessment* are listed in the School Literacy Plan. Results of the *Westside Literacy Needs Assessment* can be found in the School Narrative.

(c, e) Root Cause Analysis/Underlying Problems

- Low socio-economic population (81% free or reduced lunch)
- Lack of technology in the home
- Lack of current technology at school (needs: writing software and PowerPoint software for grades 3-5; keyboarding software for grades K-2; additional computers, additional 21st century technology)

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- Lack of informational texts (need additional informational text to address lower Lexile levels and up to date information—the average copyright date for non-fiction texts in our media center is 1992)
- Lack of research-based literacy intervention programs (needed for all students)
- Lack of human resources needed to provide intervention services
- Lack of funding to purchase needed instructional resources

2012 CRCT data shows that the average percentage correct scored by third, fourth, and fifth grade students in the Reading domain of “reading for information” was 73%. The data also shows that the average percentage correct scored by third, fourth, and fifth graders in the ELA domain of “research/writing process” was 81%. Root cause analysis (a method of problem solving that tries to pinpoint the root causes of problems) regarding low performance by students in grades 3, 4, and 5 in the domain of reading for information and research/writing process recently completed by the Literacy Team revealed that we have a shortage of informational texts falling within the Common Core Lexile stretch bands. Analysis of Accelerated Reader data for 2012 reveals that only 22% of the books students read for A.R. are non-fiction, while an overwhelming 78% of the books students read for A.R. are fiction.

(f)The CCGPS units Westside teachers are currently teaching provide an articulated scope and sequence of skills that is integrated into a curriculum of literary and informational texts (“The What” document, page 9). A Striving Readers Grant will enable the school to purchase books and computer licenses to gain access to thousands of online informational textbooks that will enhance instruction and expose students to informational text elements. These informational texts will assist students with conducting research that they will need to write their own informational passages (“The What” document, page 10, *students receive writing instruction across the curriculum*). Writing consultants will be hired to provide training on how to teach students to conduct research and write to inform others. Video camcorders are also needed to record model lessons on reading for information and writing to inform to share during collaborative professional learning sessions (“The What” document, page 10, *faculty participates in professional learning*).

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Fall SRI data indicates that 2% of students tested in grades one through five scored advanced/exceeding, 47% scored proficient/meets, and 50% scored basic/did not meet. This means that a large percentage of our student population is reading below the established Lexile level range for their grade level at this time. With the Lexile requirements of Common Core, we need to purchase a computer based motivational reading program that accurately matches readers with books and places both reader and text on the same Lexile framework scale (“The What” document, page 11, *teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school*). This program will replace Accelerated Reader that matches students to books by grade level. We would like to incorporate Lexile measures into a reading management system for our school. It is needed to remove the guess work and inaccuracy inherent in traditional reading instructional strategies. Using Lexile measures as an actionable tool, teachers will have a more targeted option for measuring reading comprehension (“The What” document, page 6, *selecting text complexity that is appropriate to grade levels as required by CCGPS*).

Analysis of student performance on the reading fluency and comprehension curriculum based measures indicates that we have approximately 15% of our students performing below the 25th percentile. We currently have 7% of our students being served in Tier 2 and 8% of our students being served in Tier 3. However, we only have one part-time intervention specialist available to provide needed services. In addition, we only have Wilson Reading as an exclusive Tier 3 intervention program, and Literacy Team Members feel that additional intervention programs need to be purchased so that we can better meet students’ needs (“The What” document, page 12, *using appropriate supplemental and intervention materials*). Monies earned through the Striving Readers Grant will be utilized to contract providers, train individuals in current interventions, purchase additional Response to Intervention computer based programs, and to hire a consultant to train administrators, our intervention provider, and teachers on how to use the programs (“The What” document, page 12, *provide competent, well-trained teachers and interventionists*). Instructional resources may need to be purchased to support the new programs. At Westside, we want to take all the guess work out of RTI by purchasing and implementing proven, research-based reading interventions that are fast,

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accurate, scalable, and specific to grade level needs. We need programs that are compatible with the Scholastic Reading Inventory that is a county-wide RTI initiative.

With 610 students and only 1 computer lab, Westside needs to establish a second computer lab complete with computers, an Activboard, and printer. We need to purchase and install writing software on computer stations in the labs and the classrooms so that students can utilize technology, learn keyboarding skills, conduct research, write informational texts, and develop electronic presentations based on Common Core requirements ("The What" document, page 10, *technology is used for production, publishing, and communication across the curriculum*). An additional lab will also be utilized for class-wide assessments and the Response to Intervention programs we would like to purchase to better meet the needs of students, and to expedite the administration and retrieval of assessment data.

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

Westside Elementary School administers state and district formative and summative assessments in order to assess the learning needs of students. Assessment data guides instruction and determines the focus of our professional learning plan **(h)**.

CRCT Data (school-wide, subgroup, and gender): The 2012 CRCT data includes the scores of approximately 140 new students that transferred to Westside as a result of redistricting by the Coffee County Board of Education. Notice that the percentage of students “not meeting the standards” increased from 4.3 % in 2011 to 6% in 2012. Analysis of the 2012 Reading and ELA CRCT data for Westside Elementary School shows that students in our white and black subgroups perform comparably in both subject areas (see Table I). Upon further analysis, the data shows a larger percentage of white students exceeded the standards. The gender charts below reveal that males & female students in grades 3-5 perform comparably to one another in reading (see Table II). After digging deep into the CRCT Reading and English/Language Arts data and looking at specific domains, the literacy team determined that improvement is needed in the domains of reading for information and research/writing process (see Tables III and IV). **(f)**Funds received through the Striving Readers Grant will be utilized to purchase equipment and materials that we need to move students forward in reading for information and research/writing process.

Writing Assessments: Table V shows the performance of third grade students on the state writing assessment on the informational writing genre. Table VI shows that fifth grade writing scores increased from 67% of the students meeting the standards in 2010 to 95% of the students meeting the standards in 2012. The fifth grade writing teacher who is responsible for the gains in writing scores was promoted to another position in the school system. **(f)**With a newly hired writing teacher, it is our goal to maintain the instructional integrity of our writing program and continue producing students who are effective writers. Our fifth grade teachers administer three mock writing assessments that simulate the logistics of the writing test so that students will be prepared for the actual assessment. Our writing teacher has shared the

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graphic organizers for each of the writing genres that her students utilize to scaffold their writing with teachers in the lower grades to promote consistency in writing instruction. **(h)**.

Universal Screeners: The Coffee County School system requires all schools to administer universal screeners to students in grades 1-5 three times year to assess students and monitor progress in reading fluency, reading comprehension, math fluency and application of math concepts. 15% of the students who attend Westside Elementary School performed below the 25th percentile on the reading curriculum based measures that were administered in the fall of 2012. These students are currently being served in Tier 2 and Tier 3 interventions. Our goal is to decrease the percentage of students scoring below the 25th percentile from 15% to 5% in 2017 through the implementation of software-based interventions we will purchase upon receiving funds through the Striving Readers Grant. For additional data, our speech teacher administers the Dibels assessment to our kindergarten students so that teachers can use the results to guide instruction and student placement in flexible reading groups.

Scholastic Reading Inventory: Students in grades 1-5 are given the Scholastic Reading Inventory three times a year (fall, winter, spring). **(f)** Teachers analyzed the results of the fall administration during a collaborative planning session **(h)**, and used the information to set reading goals and to develop reading instruction tailored to the needs of individual students. On the fall assessment, 2% of the students scored advanced/exceeding, 47% scored proficient/meets, and 50% scored basic/DNM. Keep in mind this was our first administration of the assessment, and we plan to see major gains on the winter administration. NOTE: Data on student performance on Accelerated Reader Assessments can be found in the Literacy Plan.

Reading/ELA CRCT Data

Year	did not meet	meeting	exceeding	meeting + exceeding
2009-2010	4.3%	55.1%	40.6%	95.7%
2010-2011	1.5%	52.3%	46.1%	98.5%
2011-2012	6%	48.5%	45%	93.5%

**Table I: CRCT 2012 Data based on Ethnicity
AYP Grades Combined**

Subject	Race	DNM	Met	Exceeded	Passed
Reading	Black	8%	66%	26%	92%
	White	2%	31%	67%	98%
ELA	Black	4%	60%	35%	96%
	White	3%	42%	55%	97%

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

No. of Females Tested: 112	3rd, 4th, and 5th Grade Female Data	No. of Males Tested: 132	3rd, 4th, and 5th Grade Male Data
Females that DNM	4%	Males that DNM	5%
Females that Met	50%	Males that Met	55%
Females that Exceeded	46%	Males that Exceeded	40%
Total Females that Passed	96%	Total Males that Passed	95%

**Table III: Analysis of Reading Domain
Reading for Information**

Grade Level	<i>Percentage of Items Correct in Domain of Reading for Information</i>
Third Grade	73%
Fourth Grade	71%
Fifth Grade	75%

**Table IV: Analysis of English/Language Arts Domain
Research/Writing Process**

Grade Level	<i>Percentage of Items Correct in Domain of Research/Writing Process</i>
Third Grade	77%
Fourth Grade	83%
Fifth Grade	83%

Table V: Third Grade Writing Scores

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

<i>School Year</i>	<i>Ideas DNM/M/EXC</i>	<i>Organization DNM/M/EXC</i>	<i>Style DNM/M/EXC</i>	<i>Conventions DNM/M/EXC</i>
2009-2010	19/59/22	26/64/10	26/61/13	25/73/3
2010-2011	41/49/10	38/57/4	34/60/6	37/57/6
2011-2012	14/60/26	16/51/33	22/60/18	48/41/11

Table VI: Fifth Grade Writing Scores

<i>School Year</i>	<i>did not meet</i>	<i>meeting</i>	<i>exceeding</i>	<i>Passing</i>
2009-2010	33%	59%	8%	67%
2010-2011	10%	70%	20%	90%
2011-2012	5%	66%	29%	95%

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Teacher Data (d)

Teacher Placement, Degrees, and Longevity

Teachers at Westside are placed according to program's needs. Principal Kim Harper tries to balance the experience levels within grades, teams, and content areas so that no one area is predominantly inexperienced. The average rate of experience for teachers at Westside is 14 years. 72% of the teachers at Westside have advanced degrees.

The faculty and staff for the 2012-2013 school term is composed of 48 certified staff members which includes the following racial and gender percentages: African American, 2%; Caucasian, 98%; Female Gender, 98%; Male Gender, 2%.

Certified Staff – Total of 48

Four certified staff members are illegible to retire, but all plan on returning for the 2012-2013 school term.

- 2 full time administrators
- 1 full time counselor
- 1 full time media specialist
- 1 full time academic coach
- 1 full time ESOL teacher + 1 part time
- 1 full time Speech & Language Therapist + 1 part time
- 1 full time physical education teacher
- 7 full time special education teachers
- 32 full reg. ed. Classroom teachers including Pre-K (*Two of which are Title I funded to reduce class sizes—grades 4 and 5)
- 1 S.A.I.L. instructor (49% employee)

Classified Staff—Total of 23 (directly related to instructional needs of students)

Of the 20 classified paraprofessionals at Westside Elementary School, 100% are highly qualified.

- 2 Pre-K paraprofessionals

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- 6 kindergarten paraprofessionals
- 1 floating paraprofessional
- 7 special education paraprofessionals
- 1 Title I Migrant paraprofessional
- 1 media paraprofessional
- 3 P.E. paraprofessionals
- 1 nurse/paraprofessional for special education students
- 1 school nurse

Teacher Retention (e)

Westside Elementary School has a very low turnover rate. The teacher retention rate for 2011 was 93% and for 2012 was 94%. Two of the teachers who left in 2012 were promoted to other jobs in the school system.

PROJECT PLAN, PROCEDURES, GOALS, OBJECTIVES, AND SUPPORT:

(a, b, c, g)

Goal #1: (“The What” document, page 9, *a rich curriculum of literary and informational texts*)

The percentage of items answered correctly by students in grades 3, 4, and 5 in the Reading domain of reading for information on the Criterion Referenced Competency Test will increase by 25 percentage points from 2012 to 2017:

Grade Level	% Correct in Domain of Reading for Information on 2012 CRCT	Goal for 2013	Goal for 2014	Goal for 2015	Goal for 2016	Goal for 2017
Third Grade	73%	78%	83%	88%	93%	98%
Fourth Grade	71%	76%	81%	86%	91%	96%
Fifth Grade	75%	80%	85%	90%	95%	100%

Objectives to meet goal #1

- A. Select and purchase an informational book series with posted Lexile levels.
- B. Purchase online library access licenses that provide text Lexile levels.
- C. Purchase and implement a Lexile based reading program to replace Accelerated Reader (“The Why” document, page 111, *using Lexiles in reading*).
- D. Provide training on utilizing the texts to teach reading for information during collaborative planning sessions.
- E. Train teachers to utilize purchased technology.
- F. Purchase camcorders to video model lessons on teaching reading for information during professional learning sessions (“The What” document, page 7, *teachers provide literacy instruction across the curriculum*).

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Goal #2: (“The What” document, page 10, *all students receive effective writing instruction across the curriculum*) The percentage of items answered correctly by students in grades 3, 4, and 5 in the domain of English/Language Arts research/writing process from the 2012 to the 2017 Criterion Referenced Competency Test will increase by 17 percentage points:

Grade Level	% Correct in Domain of Research and Writing Process on 2012 CRCT	Goal for 2013 CRCT	Goal for 2014 CRCT	Goal for 2015 CRCT	Goal for 2016 CRCT	Goal for 2017 CRCT
Third Grade	77%	81%	85%	89%	92%	94%
Fourth Grade	83%	87%	91%	95%	97%	100%
Fifth Grade	83%	86%	90%	94%	96%	99%

Objectives to meet goal #2

- A. Purchase computer writing software to give students access to technology they can use to conduct research and publish their work (“The Why” document, page 56, *role of technology in the classroom*).
- B. Provide professional learning on utilizing the purchased software.
- C. Teachers will focus on how to write informational passages with an emphasis on utilizing technology to conduct research and publish their writing.
- D. Provide professional learning on writing to inform during collaborative planning sessions by administrators, support personnel, and/or professional consultants. These individuals will share graphic organizers, note-taking strategies, and ideas for vocabulary development with teachers during weekly collaborative planning sessions.
- E. Contract writing consultants to provide professional learning on teaching students how to conduct research and write to inform others.

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Goal #3: (“The What” document, page 12, *use appropriate supplemental and intervention materials, provide competent, well-trained teachers and interventionists*). The percentage of students performing below the 25th percentile on curriculum based measures will decrease from 15% in 2012 to 5% in 2017.

- A. Purchase Response to Intervention computer based.
- B. Contract with a tech specialist to facilitate training sessions during which staff members will learn how to use all of the newly purchased technology.
- C. Contract a service provider to assist in providing interventions.
- D. Arrange for transportation of students if interventions are held after school.

Goal #4: (“The Why” document, page 21, *early literacy development*). Provide students at Westside Elementary School and birth to 5 children with access to literacy instruction through a variety of media including 21st century technology beginning in 2012 and continuing into the future.

Objectives to meet goal #4

- A. Establish a new computer lab in an existing classroom
- B. Purchase computers, an Activboard, and a printer for the new lab.
- C. Purchase additional technology and web-based instructional resources to align with CCGPS and prepare students for the 21st century
- D. Purchase online access and printed copies of Common Core assessment resources
- E. Purchase I Pads, laptops with keyboards, and other electronic devices to ensure digital print is available to all students.
- F. Utilize technology to host live presentations via the internet.
- G. Provide professional learning to teachers from an expert on pre-existing and newly purchased technology.
- H. Purchase materials and create literacy bags for the birth to 5 age group.

Coffee County Westside Elementary School**Project Plan:**

Westside Elementary School has a plan in place to attain all four goals and detailed objectives pending funding of the Striving Readers Grant. A detailed explanation of formative and summative measures that will be used to measure the attainment of these goals can be found on page 4 of *the Assessment/Data Analysis Plan* section of this document.

GOALS	Who Will Implement the Goal? (f)	During what part of the instructional day will the goal be implemented?
1. Improve student scores in reading for information	*K-5 Grade Teachers *SpEd and Gifted Teachers *Media Specialist	*ELA Blocks in all grade levels *Professional learning on teaching reading for information *Scheduled sessions in media center
2. Improve student scores in research/writing process	*K-5 Grade Teachers *SpEd and Gifted Teachers *Media Specialist	*ELA Blocks in all grade levels *Writing in content areas during daily instruction *Professional learning for conducting research and writing instruction from teacher leaders plus hired consultants *Scheduled sessions in media center to learn research skills
3. Decrease the percentage of students performing below the 25 th percentile on curriculum based measures by providing research based intervention programs	*K-5 Grade Teachers *Intervention Provider *Contracted workers	*Designated RTI time blocks on grade level schedules
4. Provide students with access to literacy instruction through a variety of media including 21 st century technology	*K-5 Grade Teachers *SpEd and Gifted Teachers *Intervention Provider *Media Specialist	*ELA Blocks *Content Blocks *SpEd Segments *RTI Segments *Accelerated Reader replacement program and library time *Professional learning for technology

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(d, e, i) We have included sample grade level schedules for grades one, three, and five to show time allotted for RTI and literacy instruction. A detailed explanation of the RTI model utilized at Westside can be found in the Literacy Plan along with the schedule followed by our intervention provider.

First Grade Schedule	
7:00-7:30	Morning Work
7:30-8:35	ELA
8:35-9:20	P.E.
9:20-10:54	ELA
10:54-11:24	Lunch
11:24-12:15	Reading Flex Groups/RTI
12:15-1:45	Math + Flex Groups/RTI
1:45-2:00	Self Selected Reading (A.R.)
Total ELA Time: approx. 210 minutes	

Third Grade Schedule (Reading Teacher)	
7:00-7:35	Morning work
7:35-7:50	Cursive Writing
7:55	Switch Classes
7:55-10:05	ELA/Writing/Flex + RTI (Class 1)
10:05	Switch Classes
10:10-11:20	ELA/Writing/Flex + RTI (Class 2)
11:26-11:56	Lunch
11:56-1:00	ELA/Writing/Flex + RTI (Class 2 continued)
1:00-1:10	Self-selected reading
1:10-2:00	P.E.
Total ELA Time per Homeroom: approx. 90 minutes	

Fifth Grade Schedule (Reading Teacher)	
7:00-7:35	Morning work
7:35-8:50	Block 1 Reading
8:50-10:05	Block 2 Reading
10:05-11:20	Block 3 Reading
11:20-11:54	Block 4 Reading
11:54-1:09	Lunch and P.E.
1:09-1:50	Block 4 Reading Cont.
1:50-2:00	Pack Up and Dismiss
Total ELA Time per Homeroom: approx. 150 minutes	
<ul style="list-style-type: none"> The students spend 75 minutes with the reading teacher and an additional 75 minutes with the writing teacher. 	

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(g) All of the requested resources in this grant complement our existing initiatives for our school literacy plan. (h) We will continue to leverage funds from other federal resources, such as Title I and Title IIA, along with state and local funds to purchase materials needed to enhance literacy instruction and interventions. However, being awarded the Striving Readers Grant will play a large role in helping us fulfill our county vision of Destination Graduation for College, Career, and Life for our children.

ASSESSMENT/DATA ANALYSIS PLAN:

(a, b, g) SRCL guidelines for assessment as stated in “The How” document call for the development of an infrastructure for ongoing formal and informal common curriculum based assessments that are utilized to identify both struggling and advanced learners who would benefit from receiving remediation or enrichment services (Building Block 3. Ongoing formative and summative assessments). Consistent with SRCL guidelines, the following list details the established assessment protocol at Westside Elementary School regarding the administration of formative and summative assessments including universal screeners and state/district mandated tests, and explains how assessment data is used to drive instruction:

1. **Criterion Referenced Competency Test (state assessment):** Assistant Principal Wendy Jowers submits a detailed School Testing Plan to the Coffee County Director of Assessment and Accountability with regard to the administration of the CRCT. In the plan, Ms. Jowers outlines measures taken to keep testing materials secure and explains the training sessions that she holds with test administrators and proctors to review guidelines and rules. When the state sends the results to the school, grade level team members meet during a collaborative planning session that is facilitated by the administrators to analyze the data for strengths and weaknesses. The teachers establish goals for the current school term and develop a plan for improved instruction. The state provides a letter that is sent home to parents detailing performance on the CRCT. As part of the first Parent/Teacher Organization meeting held at Westside each fall, the principal informs parents and stakeholders of the overall school performance on the CRCT and grades 3 and 5 writing assessments.
2. **Scholastic Reading Inventory (district-wide):** Recently added to our testing protocol, the SRI is a diagnostic assessment that determines a student’s Lexile reading level. Teachers have already met during a collaborative planning session to analyze the results of the fall SRI administration. Student Lexile levels have been noted, and teachers use this data when assigning texts to students and providing

guided reading instruction. SRI provides a parent printout that explains the student's Lexile level and provides a list of books appropriate for the child's needs.

3. **Reading CBMs (district-wide):** Kindergarten students are assessed with the DIBELS screener (assesses reading fluency), and students in grades 1-5 are given two reading and two math screeners three times a year: DIBELS; MAZE (assesses reading comprehension); M-Comp (assesses math computation skills); M-CAP (assesses application of math concepts). Results are used to identify students performing below the 25th percentile that may qualify for an intervention. Results are also used to tailor instruction for individual students. Parents whose children perform below the 25th percentile on curriculum based measures are invited to attend an RTI meeting to discuss assessment results and begin the intervention process.
4. **Gifted Testing (state assessments):** Students who meet gifted screening qualifications are tested using grade specific assessments that measure intelligence and creativity. Those students who meet the established requirements receive gifted services. Parents are kept informed throughout the process via letters.
5. **Fifth Grade Mock Writing Test (school assessment):** Teachers administer three mock writing tests, one following each grading period. The writing teacher reviews all the writing samples, scores them with the state rubric, and conferences with students about their strengths and weaknesses. Results of the mock writing assessments drive writing instruction.
6. **Third Grade Writing Test (state assessment):** The writing assessment for grade three consists of teacher evaluation of student writing using an analytic scoring system. (<http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Assessment/Pages/Grade-3-Writing-Assessment.aspx>). Using representative samples of student writing, third-grade teachers use analytic scoring rubrics to determine the performance levels in each domain for each child in the classroom. Teachers collect writing samples by providing many opportunities for students to produce the various types of writing throughout the year. Notes are

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sent home to parents detailing their children's performance on the state writing assessment.

7. **Fifth Grade Writing Test (state assessment):** The writing assessment for grade five consists of an evaluation of each student response to an assigned prompt. Students are assigned a topic from a prompt bank representing three genres: narrative, informational, and persuasive. Students are allowed approximately 120 minutes to write their essays (<http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Assessment/Pages/Grade-5-Writing-Assessment.aspx>). The results of this state assessment are analyzed by the Literacy Team to identify strengths and weaknesses and form the basis for our writing performance goals for the next school term. Teachers send home notes to parents detailing their children's performance on the state writing assessment.

(f) In addition to receiving letters with detailed explanations about assessment results, parents are informed about student achievement through parent/teacher conferences, progress reports, report cards, writing portfolios, Response to Intervention meetings, and Parent Portal, an online program parents can use to access student performance information.

(c,d,h) Table I shows the assessments we use throughout the year to evaluate the effectiveness of instruction and to determine the need for and the intensity of interventions ("The What" Building Block 3, A.). We will continue to administer the same assessments along with the new assessments that are embedded into the RTI intervention programs we plan to acquire to better meet the needs of our struggling readers.

Table I—Assessments (c)

Who	What	When	How
Teachers and other trained certified staff members	Criterion Referenced Competency Test	Once in the spring	Students take the assessments and record their answers in test booklets or answer sheets, depending on their grade level. The tests are sent to the state where they are scored and data is sent back to the school.
Teachers in Grades 1-5	Scholastic Reading Inventory (measures students' Lexile levels)	Three times a year: once in the fall, winter, and spring	The SRI is taken on the computer—reports can be generated to determine Lexile level growth
Teachers in Grades K-5 + Administrators, P.E. staff, speech teacher, and S.A.I.L. teacher	Reading Curriculum Based Measures— DIBELS (fluency) and MAZE (comprehension)	Three times a year: once in the fall, winter, and spring	Various school employees administer these timed assessments
School Counselor, administrators	Gifted Screening/Testing	January of 2013	Teachers and parents can refer students to be considered for testing. The Gifted Referral Team determines who qualifies for testing, and then students take specific intelligence and creativity tests to determine if they will receive services
Fifth Grade Teachers	Mock Writing Tests	Following the 1 st , 2 nd , and 3 rd grading periods	Teachers score writing samples using the state rubric
Third Grade Teachers	Third Grade Writing Test	Spring of 2013	Students take the writing test—the tests are scored by third grade teachers
Fifth Grade Teachers	Fifth Grade Writing Test	Spring of 2013	Students take the writing test—the tests are scored by the state department
New assessments that will be utilized based on implementation of SRCL:			
Intervention Providers	Computer-based RTI Intervention assessment pieces and progress monitoring tools	Fall, Winter, and Spring based on student performance on universal screeners	Students who perform below the 25 th percentile on universal screeners will be tested utilizing the assessment piece of newly purchased intervention software to determine program placement

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(e) Listing of professional learning needs that teachers will need to implement new assessments:

- With the purchase of computer-based Response to Intervention programs, the faculty, staff, and administrators will need training from a professional consultant on how to:
 - Install and utilize the software
 - Assign assessments to students
 - Deal with computer glitches that may arise during utilization of the program
 - Interpret assessment data
 - Run reports for progress monitoring
 - Utilize teaching resources included in the program to address needs identified through assessments

RESOURCES, STRATEGIES AND MATERIALS INCLUDING TECHNOLOGY TO SUPPORT THE LITERACY PLAN:

(a, i) Proposed resources needed to implement the literacy plan including student engagement:

After careful analysis and evaluation of our literacy plan, we established the following goals: to increase the percentage of questions answered correctly by students in the CRCT reading domain of “reading for information”, to increase the percentage of questions answered correctly by students in the CRCT ELA domain of “research/writing process”, to decrease the percentage of students performing below the 25th percentile on curriculum based measures, and to provide students at Westside Elementary School and birth to 5 children with access to literacy instruction through a variety of media including 21st century technology.

We will need resources, strategies, and materials including technology in order to achieve the goals we have established to improve our literacy plan at Westside Elementary School. The following list details resources we will purchase with Striving Readers Grant funds:

- Informational texts spanning the range of Lexile levels and student interests
- Licenses to utilize online libraries filled with high quality informational texts
- Additional computers for a new lab plus an Activboard and printer
- Latest version of Microsoft Office Suite with PowerPoint capabilities installed on all computers
- Skyping technology
- 200 laptops (with existing laptops plus the additional 200, all students in grades 3 through 5 will have access to individual laptops)
- Additional I-Pads to create a mobile lab or to be checked out for classroom use
- Writing software license for access by all students
- Lexile based motivational reading program to replace Accelerated Reader
- Professional learning—writing consultants

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- Professional learning—technology consultants
- Professional learning—intervention consultants
 - Substitute teachers to cover classes during professional learning
- Video camcorders that will used to film model lessons in reading and writing to share during collaborative planning sessions
- Reading intervention computer based program for students in grades 2-5

(b)Activities that support literacy intervention programs

Teachers at Westside Elementary School understand the importance of building a strong literacy foundation for young students. They know that it is essential to address learning gaps as soon as possible to prevent students from falling behind. They utilize the following strategies and activities to address the varying needs of learners:

- Differentiated instruction (differentiating instruction is utilized to address the needs of all learners—advanced as well as lower level)
- Flexible reading groups
- Frequent formative and summative assessments
- Progress monitoring
- R.T.I. Team Leaders for each grade level
- Data notebooks per teacher
- Data-driven instruction
- Early Intervention Program (EIP)
- After School Program (February & March)

(c)Shared resources:

There are numerous resources available at Westside that are shared by teachers:

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- Software (eBooks for daily grammar and writing practice, Brain Pop and Brain Pop Jr. including English and Spanish options, Enchanted Learning, EdHelper, Study Island, Reading Eggs, Riverdeep, Essential Skills, Accelerated Reader, Scholastic Reading Inventory, Rosetta Stone)
- Social studies and science trade books
- One scanner per grade level (6 total)
- 57 laptops
- Wilson Reading Program
- 383 student response devices (Activotes)
- Social studies and science trade books
- 1 Computer lab shared by 32 homerooms

(d)Current Media Center Resources

The media center houses approximately 20,464 books with an average copyright date of 1994. On average, 286 books are checked out daily.

- Biographies-average copyright date 1993
- Poetry-average copyright date 1988
- Language Section-average copyright date 1991
- Fiction--average copyright date 1991
- Non-fiction—average copyright date 1992 (this supports our need for current informational texts)

(e)Activities that support classroom practices:

Teachers participate in professional learning to add effective teaching strategies to their existing repertoire of skills. Westside teachers have been working on mastering the following teaching and learning strategies for the past several years:

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- Standards Based Classrooms
- Lessons based on the Instructional Framework
- Learning Focused Strategies
- Extended Literacy Blocks (reading and writing across the content areas per the CCGPS)
- Differentiated instruction
- Vocabulary Development
- Flexible reading groups
- Response to Intervention
- Higher Order Questioning

(f)Additional strategies needed to support student success:

In addition to the strategies and programs already in place to support student success, we will utilize Striving Readers Grant monies to fund programs, materials, technology, and professional learning that are essential to the attainment of the literacy goals we have established:

- Research-based Response to Intervention Programs that are software-based
 - Professional learning for new intervention programs
- Access to 21st century technology
 - Professional learning on how to use 21st century technology
- Professional learning on how to teach reading for information, conducting research, and writing to inform
- Professional learning on how to integrate technology utilized by students with literacy instruction
- Common Core instructional resources
- Early literacy materials for parents of future students age birth-to-five

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(g)Current classroom resources include:

Westside administrators strive to equip teachers with materials and technology they need to provide students with effective literacy instruction. Currently, teachers have access to the following:

- Internet Access
- Georgia Online Assessment System
- SAFARI Montage
- Leveled readers for differentiated instruction
- ELA units of study aligned to the Common Core Georgia Performance Standards
- Activboard
- Teacher Computer Station
- Document camera
- 6 Student Stations for grades 3, 4, and 5 (K-2 varies from 4 to 5)
- Previous reading series used to supplement ELA units
- Multiple copy book sets
- Writing Trait Crates
- Pamela Gay Phonic Kits in all classrooms grades K-2

(h)Clear alignment plan for SRCL and all other funding:

The resources we need to carry out our literacy plan are essential to our students' success as 21st century learners. However, we currently do not have adequate finances to support all of our needs. SRCL funding will enhance existing programs, allow for the purchase of needed resources, and will enable current federal and state funding such as Title I to be allocated for additional staffing, instructional resources, and professional learning.

PROFESSIONAL LEARNING STRATEGIES IDENTIFIED ON THE BASIS OF DOCUMENTED NEED:

(a, b)Professional learning within the past year:

Professional Learning at Westside Elementary School is facilitated by the administrators and the academic coach. 100% of staff members, including regular and special education teachers, are required to attend professional learning sessions. Topics for professional learning are chosen based on student data analysis and results of classroom focus walks. The following table details the professional learning activities that faculty members attended during the 2011-2012 term:

Type of Meeting	Topic
Collaborative	Review of Response to Intervention and Data Analysis
Collaborative	*Individual Teacher CRCT Data Analysis/Reflection *Intro to Data Notebooks *Use data for current students to create flex groups
Collaborative	*Review Lesson Opening, Work Session, and Closing *DIFFERENTIATION: Content, Process, and Product
Collaborative	DIFFERENTIATION: TIERED ASSIGNMENTS
Collaborative	CCGPS Webinar
Collaborative	DIFFERENTIATED FLEX PLANS: Develop Tiered Assignments for Reading/Math/ Science/Social Studies
Collaborative	CCGPS Webinar
Collaborative	CCGPS Webinar
Collaborative	PEER ASSESS DIFFERENTIATED FLEX PLANS: Reading and Math/Develop Tiered Assignments for Science/Social Studies
Collaborative	PEER ASSESS DIFFERENTIATED FLEX PLANS: Reading and Math/Develop Tiered Assignments for Science/Social Studies
Collaborative	PEER ASSESS DIFFERENTIATED FLEX PLANS: Discuss Quality Assignment for Independent Group Work + Vocab. PowerPoint Games Website
Collaborative	Benchmark Data Analysis

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Collaborative	PEER ASSESS DIFFERENTIATED FLEX PLANS: Reading and Math + Develop Tiered Assignments <i>(K, 2, and 4 will view CCGPS Broadcast)</i>
Collaborative	PEER ASSESS DIFFERENTIATED FLEX PLANS: Reading and Math+ Develop Tiered Assignments <i>(Gr. 1, 2, and 5 will view CCGPS Broadcast)</i>
Collaborative	PEER ASSESS DIFFERENTIATED FLEX PLANS: Reading and Math + Develop Tiered Assignments <i>(Gr. 3,4,5 will view CCGPS Broadcast)</i>
Common	Grade Level Planning Time <i>(Gr. 3,4,5 will view CCGPS Broadcast)</i>
Common	Grade Level Planning Time <i>(Gr. 1,3,5 will view CCGPS Broadcast)</i>
Common	Grade Level Planning Time <i>(Gr. 1,3,5 will view CCGPS Broadcast)</i>
Collaborative	RTI UPDATES
Common	Grade Level Planning Time
Common	Grade Level Planning Time
<i>CCGPS Live Webinar</i>	Kindergarten CCGPS Unit 1 Webinar (3:15)
Common	Grade Level Planning Time
<i>CCGPS Live Webinar</i>	First Grade CCGPS Unit 1 Webinar (3:15)
<i>CCGPS Live Webinar</i>	Second Grade CCGPS Unit 1 Webinar (3:15)
Collaborative	RTI UPDATES
<i>CCGPS Live Webinar</i>	Third Grade CCGPS Unit 1 Webinar (3:15)
Common	Grade Level Planning Time
<i>CCGPS Live Webinar</i>	Fourth Grade CCGPS Unit 1 Webinar (3:15)
<i>CCGPS Live Webinar</i>	Fifth Grade CCGPS Unit 1 Webinar (3:15)

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(c) Ongoing Professional Learning:

The following list details ongoing professional learning at Westside:

- Studying and interpreting the CCGPS
- Viewing state webinars
- Developing lesson plans based on the state units
- Providing differentiated instruction
- Writing across the curriculum
- Administering and interpreting the Scholastic Reading Inventory
- Understanding and utilizing Lexile levels to plan instruction
- Analyzing student work/assessment data

(d,f) Programmatic professional learning needs identified in the needs assessment:

The list below details professional learning that is needed to address our goals outlined in the *Project Plan-Procedure, Goals, Objectives, & Support* section of this grant. Our goals were established based on analysis of CRCT data, the results of the state developed Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12, and the Westside Literacy Needs Assessment that was developed by our Literacy Team.

- Tech specialist will facilitate training sessions during which teachers will learn how to use all of the newly purchased technology (see Goals 1 and 2)
- Teachers will receive training on teaching reading for information and writing to inform during collaborative planning sessions by Academic Coach Amy Hughes. Ms. Hughes will share graphic organizers, note-taking strategies, and ideas for vocabulary development with teachers during weekly collaborative planning sessions. In addition, teachers will revisit the protocol previously established for examining student work samples. (see Goals 1 and 2)
- Consultants will be hired to provide teachers with explicit instruction on how to implement Writer's Workshop with an emphasis on conducting research and informational writing. (See Goal 2)

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- Computer experts will be hired to provide training for newly purchased RTI computer based software. (See Goal 3)
- Professional learning will be provided on ways to integrate 21st century technology into daily literacy instruction. (See Goal 4)

(e)Process to determine the effectiveness of professional learning:

The effectiveness of professional learning is determined in a variety of ways. After the professional learning conducted by the academic coach is delivered, teachers are required to share examples of how they have implemented the new learning in their classrooms. Secondly, the effectiveness of professional learning is determined by *Focus Walks*. Depending on the topic of professional learning, teachers, literacy team members, and/or administration conduct *Focus Walks* throughout the school. The observer is given an observation instrument. This evaluation tool is collected and the data is used to target the weak areas during additional professional learning. The most important factor in assessing the effectiveness of professional learning is student achievement. Student test data is used as an evaluation tool for professional learning throughout the year. Professional learning is constantly changing based on the needs of teachers and students.

***The professional learning plan can be found on the following page.**

(f)The professional learning plan is detailed and targeted to stated goals and objectives outlined in the literacy plan; (g)There is a method of measuring the effectiveness of professional learning that can be tied back to the goals and objectives:

GOALS (refer to Project Plan section for detailed goals and objectives)	Professional Learning to Address Goal	Tools for Measuring Effectiveness of Professional Learning
1. Improve student scores in reading for information	<ul style="list-style-type: none"> • Professional learning on teaching students to read for information • Professional learning on the replacement motivational reading program 	<ul style="list-style-type: none"> • CRCT assessment data • Reports generated for the replacement motivational reading program on the percentage of non-fiction texts read by students and their average test scores
2. Improve student scores in research/writing process	<ul style="list-style-type: none"> • Professional learning on teaching students to use technology and texts to conduct research • Professional learning on teaching students how to write to inform • Professional learning lead by writing and technology consultants 	<ul style="list-style-type: none"> • CRCT assessment data • Student writing portfolios • 3rd grade state writing assessment • 5th grade state writing assessment
3. Decrease the percentage of students performing below the 25 th percentile on curriculum based measures by providing research based intervention programs	<ul style="list-style-type: none"> • Professional learning on how to implement intervention programs • Professional learning on how to use the technology associated with the interventions 	<ul style="list-style-type: none"> • RTI data submitted by grade level RTI representatives • RTI progress monitoring data • Results of literacy CBMs
4. Provide students with access to literacy instruction through a variety of media including 21 st century technology	<ul style="list-style-type: none"> • Professional learning on how to use new technology purchased with grant funds • Professional learning on how to integrate 21st century technology into daily instruction 	<ul style="list-style-type: none"> • Evidence of technology being incorporated into daily lesson plans • Log documenting teacher usage of computer labs • Evidence of technology integration during Focus Walks and observations

SUSTAINABILITY PLAN:**(a) Plan for extending the assessments protocol**

A detailed explanation of the assessments we will use to determine program effectiveness can be found on page 4 of the *Assessment/Data Analysis Plan*. We will be able to extend the assessments protocol beyond the grant period because the majority of the assessments we will need to utilize are pre-existing. New assessments that will be included in the RTI programs we need to purchase will be embedded in the computer programs and available for our use indefinitely.

(b) Plan for developing community partnerships and/or other sources to assist with funding

We have community partnerships with the following local businesses who willingly support our efforts to meet the needs of our students: Woodmen of the World, Coffee Chrysler, Wal-mart Transportation Department, Dewey N. Hayes, Jr. PC Attorney at Law, and Griff Lindsey DMD. We are confident that these businesses will support our efforts to provide a high quality literacy program at Westside Elementary School.

(c, d, e, f, g) Plan for sustainability

When Striving Readers Grant funds are no longer available, administrators or the academic coach will redeliver the training conducted by consultants with new teachers and continue to work with teachers during weekly collaborative planning sessions on teaching students how to read for information, write to inform, utilize graphic organizers, and develop vocabulary. An instructional technology specialist and the media specialist will be available to provide any needed technology training. We will also utilize online options and store the videos of model lessons in the data room to provide ongoing professional learning for teachers. As faculty and students become proficient at using new technology, the rigor of professional learning sessions will increase to reflect extensive integration of technology used by faculty and students into daily instruction. Likewise, we will extend our assessment protocol to include measures for assessing teachers and students' utilization of technology. Assessment protocol will also be extended to include the following: the PARCC assessment that is currently being developed and will be administered to assess student mastery of the Common Core Georgia

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Performance Standards in 2013-2014; the data derived from student performance on tests taken as part of the new Lexile-based motivational reading program we will purchase with Striving Readers Grant funds.

Any textbooks and technology that are purchased will become the property of the school and can be utilized for many years to come. Media funds, P.T.O. fundraiser money, and federal, local, and state funding will be leveraged to maintain technology, renew online library licenses, and purchase instructional materials needed to continue programs introduced with Striving Readers Grant monies.

(h)Detailed plan for expanding the lessons learned through SRCL project with other schools and new teachers to the LEA.

Principals, Assistant Principals for Instruction, and Academic Coaches in the Coffee County School System attend monthly collaborative planning sessions. Westside administrators will recommend that the discussion of lessons learned through the SRCL project become a permanent item on the agenda for these meetings so that successes can be shared and concerns can be addressed. Information learned during the administrative meetings will be disseminated back to the teachers at individual schools during professional learning sessions.

Coffee County also holds periodic "Teacher Talks" during which teachers from a particular grade level meet to discuss the Common Core Georgia Performance Standards, share teaching strategies and ideas, and express concerns about instruction. Teachers will have the opportunity to share ideas for literacy instruction during these meetings, allowing all students in the Coffee County School System to benefit from the combined knowledge of grade level teams.

BUDGET SUMMARY:

In year one of the five year grant plan, we plan to use Striving Readers Grant funds to purchase and install technology and computer software programs/licenses. In addition, SRCL funding will be used to purchase a computer-based motivational reading program and reading intervention programs for grades 2-5. We will also use grant funds to expand our existing collection of informational texts. Funding will be utilized to provide training to staff to assist with implementation of new RTI reading interventions, and a tech specialist will be contracted to facilitate training sessions that will focus on integrating newly purchased technology into 21st century teaching and learning.

During year two, quality assurance follow up training sessions with RTI reading intervention programs will be required. A portion of SRLC funding will be allocated to contract the services of writing consultants to provide professional learning to help teachers focus on teaching students how to conduct research and write to inform others. We will continue funding computer software programs/licenses, the expansion of our collection of informational texts, and technology maintenance from year one.

In year three, we will increase the rigor of professional learning by contracting writing consultants to focus on the integration of student use of technology with the writing process. Based on a needs assessment survey from year two, funds will be allocated for RTI consultants. We will continue funding computer software programs/licenses, the expansion of our collection of informational texts, and the maintenance of technology from year two.

During year four, SRCL funds will be used to purchase materials and literacy bags for the birth-to-five age group that reside in the Westside Elementary school district. We will continue funding computer software programs/licenses, the expansion of our collection of informational texts, and the maintenance of technology from year three.

In year five, funding will be utilized to continue to update and maintain technology, instructional materials and professional learning. Monies will be used to provide professional

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learning for administrators and teacher leaders to remain on the cutting edge of technology to ensure our students are digital, media and global literate.