

School Profile

Created Wednesday, September 12, 2012

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School Information

School Information District Name:	Coffee
School Information School or Center Name:	West Green Elementary

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal Name:	Kim Miller
Principal Position:	Principal
Principal Phone:	912-384-2032
Principal Email:	Kim.miller@coffee.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Kim Miller
School contact information Position:	Principal
School contact information Phone:	912-384-2032 ext. 6788
School contact information Email:	Kim.miller@coffee.k12.ga.us

Grades represented in the building

example pre-k to 6

Pre-k- 5

Number of Teachers in School

21

FTE Enrollment

331

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

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

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

Address: 1311 S. Peterson Avenue

City: Douglas, GA Zip: 31533

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

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

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

Morris Leis, Ed.D 

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

December 5, 2012
Date (required)

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

i. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

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

Conflict of Interest & Disclosure Policy

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

b. Employee Relationships

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

Conflict of Interest & Disclosure Policy

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III. Incorporation of Clauses

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

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

Morris Leis, Ed.D, Superintendent

Typed Name of Fiscal Agency Head and Position Title

Date

Signature of Applicant's Authorized Agency Head (required)

 Bernie Evans, Ed.D

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

Date

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

Mike Drahush, Comptroller

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

Date (if applicable)

Preliminary Application Requirements

Created Tuesday, October 16, 2012

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

General Application Information

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

-
- Yes
-

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

SRCL Rubric

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

-
- Yes
-

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

Assessment Chart

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

Grant Assurances

Created Thursday, December 13, 2012

Page 1

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

Page 2

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

Page 3

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

- Yes
-

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

- Yes
-

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

- Yes
-

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

- Yes
-

Coffee County Schools

Audit Findings

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

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

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

History of the System

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

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

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

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

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.

District Narrative

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

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	

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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

West Green Elementary (WGES) is a school-wide Title I school in West Green, Georgia, has met Adequate Yearly Progress (AYP) for the past eight years, and has been named a Title I Distinguished School for the past nine years. Presently, WGES enrolls 377 students from Pre-K through fifth grade. Of these students 57% are Caucasian, 11% are Black, 28% are Hispanic, 2% Multi-racial, 1% Asian and 1% American Indian/Alaska Native. Sixty percent of students are transported to school by bus. Thirteen percent of the students qualify for special education services (inclusion, gifted and speech). The poverty rate is currently 79% based on free and reduced lunch counts. Coffee County is a rural, impoverished area with a lower than average level of adult education attainment. Data from the U.S Census Bureau further illustrates the county need.

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

The need is only increasing. Between 2000 and 2010 our nonfarm employment shrank by 28.1% compared to a state shrinkage of only 4.8. While statewide there has been a decrease in the percentage of grandparents responsible for their grandchildren (47.6% in 2000 and 44.3% in 2010), in Coffee County that number has increased from 54.4% in 2000 to 64.3% in 2010. Shifts in Coffee County demographics are also increasing the need for schools to provide more

services. Immigration into the county has increased the Hispanic population to 10.4%, which is higher than the state rate of 9.1%. This growing need for ESL services and to help parents with young children prepare for school has created a great strain on resources.

Currently WGES consists of 28 classrooms of which twenty-one are reduced class size EIP classrooms, two are special ed. inclusion classrooms, one is an ESOL classroom, three are reading intervention classrooms, and one is used for the Parent-Resource Center. Two pre-k teachers, 4 kindergarten teachers, 3 teachers in each grade, first through fifth, one speech therapist, one special education teacher, one ESOL teacher, one media specialist, one counselor, one academic coach, one physical education teacher, one assistant principal and one principal make up the WGES certified staff. Kindergarten teachers each have full-day paraprofessionals. First and second grade teachers are supported by a Title I paraprofessional who helps with reading interventions for Tier II and III students. Teachers in kindergarten through fifth grade are supported by the 49% SAIL teacher who helps with reading/math interventions. The special education paraprofessional supports the special education teacher. The physical education teacher and computer lab paraprofessional assist by administering probes to students based on intervention.

Administrative and Teacher Leadership Team

Kim Miller, Principal
Anne Peterson, Assistant Principal
Heather Lott, Academic Coach
Deidre Taft, Media Specialist
Jackie Greene, Special Education

Beth Kirkland, Kindergarten
April Mobley, First Grade
Jennifer Moorman, Third Grade
Dominique Carver, Fourth Grade
Sandra Hursey, Fifth Grade

The leadership team is made up of teachers representing a variety of areas of the school. The team was created to focus on school improvement and meets monthly to discuss needs of the school. Team members meet with other staff during collaborative grade level meetings to seek and to transfer information.

Past Instructional Initiatives:

- Learning-focused
- Flexible Grouping
- Differentiated Instruction in reading and mathematics
- Pamela Gay Reading 1st Strategies
- Georgia Performance Standards and Updates
- Basic Literacy Test (BLT)
- ActivStudio and ActivInspire
- Reading Rescue

Current Instructional Initiatives:

- Common Core Georgia Performance Standards (CCGPS)
- Scholastic Reading Inventory (SRI)
- 6+1 Traits of Writing
- Melissa Forney Writing
- Writer's Workshop
- Morning Message
- HELPS

WGES has several new initiatives. Transitioning to CCGPS, the school is striving to improve writing skills across all content areas. Teachers have participated in writing training from Melissa Forney and the Academic Coach (Morning Message and Writer's Workshop) on the implementation of writing in all content areas. A second initiative is meeting the need of the implementation of the Lexile framework in literacy instruction. The assistant principal and

media specialist redelivered Lexile training to the teachers from Metametrics. Scholastic Reading Inventory (SRI) was purchased and training was provided to assess and monitor student Lexile growth. Response to Intervention is an additional focus that required some schedule adjustments as well as some additional professional learning. Schedules were adjusted to reduce PE by fifteen minutes, which freed the teacher and paraprofessional to assist with RTI. RTI days are built into the professional learning schedule, at which time all teachers meet twice monthly to learn about the process and interventions such as HELPS (Helping Early Literacy with Practice Strategies). The PE teacher and paraprofessional administer weekly probes to all grade levels, and supply the teacher with the data to use for RTI. This allows teachers to spend more time on instruction and interventions.

Professional Learning Needs

Based on the Professional Learning Needs Survey administered to all of WGES staff, data from focus walks conducted by the administration and the academic coach and assessment data, the professional learning needs are:

- Improving writing instruction in all content areas
- Implementing CCGPS
- Meeting the needs of struggling readers
- Improving science and social studies instruction
- Differentiated Instruction in all content
- Student motivation and engagement
- Using Lexile scores in ELA instruction

Need for Striving Readers Project

At West Green Elementary, teachers are serving students with diverse needs. Data shows that there is a need to change our current practices. After much data analysis and collaboration among teachers and administration, there is a need for integrating the different components of literacy in Reading/ELA, science and social studies through fiction and nonfiction texts. Through differentiated instruction and RTI (Response to Intervention), the teachers will work to meet the needs of all students. Many of the kindergarten, first, second and third grade teachers received Reading First training with Pamela Gay and would like to implement these strategies more effectively and pervasively. Saxon Phonics provides a scripted program for all students in grades K-2; however, our struggling readers continue to have problems. WGES teachers along with other teachers of the district have developed CCGPS ELA units to teach comprehension and language arts skills. Additional materials are needed to enrich and remediate ELA and content area instruction. WGES has several components in place; however they lack the cohesion that The Striving Reader Grant will enable WGES to accomplish. The integration of these components will ensure student achievement. There is a desperate need at WGES for literacy materials such as leveled readers, nonfiction readers, high interest readers, rich classroom libraries, and more technology. With a continued emphasis on differentiated instruction, motivation, and student engagement, there is an interest in providing effective literacy stations; therefore, training and materials would be beneficial. Teachers have also recognized a need to move toward the use of Lexile scores to determine text complexity. With the implementation of CCGPS, there is a need at WGES for more professional learning in the area of writing specifically writing across all content areas. Finally, there is a need for all

teachers to reach a level of confidence in identifying individual student needs and providing the best intervention within a manageable time frame. This will require professional learning on the specific interventions as well as time for collaboration to analyze data and prescribe the best intervention for the struggling learners.

School Literacy Plan

Standards

The curriculum that drives the literacy plan at West Green Elementary is the Common Core Georgia Performance Standards (CCGPS).

The Common Core Literacy Model An Operational Representation

6 ELA STANDARD STRANDS	3 ELA PRACTICES
READING LITERATURE READING INFORMATIONAL TEXT SPEAKING & LISTENING LANGUAGE WRITING FOUNDATIONAL SKILLS	Building knowledge through content rich non-fiction and informational text Reading, writing, speaking grounded in evidence from the text Regular practice with complex text and its academic vocabulary

Within the CCGPS ELA Standards are *anchor standards* for reading literary fiction and informational non-fiction text. At WGES, units are built around these anchor standards to ensure that these are embedded within teacher-directed instruction. However, more professional learning is needed to ensure that teachers are thoroughly knowledgeable of these standards.

1. Text-based understanding and comprehension
2. Central message(s)/theme(s)/ BIG idea(s)
3. Characters/individuals across the text
4. Author's word choice (syntax, vocab & language)

5. Text Structure & text features
6. Point of view/purpose
7. Content integration-read & research
8. Evaluate claims & arguments (NF only)
9. Text to text comparison
10. Text Complexity

Other key ideas within the CCGPS are:

- **Writing** through text types (genres): personal narrative, informative and argument or opinion
- **Speaking & Listening:** Flexible communication and collaboration, text-based discussion groups
- **Language-Grammar & Vocabulary:** Nouns, Pronouns, Verbs, Adjectives, Adverbs, Abstract Nouns, Verb Tenses, Simple, Compound & Complex Sentences, Proper Nouns, Quotation Marks, Spelling Patterns, Context Clues, and Shades of Meaning
- **Foundational Skills:** Fluency, Phonics & Phonological Awareness, Concepts of Print, The Alphabet, Punctuation Marks, Prefixes & Suffixes, Multi-syllabic words, Roots & Affixes, Rhyme, Blending, Segmenting, Sound Spelling Patterns, Irregular Words, Sight Words

As stated in the “Why” document, the seven habits of an effective reader: visualizing, questioning, making connections, predicting, inferring, determining importance and synthesizing and creating are components of a literacy program that should not be taught in isolation. With the CCGPS and the units developed by the state and adapted by Coffee County teachers, these seven habits are embedded throughout the lessons on a daily basis which will produce more literate students.

At WGES, a standards driven curriculum is used daily in instructional practices. However, to partnership with 21st Century Education, changes within reading/ELA instruction need to occur. To ensure academic achievement teachers must produce digital-age literate students who learn basic, scientific and technological literacy; visual and informational literacy; and have a global awareness. Inventive thinking must occur within

the classroom with creative and risk taking activities; higher order thinking and sound reasoning activities. There must be effective communication among the learners, so teaming, collaboration, interpersonal skills and interactive communication are essential components of literacy instruction. Classrooms must be highly productive, so prioritizing, planning and managing for results is essential. Real world tools and activities that are relevant will produce highly productive students.

In the transition from GPS to CCGPS, it is the goal of WGES to produce 21st Century Literate students by incorporating more critical thinking skills to produce critical thinkers in all content areas. Students will use journals or notebooks to reflect or justify their learning as they write in journals. This will help to incorporate writing within all content areas while producing critical thinking students. As students become critical thinkers, they will become critical readers. At WGES, students will understand that you don't have to believe everything you read in a book, you have the right to question it and judge the reasons for yourself. Students will begin to read like detectives and write like reporters.

According to the "Why" document from the National Commission on Writing (2004), people who cannot read and write will not be hired and two-thirds of salaried employees in large companies in America have some type of writing responsibility; therefore, it is the responsibility of WGES to prepare its students to be literate.

Components Unique to Birth to Five

At WGES, it is a goal to include siblings of the students as much as possible. Several times during the year, special nights are held to promote learning for the students. Nights such as Spooky Science Night, All-Star Reading Night, Magical Math Night, and Writing from our Heart Night are planned during the year. At each of these events, all students of WGES are invited as well as future students. Activities are planned for all ages to ensure learning for all ages. The children (birth to five) are given the same opportunity to learn as our first through fifth grade students.

At WGES, there are two pre-kindergarten classrooms in which the majority of these students are four years old. These students are taught using the Bright from the Start guidelines. To ensure the transition from pre-k to kindergarten is smooth, each student visits kindergarten classrooms twice during the year and the kindergarten teachers meet with the pre-k parents at the end of the year to prepare parents and students for the expectations of kindergarten.

The WGES Parent Resource Center is another way that students of all ages (Birth to 5th grade) are able to learn. This center is equipped with all sorts of academic games, activities and books for parents to check out for a two week period to use at home with any child.

Ongoing formative and summative assessments

Assessment	Grades
Aimsweb Test of Early Literacy (Letter Naming Fluency, Letter Sound Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency)	K, 1
Aimsweb (Oral Reading Fluency, MAZE comprehension)	1-5
Reading Rescue (Lowercase Alphabet, Uppercase Alphabet, Invented Spelling, Individual Assessment of Word Writing)	1
SRI (Scholastic Reading Inventory)	1-5

The screening/diagnostic assessments are administered three times a year. These dates are set prior to the start of the school year. All of these assessments are administered during the fall, winter, and spring. Staff administering these assessments has been trained by personnel who attended staff development training. The various assessments are administered by the principal, assistant principal, academic coach, interventionists, and counselor.

In addition teachers administer formative assessments throughout the teaching of their CCGPS Units and a summative assessment at the end of each CCGPS Unit. These tests incorporate a variety of formats, including multiple choice, short answer, constructed response, and essay. Benchmark tests are administered at the end of each nine weeks in all subject areas. Teachers use these on-going assessments to guide their classroom and intervention instruction.

This data is used to form the reading flexible groupings and differentiation. As the data changes, the flexible group members change to ensure that student needs are met.

Students scoring below the 25th percentile on the literacy screenings are given diagnostic assessments. These assessments include Aimsweb probes for oral reading fluency and Maze comprehension. Three probes at each grade level are given to students scoring below the 25th percentile to determine their instructional level (between the 25th and 50th percentile). The instructional level determines the type of instructional adjustments and/or intervention each student receives.

Time is devoted for teachers to review and analyze assessment results during collaborative planning meetings, RTI meetings, and Leadership Team meetings. Collaborative meetings are held weekly and RTI meetings are held twice monthly. At these meetings teachers review and analyze results to help make adjustments to their instruction or intervention. The Leadership Team disaggregates summative data prior to the start of each new school year. Goals are set to ensure the progress of each subgroup. Progress on the goals is monitored throughout the school year.

The results of the literacy screenings are used for making decisions to identify the instructional needs of the students. The scores are recorded on an Excel spreadsheet and are color coded according to their percentile rankings. Students scoring above the 90th percentile (coded blue) are automatically placed in the screening pool for gifted consideration. Students scoring between the 50th and 89th percentile are coded green and students scoring from the

26th percentile to the 49th percentile are coded yellow. Students scoring in these two areas are monitored to ensure continued progress. Orange is used to color code students falling between the 11th percentile and 25th percentile, while red is used to color code students scoring below the 10th percentile. Students coded as orange or red are immediately recognized as needing instructional adjustments or an intervention. The spreadsheets are shared individually with the staff members working with the students.

Response to Intervention

Students are assessed three times each year using AIMSweb probes. In K-1, students are administered probes for letter naming fluency, letter sound fluency, nonsense word fluency, phoneme segmentation fluency, number identification, oral counting fluency, quantity discrimination, and missing number identification. In 1st through 5th grades, students are administered probes for oral reading fluency, reading comprehension, and math computation. In addition, 2nd through 5th graders are also tested on math concepts and application. The results of the probes are used to help identify students needing intervention in any area of the curriculum.

Students are also given the Scholastic Reading Inventory three times per year to determine reading level and Lexile. Results of the inventory are used to place students in flexible reading groups, as well as provide lists of books specifically chosen to increase their Lexile. The data may also be used to determine students who would benefit from intervention.

Teachers are given data reports showing the results of the universal screeners three times a year. The data sheets are color-coded by percentage, making it easier to identify struggling students. Teachers have been trained to use that data to determine students needing intervention. If intervention is indicated for students who are not currently in the RTI process, teachers begin collecting more data in the classroom, along with analyzed work samples. The teacher keeps data for a minimum of 4 weeks before meeting with the RTI team at which time a decision is made based upon the evidence presented. The student is either monitored at Tier 1, or placed in Tier 2 at which time an appropriate intervention is prescribed.

Teachers meet at least twice a month as grade-level teams, specifically to analyze the data and review the progress being made through the interventions. Interventions are monitored to ensure fidelity and regularity, however, limited staffing issues caused by budget downfalls often pull some of the interventionists away from their prescribed students.

Increased training and support is needed for teachers to fully understand the RTI process, and professional learning is needed to increase teacher understanding of when and how to select and use interventions.

The work of Max Thompson and Robert Marzano in identifying highly effective instructional practices led to professional learning and implementation of such practices in all classrooms throughout Coffee County. West Green Elementary teachers have been trained in the implementation of highly effective instructional practices (Learning-Focused School/ Best Practices/ Standards-Based Practices) and besides the regularly-scheduled observations by the

administration, the Leadership Team uses three Focus Walks per year to be sure those practices are being implemented in the classroom. The Leadership Team uses a checklist developed specifically to target characteristics of standards-based classrooms, including effective instructional practices, student engagement, self-efficacy, and differentiation. Annual professional learning sessions are held to keep those practices at the forefront. Teachers have received professional learning in student engagement practices, higher-order thinking skills, self-efficacy, differentiation, and standards-based classrooms. In addition, professional learning is provided to teachers through the use of RTI resources provided by the Special Services Department of the Coffee County School System.

Students with special learning needs are served through inclusion classes in the general education setting. In addition, gifted students are served one day a week on campus by a certified gifted teacher.

Teachers are required to turn in lesson plans weekly. Those lesson plans are reviewed by the administration and used during walk-through observations to ensure implementation.

Expectations for student learning were defined by the CCGPS, which necessitated training for all teachers. The development of a new common set of standards for Georgia students led to the writing and revision of new curriculum unit documents for the school system. Teachers are participating in the development and implementation of common formative and summative assessments aligned to the CCGPS including end-of-unit summative assessments, formative assessments, and performance tasks.

After each administration of the universal screeners, teachers and administrators meet to analyze the data and determine a course of action for struggling students. The Academic Coach and Assistant Principal for Instruction meet at least twice monthly with teachers to provide assistance with interventions done in the classroom, as well as schedule targeted students for working with other interventionists throughout the school. West Green Elementary utilizes Reading Rescue, the HELPS program, FASTT Math, Basic Skills program concentrating on Readiness Skills, Phonemic Awareness, Phonics, Sight Words, Comprehension, and Numeration, GoSolve program for math problem-solving skills, K-2 Learning Milestones program, the Reading First program, and a 49% teacher for small-group intervention. The school would benefit from the purchase of more scientifically evidence-based core and intervention programs and a dedicated intervention block. More training is needed in how to select appropriate interventions.

ELA and content area teachers meet weekly for collaboration and planning to ensure that the standards are being taught and the goals of each intervention are being met. Interventionists meet with the Assistant Principal and individual teachers at least monthly to plan for meeting the needs of targeted students. The school would benefit from securing additional full-time interventionists and protected blocks of time in the daily schedule for interventions.

Data Teams/SST Teams/RTI Teams meet at least twice every month to discuss student progress and/or lack thereof. Students at Tier 3 receive intervention 1:1-1:4 from trained

interventionists at least 3 days per week for a period of 45 minutes. In Tier 3, the intervention is designed to be more intensive, however, if a lack of progress is indicated, the team members make a determination of a possible root cause. If the root cause is deemed a lack of regularity, fidelity of instruction, or less than ideal group size, the team works to rectify the situation so intervention can continue successfully. At times, the intervention may be modified or changed to meet the needs of the student. If the student continues to be unsuccessful at Tier 3, the team meets to decide if referral to the county review team is needed, for possible Tier 4 intervention. The school would benefit from more trained interventionists to lower the student-teacher ratio at Tier 3.

All Tier 4 teachers participate in professional learning weekly, along with the other faculty. Professional Learning focuses on implementation of CCGPS units and a deep understanding of best practices in the teaching of the standards. Teachers participate in all DOE Unit-by-Unit Webinars for ELA and math, including Science and Social Studies teachers, the ESOL teacher, and Special Education teacher. All teachers, including Tier 4 teachers, are involved in an intensive book study of Van de Walle's Professional Mathematics Series: Teaching Student Centered Mathematics, as referenced in CCGPS documents.

Students at Tier 4 are scheduled with inclusion classes, ensuring least restrictive environment. Administrators are familiar with the funding formulas affecting students in special programs and receive updated training periodically.

Documentation needed for Pyramid of Interventions

Tier 1 (Differentiated Instruction)

- *Intervention Team Referral Form* is completed.
- *Language Checklist* is completed to rule-out language problems (available through SLP).
- Student work samples with descriptive feedback are obtained (include date).
- Evidence of differentiation is documented by teacher.
- Verification of Standards Based Classroom is provided by Administrator.
- Results of at least 2 universal screeners (DIBELS, CRCT, ITBS, COGAT, etc.)
- Minimum time of 4-8 weeks, based on Curriculum Based Measure percentile.
- Decision is made to continue in Tier 1 or move up to Tier 2, based on documentation.

Tier 2 (Data Based Problem Solving)

- *Data-Based Problem Solving Form* is completed.
- Statement of problem area is clearly identified / Parent is notified of concern.
- Vision and Hearing Screening is completed.
- Specific intervention is identified.
- 3 Baseline data points are collected in the area of concern prior to the intervention.
- Intervention occurs for 4 weeks. Team reviews data and considers continuing intervention or changing to a different intervention if no progress is seen.
- Intervention occurs 3-5 times per week (can be in a group setting).
- Data is collected 1 time per week (preferably by AIMSWEB probes.)
- After intervention has occurred for a minimum of 6 weeks, a decision is made to continue in Tier 2, move back to Tier 1, or move forward to Tier 3, based on data collected.

Tier 3 (Student Support Team)

- *Student Support Team Form* is completed.
- Parent is invited to SST meeting.
- *Background Information Sheet* is completed.
- Statement of problem area is clearly identified.
- Specific intervention is identified.
- 3 Baseline data points are collected in the area of concern prior to the intervention.
- Second student work samples with descriptive feedback are obtained (include date).
- Intervention occurs for 4 weeks, then follow next step.
- Team reviews data and considers continuing intervention or changing to a different intervention if no progress is seen. If decision is made to change intervention, parent must be notified.
- Intervention occurs 3-5 times per week (can be one-to-three).
- Data is collected 1 time per week (preferably by AIMSWEB probes.)

• Tier 3 intervention occurs for a minimum of 12 weeks.
• Third student work samples with descriptive feedback are obtained (include date).
• Parent is invited to SST meeting.
• Decision is made to continue in Tier 3, move back to Tier 2, or refer for an evaluation, based on data collected.
• If decision is made to evaluate, make sure vision/hearing screening is < 1 year.
• Folder is submitted to Review Committee.

Formula for Response to Intervention Between Tiers

Tier 4

Special Education Services or ESOL

Tier 3

Students in Tier 3 showing progress, above 10th percentile will continue in Tier 3 or return to Tier 2.

Student has been through Tier 1, 2, and 12 weeks intervention in Tier 3, but continues to be at or below 10th percentile on CBM and ROI is less than average—proceed to referral for evaluation to determine eligibility for Tier 4.

Tier 2

Students in Tier 2 showing some progress, but above 10th percentile will remain in Tier 2.

Students receiving Tier 2, but achieving at 25th percentile or above, move to Tier 1.

Student has been through at least 6 weeks intervention in Tier 2, but continues to be at or below 10th percentile on CBM and Rate of Improvement (ROI) is less than average—move up to Tier 3.

Tier 1

All students at 25th to 100th percentile on Curriculum Based Measure (CBM) on their grade level, based on Nat'l Norms.

Students between 10-25th percentile on CBM should continue differentiated methods of instruction for 4 more weeks (minimum of 8 weeks). If not successful, move up to Tier 2.

Students at or below 10th percentile on CBM should move up to Tier 2 after receiving differentiated instruction for a minimum of 4 weeks.

***All decisions regarding movement between Tiers should be based on a variety of sources in addition to Curriculum Based Measures, including, but not limited to, CRCT scores, performance, attendance, and effort**

Best Practices in Instruction

Currently all students are provided direct, explicit literacy instruction through a language arts program that consists of rich curriculum of literary and informational texts. This curriculum includes a carefully articulated scope and sequence of skills that exhibits continuity among all grade/academic levels. All teachers have been trained to teach the Common Core Standards while incorporating direct instruction, modeling, guided practice, independent practice, differentiated instruction, and data analysis.

There is currently a coordinated plan across all subject areas and grade levels in the school for students to participate in some type of writing activity. All students in all grade levels use journals in language arts and math and third through fifth grade students also utilize journals in science and social studies. Student writing may be reflecting on a concept covered in class that day or it may be a response to a given writing prompt, but all writing is based on the CCGPS for that class. While there is writing across all subjects, writing instruction is not occurring across all subject areas.

Implementing structured writing curriculum would necessitate professional development for teachers in all subject areas to learn to use writing-based learning that is consistent with the CCGPS. A writing program would be implemented over a period of time with on-site training of faculty in specific writing instructional routines. This professional learning would provide the training needed for teachers in all subject areas to provide instruction in and opportunities for their students to write a variety of texts within the CCGPS for each class.

All teachers have participated in professional development opportunities such as Antonetti's Strategies for Student Engagement, Using Choice for Motivation, Learning Focused Strategies, Self Efficacy, and Curriculum 21 training and use the strategies from these professional development opportunities to improve student interest and engagement in their classrooms. Teachers have also had ActivStudio and ActivInspire training and incorporate it into their classrooms as a means of engaging students in the lessons. Additional steps that would be taken to further engage students include providing a wide variety of texts, both digital and hard copy, to allow students better opportunities to self-select reading materials and topics for research and adding digital readers that can be used by students to access digital texts.

High Quality Teachers

WGES strives to employ and maintain highly qualified teachers who produce high quality instruction. The teaching staff consists of 21 classroom teachers, 4 support teachers, 1 counselor, and 1 academic coach who are all highly qualified educators.

Grade	# of Teachers
Pre-k	2
Kindergarten	4
First	3
Second	3
Third	3
Fourth	3
Fifth	3
Other	1 SpEd, 1 ESOL, 1 Speech, 1 PE, 1 SAIL

All pre-k and kindergarten classrooms are equipped with a full-time paraprofessional to assist teachers with instruction, specifically Reading 1st Pamela Gay strategies during literacy instruction. First grade teachers are supported by a paraprofessional who works with struggling readers using Reading Rescue strategies. Special education students are supported by a paraprofessional who works with all grades K thru 5, and an interpreter supports a hearing impaired student in all of her classes. A computer lab paraprofessional is available to support teachers and students with academic software during lab time. A certified teacher (49%) supports Tier II and III students with specific needs according to formative data and progress monitoring.

Recently an academic coach was hired at WGES who has 11 years teaching experience as an effective literacy teacher, a master's degree in Early Childhood Education and reading and Teacher Support Specialist (TSS) endorsements. As stated in the "Why" document, teachers receive professional learning that lacks continuity because of the limited time frames and disconnects to actual classroom instruction. Consequently, instruction is rarely impacted because there is little or no follow-up training or assessment. The academic coach at WGES focuses on continuous, embedded professional learning by providing opportunities at least two times weekly for teachers. She is available to provide in class modeling, to collaborate with teachers about effective teaching practices, and to assist administrators with walk-throughs to monitor effective literacy instruction.

Producing high quality teachers means providing them with the support needed to produce high quality instruction resulting in student achievement. Teachers at WGES are provided as much support in the classroom and with specific professional learning needs as possible. Administrative and ELA Instructors (certified and noncertified) participate in professional learning on all aspects of literacy instruction including training on use of the core program.

1. The school calendar includes protected time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice.

2. Teachers participate in professional learning in the CCGPS based on the needs revealed by student data as well as by surveys, interest inventories and teacher observations.
3. Teachers participate in ongoing professional learning on the use of the core program through CCGPS Unit by Unit Webinars, Writer's Workshop, and Morning Message.
4. Teachers' instruction is monitored through classroom observations or walkthroughs using a variety of assessment tools tied to professional learning.
5. An instructional coach provides site-based support for administrators, faculty and staff, where possible.
6. Intervention providers receive program-specific training before the beginning of the year to prepare teachers and staff for implementation.
7. Administrators, faculty, and staff have received training in administering, analyzing and interpreting results of assessments in terms of literacy. Those include: Grades 1-5: ORF, MAZE, and SRI; Grade 1: Reading Rescue; K-1 AIMS WEB Test of Early Literacy.
8. Some or all of the following personnel participate in all professional learning opportunities:
 - a. Paraprofessionals
 - b. Support Staff
 - c. Interventionists
 - d. Pre-service teachers working at the school

- e. Administrators
- f. All faculty (except Grades 3-5 Math Instructors)

It is the goal of WGES for all of the following personnel to participate in all aspects of literacy instruction including disciplinary literacy in the content area:

- a. Paraprofessionals
- b. Support Staff
- c. Interventionists
- d. Pre-service teachers working at the school
- e. Administrators
- f. All faculty

Engaged Leadership

WGES administrators are committed to academic excellence. All staff members including the principal and assistant principal participated in the CCGPS webinars. Anytime professional learning is occurring at school, both administrators participate. Administrators serve as facilitators and coaches for teachers. Many times professional learning is led by the assistant principal or principal at WGES. As previous academic coaches, both administrators serve as true coaches as they work in front of, beside and behind the teachers and staff.

A calendar for weekly walk-throughs is developed for administrators to monitor instruction. Immediate feedback is given to the teachers that include a “grow” statement and a

“glow” statement. Administrators collaborate frequently about specific areas of need, and those needs are addressed through embedded professional learning segments. The WGES Leadership team conducts 3-4 focus walks during the school year focusing on specific standards-based instructional practices. These focus walks are done to monitor and ensure quality standards-based instruction is consistent and pervasive within the walls of WGES. When a focus walk is complete, the leadership team and administration meet to collaborate and discuss the data to analyze any needs that occurred as a result of the focus walk. Results are shared with the entire faculty and specific areas of weakness are addressed with embedded professional learning or follow-up sessions.

Teacher schedules include scheduled times for collaboration. Teachers are given 1 ½ hours daily for collaboration. This time is a protected time for teachers to meet as grade levels with support teachers to collaborate about literacy instruction and address specific needs. During the year, times will be scheduled for teachers to collaborate vertically to discuss specific areas of need across grade levels to fill in gaps in literacy instruction.

A school literacy team is in its development stage. A teacher from all grade levels, parents and two community leaders form the WGES Literacy Team.

Mary Roberson, Pre K

Sandra Hursey, Fifth Grade

Beth Kirkland, Kindergarten

Whit Moorman, Parent

April Mobley, First Grade

Brandon McMillan, Parent

Cindy Phillips, Second Grade

Heather Lott, Academic Coach

Theresa Dedmond, Third Grade

Carol Morgan, Community

Dominique Carver, Fourth Grade

Deidre Taft, Media Specialist

Kim Miller, Principal

Anne Peterson, Assistant Principal

Even though this group is in the early development stage, the team has a common vision.

Literacy for all students is the vision for West Green Elementary. It is the team's goal to produce students who can read, write, listen, speak and view in order to communicate effectively with others.

The administration at WGES protects literacy when developing schedules for teachers and students. Each student receives a 150-180 minute block of literacy instruction in grades K-2 each day while students in grades 3-5 receive 210 minutes of literacy instruction across ELA and content area classes. This time is used to teach reading, writing, listening and standards from the CCGPS. During this block of time, teachers have a teacher-directed lesson and a differentiated lesson during flexible group time where interventions are embedded according to student need. With the push to write in all content areas, writing is a focus throughout the day's instruction. More professional learning in the areas of developing early readers, critical readers/thinkers and writers is needed at WGES. Developing a strong, structured writing program with adequate professional learning will enhance the literacy program at WGES.

Promoting literacy is important at WGES. The administration provided Reading First (Pamela Gay) professional learning for all K-3 ELA teachers and some paraprofessionals (kindergarten and special ed). All ELA teachers have attended one session of writing training with Melissa Forney and the academic coach has embedded professional learning using 6+1

traits of writing. However, additional professional learning with frequent follow-up sessions over several years would develop and sustain good reading and writing instructional practices.

As WGES teachers begin to implement the CCGPS ELA standards, an emphasis is placed using Lexiles and text complexity to select text that is appropriate to grade levels. The Scholastic Reading Inventory (SRI) is a computer generated inventory for teachers to use to monitor Lexile growth in students. Teachers and administrators participated in the CCGPS text complexity webinar and use the forms provided by the state to evaluate text. Metametrics Lexile professional learning was redelivered to the teachers by the media specialist and assistant principal. The academic coach has assisted teachers with the SRI and understanding the correct Lexile for individual students. However, more professional learning using Lexiles in literacy instruction will be valuable for teachers, students and administrators.

According to the "Why" document Lexiles have been realigned to match the CCGPS text-complexity grade bands and have been changed to ensure that students are prepared for the demands of college and careers. At WGES, we have a shortage of texts in the media center for students to meet the new demands of text complexity, Lexile ranges and informational text. There are 3333 Non-fiction titles, 2198 Fiction titles and 3563 Easy titles in the WGES Media Center. The average year that these titles were purchased is 1994, and there have been 27,413 circulations this school year (2011-2012). Students are reading at WGES, but more books are needed to meet the demands of CCGPS and 21st Century Literacy.

Clearly Articulated Plan for Transitions and Alignment

Keeping with the vision for WGES, this plan will ensure that all students will be literate and one step closer to becoming college and career ready. All students will be able to read, write, listen and speak when they exit elementary school. WGES students will become productive in their career and life as a result of the focus on literacy.

Over a three year period of time (2013-2016), teachers will receive more professional learning on the implementation of CCGPS specifically in the area of literacy. During this time, specific areas of need will be addressed through professional learning.

- Professional learning to train all teachers, paraprofessionals and administration in the use of Lexiles and text complexity
- Implement a structured writing program and provide adequate professional learning to all teachers, paraprofessionals and administrators over a period of time to ensure the program is used consistently and pervasively with fidelity
- Focus on early literacy, phonemic awareness, phonics, fluency, and comprehension, by providing more professional learning to all teachers, paraprofessionals and administrators to reach a deep understanding on these instructional strategies
- Provide more informational text for students to meet the demands of CCGPS
- Continue to look at the data of students and teachers to ensure that there is student growth in literacy

- Literacy Team will be finalized and become an active part in the implementation of literacy at WGES
- Provide more technology for students to use in the area of literacy: e-readers, word processing to engage students in writing, research and presentations to promote speaking in the area of literacy
- Academic Coach will consistently and pervasively implement embedded professional learning sessions in the area of literacy as the plan is monitored and needs arise

Intentional Strategies for Maintaining Engagement

Strategies to maintain literacy engagement at WGES are:

- Provide time for literacy collaboration among teachers in grade levels and across grade levels.
- Conduct walk-throughs to look for specific literacy practices in instruction
- Monitor lesson plans and instruction to ensure that a complete literacy program (reading, writing, listening and speaking) is embedded
- Academic Coach and administrators will embed follow-up professional learning opportunities in the area of literacy for teachers via online webinars and face-to-face sessions
- Implement writing benchmarks (3 times): narrative, informational and opinion
- Implement mid year benchmark to monitor student literacy growth

- Progress monitor students three times during the year with DIBELS Next (ORF, AR and PA) and the Informal Phonics Inventory (IPI)
- Analyze formative and summative assessment data to chart student literacy growth

Needs Assessment, Concerns, and Root Cause Analysis

a & b) Each staff member participated in a professional learning survey, which deemed the professional learning necessary for WGES according to teacher need. This survey was administered via the internet, and data was collected to plan professional learning. During the summer, the WGES Leadership Team met to collaborate and determine the needs of the school based on the professional learning survey. The professional learning plan was created based on the needs of the survey. Other forms of data used to address the needs of West Green Elementary are as follows:

- Focus walks are done four times each year by the leadership team and academic coach. Data is collected and needs are addressed.
- Weekly walk-throughs are conducted by the administration and the academic coach whereby areas of need are noted and addressed through professional learning or on an individual basis.
- Needs for WGES are also based on student assessment data, CRCT, ACCESS, GA Writing Assessment, and GKIDS. These needs are identified as the teachers analyze data to identify weaknesses and strengths to determine areas of need.
- Aims Web ORF and Maze are administered three times during the year, whereby needs are addressed via differentiated instruction and through the RTI process.

The West Green Elementary Leadership team completed the SRLG needs assessment to determine the needs of the school. The needs assessment depicted three areas of need:

- Literacy Team/Community Literacy Council
- Professional learning to implement literacy in all content areas
- Writing instruction across all content areas

A Literacy Team has been developed recently to study and analyze literacy at WGES. During this analysis, the team has focused on the current practices at the school and their effectiveness. As WGES becomes more involved with the CCGPS, there is a need for literacy materials and professional learning. Writing has been a focus at WGES for several years, but due to the lack of funds, adequate professional learning for writing hasn't been conducted. It is evident that professional learning in the area of writing needs to be addressed based on the data.

c) The root causes of the needs identified in the needs assessment are:

- Lack of professional learning
- Lack of money
- Not focusing on the literacy aspect (to include all: reading, writing, listening and speaking) of the curriculum

West Green Elementary consistently analyzes data from tests (CRCT, ACCESS, Ga. Writing Assessment, Teacher/Staff Focus Walks, Needs Assessment, etc.) year after year. Each year the needs are addressed based on the analysis results. The Continuous Improvement Plan, School-wide Title I Plan and Professional Learning Plan are all written to accommodate the needs from the data. The root causes of the ineffectiveness of the plans are inadequate professional learning, lack of funding and lack of literacy embedded in all content areas.

d) The needs assessment process included all certified teachers and staff and paraprofessionals. At WGES, it is important to address the needs of all staff members who work with the students on a daily basis. When teachers and paraprofessionals complete a needs assessment survey, it is done in the computer lab with each staff member signing after

the survey is completed. Based on the needs assessment of paraprofessionals who work with early readers, Reading 1st professional learning was conducted by Pamela Gay. This training has enhanced the paraprofessionals' ability to work with students, but more professional learning in this area is needed based on the data.

e) Data was disaggregated to determine areas of concern for specific grade levels.

Kindergarten students on the GKIDS assessment were weak in Writing. Even though the Aims Web ORF and Maze assessments, given to students three times during the year, show growth for the first and second grade students. The released CRCT assessment given as a fourth benchmark data signified a weakness in comprehension skills. According to the CRCT given to third, fourth and fifth grade students, third and fifth grade displayed a weakness with Literary Comprehension while fourth grade students were weak in Information and Media Literacy.

WGES ESOL students scored lower in the areas of Writing and Speaking on the ACCESS test. All of this data points to the need for more Literacy instruction and professional learning for WGES.

f) The "Why" document says students with good listening skills as early learners will show good reading comprehension skills later. One way that students acquire good listening literacy skills is by being read aloud to by adults. According to this document, there is a strong link between students who have been read to and literacy and language development. At WGES, there is a need for a time designated for all teachers to read aloud to their students. Writing is embedded in the scheduled time for ELA and content area instruction; however, designating a specific time for a structured writing program will enhance all writing at WGES. Technology is used at WGES to practice and maintain skills, but is not utilized to promote writing. One way

according to the "Why" document to engage learners in writing is using technology. WGES is equipped with some computers in each classroom, a school-wide computer lab and several COWs (Computers on Wheels). However, there is a need for specific word processing skills for students and professional learning for teachers.

Analysis of Student/Teacher Data

Student Data

Students at WGES in grades 3-5 are administered the CRCT each Spring in the areas of Reading, ELA, Math, Science and Social Studies. First and second grade students were administered the CRCT in the areas of Reading, ELA and Math through Spring 2010; thereafter, these students took a released CRCT assessment in the areas of Reading, ELA and Math.

Below is data from the CRCT (GPS) which shows that students have performed quite well at WGES with the exception to the black students and SWD. As the leadership team combed through the data at the domain levels, areas of weakness were:

Reading: Comprehension in grades 1 through 5 and Information/Media Literacy in grade 4

Language Arts: Grammar and Sentence Construction for grades 1 through 5

Writing Assessments are administered in third and fifth grades. In these grades, students consistently showed signs of weakness in organization and conventions.

CRCT Reading--All Students--1st & 2nd Grade					
<i>Year</i>	<i>Did Not Meet</i>	<i>Meets</i>	<i>Exceeds</i>	<i>Meets + Exceeds</i>	<i>State AMO</i>
2011-2012*	6	52	42	94	86.7
2010-2011*	3	43	54	97	80
2009-2010	8	49	43	92	73.3
CRCT English Language Arts--All Students--1st & 2nd Grade					
<i>Year</i>	<i>Did Not Meet</i>	<i>Meets</i>	<i>Exceeds</i>	<i>Meets + Exceeds</i>	<i>State AMO</i>
2011-2012*	5	57	38	95	86.7
2010-2011*	4	46	50	96	80
2009-2010	10	60	30	90	73.3
CRCT Reading--All Students--3rd-5th Grade					
<i>Year</i>	<i>Did Not Meet</i>	<i>Meets</i>	<i>Exceeds</i>	<i>Meets + Exceeds</i>	<i>State AMO</i>
2011-2012	8	61	31	92	86.7
2010-2011	8	60	31	91	80
2009-2010	7	62	31	93	73.3
CRCT English Language Arts--All Students--3rd-5th Grade					
<i>Year</i>	<i>Did Not Meet</i>	<i>Meets</i>	<i>Exceeds</i>	<i>Meets + Exceeds</i>	<i>State AMO</i>
2011-2012	4	63	33	96	86.7
2010-2011	7	64	29	93	80
2009-2010	8	63	29	92	73.3
CRCT Reading--White --1st & 2nd Grade					
<i>Year</i>	<i>Did Not Meet</i>	<i>Meets</i>	<i>Exceeds</i>	<i>Meets + Exceeds</i>	<i>State AMO</i>
2011-2012	9	45	49	94	86.7
2010-2011	2	29	69	98	80
2009-2010	7	37	56	93	73.3
CRCT English Language Arts--White --1st & 2nd Grade					
<i>Year</i>	<i>Did Not Meet</i>	<i>Meets</i>	<i>Exceeds</i>	<i>Meets + Exceeds</i>	<i>State AMO</i>
2011-2012	6	51	43	94	86.7
2010-2011	2	28	60	98	80
2009-2010	7	56	37	93	73.3

CRCT Reading-White --3rd-5th Grade					
<i>Year</i>	<i>Did Not Meet</i>	<i>Meets</i>	<i>Exceeds</i>	<i>Meets + Exceeds</i>	<i>State AMO</i>
2011-2012	5	56	39	95	86.7
2010-2011	6	58	36	94	80
2009-2010	8	54	38	92	73.3
CRCT English Language Arts--White --3rd-5th Grade					
<i>Year</i>	<i>Did Not Meet</i>	<i>Meets</i>	<i>Exceeds</i>	<i>Meets + Exceeds</i>	<i>State AMO</i>
2011-2012	4	63	33	96	86.7
2010-2011	4	62	34	96	80
2009-2010	8	47	45	92	73.3
CRCT Reading--Hispanic Students--1st & 2nd Grade					
<i>Year</i>	<i>Did Not Meet</i>	<i>Meets</i>	<i>Exceeds</i>	<i>Meets + Exceeds</i>	<i>State AMO</i>
2011-2012	4	71	25	96	86.7
2010-2011	7	55	38	93	80
2009-2010	7	62	31	93	73.3
CRCT English Language Arts--Hispanic Students--1st & 2nd Grade					
<i>Year</i>	<i>Did Not Meet</i>	<i>Meets</i>	<i>Exceeds</i>	<i>Meets + Exceeds</i>	<i>State AMO</i>
2011-2012	0	79	21	100	86.7
2010-2011	7	55	38	93	80
2009-2010	10	66	24	90	73.3
CRCT Reading--Hispanic Students--3rd-5th Grade					
<i>Year</i>	<i>Did Not Meet</i>	<i>Meets</i>	<i>Exceeds</i>	<i>Meets + Exceeds</i>	<i>State AMO</i>
2011-2012	9	70	20	90	86.7
2010-2011	12	58	30	88	80
2009-2010	6	72	22	94	73.3
CRCT English Language Arts--Hispanic --3rd-5th Grade					
<i>Year</i>	<i>Did Not Meet</i>	<i>Meets</i>	<i>Exceeds</i>	<i>Meets + Exceeds</i>	<i>State AMO</i>
2011-2012	4	60	36	96	86.7
2010-2011	9	67	23	90	80
2009-2010	6	71	24	95	73.3

CRCT Reading—Black--1st & 2nd Grade					
<i>Year</i>	<i>Did Not Meet</i>	<i>Meets</i>	<i>Exceeds</i>	<i>Meets + Exceeds</i>	<i>State AMO</i>
2011-2012	10	60	30	90	86.7
2010-2011	11	78	11	89	80
2009-2010	8	77	15	92	73.3
CRCT English Language Arts—Black--1st & 2nd Grade					
<i>Year</i>	<i>Did Not Meet</i>	<i>Meets</i>	<i>Exceeds</i>	<i>Meets + Exceeds</i>	<i>State AMO</i>
2011-2012	11	56	33	89	86.7
2010-2011	22	56	22	78	80
2009-2010	15	69	15	84	73.3
CRCT Reading--Black --3rd-5th Grade					
<i>Year</i>	<i>Did Not Meet</i>	<i>Meets</i>	<i>Exceeds</i>	<i>Meets + Exceeds</i>	<i>State AMO</i>
2011-2012	16	68	16	84	86.7
2010-2011	15	85	0	85	80
2009-2010	9	74	17	81	73.3
CRCT English Language Arts—Black --3rd-5th Grade					
<i>Year</i>	<i>Did Not Meet</i>	<i>Meets</i>	<i>Exceeds</i>	<i>Meets + Exceeds</i>	<i>State AMO</i>
2011-2012	5	89	5	94	86.7
2010-2011	15	69	15	84	80
2009-2010	12	71	18	89	73.3

CRCT Reading—SWD--1st & 2nd Grade					
<i>Year</i>	<i>Did Not Meet</i>	<i>Meets</i>	<i>Exceeds</i>	<i>Meets + Exceeds</i>	<i>State AMO</i>
2011-2012	29	43	29	72	86.7
2010-2011	33	33	33	66	80
2009-2010	63	25	13	38	73.3
CRCT English Language Arts—SWD--1st & 2nd Grade					
<i>Year</i>	<i>Did Not Meet</i>	<i>Meets</i>	<i>Exceeds</i>	<i>Meets + Exceeds</i>	<i>State AMO</i>
2011-2012	63	25	13	38	86.7
2010-2011	33	33	33	66	80
2009-2010	29	29	43	72	73.3
CRCT Reading--SWD--3rd-5th Grade					
<i>Year</i>	<i>Did Not Meet</i>	<i>Meets</i>	<i>Exceeds</i>	<i>Meets + Exceeds</i>	<i>State AMO</i>
2011-2012	44	33	22	55	86.7
2010-2011	40	60	0	60	80
2009-2010	38	62	0	62	73.3
CRCT English Language Arts—SWD--3rd-5th Grade					
<i>Year</i>	<i>Did Not Meet</i>	<i>Meets</i>	<i>Exceeds</i>	<i>Meets + Exceeds</i>	<i>State AMO</i>
2011-2012	20	70	10	80	86.7
2010-2011	33	67	0	67	80
2009-2010	54	46	0	46	73.3

CRCT Reading—Gender--1st & 2nd Grade									
<i>Year</i>	<i>Did Not Meet</i>		<i>Meets</i>		<i>Exceeds</i>		<i>Meets + Exceeds</i>		<i>State AMO</i>
	Male	Female	Male	Female	Male	Female	Male	Female	
2011-2012	9	2	51	53	40	45	91	98	86.7
2010-2011	7	0	38	47	56	53	94	100	80
2009-2010	9	6	45	53	45	41	90	94	73.3
CRCT English Language Arts—Gender--1st & 2nd Grade									
<i>Year</i>	<i>Did Not Meet</i>		<i>Meets</i>		<i>Exceeds</i>		<i>Meets + Exceeds</i>		<i>State AMO</i>
	Male	Female	Male	Female	Male	Female	Male	Female	
2011-2012	7	2	56	59	37	39	93	98	86.7
2010-2011	9	0	47	45	44	55	91	100	80
2009-2010	9	10	62	57	28	33	90	90	73.3
CRCT Reading--Gender--3rd-5th Grade									
<i>Year</i>	<i>Did Not Meet</i>		<i>Meets</i>		<i>Exceeds</i>		<i>Meets + Exceeds</i>		<i>State AMO</i>
	Male	Female	Male	Female	Male	Female	Male	Female	
2011-2012	10	7	57	66	35	27	92	93	86.7
2010-2011	11	5	53	70	36	25	89	95	80
2009-2010	8	6	62	61	31	32	93	93	73.3
CRCT English Language Arts—Gender--3rd-5th Grade									
<i>Year</i>	<i>Did Not Meet</i>		<i>Meets</i>		<i>Exceeds</i>		<i>Meets + Exceeds</i>		<i>State AMO</i>
	Male	Female	Male	Female	Male	Female	Male	Female	
2011-2012	4	4	66	60	31	37	97	97	86.7
2010-2011	9	5	64	65	30	28	94	93	80
2009-2010	9	7	63	62	27	31	90	93	73.3

Teacher Data

WGES has 31 certified staff members who consist of 21 classroom teachers, 2 administrators, 1 academic coach, 1 media specialist, 1 counselor, 1 special education teacher, 1 ESOL teacher, 2 gifted teachers, 1 physical education teacher, 1 speech teacher and 1 SAIL teacher who works 49%. Of these 31 certified staff members, only one has 30 + years of teaching experience. WGES does not have a large teacher turnover. Teachers leave only because of retirement, promotion or reduction in staffing. 81% of the certified staff has 6-25 years of classroom experience.

Teacher Education			
B.S. Ed.	M. Ed.	Ed. S.	Ed. D.
13	6	11	1
Years of Experience			
0-5	6-15	15-25	25+
3	14	11	3
Teacher Attrition			
2008-2009	2009-2010	2010-2011	2011-2012
2**	1*	1*	2*

*Teacher retirement

**Reduction in Staff

Project Plan-Procedures, Goals, Objectives & Support

a) Project Goals:

- ❖ With the CCGPS teacher created units, WGES will incorporate the College and Career Readiness Standards for Reading, Writing, Language, Speaking and Listening.
- ❖ All teachers, paraprofessionals and administrators will be confident in providing excellent quality instruction in the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension), evaluating student needs and providing interventions and acceleration to meet those needs.
- ❖ All teachers, paraprofessionals and administrators will be confident in providing high-quality writing instruction to all students while meeting the demands of CCGPS.
- ❖ Provide a wealth of diverse, complex texts to include nonfiction, fiction, periodicals and digital-age literacy devices so that students learn to “read and comprehend complex literary and informational texts independently and proficiently”.
- ❖ Provide a time for teachers to read-aloud to students to promote listening skills and promote peer collaboration to encourage speaking and listening skills.

b) Project Objectives:

- ❖ Continue the 150-210 minutes of literacy instruction daily (K-2—Phonics, Reading, Reading Flex Groups, Language Skills and 3-5 Reading/ELA; Flex Groups, Science, Social Studies).
- ❖ Teachers in grades K-5 will collaborate and work together to devise and revise instructional units that integrate the content areas of the CCGPS curriculum.
- ❖ Increase the number of reading texts in the media center and classrooms in the form of trade books, periodicals, reference books and digital print devices.
- ❖ Teachers will be trained on a structured writing program to increase writing performance

c) These objectives will serve as the measure of all goals that deal with increased reading achievement:

- ❖ **DIBELS Kindergarten Expectations:** *Phonological Awareness:* First Sound Fluency (FSF)-Beginning of Year 10 correct sounds per minute, Middle of year: 30 correct sounds per minute; Phoneme Segmentation Fluency (PSF)-Middle of year 20 correct phonemes per minute, End of year 40 correct phonemes per minute
Phonics: Nonsense Word Fluency (NWF)-Middle of year 17 correct letter sounds (cls) per minute, End of year 20 cls per minute

- ❖ **DIBELS First Grade Expectations:** *Phonological Awareness:* PSF-Beginning of year 40 correct phonemes per minute
Phonics: NWF-Beginning of year 2 cls with 1 whole word read (wwr), Middle of year 43 cls per minute with 8 wwr, End of year 58 cls with 13 wwr
Fluency: Middle of year 23 correct words per minute (cwpm), End of year 47 cwpm
- ❖ **DIBELS Second Grade Expectations:** *Phonics:* NWF-Beginning of year 54 cls with 13 wwr *Fluency:* Beginning of year 52 cwpm, Middle of year 72 cwpm, End of year 87 cwpm

By the end of second grade, students will score in the Lexile range of 550+
- ❖ **DIBELS Third Grade Expectations:** *Oral Reading Fluency (ORF) Words Correct-* Beginning of year 70 cwpm, Middle of Year 86 cwpm, End of Year 100 cwpm
*ORF Accuracy-*Beginning of Year 95%, Middle of Year 96%, End of Year 97%

By the end of third grade, students will score in the Lexile range of 650+
- ❖ **DIBELS Fourth Grade Expectations:** *ORF Words Correct-*Beginning of year 90, Middle of year 103, End of Year 115
ORF Accuracy - Beginning of year 96%, Middle of year 97%, End of year 98%

By the end of fourth grade, students will score in the Lexile range of 750+
- ❖ **DIBELS Fifth Grade Expectations:** *ORF Words Correct-*Beginning of year 111, Middle of year 120, End of year 130
ORF Accuracy- Beginning of year 98 %, Middle of year 98%, End of year 99%

By the end of fifth grade, students will score in the Lexile range of 850+

This objective will serve as a measure of the goal that deals with increased writing achievement.

- ❖ There will be an increased percentage of students meeting and exceeding standards on the state writing test.
- ❖ Samples of writing (narrative, informational, opinion) will be collected from all students (K-5) and scored with a common writing rubric.

d) Each student at WGES receives 150-210 minutes of literacy instruction. K-2 receives 150-180 minutes and 3-5 receives 210 minutes. West Green Elementary Sample Schedules

First Grade		Third Grade		Fifth Grade	
7:00-7:30	HR/Bkfast/SSR	7:00-7:30	HR	7:00-7:30	HR
7:30-8:15	Saxon Phonics	7:30-8:30	Reading Rding Flex Grp.	7:30-8:30	Reading
8:15-9:00	Reading	8:30-9:15	PE	8:30-9:15	Rding Flex Grp.
9:00-9:45	Rding Flex Grp.	9:15-9:45	Math Math Flex Grp.	9:15-10:15	Math
9:45-10:15	PE	9:45-10:45	LUNCH	10:15-11:00	Math Flex Grp.
10:15-11:00	ELA	10:45-11:30	RECESS	11:00-11:15	RECESS
11:00-11:30	LUNCH	11:30-12:00	Science	11:15-11:45	LUNCH
11:30-11:45	RECESS	12:00-12:15	Social Studies	11:45-12:15	PE
11:45-12:45	Math	12:15-1:05		12:15-1:05	Science
12:45-1:30	Math Flex Grp. Rding in Content (SS/Sc)	1:05-2:00		1:05-2:00	Social Studies
1:30-2:00					

e) RTI Procedures are specified in the Literacy Plan on pages 7-14.

f) All students will be engaged in this literacy plan. At WGES, all students are taught using the CCGPS. 100% of the SWD students at WGES are inclusion students, and they are in the regular classroom more than 80% of the school day.

g) WGES will continue several practices that are already in place. Schedules will continue to have at least 150-210 minutes of literacy instruction. Reading First literacy strategies will remain in place and used with all K-2 students and struggling readers in third grade. Melissa Forney and 6 + 1 effective writing strategies will be continued in writing instruction. Students will be assessed with SRI three times each year to monitor Lexile growth.

h) Teacher and paraprofessional salaries will be funded by federal, state and local funds, as they implement literacy standards in the classrooms. Title I A will fund a paraprofessional to assist with struggling readers.

i) Interventions appropriate to student need are done during flexible group or science/social studies instruction (see sample schedules in "d") when possible. Classroom teachers and interventionist provide the intervention.

Tier	Research Based Interventions
<p>Tier 4</p> <ul style="list-style-type: none"> • Individually Designed Teaching and Learning • Targeted Students <p>7% of WGES Students</p>	<p><u>Targeted students participate in learning that includes:</u></p> <ul style="list-style-type: none"> • Specialized programs • Inclusion, Differentiated Instruction, and Acceleration
<p>Tier 3</p> <p>SST</p>	<p><u>Targeted students participate in learning that includes:</u></p> <ul style="list-style-type: none"> • Reading Rescue (grades 1-2) • Wilson Reading • Study Island

<p>4% of WGES Students</p>	<ul style="list-style-type: none"> • See www.interventioncentral.com for specific strategies to address the needs of the child. Intensity, frequency, and group size determined by Tier. • Strategies from <i>I've Dibeled ... Now What?</i> • Grade Level Strategy Notebooks • 1:1-1:4 small group tutoring with S.A.I.L. teacher • HELPS Program (Helping Early Literacy with Practice Strategies) • Reading First • K-2 Learning Milestones • Essential Skills program (Readiness Skills, Phonemic Awareness, Phonics, Sight Words, Comprehension) • Strategies from Hawthorne's Intervention Manual
<p>Tier 2 DBPS 9% of WGES Students</p>	<p><u>Targeted students participate in learning that includes:</u></p> <ul style="list-style-type: none"> • Study Island • See www.interventioncentral.com for specific strategies to address the needs of the child. Intensity, frequency, and group size determined by Tier. • Strategies from <i>I've Dibeled ... Now What?</i> • Grade Level Strategy Notebooks • Strategies from Hawthorne's Intervention Manual • Reading Rescue • Essential Skills program (Readiness Skills, Phonemic Awareness, Phonics, Sight Words, Comprehension) • River Deep • Reading First • K-2 Learning Milestones
<p>Tier 1 Standards Based Classrooms 80% of WGES Students</p>	<p><u>All students participate in learning that includes:</u></p> <ul style="list-style-type: none"> • Learning Focused Strategies • Essential Questions, Activating, Acceleration, Summarizing, and Reteaching Strategies • Instruction based on needs of learners

j) According to the "Why" document, readers are presented with complex text in the workplace, but students lack the reading and writing skills to succeed in college and careers. It is WGES's goal to produce a "literate" student, who is able to read, write, speak and listen effectively.

Assessment/Data Analysis Plan

a) WGES Current Assessment Plan

Table 1: West Green Elementary Assessment Plan			
Who	What	When	How
K-1 Students	AIMS Web Test of Early Literacy (Letter Naming Fluency, Letter Sound Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency)	3 x Year (Aug, Dec, Mar)	WGES Testing Team
1-5 Students	Aimsweb (Oral Reading Fluency, MAZE comprehension)	3 x Year (Aug, Dec, Mar)	WGES Testing Team
K-5 Students	Writing Narrative Informational Opinion/Argument	3 x Year (Oct, Jan, Apr)	Classroom Teachers
1-5 Students	SRI Scholastic Reading Inventory	3 x Yearly (Aug, Dec, Mar)	Computer Lab Classroom Teachers
1-5 Students	9 week Benchmark Assessments--CCGPS	3 x Yearly (1 st , 2 nd & 3 rd 9 weeks)	Classroom Teachers
Grade 1 Students	Reading Rescue Screener	2 x Yearly (Aug & Jan)	Cafeteria Classroom Teachers
ELL Students K-5	ACCESS	1 x Yearly (Jan-Mar)	ESOL Teacher Rosa Johnson
3-5 Students	CRCT Reading, ELA, Math, Science & Social Studies	Spring Yearly April 2012 April 2013	Classroom Teachers
1-2 Students	Released CRCT 4 th Benchmark	Spring Yearly	Classroom Teachers
Kindergarten	GKIDS	Throughout the Year	Classroom Teachers

b) Comparison of WGES current assessment plan and SRCL assessment plan. This comparison shows current assessments administered at WGES in black and SRCL required assessments in red.

Table 2 Comparison of WGES Current Assessment Plan to the SRCL Assessment Plan				
Comparison	Who	What	When	How
SRCL (NEW)	Pre-k Students	PALS-Pre-k AK, PA, CoP, OL	3 x Year (Aug, Dec, Mar)	WGES Testing Team
SRCL (NEW)	K-5 students	DIBELS Next AR, PA, ORF	3 x Year (Aug, Dec, Mar)	WGES Testing Team
Current	K-1 Students	AIMS Web Test of Early Literacy (Letter Naming Fluency, Letter Sound Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency)	3 x Year (Aug, Dec, Mar)	WGES Testing Team
Current	1-5 Students	Aimsweb (Oral Reading Fluency, MAZE comprehension)	3 x Year (Aug, Dec, Mar)	ORF--WGES Testing Team MAZE— Classroom Teachers
Current	K-5 Students	Writing Narrative Informational Opinion/Argument	3 x Year (Oct, Jan, Apr)	Classroom Teachers
Current	1-5 Students	SRI Scholastic Reading Inventory	3 x Yearly (Aug, Dec, Mar)	Computer Lab Classroom Teachers
Current	1-5 Students	9 week Benchmark Assessments--CCGPS	3 x Yearly (1 st , 2 nd & 3 rd 9 weeks)	Classroom Teachers
Current	Grade 1 Students	Reading Rescue Screener	2 x Yearly (Aug & Jan)	Cafeteria Classroom Teachers
SRCL (NEW)	Pre-k Students	PPVT4 Form A/B V & OL	2 x Yearly (Sept, Apr)	WGES Testing Team

SRCL (NEW)	Pre-k Students	CLASS	1 x Yearly	Classroom Teachers
Current	ELL Students K-5	ACCESS	1 x Yearly (Jan-Mar)	ESOL Teacher Rosa Johnson
Current	3-5 Students	CRCT Reading, ELA, Math, Science & Social Studies	Spring Yearly April 2012 April 2013	Classroom Teachers
Current	1-2 Students	Released CRCT 4 th Benchmark	Spring Yearly	Classroom Teachers
Current	Kindergarten	GKIDS	Throughout the Year	Classroom Teachers

c & d) Although the table above shows the comparison of the current assessments and the SRCL required assessments, it also is a table detailing how the new assessments will be implemented at WGES. The AIMS web early literacy assessment and the AIMS web ORF and MAZE are two assessments that are currently administered three times each year to students that may be eliminated.

e) Implementing the newly required assessments will result in needed professional learning for teachers and the testing team at WGES. Professional learning will be needed to administer:

- DIBELS Next—ORF, PA, AR
- PALS—Pre-k—AK, PA, CoP & OL
- PPVT4—Form A/B—V & OL

f) Data at WGES is shared with parents and stakeholders via the school website, parent-teacher conferences, RTI meetings, individual parent reports sent home, and school council

meetings. Student data is shared with parents as it becomes available. Testing data is shared with the school council each year to update them on the student achievement at WGES.

g) Time is devoted for teachers to review and analyze assessment results during collaborative planning meetings, RTI meetings, and Leadership Team meetings. Collaborative meetings are held weekly and RTI meetings are held twice monthly. At these meetings teachers review and analyze results to help make adjustments to their instruction or intervention. The Leadership Team disaggregates summative data prior to the start of each new school year. Goals are set to ensure the progress of each subgroup. Progress on the goals is monitored throughout the school year.

The results of the literacy screenings (AIMS web and SRI) are used for making decisions to identify the instructional needs of the students. The scores are recorded on an Excel spreadsheet and are color coded according to their percentile rankings. Students scoring above the 90th percentile (coded blue) are automatically placed in the screening pool for gifted consideration. Students scoring between the 50th and 89th percentile are coded green and students scoring from the 26th percentile to the 49th percentile are coded yellow. Students scoring in these two areas are monitored to ensure continued progress. Orange is used to color code students falling between the 11th percentile and 25th percentile, while red is used to color code students scoring below the 10th percentile. Students coded as orange or red are immediately recognized as needed instructional adjustments or an intervention. The spreadsheets are shared individually with the staff members working with the students.

h) The assessment plan in table 2 is a detailed plan for WGES; however, the two AIMS web assessments (Early Literacy for K, 1 and ORF and Maze for 1-5) will possibly be eliminated from the plan. In table 2, “who” specifies who will take the assessment; “what” specifies the assessment to be administered; “when” specifies the times during the school year that the assessment will be administered, and “how” specifies who will administer the test. WGES has a testing team that administers formative assessments to all students. Currently the AIMS Web Test of Literacy and the AIMS Web ORF are administered by the WGES testing team. These tests are given to students during physical education class to reduce time taken away from academic instruction. The AIMS web MAZE is administered in the classroom by the teacher at a scheduled day and time.

The writing samples are collected by the teacher and scored with a common rubric. Fifth grade students participate in mock writing assessments that mirror the format of the actual assessment. Students are given 2 hours to write on a topic and type of writing.

SRI (Scholastic Reading Inventory) is administered three times each year to monitor Lexile growth. Students take the SRI in the computer lab while the teacher serves as the facilitator.

Benchmark assessments are administered each nine weeks. One content area per day is administered by the classroom teacher, and follows the same content order as the CRCT. These benchmark assessments are given in the following order: Reading, ELA, Math, Science, and Social Studies.

Reading Rescue screener is administered to all first grade students in August and again in January. This screener is administered in the cafeteria by the classroom teacher.

The ACCESS test is given to all K-5 ELL students during the ACCESS window, usually January through March. The ESOL teacher administers this assessment to all of the ESOL students.

The CRCT is given to all 3-5 grade students and the 4th benchmark is given to all 1st and 2nd grade students in April. It is administered by the classroom teacher with a proctor. All of these assessors and proctors are trained in test security prior to the administration of the test.

GKIDS is given to all Kindergarten students by the teacher. This assessment begins in August and is ongoing throughout the school year.

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

a) Resources Needed to Implement the Literacy Plan

- Additional materials for struggling readers to include leveled readers
- Additional books for classrooms and media center
 - ❖ Text that represent all genres
 - ❖ Digital devices that have books downloaded
 - ❖ Trade books aligned to the GPS Social Studies and Science topics
 - ❖ Text that supports effective writing instruction
 - ❖ Leveled reader CDs—read along listening centers
- Mobile devices
- Software
- Laptops

b) List of Activities that Support Literacy Intervention Programs

- HELPS
- Wilson Reading
- Reading First (Pamela Gay boxes)
- Scott Foresman Intervention Kit
- Great LEAPS
- Essential Skills

- Reading Eggs
- Differentiated instruction
- SpecEd Inclusion
- Reading Rescue
- SAIL Teacher
- Gifted
- ESOL program

c) List of Shared Resources

- Computer Labs
- Computers on Wheels (COWS)—3
- Site licensed literacy computer programs: Essential Skills, Reading Eggs, SRI, BRAINPOP, Study Island
- Resource Center—literacy games, trade books, etc.
- Activ-votes
- Limited trade books—fiction and nonfiction

d) Description of Media Center (library) as Equipped

- Fiction books—2198
- Nonfiction books—3333
- Easy books—3563
- Circulations from August until November 2012—27413

- Average year books were purchased in Media Center—1994

e) List of activities that support classroom practices

- Comprehension strategies
- Fluency practice
- Sight word drill
- Reading First strategies
- Word Walls
- Blending
- Segmenting
- Phonemic awareness activities
- Saxon phonics
- Essential skills
- Reading eggs
- Teacher created units (CCGPS)

f) List of additional strategies needed to support student success

- Strategies to add rigor to CCGPS instruction
- Strategies to improve writing skills
- Strategies to improve listening and speaking skills
- Strategies to incorporate literacy in content area subjects
- Strategies to improve language components

g) List of current classroom resources for each classroom

- Word walls
- Reading First (Pamela Gay) kits (K-2)
- Saxon Phonics (K-2)
- Scott Foresman Reading Series (K-5)
- CCGPS ELA Units with fiction and nonfiction titles (K-5)
- Activboard, projector
- 4 Student Desktop Computers

h) Alignment Plan for SRCL and other funding

The alignment of funds will be important in the success of the SRCL grant. As WGES implements the literacy plan, it is imperative that the literacy team and leadership team work with the administration to allocate and align funds based on the needs of the students and the literacy plan. Title funds will be spent on support staff (teachers, paraprofessionals and academic coach) to aide in the implementation of the literacy plan. State funds will be appropriated for consumable classroom supplies to assist with the implementation of literacy at WGES. The SRCL funds will be allocated to purchase technology, provide professional learning on effective literacy strategies and other professional learning endeavors and reading materials.

i) Model of proposed technology purchases will support RTI, student engagement, instructional practices and writing

Technology as a Support			
RTI	Student Engagement	Instructional Practices	Writing
Computer Software	Interactive lessons	Read Alouds	Word processing
Data Analysis	Social networking (listening/speaking)	Listening/Speaking	Research
Interventions via mobile devices (apps)	E-readers	Phonemic Awareness	Provide immediate feedback (score with rubric)
Progress Monitoring	Instructional games	Letter/sound recognition	Collaborative Writing processes
	Transitional/Transformational uses of technology	Fluency	
	Collaborative Writing	Vocabulary	

Professional Learning Strategies Identified on the Basis of Documented Needs

a & b)

Professional Learning 2011-12	Percentage of Staff Participating *
Pre-K Podcast: Best Practices	2%
Pre-K Podcast: Questioning	2%
Pre-K Podcast: Reading to Children	5%
Pre-K Podcast: Why Not the Letter of the Week?	2%
Vocabulary Strategies	74%
Writing Activities Correlated to GPS	50%
Summarizing Strategies	50%
Reading First	50%
Melissa Forney Writing	29%
Lexiles	10%
Accelerated Reader	5%
Depth of Knowledge	2%
Motivating Unmotivated Students	2%
Student Engagement	21%
TESOL Conference	5%
ESOL Workshop	2%
Promoting Academic Success for ELLs	2%
Integrating Software and Internet Resources	2%
Self-Efficacy	52%
RTI	52%
WIDA/ACCESS Training	64%
CCGPS ELA Unit Webinars	55%

*These percentages signify the teachers from the entire staff who participated in a particular professional learning.

c) Ongoing professional learning includes Lexiles, Student Engagement, Integrating

Software and Internet Resources, Self-Efficacy, Writing, CCGPS ELA Unit Webinars, and RTI.

More professional learning in the use of Lexiles is needed, along with strategies for increasing student Lexiles. The availability of Internet Resources are unlimited, however more

professional learning in the use and integration of Internet resources is needed to maximize its

effectiveness. Professional learning in the area of writing has been ongoing at West Green

Elementary for the past three years; however, the lack of a structured writing program has diminished the effectiveness of the training.

The effectiveness of professional learning is monitored through lesson plans, Focus Walks, walkthroughs, observations, and sharing sessions.

d) Professional learning identified in the needs assessment is:

- Ensure that all staff working directly with students receives needed professional learning
- Teaching the rigor of CCGPS
- Effective writing instructional strategies and a structured program
- Text complexity and using Lexiles in instruction
- Effective literacy instructional strategies in all content areas

e & g) WGES administrators, teachers and academic coach will evaluate professional learning to determine its effectiveness. Focus walks will be conducted with specific “look fors” based on the professional learning. Administrative walk-throughs will be conducted weekly to monitor instruction and the application of professional learning. Upon the completion of each focus walk and weekly walk-through, a time will be scheduled to collaborate and reflect upon the data. Based on the data, follow-up sessions on targeted professional learning may be necessary. The academic coach will be instrumental in this process and ensuring that professional learning is effective. Teachers will also share specific activities/instructional strategies that work in their classrooms in the collaborative planning weekly sessions.

As professional learning is applied in instruction and students are assessed according to the assessment plan, data will be compared for improvements in student achievement and growth.

f) Additional professional learning is needed to meet the needs of the goals and objectives.

Teaching the rigor of CCGPS

Instructional read alouds

Identifying text complexity and using Lexiles

Effective instructional strategies for writing and a structured writing program

Effective instructional strategies for literacy (reading, writing, language, speaking and listening)

Sustainability Plan

a) Assessing students is important in monitoring student progress. It is imperative that WGES continues the assessment plan beyond the grant period to ensure that data is collected, analyzed and used to drive instruction. A possible change will be the difference in the state assessment once the format is changed. Therefore in year 2014-2015, the summative assessment process and plan will change to meet the protocol set by the state of Georgia.

b, e & g) Funding for the continuance of literacy beyond the grant period may be an issue. However, the use of federal (Title I), state and local funds will allow WGES to continue their mission *Literacy for all students*. When these funds are allocated, the WGES needs will be prioritized with literacy being a priority. The replacement of print materials and technology licenses will be purchased with these funds. School fundraisers will be another financial support of literacy as materials need to be replaced and licenses need renewing.

c, d & f) As literacy is embraced at WGES and new strategies are learned, the administrator will schedule collaborative planning sessions to focus on literacy. These sessions will be opportunities for teachers, paraprofessionals and administrators to discuss strategies that work and how it can be taken to a higher level. The assessment protocol for SRCL will continue after the life of the grant. It is important to assess students, analyze data and use the data to address needs of students through differentiated instruction and/or interventions.

At WGES, the academic coach will participate in all professional learning. Therefore, she will be responsible for working with new teachers to ensure that they receive relevant professional learning. The academic coach will work beside the teacher, so the teacher gains the knowledge of specific professional learning. She will model lessons using strategies from the professional learning, so new teachers can see the application, and she will be a cheerleader for the new teachers as she observes them in the application process. The academic coach will provide follow-up sessions to refine any area of professional learning as needed. This process will occur during the grant period and beyond the grant period.

Technology will be an important component in the implementation of this SRCL; therefore, it is necessary to continue it beyond the life of the grant.

Professional learning follow-up sessions will continue to take place at WGES. This will keep information and strategies in front of the teachers to extend and refine those best literacy practices.

h) During the SRCL implementation, there will be information and instructional strategies that are learned that will benefit others within our school system. WGES will create a literacy news letter quarterly with instructional strategies for reading, language, writing, listening and speaking and activities that are effective in the classroom including technology. This newsletter will be emailed to all schools in the system to share with other teachers.

Budget Summary

When WGES receives the Striving Readers Comprehensive Literacy Grant, a larger part of the money will be allocated to professional development, technology, and reading materials. Sufficient funds will be allotted for professional learning as well as materials and supplies needed for the development of effective literacy strategies specifically writing, listening and speaking and other professional learning needs. Technology expenditures may be laptops, tablets, e-readers, or other mobile devices. Current and/or new software that reflects the CCGPS will be updated or purchased with the SRCL funds. The installation of new technology equipment and the maintenance of this equipment will be built in the budget. Finally, a significant amount of the budget will go toward purchasing books (fiction, non-fiction, etc.), periodicals, reference books, digital devices for downloading books, e-books, and any other materials to be used to teach the CCGPS.