

School Profile

Created Monday, September 10, 2012

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School Information

School Information District Name:	Coffee County School System, Douglas Georgia
School Information School or Center Name:	Indian Creek Elementary

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal Name:	Dr. Wendell Stone
Principal Position:	Principal
Principal Phone:	912-393-1300 EXT 6709
Principal Email:	wendell.stone@coffee.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Ms. Joan Williams
School contact information Position:	Assistant Principal
School contact information Phone:	912-393-1300 EXT. 6712
School contact information Email:	joan.williams@coffee.k12.ga.us

Grades represented in the building

example pre-k to 6

Pre-K to 5

Number of Teachers in School

40

FTE Enrollment

649

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

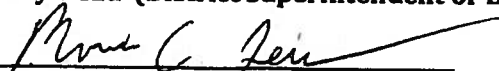
Address: 1311 S. Peterson Avenue

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

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- 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.
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Conflict of Interest & Disclosure Policy

III. Incorporation of Clauses

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

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

Morris Leis, Ed.D, Superintendent

Typed Name of Fiscal Agency Head and Position Title

Date

Signature of Applicant's Authorized Agency Head (required)

 Bernie Evans, Ed.D

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

Date

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

Mike Drahush, Comptroller

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

Date (if applicable)

Preliminary Application Requirements

Created Tuesday, October 09, 2012

Page 1

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

General Application Information

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

-
- Yes
-

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

SRCL Rubric

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

-
- Yes
-

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

Assessment Chart

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

Grant Assurances

Created Thursday, December 13, 2012

Page 1

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

• Yes

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

• Yes

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

• Yes

Page 2

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

Page 3

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

Coffee County Schools

Audit Findings

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

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

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

History of the System

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

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

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

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

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

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

System Demographics

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

Current Priorities

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

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

Strategic Planning

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

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

Current Management Structure

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

District Narrative

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

Past and Current Instructional Initiatives

The system has led significant instructional initiatives district wide including:

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

Literacy Curriculum

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

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

District Wide Literacy Assessments

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

District Narrative

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

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

District Narrative

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

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

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

Need for Project

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

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

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

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

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

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

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

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

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

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

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

Experience of the Applicant

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

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

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

Experience of the Applicant

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

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

Sustainability of past initiatives

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

Internal initiatives

Experience of the Applicant

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

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

School Narrative

School History

Indian Creek Elementary School is located in Douglas, Georgia. Douglas is located in Coffee County in South East Georgia. Coffee County has a total of eight elementary schools and also is the home of Coffee High School, Coffee Middle School, George Washington Carver Freshman Campus and an alternative school which accepts middle and high school age students. Indian Creek was opened in 1999 to alleviate overcrowding in several city schools. At one time, Indian Creek Elementary proudly served well over 1000 students but over the years and due to recent redistricting of several hundred students, the current school population is at 662 in Pre-K through 5th grades. This redistricting and the recent economic downturn have taken a toll on the school's student population and the numbers of staff members available to meet the needs of our students. Because of these changes, our class sizes have increased on a school-wide basis. Funding has also limited the number of interventionist employed at Indian Creek. Previously, Indian Creek employed two intervention teachers. Funding has limited that position to one 49% interventionist.

Today, Indian Creek Elementary School has one principal and one assistant principal. We also have an academic coach, a counselor, a school nurse, a media specialist, three office staff workers, four custodians, and eight school nutrition employees to meet the needs of students. The staff consists of 45 certified teachers and 27 classified employees. Presently, 68% of all students qualify for free or reduced lunch. This is down from the 2011 – 12 school year when 71% of students qualified. Fifty-two percent of students are male and 48% are female. Sixty-three percent of Indian Creek students are white. African American students make up 17% of the population with an equal percentage of Hispanic students.

Administrative and Teacher Leadership Team-

The School Leadership Team is comprised of the principal, one assistant principal, academic coach, school counselor, media specialist, special education teacher, and grade level representatives grades Pre-K through 5. The committee meets once per month and works together to make data-driven decisions for improvement of the school. In order to keep all

faculty members informed, leadership team summary notes and the agenda are shared with the entire faculty after the meetings by grade- level representatives. The following are the team members:

Dr. Wendell Stone, Principal; Joan Williams, Assistant Principal; Amy Vining, Academic Coach; Pam Smith, School Counselor; Cynthia Deal, Media Specialist; Missy Woodward, Referral Coordinator; Jan Milhollin, Pre-K; Donna Drew, K; Tammy Bennett, 1st; Bridgette Mercer, 2nd; Kim Spain, 3rd; Judy Johnson, 4th; Sonya Hendley, 5th.

Past Instructional Initiatives

Indian Creek Elementary has implemented numerous literacy initiatives in the past in order to enhance student achievement. A variety of those initiatives are listed: Reading Recovery; Saxon Phonics; Best Practices: Six Traits Writing; Response to Intervention Process; District Unit Writing; Standards-Based Instructional Framework; Differentiated Instruction Across the Curriculum; Essential Skills Computer Program; Wilson Reading Program (Special Education Support Staff and Reading Interventionist).

Current Instructional Initiatives

Indian Creek Elementary strives to be a school of excellence. Many of the initiatives stated above have continued to be implemented within our school, as well as several new instructional programs as listed: Reading First Program, Writer's Workshop, Morning Message, Reading Eggs, Scholastic Reading Inventory (SRI), District Team Enhancement of the Georgia Department of Education Common Core Unit Frameworks; Standards-Based Instructional Framework; Differentiated Instruction Across the Curriculum; Essential Skills Computer Program; Wilson Reading Program (Special Education Support Staff and Reading Interventionist).

Professional Learning Needs

Due to the lack of monetary resources, providing quality professional learning with highly trained experts has been a challenge over the past few years. Indian Creek teachers have participated in weekly in-house professional learning in writing, differentiation and standards-based instruction. Through collaborative meetings and a needs assessment survey, more professional learning on research-based Tier 2 and Tier 3 reading interventions that include

diagnostic assessments are needed for mastery of literacy standards. There is a need for direct protocols for identifying and matching struggling readers and writers to the appropriate intervention. Teachers and interventionist will need to be trained on how to implement the new interventions so that the interventions occur regularly and with fidelity. Teachers have also expressed the need for more formal training on teaching the writing process and how to incorporate writing in all content areas. Indian Creek Elementary School is in desperate need of professional development in identifying weaknesses and addressing the needs of struggling readers and writers. The professional learning needs to be provided by a competent, well-trained consultant in order to increase students' opportunities for academic success in reading and writing.

Need for a Striving Readers Project-

Indian Creek is desperately trying to provide struggling readers with research-based interventions at Tier 2 and Tier 3. We are faced with the following barriers to providing Tier 3 interventions:

- Over the past five years, Indian Creek has had 4 different S.A.I.L. teachers (provides T3 interventions for K-5). There has not been consistency in providing Tier 3 interventions through the use of a specific research-based intervention program.
- Due to lack of training, interventionists have used the (pick and choose approach) to providing interventions for struggling readers.
- Tier 3 interventions are currently provided by our Students Accelerating In Learning (S.A.I.L) teacher that works only 49%.
- S.A.I.L. Tier 3 interventionist is currently serving 44 students, K-5. As stated in the Georgia Literacy Plan, interventions should be delivered 1:1 – 1:3 ratio. Currently our Tier 3 interventionist is delivering interventions on a 1:5-9 ratio.
- Indian Creek has students in Tier 2 waiting to be served in Tier 3.
- S.A.I.L teacher has not received any professional development in using a specific Tier 3 intervention by a highly trained consultant due to limited funds.
- Grades K-2 utilize the Reading First Program and diagnostic assessment to match intervention with students' needs but there is a significant need in grades 3-5 for a

specific research based program that teachers can utilize to provide Tier 2 interventions for struggling readers.

- Indian Creek receives limited Title One funds due to our percentage of economically disadvantaged students.

Historical Grade 5 Georgia Writing Assessment data indicates weaknesses in writing instruction at Indian Creek Elementary. For students to be successful, writing instruction should begin in Kindergarten and continue throughout the grades. There is a need for an increased focus on writing in all content areas everyday to increase reading comprehension. The “Why” document clearly states that a strong writing program is critical to literacy demand for the 21st century. These demands are increasing, not only in schools but also in workplaces (Why, 47). In order to meet these needs, Indian Creek is in need of professional learning and a research-based writing program to be implemented in Kindergarten through fifth grade at our school.

Scholastic Reading Inventory data analysis indicates that a high percentage of Indian Creek students are not meeting proficiency according to the Common Core Lexile Grade Level Bands. On a recent survey, 96.8% of Indian Creek classroom and content teachers indicated a lack of literacy resources in their classroom and 97% stated additional resources were needed to address the new Lexile Grade Level Bands. Purchasing these resources will assist ICE in addressing these needs.

Scientific, Evidence-based Literacy Plan School

SCHOOL LITERACY PLAN:

The Georgia Literacy Plan Kindergarten-to-Grade 12 Necessary Building Blocks for Literacy: “The What” document served as a guide for our school literacy plan. The nine key components that research has determined should be in place in order to provide communities with the best opportunity for success are also referenced throughout our literacy plan (*General Application Information*, page 15). Indian Creek Elementary School’s plan addresses our strengths and weaknesses, and we intend to address areas of weakness with funding received through the Striving Reader’s Grant in order to improve literacy instruction.

The curriculum that drives the literacy plan at Indian Creek Elementary is the Common Core Georgia Performance Standards (CCGPS). As stated in “The Why” document, “the Common Core provides a seamless continuum of standards leading to College and Career Readiness at the end of grade twelve (page 93). “These standards are state-mandated and, as such, are the core components in our educational plan” (“The What” document, page 4).

Indian Creek Elementary has taken the following steps in preparing its teachers for the Common Core Georgia Performance Standard Implementation:

- In 2010-2011 administrators participated in training for the transition from the Georgia Performance Standards
- Teachers were trained during the 2011-12 school year by the academic coach in collaborative planning sessions where teachers studied the new CCGPS and compared them with the GPS standards they were currently teaching.
- In 2011-2012 teachers viewed all mandated ELA webinars for CCGPS
- Teachers continue to participate in training sessions on how to implement the new standards and have viewed reading webinars that are correlated to the units developed by the Georgia Department of Education.

- Grade level representatives attend unit enhancement planning sessions that began in the summer of 2012 during which the state reading units are analyzed, revised, and modified to include formative and summative assessment pieces.

Components Unique to Birth-to-Five:

Research clearly supports that the first years of a child's life are critically important in laying the foundation for future academic success, including success in literacy. The inclusion of the birth-to-five community into the Literacy Plan has allowed the state of Georgia to bring an entirely new and greatly needed dimension to their planning ("The Why" document, page 20). Two services currently available to future Indian Creek students is Bright from the Start and the Pre-K Program. "Since its inception, one of the goals of Bright from the Start and of Georgia's Pre-K Program has been to change parents', child care providers', the public's, and policy makers' perception of child care from one of "baby sitting" to one of early education.. For this reason, Bright from the Start has continued to focus on supporting early language and literacy skills in children from birth to age five" ("The Why" document, page 21). Indian Creek houses three Pre-K classrooms consisting of 66 students. To support components of Birth to Five, Indian Creek would like to purchase materials and create literacy bags for that age group as well as offer parenting workshops to parents of Birth to Pre-K students.

Building Block 1. Engaged Leadership

Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school.

Indian Creek 's administration has participated in all Georgia Department of Education sponsored webinars to learn about transition to the Common Core Georgia Performance Standards. The assistant principal has served as facilitator with county grade level collaborative teams, working to enhance state common core unit frameworks and has also facilitated school-based professional learning to implement CCGPS. Administrators, with support from the leadership team, have initiated instructional framework walkthroughs focusing on the opening, work session, and closing of literacy instruction in the classroom. Indian Creek's administration have allotted a 90–120 minute daily block of time for literacy instruction and 90 minutes weekly for teacher collaboration and professional learning. As stated in the "why" document,

the primary role of the academic coach is to provide continuous, embedded professional learning by implementing school-based opportunities. They are also available to provide follow-up, to promote in-class modeling, and to foster professional learning communities (Bean & Isler, 2008). Administrators at Indian Creek Elementary utilize the academic coach on staff to ensure that opportunities are available for new staff to receive necessary support in becoming acquainted with previously learned strategies and programs. The administrators support the Academic Coach's initiatives to ensure that the strategies and suggestions that the coach provides are seen by the teachers as imperative.

B. Action: Organize a Literacy Leadership Team

Literacy Team Structure

The function of the School Literacy Team is to collaboratively plan for improvement in literacy instruction at Indian Creek Elementary School. The Literacy Team gathers input from other staff members through grade-level meetings as to what strategies will help our students with literacy needs. These team members gain input from grade level meetings before making decisions. Recent surveys have shown there is a need for intervention materials that are aligned with students' needs and available with trained personnel to implement the interventions. The scores on the Georgia Writing Assessment in grade 5 indicate a need for more intensive writing instruction and a formal writing program. Teachers have also expressed the need for more formal training on teaching the writing process and how to incorporate writing in all content areas. Another need discussed by the literacy team is the lack of instructional resources and materials teachers have on hand in their classroom that address the rigorous needs of the new common core lexile levels. Classroom libraries are needed so that all students have the opportunity to read on their instructional level everyday and fill the gaps in their reading proficiency.

The School Literacy team members are listed below:

Wendell Stone, Principal; Joan Williams, Assistant Principal; Amy Vining, Academic Coach; Jan Milhollin, Pre-K; Jamie Taylor, K; Tammy Bennett, 1st; Channing Deen, 2nd; Kim Spain, 3rd; Peggy Luke, 4th; Shannon Martinez, 5th; Missy Woodward, SLP; Cynthia Deal, Media; Stacy Hill, Parent; Melina Holbert, Parent.

Literacy Team Schedule

Indian Creek administrators and the Leadership Team have addressed literacy needs in the past. However, after reviewing the documents provided by the Striving Reader Comprehensive Literacy Grant, we realized the need for a literacy team to focus solely on literacy. Our newly formed literacy team meets on a monthly basis in order to play an active role in helping Indian Creek Elementary reach the highest literacy standards. Minutes of the meetings are being documented.

Literacy Team Initiatives

Although Indian Creek's Literacy Team is relatively new, the members have demonstrated a commitment to learn about and support evidence-based literacy instruction at Indian Creek School. The first initiatives of the Literacy Team are as follows:

- Literacy Team Representatives are leading grade level teams to enhance this literacy plan. The administration compiles grade level suggestions to make revisions to the school-wide plan.
- School-wide Focus Walks are conducted by Literacy Team Members to identify specific areas of weakness in reading and writing within the school. The team debriefs after the focus walks to collaborate and share their findings.
- Vertical planning meetings are held to address the weaknesses uncovered through the focus walks and needs assessment. If the issues warrant professional learning, the administration or academic coach seeks to find ways to address the needs.

C. Action: Maximize the use of time and personnel through scheduling and collaborative planning

Indian Creek's Literacy Team is committed to providing students with a dedicated and protected time for literacy instruction. The following times are allotted for literacy instruction in each grade: K-1 (220 minutes), 2nd- (220 minutes), 3rd- (190 minutes), 4th (160 minutes), 5th (160 minutes). Grade-level schedules are provided below.

Indian Creek's master schedule is designed with each grade level receiving 45 minutes daily of physical education. During this scheduled 45 minutes, each grade level's Tier 3 students receive interventions provided by the Students Accelerating In Learning (S.A.I.L.) teacher. Also, a 45 minute block of time was worked into the master schedule that allows three physical education paraprofessionals to work with the S.A.I.L. teacher to provide Tier 3 reading interventions. While students are attending physical education classes or Tier 3 reading interventions, teachers attend grade level team collaborative planning on Tuesdays and Wednesdays. On Tuesdays, Indian Creek's Academic Coach has prepared agendas for professional learning. Teachers receive instruction on various aspects of teaching and learning including but not limited to effective strategies for differentiating instruction, implementing the ELA Common Core Georgia Performance Standards, CCGPS Frameworks, writing instruction-Six Traits of Writing, and the instructional framework-opening, work session, closing. On Wednesdays, teachers meet in grade level collaborative teams to analyze student data and examine student work in order to adjust instruction to meet student learning needs. Teachers follow the collaborative grade level team agendas provided by the assistant principal to ensure proficient and effective use of time.

Also, teachers have an allotted time of 45-60 minutes for flexible grouping in their daily schedules. As stated in the "Why" document" the most effective elementary schools provide an average of 60 minutes a day of small, ability-grouped instruction, that provides differentiation at the students' achievement level and therefore presumes additional time for grade-level instruction as well. During this designated time, teachers provide Tier 2 reading interventions to identified students as well as differentiated instruction to meet individual student learning needs.

Additional grant funds could be used to enhance these practices. Teachers could participate in online professional learning opportunities, substitutes could be provided for teachers to attend Professional Learning, and stipends could be provided for teachers to attend training off contract.

Sample Schedule (by grade level showing tiered instructional schedule)**Pre-K Schedule**

TIME	SUBJECT
7:00-7:30	Arrival
7:30-8:00	Breakfast and Bathroom
8:00-9:00	Large Group (Story Message time, phonological awareness)
9:00-9:35	Outdoor Time
9:35-9:40	Bathroom
9:40-10:00	Music with Movement
10:00-10:30	Lunch
11:00-11:15	Small Group
11:15-12:15	Centers Time
12:30-1:20	Nap Time
1:20-1:35	Snack Time
1:35-1:50	Pack Up and Closing

Kindergarten Schedule

7:00 -7:30	Morning Duty/Breakfast
7:30 -7:45	Attendance/Morning Message
7:45 -8:15	Number Corner
8:15 -8:45	Phonics
8:45 -9:55	ELA Flex
9:55 -10:25	SS/Science/Reading (Unit)
10:25 -10:55/10:55 – 11:05	Lunch/Bathroom/Recess
11:05 -11:50	Writing/Grammar
11:50 -12:00	Math (whole group)
12:00 -12:45	PE
12:45 -1:45	ELA Flex/Reading/ Instructional Centers
1:45 -2:00	Read Aloud (extended text)/Pack up

First Grade Schedule

7:05-7:30	Breakfast
7:30-8:45	Math Math Flex Groups
8:45-9:30	Phonics/Phonemic Awareness
9:30-9:50	Guided Reading
9:50-10:35	P.E.
10:35-10:55	Accelerated Reader
10:55-11:40	Lunch/Recess
11:40-12:40	Reading Flex
12:40-1:55	Integrated Reading, Writing, Grammar

Second Grade Schedule

7:00-7:30	Morning Work/SSR
7:30-8:50	Math-Math Flex
8:55-9:10	Morning Message
9:10-9:55	Reading Unit
9:55-10:40	Writer's Workshop
10:40-10:50	Guided Reading
10:50-11:15	Phonics
11:15-12:00	Lunch/Recess
12:00-12:45	Reading Flex Groups
12:45-1:30	P.E.
1:30-2:00	Finish Phonics/Pack Up

Third Grade Schedule

7:30-9:05	Language Arts I
9:05-9:50	P.E.
9:50-10:35	Reading Groups
10:35-11:35	Language Arts 2
11:35-12:05	Lunch
12:05-12:20	Recess
12:20-1:00	Language Arts II
1:00-1:45	Reading Flex
1:45-2:00	Pack Up/Dismissal

Fourth Grade Schedule

7:00-7:30	Breakfast
7:30-8:20	Social Studies I(Reading in the Content)
8:20-9:05	P.E.
9:05-10:30	Language Arts Block 1/Differentiation
10:30-11:55	Language Arts Block 2/Differentiation
11:55-12:25	Lunch
12:25-12:45	Recess
12:45-1:00	Language Arts Cont.
1:00-1:50	Social Studies II(Reading in the Content)
1:50-2:00	Pack Up/Dismissal

Fifth Grade Schedule

7:05-7:35	Breakfast/Morning Work
7:35-8:20	P.E.
8:20-9:05	Flexible Grouping
9:05-9:45	ELA/Reading I
9:45-10:15	Writing
10:15-11:00	Social Studies I (Reading in the Content)
11:00-11:50	ELA/Reading II
11:50-12:15	Writing
12:15-1:00	Lunch/Recess
1:00-1:45	Social Studies II

D. Action: Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards.

In 2011–2012, Indian Creek Elementary administrators, all teachers, and support personnel participated in all of the GADOE ELA CCGPS webinars. The K-5 ELA CCGPS is the foundation of literacy instruction. Successful literacy instruction will require that all teachers participate in further professional learning to deepen their content knowledge and to learn more effective literacy instructional strategies. Indian Creek’s Leadership Team monitors literacy instruction by conducting walk-throughs using a school check list. The Leadership Team debriefs to analyze findings, discuss strengths and weaknesses, and problem solve. Monitoring of literacy instruction would be improved by using the Georgia Literacy Instruction Observation Checklist instead of the school checklist. Currently, ICE has a Parent Resource Room that has literacy materials available for checkout. Also, literacy instructional software is available at home (Reading Eggs) for kindergarten and first grade.

E. Action: Optimize literacy instruction across all content areas.

As Indian Creek begins to implement the CCGPS ELA standards, teachers must focus on using lexiles and text complexity to select text that is appropriate to grade level. The Scholastic Reading Inventory (SRI) is a computer generated inventory for teachers to use to monitor lexile growth in their students. Teachers and administrators participated in the CCGPS text complexity webinar and use the rubric provided by the GADOE to evaluate text. MetaMetrics, Inc. (GADOE Lexile Framework) professional learning was redelivered to K-5 teachers by the assistant principal, academic coach, and media specialist. K-5 teachers then redelivered lexile training for parents during Family Reading Night. Parents were provided with a handout entitled “Lexiles at Home.” Subsequent professional learning on the Scholastic Reading Inventory for teachers included targeting reading levels, SRI testing, using the Scholastic Achievement Manager (SAM), how to interpret SRI data report and use data for instructional planning, setting classroom and student goals, monitoring growth, conferencing with students, and partnering with families. Indian Creek administrators, teachers, students, and parents would benefit greatly from more professional learning in using lexiles to enhance and support literacy instruction in

classrooms/home in all content areas, the role of the Lexile Framework in Georgia Assessments, RTI, and Accelerated Reader. Teachers also need additional professional learning in using data for instructional planning in all content areas, selecting books, targeting instruction, and planning additional support or challenge based on a student's lexile measure.

According to the Georgia Literacy Plan: The "Why", 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 Indian Creek, we have a shortage of texts in the media center and classrooms that will enable students to meet the requirements of text complexity as outlined by CCGPS. Currently, there are 4,736 non-fiction titles and 6,063 fiction titles (1,939 chapter books and 4,124 easy books) in Indian Creek's Media Center. On average, these books were purchased 1999-2000. The media center circulated 57,268 total books during the 2011-2012 school year, which included 25,726 non-fiction books, 8,756 fiction books, and 22,786 easy books. Although, students at Indian Creek are reading, their reading lexile and text complexity do not always align. Indian Creek's media center is in the process of labeling books with lexile levels so that teachers, students, and parents can select text on the appropriate level. This is an important component in assisting teachers to match instruction to students' abilities.

Indian Creek's Georgia GR 5 Writing Assessment scores over the past three years indicate a need for a drastic change in writing instruction for grades K-5. Indian Creek teachers received professional learning in using 6 + 1 Writing Traits in 2009-2010 and the academic coach modeled writing lessons in each classroom and provided feedback for improvement. This year teachers received training in Writer's Workshop to further implement the demands of the CCGPS and the GADOE Unit Frameworks. Indian Creek's academic coach has assisted fifth grade teachers administer mock writing assessments for the past three years. Journaling is encouraged in all grade levels. Indian Creek realizes that a more focused writing plan is needed for writing to be an integral part of every class every day. As stated in the "Why" document, The Common Core Georgia Performance Standards require that students become proficient in three types of text, argument, informative/explanatory, and narrative beginning as early as kindergarten. Student writing proficiency will occur if students are given the opportunity to write daily beginning in kindergarten and sustaining student daily writing throughout the grades. Indian Creek's Literacy Team will develop a clear and concise writing plan that will include

professional learning using a computer-based software program. This will provide all teachers the skills necessary to provide instruction and create opportunities for their students to write a variety of texts within the CCGPS. Indian Creek's focused writing plan must also include a component for teacher monitoring and accountability. Student motivation and celebration plays a vital role in student writing. Indian Creek's writing plan should also include ideas for encouraging student writing and parent involvement. Student motivation is an integral part of student achievement and cannot be overlooked. As stated in the "Why" document, "The implementation of strong writing programs is crucial to a literacy initiative."

Building Block 2: Continuity of Instruction

A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams

Indian Creek implements the use of collaborative teams to ensure consistent literacy focus across the curriculum. As stated in the "How" document, administration establishes an expectation of shared responsibility among the faculty. This is accomplished through collaborative planning and professional learning. Uninterrupted time is set aside each week for teachers and administrators to plan and examine student data and work. The assistant principal develops an agenda for each meeting based on the goals addressed through the school's Continuous Improvement Plan. One way our grade-level teams work together to ensure student achievement goals are aligned with grade-level expectations and a shared vision exist among all members is by developing SMART goals (specific, measureable, attainable, realistic and timely) using student achievement data. Currently, grades 3-5 have set achievement SMART goals for the CRCT administration; 1st and 2nd grade teachers have set grade-level, classroom and student SMART goals for Oral Reading Fluency; and Kindergarten teachers have set SMART goals for the GKIDS assessment. These goals are shared with the students one-on-one as well as with parents during conferences so that all stakeholders are working towards a common goal.

It is important for faculty to engage in professional learning and collaborative planning to sustain continuous improvement. These collaborative teams prepare educators to provide supportive learning environments, deepen their content knowledge, and provides them with

research based instructional strategies to assist students in meeting rigorous academic standards (Georgia Literacy Plan: The “Why,” 2012).

Leadership and Literacy teams have also been established to help maintain a focus on literacy. These teams meet periodically to discuss additional ways to support literacy instruction. The Leadership team engages in focus walks to identify training and support needed in order to sustain continuous improvement in literacy. The newly established Literacy team consists of a representative from each grade level, administrators, academic coach, media specialist, speech/referral coordinator and parents. This team meets and discusses literacy needs across the curriculum and grade levels.

B. Action: Support teachers in providing literacy instruction across the curriculum

In order to establish an effective literacy curriculum teachers are provided with supports in literacy instruction. Teachers at Indian Creek use core programs in grades K-5 that “provide continuity and a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts” (Georgia Literacy Plan Kindergarten –to- Grade 12 Necessary Building Blocks for Literacy: “The What” 2012). The core programs include Reading First- “How to Plan Differentiated Reading Instruction, 2009”, Saxon Phonics, and ELA units. These programs aide teachers in identifying the concepts and skills students need, use researched based strategies and appropriate resources, integrate appropriate comprehension strategies into all subject areas, and provide opportunities for reading varied genres (Georgia K-12 Literacy Plan: “The How,” 2012). Teachers must be provided with the proper supports in order to be successful. According to the “why” document, the key to reading achievement in schools is to provide a well prepared and knowledgeable teacher in every classroom which will ensure that students receive the quality instruction that is needed.

Indian Creek uses a school-wide commonly adopted writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance (Georgia K-12 Literacy Plan: “The How,” 2012). Teachers use Writer’s Workshop and 6 + 1 Traits of Writing to provide explicit writing instruction in order for students to master the goals and expectations set forth in the rubrics.

Kindergarten- 3rd Grade teachers are provided with a protected block of time that is allocated for literacy instruction (Georgia Literacy Plan Kindergarten –to- Grade 12 Necessary Building Blocks for Literacy: “The What” 2012). The daily literacy diet for each grade level includes a specific amount of time for phonics/phonemic awareness, writing, guided reading, flexible grouping and comprehension strategies. The literacy diet is used to ensure that all essential components of an effective literacy curriculum are implemented daily.

Additional supports that are provided for teachers are: a specific time for Tier 3 interventions, focus walks, professional learning, and ELL program. Tier 3 interventions are provided to students through the S.A.I.L program by a certified teacher. Instructional strategies are monitored by the Leadership Team through planned focus walks. Professional learning is provided on a weekly basis to improve literacy instruction. The ELL “push-in” program implements appropriate strategies to help ELLs meet English language proficiency standards. PTO hosts a family reading night that engages parents in activities that demonstrate the importance of literacy proficiency. All of the above work together to provide support to content area teachers in the area of literacy instruction within their discipline (Georgia Literacy Plan: The “Why,” 2012).

C. Action: Collaborate with supporting out-of-school agencies and organizations within the community

Indian Creek collaborates with out-of-school agencies and organizations within our community to support literacy instruction. Programs such as Head Start and state and privately funded Pre-K are provided for children within our community. These programs prepare students for public school and meeting the rigorous state standards. Support for students’ improvement is targeted through partnerships with Satilla Regional Library, Kiwanis Club, Mary-Hayes Center, and various other business sponsors. Programs such as the Summer Reading Program are provided throughout the year by Satilla Regional Library that promotes literacy. The local Kiwanis Club sponsors the Bringing Up grades (B.U.G.) program for Third Grade students. This program recognizes and rewards students for academic achievements. The Mary-Hayes Center provides after school care and tutoring for students. Business sponsors throughout our community provide books for young learners. The benefits of partnering with these agencies are numerous. They provide quality literature based programs that strive to develop lifelong readers

and learners (Georgia Literacy Plan: The “Why,” 2012). Indian Creek Elementary has a faculty member who provides services to migrant students. As stated in the “How” document she provides English language services that extend beyond the classroom. Some of the services that she provides include: working with children in small groups in the classroom, acting as a translator for parent-teacher communication, and translating school documents in order to assist parents. Georgia Public Broadcasting provides teachers with Georgia specific content and digital streaming services. According to the “Why” document (2010) “all GPB education content is correlated to Georgia Performance Standards and aligned with Common Core Standards as adopted and implemented.” Okefenokee RESA, located in Waycross, Georgia, is partnered with the Coffee County School System to provide training, resources, and support for teachers. Collaborating with RESA reduces operational costs and provides for infrastructure needs (Georgia Literacy Plan: The “Why,” 2012).

To effectively support stakeholder engagement, the system and school web sites provide current information about school news and events. We anticipate the purchase of video conferencing and recording capabilities with grant funds in order to provide additional training opportunities for teachers, parents, and the community.

Building Block 3: Ongoing Formative and Summative Assessments.

A. Action: Establish an infrastructure for ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.

In the summer of 2012, Indian Creek Elementary teachers began to collaborate with other district teachers to develop formative and summative assessments to be included in the CCGPS Frameworks. These formative and summative assessments are administered to Indian Creek students K-5 and assessment data is used to adjust literacy instruction. “Formative assessments are only effective if they are followed by effective instructional responses or appropriate types of feedback”, (Georgia Literacy Plan: The “Why”). Teachers also use informal formative assessments to determine student mastery of literacy standards such as classroom discussions, questioning techniques, conferencing/feedback, ticket out the door, and observations/anecdotal records, ungraded quizzes, skill checks, drafts, and performance task. Based on formal and

informal formative assessments and the CCGPS, teachers make instructional changes to ensure student success. Indian Creek administers summative assessments that assess the Common Core Georgia Performance Standards of literacy instruction, such as, Benchmark assessments. Informal summative assessments such as graded end of unit test, grammar test, spelling test, cold reads, and writing response/performance task are administered to students throughout the school year. Data obtained from these assessments are used to measure whether or not a student has attained the learning target and if instructional strategies and tier placement need changing to meet the needs of the individual student and to make sure that instruction is aligned to the Common Core Georgia Performance Standards. Indian Creek administers formal summative assessments as stated in Part D.

Indian Creek administers literacy universal screeners as stated in Part B. These literacy screeners provide help in identifying at-risk students as well as potential gifted and talented students. But as stated in the Georgia Literacy Plan, The "Why", other factors must also be considered because these screeners tend to consistently over-identify students as needing assistance. Other factors to consider in helping identify students at-risk would be diagnostic assessments, motivation, grades, benchmarks, CRCT, teacher observation and parent input. "The What" document states, "effective screening, progress monitoring, and diagnostic tools should be selected to identify achievement levels of all students, advanced as well as struggling". A table of the assessment tools we use at Indian Creek to identify advanced and struggling students can be found in Indian Creek's Assessment/Data Analysis Plan.

B. Action: Use universal screening and progress monitoring for formative assessment.

Indian Creek administers *AIMSweb Assessments, Dynamic Indicators of Basic Early Literacy Skills, (DIBELS) and Scholastic Reading Inventory (SRI)* reading screeners to identify which students are not at the expected performance criteria for a given grade level in reading, Georgia Literacy Plan: The "Why". The first reading universal screeners are administered in early August and results are used along with other indicators, to assist in determining possible tier placement in RTI and adjusting literacy instruction to meet learners' needs. As stated in the "Why" document, "universal screeners allow administrators to detect patterns of achievement during the school year to provide additional support to particular teachers or classrooms." Reading universal screeners are again administered in December and March to ensure that all students

requiring reading intervention, additional help or enrichment are identified and served. Students in grades 1-5 are assessed in Oral Reading Fluency, Reading MAZE (comprehension), and *Scholastic Reading Inventory* (Lexile level). Kindergarten students are administered the *Dynamic Indicator of Basic Early Literacy Skills (DIBELS)* in the area of First Sound Fluency, Letter Naming Fluency (fall administration); Phoneme Segmentation, Nonsense Word Fluency, First Sound Fluency, Letter Naming Fluency (winter administration); Phoneme Segmentation, Nonsense Word Fluency, Letter Naming Fluency (spring administration).

This curriculum based measure data is used to identify the level of performance of all students and rate of progression, as well as making teaching and learning decisions for individual students. Indian Creek educators realize that every student does not learn in the same way, therefore, the instructional strategies and programs used are monitored for effectiveness through the use of progress monitoring. Continuous progress monitoring of all student learning and effectiveness of reading interventions is needed to inform instructional decisions. Progress monitoring data is collected once every two weeks on students' instructional level and monthly on students' grade level. Scores are plotted on a graph with a trend line drawn to show rate of improvement at which students are progressing toward competence in a skill necessary to grade-level curriculum and to determine if the prescribed intervention is working. Indian Creek teachers work collaboratively to thoroughly analyze progress monitoring data to determine movement between tiers.

C. Action: Use diagnostic assessment to analyze problems found in literacy screening.

According to "The What" document schools should have a protocol in place for ensuring that students identified by screenings routinely receive diagnostic assessments that isolate the component skills needed for mastery of literacy standards and that these diagnostic assessments are linked to interventions. Currently, Indian Creek does not have interventions that include diagnostic assessments. As stated in the Needs Assessment and Goals and Objectives section of the SRCL Application, not having diagnostic assessments for literacy instruction has not allowed the isolation of components skills needed for mastery of literacy standards. Indian Creek Elementary desperately needs diagnostic assessments for K-5. Teachers have not been able to take results of curriculum based measures and "drill" down to the root cause of students' reading

and writing problems. Presently, students are receiving interventions solely based on results of curriculum based measures. In other words, all students are receiving the same intervention. Funds provided by the SRCL grant will allow the purchase of needed software programs with diagnostic assessment to ensure matching of appropriate interventions strategies to identified needs. The administration will be better able to monitor student achievement and progression that diagnostic assessment reports will provide.

D. Action: Use summative data to make programming decisions as well as to monitor individual student progress.

Indian Creek's Leadership Team meets collaboratively during the summer to analyze summative data. Criterion Reference Competency Test for grades 3, 4, and 5, Georgia GR 3 and 5 Writing Assessment, ACCESS for ELLS, and GR 1 and 2 district benchmarks are analyzed by subgroup and domain to determine broad student needs and to serve as a baseline for literacy improvement. An increase in Indian Creek's Students with Disabilities population in 2012-2013 will require data analysis of the Georgia Alternate Assessment.

Indian Creek's principal shares the Leadership Team's findings during a preplanning faculty meeting. Follow-up is facilitated by Indian Creek's Academic Coach during grade level collaborative planning. Teachers identify strengths and weaknesses; determine root causes and next steps needed to make instructional adjustments for mastery of literacy standards for classrooms and individual students.

Because of the implementation of the Common Core Georgia Performance Standards, the Online Assessment System was not ready with CCGPS test items needed for the central office to create formative benchmark assessments for the first nine weeks of school. In the past, Indian Creek has administered formative benchmark assessments every nine weeks. During Tuesday's collaborative planning, Indian Creek's assistant principal, academic coach, and grade level teachers analyzed nine weeks benchmark assessment data using reports generated by the OAS to determine strengths and weaknesses and identify strategies for improvement in literacy instruction. The implementation of the SRI will provide both formative and summative data that will help monitor individual student progress. This information will help make informed decisions about instruction.

E. Action: Develop a clearly articulated strategy for using data to improve teaching and learning

In order to truly see literacy instruction improve at Indian Creek, there has to be set procedures and protocols for making decisions to identify the instructional needs of students. Procedures and expectations are not clear and concise. Indian Creek's Literacy Team plans to develop written guidelines for reviewing, analyzing, and disseminating assessment results. The guidelines will also include monitoring and follow-up procedures for accountability. Also, improvements in data storage and retrieval are currently needed. "Data must be easily accessible to school personnel in order for it to drive decision making. Educators and instructional support personnel must be able to sort, aggregate, and/or scan in sufficient time for data analysis and collaborative decision-making to occur," (Georgia Literacy Plan, The "Why)". As recommended by the Georgia Department of Education, Indian Creek plans to establish a data team to analyze achievement data from all formative and summative measures in use. This newly formed data team will receive professional learning that gives them the skills necessary to lead Indian Creek teachers in comprehensive data analysis that increases mastery of literacy skills necessary for students to compete in a global society. The Georgia Literacy Task Force recommends that teachers need to be provided professional learning in interpretation of the assessment data that they receive from their students' former grade and/or school. Indian Creek's Academic Coach will follow up with more professional learning to provide ongoing staff differentiated professional learning for small groups and/or individual teachers.

Building Block 4: Best Practices in Literacy Instruction

A. Action: Provide direct, explicit literacy instruction for all students

Indian Creek provides all students with direct, explicit literacy instruction. The core programs include Reading First-"How to Plan Differentiated Reading Instruction, 2009", Saxon Phonics, and ELA units. Additional technology programs that are used to support our core program are River Deep, Reading Eggs, Basic Skills and Study Island. The core programs enable children to develop a solid foundation in phonics and to become better readers. The technology programs used make learning to read interesting, engaging, and motivating for all students.

Student work is examined on a consistent basis. This allows teachers to identify areas of instruction with the greatest needs, determine student achievement, and evaluate program effectiveness. Teachers work together collaboratively to examine work and individually to determine needs in their classroom. Not only is student data evaluated but as stated in the “how” document teacher data is also examined. Administration evaluates teacher data through formal and informal evaluations. All of the data is used to inform and guide future instruction to improve student achievement in the area of literacy.

Indian Creek teachers teach literacy and differentiate through whole group, small flexible groups, and individual instruction. This ensures a daily literacy block that includes explicit instruction in word identification, vocabulary, and comprehension (Georgia K-12 Literacy Plan: “The How,” 2012). “Flexible grouping allows teaching reading on the students’ instructional reading level. It involves small group instruction based on the needs of the students.” (Balanced Literacy: A Learning- Focused Approach, p. FG1)

Teachers participate weekly in professional learning with their grade level. During this time teachers receive training on how to use data to inform instructional decisions in explicit teaching, select appropriate text for instruction, tell students specific strategies to be learned and why, model how the strategies are used, provide guided and independent practice with feedback, and discuss when and where strategies are to be applied (Georgia K-12 Literacy Plan: “The How,” 2012). In addition to professional learning at the school level teachers also attend district wide “Teacher Talks.” These sessions are attended by grade level representatives from each school, administrators, academic coaches, and county office personnel. These meetings give educators an opportunity to collaborate with and obtain additional support from other educators on differentiated instruction. They are able to share effective differentiated lessons and strategies (Georgia K-12 Literacy Plan: “The How,” 2012). Coffee County also supports new teachers through orientation and mentoring programs. These programs provide the extra support beginning teachers need in the classroom.

B. Action: Ensure that students receive effective writing instruction across the curriculum

Students at Indian Creek receive effective writing instruction across the curriculum. Teachers use Writer’s Workshop, 6 + 1 Writing Traits, state created ELA units, and Morning Message (shared writing) to provide explicit writing instruction. Writer’s workshop provides

students an opportunity to practice all of the steps included in the writing process on a daily basis. As stated in the “how” document, Writer’s Workshop is a coordinated plan for writing instruction across all subject areas to include explicit instruction, guided practice, and independent practice. Through the use of the 6+1 Writing Traits program, students learn about the traits of writing which include ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. With a foundation built on these traits young writers are better able to communicate with readers (6+1 Traits of Writing, p. 9). The state created ELA units integrate explicit instruction into the literacy tasks. The writing included in the unit tasks is consistent with CCGPS. School wide writing rubrics are in place to guide writing instruction. Rubrics are available for each of the four genres of writing that students are taught which include informational, narrative, response to literature and opinion. Morning Messages provide students with an opportunity to participate in shared writing with the teacher. These mini lessons can be used to review previously taught skills, introduce new skills, and integrate writing across the curriculum. Shared writing is a way that teachers can write with children to support and extend their understanding about writing and to help them cross the bridge to independent writing (Getting the Most Out of Morning Message and Other Shared Writing Lessons, p. 6). Teachers have also received professional learning on best practices in writing. Workshops have been provided for Writer’s Workshop, 6+1 Traits of Writing, and Morning Message. However, upon examination it is evident that Indian Creek needs improvement in the area of writing instruction in order to extend and reinforce reading. A research-based writing program is needed to provide more consistent and explicit writing instruction across the curriculum.

C. Action: Teachers work to develop and maintain interest and engagement as students progress through school.

At Indian Creek Elementary teachers maintain interest and engagement in a variety of ways. These include: Accelerated Reader, technology, classroom libraries, and peer collaboration. Accelerated Reader provides students the opportunity to self-select reading material. Students select books that are on their reading level and that are related to their interest. Students take a test on the book once it is read and receive points. Once a certain point level is reached students are rewarded with a prize. This program is designed to motivate students to read. Technology is also used to promote interest and engagement. Safari Montage and Discovery Education are used to stream educational programs that provide students with real

world connections into the classroom. Teachers in every classroom use ActivBoards to teach interactive lessons on a daily basis. Computer based programs that are included in the core program also keep students actively engaged and interested in learning. Teachers at Indian Creek currently have classroom libraries where students can choose grade-level books that relate to their interest. However current libraries are not aligned with appropriate lexile levels. In order to meet rigorous standards of CCGPS this is an area in which the school needs to improve. According, to Metametrics, the developer of the lexile measurement, the Accelerated Reader lexiles provided are not accurate. With the funding provided by the grant, we will look at purchasing another system that will provide true lexile levels to be able to accurately match books and reading materials to the lexile. Peer collaboration is a strategy that teachers use to involve students in the learning process. Think-pair-share, small groups, and partner work all allow students to collaborate with one another while remaining actively engaged in the lesson. Effective adolescent instruction practices include student motivation and engagement in literacy learning (Georgia Literacy Plan: The “Why,” 2012). Indian Creek achieves this by teaching skills and strategies “inside” motivating reading tasks and activities that engage students in useful and meaningful reading and writing tasks (Explaining Reading, p.IX).

Building Block 5: System of Tiered Intervention (RTI) for All Students

A. Action: Use information developed from the school-based data teams to inform RTI process

Indian Creek has an RTI facilitator for each grade-level. RTI team leaders meet regularly with their grade-levels and are responsible for overseeing the RTI process for that grade level. Each facilitator has a binder in which directions, teacher logs of interventions, meeting dates, and needed forms/resources are located. All teachers have access to an online RTI folder that contains paperwork and probes they will need in order to progress monitor and document interventions. According to “The How” document, it is imperative that established protocols are in place to identify students in need of interventions. RTI protocols should be data driven and based on individual needs. At Indian Creek, all decisions regarding movement between Tiers are based on a variety of sources in addition to Curriculum Based Measures. Indian Creek follows the county-wide Formula for Response to Intervention movement Between Tiers. Presently, Indian Creek monitors students falling at or below the 25th percentile on the Oral Reading

Fluency Screener (ORF) and MAZE screener (comprehension) and moves students that score at or below the 10th percentile on Universal Screeners to a Tier for intervention.

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

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

Content teachers currently provide Tier 2 interventions during a 45-60 minute block of time scheduled during flexible grouping. Tier 3 students are served by a S.A.I.L. (Students Accelerating in Learning) Interventionist during their physical education block. Protected times are provided to ensure that interventions are occurring regularly. RTI grade-level teams meet once a week to analyze data and make decisions on Tier placement. However, due to the turnover rate in our SAIL position over the past four years, it has been a challenge to keep personnel trained to implement Tier 3 interventions with fidelity. There has not been an evaluation process in place for monitoring the person(s) providing the Tier 2 or Tier 3 interventions. Consequently, students are not moving between Tiers with ease. More professional learning is needed to address these concerns

If awarded the grant, Indian Creek plans to purchase Research-Based Computer Software Intervention Programs to be used by an interventionist with Tier 2 and Tier 3 students. A program expert will provide professional learning on the implementation of the intervention program so it can be implemented with fidelity.

A process to monitor the implementation of the research-based interventions for Tier 2 and Tier 3 at the school level will be put into place. In assisting with this goal, Indian Creek is also

hoping to create an Intervention Resource Room that teachers can utilize when implementing Tier 2 interventions. Having this diagnostic intervention software will assist in diagnosing students' specific area of need and help match them to the appropriate intervention. Administrators will also be able to access student data records to monitor that interventions are occurring regularly and with fidelity. The process for monitoring the implementation of the research-based interventions at the building level will be "built-in" to the program and as simple as pulling reports. Assessments from the program software will be utilized to ensure students are showing progress.

B. Provide Tier 1 Instruction based upon the CCGPS in all grades to all students in all classrooms

According to "The Why" document, Interventions at Tier 1 include the instructional practices in use in the general education classroom. Teachers routinely address student needs and environmental factors to create the optimal learning environment.

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

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

The teacher's ability to identify areas of focus and provide support for the solidification of new learning behaviors is vital to student success. Indian Creek teachers follow the Instructional Framework when delivering instruction. All teachers are expected to include an opening, work session and closing in each lesson. Focus Walks are conducted routinely to ensure that teachers are providing standards-based instruction in a standards-based classroom. Professional learning on Standards-Based instruction and differentiation has been provided and teachers are expected to include: teacher modeling, guided practice, assisted practice and independent practice in each lesson, as well as reference an essential question, have an activator for learning, provide direct teaching, and include a summarizer to all lessons.

A block of time has been built in teachers' daily schedule for flexible grouping to take place. During flexible grouping, teachers in grades K-3 provide direct, explicit instruction that build students' word identification, fluency, vocabulary, comprehension, and writing skills through the use of Reading First Kits that focus on how to plan differentiated reading instruction. We are in need of a research-based intervention for struggling readers in grades 4 and 5. Teachers in these grades include flexible grouping, but have a difficult time knowing what to do to identify and close achievement gaps for reading in the small groups they are conducting. Systematic walk-throughs that focus on specific strategies will help ensure effectiveness and consistency of the newly purchased intervention implementation.

Time has been protected to allow teachers to meet weekly to plan standards-based instruction as a collaborative team. During this time, teachers analyze student data and examine student work to focus on areas of greatest need. They set grade-level and classroom goals to help reach the anticipated levels of student mastery. The following week, grade-level/content teams debrief on the progress of these lessons and make changes to their instructional plans.

Teachers also participate in job-embedded professional learning, each week focusing on different components of a standards-based classroom. This professional learning is facilitated by the Academic Coach or Assistant Principal.

C. Action: Implement Tier 2 needs-based interventions for targeted students

The Why document stated that during Tier 2 interventions, the teacher uses specific research-based practices to address the group's reading needs while keeping a clear focus on the CCGPS, grade level expectations in the content areas, and transfer of learning to the general classroom. Teachers at Indian Creek, provide Tier 2 interventions during flexible grouping 3 to 5 times per week in small group using a variety of Tier 2 researched-based strategies including, but not limited to:

Scott Foresman Reading Intervention Kits, Saxon Phonics Reading Intervention Kits, Destination Success Reading, Scott Foresman Leveled Readers

Students' progress is monitored once every two weeks on instructional level using the AIMSweb Probes (Oral Reading Fluency and MAZE- comprehension) and once a month on

grade level to assist in decision making and planning instructional practices to close the gaps in achievement.

Teachers at Indian Creek are in need of professional learning on using appropriate supplemental and intervention materials and diagnosing reading difficulties. If awarded the Striving Readers Grant, Tier 2 intervention software programs will be purchased that contains diagnostic assessments.

Collaboration between the intervention teacher and the general teacher team is required. RTI meetings are held each week. Parents, the grade-level team, as well as the intervention teacher meet to discuss student performance and achievement data collected during the intervention process. During the intervention, progress monitoring is used to determine the student's response to the intervention. AIMSweb probes are used as the progress monitoring tool and data points are collected at a minimum of every two weeks for instructional level performance and once a month on grade-level to show gains or lack of. Decisions on movement between tiers are made collaboratively by the teaching team and the intervention teacher. Based on the progress monitoring data, the school standard protocol process may require individual students to continue in the intervention, move to another Tier 2 intervention, or move to Tier 1 interventions. For a few students, the data team may consider the need for Tier 3 interventions based on individual responses to Tier 2 interventions.

D. Action: In Tier 3, ensure that Student Support Team (SST) and Data Team monitor process jointly

Tier 3 is an area of great concern for Indian Creek. Our current S.A.I.L. (Students Accelerating in Learning) Intervention teacher only works 49% and serves forty-five students. Indian Creek has had five SAIL teachers in the past four years. Although, we use a research-based intervention program, the SAIL teacher has not been adequately trained to implement the programs due to lack of funding. Professional learning from a consultant has not been provided, thus, making it difficult to ensure that interventionist has maintained fidelity to the intervention protocol prior to referrals or movement between Tiers.

Tier 3 interventions should be tailored to the individual and in some cases small group. "The How" document states that interventions should be delivered on 1:1-1:3 ratios. The SAIL teacher

at Indian Creek currently serves 5-6 students in one setting. Students are being moved up to Tier 2 and Tier 3, using the set protocol, but few are being able to move back down to Tier 2 and Tier 3. The interventions being used are not providing what is needed to fill achievement gaps.

Response to Intervention SAIL Schedule

7:30-8:00 2nd Grade Reading
 8:00-8:30 5th Grade Reading
 8:30-9:00 4th Grade Reading
 9:00-9:30 3rd Grade Reading
 9:30-10:00 Kindergarten Reading
 10:00-10:30 1st Grade Reading
 10:30-11:00 1st/2nd Grade Math
 11:00-11:30 3rd/4th/5th Math

****P.E. Staff Assistance -- 10:35-11:20**

Our focus with RTI at Indian Creek is to provide needed interventions in order to close achievement gaps and have all students performing successfully in Tier 1. Currently, we have 8% of our students being served in Tier 3 interventions and 7% of our students being served in Tier 2. With 15% of our student population performing below the 10th percentile, and with only one part-time intervention provider, our human and instructional resources are limited.

The “Why” document states that, The Student Support Team should choose interventions based on evidence-based protocols and aggressively monitor the student’s response to the intervention and the transfer of learning to the general classroom. Currently, students in Tier 3 go to the SAIL teacher five times a week for thirty minutes to receive Tier 3 interventions, utilizing the Wilson Reading Program. On a recent literacy survey taken by the faculty, 100% of teachers feel that we need additional research-based intervention software in order to meet the needs of struggling readers. Progress monitoring is used to monitor the student’s response to the intervention. However, there are gaps with the implementation of the interventions since

adequate training has not been available. Indian Creek is in need of purchasing Tier 2 and Tier 3 research-based computer software intervention programs to ensure that students move into and out of Tier 2 and Tier 3 with ease. Professional learning will need to be provided by a consultant. The professional learning will be archived for future training purposes. Verification of the implementation of proven interventions is vital to the RTI process and Indian Creek recognizes this great weakness.

E. Action: Implement Tier 4 specially-designed learning through specialized programs, methodologies or instruction based upon students' inability to access the CCGPS any other way

Tier 4 is developed for students who need additional support and who meet eligibility criteria for special program placement, including gifted education and special education. For students with disabilities needing special education and related services, Tier 4 provides instruction that is targeted and specialized to meet students' needs ("The Why") document. At Indian Creek, school schedules are developed to ensure least restrictive environments. Case managers are assigned to each student so that communication with students and parents is seamless, as mentioned in the "The How" document. They participate in open house and parent-teacher conferences as well. All special education teachers and ESOL teachers participate in professional learning with grade-level teams each week, assuring alignment with delivery of CCGPS. In addition, special education teachers and ESOL teachers meet with the general education teachers to discuss students' progress.

In the past, Indian Creek's gifted students have been transported to a different school one day a week for acceleration with CCGPS. Procedures changed for the 2012-2013 school year and students are now served at their home school. With this change in mind, Indian Creek sees the need to adjust the gifted teachers' schedules so they can participate in these learning communities and professional learning on the days they are serving students at Indian Creek.

Building Block 6. Improved Instruction through Professional Learning

A. Preservice education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.

When interviewing potential hires, Principal Wendell Stone reviews the certification credentials of new applicants. In the interview process, applicants are asked probing questions to determine if they have received necessary coursework in disciplinary literacy in the content areas (“The What” document, page 13). Writing across the curriculum is a major component of Common Core instruction, and teachers need to be trained on how to integrate writing across the curriculum. Dr. Stone strives to hire highly qualified teachers and he places them where they will most likely be able to positively impact student achievement.

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

Due to budget constraints and the implementation of a modified calendar year with furlough days, teachers have had fewer in-service days to adequately analyze data and prepare for instruction. As a result, the workday is maximized to include as much time for planning as possible. Teachers have collaborative planning every Tuesday during their 45 minute physical education time. During collaborative planning, the academic coach facilitates professional learning sessions. Time is spent studying the CCGPS, viewing state webinars, learning effective teaching strategies, sharing ideas for integrating literacy across the curriculum, discussing RTI guidelines, analyzing student work and data, and developing plans for instruction based on data analysis. All administrators, regular education teachers, and special education teachers participate in professional learning. Paraprofessionals attend professional learning sessions when needed. When the opportunity arises, administrators, faculty, and staff members attend professional learning sessions off campus. With the award of grant funds, we will be able to offer stipends to teachers for needed professional learning and planning prior to the beginning of school and during off-contract days.

Communication and literacy skills provide the foundation for effective social functioning and for academic, occupational, and life success. When children fail to develop good language and reading skills there are a range of profound and enduring consequences; including academic failure, poor social development and reduced self-esteem. All of these limit the opportunities for lifelong success. Indian Creek has defined three major areas of need that if addressed effectively, could better prepare our students for college, career and life. As outlined in this Literacy plan,

Indian Creek would like to improve writing instruction, our response to students that are struggling or need enhancement through the RTI process, and increasing students' reading lexile levels. If awarded this grant, funds will be used to address these areas of need in order to improve literacy instruction at our school.

Needs Assessment, Concerns, and Root Cause Analysis

a & b) In order to plan professional learning, a district professional learning needs survey was administered via internet and teacher data was collected. Indian Creek's Leadership Team met prior to the 2012-2013 school year to analyze student achievement data and to collaborate in order to determine the needs of the school. These needs were based on the data collected from the CRCT, ACCESS, GA Writing Assessment, and GKIDS student achievement data. The leadership team worked collaboratively with the assistant principal and academic coach to create a professional learning plan based on the needs of the surveys as well as student achievement data.

In addition to the professional learning needs survey, focus walks are conducted periodically by the leadership team and academic coach. Members of the team debrief after each focus walk, data is collected and needs are addressed through professional learning.

Curriculum-based measures, such as, Aims Web ORF and Maze are administered three times a year. Areas of need are addressed through differentiated instruction and through the RTI process.

The Indian Creek Literacy team completed the SRCL needs assessment with input from all teachers and ancillary staff to determine the literacy needs of the school. The following areas were depicted:

- Response to Intervention Pyramid (Movement between Tiers)
- Professional learning to implement literacy (reading and writing) in all content areas
- Writing instruction across all content areas

A Literacy Team has been developed to study and analyze literacy at Indian Creek. During this analysis, the team has focused on the current practices at the school and their effectiveness. As Indian Creek teachers become more knowledgeable of the CCGPS, a need for more literacy materials addressing different lexile levels and interest of students as well as professional learning for teachers on the effective use of lexiles during instruction was revealed.

A recent survey showed that 96.8% of Indian Creek teachers felt there was a need for additional literacy resources in their classrooms.

In addition, 97% of the teachers thought there was a need for additional professional learning in writing and that a new research-based writing program was needed to meet the demands of the new CCGPS technology standards. Writing has been a focus at ICE for the past three years, but due to the limited funds, adequate professional learning for writing has not been provided and a research-based writing program has not been purchased. Although, “in-house” professional learning has been provided in the area of writing, data indicates additional professional learning is needed.

Response to Intervention is an area of need for Indian Creek. Indian Creek has one Tier 3 Intervention teacher that works 49% and serves 45 students in Tier 3. The lack of human resources prohibits the 1:3 teacher/student ratio needed to implement Tier 3 interventions as the protocol states. Indian Creek’s most recent survey showed that 100% of Indian Creek teachers felt there was a need to purchase literacy research-based Tier 2 and Tier 3 computer software interventions and the need to contract additional intervention providers.

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

- Lack of research-based literacy intervention programs
- Lack of human resources
- Lack of funding to purchase needed instructional resources
- Lack of professional learning

d) The needs assessment process included everyone that works directly with students: Pre-K- 5th grade teachers, SpEd, ESOL, Gifted, Speech teachers and paraprofessionals. Indian Creek teachers and paraprofessionals complete the needs assessment survey via computer and signed off with the principal upon completion.

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

Grade	Form of Assessment	Area of Concern
Kindergarten	GKIDS Assessment	Writing
First Grade (CRCT Fourth Benchmark)	CRCT Fourth Benchmark	Reading Comprehension Skills
Second Grade (CRCT Fourth Benchmark)	CRCT Fourth Benchmark	Reading Comprehension Skills
Third Grade (CRCT ELA/Reading Data)	ELA/Reading CRCT Data	Literacy Comprehension Reading for Information
Fourth Grade (CRCT ELA/Reading Data)	ELA/Reading CRCT Data	Information and Media Literacy
Fifth Grade (CRCT ELA/Reading Data)	ELA/Reading CRCT Data	Literacy Comprehension Reading for Information
ESOL Students	ACCESS	Writing and Speaking

*****5th Grade Georgia Writing Assessment scores are an area of concern*****

Kindergarten students indicated an overall weakness in writing on the GKIDS assessment. Students in first and second grade signified a weakness in reading comprehension skills on the CRCT fourth benchmark assessment, even though the Aims Web ORF and Maze curriculum-based measures, given to students three times during the year, show growth for the first and second grade students. According to the CRCT given to third, fourth and fifth grade students, third and fifth grade displayed a weakness with Literary Comprehension and Reading for Information, while fourth grade students were weak in Information and Media Literacy. Indian Creek 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 ICE.

- f) The “Why” document states, Students’ reading comprehension is improved by having them increase how often they produce their own texts(Graham & Hebert, 2010, p. 5) Indian Creek will be implementing a school-wide initiative (Drop Everything and Write) to encourage student engagement and increase the frequency of student writing. Each Friday, the principal will

announce over the intercom for students to “stop everything and write” about a topic of his or her choosing. Student samples will be displayed in the front foyer of the school to promote student efficacy and engagement. 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 Indian Creek Elementary. Technology is used at ICE 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. ICE is equipped with four computers in each classroom, a school-wide computer lab and one class set of COWs (Computers on Wheels) per grade level for grades 2nd-5th. However, there is a need for specific word processing skills, computer software writing programs, and professional learning for teachers.

According to the “Why” document, students must find relevance in what they read. In order for students to find relevance in what he/she is reading, the teacher must select the most engaging resources to teach their curricula. Research in the “Why” document indicates that students must be strategic readers in order to learn from library resources, to read the Web, to succeed in class, and in life. Therefore, Indian Creek is taking measures to ensure the most engaging resources are available to students and teachers. If awarded the grant, Indian Creek will purchase classroom libraries, technology and other resources to assist teachers with this process.

Analysis and Identification of Student and Teacher Data

(A, B) The Scholastic Reading Inventory (SRI) is a diagnostic assessment that determines a student's Lexile reading level. Student Lexile levels have been noted, and teachers use this data when assigning texts to students and providing guided reading instruction. SRI provides a parent printout that explains the student's Lexile level and provides a list of books appropriate for the child's needs.

Scholastic Reading Inventory Data Percent Meeting/Exceeding by Subgroup						
Grade 3	Male	Female	SWD	White	Black	All Students
2012	29%	33%	17%	38%	21%	31%
Grade 4	Male	Female	SWD	White	Black	All Students
2012	28%	19%	0%	24%	15%	24%
Grade 5	Male	Female	SWD	White	Black	All Students
2012	44%	45%	50%	53%	29%	45%

The Criterion-Referenced Competency Tests (CRCT) are designed to measure how well students acquire the skills and knowledge described in the Common Core Georgia Performance Standards (CCGPS). Students in grades third through eight take the CRCT in the content areas of Reading, English/Language Arts, Mathematics, Science and Social Studies. The CRCT gives students an opportunity to show what they have learned and teachers information that helps them plan instruction.

CRCT: Reading Data Percent Meeting/Exceeding by Subgroup					
Grade 3	Male	Female	White	Black	Hispanic
2010	91%	96%	95%	89%	100%
2011	93%	91%	98%	77%	100%
2012	96%	98%	98%	94%	94%
Grade 4	Male	Female	White	Black	Hispanic
2010	91%	93%	100%	85%	89%
2011	84%	90%	95%	70%	90%
2012	95%	93%	96%	81%	100%

Grade 5	Male	Female	White	Black	
2010	96%	100%	98%	97%	100%
2011	90%	97%	97%	91%	84%
2012	96%	86%	94%	82%	-

G. Additional District Prescribed Data

Response to Intervention, known as, RTI, is a model for providing early intervention that delivers educational assistance to at-risk learners to close skill or performance gaps with peers. RTI requires that schools organize their intervention resources into levels of increasing intensity. Students who are identified as being at-risk for school failure receive intense academic support, and are closely monitored. Indian Creek Elementary gives district-prescribed curriculum-based measures three times a year to progress monitor and assist in identifying students in need of interventions.

2012-2013 Response to Interventions Pyramid Student Distribution

Number of students in each Tier/Percent for School

Tier 1	Tier 2	Tier 3	Tier 4
452	44	45	55
75.8%	7.4%	7.6%	9.2%

The writing assessment for grade five consists of an evaluation of each student's response to an assigned prompt. Students are assigned a topic from a prompt bank representing three genres: narrative, informational, and persuasive. Students are allowed approximately 120 minutes to write their essays (<http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Assessment/Pages/Grade-5-Writing-Assessment.aspx>).

Georgia 5th Grade Writing Assessment Scores for 2009, 2010, 2011 and 2012

All Students

School Year	Does Not Meet	Meets	Exceeds	Passing
2009	17%	74%	9%	83%
2010	24%	73%	3%	76%
2011	23%	71%	7%	78%
2012	28%	64%	8%	72%

Georgia 5th Grade Writing Assessment Scores for Subgroups

	2009		2010		2011		2012	
Subgroup	Meets	Exceeds	Meets	Exceeds	Meets	Exceeds	Meets	Exceeds
Male	68%	6%	64%	5%	68%	4%	63%	4%
Female	80%	11	83	0	74%	9%	65%	14%
W/Dis	10%	0%	#	#	30%	0%	#	#
Caucasin	69%	14%	70%	15%	76%	11%	63%	11%
African American	69%	5%	81%	0%	67%	0%	69%	0%
Hispanic	88%	8%	73%	0%	63%	0%	#	#
<i>#- denotes not enough students to make a subgroup</i>								

Georgia 5th Grade Writing Assessment Comparison Table

	DNM	Meets	Exceeds
School	28%	64%	8%
System	16%	70%	14%
RESA	21%	70%	9%
State	20%	70%	11%

D. Data of All Teachers

Yearly data: Averages based on teachers within grade/department				
Grade/Department	Number of Teachers	Years Experience	Years at Indian Creek	Years before expected retirement
Pre-K	3	11.3	5	12.3
Kindergarten	5	21	12	13.2
First	5	9.8	7.2	19.2
Second	5	5.6	4.4	14.4

Third	5	13.2	9.6	16.4
Fourth	4	21	9.75	9.75
Fifth	4	19	10.5	12.25
Support	6	19.5	11	10.3
Special Ed.	7	12	6.2	13.2
Administration	2	29.2	9.5	2
Totals	Total 48	Avg. 15.56	Avg. 8.51	Avg. 12.3

C. Strengths and Weaknesses

An area of strength for Indian Creek Elementary school is the number of students meeting proficiency on the Criterion Referenced Competency Test. Historical CRCT Data shows that Indian Creek has a high percentage of the number of students meeting proficiency on the assessment.

The Georgia Grade 5 Writing Assessment historical data reveals a continuous decline in scores from 2009 to 2012. The percent of Indian Creek Elementary students meeting or exceeding standards on the Georgia 5th Grade Writing Assessment has declined from 83% (2009) to 72% (2012). Although our CRCT scores indicate that our students are performing well in the content areas, our writing scores are always significantly lower than our CRCT scores.

The data collected from the Scholastic Reading Inventory shows a need to improve students' reading ability at Indian Creek. In grade 3, only 31% of the students are reading on grade level according to the new Common Core lexiles; 24% (grade 4) and 45% (grade 5). There is a significant need to fill this gap in reading ability to prepare students for life.

As shown in the Response to Intervention Data, Indian Creek has gaps in RTI tier transitions and interventions. Students are becoming "stuck" in Tier 2 and Tier 3 and not making adequate gains to move back down the tiers. According to the RTI standard protocol, 80-90% of

students should be in Tier 1; 10-15% of the school's population should be in Tier 2; and 3-5% of the students should be in Tier 3. As shown in the RTI data above, our percentages do not align. Teacher surveys show this to be an area of concern for our staff and a weakness for our school. Indian Creek's CRCT data, as well as district prescribed data such as Universal Screeners, show a need to move more students from the "meets" performance level to "exceeds". Purchasing and providing professional learning on research-based intervention programs will aid in filling this gap in performance.

E. Teacher Retention Data

Indian Creek Elementary School has a low turnover rate with the exception of our 49% SAIL position (Students Accelerating in Learning). The teachers that left Indian Creek were transferred to other schools within the district because district lines were redrawn and we lost those teaching positions. One teacher was promoted to another job within our system. On average, the teachers have 12.3 years before expected retirement.

F. Goals and Objectives Based on Summative Assessments

- Increase the number of students moving from Meets to Exceeds on the Criterion Referenced Competency Test.
- Increase the percentage of African Americans scoring Meets or Exceeds on the Criterion Referenced Competency Test.
- Increase the percentage of students in each grade level meeting and exceeding the Lexile Reading Levels as prescribed by the Common Core Georgia Performance Standards Text Complexity Lexile Grade Bands.

- Improve the number of students meeting proficiency on the Georgia Grade 5 Writing Assessment.

H. Teacher Participation in Professional Learning Communities

Time is designated each week in teacher's schedules for job-embedded professional learning. Teachers meet on a weekly basis during their planning block in Indian Creek's Data Room for professional learning facilitated by the assistant principal and/or academic coach. Minutes and professional learning logs are documented and teachers earn two professional learning units each year. Indian Creek teachers also participate on a monthly basis in district level collaborations with teachers from other schools representing their grade level.

Project Plan - Procedures, Goals, Objectives, and Support

(a, b, c, f, g, h, j) Indian Creek Elementary School hopes to use monies from the Striving Reader Comprehensive Literacy Grant to supplement the literacy program already in place at our school. The goals and objectives for the project that allow us to increase literacy at Indian Creek Elementary are listed below.

Goal #1 – Improve writing achievement on the Georgia GR 5 Writing Assessment from 72% in 2012 to 80% in 2014, 85% in 2015, 90% in 2016, 95% in 2017, 100% in 2018.

School Year	Does Not Meet	Meets	Exceeds	Passing
2009	17%	74%	9%	83%
2010	24%	73%	3%	76%
2011	23%	71%	7%	78%
2012	28%	64%	8%	72%

A survey showed that 96.8% of our teachers indicated a need for a research-based writing program. This goal directly aligns to the increased writing emphasis already in place at ICE. As outlined in the Georgia K-12 Literacy Plan, writing instruction is an integral part of literacy instruction and must be required in every class every day. As articulated within CCGPS, Indian Creek's writing plan must include writing instruction in all content areas as well as professional learning on best practices in writing instruction.

Objectives to meet Goal #1

- A. Adopt a research-based writing program to be implemented in K-5 at Indian Creek Elementary.
 - a. Provide professional development on writing program.
 - b. Purchase necessary software, hardware, and/or instructional materials.
- B. Provide professional learning on best practices in writing instruction to all K-5 teachers, SpEd, ELs and Gifted teachers.
 - a. Contract with consultants to provide training

- b. Retain substitutes to allow teachers time for professional learning
- C. The Literacy Team will conduct literacy observations to monitor consistent and effective implementation of writing program.
- D. Isolate a writing segment in schedules everyday
- E. Implement “Drop Everything and Write”
- F. Purchase and install writing software on computer stations in the labs and all classrooms.

Goal #2- Decrease the number of students being served in Tier 3 through the RTI Process from 8% in 2012 to 7% in 2014, 6% in 2015, 5% in 2016, 4% in 2017, 3% in 2018.

Tier 1	Tier 2	Tier 3	Tier 4
452	44	45	55
75.8%	7.4%	7.6%	9.2%

As outlined in Building Block 5, a system of Tiered Intervention for all students is a critical part of the Georgia K-12 Literacy Plan. Indian Creek follows a “Four-Tiered” Instructional Model for Response to Intervention for all students. Students falling below the 10th percentile on curriculum-based measures are currently being served in Tier 3 by an interventionist. However, because of the turnover rate of Indian Creek’s Tier 3 interventionists, interventions are not implemented with validity and fidelity. Interventions are delivered on a 1:6 ratio and budget cuts have prohibited the interventionist to be properly trained to implement the intervention. In order to utilize personnel effectively, a schedule was developed for our physical education paraprofessionals to assist with providing Tier 3 interventions 45 minutes each day. The following times are allotted for literacy instruction in each grade: K-1 (220 minutes), 2nd- (220 minutes), 3rd- (190 minutes), 4th (160 minutes), 5th (160 minutes). Materials that engage students in learning are needed at Indian Creek to move students between tiers with ease.

Objectives to meet Goal # 2

- A. Purchase research-based computer software intervention programs including diagnostic assessments to be used with Tier 2 and Tier 3 students and install them in needed areas.
 - a. Program expert will provide professional learning on the implementation of the intervention program.
- C. Provide on-going job embedded learning for data collection and analysis.
- D. Contract a service provider to assist in providing interventions.

Goal #3- Implement a Response to Intervention resource room with research-based literacy intervention programs and instructional technology to be used for Tier 2 and/or Tier 3 interventions.

- A. Establish a computer lab in an existing classroom
- B. Purchase computers and a printer for RTI room
- C. Install software intervention programs mentioned in Goal 2 on computers.
- D. Purchase additional technology and web-based instructional resources to align with CCGPS and prepare students for the 21st Century (Heidi Jacobs Resources).

Goal # 4 - Increase the percentage of students in each grade level scoring proficient on the Scholastic Reading Inventory in order to adhere to the Proficiency Bands prescribed by Common Core Georgia Performance Standards.

Scholastic Reading Inventory Data Percent Meeting/Exceeding by Subgroup						
Grade 3	Male	Female	W/Dis.	White	Black	All Students
2012	29%	33%	17%	38%	21%	31%
Grade 4	Male	Female	W/Dis.	White	Black	All Students
2012	28%	19%	0%	24%	15%	24%
Grade 5	Male	Female	W/Dis.	White	Black	All Students
2012	44%	45%	50%	53%	29%	45%

- A. Increase number of students in grade three scoring proficient on the SRI from 31% in 2012 to 41% in 2014; 51% in 2015; 61% in 2016; 71% in 2017; 81% in 2018.
- B. Increase number of students in grade four scoring proficient on the SRI from 24% in 2012 to 34% in 2014; 44% in 2015; 54% in 2016; 64% in 2017; 74% in 2018.
- C. Increase number of students in grade five scoring proficient on the SRI from 45% in 2012 to 55% in 2014; 65% in 2015; 75% in 2016; 85% in 2017; 95% in 2018.

The CCGPS set high expectations for students to engage with content-rich, complex texts to prepare them for citizenship, college, and the workplace. ICE is committed to providing students with content-rich, complex texts that helps build knowledge, gain insights, explore possibilities, and develop depth of understanding and skills. Funding to meet these goals will be provided by leveraging grant funds with other federal, state and local funds.

Objective to meet Goal #4

- A. Purchase classroom libraries with diverse texts containing a variety of difficulty levels, lexile levels and content, thus, enabling teachers to match student Lexile measure to text Lexile.
- B. Schedule collaborative planning for data analysis of *Scholastic Reading Inventory* assessment data reports to set goals, monitor growth, select books, target instruction, and plan additional support or challenge based on student's Lexile measure.
- C. Administer SRI 3 times a year to monitor goals.

GOALS	Who Will Implement the Goal?	During what part of the instructional day will the goal be implemented?
1. Improve writing achievement on the Georgia GR 5 Writing Assessment	*K-5 Grade Teachers *SpEd and Gifted Teachers *Academic Coach	*ELA Blocks in all grade levels *Writing in content areas during daily instruction *Professional learning for conducting research and writing instruction *Scheduled sessions in media center to learn research skills
2. Decrease the number of students being served in Tier 3 through the Response to Intervention Process	* K-5 Grade Teachers *Intervention Provider *Contracted workers *Paraprofessionals	* Designated RTI time blocks on grade level schedules
3. Implement a	*Media Specialist	*Designated RTI time blocks

<p>Response to Intervention resource room with research-based literacy intervention programs and instructional technology to be used for Tier 2 and/or Tier 3 interventions.</p>	<p>*Intervention Providers *API</p>	<p>on grade level schedules</p>
<p>Increase the percentage of students in each grade level scoring proficient on the Scholastic Reading Inventory</p>	<p>*K-5 Grade Teachers *SpEd and Gifted Teachers *Media Specialist</p>	<p>*ELA Blocks *Content Blocks *SpEd Segments *RTI Segments *Student Selected Reading *Professional learning</p>

(d, e. i.) Tiered instruction time allotments, detailed schedules, and Indian Creek's RTI model are addressed in depth in the Literacy Plan. Refer to Building Block 1, part c and Building Block 5.

Assessment/Data Analysis Plan

(a, b, g)

According to the “Why” document, the Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment. The plan promotes the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction. The following list details the established assessment protocol at Indian Creek regarding the administration of formative and summative assessments, including universal screeners and state/district mandated tests, and explains how assessment data is used to drive instruction:

- 1. Scholastic Reading Inventory (district-wide):** The SRI is a diagnostic assessment that determines a student’s Lexile reading level. Teachers have met during collaborative planning sessions to analyze the results of the fall SRI administration. Teachers analyzed their grade-level/classroom data and compared it to the new Common Core Grade Level Stretch Bands. Teachers set individual goals and planned differentiated instruction based on data-rich reports to help students meet and exceed expectations for grade-level proficiency. Student Lexile levels have been noted, and teachers use this data when assigning texts to students and providing guided reading instruction. SRI provides a parent printout that explains the student’s Lexile level and provides a list of books appropriate for the child’s needs.
- 2. Fifth Grade Mock Writing Test (school assessment):** Teachers administer three mock writing tests, one following each grading period. The writing teacher reviews all the writing samples, scores them with the state rubric, and conferences with students about their strengths and weaknesses. Results of the mock writing assessments drive writing instruction.
- 3. Criterion Referenced Competency Test (state assessment):** Assistant Principal, Joan Williams, submits a detailed School Testing Plan to the Coffee County Director of Assessment and Accountability with regard to the administration of the CRCT. In the plan, Ms. Williams outlines measures taken to keep testing materials secure and explains the training sessions that she holds with test administrators and proctors to

review guidelines and rules. When the state sends the results to the school, grade level team members meet during a collaborative planning session that is facilitated by the administrators to analyze the data for strengths and weaknesses. The teachers establish goals for the current school term and develop a plan for improved instruction. The state provides a letter that is sent home to parents detailing performance on the CRCT. The principal, Dr. Wendell Stone, informs parents and stakeholders of the overall school performance on the CRCT and grades 3 and 5 writing assessments.

4. **Reading CBMs (district-wide):** Kindergarten students are assessed with the DIBELS screener (assesses reading fluency), and students in grades 1-5 are given two reading and two math screeners three times a year: Aimsweb: MAZE and ORF (assess reading comprehension and fluency); M-Comp (assesses math computation skills); M-CAP (assesses application of math concepts. Results are used to identify students performing below the 10th percentile that may qualify for an intervention. Results are also used to tailor instruction for individual students. Parents whose children perform below the 10th percentile on curriculum based measures are invited to attend an RTI meeting to discuss assessment results and begin the intervention process.
5. **Gifted Testing (state assessments):** Students who meet gifted screening qualifications are tested using grade specific assessments that measure intelligence and creativity. Students that meet the established criteria receive gifted services. Parents are kept informed throughout the process via letters.
6. **Third Grade Writing Test (state assessment):** The writing assessment for grade three consists of teacher evaluation of student writing using an analytic scoring system. Using representative samples of student writing, third-grade teachers use analytic scoring rubrics to determine the performance levels in each domain for each child in the classroom. Teachers collect writing samples by providing many opportunities for students to produce the various types of writing throughout the year. Notes are sent home to parents detailing their children's performance on the state writing assessment.

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

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

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

Table I—Assessments (c)

Who	What	When	How
Teachers and other trained certified staff members	Criterion Referenced Competency Test	Once in the spring	Students take the assessments and record their answers in test booklets or answer sheets, depending on their grade level. The tests are sent to the state where they are scored and data is sent back to the school.
Teachers in Grades 1-5	Scholastic Reading Inventory	Three times a year: once in	The SRI is taken on the computer—reports can be

	(measures students' Lexile levels)	the fall, winter, and spring	generated to determine Lexile level growth
Teachers in Grades K-5 + Administrators, P.E. staff, speech teacher, and S.A.I.L. teacher	Reading Curriculum Based Measures— 1-5 Aimsweb: DIBELS (fluency) and MAZE (comprehension)	Three times a year: once in the fall, winter, and spring	Various school employees administer these timed assessments
School Counselor, administrators	Gifted Screening/Testing	January of 2013	Teachers and parents can refer students to be considered for testing. The Gifted Referral Committee team determines who qualifies for testing, and then students take specific intelligence and creativity tests to determine if they will receive services
Fifth Grade Teachers	Mock Writing Tests	Following the 1 st , 2 nd , and 3 rd grading periods	Teachers score writing samples using the state rubric
Third Grade Teachers	Third Grade Writing Test	Spring of 2013	Students take the writing test—the tests are scored by third grade teachers
Fifth Grade Teachers	Fifth Grade Writing Test	Spring of 2013	Students take the writing test—the tests are scored by the state department

New assessments that will be utilized based on implementation of SRCL:			
Intervention Providers	Computer-based RTI Intervention assessment pieces and progress monitoring tools	Fall, Winter, and Spring based on student performance on universal screeners	Students who perform below the 25 th percentile on universal screeners will be tested utilizing the assessment piece of newly purchased intervention software to determine program placement

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

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

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

(a, i) Resources Needed to implement the literacy plan

Goal 1: Writing

- Research-based computer writing software
- Latest version of Microsoft Office Suite with PowerPoint capability on all computers for producing and publishing student work
- Writing consultant
- Technology consultant
- Substitutes
- Supplemental instructional materials to support writing program

Goal 2: Response to Intervention

- Research-based computer software intervention programs including diagnostic assessments for Tier 2 and Tier 3
- Training consultant
- Contract a service provider
- Substitutes for teachers to attend professional learning
- Supplemental instructional materials

Goal 3: Response to Intervention Resource Room

- Additional computers
- Printers
- Latest version of word processing and publishing software on all computers
- Additional technology including electronic devices
- Web-based instructional resources to enhance student engagement

Goal 4: Increase student Lexiles

- Classroom libraries with identified Lexile Proficiency Bands
- Training consultant
- Substitutes for teachers to attend professional learning
- Informational books for Media Center spanning range of lexile levels
- Fiction books in Media Center
- License to utilize on-line libraries
- Lexile-based motivational reading program to replace Accelerated Reader that is compatible with *Scholastic Reading Inventory*
- Parent brochures
- Supplemental instructional materials

According to the Why document, “People in the 21st century live in a technology and media-driven environment marked by access to an abundance of information, rapid changes in technology tools, and the ability to collaborate and make individual contributions on an unprecedented scale (Partnership for 21st Century Skills, 2009). Many students are drawn to technology, and incorporating technology into instruction can increase motivation. at the same time that it enhances literacy by fostering student engagement. (National Council of Teachers of English, 2006) All of the above technology purchases demonstrate the support of RTI, writing and best instructional practices.

b. A list of activities that support literacy intervention programs.

- Efficient Scheduling
- Efficient use of Human Resources
- Continuous Professional Learning/Collaborative Planning
- Examining Student Work
- Interventionist/Classroom Teacher Collaboration
- Progress Monitoring and weekly data collection
- Analysis of data in timely manner
- Universal Screeners

c. A list of shared resources available at each building

See chart below

g. A general list of current classroom resources for each classroom in the school

Materials		Technology	
Each Classroom	Shared Among Classrooms	Each Classroom	Shared Among Classrooms
ELA Units of study aligned to Common Core Georgia Performance Standards	Reading/Writing materials located in the Parent-Resource Center	Interactive Activboards/Smartboards	7 mobile wireless labs (COWS- Computers on Wheels) with 20-23 minicomputers on each cart for grades 2-5
ELA Unit frameworks read-alouds (extended text and short text)	Teacher resource books located in Media Center (periodicals, past book studies)	Brain Pop Brain Pop, Jr. Brain Pop Espanol	Activotes in grades 2-5 but class sets are available to all (416 total but are broken into classroom sets
Previous reading series used to supplement ELA units	Class sets of grade level trade books	Essential Skills – Creative Writing, Grammar, Phonemic Awareness, Readiness Skills, and Sight Words	2 Scanners
Previous Reading Series Leveled Readers	SRA Reading Kits	Georgia Online Assessment System	2 Document Cameras
Saxon Phonics, K-3	Afterschool Class Leveled Readers	Reading Eggs K – 1 and for some 2 nd grade intervention	8 Digital Cameras

D'Nealian Handwriting Books, K-2	Variety of Big Books	Safari Montage	1 Digital Video Camera
How to Differentiate Reading Instruction Kits (Reading First), K-3	Sing, Spell, Read, and Write	United Streaming	School has 100% Wireless Access
Science series	Science and Social Studies Trade Books	RiverDeep - Destination Reading Courses 1 -5	Media Center -7 Computers & 2 printers
Social Studies series		Accelerated Reader	
Write Source (3-5)		Teacher Computer Station	Computer Lab w/23 computers
G.U.M. Grammar books, 3-5		4/5 Student Computer Stations	Computer Lab w/ 1 printer
6+1 Writing Trait Crates		1 printer	Computer Lab w/ activeboard
Learning-Focused teacher resource books		Scholastic Reading Inventory	5 Old Laptops
Marilyn Burns Resource Library		Wireless Access Points	
		Study Island	

d. A general list of library resources or a description of the library as equipped.

Indian Creek's Media Center is the hub of our school. The Media Center fully supports and enhances our literacy instruction. The Media Center is staffed with 1 full time Media Specialist and 1 full time paraprofessional. Indian Creek Media Center sponsors a fall and spring Book Fair and encourages teachers, students, and parents to purchase books in hopes of building student literacy skills. Also, Indian Creek participates in Read Across America and Book Character Dress Up Day to help foster a love of reading in our students.

Indian Creek's Media Center is organized as follows:

- Trade Books to supplement the curriculum and for pleasure reading. These trade books are divided into Fiction- Easy and Chapter Books; Non-Fiction; Poetry
- Professional Resources – Teacher Periodicals, Reproducible Books, Book Study
- Teacher Resources- 1 laminator, 4 Ellison Machines and numerous Dies
- Audio Visuals – Read Along to support curriculum and pleasure reading; DVDs; VHS tapes; CDs

Technology in Indian Creek's Media Center:

- 7 Computers
- 2 Scanners
- 2 Printers
- 1 ActivBoard and Projector

e. A list of activities that support classroom practices

- Standards-based Classrooms
- Utilizing Instructional Framework throughout lessons
- Implementing Best Practices
- Extended Literacy Blocks
- Collaborative Grade Level/Content Planning
- Differentiated Instruction
- Flexible Reading Groups
- Frequent formative and summative assessments
- Data-driven Instruction
- After School Program
- EIP (Early Intervention Program)
- Response to Intervention Grade-Level Team Leaders
- Progress Monitoring
- Vertical Planning
- Continuous Professional Learning
- Teacher and Student Goal Setting

- Examining Student Work
- Parent Family Nights
- Mentor Program
- Weekly Classroom Newsletter
- Monthly School Newsletter
- Authentic Learning

f. A list of additional strategies needed to support student success

- Providing students with access to a variety of text on students' lexile level and interest
- Peer Observations in order to share effective best practices in literacy instruction
- Utilization of technology in instruction
- Read-Aloud/Think Aloud
- Implementing school-wide motivational reading and writing initiatives
- Celebrating student successes
- Utilizing a computer based writing program
- Utilizing computer based RTI interventions

Current strategies used to support student success:

- Following a "Four-Tiered Response to Intervention Delivery Model"
- Providing gifted services through the QUEST Program
- Support ELLs through the ESOL Program utilizing the Push-in delivery model
- Partnering with families through the use of Migrant Services
- Providing student counseling
- Providing Speech and Language Services
- Utilizing the academic coach to assist teachers with in-class modeling and to provide continuous job-embedded professional learning

Professional Learning Strategies Identified on the Basis of Documented Needs

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

Indian Creek Elementary designates a protected time each week for teachers and staff to participate in job-embedded professional learning. The academic coach or assistant principal facilitates the professional learning. The areas addressed during this time are a reflection of the school's Continuous Improvement Plan, Professional Learning Plan, Needs Assessment surveys, focus walks and student achievement data. The table below indicates the professional learning that has taken place over the past three years. As shown in the table, the main areas of focus have been writing, standards-based instruction, and Common Core Georgia Performance Standards.

(Past Three Years of Professional Learning)

2009-2010- Professional Learning Calendar

Date:	Professional Learning:	Facilitator:
August 12th	FASTT Math	Vining
August 19th	Norms and Covenants	Vining
August 26th	Writing Overview	Vining
September 16th	Changes in State Writing Standards	Vining
September 23rd	6+1 Writing Traits: Ideas	Vining
September 30th	6+1: Organization & Voice	Vining
October 14th	6+1: Word Choice & Sentence Fluency	Vining
October 21st	6+1: Conventions	Vining
October 28th	6+1: Presentation	Vining
November 4 th	Four Square Writing	Vining
November 11th	Benchmark Analysis	Williams
November 17th	Benchmark Analysis	Williams
December 2nd	Focus Walk Results: Writing Conferencing	Vining
December 16 th	Unit Revisions	Vining
January 5 th	Differentiation Workshop Redelivery	Vining
January 13 th	Differentiation Workshop Redelivery	Vining

January 20 th	Developing Norms and Covenants for Common Planning	Vining
February 3 rd	Young Author's Writing Contest	Vining
February 10 th	Benchmark Analysis	Williams
February 17 th	Benchmark Analysis	Williams
February 24 th	CLASS Keys: Protocol 1	Vining
March 2 nd	CLASS Keys: Protocol 2	Vining
March 10 th	CLASS Keys: Protocol 3	Vining
March 17 th	CLASS Keys: Protocol 4	Vining
March 24 th	CLASS Keys: Protocol 5	Vining

2010-2011 Professional Learning Calendar

Date:	Professional Learning:	Facilitator:
July 30 th	PBS Training	PBS Team
August 3 rd	Infinite Campus Attendance	Vining
August 4 th	Infinite Campus Behavior Referral	Vining
August 18 th	Infinite Campus Gradebook	Vining
September 22 nd	Unpack the Curriculum and Instruction Standards	Vining
September 29 th	Lesson Openings	Vining
October 6 th	Lesson Closings	Vining
October 20 th	Lesson Work Sessions	Vining
October 27 th	Make -n- Take Flex Group Choice Boards	Vining

November 3rd	Benchmark Analysis	Williams
November 17th	Coach Connected Training	Daphne Laudermilk
January 5th	Activote Training	Hall
January 12th	ESOL "Providing Feedback for ELL's"	Wilcox, Johnson
January 19th	Differentiation Day 1	Vining
January 26th	Differentiation Day 2	Vining
February 9th	Differentiation Day 3	Vining
February 23rd	3rd Grade GPS/CC Alignment	Vining
March 9th	Differentiation Day 4	Vining
April 27th	ESOL "Providing Feedback for ELL's"	Johnson

2011-2012 Professional Learning Log

Date	Topic	Time
January 10	CCGPS Assessment Webinar (Pre-K- 5 th)	PE Pre-K @ 2:45
January 17	4 th and 5 th Grade (Math Webinar)	PE
January 24	OAS Reports Webinar K-5	PE
January 31	Benchmark Analysis	PE
February 7	No Professional Learning	
February 8	Vertical Discussions- CCGPS (Pre-K- 5)	2:45-3:45

February 14	(Pre-K, K, 2 nd , 4 th) ELA Georgia Public Broadcasting	PE Pre-K @ 2:45
February 21	Pre-K, K, 2 nd , 4 th Only ELA Georgia Public Broadcasting	PE Pre-K @ 2:45
February 28	(Pre-K, K, 1 st and 2 nd) Math Georgia Public Broadcasting	PE Pre-K @ 2:45
March 6	Pre-K, K, 1 st and 2 nd Math Georgia Public Broadcasting	PE Pre-K @2:45
March 20	3 rd , 4 th and 5 th Math Georgia Public Broadcasting	PE
March 20	3 rd , 4 th and 5 th Math Georgia Public Broadcasting	2:45-3:45
March 27	1 st , 3 rd , and 5 th ELA Georgia Public Broadcasting	PE
March 28	1 st , 3 rd , and 5 th ELA Georgia Public Broadcasting	PE

B. The administrators at Indian Creek require teachers in grades K-5, special education teachers, speech teachers, ESOL teachers, and the media specialist to attend professional learning. In 2011-2012, 96% of Indian Creek's teachers and support staff attended the above professional learning, earning 2 professional learning units for the year. Pre-K teachers were required to attend all professional learning concerning the new Common Core Georgia Performance Standards. Staff attends varies professional learning requested by Coffee County Central Office throughout the year.

C. Indian Creek has on-going professional learning in the following areas: Common Core Georgia Performance Standards, Writing Instruction, and Analyzing and Planning Instruction based on formative, summative and diagnostic assessments.

a. On-going Professional Learning for Writing Instruction:

- i. Teachers in grades 3rd-5th attended the “Razzle Dazzle” writing workshop conducted by Melissa Forney. Teachers in grades K-2 are scheduled to receive this training in January 2013.
 - ii. Indian Creek continues to provide professional learning on the use of 6+1 Writing Traits during writing instruction, the use of Morning Message in grades K-5, and implementing the Writer’s Workshop Model.
- b. On-going Professional Learning for Common Core Georgia Performance Standards Implementation:
- i. Teachers work collaboratively with other teachers across the county to enhance the new Common Core Georgia Performance Standards Frameworks into workable and consistent resources for our county.
 - ii. Teachers continue to watch the ELA CCGPS webinars.
 - iii. Teachers meet collaboratively on a weekly basis to unwrap, understand and plan instruction using the new CCGPS.
 - iv. Standards-based instruction
- c. Provide professional learning on designing instruction using the Lexile Framework in all content areas, to match students to a variety of appropriate content texts.
- i. Ensure teachers have access to their students’ Lexile measures (SRI) and access to the Lexile measures of their chosen texts
 - ii. Provide professional learning for content area teachers on how to construct and differentiate lesson plans based on the role of Lexiles in the selection of materials for their students’ literacy needs.

(D, E, F, G) Professional learning needs identified in the needs assessment for Indian Creek include the following:

(D) Professional Learning	(E) Process to determine if professional learning was adequate	(F) Goal and Objective Alignment	(G) Measure used to Determine Effectiveness
<p><i>Building Block 2: Continuity of Instruction (A & B.)</i> <i>Building Block 4: Best practices in Literacy Instruction (B.1 & B.2)</i> Professional Learning in Writing:</p> <ul style="list-style-type: none"> ● Research-based writing program ● Best Practices in Writing Instruction across Curriculum ● Use of Rubrics ● Content Specific Training ● Cross-Disciplinary teams meet to examine student work and collaborate on the achievement of literacy goals shared by teachers. 	<ul style="list-style-type: none"> ● Teacher Surveys ● Focus Walks ● Literacy Checklist ● Collaborative Planning Minutes ● Peer Observations 	<p>Goal 1 Objectives A-F</p>	<ul style="list-style-type: none"> ● Scores on Mock Writing Assessments ● Georgia Grade 3 and 5 Writing Assessment ● Writing Samples with scoring rubrics from grades K-5

<p><u>Building Block 5: System of Tiered Intervention for All Students</u></p> <p><u>Building Block 3: Ongoing Formative and Summative Assessments</u></p> <p>A. Problems found in literacy screenings are further analyzed with diagnostic assessments</p> <p>Response to Intervention</p> <p>Professional Learning:</p> <ul style="list-style-type: none"> • Tier 2 needs-based intervention training • Tier 3 needs-based intervention training • Using diagnostic assessments to plan instruction and intervention methods 	<ul style="list-style-type: none"> • Observation Checklist • Teacher Surveys • Lesson Plans • Flexible Grouping Charts 	<p>Goal 2 Objectives A-D</p>	<ul style="list-style-type: none"> • Data Collection • Percent of students moving down the Tiers • Percent of students moving from meets to exceeds on CRCT; and does not meet to meet
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<p><i>Building Block 3: Ongoing Formative and Summative Assessments</i></p> <p>Professional Learning using Lexile Grade-Level Stretch-Bands:</p> <ul style="list-style-type: none"> • Differentiation based on students' lexile levels • Utilizing classroom libraries to address individual needs of students in all content areas • Planning instruction based on Scholastic Reading Inventory assessment data reports • The use of Running Reading Records 	<ul style="list-style-type: none"> • Walk Throughs • Teacher Lesson Plans • Grouping Charts • Teacher Surveys 	<p>Goal 4 Objectives A-C</p>	<p>Scholastic Reading Inventory Assessment Data Reports</p> <ul style="list-style-type: none"> • Intervention Grouping Report • Growth Report • Proficiency Growth Report <p>Universal Screeners</p> <ul style="list-style-type: none"> • Oral Reading Fluency (ORF) • MAZE (comprehension)
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Sustainability Plan

a. Plan for extending assessment protocol beyond the funding period

Indian Creek Elementary (ICE) is dedicated to maintaining the assessment protocols in place as outlined in the ICE Literacy Plan. If annual evaluations of the Striving Readers' assessment components continue to meet district and school criteria, then ICE will continue to support the assessment practices by leveraging Title I, Title IIA, and other federal, state and local funding to provide necessary resources and professional learning training.

b. Developing community partnerships to assist with funding

Indian Creek has the following community partnerships to assist with yearly SRCL cost commitments:

- Kiwanis International Club
- Wal-Mart
- Harvey's Supermarket
- South Georgia Dentistry
- Hennessy Insurance

c, d, f, Plan for relevant and on-going professional learning

Successful implementation of the SRCL requires on-going professional learning beyond the life of the grant. Professional learning funds will be allocated for ongoing support for grant initiatives and initial training for new faculty and staff. The professional learning communities at Indian Creek, as well as, district professional learning teams will be utilized to support teachers as they continue to use effective literacy strategies and programs. Professional learning needs assessments will be completed in the spring of each school year with items addressing the need for training in grant initiatives. The results of the needs assessment will ensure that relevant professional learning is provided at ICE. In addition, new teacher orientation will be conducted each year to introduce new teachers to the literacy programs and strategies and supported throughout the year through professional learning. The above practices provide on-going support to new teachers in the area of literacy instruction.

e. Plan for print materials to be replaced when necessary

Indian Creek's Media Specialist assists with purchasing print materials each year. A report will be generated periodically, detailing a list of lost or damaged print materials that have been purchased with the SRCL grant. Title I, media, and PTO funds are designated to replace the print materials that are lost or beyond repair.

g. Plan for sustaining technology

Software fees or site licenses purchased through the SRCL grant will be sustained through the use of funds generated through Title I, other state and local funds, PTO, and Indian Creek's operational budget. The technology equipment and software will be evaluated on an annual basis to ensure effectiveness and efficiency.

h. Plan for Sharing Lessons within the LEA

Coffee County provides teachers opportunities during the school year to meet with common grade level and content teachers from other schools in the district. These meetings typically take place once a month for teachers to share instructional resources and best practices in literacy. If awarded the SRCL, Coffee County's Curriculum, Instruction and Accountability team leaders will create agendas addressing district literacy initiatives to guide these meetings. These same agendas will guide Coffee County's unit planning teams when working to enhance the CCGPS Unit Frameworks, aligning curriculum documents, and creating common assessments. This collaboration allows all teachers within the system, including new teachers, a common curriculum addressing all of the components of an effective literacy program. All new teachers in the Coffee County School System are provided highly effective mentor teachers that model, guide and assist them with implementing the literacy plan to ensure student success.

Indian Creek's Literacy Team has worked diligently throughout this process to create a comprehension literacy plan that meets the needs of our school, students, parents and community. ICE is dedicated to improving literacy, preparing students for college, career and life by sustaining the initiatives addressed in our literacy plan.

Budget Summary

SRCL grant funds will allow Indian Creek Elementary the opportunity to implement a comprehensive literacy plan by providing data driven literacy instruction for all students. Through this process, findings indicated an urgent need to strengthen current literacy instruction and add literacy initiatives that would meet the demands of the rigor of the ELA Common Core Georgia Performance Standards and the Georgia K-12 Literacy Plan. Indian Creek's needs assessment identified weaknesses in the Response to Intervention Pyramid, writing instruction, and appropriate reading text.

Funds will be used to purchase the needed K-5 writing program, intervention software with diagnostic assessments, reading text for the Media Center, classroom libraries, technology, and professional learning.

Indian Creek's Yearly Implementation Plan

Year	Initiative
Year 1	<ul style="list-style-type: none"> • Purchase: Writing software and professional learning • Tier 3 intervention software and professional learning • Purchase media center print materials • Purchase software that provides accurate lexile levels for print materials
Year 2	<ul style="list-style-type: none"> • Establish Response to Intervention Resource Room • Purchase computers and printers • Purchase classroom libraries • Renewal of Web-based Instructional site licenses
Year 3	<ul style="list-style-type: none"> • Renewal of Web-based Instructional site licenses • On-going professional learning and accountability • Purchase replacement print materials
Year 4	<ul style="list-style-type: none"> • Renewal of Web-based Instructional site licenses • On-going professional learning and accountability • Purchase replacement print materials
Year 5	<ul style="list-style-type: none"> • Renewal of Web-based Instructional site licenses • On-going professional learning and accountability • Purchase replacement print materials

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