GEORGIA DEPARTMENT OF EDUCATION
Striving Readers Comprehensive Literacy Program
LEA Grant Application
System Cover Sheet.

Please return to: **Georgia Dept. of Education** **Attn:** **205 Jessie Hill Jr. Dr** **1758 Twin Towers East** **Atlanta, GA 30344**	**DOE Use Only** **Date and Time Received:**	**DOE Use Only:** **Received By:**
Name of Applicant: **Brantley County School District**		**Project Number:** **(DOE Assigned)**

Total Grant Request: **$ 2, 011, 604**	**System Contact Information:**	
	Name: **Greg Jacobs, Ed.D.**	**Position:** **Assistant Superintendent**

Number of schools		**Phone:** **912-462-6176**	**Fax:** **912-462-6731**
in system: **7**	**applying:** **7**		

Congressional District: **1st**	**Email: greg.jacobs@brantley.k12.ga.us**

Sub-grant Status

_____Large District (45,000 or more students)

_____Mid-Sized District (10,000 to 44,999 students)

__**X**__Small District (0-9,999 students)

Check the <u>one</u> category that best describes your official fiscal agency:

X	School District		Community-based Organization or other Not-for-Profit Organization
	Regional/Intermediate Education Agency		Nationally Affiliated Nonprofit Agency- other

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: _Dr. Greg Jacobs_____

Position/Title of Fiscal Agent's Contact Person: _Assistant Superintendent_____

Address: 272 School Circle_____

City: Nahunta_____ Zip: 31553_____

Telephone: (_912__) 462-6176_____ Fax: (_912__) 462-6731_____

E-mail:
greg.jacobs@brantley.k12.ga.us_____

_____
Signature of Fiscal Agency Head (required)

Dr. Drew Sauls_____
Typed Name of Fiscal Agency Head (required)

Superintendent_____
Typed Position Title of Fiscal Agency Head (required)

12/14/2011_____
Date (required)

GEORGIA DEPARTMENT OF EDUCATION
Striving Readers Comprehensive Literacy Grant

School and Center Cover Sheet

DOE Use Only Date and Time Received:	DOE Use Only: Received By:	DOE Use Only: Project Number
School Name: Nahunta Primary School		**Total Grant Request:** **$ 368,184.00**

System: Brantley County	School Contact Information:	
	Name: **Dr. Brandon Carter**	**Position:** **Principal**
Number of Students	**Phone Number:** **912-462-5179**	**Fax Number:** **912-462-7118**

Email Address:

brandon.carter@brantley.k12.ga.us

Number of Students	
448	

Number of Teachers

35	

Free/Reduced Lunch %	67.48%

Principal's Name: Dr. Brandon Carter	Other Reform Efforts in School:
	Principal's Signature:

Current Priorities

Educating students in the 21st century offers unique challenges for educators in the United States. The Great Recession has cast a great shadow across most school systems in the United States due to drastic budget reductions that have resulted in limited resources for teachers and students. Expectations for performance are high for students and teachers, and accountability measures are in place to gauge the attainment of the expectations set forth by local, state, and federal governments. Accountability measures are not new to the American educational system, but the measures definitely draw more attention in today's information age. One important challenge facing educators is the pressure to graduate all students with the skills and abilities to be successful in the 21st century workforce. The skills and abilities required to be competitive in today's workforce no longer simply include the 3R's, Reading, wRiting, and aRithmetic. Literacy skills are more comprehensive as skills such as listening, communicating, viewing, researching, interpreting, and presenting are now required to meet literacy standards. Mathematics requires reasoning and problem-solving skills to be successful. Add to that the necessary technology skills and knowledge that is required of 21st century workers, and the American educational system has a daunting task of preparing students for jobs that will use technologies not yet developed.

The Brantley County School District's number one priority is to prepare its students to be successful in the 21st century workforce by providing students with a variety of learning experiences that allow them to acquire the essential skills and knowledge of 21st century workers. In order to meet this goal, the school district has identified five focus areas to meet the goal of graduating all students prepared for the 21st century workforce. These five areas are as follows: High-quality instructional practices including differentiated instruction, authentic assessment, and higher-order thinking skills; Reading instruction and support for students of all ability levels; Writing instruction, opportunities, and

support in all academic areas for students of all ability levels; Mathematics instruction and support that

promotes problem-solving and reasoning skills for students of all ability levels; and Opportunities for all

students to develop 21st century technology skills.

The focus areas are intended to provide a framework for the development of specific priorities

that address needs aligned to the overall goal of preparing Brantley County graduates to be successful in

the 21st century workforce. Current specific priorities that are aligned with the five focus areas are

included in the following table.

Specific Priority	Need	Students
Intensive Writing Program	• Consistent terminology and techniques for writing. • Variety of instructional and support resources including technology. • Males performing lower on state writing assessments.	All students K-12
Engaging students in reading at all ability levels using multiple resources (Books, periodicals, online text, e-text).	• Providing students of all ability levels in reading (Struggling to Advanced) engaging reading resources to motivate and increase fluency and comprehension skills using a variety of resources including technology.	All students K-12
High-quality Professional Learning for Teachers in • Writing • Higher-order thinking skills • Technology applications	• Writing techniques for ELA and content teachers. • Higher order thinking skills instructional tasks and student activities. • Utilization of existing technology to enhance instruction and student learning.	All teachers in grades Pre-K - 12

Successfully implement the Common Core Georgia Performance Standards (CCGPS). • Align curriculum documents to CCGPS, course maps, unit plans, etc. • Align assessments to CCGPS including unit exams, performance tasks, formative assessments, and benchmarks.	• ELA and Math • Reading and Writing for History, Science, and Technical Subjects	All students K-12 All students 6-12

Management Structure

The Striving Readers grant implementation will be managed through the office of the Assistant Superintendent of Instruction, Dr. Greg Jacobs. At the district level, Dr. Jacobs will coordinate grant implementation with the district financial department, technology department, and the individual schools. The Assistant Superintendent of Finance, Mr. Read Carter, heads the district financial department. He will oversee the requesting and allocating of grant funds, purchasing resources, and auditing the grant. Mr. Carter is also the Federal Programs coordinator and will advise on federal programs regulations. Dr. Jacobs who is the district professional learning coordinator and curriculum director will coordinate the following: planning professional learning activities funded through the grant, issuing professional learning units to staff, aligning instructional and technology resources with grant priorities, and aligning grant initiatives with CCGPS rollout. The Brantley County School District technology director, Alan Morgan, reports to Dr. Jacobs; therefore, all technology needs will be coordinated by Dr. Jacobs. The following table identifies the specific tasks and individuals needed to successfully implement the Striving Readers grant at the district level.

Department	Financial	Technology	Professional	Curriculum and

	Department	Department	Learning	Instruction
District Department Head	Mr. Read Carter	Mr. Alan Morgan	Dr. Greg Jacobs	Dr. Greg Jacobs
Tasks	Request and allocate grant funds.	Recommending technology resources based on school needs.	Planning / coordinating professional learning activities for Striving Readers initiatives.	Ensuring Striving Reader initiatives align with district priorities and areas of focus.
	Issuance of purchase orders and maintenance of financial records, including items received.	Requesting purchase of needed technology.	Issuing Professional Learning Units to staff for participating in Striving Readers activities.	Coordinating the alignment of curriculum documents and assessments with the CCGPS.
	Auditing grant.	Labeling and tracking technology equipment purchased through grant.		Monitoring the implementation of the Striving Readers grant initiatives.
		Supporting and maintaining technology purchased through grant.		Evaluating the effectiveness of the Striving Readers grant initiatives.

At the school level, the school principal will be responsible for the overall management of the grant. Along with the school principal, the school media specialist, and the school literacy team will play important roles in identifying school needs, recommending solutions to meet the needs of the school,

and ensuring the proper implementation of the Striving Readers grant initiatives. The following table

provides a summary of the tasks and person(s) responsible for executing the tasks at the school level.

Person(s) Responsible	School Principal	School Media Specialist	School Literacy Team
Tasks	Overall Management of Striving Readers grant at the school level.	Assist the principal in purchasing and processing new materials for the Striving Reader initiatives.	Align the literacy needs of the school with the Striving Readers initiative.
	Requesting purchase orders for resources needed as defined in the Striving Readers grant.	Receive training in new technology programs and assist teachers in the integration of new technology in lessons.	Recommend materials/ services needed to implement school literacy plan and Striving Readers initiative.
	Documenting the receipt of purchased materials or services and communicating to the Accounts Payable office at the Brantley County Board of Education.	Select materials aligned with Striving Readers goals for the media center.	Support the implementation of strategies and materials addressed in the Striving Readers grant.
	Ensuring that staff members participate in Professional Learning Activities provided by the Striving Readers grant.	Assist with CCGPS implementation.	Support the implementation of the CCGPS.
	Ensure that the Striving Readers grant initiatives are carried out in the school.	Encourage and facilitate reading throughout the school to support the Striving Readers initiatives and CCGPS rollout.	Conduct formative and summative evaluation of the strategies and materials used in the Striving Readers grant.

To ensure that the Striving Readers project is successfully implemented, constant communication of Striving Readers goals and objectives, implementation progress, and formative and summative evaluations of grant initiatives will be on the agenda for district and school professional learning community meetings. The district leadership professional learning community is composed of Superintendent Dr. Drew Sauls, Dr. Jacobs, Mr. Carter, Mrs. Tumlin, the district special education director, and all school principals. The district leaders meet twice a month. The school professional learning communities meet at least once a month.

Past Instructional Initiatives

Over the past several years, the Brantley County School District has implemented a number of instructional initiatives with the intent to improve student achievement and ultimately graduate students with the skills to be successful in the 21st century workforce. Included in the table that follows are the major instructional initiatives that have been initiated in the district. There are many other instructional initiatives at the district level and school level that have been implemented over the past few years, but space limits the discussion to the major initiatives that support the district's capacity and the schools' capacities to initiate and implement major instructional projects. The following table identifies the instructional initiative, a brief description of the initiative, and a timeline of the initiatives.

Instructional Initiative	Description of Initiative	Timeline
Implementation of highly effective instructional practices (Learning-Focused School/ Best Practices/ Standards-Based Practices) into classroom instruction.	The work of Robert Marzano and Max Thompson in identifying highly effective instructional practices led to professional learning and implementation of such practices in classrooms throughout the United States, Georgia, and Brantley County.	Learning-Focused Schools Training began in 1999. Best Practices Training - Ongoing

Rollout of Georgia Performance Standards (GPS).	The expectations for student learning were defined by the GPS that necessitated training for all teachers.	Began in 2004-05 – Ongoing.
Development and implementation of curriculum documents aligned to the GPS including course maps, content maps, skills and knowledge maps.	A common set of standards for Georgia students necessitated the district aligning the GPS into common curriculum documents for our teachers.	Began in 2004-05 - Ongoing
Development and implementation of common formative and summative assessments aligned to the GPS including Unit Exams, Formative Assessments, Performance Tasks, and Benchmarks.	Teachers from across the district meet continuously to review assessments and modify as needed based on student needs. There are common formative and summative assessments for all contents in all grade levels.	Began in 2004-05 - Ongoing
Development and implementation of Response To Interventions (RTI) procedures and practices.	Policies, procedures, and practices were developed and aligned to meet the needs of students who struggle. Professional learning in the use of various interventions (Wilson Reading/ FUNdations) and progress monitoring software (GRASP) was offered.	Began 2007-08 - Ongoing
Implementation of School Professional Learning Communities	The professional learning communities established in schools offer the teachers an opportunity to focus on specific instructional needs in the school.	Began 2007-08 - Ongoing

Literacy Curriculum

The current literacy curricula in Brantley County are grounded in the Georgia Performance Standards. Teachers in each grade level developed unit plans aligned to the GPS in Reading, Language Arts, Mathematics, Science, and Social Studies. Teachers currently use unit plans that were developed

using a Learning-Focused unit model. Instructional activities and assessments contained within each unit plan are also aligned with the GPS. Reading/ Language Arts teachers incorporate various other curriculum materials to support instruction through the unit plans. Teachers in grades K-3 use SRA's *Imagine It* reading series and grades 4-5 use McGraw Hill's *Treasures* reading series.

Literacy Assessments

Schools in the Brantley County School District assess students' literacy skills and knowledge using a variety of assessments. All students in the district take the required state assessments applicable to their grade level: CRCT (3-8); EOCT (9-12); GHSGT; Writing assessments in grades 3, 5, 8, and 11; and GKIDS for kindergartners. Students in 1st and 2nd grades were given the released Online Assessment System (OAS) tests for Reading, English Language Arts and Math as an end-of-year summative assessment. High School sophomores also take the PSAT, and students take the SAT or ACT as required for admission into postsecondary institutions. Seniors at Brantley County High School also complete the Work Ready assessment that assesses important literacy skills for 21st century workers in reading for information and locating information. On the opposite end of the spectrum, Pre-K teachers assess students throughout the year with a Development Checklist by Pearson. The checklist provides a formative assessment of the students' literacy skills in listening, speaking, reading, and writing. These assessments provide students, teachers, and parents with important information regarding a student's mastery of the GPS, Lexile level, and progress toward admission requirements to post-secondary institutions. However, our teachers use many other assessments to gather more information regarding our students' performance toward state and national literacy standards.

Our district feels that it is essential that our teachers identify students' weaknesses and strengths prior to the end of year assessments. Therefore, our teachers have developed and use a variety of formative assessments that are aligned to the GPS Reading and ELA standards. Teachers use

unit assessments including tests, quizzes, writing activities, performance tasks, and district-wide, common benchmark assessments to assess students' progress in literacy. The assessments vary in format from multiple-choice items to authentic writing response tasks. With the implementation of RTI in the district, teachers also use tests for fluency and comprehension using the GRASP universal screening assessment and progress monitoring assessments.

Need for a Striving Reader Project

In order to determine the need for the Striving Readers grant, data from a variety of sources was gathered and analyzed. The following areas were assessed to determine need: student achievement in Reading/ Writing, demographic and socio-economic data, professional learning, and school literacy resources including materials and technology. The tools for assessing the aforementioned areas included analysis of standardized tests including subgroup data, student information data as reported through FTE, 2010 Census data, professional learning state report, professional learning surveys, teacher literacy resource surveys, and Pre-K director and teacher interviews. The needs assessment results from the schools were compiled to provide a general view of literacy needs in the district, and then each school identified targets for the Striving Readers grant based on their individual needs assessments and alignment with the district priorities. The results of each individual school are provided in the school section of the grant application. The district needs assessment results are provided in the following tables. Based on the various needs assessments, the following needs are identified at the district level:

- Intensive Writing program K-12

- Professional Learning for teachers Birth to 12: (1). Literacy instruction, with an emphasis on writing instruction (2). Technology skills for operating hardware and software to support instruction.

- Literacy resources for students of all ability levels, including novels, leveled readers, and technology (software and hardware) to support and to engage students in writing and reading.

School	Enrollment and AYP Status	% Free / Reduced	# DNM Reading CRCT 3rd Grade	% DNM CRCT 3rd Grade	# DNM Reading CRCT 5th Grade	% DNM CRCT 5th Grade	# DNM Reading CRCT 8th Grade	% DNM CRCT 8th Grade
Waynesville Primary School (PreK-3)	433 - Met	77.14%	6	6%	-	-	-	-
Atkinson Elementary School(4-6)	291 - Met	82.47%	-	-	1	1%	-	-
Nahunta Primary School (PreK-3)	452- Met	67.48%	4	4%	-	-	-	-
Nahunta Elementary School(4-6)	285 - Met	68.07%	-	-	4	4%	-	-
Hoboken Elementary School (PreK-6)	620 - Met	58.71%	3	3%	2	3%	-	-
Brantley County Middle School(7-8)	555 - Met	61.08%	-	-	-	-	0	0%
			Graduation Rate	HS Grad	HS in	BS or	BS or

				in county: age 25+	county: age 25+	higher, % of adults 25+ county	higher, % of adults 25+ state
Brantley County High School (9-12)	927 – NI-2	56.96%	68.3%	75.2%	82.9%	6.0%	27.1%

		Student Subgroups and Gap					
State Test	Grade Level	% DNM Economically Disadvantaged	% DNM Not Economically Disadvantage	Gap	% DNM Students with Disabilities	% DNM Students without Disabilities	Gap
CRCT-Reading	3	3	2	-1	6	2	-4
	4	15	2	-13	39	7	-32
	5	2	1	-1	15	1	-14
	6	5	1	-4	30	1	-29
	7	4	5	+1	22	3	-19
	8	1	0	-1	7	0	-7
EOCT Literature	9	20	6	-14	55	11	-44
	11	17	7	-10	57	9	-48

GHSGT - ELA	11	21	4	-17	57	8	-49
Writing	5	Not available	Not available	-	75	18	-57
	8	15	16	+1	50	11	-39
	11	8	12	+4	46	8	-38

Language Arts instructors and content instructors (Pre-K – 12) completed a survey to identify the current state of literacy resources in the district. Teachers in the district also completed a professional learning survey to assess participation in professional learning. The results from the literacy resources surveys and the professional learning survey are summarized below:

- 61.4% of ELA teachers surveyed indicate they do not have an adequate supply of current literacy resources.

- 66.3% of ELA teachers and 82.4% of Content teachers surveyed indicate they do not have sufficient research-based literacy resources for struggling writers.

- 88.1% of ELA teachers and 89% of Content teachers surveyed indicate they do not have technology to support struggling writers.

- 52.5% of ELA teachers and 63.7% of Content teachers surveyed indicate they do not have sufficient research-based literacy resources for challenged readers.

- 81.2% of ELA teachers and 76.9% of Content teachers surveyed indicate they do not have technology to support challenged readers.

- 69.3% of ELA teachers and 59.3% of Content teachers surveyed indicate they do not have sufficient resources for high achievers/ gifted students.

- 48.1% of ELA teachers and 46.2% of Content teachers surveyed indicate that the media center does not have current literacy resources to support students of all ability levels.

- Only 29% of 213 teachers submitting survey responses attended professional learning outside of the school district in 2010-11.

- Of 213 teachers submitting professional learning surveys, two teachers participated in Literacy specific training outside of the school district: Adolescent reading and Reading First training.

An interview of the district's Pre-K director indicated the following needs for children birth to 4:

- Themed books for the classroom

- Literacy bags to send home with children to encourage reading at home

- Student computers for literacy activities

- Digital classroom technology such as classroom projectors and interactive boards to engage students in literacy activities

- Professional development for teachers to bridge literacy efforts with private pre-k centers, public pre-k centers, and Head Start

The selection for schools to participate in the Striving Readers Project was based on the school principal and school leadership team decision to participate in the grant. Each school reviewed the Striving Readers Project RFA and discussed the opportunities that the grant could provide the school to enhance the literacy program within the school. All schools met the absolute priority of serving students who attend schools with a high concentration of poor students and all schools identified areas of concern in literacy that require support through a project such as the Striving Readers grant.

Experience of Applicant

	Project Title	Funded Amount	Is there audit?	Audit results
Brantley County School	FY06 Title IID, Wireless Initiative	$75 000	Annual state audit.	No findings regarding the use of grant funds.

District				
	FY07 Title IID, Instructional Technology Enhanced Environment (ITEE)	$96 250	Annual state audit.	No findings regarding the use of grant funds.
	FY08 Title IID, Teachers, Teamwork, and Technology (T3)	$93 592	Annual state audit.	No findings regarding the use of grant funds.
	FY08 Governor's Office of Highway Safety	$135 700	Annual state audit.	No findings regarding the use of grant funds.

Description of Funded Initiatives

The initiatives that were funded through the Title II-D grants were intended to provide students and teachers access to technology in the classroom. The FY06 Title II-D, Wireless Initiative, grant focused on the 21st Century classroom and allowed the district to implement a 21st Century classroom model in an 8th grade math classroom at Brantley County Middle School. The FY07 Title II-D, Instructional Technology Enhanced Environment (ITEE), grant provided technology and training for science teachers at Brantley County High School in the integration of technology into classroom instruction. Teachers received classroom projection systems, classroom response systems, laptops, and training in the integration of such technology in the classroom. The FY08 Title IID, Teachers, Teamwork, and Technology (T3), grant was very similar to the FY07 grant in that it focused on the integration of technology in the classroom, but this time the mathematics teachers at Brantley County High School benefited from the grant. Math teachers received technology equipment and training as well. The FY08 Governor's Office of Highway Safety Driver Training School grant allowed Brantley County High School to offer Driver's Education courses at Brantley County High School using simulators and cars purchased

with the grant. The technology components purchased from these grants will be used to support literacy in the content classrooms, especially the implementation of an intensive K-12 writing program. Science and math teachers in the high school will also be able to support students of all ability levels in reading using the technology made available through previous grants.

Description of Non-Funded Initiatives

The Brantley County School District has supported several initiatives in schools that parallel the grant-funded initiatives described above. Through the use of various Title funds and local funds, classrooms throughout the district in grades 4-8 and English Language Arts and Social Studies classrooms at Brantley County High School have been outfitted with digital classroom technology that includes classroom projection systems and interactive slates. Modern computer labs have also been installed in the schools for instruction and assessment of students with all ability levels. The special education department has also purchased a significant amount of technology such as computer pods for classrooms serving special education students. Schools have purchased computer pods for some classrooms to allow students access to technology in the classroom. The district purchased GRASP, the online RTI assessment tool for monitoring students' progress in Literacy and Math. The technology in the classrooms and computer labs will be used to support the implementation of an intensive K-12 writing program and other literacy resources that require technology. There are still technology needs, especially in the primary grades for classroom teachers to be able to support literacy through technology.

Description of LEA Capacity

The Brantley County School District has coordinated resources on numerous occasions when necessary to successfully implement a program or activity. Coordination of resources begins with people. Whenever a collaborative effort is required, principals and directors work together to direct

resources in their control toward achieving the task at hand. The financial department at the Brantley County Board of Education is experienced in requesting and allocating grant funds, purchasing resources, and recording transactions. The Professional Learning Coordinator has planned and implemented large-scale trainings for teachers, and the technology department is adept at installing and supporting technology purchased through various funding sources. The aforementioned initiatives made possible through the competitive grants or use of district funds were all successfully implemented with the same structure and personnel that are currently in place.

Resources

	Title I Allocation	Budgeted Title I Funds			Title II Allocation
		Salaries/ Benefits	Supplies	Subs	
LEA TOTAL	$820 153				$134 486
Hoboken Elementary School	$166 815	$160 434.31	$4 381	$2 000	
Nahunta Primary School	$124 749	$124 540.65	$208	-	
Nahunta Elementary School	$93 687	$82 028	$9 659	$2 000	
Waynesville Primary School	$141 783	$138 353	$1 430	$2 000	
Atkinson Elementary School	$103 707	$99 233.89	$2 473	$2 000	$42 527.78 for salaries/benefits
Brantley County Middle School	$175 149	$169 803.15	$2 346	$3 000	$98 058.22 for salaries/benefits

LEA Use of Title I Resources

Brantley County School district's Title I allocation is primarily used to pay salaries and benefits for teachers or paraprofessionals in order to reduce class size. For FY12, $774 392.21 of the $820 153 allocation is used for class size reduction in the district's six Title I schools. The remaining allocation is used for supplies and substitutes at each of the Title I schools.

LEA Use of Title II Resources

The Brantley County School district also uses Title II funds for class size reduction in two Title I schools, Brantley County Middle School and Atkinson Elementary School. Salaries and benefits for teachers totaling $132 486 account for the majority of the $134 486 allocation of Title II funds. The remaining $2 000 amount is budgeted for professional learning to ensure highly qualified instructors.

Title I and Title II Resources at Each School

As mentioned in the previous paragraphs, Title I and Title allocations are primarily used to pay the salaries and benefits of teachers and paraprofessionals for class size reduction in the Title I schools in the district. A small proportion of the Title I allocation to each school is budgeted for supplies and substitutes. Two thousand dollars of the district's Title II allocation is designated for professional learning to support the requirements of a highly qualified instructor.

Potential Value Added with Striving Readers Funds

Striving Readers funds will allow schools to provide current literacy resources including technology and professional development to teachers to support the development of students' literacy skills. The resources and training funded through the Striving Readers grant will allow teachers to meet the literacy needs of all students regardless of their ability levels. A significant gap exists in the literacy skills of the economically disadvantaged students in our district and the non-economically disadvantaged students as well as students with disabilities and students without disabilities. Striving Readers funds will also be used to support the CCGPS implementation. This is very important since there is a greater emphasis on literacy skills in non-ELA content areas. Technical subject teachers in grades 6-12 will definitely require training and support resources in order to effectively implement the requirements of the CCGPS.

Management Plan and Key Personnel

	Individual Responsible	Supervisor
Purchasing	Mrs. Cindy Morgan	Mr. Read Carter
Site-Level Coordinators	School Principal	Dr. Greg Jacobs
Professional Learning Coordinator	Dr. Greg Jacobs	Dr. Drew Sauls
Technology Coordinator	Mr. Alan Morgan	Dr. Greg Jacobs
Assessment Coordinator	Mr. Read Carter	Dr. Drew Sauls

Sustainability Plan

Plan for Sharing Lessons within the LEA

Professional learning communities are an integral part of each school in the Brantley County School District. Sharing ideas and documents regarding curriculum, instruction, and assessment is the

foundation of the professional learning communities in our district. Teachers have an ongoing forum for sharing within their school both horizontally and vertically. Our district also provides teachers multiple opportunities during the school year to meet with common grade level and content teachers from other schools in the district. Teachers typically meet at the beginning of the school year, in the middle of the school year, and at the end of the school year. The purpose is to align curriculum documents to ensure a common curriculum for the district based on the GPS and share best practices in assessment and instruction. We find these opportunities beneficial for all of our teachers, but especially for teachers new to our district. A web of collaboration and support is woven for all teachers to cling to for affirmation and confirmation.

Plan for Extending Assessment Practices Beyond the Funding Period

The Brantley County School District is committed to extending not only assessment practices but also all practices or activities that are made possible through the Striving Readers grant. As will all programs or practices in the district, Striving Reader assessments must meet the following criteria for extending their use in the district: align with the GPS (CCGPS); align with district initiatives; measure what they are intended to measure; provide teachers, students, and parents with data that is helpful in addressing students' literacy needs; and be efficiently managed and used by teachers and staff. If annual evaluations of the Striving Readers' assessments meet each of these criteria, then the district will continue to support the assessment practices through funding and training. The annual evaluations will include teacher, student, and parent surveys; teacher interviews; and analysis of assessment data.

Plan for Extending Professional Learning Practices Beyond the Funding Period

Professional learning activities that are essential to successful maintenance of the Striving Readers grant initiatives will be available beyond the funding period of the grant. Professional learning funds will be allocated for ongoing support for grant initiatives as well as initial training for new faculty

and staff. The professional learning communities within each school and across the district will also be used to support teachers as they continue to use effective literacy strategies and programs beyond the funding period of the grant. Professional learning needs assessments will be completed in the spring of each school year with items addressing the need for training in grant initiatives. Activities will also be planned for new teachers to introduce them to the literacy strategies and programs, and these activities will begin during new teacher orientation and continue throughout the year.

Plan for Sustaining Technology

Technology purchased through the Striving Readers grant will be sustained through the local school district efforts. The technology staff in the Brantley County School district will maintain technology equipment purchased through the grant and district funds will be used to repair or replace equipment as needed. Software fees or site licenses purchased through the grant will be sustained through the use of funds generated through the individual schools. Just as in any program or activity, technology equipment and software will be evaluated on an annual basis to ensure effectiveness and efficiency.

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Budget Summary

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Striving Readers funding will allow schools in the Brantley County School district the opportunity to address several literacy needs that were identified through the multiple needs assessments conducted within the district. Current literacy resources are needed to meet the needs of children Birth to grade 12 who possess varying ability levels in reading and writing. Resources needed include an intensive K-12 writing program, technology to assess student ability levels in literacy and engage students in activities and programs that increase student achievement in literacy, and supplemental reading materials. Professional development is also required to train all teachers in literacy instruction and assessment. Teachers in the Brantley County School district as well as early providers will be

afforded the opportunities to participate in specific literacy training to meet the needs of their students. Funds from the Striving Readers grant will be used to successfully implement an intensive K-12 writing program including professional development for teachers Birth – 12; purchase supplementary literacy resources for teachers; purchase technology to support literacy instruction and assessment; and purchase software solutions to student learning. Specific resources and costs are provided in the school application.

School History

Nahunta Primary School (NPS) is located in Nahunta, Georgia, the county seat of Brantley County, a small rural county in southeast Georgia with a low socio-economic population. The school began as Nahunta Elementary in 1982, serving kindergarten through 5th grade aged children residing in Nahunta, Hortense, and Waynesville. In 1993, the school split creating two separate schools, Nahunta Primary School to serve grades K – 3, and Nahunta Elementary School to serve 4th and 5th grades. Pre-kindergarten classes were added to NPS in 1994. After the completion of the Waynesville Elementary School in 1999, students residing in the eastern end of the county were transferred there from NPS. In 2005, a new third grade building was added to the NPS campus. There are currently 448 students attending NPS of which 52% are male, 48% are female, 93% are white, 4% are black, 0.01% are Hispanic, and 0.01% are multi-racial. Of these students, 67.48% receive free and reduced lunch.

Administrative and Teacher Leadership Team

A principal, a media specialist, a secretary, a bookkeeper, 34 certified classroom teachers, 18 para-professionals, and 3 custodians comprise the full time staff. A counselor, a nurse, a certified gifted teacher, and an 8 member school nutrition staff are shared with Nahunta Elementary School. The NPS School Leadership Team is lead by the principal. This committee is comprised of: Dr. Brandon Carter, Principal; Gail Barker, Media Specialist; Lyn Jacobs, Counselor; Martha Mathie, Pre-K Grade Level Chair; Jennifer Thornton, K Grade Level Chair; Tanya Nettles, 1st Grade Level Chair; Vicki Carter, 2nd Grade Level Chair; Kim Martin, 3rd

Grade Level Chair; Janet Herrin, Special Education Teacher; and Michelle Rainey, Para-professional.

Meeting monthly, this committee discusses and makes decisions about items such as scheduling of events, changes in program schedules, etc., as well as any other matters affecting the school. Each member reports back to their respective team members in order to maintain a well-informed staff.

Past Instructional Initiatives

Nahunta Primary School's past instructional initiatives include, but are not limited to, the following: Response to Intervention (RTI), Writing in the Content Areas, Six + 1 Traits of Writing, Learning-Focused Schools, Unit Planning and Writing, Common Benchmark Assessments, Pyramids of Interventions – Attendance, Behavior, and Academics, Differentiation, Study Island, Standards Based Classrooms, Wilson Reading, Vertical Planning, and Basic Literacy Test (BLT).

Current Instructional Initiatives

Nahunta Primary School's current initiatives include some on going initiatives from the past and new initiatives have been added. The current initiatives include the following: CCGPS Rollout, RTI, Integration of Instructional Technology, Unit Writing, PALS in 3rd Grade, 3rd Grade Math and Reading Focus, BLT, GRASP, Standards Based Classrooms, Learning-Focused Schools, and Differentiation.

Professional Learning Needs

Nahunta Primary School certified staff surveys and interviews were conducted in Fall 2011, in addition to the Spring 2011, Georgia Assessment Program on School Standards (GAPSS) analysis. These identified the following top two professional learning needs:

- Writing Program Training by a Professional Writing Consultant
- Instructional Technology Integration and Utilization

Need for a Striving Readers Project

Brantley County is a small rural county with no major cities with retailers to generate SPLOST

funds. In fact the Georgia Department of Education (GaDOE) website states that the county spending

the least amount of local monies per student in the state is Brantley County. This is due in direct

correlation to the lack of SPLOST generated funding. Hence, the entire school system has been forced to

operate with second-hand outdated technology resources (passed down from businesses in neighboring

counties) long before the economic downturn and reduction in funding from the state. The county has

not had the funds to update Microsoft Office Suite at the primary and elementary schools, which still

use Office 97. Other technologies, such as SmartBoards, cannot be used effectively due to computers

without the capabilities to support these other technologies freezing up and wasting instructional time.

A Literacy Needs Assessment conducted Fall 2011, consisting of surveys and interviews completed by

English Language Arts (ELA) teachers, other content teachers, and the Literacy Committee reaffirm the

need for up-to-date technologies and training in the use of these technologies. The data from these

assessments is indicative of the LEA priorities and the goals and objectives of Nahunta Primary School

for the Striving Reader grant and is summarized below. This grant would bring the education of Brantley

County students into the 21st century and prepare them for college and the workforce.

- 70% of ELA teachers and 78% of content teachers stated they do not have access to instructional

  technology applications for challenged readers.

- 78% of ELA teachers and 92% of content teachers stated they do not have access to instructional

  technology applications for struggling writers.

- 60% of ELA teachers stated they do not have access to an adequate supply of current supplemental

  literacy resources.

- 73% of content teachers stated they do not have access to additional resources to support or

  promote literacy.

- 93% of content teachers stated they do not have access to an adequate supply of short stories/novels.

- 88% of content teachers stated they do not have access to a research-based program for challenged readers.

- 65% of content teachers stated they do not have access to a research-based program for struggling writers.

School Literacy Team

Literacy Team Structure

The School Literacy Team represents administration, media center, and reading/ELA teachers from all grade levels. They are: Dr. Brandon Carter, Principal; Gail Barker, Media Specialist; Martha Mathie, Pre-K Teacher; Tina Smith, Kindergarten Teacher; Pam Wilson, 1st Grade Teacher; Terri Wiggins, 2nd Grade ELA Teacher; Vicki Carter, 2nd Grade ELA Teacher; Valerie Thomas, 2nd Grade ELA Teacher; Camille Johns, 3rd Grade ELA Teacher; and Tammy Corbett, 3rd Grade ELA Teacher.

Literacy Team Schedule

Literacy team meetings are on a monthly schedule with additional meetings as necessary. Team members serve as liaisons between grade levels and the literacy team. Literacy team concerns and issues are discussed in weekly grade level meetings and are reported back to the literacy team to develop plans for literacy improvement. As decisions are made by the literacy team, its members share with their colleagues. This on-going cycle ensures all stakeholders are involved in the decision making process (See Appendix A).

Literacy Team Initiatives

The goal of the NPS literacy team is to provide the necessary programs, technology, engaging texts, and highly qualified instruction to ensure all students gain literacy skills that will help them meet No Child Left Behind's (NCLB) goal of 100% meeting the standard in reading by 2014, and become lifelong learners and successful members of society. The following initiatives have been identified by the literacy team to improve student literacy from birth through 3rd grade: Birth to Five Literacy Support Program; Community and Parent Literacy Involvement; BLT Data Analysis; Classroom Computers, Projectors, and Interactive SmartBoards; Interactive Literacy Computer Programs; Book Room of Leveled Readers

GRASP Data Analysis, Accelerated Reader Program and AR Data Analysis; Standardized Test for the Assessment of Reading (STAR) Program and STAR Data Analysis; and Assistive Technology and Programs for Special Education.

Analysis and Identification of Student and Teacher Data

Student Achievement Needs

Students at NPS are given the following assessments that measure student achievement in literacy at the appropriate grade levels: Early Learning Readiness as measured by the Basic Literacy Test (BLT), Georgia Kindergarten Inventory of Developing Skills (GKIDS), Brantley County School District End of the Year Test for First and Second Grades, Third Grade Reading and ELA portions of the Criterion Referenced Competency Test (CRCT), and Third Grade Writing Assessment.

Nahunta Primary School
Early Learning Readiness, Fall 2011
Measured by BLT
(Disaggregated data is not available.)

Students Tested	111
Average Points for Tested Students	5.2
Questions	Percentage of Student Mastery
What is your first name?	81%
What is your last name?	62%
Student names letters in first name.	52%
How old are you?	95%
Name basic colors of 8 crayons.	84%
Writes first name with pencil and paper	6%
Phonemic Awareness with pictures	86%
Phonemic Awareness without pictures	50%

Nahunta Primary School		
GKIDS, May 2011		
(Disaggregated data is not available.)		
Content Area	Strand	Mean % Meets/Exceeds
English Language Arts	Reading	82.9%
	Writing	73.2%
	Listening/Speaking/Viewing	86.9%
Mathematics	Numbers and Operations	76.2%
	Measurement	88.2%
	Geometry	89.8%
	Data Analysis	86.1%
Approaches to Learning	Curiosity and Initiative	91.3%

	Creativity and Problem Solving	83.3%
	Attention/Engagement	78.3%
Personal/Social Development	Personal	80.6%
	Social	77.9%

Nahunta Primary School				
Brantley County End of Year Assessment, Spring 2011				
	Reading		ELA	
Grade	DNM	Meets/Exceeds	DNM	Meets/Exceeds
1st	4%	96%	10%	90%
2nd	2%	98%	6%	94%

Nahunta Primary School				
3rd Grade CRCT, Spring 2011				
	All Students	White	SWD	ED
Students in AYP Grade Levels	109	103	20	76
FAY Students with Test Scores	89	85	17	61
Basic/Does Not Meet	4%	4%	9%	2%
Proficient/Meets	61%	61%	82%	72%
Advanced/Exceeds	35%	35%	9%	26%

Meets + Exceeds	96%	96%	91%	98%

Nahunta Primary School					
Georgia 3rd Grade Writing Assessment, Spring 2011					
Areas of Writing					
Types of Writing	Ideas			Organizations		
	DNM	M	EXC	DNM	M	EXC
Informational	17	63	19	37	53	11
Persuasive	11	81	8	28	68	4
Narrative	11	70	19	20	74	5
Response to Literature	24	55	21	29	55	15
Types of Writing	Style			Conventions		
	DNM	M	EXC	DNM	M	EXC
Informational	26	62	12	38	58	4
Persuasive	22	72	6	33	67	0
Narrative	22	65	14	42	48	10
Response to Literature	25	64	12	35	57	8

Teacher Data

Nahunta Primary School	
Teacher Data – Fall 2011	
Type of Data	Percentage
Teacher Retention From 2010-11 to 2011-12	98%

Highly-Qualified Staff 2011-12	100%

In order to maintain a highly qualified staff, NPS faculty will participate in on-going professional learning.

Teacher Professional Learning Needs

Another area affected by the lack of funds has been in professional learning. Monies for attending conferences or bringing in professional consultants for training have not been available. The system has provided in-house training to staff to meet the requirements for Professional Learning Units. The chart showing the 2011-12 professional learning opportunities for NPS is located on page 27.

Teachers at Nahunta Primary School completed teacher surveys and interviews in the Fall of 2011, in order to identify needs in professional learning. These data collections identified the following top two professional learning needs.

- Writing Program Training by a Professional Writing Consultant
- Instructional Technology Integration and Utilization

Curriculum Needs

As indicated in the LEA document, the students in Brantley County Schools are in need of a research-based writing program for them to develop effective communication skills. NPS is in desperate need of modern technology to engage students through 21st century text formats, presentation technologies, and the professional training of teachers to effectively utilize and integrate these technologies into instruction. Additional texts are needed in other content area classrooms to assist in reading and writing across the curriculum; this deficit will only be exacerbated as the expectations

defined in the Common Core Georgia Performance Standards (CCGPS) are implemented next school year. A solution to these curriculum needs is vital to the literacy achievement of NPS students and can be met by the following resources: Research-based interactive writing program; Professional reading consultant to train; faculty in the writing program; Book room of leveled readers; Engaging formats of text in classrooms; Classroom libraries of content area trade books and books of different genres; Media center titles - content areas, genres, graphic novels; and Technology to present texts in different formats.

Technology Needs

The Nahunta Primary School Technology Inventory presented below documents the severity and urgency of the technology needs at NPS. There are **NO** computers in regular education classrooms that meet the GaDOE specifications of modern computers, with only one computer in a special education classroom that **DOES** meet the modern computer specifications. The less than modern computers used by teachers and students in the classrooms, the one computer lab, and the media center, all have Microsoft Office 97. They all are constantly in need of repair, operate slowly, and cannot support up to date computer programs and Web 2.0 tools, nor can they properly operate peripheral technologies.

Nahunta Primary School Technology Inventory, December 2010			
Student Population			441
Total Classrooms			27
Regular Education Classrooms			22
Vocational Education Classrooms			0
Special Education Classrooms			5
Number of Computers	Regular Classrooms	Desktops	0
		Laptops/Notebooks	0
	Special Ed	Desktops	1

Classrooms	Laptops/Notebooks		0
All School Stationary Labs	Desktops		0
	Laptops/Notebooks		0
Media Center	Desktops		0
	Laptops/Notebooks		0
Thin/Virtual PC	Host PC		5
	Clients Served by the Host PC		15
Total (excluding Servers)			21
Students per Modern Instructional Computers (excluding servers)			20
Peripheral Equipment	Data/Video Projectors		11
	Digital Cameras		7
	Digital Video Cameras		0
	Document Cameras		0
	e-Reader		0
	Interactive Slate		0
	Interactive Whiteboard		4
	Student Response System		0

In the Spring of 2011, NPS was reviewed by a GAPSS team. The area of technology was rated with two of the lowest observation statistics. The use of technology integrated effectively into instruction was observed only 15% of the time. Effective student use of technology in the class period was observed only 23% of the time (GAPSS Standard I 2.7). Even though the School Leadership Team recognizes the need for updated technologies in order to bridge these gaps, there simply is no funding available. The GaDOE website states that the county spending the least amount of local monies per

student in the state is Brantley County. This is due in direct correlation to the lack of SPLOST generated

funding. However, there are no large retailers to generate SPLOST funds in Brantley County, so bridging

the gap can only come from grant resources such as this one.

Needs Assessment

Needs Assessment Process at the School

Areas of needed school improvement at NPS are identified using several different needs

assessment methods. Faculty surveys and interviews and GAPSS analysis have identified professional

learning needs. The Pre-K coordinator for the Brantley County School District and Pre-K educators work

closely with area centers serving children from birth to 5 years, including Head Start and private Pre-K

centers, identifying needs to help bridge literacy gaps. Literacy needs of all students are identified by

assessments or screeners administered at the beginning of the year to identify at-risk students and

throughout the year to evaluate improvement. The BLT is used by Kindergarten, in addition to, GRASP

screenings that evaluate students' ability levels in phonics, reading fluency, reading comprehension, and

mathematics in all grades. GRASP screenings and BLT assessments are administered three times each

year; at the beginning of the year, after the first semester, and at the end of the school year. Benchmark

assessments, paper and pencil assessments developed by teachers and administrators using items from

Georgia's Online Assessment System (OAS), are given after each of the first three nine week grade

periods. Students in third grade participate in a mock CRCT given prior to the actual CRCT, while first

and second students take a system wide end of year assessment. A writing test is given to third grade

students each spring. The STAR test in reading is given to first through third grade students at the

beginning, middle, and end of the school year to monitor student progress. Formal and informal

assessments are used by teachers throughout the year to identify instructional needs and to assess

student achievement. Examples of these are the following: project based assessments, science fair projects, brochures, student writing, quizzes, end of unit tests, and AR quizzes.

A GAPSS team from the Okefenokee RESA collected data in the Spring of 2011, by classroom observations and interviews from the following participants at NPS: students, classroom teachers, special education teachers, paraprofessionals, administrator, media specialist, district office personnel, and the school leadership team. This data has been used to identify areas for school initiatives.

Areas of Concern

Major Areas of Concern

Through the study of student achievement data, teacher surveys and interviews, and GAPSS review data, three major areas of concern have been identified by the NPS literacy team. The needs identified are: An intensive research-based writing program; A selection of diverse texts and engaging text formats for students; and Modern instructional technology for utilization and integration by students and teachers.

The GaDOE's "What" document identifies intensive writing as a best practice in literacy instruction. Although a great emphasis on writing occurs in third grade due to the third grade writing test, writing instruction takes place from Pre-K through all the grade levels. However, professional development in an intensive research-based writing program is lacking. There is no continuity in a plan or program for writing in grades K-3 that provides for the attainment of necessary writing skills. Writing across the content areas is also necessary to increase writing proficiency. Although teachers at NPS participated in

the Six + 1 Traits of Writing training several years ago, new teachers have not been trained and no follow up training has been provided, again due to a lack of funding.

Students in all grade levels have access to different texts in the media center or the classrooms. However the selection is not consistent in classrooms within the grade level and most texts of considerable age. The "What" document from the GaDOE specifies a best practice in literacy instruction as having a diverse selection of texts available for students. Teachers' classroom libraries are limited due to the lack of funding. Due to furloughs, teachers can no longer fund their libraries from their own pockets and funding cuts from the state have minimized funds for both the classroom and the media center. NPS does not have a shared book room where leveled readers would normally be available. Current content related texts are almost nonexistent in the classroom collection of texts.

The "What" document identifies another best practice in instruction as the use of technology in instruction and as a strategy for engaging students. The utilization and integration of technology is one of the greatest concerns at NPS. There is only one computer in a special education classroom that meets the GaDOE website's criteria of a modern computer. NPS has purchased a few pods Thin Client PCs consisting of one CPU and four monitors. This less expensive alternative was a means to provide more modern technology, but these pods will not operate most of the latest software. Even with the few pods of Thin Client PCs and the one modern computer, NPS still averages 20 students per modern computer.

Root Cause Analysis

The literacy team has analyzed the needs assessments data and has identified three underlying problems with improvement in literacy in all grade levels at NPS. They are: Lack of Funding; Lack of Current Literacy Resources and Materials; and Lack of Professional Learning.

Underlying problems

Literacy team members examined instructional fund expenditures over the last four years and discovered steady and sharp reductions in the levels of instructional funds, staff development funds, and media funds. The team also discovered the removal of expenditure controls on staff development funds and media funds. The money allocated from the state for these areas has not only suffered drastic reductions, these funds are no longer dedicated to use in only those areas, thereby allowing the district to use these funds wherever it deems necessary. The lack of funds has affected everything from classroom allocations for basic supplies, allocations for current literacy resources, allocations for updating media center texts and other media resources, allocations for professional learning, and allocations for instructional technology. The team also found that fundraisers have been, and will continue to be, ways to provide classroom and media center resources.   However, fundraisers can only supplement, not take the place of the funding cuts by the state. The needs assessments at NPS identified a high percentage of ELA teachers, as well as content area teachers who do not have a sufficient diverse selection of texts and texts formats, an intensive writing program, nor modern instructional technology.

The literacy team recognized that most teachers have some literacy resources and materials that they use even though the materials are not current and are almost beyond use. The team realized that like themselves, their colleagues are unable to purchase current and research-based literacy resources. The team also identified the shortage of current literacy resources and an intensive writing program as needs affecting student literacy skills. The students' literacy

instruction is suffering from the lack of sufficient funding to provide the necessary literacy resources.

The NPS literacy team discovered the basic underlying problem to proper literacy instruction stems from the lack of funds to provide an intensive research-based writing program and the professional development of teachers to properly use the writing program in classroom instruction. It also found that teachers were lacking professional training in the utilization and integration of instructional technology, as well as lacking modern technologies. Further scrutiny of the funds allocations reiterated that due to the lack of funds most technology in the NPS classrooms were second-hand donated computers from businesses in neighboring counties.

Past Initiatives to Address the Problems

- Fundraisers to supplement the failing budget

- Collaboration of district teachers on literacy resources and materials

- School / District professional learning

Project Goals and Objectives

Goals to Be Funded By Striving Reader

The NPS literacy team developed goals to augment instructional practices and use funds gained from the Striving Readers grant to assist in reaching these goals.

Goal 1: Add 20 titles to every classroom library, add 500 titles to the media center, and create a book room of 400 titles, including leveled readers, and literacy resources for Birth to Five Population during the 2012-13 school year.

Reaching this goal will further align literacy improvement efforts at NPS with those in the Georgia Literacy Plan. This goal is addressed in the following areas from the Georgia Literacy Plan:

- "Best Practices in Instruction"

- "Standards for Literacy for Birth-to-Grade 12"

- "Intentional Strategies for Developing and Maintaining Engagement as Students Progress through School"

The needs assessment data shows that both ELA (63%) and content area (78%) teachers feel they do not have sufficient literacy resources. Funds from this grant would accelerate our efforts toward meeting this goal.

Objectives to meet Goal 1:

A. Purchase 20 titles for each classroom

B. Purchase 500 titles for the media center

C. Purchase 400 titles for the book room

D. Purchase literacy resources for the birth to five population

Goal 2: Provide 100% of classrooms with access to modern 21st century instructional technology resources during the 2012-13 school year.

The NPS classrooms would be 21st century classrooms with up-to-date technologies provided by funds from the Striving Reader grant. Reaching this goal will further align and strengthen literacy improvement efforts at NPS with those in the Georgia Literacy Plan. This goal is addressed in the following areas from the Georgia Literacy Plan:

- "Ongoing Formative and Summative Assessments"

- "Standards for Literacy for Birth-to-Grade 12"

- "Intentional Strategies for Developing and Maintaining Engagement as Students Progress through School"

- "Best Practices in Instruction"

The NPS needs assessment showed that 70% of ELA teachers and 78% of content teachers stated they do not have access to instructional technology applications for challenged readers and 78% of ELA teachers and 92% of content teachers stated they do not have access to instructional technology applications for struggling writers.

Objectives to meet Goal 2:

A. Purchase 31 laptops which will allow teachers to have access to computers that will run newer software

B. Purchase and install 30 interactive white boards and/or interactive slates for classrooms and the media center

C. Purchase and install 25 data projection systems for classrooms and the media center

D. Purchase and install 31 document cameras for teacher and student use

E. Purchased professional learning from an expert on interactive white boards, slates, and document cameras

F. Purchase 8 modern computers for the media center

G. Purchase 3 classroom student response system for grades K, 1, and 2

H. Upgrade present Accelerated Reader program to the more modern Renaissance Place

I. Purchase a Lexile based assessment program

J. Purchase 30 listening centers

K. Purchase assistive technology

L. Purchase educational software and website subscriptions

M. Purchase 31 interactive readers

N. Purchase 30 desktop computers to update to a modern computer lab

O. Purchase 12 desktop computers to create 3 mini labs –1 in data room, 1 in number zone, 1 in reading zone

P. Purchase 5 laser printers-1 for the computer lab, 1 in media center, 1 in data room, 1 in number zone, 1 in reading zone

Goal 3: Increase the percent of students meeting or exceeding standards in all four areas of writing in the four types of writing as measured on the Third Grade Writing Assessment to 80% during the 2012-2013 school year, 85% during the 2013-2014 school year, and 90% during the 2014-2015 school year.

Reaching this goal will further align and strengthen literacy improvement efforts at NPS with those in the Georgia Literacy Plan. This goal is addressed in the following areas from the Georgia Literacy Plan:

- "Standards for Literacy for Birth-to-Grade 12"

- "Clearly Articulated Plan for Alignment Vertically and Horizontally"

- "Best Practices in Instruction"

- "Transitions between Grades and Schools"

Although writing has been an area of focus for improvement in the past, the Striving Reader Grant will provide our teachers intensive professional development in an intensive research-based writing program and consistency in writing instruction in all classrooms. Our needs assessment showed that 65% of content teachers stated they do not have access to a research-based program for struggling writers.

Objectives to meet Goal 3:

A. Purchase a researched-based writing program
B. Provide teachers with professional development in the researched-based writing program

Goals to be Funded with Other Revenue Sources

Goal 4: Provide 100% of staff members professional learning in the new CCGPS by the beginning of the 2012-2013 school year.

All educators will need training in the rollout of the CCGPS. Teachers at NPS will view all webinars and have access to all materials and resources related to the CCGPS.

- "Standards for Literacy"

- "Best Practices in Instruction"

Our needs assessment survey showed that 60% of ELA teachers stated they do not have access to an adequate supply of current supplemental literacy resources and 78% of content teachers stated they do not have access to additional resources to support or promote literacy.

Objectives to meet Goal 4:

A. Provide teachers with access to CCGPS professional learning resources and materials

B. Provide teachers with release time to discuss, collaborate, and create CCGPS lesson plans

Scientific, Evidence-based Literacy Plan

Below we have developed a plan to implement each of the identified goals and objectives.

GOALS	Who Will Implement Goal?	During what part of the instructional day will the goal be implemented?
1. Increase the number of texts in every classroom library by 20 titles, the media center by 500 titles, and the book room by 400 titles during the 2012-2013 school year. (Addressed in areas 1, 4, 8, and 9 of the Georgia Literacy Plan.)	• K-3rd Grade Teachers • SPED and Gifted Teachers • EIP Teachers • Media Specialist	• The media specialist and teachers will inventory their books and then develop a list of texts based upon content and reading level needs after school and during planning periods.

2. Provide 100% of classrooms with access to modern 21st century instructional technology resources during the 2012-2013 school year. (Addressed in areas 1, 3, 4, and 9 of the Georgia Literacy Plan.)	• Pre-K – 3rd Grade Teachers • SPED and Gifted Teachers • EIP Teachers • RTI Teachers/Paras • Media Specialist	• Content Blocks • SPED Segments • RTI Segments • AR and library time • Professional learning for technology during teacher work sessions and in-service days
3. Increase the percent of students meeting or exceeding standards in all four areas of writing in the four types of writing as measured on the Third Grade Writing Assessment to 80% during the 2012-2013 school year, 85% during the 2013-2014 school year, and 90% during the 2014-2015 school year. (Addressed in areas 1, 4, and 8 in the Georgia Literacy Plan.)	• K-3rd Grade ELA Teachers • SPED Teachers • EIP Teachers • RTI Teachers/Paras • Media Specialist	• Professional development in an intensive writing program will occur during teacher planning times, after school, and during teacher work sessions and in-service days.
4. Provide 100% of staff members' professional learning in the new CCGPS by the start of the 2012-2013 school year. (Addressed in areas 1 and 5 of the Georgia Literacy Plan.)	• Administrators • Media Specialist • All certified teachers	• During professional development activities after school • Professional development activities during teachers' planning times and in-service days

Current School Instructional Schedule

The Nahunta Primary School day begins at 7:55 a.m. and ends at 2:45 p.m. The daily

instructional schedule is designed to meet the varied developmental and cognitive levels of students in

Pre-K through Grade 3. Periods for musical and movement activities are alternately integrated into the

Pre-K self contained class schedule with language development activities through large groups, small

groups, and two story times creating a day rich in literacy and recreational activities. Grades

Kindergarten through 3rd participate in Connections, a daily 30-minute PE class and a rotation of 30 minutes in Computer Lab, Number Zone, or Reading Zone. The Kindergarten self contained class has an instructional day consisting of a morning and an afternoon two-hour block of time for classes in content instruction, a morning Connections period, and morning and afternoon recreational activities. First grade self contained classes follow a schedule of four class blocks for content instruction, participate in a morning Connections rotation, and afternoon recreational activities. Three two-teacher teams in 2nd grade consist of a Reading/ELA teacher and a Math/Science/Social Studies teacher that follow a schedule of a two hour morning block and a two hour afternoon block for content instruction. The 2nd grade schedule includes a morning Connections period, afternoon recreational activities, a Math Masters activity block, and a block for Accelerated Reader. There are two instructional teams in 3rd grade, one two-teacher team and one three-teacher team. These teams rotate students through a morning block of content instruction, afternoon recreational activities, and an afternoon Connections rotation. The 3rd grade day ends with a 30-minute block of intensive Math (3 days) and Reading (2 days) instruction in small groups taught by the 3rd grade teachers, resource teachers, and para-professionals. A chart detailing each grade level's daily schedule can be found on pages 27-28. This schedule will not change if NPS is awarded this grant.

Plan for Tiered Literacy Instruction

Tiered literacy instruction is built in each grade level's master schedule. Depending on if the classes are self contained (PK, K, and 1) or teams of teachers (2 & 3), quality literacy instruction takes place in blocks or "chunks" of time. The method of tiered literacy instruction found in the following sections will continue should the grant be awarded to NPS.

Resources for Tier I Instruction

Resources and interventions from Tier I take place mainly at the classroom level. Human resources include the classroom teacher, support teachers, and paraprofessionals. Specific

instructional materials based on student needs, teacher created units, and centers based on the Georgia Performance Standards are utilized. Differentiation and standards based classrooms are implemented at Tier I in all classes. Universal Screeners from GRASP will be given at pre, mid, and post year intervals.

Time, Personnel, and Strategies for Tier II, Tier III, and Tier IV Instruction

Depending on the grade and need of the child, NPS has a different action plan for each grade. Tier II, III, and IV time, personnel, and strategies are discussed below.

Kindergarten:

All teachers have a paraprofessional in Kindergarten. The teacher and paraprofessional within each individual classroom handle Tier II and Tier III interventions. Once it has been determined that a child has not been successful with Tier II or Tier III services, the child may be referred to Tier IV to receive services from a highly trained special education teacher along with the kindergarten teacher and paraprofessional. Some of the resources used include but are not limited to Wilson Reading, RAZ Kids, Flash Cards, and Teacher-Made Games.

First Grade:

NPS has used a creative schedule to provide students in first grade with Tier II and III interventions. During an hour block of the day, the kindergarten paraprofessionals "roll up" to first grade in order to assist with the supervision of students and/or provide interventions. During this block of time, the teachers in first grade work with the paraprofessionals and students in the same manner in which interventions and resources are utilized in Kindergarten. Likewise, if a student does not respond to these interventions, the student is referred to Tier IV and is a candidate to receive special education services.

Second Grade:

For Tier II services, the teachers and administration have worked together to find a "block" of time during the day that surrounds the students' Connections, lunch, and AR time to offer services. A highly trained paraprofessional handles interventions for second grade groups (4-6 students) that are set up on a schedule of three 20-30 minute blocks of time with groups served on either Mondays/Wednesdays/Fridays or Tuesdays/Thursdays.

For Tier III services, the groups meet with a different paraprofessional and the size of the group is a much smaller student-to-teacher ratio with only 1-3 students per group. These groups are also served on either Mondays/Wednesdays/Fridays or Tuesdays/Thursdays in 30-minute blocks per group. Resources include but are not limited to trade books and leveled readers.

Third Grade:

NPS has an "intervention" block of time at the end of every day in third grade. From 2:15 – 2:45 each day, interventions are carried out in math and reading by approximately 5-10 staff members on any given day. Interventions are provided based on student need, content, and degree of expertise by the staff member. These interventions address reading fluency and comprehension and all tiers meet for 30 minutes.

Conflicts with Other Efforts

No conflicts in philosophy, time commitments, existing state funding allotment, or resource allocation should exist with any other efforts. All of the strategies presented here should compliment our current initiatives for school improvement.

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

Current Classroom Resources

NPS classrooms have the following resources: Mastering the CRCT books in 3rd Grade; Educational Website/Software; Instructional Videos and Listening Centers Center Games and Teacher-Made Games; AR and STAR; Trade Books and Leveled Readers.

Current Shared Resources

Teachers at NPS share the following resources: EducationCity.com; Study Island Closed Circuit System; Computer Lab; Laser Printers; and Language Masters.

Current Library Resources

A TitleWise Collection Analysis of the Nahunta Primary School media center's holdings reports a total of 14,828 books with an average copyright date of 1993. The non-fiction, biography, and reference sections comprise 41.13% of the total collection and the general fiction and easy fiction sections comprise the other 58.87% of the collection. The total collection averages 33.4 books per student. There are approximately 1100 non-print items including CDs, DVDs, CD-ROMs, and VHS tapes averaging approximately 2.48 non-print items per student. The media center has a total of seven desktop computers, four for research, testing, and OPAC, one on the circulation desk for media specialist use, and two for student self-check out and self-check in stations. The media center has a mobile audio-visual station consisting of a laptop computer, LCD projector, DVD/VHS combo player and an amplified speaker system with sub-woofer. The media center utilizes the Accelerated Reader (AR) program to improve reading comprehension as well as a motivational tool to engage children in reading. Currently the media center has 11,226 books and quizzes in the AR program, which comprises 75.7% of the total

collection. AR information and available Lexile levels are available on all books in the collection and the card catalog to assist students and teachers in book selection.

Additional Resources Needed to Ensure Student Engagement

NPS List of Needed Resources	
Resource	General Description of How Resource will Improve Literacy
Professional Learning	Teacher (Birth to 3rd Grade) training in: • An intensive research-based writing program • Instructional technology
Instructional Technology • Computers • Assistive Technology • Interactive Whiteboards • Interactive Slates • Interactive Readers • Listening Centers • Document Cameras • Software • Educational Websites Subscriptions	Technology will: • Engage all students • Make software, hardware, and educational websites available to both teachers and students • Enable teachers to employ applications that assess, teach, reinforce, and promote literacy skills • Provide teachers and students with access to 21st century technology tools
Trade Books	Aid teachers in: • Modeling reading, fluency, and comprehension strategies • Providing students with a variety of texts
Leveled Readers in Book Room	Aid teachers in: • Providing students more texts in a level
Media Center Titles	Aid the Media Specialist in: • Increasing the quantity of books (including audio books) available within reading levels • Balancing the percentage of fiction and nonfiction • Improving the age of the current collection • Increasing the number of daily checkouts
Classroom Books	Aid teachers in: • Providing students with access to a variety

	of books in the classroom • Supporting student literacy by offering books ranging in difficulty level

Activities That Support Classroom Practices

NPS activities that support classroom practices are: RTI Blocks, AR Blocks, Standards Based Classroom Practices, Educational Websites, Research Based Practices, and Centers for Listening, Writing, and Literacy, Learning-Focused Strategies, and Differentiation.

Activities That Support Literacy Intervention Programs

NPS activities that support literacy intervention programs are: Learning-Focused Strategies, Remediation, RTI Blocks, Implementation of Research Based Practices, Wilson Reading, Standards Based Classroom Practices, and Reading A-Z.

Additional Strategies Needed to Ensure Student Success

Strategies that the NPS literacy team identified as essential to ensuring student success are Professional Learning and Training, Implementation of Research Based Practices, Progress Monitoring, Universal Screenings, Remediation, Benchmarks, and Data Analysis.

Project Procedures and Support

The detailed schedules of all grade levels are included below. Tiered instruction is shown within each schedule.

Pre-K		Kindergarten	
7:25 – 7:55	Greeting	7:25 – 7:55	Morning work

7:55 – 8:45	Bathroom / Breakfast	7:55 – 8:55	Connections / PE
8:45 – 9:05	Phonological Awareness	8:55 – 10:55	Calendar / LA / Literacy groups / **RTI**
9:05 – 9:25	Small Group	10:55 – 11:25	Lunch
9:25 – 10:30	Whole Group	11:25 – 11:45	Recreation
10:30 – 11:05	Recreation	11:45 – 12:05	Language Arts
11:05 – 11:25	Story / wash hands for lunch	12:05 – 1:20	Math Centers – **RTI** Groups
11:25 – 11:55	Lunch	1:20 – 2:00	Centers (AR, Art, Literacy **RTI**)
11:55 – 12:30	Music, Movement, and Story	2:00 – 2:15	Snack (FFVP program)
12:30 – 1:30	Rest Time / team planning	2:15 – 2:45	LA skills, clean up, release
1:30 – 2:00	Snack (FFVP Program) , RR, story circles		
2:00 – 2:30	Daily review and closing activity		
2:30 – 2:45	Release to cars and buses		

1st **Grade**   2nd **Grade**

7:25 – 7:55	Morning work	7:25 – 7:55	Morning work
7:55 – 8:55	LA – **RTI** groups	7:55 – 9:55	Block One (teachers are on two man teams and one teacher teaches Math / Sci or SS and one teaches Rd / LA
8:55 – 9:55	Connections / PE	9:55 – 10:55	Connections / PE
9:55 – 11:00	LA	10:55 – 12:15	Math Masters, AR, **RTI**, Lunch
11:00 – 11:30	Lunch	12:15 – 1:20	Block Two Part 1
11:30 – 12:40	Calendar skills, Math, groups	1:20 – 1:40	Recreation / Snack (FFVP Program)

12:40 – 1:40	Story / Journals / AR / **RTI**	1:40 – 2:45	Block Two Part 2 and release
1:40 – 2:00	Recreation / Snack (FFVP Program)		
2:00 – 2:40	Sci / Social Studies		
2:45	Release		

3rd Grade

7:25 – 7:55	Morning Work
7:55 – 12:25	Instructional Time for the two man team and three man team. All Reading, LA, Math, Sci or SS instruction takes place at this time.
12:25 – 12:55	Lunch
12:55 – 1:15	Recreation & Snack FFVP Program
1:15 – 2:15	Connections / PE RTI groups as needed
2:15 – 2:45	Math / Literacy Groups **RTI** time Monday – Friday

Professional Learning Content and Strategies Identified on the Basis of Documented Needs

Nahunta Primary School		
Professional Learning, School Year 2011-2012		
Course	Hours	Staff Attended
School-Based Leadership Collaborative	10	27%

Professional Learning Communities to Enhance Teaching and Learning	10	86%
Faculty Book Study	10	23%
Instructional Technology Integration	10	43%
Safety Procedure and Protocol	10	25%

On-Going Professional Learning

NPS engages in on-going professional learning. Current professional learning occurring at the school includes Professional Learning Communities, School-Based Leadership Collaborative, Faculty Book Study, Instructional Technology Integration, and Safety Procedure and Protocol.

Preferred Method of Delivery of Professional Learning

NPS staff recently took a professional learning survey that shows the faculty prefers the delivery of professional learning through a combination of face-to-face (See Appendix B).

Additional Professional Learning Needs

Professional learning needs have been identified through faculty and staff surveys, GAPSS analysis, and professional learning communities. The top two professional learning needs are Writing Program Training by a Professional Writing Consultant and Instructional Technology Integration and Utilization.

Assessment/Data Analysis Plan

Assessment	Purpose	Skills	Frequency
Work Sampling Online.com (PreK)	Portfolio	Social	Daily

		AK, PA, CoP, OL, PN, A and R, OL, NWF	
GKIDS	D		3 X Per Year
BLT	S	AK, PA, V, RC	3 X Per Year
Running Records	S	ORL, PN, RC	Every 3 Weeks
STAR Reading	S	V	3 X Per Year
GRASP-Screeners	S	D, PM	3 X Per Year
GRASP-Progress Monitoring	PM	AK, PA, ORL, RC	Depending on Tier: Tier II-Every 2 Wks Tier III-Every Week
9 week Benchmarks	O	D	3 X Per Year
CRCT	O	V, RC	1 X Per Year

As a result of SRCL implementation, Nahunta Primary School will not have to discontinue our current assessments. The current assessment protocol at NPS is closely aligned with the SRCL assessment plan's recommended assessment protocol. Students in PreK-3rd grades are screened with various early literacy assessments including the BLT and GRASP. The STAR Reading diagnostic assessment, as well as, other diagnostic assessments are administered to determine specific areas of academic deficiencies and to prescribe proper interventions. Students' gains in identified deficient areas are measured through progress monitoring. The utilization of summative assessments including benchmark tests, GKIDS, and the CRCT will determine the overall effectiveness of the NPS instructional program. Due to utilization of these assessment procedures, NPS already meets the requirements of the SRCL assessment plan and no new assessments or training in this area will be necessary.

Student assessment data is shared with parents and stakeholders during parent/teacher conferences. The school leadership analyzes data that is then shared at school council and grade level

meetings. NPS assessment data is posted in local newspaper, presented at curriculum night, displayed in the school's data room, as well as posted on the GaDOE website.

Budget Summary

The Nahunta Primary School's Striving Readers grant application budget table below lists the identified resources and training needed, an estimated cost of the resources and training, and the estimated total cost of the grant application. A more detailed budget can be found in Appendix C.

Nahunta Primary School's Striving Readers Grant Application Budget Table		
Resource	**Estimated Cost Per Unit**	**Total Estimated Cost**
Classroom Library Titles	$15 per book x 20 books x 30 teachers	$9,000
Media Center Titles	$15 per book x 500 books	$7,500
Book Room Titles	$15 per book x 400 books	$6,000
Literacy Resources for Birth to Five Population	$7,500 X 1	$7,500
Teacher Laptops	$1,000 x 31 teachers	$31,000
Interactive Whiteboards and Interactive Slates	$1,800 x 30 classrooms	$54,000
Data Projection Systems	$2000 x 25 classrooms	$50,000
Document Cameras	$700 x 31 classrooms	$21,700
Professional Learning and Training in Instructional Technology Resources	$50 per day per teacher x 31 for 3 days + $2,000 per day for trainers	$10,650
Lexile Compatible Program	$4,000 for program + $3,000 for training	$7,000
Media Center Computers	$1,000 x 8 computers	$8,000

Student Response System	$1,500 x 3 system	$4,500
Renaissance Place	$25,000 + $2,000 professional learning	$27,000
NEO 2 SmartOption Mobile Labs, Receiver Kits, and NEO Text2Speech Kits	$5,178 x 3	$15,834
Listening Centers	$200 x 30 classrooms	$6,000
Assistive Technology	$250 x 30 classrooms	$7,500
Educational Software/Website Subscriptions	$10,000 X 1	$10,000
Interactive Readers	$250 x 30 classrooms + 1 Media Center	$7,750
Computer Lab	$1000 x 30 computers	$30,000
3 Mini Computer Labs (4 Computers Each)	$1000 x 12 computers	$12,000
Laser Printer	$250 x 5 printers	$1,250
Professional Learning and Training in an Intensive Research-Based Writing Program	$50 per day per teacher x 30 + 2,000 per day for trainers x 5 days + materials and resources	$23,500
Training for Literacy Team in Atlanta	5 days x 10 people	$10,000
Audit Costs	X	$500
Totals		$368,184

The greatest area of need reflected in the NPS budget table is the lack of 21st century technology. An allocation of $298,184 is requested to provide these technologies and professional training in the utilization and integration of these technologies in classroom instruction and promotion of student engagement. The expansion of the variety of texts and text formats available to NPS students, as well as literacy resources for Nahunta's birth to five populations would be provided by the allotted $36,000 in literacy resources. An allotment for a research-based writing program with the necessary professional

training of teachers is included totaling $23,500. Included in the budget are funds in the amount of $10,500 for the NPS Literacy Team to travel to Atlanta for additional training and for an audit of the grant conducted by an independent accountant. The NPS total estimated budget for the grant is $368,184.

Appendix A

NPS Literacy Team Meeting

September 12, 2011

All members were present.

Agenda/Minutes

- Discussion of Mumford Association sponsor of local schools not available this school year

- Media funds purchased a set of GA picture book nominees

- Explanation new arrangement of media center

- Circulation procedures and rules

- Discussion of book fair

- Discussion of AR awards

Appendix B

NPS ELA Teacher Literacy Needs Assessment

Question	Yes	No
As an ELA teacher, do you have access to an adequate supply of current literacy resources?	40%	60%

As an ELA teacher, do you have access to leveled readers?	30%	70%
As an ELA teacher, do you have access to an adequate supply of short stories/novels?	7%	93%
As an ELA teacher, do you have access to a research-based program for struggling writers?	35%	65%
As an ELA teacher, do you have access to instructional technology applications for struggling writers?	22%	78%
As an ELA teacher, do you have access to a research-based program for challenged readers?	30%	70%
As an ELA teacher, do you have access to instructional technology applications for challenged readers?	30%	70%
As an ELA teacher, do you have access to an adequate book room?	20%	80%
As an ELA teacher, do you have access to adequate resources for high achievers/gifted students?	10%	90%
As an ELA teacher, do you have access to an adequate supply of current supplemental literacy resources such as Coach Books, etc.?	30%	70%
Does the media center have current resources to support literacy instruction for all ability levels?	60%	40%

NPS Content Teacher Literacy Needs Assessment

Question	Yes	No
In your classroom, do you use any additional resources to support or promote literacy such as trade books, technology (presentation tools/research tools), etc.?	22%	78%
Do you have access to a research-based program for struggling writers?	35%	65%
Do you have access to instructional technology applications for struggling writers?	8%	92%
Do you have access to a research-based program for challenged readers?	12%	88%

Do you have access to instructional technology applications for challenged readers?	22%	78%
Do you have access to adequate resources for high achievers/gifted students?	27%	73%
Does the media center have current resources to support literacy instruction for all ability levels?	55%	45%

NPS Professional Learning Needs Assessment

Question	Yes	No
Have you participated in any professional learning outside of Nahunta Primary School in the last year?	15%	85%
If you answered yes on #1, what kind of professional learning was it?	• Best Practices (Learning-Focused) • Bright from the Start • Ecology	
Have you participated in any type of continuing education in the last year?	45%	55%
If you answered yes on #3, what kind of continuing education was it?	• Upgrading a certificate (masters, specialist, doctorate)	
What type of professional learning do you feel would be most beneficial to the faculty of Nahunta Elementary School?	• Technology • Writing across the curriculum • Training for any/all available technology • New CCGPS • How to put more literacy in all content areas • Differentiated instruction • Writing • Technology… SMART Board, EasyTeach, etc. • Not sure	

Georgia Striving Reader Subgrant	
Budget Breakdown and Narrative	
Function Code 1000 - Instruction	Year 1
Object Codes	Amount Budgeted
300 - Contracted Special Instructors	$ 5,000.00
610 - Supplies	
611 - Technology Supplies	

612 - Computer Software	$ 39,000.00
615 - Expendable Equipment	$168,534.00
616 - Expendable Computer Equipment	$ 81,000.00
641 - Textbooks	
642 - Books and Periodicals	$ 22,500.00

Function Code 1000 - Instruction Narrative: NPS will purchase instructional technology tools and professional learning, computers, and literacy resources for the classroom, book room, and birth to five population.

Function Code 2100 - Pupil Services	Year 1
Object Codes	Amount Budgeted
300 - Contracted Services	
520 - Student Liability Insurance	
580 - Travel	
610 - Supplies	
641 - Textbooks	
642 - Books and Periodicals	

Function Code 2100 - Pupil Services Narrative:

Function Code 2210 - Improvement of Instructional Services	Year 1
Object Codes	Amount Budgeted
113 - Certified Substitutes	
114 - Non-Certified Substitutes	$ 12,150.00
116 - Professional Development Stipends	
199 - Other Salaries and Compensation	

200 - Benefits	
300 - Contracted Services	$ 16,000.00
580 - Travel	
610 - Supplies	$ 6,000.00
810 - Registration Fees for Workshops	
Function Code 2210 – NPS will provide professional learning to staff and cover expenses associated with teaching attending these trainings.	
Function Code 2220 - Educational Media Services	Year 1
Object Codes	Amount Budgeted
610 - Supplies	
642 - Books and Periodicals	$ 7,500.00
Function Code 2220 - Educational Media Services Narrative: NPS will purchase titles for the media center.	
Function Code 2500 - Support Services - Business	Year 1
Object Codes	Amount Budgeted
148 - Accountant	$ 500.00
200 - Benefits	
300 - Contracted Services	
580 - Travel	$ 10,000.00
880 - Federal Indirect Costs	
Function Code 2500 -Support Services - Business Narrative: NPS will hire a professional accountant to conduct an audit of this grant and use funds to cover travel expenses for designated staff.	
Total Budget for Year 1	$ 368,184.00