School Profile

Created Tuesday, September 18, 2012

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School Information

School Information | District Name:	Murray County Schools
School Information | School or Center Name:	Spring Place Elementary

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal | Name:	Donna Standridge
Principal | Position:	Principal
Principal | Phone:	706-422-9738
Principal | Email:	Donna.standridge@murray.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information | Name:	Jennifer Lents
School contact information | Position:	Curriculum and Instructional Facilitator
School contact information | Phone:	706-422-9738
School contact information | Email:	Jennifer.lents@murray.k12.ga.us

Grades represented in the building

example pre-k to 6

K-6

Number of Teachers in School

41

FTE Enrollment

636

Fiscal Agent Memo of Understanding

The application is the project <u>implementation plan</u>, 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.

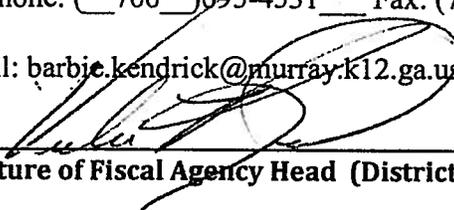Name of **Fiscal Agent's** Contact Person: __Barbie Kendrick_____

Position/Title of Fiscal Agent's Contact Person: ___PK-8 Curriculum Director_____

Address: 1006 Green Rd._____

City: ___Chatsworth_____ Zip: ___30705_____

Telephone: (__706__)695-4531___ Fax: (706___) _695-8425_____

E-mail: barbie.kendrick@murray.k12.ga.us

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

_Dr. Vickie Reed, Superintendent of Murray County Schools_____
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

_12-5-12_____
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.

      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.

      iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

      v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.

c. **Remedies for Nondisclosure**
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

    1. Termination of the Agreement.
    2. Exclusion from subsequent GaDOE grant opportunities.
    3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.

d. **Annual Certification.** The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III. Incorporation of Clauses

The Applicant must incorporate the clauses in paragraphs A, B, and C of this section into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
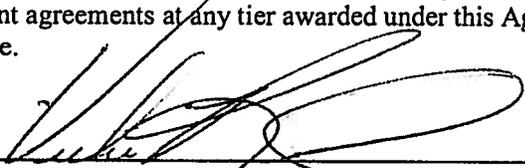
_____
Signature of Fiscal Agency Head (official sub-grant recipient)

____Dr. Vickie Reed, Superintendent of Murray County Schools_____
Typed Name of Fiscal Agency Head and Position Title

__12-5-12_____
Date

_____
Signature of Applicant's Authorized Agency Head (required)

Donna Standridge, Principal, Spring Place Elementary
Typed Name of Applicant's Authorized Agency Head and Position Title

___12-5-12_____
Date

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

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

_____
Date (if applicable)

Preliminary Application Requirements

Created Tuesday, October 23, 2012

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

General Application Information

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

- Yes

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

SRCL Rubric

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

- Yes

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

Assessment Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

Any costs not allowed for Federal projects per EDGAR, which may be accessed at http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html.
NOTE: This is NOT an all-inclusive list of unallowable expenses. If you have questions about unallowable expenses please e-mail your questions to jmorrill@doe.k12.ga.us

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

- I Agree

Grant Assurances

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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

District Narrative

Murray County Schools (MCS) is located in the North Georgia Mountains in Murray County. The population of Murray County is 39,628. Murray County is largely agricultural and the main industry in Murray County is textile. Serving approximately 7,575 students, Murray County Schools consists of six elementary schools, grades K-6, two middle schools, grades 7-8, two high schools, one alternative school, and one Pre-K Center. 21% of the student body is Hispanic, 78% white and the remaining 1% two or more races, black and American Indian. 78% of students receive free and /or reduced priced meals. All schools in the Murray County School district are Title I School Wide schools.

Current Priorities

The priority for the Murray County School District is to ensure all students graduate from high school "College and Career Ready". After an analysis of both system and school achievement data, areas of need identified are:

- Increase the graduation rate
- Increase writing scores on the state-assessed grades of 3,5, 8 and 11
- Implement a literacy program including birth-to-five population
- Provide professional development for staff on rigorous literacy instructional practices and strategies
- Increase the Meets and Exceeds category in all content area subjects
- Increase the number of students scoring in the Exceeds category on the Criterion-Referenced Competency Tests(CRCTs) in grades 3-8
- Increase the number of students scoring in the Exceeds category on the Ninth Grade Literature and Composition and American Literature and Composition on End of Course Tests (EOCTs)
- Increase the number of students in subgroups scoring in the Meets and Exceeds category on the CRCTs and EOCTs
- Increase student comprehension with a focus on meeting and exceeding recommended Lexile scores for each grade level
- Increase student access to a variety of texts

- Increase classroom technology usage and access to 21st Century technology tools to improve student engagement

Management Structure

Dr. Vickie Reed has served as the Superintendent of Murray County Schools for six years. Dr. Reed provides excellent leadership to the district and school administration. Each school's instructional program is supported by a principal, assistant principal and an academic coach with the exception of the Pre-K Center that is under the leadership of a site director. District Leadership includes a PreK-8 Director of Teaching and Learning and Title I, Secondary Director of Teaching and Learning and Title III, Director of Exceptional Student Services, Director of Instructional Technology, Director of Personnel and Title II-A, Director of Finance, Director of Nutrition, Director of Student Services and Director of Transportation. The district team and school teams work together to support student achievement through a focus on the District vision: "Committed to Student Success... No Exceptions, No Excuses!"

Past Instructional Initiatives

Past initiatives of the Murray County School System since 2004, include having participated in the Reading First Grant, three Title II-D Enhancing Education through Technology grants, and two Title II-B Mathematics and Science Partnership grants. We are in the first year of participating in the Georgia RT3 Innovation Fund. Other past instructional initiatives include:

- Georgia Performance Standards
- WIDA Standards
- Best reading practices drawn from Reading First Strategies in grades K-3
- Protected Instructional Reading Block in K-6.
- Learning Focused Strategies
- Response to Intervention
- Positive Behavior Intervention and Support

- Rigor, Relevance and Relationships
- K-12 Commit to Graduation Initiatives
- Assessment Driven Instruction
- Technology Integration

Literacy Curriculum

The Literacy Curriculum utilized in grades Pre-K-12 is the English/Language Arts Common Core Georgia Performance Standards which encompasses foundational skills for elementary children such as concepts of print, phonological awareness, phonics, fluency, vocabulary and comprehension, writing and conventions. The literacy Curriculum is composed of Bright From the Start standards, Scholastic, basal readers, Harcourt Trophies and Elements of Reading, trade books, novels, and content text books.

Literacy Assessments

Literacy Assessments that are used with fidelity in the system are:

- Work Sampling System (Pre-K) and Pre-School Evaluation Scale
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next (Grades K-6)
- Pre and Post Quarterly Benchmark Assessments (grades 1-12)
- Georgia On-Line Assessment System (Grades 1-12)
- Georgia Alternate Assessment (Grades 1-12)
- Georgia Kindergarten Inventory of Developing Skills (Grade K)
- Georgia Writing Assessments (grades 3, 5, 8 and 11)
- World-Class Instructional Design (WIDA) ACCESS Placement Test (W-APT, grades K-12)
- Assessing Comprehension and Communication in English Stat-to-State (ACCESS, grades K-12)
- Georgia Criterion-Referenced Competency Test (CRCT,grades 3-8)
- End of Course Test (EOCT, grades 9-12)
- SAT, AP Exams (grades 9-12)

Need for a Striving Reader Project

Although reading scores for students in grades 3-8 are consistently between a 92% and 94% pass

rate as measured by state required Criterion Referenced Competency Test (CRCT), concerns lie

in the high percent of students passing the test with minimal scores. Lack of comprehension and

low reading skills is evidenced in the low percent of students meeting expectations on the CRCT

in content areas in grades 3-8 and on the state required End of Course Test (EOCT) for students in grades 9-12. The individual school applications will reveal specifics.

In the "Why" document on page 32, it is stated: "Spring test results from the Criterion Referenced Competency Test (CRCT) and the Georgia High School Graduation Test (GHSGT), when coupled with the Lexile Framework for Reading (2006) which measures both reading ability and text difficulty on the same development scale, echo the idea that students who minimally meet state standards are not equipped with sufficient reading comprehension skills to handle much of the grade-level instructional materials". The charts below support that claim in Murray County. As stated earlier, the CRCT scores for the past three years have remained between 92% and 94% meeting and exceeding the standards. However the chart below reveals the percent of questions in each domain answered correctly. Comparing the CRCT content chart below, it is apparent that students need additional reading skills to master content area material.

CRCT 2012	District Average in the % of questions answered correctly in each domain
Literary Comprehension	77%
Reading For Information	74%
Reading Skills and Vocabulary Acquisition	78%
CRCT 2011	
Literary Comprehension	76%
Reading For Information	71%
Reading Skills and Vocabulary Acquisition	79%
CRCT 2010	
Literary Comprehension	75%
Reading For Information	71%
Reading Skills and Vocabulary Acquisition	75%

CRCT in Content Areas % meeting and Exceeding	2012	2011	2010
Science	84%	86%	84%
Social Studies	81%	82%	78%

% Meeting and Exceeding	2012	2011	2010
EOCT Ninth Grade Literature and Composition	86	80	78
EOCT American Literature and Composition	88	85	80

Content Area EOCT % meeting and exceeding	2012	2011	2010
Biology	72%	70%	65%
United States History	60%	57%	55%
Physical Science	80%	85%	64%
Economics Business Free Enterprise	42%	58%	49%

	2012	2011	2010
Graduation Rate	Not Available	80.6	76.6

Writing is linked directly to improved reading. The following is an excerpt from the "Why" document. **Writing demands for the 21st century are increasing not only in schools but also in workplaces that demand effective communication skills. Georgia advocates strong writing skills beginning in elementary and continuing through high school. All content areas have writing components in their expectations for Georgia students.** The implementation of strong writing programs is crucial to a literacy initiative. Below are the writing scores for all tested grades. Although, scores in 11th grade increased above 90% in 2011, the remaining data show deficits in the tested grade levels.

	2012	2011	2010
5th	83%	88%	74%
8th	84%	85%	83%
11th	82%	93%	84%

The grant funds will allow the system to provide print and non-print resources and staff training in best practices from Birth- 12 to meet the text complexity and writing demands reflected in core content areas and the CCGPS.

Management Plan and Key personnel

Murray County Schools has identified key district level personnel to support the implementation of the Striving Reader Comprehensive Literacy Grant. The MCS Literacy Leadership Team includes, Barbie Kendrick, Director of PreK-8 Teaching and Learning and Title I, Dr. Cheryl Thomasson, Director of Secondary Teaching and Learning and Title III and Allison Oxford, Director of Instructional Support Services. The three will plan together in the implementation of the project activities, such as organizing and scheduling professional-learning to include use of new assessments, literacy best practices, technology integration and purchasing. Ann Scott, Instructional Technology Specialist, will be responsible for assisting in the evaluation of technology tools and programs, the installation and training on the educational software or technology tools to promote student engagement. The principals and site directors will administer literacy activities in their schools or center. The MCS Finance Office will be responsible for requesting funds, and will meet with directors and principals to review budget and expenditures and submit required reports.

The chart below lists the individuals accountable for the grant operations and their responsibilities. School principals and literacy coaches collaborated with their school literacy teams and with the system leadership team to write the SRCL Grant goals and objectives.

Grant Implementation

	Individual Responsible	Supervisor
Grant Administration Coordinate project and manage the grant budget	Barbie Kendrick, Director of PreK-8 Curriculum	Dr. Vickie Reed Superintendent
Purchasing Approval of purchase orders	Barbie Kendrick Director of PreK-8 Curriculum:	Dr. Vickie Reed Superintendent

Site-Level Coordinators-Schools	Literacy Coach	Principal
Chatsworth Elementary	Dustin Strickland	Mike Pritchett
Coker Elementary	Diane Piatt	Dr. Brett James
Eton Elementary	Dr. Christy Kelly	Judy Redmond
Northwest Elementary	Dr. Rachelle Terry	Dr. Chuck Piatt
Spring Place Elementary	Jennifer Lents	Donna Standridge
Woodlawn Elementary	Dr. Amelia Brock	Pam Rich
Bagley Middle School	Toby Westmoreland	Spencer Gazaway
Gladden Middle School	Shalina Jackson	Dr. Ardith Bates
Mountain Creek Academy	Marcus Richardson	Paula Martin
Murray County High School	Andrea Morrow	Gina Linder
North Murray High School	Dr. Tara Noe	Dr. Maria Bradley
Murray County Pre-K Center	Jennifer Jones	Barbie Kendrick
Professional Learning Coordinator	Ms. Barbie Kendrick Director of PreK-8 Curriculum Dr. Cheryl Thomasson Director of Secondary Curriculum Allison Oxford Director of Instructional Support Services:	Dr. Vickie Reed Superintendent
Technology Coordinator	Mrs. Ann Scott, Director Mrs. Kara Leonard, Instructional Technology Coordinator	Dr. Vickie Reed Superintendent
Assessment Coordinator	Barbie Kendrick Director of PreK-8 Curriculum: Dr. Cheryl Thomasson Director of Secondary Curriculum Allison Oxford, Director of Instructional Support Services	Dr. Vickie Reed Superintendent
Finance Director	Steve Loughridge	Dr. Vickie Reed Superintendent

District level meetings have allowed all individuals listed to discuss and review goals, objectives and implementation plans for the SRCL grant. Literacy is a part of the district and school level

strategic planning the MCS do each year and at regular intervals through-out the year using a Balanced Scorecard system. The grant has allowed district and school literacy teams to expand planning with the possibility of funding. In addition to administrative meetings, established curriculum meetings have been operational with the beginning of Dr. Vickie Reed, Superintendent's leadership service to MCS.

- District level personnel and principals meet three times during the year for a pre-evaluation, mid-year evaluation and end of the year evaluation
- District level personnel conduct three school walkthroughs during the school year. A follow up meeting is scheduled after each walkthrough
- Academic Coaches and Curriculum Directors meet monthly
- District level personnel meets bi-monthly for updates
- District Strategic Action Team meets quarterly and as needed

These established meetings will provide multiple avenues to involve grant recipients in the development of the budget and performance plan and monitor grant implementation progress.

All the personnel who have agreed to assist with the administration are experienced and skilled to ensure grant funds are expended as budgeted following established internal control procedures. System and school personnel have been involved in grant implementation and management through the grant projects listed below:

LEA: Competitive Grants Awarded

Year	Project Title	Funded Amount	Description	Audit
FY12	Georgia Race to the Top Innovative Grant Fund	920,906	focuses on the STEM disciplines as a learning tool for students retained in 8th grade.	N/A
FY10	Title II-D Engaging AP Students Through Mobile Handheld Computing	64,580.00	professional learning to support use and evaluation of online academic resources	No Findings
FY10	Title II-D, Enhancing Edu Through Tech-Ed Formula Grant	33,996.00	funded survey to determine professional development needs in technology and technology integration	No Audit

FY09 FY07	Math-Science Partnership	328,000 20,100.00	improvement of math instruction in grades 3-8 through professional learning	No Audit
FY07	Instructional Tech Enhanced Environments	96,250.00	professional learning and technology resources to implement 21st Century learning environments	No Audit
FY04	Reading First Grant	2,000,000	Literacy best practices in grades K-3	No Findings

MCS coordinates competitive grant funds along with local, state and federal funds to ensure

grant monies are used to enhance student achievement. These funds include:

Title I-A Improving Academic Achievement of Disadvantaged Children

Title II-A Improving Teacher Quality

Title III English to Speakers of other Languages

Title I C Migrant Education Program

Title VI B Individuals with Disabilities Education Act (IDEA)

Homeless Grant

Career, Technology & Agricultural Education (CTAE)

Bright From the Start Pre-K Grant

Through the coordination of all local, state and federal funds mentioned programs have been sustained. Sustainability includes literacy coaches at each school, re-use of materials purchased each year, universal screeners in K-3, professional learning, technology hardware replacement and educational software support

MCS has developed many initiatives to increase student achievement without outside funding.

Learning Focused Strategies: Murray County Schools initiated Learning- Focused professional development as system wide training in 2005. Teachers were trained in Learning-Focused strategies that define classroom exemplary practices such as summarizing strategies, activating strategies, use of graphic organizers, and essential questions. District data in the areas of reading and math on the Georgia Criterion Reference Test increased in grades 3-8 from 2005 to 2011 with a 10% increase in reading and a 4% increase in math.

Depth of Knowledge training: Realizing meeting the standards on the CRCT provided minimal expectations for students, in 2009 the system began to focus on training teachers in higher order thinking strategies. The growth in the exceeds area on the CRCT in the areas of reading for grades 3, 5 and 8 increased from 29% in 2009 to 36% in 2012.

Relationships: In 2008 MCS began a system wide focus on initiatives to build relationships with our children. Directors, administrators and teachers have participated in the following book studies:

A Framework for Understanding Poverty by Ruby Payne

Teaching with Poverty in Mind by Eric Jensen

Do You Know Enough About Me to Teach Me? by Stephen G. Peters

Rising Stars

Rising Stars is a Leadership Development Program begun by GLISI (Georgia Leadership Institute for School Improvement). Murray County held its first class in 2006 with 12 participants. Due to funding, GLISI stopped providing instructional support, but Murray continued with the program. Since the district has had 34 participants.

In 2007-2008, we implemented a system-wide **Positive Behavior Support Program** to reduce office discipline referrals in order to increase academic engagement time. It is believed that this contributed to the increases in the graduation rate. The Graduation Rate increased from 57.4% in 2007 to 80.7% in 2011.

School Narrative

Spring Place Elementary (SPE), a Title 1 Distinguished School, is a rural public school located in Chatsworth, Georgia. SPE houses kindergarten through sixth grade students. The total enrollment for the 2012-2013 school year, according to the Governor's Office of Achievement, was 641 students. Of these students, 84% qualified for free and reduced lunch. The demographics of SPE have shown a steady increase of Hispanic, low income, and unemployed families.

School History: The Spring Place community was established in 1801 as a Moravian mission to the Cherokees. The first school in Spring Place was a Moravian Mission School, established to teach English to the Cherokee children of the area. In the late 1800s, there were at least two schools in Spring Place, the Spring Place Academy and the Town School. They were consolidated in the 1890s and became The Lucy Hill Institute, in honor of a prominent Murray County citizen's daughter who was killed in a tragic accident. The Lucy Hill Institute was a forerunner of Spring Place Elementary School. In the fall of 1969, Spring Place Elementary students and staff members moved into the current building. Spring Place Elementary continues to strive for success and excellence.

Administrative and Teacher Leadership Team: SPE's administrative and teacher leadership team is comprised of the school's two administrators, Donna Standridge, Principal, and Michelle Ridley, Assistant Principal; Jennifer Lents, Academic Coach; one teacher from each grade level; and representatives from the support staff of the school.

Past Instructional Initiatives: Approximately 11 years ago, the Murray County School System was awarded the Reading First Grant. Spring Place was one of three elementary schools in the county that received grant funding. Although Spring Place is no longer a Reading First funded school, teachers continue to implement Best Practices in instruction.

Current Instructional Initiatives: Currently, in addition to Best Practices, Spring Place utilizes the *Writing to Win* Program and *Fast Forward* Program.

Professional Learning Needs: The consensus from the faculty is that additional training is needed in the areas of implementation of the Common Core Georgia Performance Standards (CCGPS) with an emphasis writing, instructional technology, and literacy across the curriculum.

Need for a Striving Readers Project: Our need for the Striving Readers project is formulated from our goal as educators to bridge the socioeconomic gap and academic needs of our students through meaningful and significant experiences by utilizing the four modes of literacy: reading, writing, listening, and speaking. In 2004, Spring Place received the Georgia Reading First Grant. Our teachers received numerous hours of professional learning in the area of literacy. As we became aware of new teaching methods and strategies, we developed a stronger commitment to help our students achieve literacy goals. Although the Reading First funding ended in 2007, our teachers continue to use best practices, such as maintaining a 135 minute block for reading. Our faculty is dedicated to delivering the highest level of education to all students. It is our belief, that the Striving Readers Comprehensive Literacy Grant (SRCLG) will provide the impetus enabling Spring Place Elementary School to make the necessary gains in student literacy to be ready to meet the academic challenges of the Common Core State Standards (CCSS). Meeting these rigorous literacy goals will set the stage for our students' success at Spring Place Elementary, as well as in middle school and high school, allowing them to take the first steps in their journey to graduation, and ultimately, college and career readiness.

Scientific, Evidence-based Literacy Plan

According to the report titled *Writing to Read*, referenced in the "Why" document, writing significantly impacts reading comprehension. To be college and career ready in the 21st century, it is essential for students to master the four modes of literacy: reading, writing, speaking and listening, and language. According to the CCGPS, students will "[r]ead and comprehend complex literary and informational text independently and proficiently." Furthermore, the "Why" document states, "[a]cquisition of those literacy skills should provide the student with the ability to transfer those skills into the workplace or college" (pg. 40). Spring Place Elementary's Literacy Plan will ensure that literacy demands in all content areas reflect rigorous instruction essential for the students to truly meet the 21st century demands of college and career readiness. According to the CCGPS, students must engage in a productive struggle with complex text, crucial to reach their reading and writing proficiency goals for each grade level. The students' need to access, utilize, and retain information from a variety of resources across the content areas will serve as the foundation upon which all professional learning opportunities will be built at SPE. For example, as stated in the "Why" Document, "Teachers will have specific guidance on the kinds of skills that students need in order to access more complex text generally found in content area classes" (pg. 49). Current instructional materials and technologies must ensure sound instructional and assessment practices are relevant to the needs of 21st century teachers and students. Based on these findings, Spring Place Elementary compiled a list of goals and objectives to meet our needs and utilized the "What" and "How" documents to develop an implementable plan.

Project Goals and Objectives

Goal 1: Students will receive effective writing instruction across the curriculum.

- o Objective: Develop and adopt a consistent writing framework and curriculum.

- o Objective: Incorporate valid and reliable writing formative and summative assessments

- o Objective: Implement professional development training opportunities that impact student learning by enhancing literacy:

    - ▪ Writing instruction in all content areas

Goal 2: Technology at SPE will be relevant to students and ensure that they develop the latest skills necessary to excel globally in the 21st century.

- o Objective: Guarantee that technology is current and sufficient to meet the needs of the student population

- o Objective: Ensure that teachers and students have access to technological resources which support literacy standards across the content areas

- o Objective: Strengthen technology integration classrooms and media center with:

    - ▪ Interactive media tools (document cameras, electronic tablets, e-readers, and electronic response systems)

    - ▪ Classroom computers

    - ▪ Interactive software

Goal 3: SPE will ensure that all students master literacy standards set by CCGPS.

- o Objective: Attain an understanding of the shared responsibility of literacy goals to be mastered in kindergarten through sixth grades

- o Objective: Incorporate materials in classroom libraries and media center that will allow students to master CCGPS pertaining to literacy

o   Objective: Balance the representation of informational and literary texts within classrooms and media center

o   Objective: Expand teachers' professional development opportunities to enhance literacy standards set forth by CCGPS.

Goal 4: SPE will provide students with appropriate tiered interventions that will remediate or accelerate based on formative and summative assessments.

o   Objective: Establish a protocol for consistent use of formative and summative data to clearly plan ways to effectively implement the four-tiered Response to Intervention (RTI) instructional model.

o   Objective: Use data to assist students and teachers in setting learning goals and in monitoring progress toward those goals

o   Objective: Establish a *consistent* system of tiered intervention (RTI) for all students to master literacy standards set by CCGPS

o   Objective: Implement professional development training opportunities that impact student learning by enhancing literacy:

- Response to Intervention (RTI)

- Differentiation

- Webb's Depth of Knowledge (DOK)

Spring Place Elementary's Literacy Plan

The students at Spring Place Elementary School receive "gold standard" literacy instruction and are college and career ready when they graduate from Murray County School District. Based on results from the *Georgia Literacy Plan Needs Assessment for Literacy*

Grades Kindergarten to Grade 12, Spring Place Elementary will address the following Building

Blocks that pertain to student growth in literacy explained in the "How" and "What" documents.

The Spring Place LLT chose the following building blocks and action steps from the "How"

document that would best enable our school to become fully operational in the needs assessment

areas in which we scored "Emergent" or "Not Addressed":

Building Block 1. Engaged Leadership
A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school
Spring Place Determined that the administrator seeks out and participates in professional learning in literacy with her faculty. **Sustaining:** The administrator will • Ensure continued growth through professional learning by providing opportunities for new staff to receive necessary support in becoming acquainted with programs, materials and previously learned strategies. • Develop a pipeline of leaders by identifying and training leaders for succession • Make hiring decisions collaboratively based upon literacy goals
B. Action: Organize a Literacy Leadership Team
The literacy team is led by the administrator, meets regularly and provides substantive direction for the school and community. **Sustaining:** The literacy team led by the administrator will: • Continue to analyze formative and summative student assessment results and refine literacy goals based on the Common Core Georgia Performance Standards (CCGPS) • Remain focused on the goals and objectives of the School Improvement Plan to keep staff motivated, productive, and centered on student achievement • Incentivize strong leaders on faculty • Define priorities and allocate needed resources to sustain them over time • Join or form a leadership organization to share successes and profit from other's successes • Visit other schools that have successfully improved student achievement to gain valuable insights and innovative ideas • Share student achievement gains with District Literacy Leadership Team and School Board members and traditional outlets • Pursue external funding sources to support literacy • Use social media to involve community members and parents in literacy efforts and reach out to those not currently involved.

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

Spring Place Elementary's daily schedules include a 90 – 120 minute literacy block, a set time for intervention, instruction in disciplinary literacy in content areas, and collaborative planning.

Sustaining:

The administrator will:

- Use technology to provide professional learning to new and continuing teachers
- Share professional learning at team and staff meetings

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

Faculty and staff have received professional learning in disciplinary literacy across the content areas, but implementation is not consistent.

Expanding:

The administrator will

- Provide English language services that extend beyond the classroom
- Provide family-focused services and outreach that engage parents and family members in literacy programs and services
- Establish a mentoring system for every student who needs additional support from both within the school and from the community

Sustaining:

The administrator will:

- Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives
- Provide a literacy resource room for parents and caregivers in the school
- Provide parents and caregivers with links to websites that provide resources to strengthen literacy

E. Action: Optimize literacy instruction across all content areas

Content area teachers consistently incorporate the teaching of two but not all of the following: 1. Academic vocabulary; 2. Narrative, informational, and argumentative writing; and 3. The use of discipline-specific text structures.

Expanding:

The school leadership will

- Share ways for teachers to guide students to focus on their own improvement
- Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas
- Encourage teachers to identify common themes, where possible, across subject areas, immersing students in content vocabulary connected to the topic
- Create a forum to share creative ideas among the faculty to infuse literacy throughout the day

Sustaining:

The school leadership will

- Host family nights that engage parents in activities that demonstrate the importance of proficiency in literacy
- Expand the types of writing across the subject areas
- Differentiate literacy assignments by offering student choice
- Celebrate and publish good student writing products in a variety of formats

F. Action: Enlist the community at large to support schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards.

A community literacy council participates in developing literacy goals, but a system of learning supports has not yet developed.

Expanding:
The school leadership will
- Investigate similar efforts in other communities
- Invite people from other communities to speak to the advisory group
- Actively support teachers in their efforts in schools

Sustaining:
The school leadership will
- Celebrate academic successes publically through traditional and online media
- Continue to focus proactively on broad issues that may prevent students from learning
- Pursue additional funding sources for specialized literacy staff and materials
- Ask local businesses to help heighten awareness about reading or literacy topics
- Foster relationships among schools, postsecondary education institutions, the workforce, families, and communities

Building Block 2: Continuity of Instruction

A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams (See Leadership Sections I. D., E.)

Cross-disciplinary teams meet regularly to examine student work, but all teachers have not fully assumed responsibility for achieving literacy goals.

Planning:
Collaborative teams will
- Design an infrastructure for shared responsibility for development of literacy across the curriculum

Implementing:
Collaborative teams will
- Meet in disciplinary teams, either physically or virtually, according to regularly established times for collaborative planning and examining student data / work
- Use protocols to examine student work

Expanding:
Collaborative teams will
- Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction

Sustaining:
Collaborative teams will
- Showcase evidence of student learning success
- Share professional learning online and at team and staff meetings

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

Literacy instruction, supported by a systematic, comprehensive core language arts core program, occurs in only one or two content areas.
Expanding:

Teachers will

- Monitor the use of instructional strategies to improve literacy through formal and informal observations
- Provide opportunities for reading varied genres to improve fluency, confidence, and understanding

Sustaining:

Teachers will

- Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS

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

A few community organizations provide learning supports to complement literacy instruction within the classroom.

Expanding:

Spring Place Elementary will

- Develop and maintain infrastructure to support literacy
- Develop strategies for maintaining momentum and progress of a learning support system

Sustaining:

Spring Place Elementary will

- Continue to focus proactively on broad issues that may prevent students from learning (health, nutrition, homelessness, drop-out, attendance)

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

Effective screening, progress monitoring and diagnostic tools have been selected to be used along with a complementary system of mid-course assessments that are common across classrooms.

Sustaining:

Teachers will

- Continue to research and select effective screening, progress monitoring, and diagnostic tools to identify readiness levels of all students

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

There is a full range of formative and summative assessments that are administered regularly and are used to guide classroom and intervention instruction.

Sustaining:

Teachers will

- Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recordings

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

Problems found in literacy screenings in some cases are followed up by diagnostic assessments that are used to guide placement and / or inform instruction in intervention programs.

Expanding:

Teachers will
• Use *consistently* student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals **Sustaining:** Teachers will • Consistently recognize and celebrate individual student's incremental improvements toward reaching literacy goals
D. Action: Use summative data to make programming decisions as well as to monitor individual student progress

Time is devoted in teacher team meetings to review and analyze assessment results to identify needed programmatic and instructional adjustments.
Sustaining:
Teachers will
 	
• Based on analysis of summative assessment data:
   o Evaluate the effectiveness of programs and policies
   o Redefine school improvement goals
   o Adjust curriculum alignment to eliminate gaps
   o Ensure that students are appropriately placed in specific programs
   o Using the school or classroom websites, recognize and celebrate individual student's significant improvements and attaining designated standards of achievement

Action 3.E.: Develop a clearly articulated strategy for using data to improve teaching and learning (See V. A.)
All appropriate staff members have access to data and follow the established protocol for making decisions to identify the instructional needs of students. **Sustaining:** Spring Place Elementary will • Continue to build collaborative data meetings into the monthly calendar • Use online options to continue to train new members of the meetings in the expectations and function of the established protocols

Building Block 4. Best Practices in Literacy Instruction

A. Action: Provide direct, explicit literacy instruction for all students
A core program is in use, but it does not provide a strong basis for instruction in all aspects of literacy **Planning:** Teachers will • Research and select a core program that will provide continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts • Plan and provide professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills within each subject area **Implementing:** Teachers will • Using online options where feasible, provide professional learning on research-based

differentiated instructional strategies that support diverse needs

Expanding:

Teachers will

- Address both academic and workplace literacy skills across all content areas and provide students with knowledge of a variety of career pathways

Sustaining:

Teachers will

- Continue analyzing data to determine the impact of teaching strategies on student achievement

Stay abreast of current research and new findings related to differentiated instruction by developing a library of professional books, journals, and online resources.

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

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Teachers are beginning to develop a plan for writing instruction across all subject areas

At least one time per year, teachers in content areas provide instruction in and opportunities for developing an argument, writing coherent informational or explanatory texts, or writing narratives to explore content area topics.

Planning:

Spring Place will

- Develop a coordinated plan for writing instruction across all subject areas to include:
  - o Explicit instruction
  - o Guided practice
  - o Independent practice
- Develop or identify the programs, protocol, and/or materials necessary to implement the plan at each level

Implementing:

Spring Place will

- Create a plan for instruction in writing that is consistent with CCGPS that is articulated vertically and horizontally

Expanding:

Spring Place will

- Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum

Sustaining:

Spring Place will

- Provide professional learning on best practices in writing instruction in all subject areas.

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

Teachers regularly implement strategies for developing and maintaining interest and engagement appropriate to their grade levels.

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

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A. Action: Use information developed from the school-based data teams to inform RTI process (see Section 3. E.)

Formative assessments are administered regularly to students in each tier of instruction.

Expanding:

Spring Place will

- Develop standardized protocols for the collection of critical information to determine students' literacy competence in various content areas and response to interventions

Sustaining:

Spring Place will

- Use the Georgia Department of Education (DOE) problem-solving checklist to evaluate:
  - Personnel providing interventions
  - The ease with which students move between tiers
- Consider the options available through technology to provide ongoing, job-embedded support for data collection and analysis as well as for intervention, e.g. videotaping, videoconferencing, online collaboration

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B. Action: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms (See Sections 4. A & B)

Student and classroom data have been analyzed to determine the instructional areas and classrooms in greatest need of support

Sustaining:

Spring Place will

- Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet the individual students' needs
- Encourage the use of technology to support proactive communication between students and teachers, parents and teachers
- Ensure that communication between teachers and administrators is ongoing and effective

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

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Interventions are provided by competent instructions, in spaces that are adequate, and with sufficient blocks of time in the schedule.

Planning:

Spring Place will

- Plan and provide professional learning for interventionists on:
  - Appropriate use of supplemental and intervention materials
  - Diagnosis of reading difficulties
  - Direct, explicit instructional strategies to address difficulties

Implementing:

Spring Place will

- Monitor effectiveness of standard intervention protocols in place for students (based on universal screening, progress monitoring and benchmark data)

Expanding:

Spring Place will

- Establish protocols to ensure consistent progress monitoring, data collection, and reporting
- Provide sufficient resources (time, training cost, materials and implementation of interventions)

Sustaining:

Spring Place will

- Ensure that teachers consistently provide research-validated interventions designed to meet individual student's needs

• Document data points to monitor student response to intervention

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

Data team / SST team meet regularly to ensure that a student's lack of progress is not due to a preventable cause (e.g., too large a group, lack of regularity or fidelity of instruction).
Sustaining:
Spring Place will
- Continue to ensure that
  - Students move into and out of T2 and T3
  - Data is used to support response to intervention
  - Referrals to special education are equivalent to proportion of school and system population that represent ethnic and racial composition as a whole
  - Schools and system consistently use decision-making checklist to ensure appropriate recommendations of evidence-based interventions.

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

School schedules are developed to ensure that students receive instruction in the least restrictive environment
Expanding:
- IEP teams include key members required to support students' individualized transition plans and / or attainment of College and Career Readiness Anchor Standards
- Special education, EL, or gifted case managers meet, plan, and discuss students' progress regularly with general education teachers
Sustaining:
- Student data supports the exit of students from T4.
- A system of checks and balances ensures fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance.

Building Block 6. Improved Instruction through Professional Learning

A. Action: Ensure that preservice education prepares new teachers for all the challenges of the classroom

Representatives from the community and / or administration have met with representatives from the Professional Standards Commission (PSC) to ensure that preservice teachers receive coursework in disciplinary literacy in the content areas.
Sustaining:
Spring Place will
- Continue to monitor and support the integration of disciplinary literacy
- Provide building and system-level administrators with professional learning on the need to integrate disciplinary literacy instruction into the content areas in order to help them make informed hiring decisions.

B. Action: Provide professional learning for in-service personnel

All administrative and instructional personnel participate in professional learning on all aspects of literacy instruction including disciplinary literacy in the content areas.

Sustaining:

Spring Place will

- Analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups
- Revisit professional learning options to utilize experts within the school to develop and support colleagues.

Needs Assessment, Concerns and Root Cause Analysis

The Spring Place Elementary Leadership Literacy Team (LLT) examined the needs assessment using a research-based data analysis strategy. The LLT determined the following root causes of the areas of concern evident across all grade levels: reduction of fiscal resources over the past several years, limited professional development opportunities, and diminishing means of crossing socioeconomic and language barriers.

Description of the Needs Assessment Process
• The Literacy Team collected data from classroom teachers regarding strengths and weaknesses in literacy achievement in regard to the CCGPS, available resources, and professional development opportunities.

Description of Materials / Resources Used in the Needs Assessment
• Online Literacy Survey – This survey was utilized by Murray County Schools (MCS) and compiled by the Local Education Agency (LEA).   o LLT members disaggregated the data from the MCS Online Literacy Survey to complete the Georgia Literacy Plan Needs Assessment for Literacy and gain a stronger picture of the needs at SPE. • LoTI (Level of Technology Implementation) Survey – This survey assesses teacher use and implementation of classroom technology. • Person-to-Person Interviews - LLT members conducted interviews with various grade level and content area representatives. • Georgia Assessment of Performance on School Standards (GAPSS) – This school analysis was conducted on March 31, 2010.

The root causes of the areas of concern found in the needs assessment

• Reduction in fiscal resources over the past several years
    o Inadequate classroom libraries
    o Technology that is outdated and insufficient for the student population
• Limited Professional Development (in subject and accessibility)
    o Lack of writing curriculum across all content areas
    o Minimal RTI training
    o Minimal differentiation instruction
    o Minimal training to develop literacy lessons that reflect higher levels of Depth of Knowledge (DOK) through the CCGPS
• Limited knowledge of the pedagogical shifts in literacy instruction across grade levels and content areas required by the CCGPS

Listing of Individuals Who Participated in the Needs Assessment
Kindergarten: Regina Mantooth, Michelle Yauman, Carllene Edwards, Andera Watts, Renee Poteet
First Grade: Beth Guy, Donna Wooldridge, Jessica Souther , Sharon Dotson, Tammy Acosta
Second Grade: Caroline Wright, Allison Harrison, Louise Cleary, Lisa Nix
Third Grade: Ashley Lawson, Karen Edwards, Rachel Brindle, Olivia Blazer

Fourth: Alan Pacheco, Reba Howard, Mary Mueller, Bonnie Vest
Fifth: Lacey Ridley, Denise Collins, Tabitha McEntire
Sixth: Beth Granger, Carolyn Samples, Gail Dooley
Physical Education, Michelle Janke; Music, Gabriella Cornett EIP: Laura Brock, ESS: Brad Bartley, Kara Dollar, Erin Albright, Amy Bagley, Frank Jarman, Jena Hyslip EL: Lacy Jones, Carol Herndon Media: Rebecca Bishop
Administration/Academic Coach: Donna Standridge, Michelle Ridley, Jennifer Lents
Disaggregated Data that Identifies the Areas of Concern
CRCT summative data was used in all grade levels. (see appendix)
Needs Assessment

Main Findings from the "What Document" Research-Based Practice: *Standards for Literacy*	
Content Area Concerns	**Steps to Address the Concerns**

• Lack of writing curriculum across all content areas
• Classroom and media center materials:
  o Inadequate to teach all content areas
  o Deficient in lower leveled materials and non-fiction texts
  o Do not support broad ranges of reading levels and complexities
• Insufficient resources to teach foundational skills in literacy instruction at the K-5 grade levels from CCGPS
	Steps taken:
	• All students have writing portfolios in which samples representative of the four genres are collected
	• Basic classroom leveled libraries provided and implemented
	Steps to take:
	• A consistent writing framework and curriculum (K-6) will be implemented to teach writing effectively across all content and grade level areas
	• Classroom libraries will contain materials that promote literacy skills (key ideas, craft, integration of knowledge and ideas, and range of reading and level of complexity)

Main Findings from the "What Document" Research-Based Practice: *Ongoing Formative and Summative Assessments*	
Content Area Concerns	**Steps to Address the Concerns**
• Writing benchmarks are not in place for all grade levels at this time	**Steps taken:** None **Steps to take:** • Valid and reliable writing measures to screen and place students and to monitor their progress toward benchmarks will be implemented • Procedures and expectations for staff to review, analyze, and disseminate assessment results are in place.

Main Findings from the "What Document" Research-Based Practices: *Best Practices in Instruction* and *High Quality Teachers*

Content Area Concerns	Steps to Address the Concerns
• Limited professional development opportunities • Shortage of materials • Insufficient writing curriculum across all content areas • Limited opportunities for collaborative planning time within the school day • Lack of a comprehensive and coordinated literacy program • Lack of technology and professional development opportunities to ensure that teachers leverage the creative use of technology within the learning process to promote engagement and relevance	**Steps taken:** • Faculty book studies • Teacher training and redelivery afterschool and during electives one day a week • 90-120 minutes of protected reading instruction • 2-4 hours of literacy instruction per day for students in grades 4-6 • Weekly grade level meetings **Steps to take:** • Professional development on the recommendations from *Writing to Read* • Professional development pertaining to differentiation, interventions, student engagement, literacy, and writing development

Main Findings from the "What Document" Research-Based Practices: *A Four-tiered Instructional Model: Response to Intervention for All Student*	
Content Area Concerns	**Steps to Address the Concerns**
• The faculty's knowledge of Response to Intervention (RTI) for all students is limited due to lack of professional learning offered to clearly delineate ways to effectively implement the four-tiered instructional model	**Steps taken:** • Grade level meetings • Struggling students receiving Tier 2 Strategic Intervention are placed in groups of no more than 6 **Steps to take:** • Training in Response to Intervention (RTI) for all students and ways to effectively implement the four-tiered instructional model

Main Findings from the "What Document" Research-Based Practices: *Clearly articulated plan for Alignment Vertically and Horizontally as well as transitions between grades and schools* and *Intentional strategies for developing and maintaining engagement as students progress through school*	
Content Area Concerns	**Steps to Address the Concerns**
• Communication gap among regular and special education teachers	**Steps taken:** • County and school graduation emphasis

• Limited parent and community involvement • Limited opportunities for collaborative planning • Limited post or pre planning meetings between outgoing and receiving teachers • Limited intentional strategies for developing and maintain engagement as students progress through school	• Numerous family nights **Steps to take:** • Horizontal and vertical collaborative planning • Post or Pre planning meetings between outgoing and receiving teachers Practices to ensure smooth transitions from one grade and / or one school to another • Additional parent and community involvement • Adult English Proficiency Programs for Spanish speaking parents

Analysis and Identification of Student and Teacher Data

Key: Did Not Meet (DNM); Meets (M); Exceeds (E)

CRCT Language Scores

Grade	2010 DNM	2010 M	2010 E	2011 DNM	2011 M	2011 E	2012 DNM	2012 M	2012 E
1st	17%	59%	24%	n/a	n/a	n/a	27%	55%	16%
2nd	10%	68%	22%	n/a	n/a	n/a	17%	53%	31%
3rd	14%	64%	22%	9%	58%	32%	13%	56%	26%
4th	1%	57%	42%	7%	58%	35%	11%	55%	21%
5th	6%	62%	32%	1%	60%	39%	9%	63%	28%
6th	7%	63%	30%	3%	66%	32%	5%	63%	29%

CRCT Math Scores

Grade	2010 DNM	2010 M	2010 E	2011 DNM	2011 M	2011 E	2012 DNM	2012 M	2012 E
1st	19%	55%	26%	n/a	n/a	n/a	30%	47%	18%
2nd	8%	74%	17%	n/a	n/a	n/a	16%	56%	26%
3rd	26%	48%	27%	23%	42%	36%	24%	42%	31%
4th	8%	59%	33%	19%	60%	21%	22%	42%	33%
5th	17%	56%	27%	4%	45%	51%	23%	47%	20%
6th	20%	61%	19%	16%	69%	15%	17%	65%	12%

CRCT Reading Scores

Grade	2010			2011			2012		
	DNM	M	E	DNM	M	E	DNM	M	E
1st	10%	63%	27%	n/a	n/a	n/a	37%	49%	12%
2nd	12%	65%	23%	n/a	n/a	n/a	15%	40%	37%
3rd	6%	63%	31%	14%	62%	24%	10%	61%	25%
4th	2%	61%	37%	11%	57%	32%	13%	54%	28%
5th	9%	75%	16%	6%	58%	35%	18%	55%	19%
6th	8%	51%	41%	0%	68%	33%	1%	63%	29%

CRCT Science Scores

Grade	2010			2011			2012		
	DNM	M	E	DNM	M	E	DNM	M	E
3rd	9%	55%	36%	23%	47%	30%	17%	43%	40%
4th	8%	40%	52%	18%	44%	39%	19%	39%	41%
5th	7%	47%	46%	8%	35%	58%	26%	41%	33%
6th	18%	55%	27%	19%	56%	25%	5%	63%	32%

CRCT Social Studies Scores

Grade	2010 DNM	2010 M	2010 E	2011 DNM	2011 M	2011 E	2012 DNM	2012 M	2012 E
3rd	22%	69%	9%	23%	60%	17%	32%	57%	11%
4th	8%	57%	35%	18%	64%	19%	8%	60%	29%
5th	11%	58%	31%	9%	56%	35%	26%	71%	8%
6th	20%	39%	41%	21%	46%	32%	12%	47%	35%

CRCT-M Results

	2011 Reading			2011 ELA			2011 Math			2012 Reading			2012 ELA			2012 Math		
Grade	DNM	M	E	DNM	M	E	DNM	M	E	DNM	M	E	DNM	M	E	DNM	M	E
3rd	0	100%	0	100%	n/a	n/a				60%	40%	23%				67%	43%	57%
4th	0	100%	0	100%	0	100%				0	100%	50%				50%	0	100%
5th	50%	50%	100%	0	33%	67%				0	100%	100%				0	n/a	n/a
6th	0	100%	60%	40%	75%	25%				n/a	n/a	n/a				n/a	17%	83%

Writing Assessment Data (5ᵗʰ Grade)

Grade Level	2010			2011			2012		
	DNM	M	E	DNM	M	E	DNM	M	E
5th	36%	56%	8%	19%	74%	7%	22%	70%	8%

Disaggregation of Data in Subgroups

Students with Disabilities (SWD)

Subject Area	2010			2011			2012		
	DNM	M	E	DNM	M	E	DNM	M	E
Language	55%	42.5%	2.5%	71.6%	82.4%	0	52.9%	47.1%	0
Math	59.5%	38.1%	2.4%	37.5%	62.5%	0	75%	25%	0
Reading	33.3%	64.3%	2.4%	14.3%	71.4%	14.3%	25%	68.8%	6.3%
Science	48.4%	41.9%	9.7%	48.1%	48.1%	3.7%	55.6%	40.7%	3.7%
Social Studies	61.3%	38.7%	0	55.6%	40.7%	3.7%	57.7%	42.3%	0

Gifted

Subject Area	2010			2011			2012		
	DNM	M	E	DNM	M	E	DNM	M	E
Language	0	13.3%	86.7%	0	6.7%	93.3%	0	6.7%	93.3%
Math	0	13.3%	86.7%	0	0	100%	0	13.8%	86.2%
Reading	0	6.7%	93.3%	0	26.7%	73.3%	0	16.7%	83.3%
Science	0	5.0%	95.0%	0	0	100%	0	10.3%	89.7%
Social Studies	0	15.0%	85.0%	0	20.0%	80.0%	0	20.7%	79.3%

English Learners (EL)

Subject Area	2010			2011			2012		
	DNM	M	E	DNM	M	E	DNM	M	E
Language	22.8%	68.4%	8.9%	7.6%	69.6%	22.8%	23.9%	73.9%	2.2%
Math	34.1%	59.8%	6.1%	16.5%	57.0%	26.6%	45.8%	50.0%	4.2%
Reading	12.3%	80.2%	7.4%	11.0%	67.1%	22.0%	30.4%	67.4%	2.2%
Science	30.8%	61.5%	7.7%	26.5%	48.2%	25.3%	45.8%	52.1%	2.1%
Social Studies	42.1%	52.6%	5.3%	26.5%	54.2%	19.3%	47.8%	52.2%	0

Strengths and Weaknesses based on Prescribed Assessments

The SPE LLT uses the state-wide longitudinal data system to identify strengths and weaknesses from the prescribed assessments. After disaggregation of 2011 and 2012 data, SPE LLT identified strengths and weaknesses which where overarching across all grade levels.

Subject Area	Strengths	Weaknesses
Language	• Teachers use professional learning opportunities to promote growth in language content descriptor areas.	• DNM category increased across all grade levels. • E category decreased across all grade levels. • Over half of our SWD students DNM the standards.
Math	• The E increased by 10% in 4th grade.	• DNM category increased in every grade. • 75% of SWD DNM the standards.
Reading	• A decrease in DNM in third grade • 10% growth in Gifted E	• Grades 4, 5, and 6 show an increase in DNM and a decrease in M. • SWD increased in DNM and decreased in E.
Science	• The E increased in 3rd, 4th, and 6th grades.	• DNM category increased in 4th grade.
Social Studies	• The DNM decreased in 6th grade.	• The E increased in 5th grade. • 0% of EL students exceeded • EL increased in the DNM category by 20%.

Data for All Teachers
Advanced Degrees:
- Master's: 17
- Specialist's: 7

Staff Longevity:
- 2010-2011   83%   Several positions were eliminated due to budget cuts.
- 2011-2012   100% Several teachers transferred to other schools, and their positions were filled by existing system employees.

Retirement Prospects: 2 teachers are projected for retirement.

Goals and Objectives Based on Formative and Summative Assessments (SPE referred to Georgia's "Why" Document to form our goals and objectives.)

Goals	Objectives
• SPE students will become self-sustaining, lifelong learners and contributors to their community.	• SPE will utilize measures that will be used as diagnostic and monitoring tools to plan for instruction.
• Formative and summative assessment data will drive classroom instruction.	• SPE will ensure that data is easily accessible to personnel. • Teachers will learn how to interpret and analyze results from multiple sources to set goals for students and to identify appropriate instructional strategies.

Additional District Prescribed Data

Current District Prescribed Universal Screeners, Formative and Summative Benchmark Data:		
Assessment	Frequency	Purpose
DIBELS Next Benchmark	3 X a year	Screening
DIBELS Next Progress Monitoring	As needed	Progress Monitoring
District-wide Benchmarks Aligned to CCGPS / GPS	3 X a year	Benchmark Progress, Monitoring
CRCT	1 X a year	Outcome, Achievement, Screening
ACCESS for EL	1 X a year	Screening, Outcome

Teacher Participation in Professional Learning Communities / Ongoing Professional Learning

SPE teachers participate in a variety of professional learning opportunities targeted at increasing student engagement, motivation, and achievement. Teachers also participate in professional development geared toward implementing and teaching the CCGPS in each content area. Delivery methods of professional learning include: faculty training sessions, grade level meetings, book-study groups, cross-curricular collaboration, interactive web-facilitated discussion modules, and flexible meeting options based on needs. The CIF provides additional Professional Learning Units for grade level collaboration to review pertinent data.

Project Plan – Procedures, Goals, Objectives

Project Need: SPE students and teachers lack effective writing instruction across the curriculum.

Goal 1: Students will receive researched-based writing instruction across the curriculum.
Objectives:
- Develop and adopt a consistent writing curriculum.
- Incorporate valid and reliable writing formative and summative assessments
- Implement professional learning that impact writing instruction across content areas

Timeline:
- o Spring 2013 – Teacher training
- o Fall 2013 – Introduce into the classrooms

Implementation:
- o Training on a research-based writing curriculum
- **Alignment to best practices:**
  - Students must receive consistent and effective writing instruction in order to be college and career ready: ". . . the demands for clear and concise communication, especially writing, in the workplace are increasing. If students are not prepared for these demands, the chances for employment and advancement decrease" (National Commission on Writing 2004 referenced in the "Why" document).
  - Students must develop into competent writers in order to be successful: ". . . People who cannot write and communicate clearly will not be hired" (National Commission on Writing referenced in the "Why" document).

Project Need: SPE has a shortage of up-to-date technological resources that prevents the students from gaining skills necessary to truly excel globally in the 21st century.

Goal 2: Technology at SPE will be relevant to students and ensure that they develop the latest skills necessary to excel globally in the 21st century.
Objectives:
- o Guarantee that technology is current and sufficient.
- o Ensure that teachers and students have access to technological resources which support literacy.
- o Strengthen technology integration school-wide with:
  - Interactive media tools (computers, document cameras, electronic tablets, e-readers, and electronic response systems)

Timeline:
- o Spring 2013 – Teacher training
- o Spring 2013 – Technology acquisition
- o Fall 2013 – Introduce into the classrooms

Implementation:
- o Teacher training on effective use of technology to support literacy.
- **Alignment to Best Practices:**
  - Students must be able to access and use digital information quickly and effectively:
    - ". . .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 referenced in the "Why" document, pg. 56)

Project Need: All SPE students will not be able to fully master literacy standards set by CCGPS / GPS due to a shortage of resources.

Goal 3: SPE will ensure that all students master literacy standards set by CCGPS.

Objectives:
- o Attain an understanding of the shared responsibility of literacy goals to be mastered in kindergarten through sixth grades
- o Incorporate materials in classroom libraries and media center that will allow students to master CCGPS pertaining to literacy
- o Balance the representation of informational and literary texts within classrooms and media center
- o Expand teachers' professional development opportunities to enhance literacy standards set forth by CCGPS.

Timeline:
- o Spring 2013 – Teacher training
- o Fall 2013 – Introduce into the classrooms

Implementation:
- o Teacher training on effective use of literacy skills across the content areas

Alignment to Best Practices:
- ▪ The Library Media Specialist (LMS) and the classroom teacher must partner together in promoting reading and teaching literacy skills ("Why" document, pg. 58).
- ▪ Sufficient resources are necessary for students to master literacy CCGPS standards:
  - • "Students must find relevance in what they read, and the LMS is committed to helping teachers select the most engaging resources to teach their curricula. Students must be strategic readers in order to learn from library resources, to read the Web, to succeed in class, and in life" ("Why" document, pg. 59).
  - • ". . .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 referenced in the "Why" document, pg. 56).
  - • "Research from 21st Century Schools includes the integration of information, media, and technology skills" ("Why" document, pg. 56).

Project Need: Teachers have not been fully trained in the ways to best meet the needs of all students.

Goal 4: SPE will provide students with appropriate tiered interventions that will remediate or accelerate based on formative and summative assessments.

Objectives:
- o Establish a protocol for formative and summative data interpretation to plan effective RTI implementation.
- o Use data to assist students and teachers in setting and monitoring learning goals.
- o Establish a *consistent* system of RTI.
- o Implement literacy professional learning.

Timeline:
- o Spring 2013 – Teacher training
- o Fall 2013 – Introduce into the classrooms

Implementation:
- o Teacher training on effective use of RTI skills across the content areas

Alignment to Best Practices:
- ▪ SPE has the responsibility ". . . of implementing scientifically validated intervention methods that efficiently and effectively offer students opportunities to be successful" ("Why" document, pg. 123).
- ▪ SPE teachers would greatly benefit from RTI training: "Professional learning in intervention techniques permits teachers to incorporate strategies that allow students to access texts, to practice communication skills, and to use information" ("Why" document, pg. 124).

Summative and Formative Measuring of Project Goals and Objectives:

Teachers use summative assessment information to form flexible grouping based on content area strengths and weaknesses. County-wide benchmarks are effectively utilized to screen and place students and to monitor their progress.

Students Receive at Least 90 Minutes of Tiered Instruction:

SPE's plan includes at least a 90-minute intervention block. Teachers will maximize Tier I instruction to help students succeed. Identified students will receive small-group needs-based instruction in Tiers II-IV either by classroom teachers or EIP teachers.

RTI Model:

Tier II Instruction (Strategic Intervention)		
Time	Personnel	Strategies
• Identified students will receive small group instruction, as needed, throughout the day.	• Certified and Non-certified teachers	• Identified students receive frequent segments of instruction • Targeted Scaffolding

Tier III Instruction (Intensive Intervention)		
Time	Personnel	Strategies
• Identified students will receive intensive instruction for up to 90 minutes during intervention times.	• EIP Teacher, Certified and paraprofessionals	• Provide intensive interventions in smaller group sizes in substantial blocks of time with targeted instructional materials.

Tier IV Instruction (Due Process)		
Time	Personnel	Strategies
• Students will receive the following inclusion or pull-out services based on needs: Gifted, EIP, EL, and ESS.	• EIP, ESS Teacher and Paraprofessional • Gifted Teacher • Speech / Language Pathologist	• Instruction will be offered to students for whom none of the interventions at the previous levels have provided sufficient support. • Specialized Programs, Methodologies and Instructional Deliveries

Practices in Place When Determining Goals and Objectives:

- Third-sixth grades currently use *Writing to Win* across the content areas.

- County-wide, students have writing portfolios.

Goals to be Funded with Other Sources:

Spring Place Elementary will use Title I funding to renew subscriptions to educational web-based programs.

Schedule Showing Tiered Instruction

Time	K	1	2	3	4	5	6
7:15	ELA-Tier I	ELA-Tier I Differentiated Intervention-Tiers:I,II,III,IV	Differentiated Intervention-Tiers:I,II,III,IV ELA-Tier I	ELA-Tier I	ELA-Tier I	Reading, Math, Science, Writing Tiers:I,II,III,IV	Reading, Math, Science, Writing Tiers:I,II,III,IV
9:20	ELA-Tier I Writing -Tier I	ELA-Tier I Writing -Tier I	ELA-Tier I Writing -Tier I	Writing -Tier I Differentiated Intervention-Tiers:I,II,III,IV	Writing -Tier I Differentiated Intervention-Tiers:I,II,III,IV	Reading, Math, Science, Writing Tiers:I,II,III,IV	Reading, Math, Science, Writing Tiers:I,II,III,IV
12:10	Differentiated Intervention-Tiers:I,II,III,IV Math-Tier I		Math-Tier I	Math-Tier I	Math-Tier I		Reading, Math, Science, Writing Tiers:I,II,III,IV Differentiated

2:30-3:00						Intervention-Tiers:I,II,III,IV
Science-SS	Math-Tiers:II-IV	Science-SS	Math-Tier I	Math-Tiers:II-IV	Math-Tiers:II-IV	
		Math-Tiers:II-IV	Science-SS	Science-SS	Science-SS	

Assessment / Data Analysis Plan

SPE's Current Assessment Protocol

Grade	Assessment	Purposes	Skills Assessed	Frequency
K	GKIDS	S, PM, O, D	AK, PA, CoP, AR, V, RC	4 X per year
K-6	DIBELS Next	S, PM, O, D	AR, PA, DORF, NWF	1 X per month
As needed	Informal Phonics Inventory	S, P, O, D	AK, PA, AR	3 X per year
K-3	*Read With Sarah* Sight Words	S, PM, O	ORL, V, RC	3 X per year
3-6	CRCT	O	V, RC, ELA	1 X per year
1-6	District-wide Benchmarks Aligned to CCGPS / GPS	S, PM, O, D	PA, CoP, OL, PN, AR, V, RC	3 Pre and 3 Post Tests per year
3rd and 5th	Ga. Writing Assessment	S. D, O	Cop, V	1 X per year
1st	Developmental Spelling	S, PM, O, D	AK, PA, CoP, OL, AR	Weekly
EL	WIDA Assessment Placement Test (W-APT)	S	OL, V, RC, PN	Eligibility Screening
EL	ACCESS Test	S	OL, V, RC, PA, CoP, PN	1 X per year
ESS	Assessing Comprehension and Comprehension In English State-To-State (ACCESS)	PM, O	OL, V, RC	1 X
ESS	iReady	S, PM, O	AK, PA, CoP, OL, PN	As necessary
K-3rd	San Diego Quick Assessment	D	PA, CoP, OL	1 X per year
ESS	GAA	PA, CoP, OL, PN, AR O	PA, CoP, OL, PN, AR	1 X per year
ESS	CRCT-M	O	PA, CoP, OL, PN, AR	1 X per year
ESS, EIP	Fast Forword	S, PM, D	PA, OL, V	As necessary
ESS	Brigance	D	PN, CoP	1 X per year
Gifted	Cognitive Ability	D	MA	1 X per year
Gifted	Otis Lennon Standardized Ability Test	D	MA	Eligibility screening
Gifted	Naglieri Non-Verbal Ability Test	D	MA	Eligibility screening

Gifted	Kauffman Test of Educational Achievement	D	A	Eligibility screening
Gifted	Torrence Test of Creative Thinking	D	C	Eligibility screening
Gifted	Hawthorne GES-3 Rating Scale for Creativity and Motivation	D	C, M	Eligibility screening
Gifted	Iowa Test of Basic Skills	D	A	Eligibility screening
Gifted	County Developed Planned Experience Talent Screening	S	MA, A, C, M	Eligibility screening

AK – Alphabet Knowledge, PA-Phonological Awareness, CoP-Concepts of Print, OL-Oral Language, PN-Picture Naming, A and R-Alliteration and Rhyming, DORF-DIBELS Oral Reading Fluency, NWF-Nonsense Word Fluency, V-Vocabulary, RC-Reading Comprehension, MA-Mental Ability, A-Achievement, C-Creativity, M-Motivation;
S=Screening, PM=Progress Monitor, O=Outcome , D=Diagnostic; DP-3=Developmental Profile;
screen for developmental delays

Comparison of the Current Assessment Protocol with the SRCL Assessment Plan:

SPE's current assessment protocol matches the SRCL Assessment Plan with the exception of the Scholastic Reading Inventory (SRI) for sixth grade. Additionally, the following formative assessments which are not detailed in the SRCL Assessment Plan are utilized: Fast Forword, iReady, WIDA Assessment Placement Test, San Diego Quick Assessment, Brigance, Cognitive Ability, Otis Lennon Standardized Ability Test, Naglieri Non-Verbal Ability Test, Kauffman Test of Educational Achievement, Torrence Test of Creative Thinking, Hawthorne GES-3 Rating Scale for Creativity and Motivation, Iowa Test of Basic Skills, and the County Developed Planned Experience Talent Screening.

A Brief Narrative Detailing How the New Assessments will be Implemented into the Current Assessment Schedule:

Any new literacy assessments will be implemented, carefully and thoughtfully, into the current assessment schedule. Universal screening will determine whether additional assessments are required. Student ability should be considered to determine the appropriate test to be administered. Training on administration and data interpretation of new tests will be provided. The data obtained from new assessments will identify students that are "at risk". The data will enable educators to differentiate instruction for all students.

A Narrative Detailing Current Assessments that Might be Discontinued as a Result of the Implementation of SRCL:

The implementation of SRCL grant will introduce new literacy assessments. This might generate a need to discontinue a current assessment such as the San Diego Quick Assessment.

There may be an instrument more consistently reliable across grade levels. Discontinuation of other assessments may be appropriate as student needs are assessed.

Listing of Professional Learning Needs that Teachers will Need to Implement any New Assessments:

The implementation of any new literacy assessments will facilitate a need for professional learning. Training to extend knowledge is necessary to implement new assessments. The implementation of any new assessments will require professional learning encompassing scoring and data interpretation.

A Brief Narrative on How Data is Presented to Parents and Stakeholders:

Parents are given progress reports every 4 weeks, as well as report cards every 8 weeks. Teachers also send home the graded weekly assessments. Parents are given multiple assessment results during Response to Intervention meetings and parent conferences. Parents and stakeholders can also access data via the SPE Balanced Scorecard which can be accessed through the Georgia Department of Education's website.

A Description of How the Data will be Used to Develop Instructional Strategies as well as Determine Materials and Need

Instructional strategies at SPE are research-based and data-driven. Data analysis also provides the impetus for the determination of instructional materials appropriate to address students' needs.

A Plan Detailing who will Perform the Assessments and How It will be Accomplished:

Who Will Perform Assessments	Assessments	How Often Assessments Will be Administered
K	GKIDS	4 X per year
K-6	DIBELS Next	1 X per month
As needed	Informal Phonics Inventory	3 X per year
K-3	*Read With Sarah* Sight Words	3 X per year
3-6	CRCT	1 X per year
1-6	Benchmarks	3 Pre and 3 Post Tests per year
3rd and 5th	Ga. Writing Assessment	1 X per year
1st	Developmental Spelling	Weekly
EL	WIDA Assessment Placement Test (W-APT)	Eligibility screening
EL	ACCESS Test	1 X per year
ESS	Assessing Comprehension and Comprehension In English State-To-State (ACCESS)	1 X
ESS	iReady	As necessary
K-3rd	San Diego Quick Assessment	1 X per year
ESS	GAA	1 X per year
ESS	CRCT-M	1 X per year
ESS, EIP	Fast Forword	As necessary
ESS	Brigance	1 X per year
Gifted	Cognitive Ability	1 X per year
Gifted	Otis Lennon Standardized Ability Test	Eligibility screening
Gifted	Naglieri Non-Verbal Ability Test	Eligibility screening
Gifted	Kauffman Test of Educational Achievement	Eligibility screening
Gifted	Torrence Test of Creative Thinking	Eligibility screening
Gifted	Hawthorne GES-3 Rating Scale for Creativity and Motivation	Eligibility screening
Gifted	Iowa Test of Basic Skills	Eligibility screening
Gifted	County Developed Planned Experience Talent Screening	Eligibility screening

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

Spring Place Elementary currently adheres to strategies and programs that reflect best practices. Materials and programs purchased and implemented with Striving Readers Grant funds will also support best practices.

Resources Needed to Implement the Literacy Plan
Classroom Resources Needed
Leveled Intervention Materials, Updated Classroom Library (fiction/non-fiction, various genres, books covering all content areas and topics of student interest), Class Sets of Chapter Books, Common Core Reading Materials, Science and Social Studies Class Sets of Expository Texts, Interactive Media Tools (document cameras, electronic tablets, e-readers, and electronic response systems), Classroom Computers, Interactive Software, Mobile Interactive Slates, Audio Equipment
Shared Resources Needed
Writing Program (professional development), Small group sets of electronic tablets for classroom check-out
Library Resources Needed
Updated standards-based books (fiction/non-fiction, various genres, books covering relevant topics and topics of student interest), Updated Leap Frog Materials
Out-of-Classroom Teachers
Interactive whiteboard with educational software
Impact on Student Engagement
Only materials that have been proven effective to meet the unique needs, skills, and interests of students will be purchased and utilized. Additionally, teachers were surveyed in order to determine materials that could best help their struggling readers and writers.
Activities that Support Literacy Intervention Programs:
• differentiated instruction, collaborative work, flexible grouping • 50 minutes small group intervention per instructional day, additional screenings and progress monitoring, individualized instructional reading programs
Shared Resources Available
• Computer Lab • Activotes • Mini-computer Lab • HealthMPowers • Technology subscriptions
Library Resources
• Library Books • Audio/Visual Materials

- Reference Books
  Readers' Theatre/Guided Reading Materials

Activities That Support Classroom Practices

- Common Core Georgia Performance Standards and Georgia Performance Standards - driven instruction, instructional technology programs, graphic organizers, instructional strategies, Essential Questions, lesson pacing, student feedback, progress monitoring through formative assessments

Additional Strategies Needed to Support Student Success

- Diverse assessment methods, vertical planning, collaboration among teachers concerning student work, writing across the curriculum to increase comprehension

Current Classroom Resources

- HarcourtTrophies Reading Series (K-5)
- Leveled Libraries
- Elements of Reading: Vocabulary (K-3)
- Georgia Studies Weekly (2nd-4th)
- Reading First Combo Boxes
- Lakeshore Learning Interactive Games (2nd-3rd)
- Fast ForWord (K^{rd}-6th)
- CRCT Coach Books (3rd-6th)
- Harcourt Phonics Express Software
- Quick Reads
- Activboards
- Projectors
- Classroom Computers

Clear Alignment Plan for SRCL and All Other Funding

March – May 2013 Order literacy materials (research-based)
March – June 2013 Place technology orders
April-August 2013 Begin professional learning in these areas: writing, technology, literacy, and tiered interventions
April 2013 – Plan monthly professional learning to support new programs and literacy materials purchased with SRCL funding
Summer 2013 Technology installation and upgrades
January 2014 Conduct Mid Year review
January – May 2014 Continue Literacy Plan implementation

Strategies, Materials and Instructional Resources that will be Used or Purchased as a Result of SRCL Funding

The Needs Assessment, Root Cause Analysis, and Student Data Determined the Following Needs and Goals:

- **Need 1:** SPE students and teachers lack effective writing instruction across the curriculum.
  - o **Goal 1:** Students will receive researched-based effective writing instruction across the curriculum.
    - ▪ **Strategies, Materials and Instructional Resources to Meet Goal 1:**

- Training by Contracted Special Instructors
  - will provide the framework for teachers to effectively implement writing instruction across the curriculum, thus impacting literacy instruction
- Funding for Writing Curriculum Professional Learning
- Supplies necessary for instructional engagement
- Computer Software
  - Will make writing relevant and support classroom instruction

- Need 2: SPE has a shortage of up-to-date technological resources that prevents the students from gaining skills necessary to truly excel globally in the 21st century.
  - **Goal 2:** Technology at SPE will be relevant to students and ensure that they develop the latest skills necessary to excel globally in the 21st century.
    - **Strategies, Materials and Instructional Resources to Meet Goal 2:**
      - Training by Contracted Special Instructors
        - will provide teachers with training pertaining to 21st century technology instructional practices for student and teacher usage
      - Funding for Technology Professional Learning
      - Supplies necessary for instructional engagement
      - Computer Software, Expendable Computer Equipment, Various Technology Supplies
        - Directly heighten students' instructional engagement opportunities by providing them access to digital sources of text

- Need 3: All SPE students will not be able to fully master literacy standards set by CCGPS / GPS due to a shortage of resources.
  - **Goal 3:** SPE will ensure that all students master literacy standards set by CCGPS.
    - **Strategies, Materials and Instructional Resources to Meet Goal 3:**
      - Training by Contracted Special Instructors
        - will provide teachers with training pertaining to literacy
      - Funding for Literacy Professional Learning
      - Textbooks, Books, and Periodicals necessary for instructional engagement

- Need 4: Teachers have not been fully trained in the ways to best meet the needs of all students.
  - **Goal 4:** SPE will provide students with appropriate tiered interventions that will remediate or accelerate based on formative and summative assessments.
    - **Strategies, Materials and Instructional Resources to Meet Goal 4:**
      - Training by Contracted Special Instructors
        - will provide teachers with support pertaining to tiered

interventions, thereby allowing them to better meet the needs of all learners

- Funding for Tiered Interventions Professional Learning
    - will take into consideration funding for Substitutes (Certified / Noncertified), Professional Development Stipends, and Supplies

Professional Learning Strategies Identified on the Basis of Documented Needs

SPE is committed to ensuring that students have the following literacy skills that will promote success on the pathway to being college and career ready in the 21st century: reading, writing, listening, speaking, and viewing. According to the "Why" document, teachers must teach in ways that promote critical thinking and higher order performance, and that will enable students to be successful and competitive in a global society.

Table Indicating Professional Learning Activities the Staff Attended in 2011-12		
Activities	**Participants**	**Percent Attending**
CCGPS	All faculty	100%
Weekly Collaborative Planning		
RTI		
Student Engagement, Depth of Knowledge, Assessments		
Book Study: *Teach Like a Champion*		
Title I Data Reviews: Balanced Scorecard, Benchmarks		

Detailed List of On-Going Professional Learning	
Topic	**Participants**
Putting the Common Core into Practice: Making Challenging Text Accessible • A Three Prong Approach • Understanding the Complexity of Complex Text • Teaching Students How to Close Read • Specific Strategies for Student Success	Certified Teachers, Academic Coach
Lexile Training	
Differentiation Training	

Response to Intervention Training	
CCGPS Collaborative Planning	Certified Teachers, Academic Coach, Principal
Book Studies • *Teaching With Poverty in Mind* Eric Jensen • *Teach Like a Champion* Doug Lemov • *What Great Teachers Do Differently* Todd Whitaker • *Rethinking Education In the Age of Technology* Allan Collins and Richard Halverson	All Faculty and Administration
Collaborative Benchmark Post Test Data Analysis • Benchmark 1 • Benchmark 2 • Benchmark 3	Certified Teachers, Academic Coach, Principal
Literacy Plan Review • Literacy Plan review • Needs Assessment Survey review and distribution • Needs Assessment Analysis • Modify Literacy Plan to Address Needs • Finalize Modifications to Literacy Plan	Literacy Team, Administration

Programmatic Professional Learning Needs Identified in the Needs Assessment:

Professional learning provided by highly qualified professional staff to support sustained professional growth are limited due to budget restraints. SPE conducts a needs assessment to determine training needed. SPE's on-going professional development includes: Putting Common Core into Practice: Making Challenging Text Accessible, Literacy in the Content Areas, and Differentiation Training. The Academic Coach facilitates additional training for

grade level collaboration to review student data in the areas of math, literacy, and county-generated benchmark tests. Book studies reinforce successful teaching strategies.

Content Area Concerns Identified in Needs Assessment	Programmatic Professional Learning Needs to Address Areas of Concern
Lack of writing curriculum across all content areas	Professional learning to develop writing frameworks and curriculum (K-6) to be consistently and effectively implemented across all content areas and grade levels
Writing benchmarks are not in place for all grade levels	Professional learning to ensure valid and reliable writing benchmarks are consistently and effectively utilized to screen and place students and to monitor their progress
Limited in-depth and on-going professional learning opportunities	Professional learning pertaining to differentiation, interventions, student engagement, literacy, and writing development
Limited opportunities for collaborative planning within the school day	Horizontal and vertical collaborative planning
Limited post or pre planning meetings between outgoing and receiving teachers	Post or Pre planning meetings between outgoing and receiving teachers' practices to ensure smooth transitions from one grade or one school to another
Limited parent and community involvement	Additional parent and community involvement Adult English Proficiency Programs for Spanish speaking parents
Lack of a comprehensive and coordinated literacy program that correlates with the transition to CCGPS	Professional learning that will bridge the gap between the GPS and the CCGPS in literacy across content areas
Faculty's knowledge of RTI for all students is limited due to lack of professional learning offered to clearly delineate ways to effectively implement the four-tiered instructional model	Professional learning addressing RTI for all students and ways to effectively implement the instructional model

Process to Determine Effectiveness of Professional Development:

To determine what is involved in the issue of teacher learning, SPE will adhere to the Multiple Stages of Professional Development Learning process referenced in the "Why" document: No Knowledge, First Exposure, Deep Learning With Limited Capacity, Practicing With Coaching, Refined and Expanded Learning, and Expertise and the Ability to Coach Others.

Professional Learning Plan is Detailed and Targeted to Stated Goals and Objectives Outlined in Literacy Plan:

Literacy Plan Goals and Objectives

- **Goal 1:** Students will receive effective writing instruction across the curriculum.
  - o Objective: Develop and adopt a consistent writing framework and curriculum.
  - o Objective: Incorporate valid and reliable writing formative and summative assessments
  - o Objective: Implement professional development training opportunities that impact student learning by enhancing literacy:
    - Writing instruction in all content areas

Goal 2: Technology at SPE will be relevant to students and ensure that they develop the latest skills necessary to excel globally in the 21st century.
  - o Objective: Guarantee that technology is current and sufficient to meet the needs of the student population
  - o Objective: Ensure that teachers and students have access to technological resources which support literacy standards across the content areas
  - o Objective: Strengthen technology integration classrooms and media center with:
    - Interactive media tools (document cameras, electronic tablets, e-readers, and electronic response systems)
    - Classroom computers
    - Interactive software

Goal 3: SPE will ensure that all students master literacy standards set by CCGPS.
  - o Objective: Attain an understanding of the shared responsibility of literacy goals to be mastered in kindergarten through sixth grades
  - o Objective: Incorporate materials in classroom libraries and media center that will allow students to master CCGPS pertaining to literacy
  - o Objective: Balance the representation of informational and literary texts within classrooms and media center
  - o Objective: Expand teachers' professional development opportunities to enhance literacy standards set forth by CCGPS.

Goal 4: SPE will provide students with appropriate tiered interventions that will remediate or accelerate based on formative and summative assessments.
  - o Objective: Establish a protocol for consistent use of formative and summative data to clearly plan ways to effectively implement the four-tiered Response to Intervention (RTI) instructional model.
  - o Objective: Use data to assist students and teachers in setting learning goals and in monitoring progress toward those goals
  - o Objective: Establish a *consistent* system of tiered intervention (RTI) for all students to master literacy standards set by CCGPS
  - o Objective: Implement professional development training opportunities that impact student learning by enhancing literacy:
    - Response to Intervention (RTI)
    - Differentiation
    - Webb's Depth of Knowledge (DOK)

SPE's Professional Learning Plan Based on the "Why" Document
All professional learning will follow the established standards set forth by the National Staff Development Council.

- SPE will ensure that all professional learning improves the learning of all students:
  - Context Standards:
    - Organizes adults into learning communities whose goals are aligned with those of the school and district.
  - Process Standards:
    - Utilizes disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
    - Uses learning strategies appropriate to the intended goal.
    - Provides educators with the knowledge, skills, and resources to collaborate effectively.
  - Content Standards:
    - Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

SPE's method of measuring the effectiveness of professional learning that can be tied back to goals and objectives involves:

- Evaluation forms and teacher surveys

- Redelivery to colleagues

- Implementing practices into classroom settings

- Peer observations of practices learned from professional development sessions

- Feedback to / from colleagues through online educational forums

- Feedback to / from administrators on effectiveness of implementation of professional learning

Sustainability Plan

SPE will extend the assessments protocol beyond the grant period.	• SPE will continue to adhere to currently established district-wide assessment protocols derived from the GPS and CCGPS. This will provide teachers with appropriate diagnostic information to identify and facilitate students' strengths and weaknesses.
SPE will develop community partnerships to assist with funding.	• SPE conducts multiple needs assessments to collect stakeholder feedback pertaining to literacy needs. SPE holds regular funding initiatives involving stakeholders. Collaborative partnerships with local organizations such as the Ruritan Club supplement funds.
SPE will expand lessons learned.	• The Curriculum Instructional Facilitator (CIF) will redeliver training and enrichment lessons to teachers. • Literacy trainings from information learned from the SRCLG will be offered for teachers so they can keep abreast of current trends and teaching strategies. • Professional development courses in the areas of literacy, writing, technology integration, and RTI implementation will be offered.
SPE will extend the assessment protocols.	• SPE is committed to maintaining the current assessment protocol established by the Murray County Board of Education. Teachers will continue collecting data through screening, progress monitoring, and formative and summative assessments. The academic coach currently monitors and will continue to monitor RTI, DIBELS Next, County Benchmark, Math Fluency, OAS, and CRCT school-wide data.
SPE will train new system employees.	• Trainings will be offered throughout the school year at SPE as well as district-wide, so that new teachers will have opportunities to benefit from the SRCLG information and findings. Teacher mentors will be established at fitting grade levels / content areas to ensure that new teachers are prepared to appropriately incorporate all aspects of literacy instruction across the curriculum. SPE will continue to provide ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.
SPE will maintain technology after funding has ended.	• The Murray County School (MCS) Technology Department maintains a strong infrastructure. • SPE will continue to have a part-time Technology Technician, part of the district-wide technology team, who will support our school with hardware and instructional technology needs. • Insurance and site licenses will be maintained by MCS. • SPE will follow the MCS Technology Plan to address

	infrastructure upgrades and replacement needs as new materials are integrated into the school. • To ensure that teachers maintain cutting-edge technological skills, SPE administrators and teacher leaders will attend technology integration professional learning. This, in turn, will allow teachers to continuously apply 21st century learning practices during instruction.
SPE will maintain on-going professional learning after funding has ended.	• SPE will continue using the Georgia DOE's Striving Literacy Resources. • SPE will incorporate research-based, data-driven professional learning. • SPE will provide leadership opportunities for teachers to put into practice tiered instruction
SPE will ensure new teachers receive professional learning after funding has ended.	• Spring Place offers a mentoring program for new teachers to offer support, resources, and advice. Each new teacher is assigned an individual mentor who is a veteran teacher within the particular grade level / content area.
SPE will ensure print materials are replaced when necessary.	• Title I funds will continue to be efficiently utilized to replace print materials when necessary. • Fiscal resources generated from various fundraisers and donations will help supplement and support print material needs.
SPE will expand the lessons learned through the SRCL project with other schools and new teachers to the LEA.	• SPE will continue to collaborate effectively with the local RESA to facilitate new learning. Using various modes, SPE will continue to provide training to new system employees.

Budget Summary

The budget through Striving Readers Comprehensive Literacy Grant would allow Spring Place Elementary to address the areas of concern identified by the needs assessment. The grant funds would allow 32% percent for Professional Development; 18% for Instructional Materials; 35% for Technology; and 15% for Educational Media Services. Educational Support will be provided by North Georgia RESA (Regional Educational Service Agency) and other agencies. These workshops will enrich educators with a greater awareness regarding literacy. Substitutes will be utilized to allow educators to attend workshops and professional learning development. Stipend monies will be allotted for out of town and Saturday trainings.

Funding for special instructors will expand the development of higher order thinking skills, and provide literacy opportunities beyond the classroom. Supplementary supply funding will be allocated to purchase leveled libraries and texts across the curriculum. Media Center funds will be allotted for books to expand the limited supply of texts that support the Common Core Georgia Performance Standards and that students consider interesting. Funds will be reserved for media center organizational and processing supplies, as well as audio / visual supplies. Cutting edge technology tools will be used to enhance literacy experience, and revolutionize the mode in which students absorb, process, and apply literacy skills.

Budget Breakdown and Narrative	
Function Code 1000 – Instruction	Year 1
Object Codes	Amount Budgeted
300 – Contracted Special Instructors	$20, 000
610 – Supplies	$39,500
611 – Technology Supplies	$165,280
612 – Computer Software	$7,200
615 – Expendable Equipment	$2,000
616 - Expendable Computer Equipment	
641 – Textbooks	
642 – Books and Periodicals	$50,220
Function Code – 1000 – Instruction Narrative: Instructional funds will be mainly allocated toward cutting edge technology to enhance student achievement in literacy. Scholastic Reading Inventory assessment tool will be purchased	
Function Code – 2210 – Improvement of Instructional Services	Year 1
Object Codes	Amount Budgeted
113 – Certified Substitutes	
114 – Noncertified Substitutes	$20,000
116 – Professional Development Stipends	$25,000
199 – Other Salaries and Compensation	
200 – Benefits	
300 – Contracted Services	$35,000
580 – Travel	$14,500
610 – Supplies	$20,000
810 – Registration Fees for Workshops	$25,000
Function Code 2210 – Improvement of Instructional Services Narrative: Educational Support will be provided by North Georgia Regional Educational Service Agency (RESA). These workshops will enrich educators with a greater awareness regarding literacy and instruction. Substitutes will be utilized to allow educators to attend workshops and professional learning development, i.e. Depth of Knowledge, Common Core, technology. Stipend monies will be allotted for additional training in technology to deepen the understanding of content, accessing information, and communicating ideas.	
Function Code 2220 – Educational Media Services	Year 1
Object Codes	Amount Budgeted
610 – Supplies	$11,220
642 – Books and Periodicals	$65,000
Function Code 2220 – Educational Media Services Narrative: Books will be purchased to supplement the obsolete books in the media center. Funds will be allotted for books to expand the limited supply of texts that support the Common Core Georgia Performance Standards and that students consider interesting. Funds will be reserved for media center organizational and processing supplies, as well as audio / visual supplies.	
Total Budget for Year 1	$499,920