

School Profile

Created Monday, November 19, 2012

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School Information

School Information District Name:	Union County Schools
School Information School or Center Name:	Union County Elementary School

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal Name:	Patricia Cook
Principal Position:	Principal
Principal Phone:	706-745-9615
Principal Email:	pcook@ucschools.org

School contact information

(the persons with rights to work on the application)

School contact information Name:	Judy Hughes
School contact information Position:	School-Based Literacy Representative
School contact information Phone:	706-745-9615
School contact information Email:	juhughes@ucschools.org

Grades represented in the building

example pre-k to 6

3-5

Number of Teachers in School

47

FTE Enrollment

567

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Gary Steppe

Position/Title of Fiscal Agent's Contact Person: Superintendent

Address: 124 Hughes Street

City: Blairsville

Zip: 30512

Telephone: (706) 745-2322

Fax: (706) 745-5025

E-mail: gsteppe@ucschools.org



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

Gary Steppe

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

12/10/12

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.

Conflict of Interest & Disclosure Policy

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

b. Employee Relationships

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

Conflict of Interest & Disclosure Policy

- iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
 - v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.
- c. **Remedies for Nondisclosure**
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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


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

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

Conflict of Interest & Disclosure Policy

III. Incorporation of Clauses

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

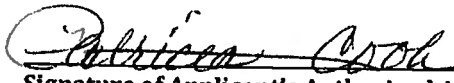


Signature of Fiscal Agency Head (official sub-grant recipient)

Gary Steppe, Superintendent _____
Typed Name of Fiscal Agency Head and Position Title

12/10/12

Date



Signature of Applicant's Authorized Agency Head (required)

Patricia Cook, Union County Elementary School Principal _____
Typed Name of Applicant's Authorized Agency Head and Position Title

12/10/12

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

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

General Application Information

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

-
- Yes
-

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

SRCL Grant Rubric

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

-
- Yes
-

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

Assessment Chart

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

Grant Assurances

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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
-

Fiscal Year	Findings	Condition	Questioned Costs	Notes
FY2007	No Findings			
FY2008	No Findings			
FY2009	FS-7441-09-01	A review of expenditures revealed that the School District failed to implement internal controls to ensure that expenditures were properly authorized.	N/A	Corrective Action Taken/Partially Resolved
	FA-7441-09-01	A review of expenditures charged to Title I Grants to Local Educational Agencies (CFDA 84.010) program revealed that the School District failed to implement internal control procedures to ensure expenditures were properly documented, authorized, recorded in the correct grant period and in compliance with grant requirements.	\$1,376	Corrective Action Taken/Partially Resolved
FY2010	FS-7441-10-01	The School District did not have adequate internal controls in place to ensure that all required activity was included in the financial statement information presented for audit.	N/A	Corrective Action Taken/Previously Reported Corrective Action Implemented - Further Action Not Warranted
	FS-7441-10-02	The School District did not adequately record and report its capital assets.	N/A	Corrective Action Taken/Previously Reported Corrective Action Implemented
	FA-7441-10-01	A review of salaries charged to the Title I Grants to Local Educational Agencies (CFDA 84.010) program revealed that the hours charged to this Federal program were not supported by time and attendance records as required by OMB Circular A-87. Additionally, salary for an employee who serves the overall program at the Central Office was incorrectly charged directly to the schoolwide program funded schools rather than to administrative set asides.	\$6,511.02	Corrective Action Taken/Previously Reported Corrective Action Implemented
FY2011	FA-7441-10-02	The Board identified students to be served in the Title I targeted assistance program based on a single selection criteria.	N/A	Corrective Action Taken/Previously Reported Corrective Action Implemented
	No Findings			

DISTRICT NARRATIVE

History and Demographics

Union County Schools, in some capacity, has been educating students with a long **history** of well over one hundred years. The system is nestled in a mountainous terrain located in the upper northeastern section of Georgia at the foot of the Appalachian Mountain chain. The school system is comprised of five schools, approximately 2600 students, and 235 educators (Governors Office of Student Achievement, 2011). Schools in the system include one high school (grades 9-12), one middle school (grades 6-8), one elementary school (grades 3-5), one primary (grades K-2), and a small rural K-12 consolidated school. In 2012-2013 school year the ethnicity of the system is as follows: .8% Asian, .6% African American, .3% Hispanic, .5% American Indian, .15% Multi-racial, and .94% white. The current overall county population is in excess of 22,000 people with an estimated yearly population growth of 2.35% (Wolfram Alpha Knowledgebase, 2012). Economically, the rural area is considered predominately poor and severely lacking in industry. Currently, **62%** of the students Union County schools are served in the Free/Reduced Lunch Program. Regardless of their socioeconomic status, Union County Schools seeks to provide quality educational opportunities to all children.

Current Priorities.

Union County Schools is dedicated to the students enrolled in the various schools and strives to ensure the success of every student by providing a variety of programs to meet their individualized needs. Programs ensuring success currently serving children include: Special education, gifted program, ESOL (English learners), EIP (at-risk students), AP (advanced placement), and four of the five schools are Title I schools. All student academics are guided by Georgia standards including this school year's (2012-2013) implementation of CCGPS,

including implementing literacy standards in all subjects. This school system's **priority** is evident in the system mission statement: "The mission of the Union County School System is to prepare each student for a productive life in the changing world by providing flexible student-focused instruction." In order to meet our mission the following are priorities of our school system:

1. Ensuring the worth and dignity of each student and staff member are respected.
2. Providing safe and positive for learning.
3. Promoting a rigorous curriculum aligning to CCGPS.
4. Facilitation of student-centered instruction.
5. Providing relevant instruction while involving parents and community.
6. Ensuring students are prepared for their citizenship in a global society.
7. Fostering a love for life-long learning.

Past Instructional Initiatives

Union County Schools has always held extremely high standards for students and educators. High expectations are evident when schools lead district state standardized scores on multiple occasions. **Past instructional initiatives**, either sponsored by the individual school or school system, have paved the way for past successes include:

- Ruby Payne's aha! Program aiding the process in understanding poverty
- Multiple teachers attained reading and/or gifted endorsements
- Multiple instructional technology training opportunities
- RTI presentations by outside consultants or in-house educators
- Teachers as Advisors training (TAA)
- Various workshops and conferences that demonstrate best practices while continuing to address the Georgia Performance Standards
- Multiple professional development opportunities for various reading strategies
- 21st Century after school program for K-8 students

- Various computer programs promoting math and/or reading skills

Literacy Curriculum

Teachers at all levels have access to quality lesson plans either personally constructed with colleagues or via the World Wide Web. A model of blended learning incorporating whole group, centers, and individualized technology-aided instruction is the mode followed by most teachers. Promethean Boards and document cameras make blended learning possible.

Additionally, horizontal and vertical planning by each teacher and grade ensures a comprehensive scope and sequence of each unit taught during the school year.

District wide literacy focused professional learning has occurred in order to acquaint teachers with various strategies to incorporate literacy into academics. Teachers also glean literacy curriculum knowledge from viewing Georgia DOE webinars on a regular basis and follow the suggested guidelines (posting of standards, language of the standards, student work with comments, anchor cards, word walls, etc.). Union County Schools strives to follow the Common Core Georgia Performance Standards that extends from kindergarten through 12th grade.

Literacy assessments used district wide

Currently no literary assessments are implemented vertically district wide. However, each school is responsible for school wide literacy assessments, which are indicated in the school-based plans.

Need for a Striving Reader Project

Without a doubt, LITERACY IS THE KEY TO SUCCESS across the curriculum and across the grade levels. In his book *A History of Reading*, Alberto Manguel stated, "To read is to fly: it is to soar to a point of vantage which gives a view over wide terrains of history, human variety, ideas, shared experience and the fruits of many inquiries." In the near past reading was

confined to paper products in the form of books and magazines. The Internet has opened up a whole new world of reading! Clearly, reading is fundamental in all subjects and is evidenced in the rigor of the CCGPS.

Union County Schools is a small rural area lacking in industry. Based on the Needs Assessment conducted at each school, the literacy needs were identified if the majority of schools were rated as “Not Addressed” or “Emergent.”

Building Block	Action	Primary	Elementary	Middle	High
1: Engaged Leadership	B: Organize a Literacy Leadership Team	NA	EM	NA	NA
	C: Maximize the use of time and personnel through scheduling and collaborative planning.	NA	EM	NA	NA
	E: Optimize literacy instruction across all content areas.	NA	EM	NA	NA
	F: 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.	NA	EM	NA	NA
2: Continuity of Instruction	A: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams.	NA	EM	NA	NA
3: Ongoing Formative and Summative Assessments	None				
4: Best Practices in Literacy Instruction	C: Ensure that students receive effective writing instruction across the curriculum.	EM	EM	EM	EM
5: System of RTI for All Students	B: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms.	EM	OP	EM	EM
6: Improved Instruction through PL	B: Provide professional learning for in-service personnel.	NA	OP	EM	NA

As a school system, Union County Schools seeks this literacy grant to fund to provide high quality literacy opportunities for all students in our county.

DISTRICT MANAGEMENT PLAN AND KEY PERSONNEL**Sections A, B & C**

Successful implementation of the grant proposal is based on a quality management plan. The management of the grant will be dependent upon the structure of the District Literacy Team. The District Literacy Team is in the early stages of development and will continue to increase as needs and additional personnel are identified. Title and role within the grant are identified in the table below.

<i>Name</i>	<i>Position/Title</i>	<i>Role</i>
<i>Central Office</i>		
Dr. Jeremy Williams	Assistant Superintendent	Grant Oversight, Evaluation, District Liaison and Communication
Paula Davenport	Curriculum & Professional Development Coordinator	Literacy Plan Alignment and Project Implementation
Bill Driskell	Technology Director	Technology Alignment & Software/Resource Implementation
<i>TBD</i>	Part-Time Literacy Coach	Professional Development & Literacy Integration
<i>Union County Primary School</i>		
Millie Owenby	Assistant Principal	Literacy Plan Integration & Teams Implementation & Integration
Lena Weaver	RTI Coordinator	
Kristal Hemphill	Writing Teacher	Resource Implementation
Casey Potts	Media Specialist	
<i>Union County Elementary School</i>		
Trish Cook	Principal	Literacy Plan Integration & Teams
Judy Hughes	RTI Coordinator	Implementation & Integration
Barbara Hyatt	EIP Teacher	
Cindy Perry	Media Specialist	Resource Implementation
<i>Union County Middle School</i>		
Gwen Stone	Assistant Principal	Literacy Plan Integration & Teams
Denise Driskell	Language Arts Teacher	Implementation & Integration
Peggy Callaway	Media Specialist	
<i>Union County High School</i>		
Ed Rohrbaugh	Principal	Literacy Plan Integration & Teams
Jennifer Ludlum	CTAE Director	
Teena Atkins	Language Arts Teacher	Implementation & Integration
Tina Murphy	Media Specialist	Resource Implementation

Sections D, E & F

Each member of the Literacy Team was instrumental in the development of the vision for Union County Schools. The following steps were utilized to involve all members of the Literacy Team to ensure that a Literacy Plan was specific, measurable, attainable, relevant, and timely.

Step 1: Management Personnel Identified – With assistance from the administrators in each building, the Assistant Superintendent and Curriculum/Professional Learning Coordinator identified potential members of the team based on history of literacy, role in the school, and willingness to contribute to district-wide literacy. (Date Occurred – 10/11/12, 10/15/12)

Step 2: School-Based Interest Determined – Each school team determined the interest in participating in the SRCL grant. (Date Occurred – 10/16/12 through 10/19/12)

Step 3: Needs Assessment Conducted – Each school conducted the Needs Assessment identified in the grant application and reported the results to the Assistant Superintendent. (Date Occurred – 10/16/12 through 11/9/12)

Step 4: School Narrative Developed – Each school compiled data at school level and utilized a team within the school to develop the school narrative section. (Date Occurred – 10/16/12 through 11/9/12)

Step 5: Literacy Plan Developed – The Assistant Superintendent and Curriculum/Professional Development Coordinator gathered each school's Needs Assessment and identified the "What" and "How" elements specific to the Union County Literacy Plan. A more detailed version of the steps taken to build the Literacy Plan is described in a subsequent section. (Date Occurred – 11/12/12 through 11/16/12)

Step 6: Writing Sections of the Literacy Plan – Section of the Literacy Plan were

prioritized and distributed to either the school or central office level for writing.

Elements consistent from school to school were written by the central office personnel and school-based elements were written by the school. (*Date Occurred – 11/16/12 through 12/3/12*)

Step 7: Plans & Goals Aligned – The District Literacy Team met to align and confirm plans from school to school. Each member discussed the goals of the plan and its potential positive impact on literacy in the school. (*Date Occurred – 12/7/12*)

Step 8: Budget Developed – Based on the “Resources” section of the application, the budget for Union County School was developed. Each school’s identified needs and priorities were discussed and placed into the budget. (*Date Occurred – 12/7/12*)

EXPERIENCE OF THE APPLICANT**Section A**

The table below indicates the most recent large-scale initiatives launched by Union County Schools.

Initiative	School(s) Impacted	FY13 Funds
Title IA Student Achievement and School Accountability Program	PS, ES, MS	\$838,388
Title IIA Teacher Quality Program	PS, ES, MS, HS	\$126,164
Title VIB Rural Education Achievement Program	PS, ES, MS, HS	\$52,992
21 st Century Community Learning Center Grant	PS, ES, MS	\$201,646
Carl Perkins Grant	HS	\$35,009
Georgia Appalachian Center for Higher Education (GACHE) Grant	HS	\$10,000
Appalachian Trail Conservatory – Trails to Every Classroom	MS	\$0
iPad for Classroom Instructional Use	PS, ES, MS, HS	As Needed
Writing Lab	ES	\$16,819
MyAccess Writing Software	ES, MS	\$6,769

Section B

Union County Schools coordinates resources to streamline efforts within the district and reduce wasteful spending. Over the last few years, efficient spending with money has been strategic. Of the major initiatives implemented, Title I-A, Title II-A, Title VI-B and 21st CCLC require the most coordination.

Priority 1: Title I-A serves Union County Primary and Union County Elementary Schoolwide Programs and Union County Middle Targeted Assistance Program. Per pupil expenditures are determined by grade span and allow each school to provide services for students above and beyond the basic funding. Initiatives between UCPS and UCES are commonly aligned to best serve students as they transition from school to school. Targeted Assistance funds provided to UCMS target students struggling in math through an additional math period. No Title I-A

funds are used for professional development.

Priority 2: Title II-A funds provide district-wide resources for teacher quality. Opportunities for academic-based workshops and conferences are utilized to build capacity within each school and across the district. Each school expends Title II-A funds.

Priority 3: Title VI-B funds provide an additional support to Title I-A, Title II-A, and Title II-D. With the middle and high school receiving the least amount of federal funds, Title VI-B is expended to support initiatives only common to those schools in the use of instructional technology (Title II-D). Additional support is provided for quality planning time within departments at each school.

Priority 4: 21st CCLC funds provide additional enrichment for students after school at UCPS, UCES, and UCMS. Students are served more than 12 hours per week in reading, math, and non-academic enrichment.

Union County Schools will continue to prioritize the use of funds to best serve students.

Section C

The table below indicates the sustainability of completed initiatives or initiatives expected to end in the near future.

Initiative	Sustainability Plan
21 st Century Community Learning Center Grant	With funding expected to end in FY13, the program will be adjusted to fit within Title I-A funds.
Georgia Appalachian Center for Higher Education (GACHE) Grant	Currently funded through NGCSU, the initiative provides start-up cost and the sustainability is dependent upon the training and capacity-building during the grant award period.
Appalachian Trail Conservatory – Trails to Every Classroom	Only local funds are used to support every student at the middle school as they experience the scientific elements found on the Appalachian Trail.
iPad for Classroom Instructional Use	Funded through SPLOST for each teacher.

	Continue funding locally if SPLOST is not renewed.
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Section D

Four major initiatives were recently funded with no external funding:

- Appalachian Trail Conservatory – Trails to Every Classroom supports students as they experience science firsthand on the Appalachian Trail.
- iPad for Classroom Instructional Use provided a one-to-one iPad use for each teacher, which allow differentiated instruction and increased engagement.
- Writing Lab is a paraprofessional-supported enrichment for all students that allow different forms and methods of writing.
- MyAccess Writing Software provides spontaneous grammatical error checking for students' writing.

SCHOOL NARRATIVE***School History***

Union County Elementary School is a Title I school located in the rural area of Blairsville, Georgia. Established in 1953, it served grades K-5 through 2002. Construction of additional facilities, to accommodate an increasing student population, presented an opportunity for grades 3-5 to move into the building previously occupied by the middle school, formerly the high school. As a result Union County Primary School (UCPS) and Union County Elementary School (UCES) were created.

There are currently 573 students attending UCES.

- Third grade consists of 191 students - 175 White (Non Hispanic), 2 Asian, 2 Black, 8 Hispanic, and 4 Multi-Racial.
- Fourth grade consists of 184 students - 172 White (Non Hispanic), 3 Asian, 1 Black, 6 Hispanic, and 2 Multi-Racial.
- Fifth grade consists of 198 students, 189 White (Non Hispanic), 2 Asian, 2 Black, 2 Hispanic, 1 American Indian, and 2 Multi-Racial.
- Fifty-one percent of these students qualify for free lunch and nine percent are eligible for reduced lunch.

The nine third grade classrooms average 21 students. Three are inclusion classes, two with co-teachers and one with parapro support. Third grade EIP is delivered via pull-out model. EIP, in fourth and fifth grades, is being delivered via reduced class-size model. In grades 4 and 5 the four EIP classrooms have an average of 17 students. The two inclusion classes in these grades have an average 27 students. The fourth grade inclusion classes include a co-teacher in each

room and the fifth grade inclusion classes share a co-teacher and a paraprofessional. We have 54 students enrolled in 21st Century, our after school program.

Administrative and Teacher Leadership Team

A principal, assistant principal, secretary, secretary/bookkeeper, counselor, 2 Response to Intervention (RTI) Coordinators, media specialist, 38 certified classroom teachers, 12 paraprofessionals, eight nutrition staff, and six custodians comprise the full time staff. Of the certified staff, there are six masters, 20 specialists, one doctorate, seven reading endorsements, one math endorsement, five gifted endorsements, and two National Board Certified. A teacher of the gifted/reading specialist, security officer, and a school nurse are shared with the primary school. An ESOL teacher is shared with the primary, middle, and high school. There are 2 contracted employees that provide Occupational Therapy and Speech services. The Physical Therapy employee is shared with the primary school. Union County Elementary houses a Parent Mentor as well as a Family Connection Coordinator.

The UCES School Leadership Team is led by the principal and assistant principal. This committee is comprised of representatives from each grade level and support faculty representatives. They meet once a month, and on an as needed basis, to discuss school culture as well as academic and instructional issues.

Past Instructional Initiatives

Union County Elementary's past instructional initiatives include, but are not limited to: Traditional basal readers, Accelerated Reader, Accelerated Math, Wilson, Rewards, Foundations, Headsprout, Text Talk, Leveled Readers, Coach/Jumpstart, SRA Kits, Versatiles. Six-Minute Solution, BrainPop, Math Facts in a Flash, and English in a Flash. The Response to Intervention (RtI) program has been fully implemented since 2008 with two EIP teachers coordinating and

serving the students. Family Connection offers an Outreach Program, Mentor Program, and Niyelo groups.

Current Instructional Initiatives

Union County Elementary School's current school initiatives include, but are not limited to: Macmillan/McGraw-Hill Treasures, Accelerated Reader, Accelerated Math, Math Facts in a Flash, MY Access, Gizmos, Stratologica, IXL, World Book, Promethean Planet, Wilson, Rewards, Visualizing and Verbalizing, A Beka phonics, SRA, Versatiles, Leveled Readers, Learning A-Z, Reading Tutors, BrainPop, Reflex, and Leapfrog Math. In an effort to improve math and reading scores the SuccessMaker program has been implemented 30 minutes each day. Teachers are utilizing webinars, LearnZillion, Khan Academy, Learning Village, and other websites to facilitate the implementation of CCGPS. To integrate instructional technology we have 4 computer labs (32 computers), one of which was added this year. Promethean Boards and HoverCams (document cameras) have been provided for each classroom. Each classroom has an average 4 computers for student use. Sixty iPads are available for check-out in the media center. Students also go to computer lab, once each week, to practice keyboarding skills and utilize various computer programs. A full-time RTI Coordinator for grades 4-5 has been added this year. Family Connection continues to offer students and parents assistance.

MAZE is the benchmark used to measure comprehension. We are investigating other assessments in hopes of finding something that will provide more specific information regarding students' needs.

Professional Learning Needs

Union County Elementary School teachers were surveyed to determine professional learning needs. A majority responded they would benefit from Common Core implementation

training. Of those, several would like guidance in selecting literature to complement CC and organizing our existing resources, especially technology, into units. Additional areas include: building and connecting vocabulary throughout the curriculum, writing, motivating students to read, vertical/horizontal planning, Lexiles, literacy centers/groups, and literacy interventions.

Need for a Striving Readers Project

Literacy is fundamental to success. Recognizing the value of early identification and remediation, UCES fully implemented RTI in 2008. Accurate intervention is preventative and constructive.

The current RTI benchmarks, interventions, and progress monitoring tools are not cohesive between schools and would benefit from consistent measures.

Union County is a small, rural county with no major cities with which to draw extra SPLOST funding. In fact, this county heavily depends on voter's choice during election cycles to keep SPLOST from being eliminated. Another factor in determining our school budget correlates directly to how much school tax is collected yearly. With the recent downturn, many residents have been reluctant to support the tax increases as well as the SPLOST funding. This aspect of the limitations of local funding has directly affected the school's ability to select, purchase, and utilize literacy based curriculum concepts with the school system.

SCIENTIFIC, EVIDENCE-BASED LITERACY PLAN

Members from the Union County Schools District Literacy Team convened to determine the scope of the Striving Readers Comprehensive Literacy Grant and its potential positive impact on the district. Although many successful practices are in place, fidelity and refinement of those practices must be revisited. The team reviewed the “Why,” “What,” and “How” documents to clearly understand the strengths of a vertical literacy process. Union County Schools supports the Georgia Department of Education and the Six Strategic Goals that serve as the fundamental building blocks and support strategies for a systematic literacy plan. The six strategies referenced in the “Why” document include:

1. Increase high school graduation rate, decrease school dropout rate, and increase post-secondary enrollment rate.
2. Strengthen teacher quality, recruitment, and retention.
3. Improve workforce readiness skills.
4. Develop strong education leaders, particularly at the building level.
5. Improve SAT, ACT, and achievement scores of Georgia students.
6. Make policies that ensure maximum academic financial accountability.

To effectively build capacity with the students, parents, teachers, administrators, and community, a comprehensive literacy effort to speak, listen, read, and write is essential. In supporting the Georgia Department of Education, Union County understands the importance of tomorrow and how today’s students will shape the future. To shape the future, Union County Schools will follow the recommendations of the Literacy Task Force by providing universal screeners for all ages and grades, coordinating conversations based on a student’s strengths and weaknesses, and providing professional development on interpreting results and adjusting instruction. The

effective use of data throughout a student’s year and formal education will allow education professionals an opportunity to develop personalized education plans that are specific to personal growth.

Provided the size of Union County Schools, the Literacy Plan is a comprehensive plan that will serve students as they transition grade levels and schools. Each school administered the Needs Assessment to determine school-based weaknesses and gaps. The District Literacy Team then analyzed each school’s targeted areas for improvement to determine system-wide weaknesses and gaps. Union County Schools believes in creating a sustainable Literacy plan that is derived from the documents provided using a consensus-driven approach. For an area to be designated as a weakness, a minimum of three schools labeled it as “Not Addressed” or “Emergent.” The following matrix identifies the Building Blocks of greatest concern, the actionable sub-section, and the applicable school rating.

Building Block	Action	Primary	Elementary	Middle	High
1: Engaged Leadership	B: Organize a Literacy Leadership Team	NA	EM	NA	NA
	C: Maximize the use of time and personnel through scheduling and collaborative planning.	NA	EM	NA	NA
	E: Optimize literacy instruction across all content areas.	NA	EM	NA	NA
	F: 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.	NA	EM	NA	NA
2: Continuity of Instruction	A: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams.	NA	EM	NA	NA
3: Ongoing Formative and Summative	None				

Assessments					
4: Best Practices in Literacy Instruction	C: Ensure that students receive effective writing instruction across the curriculum.	EM	EM	EM	EM
5: System of RTI for All Students	B: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms.	EM	OP	EM	EM
6: Improved Instruction through PL	B: Provide professional learning for in-service personnel.	NA	OP	EM	NA

The Literacy Plan for Union County Schools incorporates the results from the Needs Assessment that was developed using the “Why,” “What”, and “How” documents. In setting goals and objectives for the Literacy Plan, other data were included to determine the need for the Striving Readers Comprehensive Literacy Grant. These data included writing results from the Georgia-administered assessment, grade-specific results in Reading and/or Language Arts on the summative assessment required by Georgia, regional growth comparisons using the Pioneer RESA Insight Growth Model, remedial student analysis, and integration analysis of disciplinary literacy using interviews and observations. Also, an additional literacy-based survey was provided to all faculty and staff to determine their respective proficiency levels as it related to text complexity, task complexity, anchor standards in reading and writing, and Webb’s Depth of Knowledge. Synthesizing the results from the overall needs assessment, the Literacy Plan addresses the goals and objectives for Union County Schools. The following table indicates the Literacy Plan for Union County Schools.

Goal	Objective	Participants & Timeline
ORGANIZATION: Union County Schools will establish a consensus-driven approach to integrate	Create a shared literacy vision for the school and community aligned with the state literacy plan. <i>(BIB1)</i>	Participants: District Literacy Team Timeline: March-April 2013
	Create a plan to integrate literacy in all	Participants: District

literacy across the district and within the community.	subjects as articulated within CCGPS. <i>(B1E1)</i> Design a vertically and horizontally articulated writing plan consistent with CCGPS. <i>(B4C1)</i> Develop a coordinated plan for writing instruction across all subject areas. <i>(B4C2)</i>	Literacy Team & School-Based Literacy Team Timeline: April-July 2013
	Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance. <i>(B1E3)</i>	Participants: District Literacy Team (Development) & Teachers (Implement) Timeline: April-July 2013 (Development) August 2013+ (Implement)
STRUCTURE FOR PROFESSIONAL LEARNING: Union County Schools will provide uninterrupted, collaborative time for disciplinary literacy within and across grade levels and subjects.	Schedule time for collaborative planning teams within and across the curriculum. <i>(B1C3)</i> Schedule time for instructional planning as well as for student progress conversations across (vertical) as well as within (horizontal) grade levels. <i>(B5B3)</i>	Participants: Teachers Timeline: Monthly, beginning August 2013
	Design infrastructure for shared responsibility for development of literacy across the curriculum. <i>(B2A1)</i> Establish cross-disciplinary teams for literacy instruction. <i>(B2A2)</i>	Participants: School-Based Literacy Team & Teachers Timeline: August 2013+
IMPLEMENTING PROFESSIONAL LEARNING: Union County Schools will integrate disciplinary literacy within and across grade levels and subjects.	Provide professional learning on best practices in writing instruction in all subject areas. <i>(B4C3)</i> Meet in collaborative teams to support teachers in using literacy strategies effectively. <i>(B6B2)</i>	Participants: Teachers Timeline: Periodically, beginning in October 2013
	Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction. <i>(B5B1)</i> Ensure that teachers regularly meet,	Participants: Teachers Timeline: Monthly, beginning in August 2013

	<p>either face-to-face or online, to debrief on the progress of these lessons and to plan necessary changes. <i>(B5B2)</i></p>	
	<p>Meet in disciplinary teams, either physically or virtually, according to regularly established times for collaborative planning and examining student data/work. <i>(B2A3)</i></p> <p>Schedule and protect time during the school day for teachers to collaboratively analyze data, share expertise, study the standards, examine student work, and reflect on practice. <i>(B6B1)</i></p>	<p>Participants: Teachers</p> <p>Timeline: Periodically, beginning in January 2014</p>
<p>STUDENT ENGAGEMENT: Union County Schools will engage students in disciplinary literacy through effective, efficient instruction.</p>	<p>Provide a protected, dedicated 90-120 minute block allocated for literacy instruction in grades for all students in self-contained classrooms. <i>(B1C1)</i></p>	<p>Participants: Students</p> <p>Timeline: Daily, beginning in August 2013</p>
	<p>Maximize the use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction. <i>(B1C2)</i></p>	<p>Participants: Teachers</p> <p>Timeline: Monthly, beginning in October 2013</p>
	<p>Encourage teachers to identify common themes, where possible, across subject areas, immersing students in content vocabulary connected to the topic. <i>(B1E2)</i></p>	<p>Participants: Teachers & Students</p> <p>Timeline: When appropriate, beginning in January 2014</p>
	<p>Establish a mentoring system from within and outside of the school for every student who needs additional support. <i>(B1F2)</i></p>	<p>Participants: Mentors and Students</p> <p>Timeline: When appropriate, beginning in August 2014</p>
<p>COMMUNICATION: Union County Schools will increase the level of communication of disciplinary literacy to all stakeholders.</p>	<p>Convene meetings of the community advisory board at scheduled times. <i>(B1F1)</i></p>	<p>Participants: District Literacy Team and Community Leaders</p>
	<p>Ensure that stakeholders understand literacy goals and their roles in meeting these goals. <i>(B1B2)</i></p>	<p>Timeline: Semi-Annually, beginning in March-April 2013</p>
	<p>Share student achievement gains with the parents and with the local community, through community open houses, newspaper articles, displays of</p>	<p>Participants: All Stakeholders</p> <p>Timeline: When appropriate,</p>

	<p>student work, website, blogs, podcasts, news conferences, etc. <i>(B1B3)</i></p> <p>Utilize social media to communicate and promote the goals of literacy throughout the community at large. <i>(B1F3)</i></p>	<p>beginning in August 2014</p>
<p>SUSTAINABILITY: Union County Schools will strategically build capacity in disciplinary literacy.</p>	<p>Participate on District Literacy Leadership Team <i>(B1B4)</i></p>	<p>Participants: District Leadership Team</p> <p>Timeline: Immediately</p>
	<p>Provide teachers with resources to provide a variety and choice in reading materials and writing topics. <i>(B1E4)</i></p>	<p>Participants: Teachers</p> <p>Timeline: Throughout grant award period, beginning in March 2013</p>
	<p>Hire an instructional coach to provide site-based support for staff. <i>(B6B3)</i></p>	<p>Participants: District Literacy Team (Interview) & Instructional Coach</p> <p>Timeline: Annually, beginning in the 2013-2014 school year</p>

(Interpretation from "What" and "How" documents: B1B2 = Building Block 1, Action B, Part 2)

NEEDS ASSESSMENT, CONCERNS & ROOT CAUSE ANALYSIS**Sections A & B**

The Needs Assessment process used in Union County Schools was identical at each of the participating schools. Prior to conducting the Needs Assessment and determining necessary data for grant proposal, the District Literacy Team reviewed the grant components and perceptions of literacy at the system and school level.

At the system level, the team disaggregated recent results from the district-administered perceptions, Union County Literacy Needs – All Subjects. Administered through SurveyMonkey, the purpose of the survey was to analyze the faculty's comfort level with disciplinary literacy. Data collected were disaggregated by school and subject areas, including SPED, CTAE, and others. Using a continuum, faculty rated themselves as Developing, Proficient, Master, or Teacher Leader in five literacy areas:

- Webb's Depth of Knowledge
- Common Core Anchor Standards for Reading
- Common Core Anchor Standards for Writing
- Text Complexity
- Task Complexity

At the school level, the team disaggregated results from each school-administered parent perceptions. Although all schools qualify for Title I services, Union County High School does not support a Targeted Assistance or Schoolwide Program. Required perceptions from parents at each Title I school were shared with the District Literacy Team, allowing insight into parent perceptions of literacy. The administration of each survey at each school utilized web-based application and print. Data collected were disaggregated by grade level, which included

integration of literacy in other disciplines. Using a 5-point Liker Scale, parents rated the school and their student's experiences.

Once system and school perceptions were disaggregated, the District Literacy Team reviewed the SRCL Needs Assessment components and discussed how each school planned to gather teacher perceptions. Using the continuum-based Needs Assessment, each school gathered individual ratings on the six "Building Blocks" referenced in the documents. After individual ratings were gathered, the School-Based Literacy Representatives led small-group analysis on the results of the Needs Assessment. The initial components of the system-based survey, school-based survey, and Needs Assessment provided the foundation for the overall analysis of literacy needs.

The School-Based Literacy Team reviewed the perceptual results and included additional data pieces to determine the specific need at each school. The data pieces included writing results from the Georgia-administered assessment, grade-specific results in Reading and/or Language Arts on the summative assessment required by Georgia, regional growth comparisons using the Pioneer RESA Insight Growth Model, remedial student analysis, and integration analysis of disciplinary literacy using interviews and observations. Thorough analysis school and district literacy was completed to determine the need for a Union County Striving Readers Comprehensive Literacy Grant.

Sections C & F

The purpose of convening the District Literacy Team was to identify the root causes of the areas of concern found throughout the needs assessment process. The table below identifies the root causes that resulted from the needs assessment, the data source(s) utilized to determine areas of concern, and the steps the school/district has or has not taken to address the problem.

For reference to “What” document, see the Literacy Plan Objectives.

Goal/Area of Concern	Root Cause(s)	Data Source(s)	School/District Steps Taken
ORGANIZATION	Ineffective planning at the school and district level, both horizontally and vertically, to address disciplinary literacy and rigor within subjects.	Teacher Survey, Needs Assessment, Interviews, Writing Assessments	<p>Planning at school level addresses grade-specific needs but is limited on the integration of literacy into other subject areas.</p> <p>At the district level, grade level transitions are non-existent for the majority of students. Conversations and expectations between schools are increasing, but a greater emphasis will streamline instruction.</p>
STRUCTURE FOR PROFESSIONAL LEARNING	Lack of organized professional development dedicated to integrating, assessing, and monitoring.	Teacher Survey, Interviews, Needs Assessment	<p>Professional learning in some areas focus on the instruction of literacy; however, a system-wide opportunity for integrating disciplinary literacy into all subjects needs improving.</p> <p>Most assessment and monitoring strategies are teacher-specific and do not provide teachers from other disciplines opportunities to merge lessons.</p>
IMPLEMENTING PROFESSIONAL LEARNING	Lack of providing hands-on professional learning targeting best practices, which should include anchor standards, text complexity, and task complexity.	Teacher Survey, Needs Assessment, Observations	<p>Using one of the Early Release Days, the district implemented system-wide literacy in which each grade and/or subject met with a facilitator to discuss Anchor Standards, Text Complexity, and Task Complexity.</p> <p>Additional professional learning time must be dedicated to integrating literary practices, including teachers working to establish exemplary products.</p>
STUDENT	Decreasing	Interviews,	Teachers analyze CRCT Reading,

ENGAGEMENT	academic achievement on Reading Comprehension due to lack of cross-curricular instruction and assessment.	Insight Growth Model, Teacher Survey, Parent Survey, Observations, Needs Assessment	English/Language Arts, and Writing Assessments annually; however, teachers from non-ELA subjects are rarely involved in the reporting. School and district strengths and weaknesses must be shared annually to determine greatest need. Additionally, periodic meetings must take place to ensure progress toward comprehension of reading materials.
COMMUNICATION	Communication within district is typically the responsibility of the school, which causes inconsistency in the information and message shared to stakeholders.	Needs Assessment, Observations	Grade levels and teachers may share information regarding school activities and curriculum being taught, but progress on school-wide literacy is not required to be embedded within documents. The District Literacy Team has not implemented a schedule or system for sharing disciplinary literacy success.
SUSTAINABILITY	Literacy professional learning historically provided as singletons or subject-specific rather than in-depth and cross-curricula.	Needs Assessment, Teacher Survey, Observations	The District Literacy Team is newly formed and will hold periodic meetings throughout the year to assess progress made at each school and communicate to stakeholders. The formation of the District Literacy Team will provide the structure needed implement the Striving Readers grant and continue the expected success of the grant.

Section D & E

Literacy extends beyond the traditional reading/language arts classroom and into every discipline and grade level. The needs assessment process included each school targeted for the grant and all certified personnel within each school. Both the Union County Literacy Needs –

All Subjects and the Needs Assessment received input from all content and ancillary teachers. Results from the Literacy Needs survey were disaggregated to determine areas of concern while the Needs Assessment utilized input in the continuum. The focus of the Literacy Plan is to expand disciplinary literacy to all courses taught while streamlining planning and assessments.

As evidenced earlier in Literacy Plan, the goal of Union County Schools is to serve the students through a prioritized plan. The Literacy Plan factored in target areas that were consistent across the four target schools. Each Needs Assessment administered collected participation from a large percentage of all faculty and staff. Due to the grade band structure of Union County Schools, each school spans three grade levels, with the exception of the high school. The structure of each school allowed the Needs Assessment to be consistent across each grade level and age group of children. Additionally, the cohesiveness within each building incorporated all content areas. The Needs Assessment results are provided below.

Building Block	Action	Primary	Elementary	Middle	High
1: Engaged Leadership	B: Organize a Literacy Leadership Team	NA	EM	NA	NA
	C: Maximize the use of time and personnel through scheduling and collaborative planning.	NA	EM	NA	NA
	E: Optimize literacy instruction across all content areas.	NA	EM	NA	NA
	F: 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.	NA	EM	NA	NA
2: Continuity of Instruction	A: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams.	NA	EM	NA	NA
3: Ongoing	None				

Formative and Summative Assessments					
4: Best Practices in Literacy Instruction	C: Ensure that students receive effective writing instruction across the curriculum.	EM	EM	EM	EM
5: System of RTI for All Students	B: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms.	EM	OP	EM	EM
6: Improved Instruction through PL	B: Provide professional learning for in-service personnel.	NA	OP	EM	NA

Union County Schools introduced Early Release Days during the 2012-2013 school year. The first Early Release Day focused on disciplinary literacy by laying the foundation for a Striving Readers Comprehensive Grant. Prior to the training, data were collected and disaggregated on employees' skill level within Webb's Depth of Knowledge, Common Core Anchor Standards for Reading, Common Core Anchor Standards for Writing, Text Complexity, and Task Complexity. The table below supports the needs for a comprehensive Literacy Plan.

Union County Elementary School

Target Area	Developing	Proficient	Master	Teacher Leader
Webb's Depth of Knowledge	36	0	0	0
Common Core Anchor Standards for Reading	34	2	0	0
Common Core Anchor Standards for Writing	35	0	1	0
Text Complexity	32	4	0	0
Task Complexity	32	3	0	1

(n = 36 respondents)

While the data collected could be disaggregated into content area as well, it is evident that the need for a Striving Readers grant is consistent across the school. In most cases, respondents who answered "Proficient" were typically Reading/Language Arts teachers.

ANALYSIS & IDENTIFICATION OF STUDENT AND TEACHER DATA**Sections A through D**

In reference to historical CRCT scores, Union County Elementary strives to be more proficient annually. The tables below indicate the passing rates on the state-administered CRCT in Reading and ELA (All Grades), along with subgroup data.

CRCT Reading Historical Performance

		2012	2011	2010
Pass Rate	All Students	99%	97%	97%
	Hispanic	100%	96%	96%
	SWD	92%	96%	82%
	ED	98%	96%	95%
Exceeds Rate	All Students	62%	47%	35%

CRCT ELA Historical Performance

		2012	2011	2010
Pass Rate	All Students	99%	97%	96%
	Hispanic	100%	100%	100%
	SWD	95%	90%	78%
	ED	98%	96%	93%
Exceeds Rate	All Students	54%	43%	37%

Consistent increases with each substantial subgroup were reported from 2010 to 2012. Few students (1%) failed the CRCT Reading or ELA. Although the proficiency rate is high, the introduction of Common Core requires an increased rigor. When analyzing the Grade Five Writing Assessment, the results show 3% students exceeded and 13% did not meet. Of the 13% that did not meet, 37% were special education students. More boys than girls did not meet.

Grade Five Writing Assessment

	2012	2011	2010
Proficiency Rate	87%	84%	79%

Although the proficiency rates compared to the Georgia districts ranked high, the “Exceeds” the rankings below indicate a lower ranking than proficiency:

	All Subjects	Reading	ELA	Math	Science	Soc. Stud.
3 rd	3		8	3	2	11
4 th		3		7		12
5 th	18	10	23	26	17	55

The exceeds rate at each subject is indicated below:

	Reading	ELA	Math	Science	Soc. Stud.
3 rd	70.7	54.3	66.7	68.6	45.0
4 th	72.1	60.1	53.6	66.5	39.9
5 th	47.8	49.6	48.4	56.8	25.3

Union County Elementary School compared favorably to the Georgia school districts (180) when comparing proficiency rates on the CRCT. The table below indicates the ranking at each grade level per subject and all subjects combined:

	All Subjects	Reading	ELA	Math	Science	Soc. Stud.
3 rd	1	3	2	2	1	2
4 th	4	2	6	4	5	9
5 th	7	6	11	11	7	10

The proficiency rate at each subject is indicated below:

	Reading	ELA	Math	Science	Soc. Stud.
3 rd	99.4	99.4	97.6	98.8	97.1
4 th	99.0	98.5	95.4	95.1	92.6
5 th	98.7	99.1	95.1	91.7	91.7

Using Insight Growth Model data, comparative regional growth is represented below:

	4 th Grade	5 th Grade
Literary Comprehension	+1.90	+1.47
Info. & Media Literacy	+5.98	+4.72
Read. Skills & Vocab. Acq.	+3.10	+1.63
Grammar/Sent. Constr.	+4.33	+1.30

Research & Writing	+3.01	-0.43
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Union County Elementary School has great success on the Georgia CRCT. Growth continues to drive the opportunities for the students. The introduction of a Striving Readers Grant will allow the practices to delve deeper into literacy and expand into other disciplines. The growth results indicate Union County Elementary School is outpacing the Pioneer RESA region in all Reading and ELA areas except for 5th grade Research and Writing.

Section E

Union County Elementary School hired two new teachers this year. A third grade position was opened when the teacher had to resign due to medical circumstances and was filled by a teacher with experience at the pre-K level. A new fifth grade class was created and a teacher with no experience was hired for this position. The last hire before this year was a fifth grade teacher in 2006. Retention of new hires for four or more years is 100%.

Section F & G

Currently at Union County Elementary we use a variety of assessment instruments to help evaluate and monitor student progress and achievement as well as adjust instruction to meet student needs. The universal screener used at this time is AIMSweb. Measures include R-CBM for fluency, MAZE for comprehension, M-CAP for math applications, and M-COMP for computation. Formative and summative data include the Georgia CRCT, STAR Reading and Math, SuccessMaker, and unit assessments in each content area. We have determined these measures to be valid, reliable, and research-based. All certified personnel go through yearly training before administering the CRCT and classroom teachers do not administer the test to their own students. The STAR Reading and Math tests are administered in the computer lab. All students are given the SuccessMaker initial placement test on the computer before beginning the

program. This placement determines at which level the students will begin working through the program. This allows for each student to work at his or her own level and pace. All of these assessments provide reliable and invaluable assessment information that is used to carefully monitor and guide each student's academic progress. The school utilizes a variety of diagnostic literacy assessments to determine appropriate interventions. Current assessments include Diagnostic Achievement Battery, Test of Reading Comprehension, Phonological Awareness Test, SRA Corrective Reading, and STAR Enterprise Reading.

Section H

One teacher from each grade level is presently working on a gifted endorsement provided via Pioneer RESA. Teachers at each grade level are provided one half day each month for staff development focusing on implementing CCGPS.

PROGRAM PLAN – PROCEDURES, GOALS, OBJECTIVES & SUPPORT

Sections A, B, C, D, H & J

The Literacy Plan was developed through a thorough needs assessment provided to all faculty and staff at each school. The District Literacy Team convened to analyze the results of the Needs Assessment and other elements that contributed to the Literacy Plan. The major needs identified were organized using actions from the “What” and “How” documents. The broad goals of the project focus on Organization, Structure for Professional Learning, Implementing Professional Learning, Student Engagement, Communication, and Sustainability. The District Literacy Plan was described in a previous section. The table below abbreviates the previously mentioned objective based on the Building Block, Action, and Subpar, and identifies the funding source for each objective.

Goal	Objective	Participants & Timeline	Fund Source
ORGANIZATION: Union County Schools will establish a consensus-driven approach to integrate literacy across the district and within the community.	(B1B1)	Participants: District Literacy Team Timeline: March-April 2013	Local
	(B1E1) (B4C1) (B4C2)	Participants: District Literacy Team & School-Based Literacy Team Timeline: April-July 2013	Local
	(B1E3)	Participants: District Literacy Team (Development) & Teachers (Implement) Timeline: April-July 2013 (Development) August 2013+ (Implement)	SRCL
	STRUCTURE FOR PROFESSIONAL LEARNING: Union County Schools will provide uninterrupted, collaborative time for disciplinary literacy within and across grade levels and	(B1C3)	Participants: Teachers
(B5B3)		Timeline: Monthly, beginning August 2013	
(B2A1) (B2A2)		Participants: School-Based Literacy Team & Teachers Timeline: August 2013+	Local

subjects.			
IMPLEMENTING PROFESSIONAL LEARNING: Union County Schools will integrate disciplinary literacy within and across grade levels and subjects.	(B4C3)	Participants: Teachers	SRCL
	(B6B2)	Timeline: Periodically, beginning in October 2013	
	(B5B1)	Participants: Teachers	Title II
	(B5B2)	Timeline: Monthly, beginning in August 2013	
	(B2A3)	Participants: Teachers	Title II
STUDENT ENGAGEMENT: Union County Schools will engage students in disciplinary literacy through effective, efficient instruction.	(B6B1)	Timeline: Periodically, beginning in January 2014	
	(B1C1)	Participants: Students	Local
		Timeline: Daily, beginning in August 2013	
	(B1C2)	Participants: Teachers	SRCL
COMMUNICATION: Union County Schools will increase the level of communication of disciplinary literacy to all stakeholders.		Timeline: Monthly, beginning in October 2013	
	(B1E2)	Participants: Teachers & Students	SRCL
		Timeline: When appropriate, beginning in January 2014	
	(B1F2)	Participants: Mentors and Students	SRCL
COMMUNICATION: Union County Schools will increase the level of communication of disciplinary literacy to all stakeholders.		Timeline: When appropriate, beginning in August 2014	
	(B1F1)	Participants: District Literacy Team and Community Leaders	Local
	(B1B2)	Timeline: Semi-Annually, beginning in March-April 2013	
COMMUNICATION: Union County Schools will increase the level of communication of disciplinary literacy to all stakeholders.	(B1B3)	Participants: All Stakeholders	Title I
	(B1F3)	Timeline: When appropriate, beginning in August 2014	
SUSTAINABILITY: Union County Schools will strategically build capacity in disciplinary literacy.	(B1B4)	Participants: District Leadership Team	Local
		Timeline: Immediately	
	(B1E4)	Participants: Teachers	SRCL & Title I
		Timeline: Throughout grant award period,	

		beginning in March 2013	
	(B6B3)	Participants: District Literacy Team (Interview) & Instructional Coach Timeline: Annually, beginning in the 2013-2014 school year	Local

Each goal developed summarizes objectives from the Needs Assessment. Objectives were organized to streamline disciplinary literacy across each grade and within each school. While Union County Schools has success on the CRCT and Writing Assessments, the practices supporting organization, professional learning, student engagement, and communication are lacking. The purpose of the goals and objectives in the Literacy Plan are focus on developing materials for implementation fidelity (summative) and set up structures to build capacity in all areas (formative). It is the belief that focusing on the process used within the school and district will decrease the stress associated with standardized tests and increase the ownership of the grant.

Section E

Each school within Union County Schools provides an RTI model for its students. However, the level of implementation and the understanding of Tier I, differentiated instruction, show greatest concern. Using the Needs Assessment provided through the grant, the only area in which three or more schools were labeled “Emergent” or “Not Addressed” within the RTI process was Action B. The results are provided below.

Building Block	Action	Primary	Elementary	Middle	High
5: System of RTI for All Students	B: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms.	EM	OP	EM	EM

Building Block 5, Part B is addressed within “Implementing Professional Learning” in the

Literacy Plan. Specifically, the two objectives related to RTI are:

1. Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction. (B5B1)
2. Ensure that teachers regularly meet, either face-to-face or online, to debrief on the progress of these lessons and to plan necessary changes. (B5B2)

Union County Schools has adopted the Georgia Department of Education's 4-Tier RTI model.

Tier 1: Standards-Based Classroom Learning

All students participate in general education learning that includes universal screening to target groups in need of specific instructional and/or behavioral support, implementation of the Georgia Performance Standards (GPS) through a standards-based classroom structure, differentiation of instruction including fluid, flexible grouping, multiple means of learning and demonstration of learning, progress monitoring of learning through multiple formative assessments, and positive behavior supports.

Tier 2: Needs-Based Learning

In addition to Tier 1, targeted students participate in learning that is different by including standard intervention protocol process for identifying and providing research based interventions based on need and resources and on-going progress monitoring to measure student response to intervention and guide decision-making.

Tier 3: SST-Driven Learning

In addition to Tier 1 and Tier 2, targeted students participate in learning that is different by including intensive, formalized problem solving to identify individual student needs, targeted research based intervention tailored to individual needs, and frequent progress monitoring and analysis of student response to intervention(s).

Tier 4: Specifically-Designed Learning

In addition to Tiers 1 through 3, targeted students participate in specialized programs, methodologies, or instructional deliveries and greater frequency of progress monitoring of student response to intervention(s).

Section F

The Literacy Plan for Union County Schools will include grades K-12 in the targeted schools. More importantly, a comprehensive approach to disciplinary literacy will include all subjects at each school and an added emphasis on grade level transitions within and across schools.

Section G

As identified in the section titled *Needs Assessment, Concerns & Root Cause Analysis*, each goal has corresponding steps Union County Schools has taken or not taken to address the specific goal. The six overarching goals of Organization, Structure for Professional Learning, Implementing Professional Learning, Student Engagement, Communication, and Sustainability were addressed.

Section I

The follow table is the 4th grade schedule for the RTI Coordinator at Union County Elementary School.

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 – 8:00 Before school		Tier 2 math via RTI Coordinator utilizing Teaching Student-Centered Mathematics		Tier 2 math via RTI Coordinator utilizing Teaching Student-Centered Mathematics	
10:10 – 10:55 Specials	Pull out for Tier 3 comprehension during specials time via RTI Coordinator utilizing Visualizing and Verbalizing program		Pull out for Tier 3 comprehension during specials time via RTI Coordinator utilizing Visualizing and Verbalizing program		Pull out for Tier 3 comprehension during specials time via RTI Coordinator utilizing Visualizing and Verbalizing program
12:40 – 1:25 Specials	Pull out for Tier 2 math via RTI Coordinator utilizing Teaching Student-Centered Mathematics	Pull out for Tier 2 math via RTI Coordinator utilizing Teaching Student-Centered Mathematics	Pull out for Tier 2 math via RTI Coordinator utilizing Teaching Student-Centered Mathematics	Pull out for Tier 2 math via RTI Coordinator utilizing Teaching Student-Centered Mathematics	Pull out for Tier 2 math via RTI Coordinator utilizing Teaching Student-Centered Mathematics
2:30 – 3:00 Tier 1 Intervention Block	Pull out for Tier 2 math via RTI Coordinator utilizing Teaching Student-Centered Mathematics Pull out for Tier 2 fluency via music teacher utilizing	Pull out for Tier 2 comprehension via RTI Coordinator utilizing Countdown Coach Pull out for Tier 2 fluency via music teacher utilizing Rewards	Pull out for Tier 2 comprehension via RTI Coordinator utilizing Countdown Coach Pull out for Tier 2 fluency via music teacher utilizing Rewards	Pull out for Tier 2 math via RTI Coordinator utilizing Teaching Student-Centered Mathematics Pull out for Tier 2 fluency via music teacher utilizing	Pull out for Tier 3 comprehension via Title 1 parapro utilizing Visualizing and Verbalizing program

	<p>Pull out for Tier 3 comprehensio n via Title 1 parapro utilizing Visualizing and Verbalizing program</p>			<p>Pull out for Tier 3 comprehensio n via Title 1 parapro utilizing Visualizing and Verbalizing program</p>	
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ASSESSMENT & DATA ANALYSIS PLAN**Sections A through H**

Each student at Union County Elementary is screened utilizing MAZE for comprehension, M-CAP for math applications, and M-COMP for computation three times per year. Students who are receiving services for fluency are screened using R-CBM. Students who do not benchmark on the MAZE or who are referred by a teacher are also screened. In addition, all third grade students are screened at the end of the year to determine if they have met the core curriculum standard of 120 words per minute. All new students are screened upon enrollment. CRCT is administered annually.

A comparison of our current assessment protocol with the SRCL assessment plan reveals the SRCL plan places more emphasis on fluency and has no comprehension measure like the MAZE.

The SRCL assessments will be implemented in the fall (September), winter (January), and spring (May) just as our existing benchmarks are administered.

The AIMSweb R-CBM would be discontinued as a result of the implementation of SRCL. The school is currently researching other measures for comprehension as well.

A majority of the teachers have had training on Dibels as this was the first program our school used to measure fluency several years ago. New teachers would benefit from some training and refresher course would be helpful for those who used it years ago.

A communication plan for reporting and sharing students' performance with teachers, parents, and stakeholders is in place at UCES. The CRCT scores are printed in the local newspaper for public viewing, as well as on the Georgia Department of Education website and other various websites. Also, there is a frequent communication between teachers and parents

about student progress and their assessment results. We provide parents with individual results at least three times a year or more. The collection and disaggregation of data on the achievement and assessment results of students are provided in the following ways and include:

- The STAR reports are computer generated after the students test in Math and Reading. These reports are printed in the fall, winter, and spring.
- AIMSweb Progress Monitoring Improvement Reports are based on the student's weekly progress monitoring scores for the areas where the student does not benchmark. A copy of this report is sent home to parents monthly.
- Each teacher keeps track of her students' progress toward AR/AM goals for a nine-week period. This data is given to parents on a weekly basis on an AR/AM Weekly Log.
- Progress Reports and Report Cards reflect the average grade each student has received in each subject area.
- The Individual Student Report for CRCT comes from the Georgia Department of Education.
- Each teacher completes an End-of-the-Year Conference Form for every student using data that has been collected throughout the school year.

All teachers administer common formative and summative assessments. Teachers revise instruction based on the results by identifying individual/class strengths, misconceptions and areas of weakness. Students are benchmarked in the areas of reading fluency, reading comprehension, math application, and math computation three times each year. Students not meeting benchmark are progress monitored weekly by the RTI interventionist. The RTI Coordinator and teacher meet to determine the appropriate research-based intervention for each

student. STAR assessments are given to all new students to aid in decisions regarding classroom placement. CRCT scores are used to identify which students qualify for Early Intervention Program services. The EIP teacher looks at individual student domain scores to prescribe the appropriate instruction.

BUDGET SUMMARY

Union County Elementary School will request a total of \$390,000 to address professional learning needs and increased literacy resources for students and teachers. The professional learning expenditures will address consultant work, workshops, and transportation. Prioritized professional learning will be implemented by designing opportunities for whole-group training, small-group training, and individual training. Contracted services will ensure consistent rollout of disciplinary literacy to current and future staff. All software purchased will require teachers to attend professional learning on the appropriate use of the intervention and/or equipment. The specific details of which programs to include have not been established. Additional resources needed to implement an effective Literacy Plan are increasing opportunities for literacy. Funds will be used to purchase intervention programs and a variety of print/non-print materials. Teachers and students will have access to document readers, informational and non-fiction texts, Lexile-leveled books, eBooks, and a mobile iPad lab. The expansive nature of reading materials will provide students and teachers the opportunity to engage in literacy through different methods. The table below addresses the projected cost for Union County Elementary School:

GaDOE Defined Category	Resource(s) Defined in Application	Projected Cost
Programmatic Professional Learning and Training	Contract Work Workshops	\$15,000
Consultants & Contractors	Contract Work Electronic form and submission	\$15,000
Salaries to Extend Pre-K	None	\$0
Travel Expenses for Professional Learning	Workshops Transportation	\$25,000
Intervention Materials, Assessment Materials and Contracted Services	Contract Work Technology Needed to Implement Assessments and RTI Software and equipment for literacy-based products	\$85,000

Classroom Equipment, Materials and Supplies	Document readers Software and equipment for literacy-based products	\$95,000
Print Materials for Classroom, Media Centers and Family Literacy	Informational & Non-Fiction Texts Lexile-Leveled Books Printing materials	\$50,000
Instructional Technology to Expand Media Titles	Informational & Non-Fiction Texts Lexile-Leveled Books eBooks iPad mobile lab w/ apps	\$105,000
Total Projected Cost		\$390,000

RESOURCES, STRATEGIES & MATERIALS (EXISTING & PROPOSED) INCLUDING TECHNOLOGY TO SUPPORT THE LITERACY PLAN

Sections A & H

The comprehensive Literacy Plan involved objectives that will be implemented through non-SRCL funds and SRCL funds. The table below indicates SRCL-funded objectives and the resources needed to meet each objective. Non-SRCL funds expended were included in a prior section.

Goal	Objective(s)	Resources funded through SRCL
ORGANIZATION: Union County Schools will establish a consensus-driven approach to integrate literacy across the district and within the community.	Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance. (B1E3)	Contract work Electronic form and submission Printing materials
STRUCTURE FOR PROFESSIONAL LEARNING: Union County Schools will provide uninterrupted, collaborative time for disciplinary literacy within and across grade levels and subjects.	None funded through SRCL	None
IMPLEMENTING PROFESSIONAL LEARNING: Union County Schools will integrate disciplinary literacy within and across grade levels and subjects.	Provide professional learning on best practices in writing instruction in all subject areas. (B4C3) Meet in collaborative teams to support teachers in using literacy strategies effectively. (B6B2)	Contract Work Printing materials Workshops
STUDENT ENGAGEMENT: Union County Schools will engage students in disciplinary literacy through effective, efficient instruction.	Maximize the use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing	Workshops Document readers Software and equipment for literacy-based products Transportation Technology Needed to Implement Assessments and RTI

	<p>instruction. <i>(B1C2)</i></p> <p>Encourage teachers to identify common themes, where possible, across subject areas, immersing students in content vocabulary connected to the topic. <i>(B1E2)</i></p> <p>Establish a mentoring system from within and outside of the school for every student who needs additional support. <i>(B1F2)</i></p>	
<p>COMMUNICATION: Union County Schools will increase the level of communication of disciplinary literacy to all stakeholders.</p>	None funded through SRCL	None
<p>SUSTAINABILITY: Union County Schools will strategically build capacity in disciplinary literacy.</p>	Provide teachers with resources to provide a variety and choice in reading materials and writing topics. <i>(B1E4)</i>	<p>Informational & Non-Fiction Texts</p> <p>Lexile-Leveled Books</p> <p>eBooks</p> <p>iPad mobile lab w/ apps</p>

Goals and objectives funded through local, state and federal revenue were detailed in a previous section.

Section B

- Assisted Reading Practice
- Community Project Achievement (CPA)
- Choral Reading
- Drilling Error Words
- Echo Reading
- Guided Reading

- Literature circles
- Media Skills (e.g. online catalog, Dewey Decimal system)
- Phonics and Word Study
- Reader's Theater
- Reading Buddies
- Repeated Reading
- Research Skills
- Selective Highlighting
- Tape Assisted Reading
- Whisper phones

Section C

- Countdown Coach
- Drops in a Bucket
- Promethean Board interactive games
- Reading Rewards (4th & 5th)
- Reading Tutor
- Reading A-Z
- Six-Minute Fluency Solution
- SRA Corrective Reading for Comprehension
- Story/Reading Comprehension Cards and games (e.g. LakeShore, Teacher Created Materials, Frog System)
- Text Talk
- Visualizing and Verbalizing

- Words our Way
- Wilson

Section D

- Literacy Centers (FCCR-Florida Center for Reading Research)
- 60 iPads available for checkout
- 3 class sets of books
- The media specialist is actively involved in collaborating to accumulate materials to support the CCGPS (e.g. text complexity, anchor standards for reading)

Section E

- Accelerated Reader – Literacy Skills
- SuccessMaker

Section F

Currently, each school in Union County integrates the GaDOE Response to Intervention model. Minimal efforts have been made to streamline strategies across schools to ensure vertical success. Based on the model depicted by Shanahan and Shanahan in the Harvard Educational Review (2008), Union County Schools will transition from Basic Literacy to Intermediate and Disciplinary Literacy over the grant period. Each step in the pyramid was defined:

- Basic Literacy: Literacy skills such as decoding and knowledge of high-frequency words that underlie virtually all reading tasks.
- Intermediate Literacy: Literacy skills common to many tasks, including generic comprehension strategies, common word meanings, and basic fluency.
- Disciplinary Literacy: Literacy skills specialized to history, science, mathematics, literature, or other subject matter.

To increase from Basic Literacy to Disciplinary Literacy, introduction and implementation of successful strategies will be essential. Union County Schools will base disciplinary literacy on the model suggested by Lee and Spratley (2010). The table below indicates the instructional foci and reading strategies necessary for disciplinary literacy.

Instructional Foci for Supporting Adolescent Struggling Readers in the Content Areas	
Apply both generic and discipline focused strategies and knowledge to the comprehension and evaluation of...	
Textbooks - journal and magazine articles - historically situated primary documents - full length books - newspaper articles - multimedia and digital texts - book chapters	
Generic Reading Strategies	Discipline Specific Reading Strategies
<ul style="list-style-type: none"> • Monitor comprehension • Pre-read • Set goals • Think about what one already knows • Ask questions • Make predictions • Test predictions against the text • Re-read • Summarize 	<ul style="list-style-type: none"> • Build prior knowledge • Build specialized vocabulary • Learn to deconstruct complex sentences • Use knowledge of text structures and genres to predict main and subordinate ideas • Map graphic (and mathematical) representations against explanations in the text • Pose discipline relevant questions • Compare claims and propositions across texts • Use norms for reasoning within the discipline to evaluate claims

Section G

- Basal Intervention program
- Leveled Readers (sci/ss)
- SRA kits
- Versatiles

Section I

In the Literacy Plan, proposed resources needed to increase RTI fidelity and student engagement will be linked through software for literacy-based products. These products may include programs such as Learning Oasis, Read 180, System 44, or other software designed to

identify weaknesses, individualize instruction, and increase literacy. A thorough review of potential products will be completed prior to purchase, including priority given to products that serve multiple grade spans.

PROFESSIONAL LEARNING STRATEGIES IDENTIFIED ON THE BASIS OF THE DOCUMENTED NEEDS

Sections A, B & C

The following table indicates professional activities the staff have attended this year.

First Name Staff Development Day 10/19/2012 UCES	Last Name	School	Class/Course	Date	Instructor
Ballew	Phyllis	UCES	3rd grade tech share/IXL	10/19/2012	Wesche/Hyatt
Burnette	Misty	UCES	4th grade tech share/ teach 180	10/19/2012	
Burrell	Tommie	UCES	4th grade tech share/teach180	10/19/2012	
Cherry	Jill	UCES	4th grade tech share/IXL	10/19/2012	
Collins	Debra	UCES	learn zillion	10/19/2012	Tammy Hughes
Colwell	Jake	UCES		10/19/2012	
Colwell	Karla	UCES	4th grade tech share/Teach 180	10/19/2012	
Corn	Pam	UCES		10/19/2012	
Deaver	Michelle	UCES		10/19/2012	
Deaver	Monica	UCES		10/19/2012	
Duckworth	Kayla	UCES	Technology and moodie	10/19/2012	T. Hughes and H. Dyer and J. Hussion
Dyer	Haley	UCES	5th grade tech share/Teach 180	10/19/2012	Tammy Hughes/H. Dyer (presented)
Dyer	Karen	UCES		10/19/2012	
Edmondson	Stacy	UCES	3rd Grade tech share	10/19/2012	IXL - Hyatt
Franklin	Alicia	UCES	4th grade tech share/ Reflex Math	10/19/2012	
Garrison	Sheila	UCES	4th grade tech share/Teach 180	10/19/2012	
Hamby	Brandy	UCES	3rd Grade Tech Sharing/ IXL	10/19/2012	S. Wesche/ B. Hyatt
Helton	Darlene	UCES	3rd grade tech sharing/IXL	10/19/2012	
Helton	Kelly	UCES	5th Grade Tech Shanng/T. Hughes	10/19/2012	IXL - Hyatt T. Hughes and H. Dyer and J. Hussion
Hood	Calley	UCES	Technology and Noodle	10/19/2012	
Hood	Kimberly	UCES	5th Grade Tech Share/	10/19/2012	
Hughes	Jackue	UCES		10/19/2012	
Hughes	Tammy	UCES	5th Grade Tech Share/T. Hughes	10/19/2012	IXL - Hyatt
Hughes	Judy	UCES	Rock Eagle conference	10/19/2012	
Hyatt	Barbara	UCES	3rd Grade tech share	10/19/2012	IXL - Hyatt
In	Active	UCES		10/19/2012	
Jennings	Jamila	UCES	3rd Grade tech share	10/19/2012	IXL - Hyatt
Jones	Sherri	UCES	3rd Grade tech share	10/19/2012	
Jordan	Brittany	UCES	3rd Grade tech Share	10/19/2012	
Kight	Amy	UCES		10/19/2012	
Lewis	Gwen	UCES	5th Grade Tech Share/T. Hughes	10/19/2012	IXL+Hyatt
Maddaleni	Jeanne	UCES	Appointment	10/19/2012	
Martin	Traci	UCES	Eir's Surgery	10/19/2012	
Mashburn	Lisa	UCES	3rd tech share	10/19/2012	

One hundred percent of the staff attended the professional learning. In addition, training has been provided in the following areas: Gizmos, World Book Encyclopedia, SuccessMaker, Promethean boards, Stratologica, MY Access, STAR Enterprise, and Gallopade. On-going professional learning includes the following:

Grade Level	Date of Training	Name of Course
3rd	8-Oct-12	CCGPS Reading
3rd	6-Nov-12	CCGPS Math
3rd	6-Nov-12	Teaching Student Centered Math

4th	8-Oct-12	CCGPS Reading
4th	13-Nov-12	CCGPS Math
4th	13-Nov-12	Teaching Student Centered Math
5th	8-Oct-12	CCGPS Reading
5th	28-Nov-12	CCGPS Math
5th	28-Nov-12	Teaching Student Centered Math

Many teachers have participated in various webinars, including the CCGPS unit webinars.

Section D & F

Within the Literacy Plan, three components address professional learning: Structure for Professional Learning, Implementing Professional Learning, and Student Engagement. The professional learning objectives for each goal are identified below.

Goal	Objective	Participants & Timeline
STRUCTURE FOR PROFESSIONAL LEARNING: Union County Schools will provide uninterrupted, collaborative time for disciplinary literacy within and across grade levels and subjects.	Schedule time for collaborative planning teams within and across the curriculum. <i>(B1C3)</i>	Participants: Teachers Timeline: Monthly, beginning August 2013
	Schedule time for instructional planning as well as for student progress conversations across (vertical) as well as within (horizontal) grade levels. <i>(B5B3)</i>	
	Design infrastructure for shared responsibility for development of literacy across the curriculum. <i>(B2A1)</i> Establish cross-disciplinary teams for literacy instruction. <i>(B2A2)</i>	Participants: School-Based Literacy Team & Teachers Timeline: August 2013+
IMPLEMENTING PROFESSIONAL LEARNING: Union County Schools will integrate disciplinary literacy within and across grade levels and subjects.	Provide professional learning on best practices in writing instruction in all subject areas. <i>(B4C3)</i>	Participants: Teachers Timeline: Periodically, beginning in October 2013
	Meet in collaborative teams to support teachers in using literacy strategies effectively. <i>(B6B2)</i>	
	Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction. <i>(B5B1)</i> Ensure that teachers regularly meet,	Participants: Teachers Timeline: Monthly, beginning in August 2013

	either face-to-face or online, to debrief on the progress of these lessons and to plan necessary changes. <i>(B5B2)</i>	
	Meet in disciplinary teams, either physically or virtually, according to regularly established times for collaborative planning and examining student data/work. <i>(B2A3)</i>	Participants: Teachers
	Schedule and protect time during the school day for teachers to collaboratively analyze data, share expertise, study the standards, examine student work, and reflect on practice. <i>(B6B1)</i>	Timeline: Periodically, beginning in January 2014
STUDENT ENGAGEMENT: Union County Schools will engage students in disciplinary literacy through effective, efficient instruction.	Provide a protected, dedicated 90-120 minute block allocated for literacy instruction in grades for all students in self-contained classrooms. <i>(B1C1)</i>	Participants: Students
	Maximize the use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction. <i>(B1C2)</i>	Timeline: Daily, beginning in August 2013
	Encourage teachers to identify common themes, where possible, across subject areas, immersing students in content vocabulary connected to the topic. <i>(B1E2)</i>	Participants: Teachers
	Establish a mentoring system from within and outside of the school for every student who needs additional support. <i>(B1F2)</i>	Timeline: Monthly, beginning in October 2013
	Encourage teachers to identify common themes, where possible, across subject areas, immersing students in content vocabulary connected to the topic. <i>(B1E2)</i>	Participants: Teachers & Students
	Establish a mentoring system from within and outside of the school for every student who needs additional support. <i>(B1F2)</i>	Timeline: When appropriate, beginning in January 2014
		Participants: Mentors and Students
		Timeline: When appropriate, beginning in August 2014

Each objective in the Literacy Plan is related to a broader goal. Each objective in the Professional Learning Plan identifies the professional learning that will occur during the grant award period, the participants involved, and the timeline for implementation.

Section E & G

The professional learning plan for the district is dependent upon vertical preparation and vision for Literacy in Union County Schools. With each goal previously stated, the date of

completion for each will determine if it was met in a timely manner. Additional feedback processes will be developed to determine the effectiveness of each professional learning activity. Union County Schools will utilize a combination of feedback surveys, observations of trained individuals, and student growth measured through formative and summative assessments. The collection of data from these instruments will be shared in quarterly meetings of the District Literacy Team. Ongoing review of the Literacy Plan and upcoming benchmarks will be shared with stakeholders throughout the project.

SUSTAINABILITY PLAN**Section A**

The table below indicates the assessments within Union County Schools funded by the grant. The sustainability plan for each required assessment is also indicated.

Assessment	Purposes	Skills Measured	Test Frequency	Sustainability Plan
DIBELS Next	S, PM, O	AR, PA, ORF	3 x per year	Replaced with Title I funds once grant is eliminated to keep from supplanting
IPI	D	Decoding	3 x per year	Replaced with Title I funds once grant is eliminated to keep from supplanting
SRI	S, PM, O	RC-Inferential	3 x per year	Replaced with Title VI funds once grant is eliminated to keep from supplanting
CRCT	O	ELA or Vocab/Read. Comp.	1 x per year	Continued funding through GaDOE
EOCT	O	ELA	1 x per year	Continued funding through GaDOE
ACCESS	S	Language	1 x per year	Continued funding through GaDOE

Section B

Within the Communication Goal, Union County Schools will increase the level of communication of disciplinary literacy to all stakeholders. The plan for developing community partnerships will include funding sources from Title I and local to address communication. No SRCL funds will be expended to accommodate communication; therefore, requiring Union County Schools to emphasize community partnerships.

Sections C

Using previous tables indicating the goals, objectives, participants, timelines, and funding sources, the sustainability is the development of professional educators and their focus toward

disciplinary literacy. Due to the high retention rate of HiQ teachers, the majority of staff will be trained throughout the grant award period.

Section D

Continued professional learning beyond the grant award period will address changes in disciplinary literacy, cross-curricular units, and increased rigor. When the grant has ended, the training and meetings will decrease due to the decreased need of newly-trained teachers.

Feedback processes developed during the grant will extend beyond the grant.

Section E

As defined in previous sections, local, state, and federal money will be utilized to replace appropriate resources, including print materials. No supplanting will occur.

Section F

Throughout the grant award, lead literacy members will emerge. These Lead Literacy members will be used as mentors to new teachers in developing relevant disciplinary literacy instruction. Additional support from the site-based Literacy Coach will ensure vertical and horizontal consistency with colleagues.

Section G

No large expense will be used on technology during the grant. Software and site license purchases will continue if the product is deemed effective. Sources of funding may include local, state, or federal. SPLOST may also be used to offset expenses.

Section H

Union County Schools will share lessons learned with colleagues in the district, region, and state through various methods. For in-district training, the focus will be placed on sharing the lessons learned in grade level planning meetings and transitions between schools. Early

Release Professional Learning Days will be designated as disciplinary literacy for other teachers to learn from colleagues in other content areas and grade levels. For regional and state information, select educators will present at conferences on the implementation and success of the grant.

BUDGET SUMMARY

Union County Elementary School will request a total of \$390,000 to address professional learning needs and increased literacy resources for students and teachers. The professional learning expenditures will address consultant work, workshops, and transportation. Prioritized professional learning will be implemented by designing opportunities for whole-group training, small-group training, and individual training. Contracted services will ensure consistent rollout of disciplinary literacy to current and future staff. All software purchased will require teachers to attend professional learning on the appropriate use of the intervention and/or equipment. The specific details of which programs to include have not been established. Additional resources needed to implement an effective Literacy Plan are increasing opportunities for literacy. Funds will be used to purchase intervention programs and a variety of print/non-print materials. Teachers and students will have access to document readers, informational and non-fiction texts, Lexile-leveled books, eBooks, and a mobile iPad lab. The expansive nature of reading materials will provide students and teachers the opportunity to engage in literacy through different methods. The table below addresses the projected cost for Union County Elementary School:

GaDOE Defined Category	Resource(s) Defined in Application	Projected Cost
Programmatic Professional Learning and Training	Contract Work Workshops	\$15,000
Consultants & Contractors	Contract Work Electronic form and submission	\$15,000
Salaries to Extend Pre-K	None	\$0
Travel Expenses for Professional Learning	Workshops Transportation	\$25,000
Intervention Materials, Assessment Materials and Contracted Services	Contract Work Technology Needed to Implement Assessments and RTI Software and equipment for literacy-based products	\$85,000

Classroom Equipment, Materials and Supplies	Document readers Software and equipment for literacy-based products	\$95,000
Print Materials for Classroom, Media Centers and Family Literacy	Informational & Non-Fiction Texts Lexile-Leveled Books Printing materials	\$50,000
Instructional Technology to Expand Media Titles	Informational & Non-Fiction Texts Lexile-Leveled Books eBooks iPad mobile lab w/ apps	\$105,000
Total Projected Cost		\$390,000