School Profile

Created Friday, November 21, 2014

Page 1

School Information

System Name:	Johnson County
School or Center Name:	Johnson County Elementary
System ID	683
School ID	0197

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Name:	Charles Howard
Position:	Principal
Phone:	(478)864-3446
Email:	charles_howard@johnson.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Rebecca Thomas
Position:	Superintendent
Phone:	(478) 864-3302
Email:	rebecca_thomas@johnson.k12.ga.us

Grades represented in the building

 example pre-k to 6

pre-k to 5

Number of Teachers in School

36

FTE Enrollment

549

Grant Assurances

Created Wednesday, December 03, 2014

Page 1

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

Preliminary Application Requirements

Created Friday, November 21, 2014

Page 1

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

SRCL General Information Packet-Cohort 4

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 Scoring Rubric-Cohort 4

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.

SRCL Required Assessments 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 6 in the General Information Packet 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

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

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

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

        - any person owning more than 20% interest in the Applicant
        - the Applicant's corporate officers
        - board members
        - senior managers
        - any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.

        i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
        ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

       iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:

            1. Disqualify the Applicant, or

            2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.

       iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

b. Employee Relationships

       i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:

            1. The names of all Subject Individuals who:

                a. Participated in preparation of proposals for award; or

                b. Are planned to be used during performance; or

                c. Are used during performance; and

       ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:

            1. The award; or

            2. Their retention by the Applicant; and

            3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and

            4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.

       iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

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

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

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

II. Disclosure of Conflict of Interest after Agreement Execution

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

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)

Rebecca Thomas, Superintendent
_____
Typed Name of Fiscal Agency Head and Position Title

12/3/14
_____
Date

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

Charles Howard, Principal
_____
Typed Name of Applicant's Authorized Agency Head and Position Title

12/3/14
_____
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)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: _Rebecca Thomas_

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

Address: _P.O. Box 110, 150 Lee St._

City: _Wrightsville, GA_   Zip: _31096_

Telephone: (_478_) _864-3302_ Fax: (_478_) _864-4053_

E-mail: _rebecca_thomas@johnson.k12.ga.us_

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

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

_11/21/14_
Date (required)

Johnson County Schools
District Narrative

The mission of the Johnson County School System is to prepare students to meet or exceed standards in order to graduate on time and pursue post-secondary and career options. This mission is hampered by the socioeconomic conditions in which our students live. According to the 2010 Georgia County Guide, over one-third of children live in impoverished homes, and almost half of the county's African-American children do so as well. Of the 9,550 residents of Johnson County, over one-fourth are living in poverty, and almost 1 out of every 3 of our children ages 0-17 and more than 1 out of every 2 female-headed households with children under age 18 are living below the poverty level. In 2007, 16 of the 62 live births (25.8%) were to unwed teen mothers. More than 1 out of every 3 county residents age 25 or older did not graduate from high school. Nearly one-third of our county's residents receive Medicaid, compared to the state's rate of 21.4%. Seventy-six percent of students in Johnson County Schools are eligible for free/reduced lunch.

All schools in the Johnson County School System are Title I schools, enabling us to maintain relatively small classes and focus on students who struggle. While both the elementary and middle schools have demonstrated success with targeted assistance in areas of weakness (Reading First at the elementary school and state direction at the middle school), the high school continues to struggle, and we must not assume that the other two will continue to perform as well with the conversion to CCGPS and other mandates. It is our belief that an increased focus on literacy instruction will impact student performance in all subject areas and increase our graduation rate by allowing students to experience success in school.

The percentage of students classified as special needs has decreased, but 12% of the system population is still classified as SWD. In all grades, the SWD population consistently scores lower than other subgroups on standardized tests, indicating a need for increased literacy instruction. The majority of SWD are now transitioning through the middle/ high school.

System Percentage of Students with Disabilities (SWD)

	Total Number of SWD	Total Percentage of SWD	Percentage of Total School Enrollment
Pre-K & Head Start	7	6%	12%
Johnson County Elementary	53	11%	11%
Johnson County Middle	39	14%	14%
Johnson County High	43	13%	13%

Other priorities include: (1) Increasing the literacy skills so students are ready for college or career upon graduation; (2) Increasing the literacy skills of teachers so they can better assist our students who struggle with reading; (3) Developing a system-wide literacy plan, including components for all grade levels and collaborative decision-making; (4) Fully implementing the CCGPS and vertical alignment of curriculum and materials used; (5) Increasing the level of active engagement of all students and ensuring that all students are reading and being rigorously instructed using appropriately leveled materials and technology; (6)Enhancing technology available to teachers, students, and parents, and using new technology to engage students; (7) Maximizing the effectiveness of the new technology through professional learning; and, (8) Providing up-to-date and accurate print materials for teachers, students, and parents.

Because our school system is small, most employees have several job responsibilities. Our Central Office staff is comprised of the Superintendent, a Director of Curriculum/Professional Learning/Title I, a Special Education Director, a Director of Technology/Facilities/Maintenance/Transportation, a bookkeeper, a transportation secretary, and a receptionist. The middle and high schools share an administrative team of one principal and two assistant principals. The elementary school administrative team is comprised of a principal and an assistant principal. The high school has one academic coach, the middle school has one coach and the elementary school has two. Our Family Connection Coordinator also serves as co-applicant with the 21st Century CCLC program director and must attend and initiate services for many grants. The superintendent works closely with the system administrative team, which is comprised of the building principals and all

program directors. The team works to ensure that all initiatives are based on the system and school improvement plans and are working smoothly.

Instructional initiatives have focused on improving student achievement and implementation of the GPS. The elementary school received a Reading First grant to focus on reading improvement. The professional learning provided through this grant was beneficial for students in grades K-3, but additional assistance is needed for all other grade levels. The elementary and middle school began benchmark testing students three times per year using the Georgia Online Assessment System (OAS). Data is analyzed to determine students in need of additional support, gaps in curriculum, and overall areas of strength and weakness. The middle school also began using the state-provided Framework Tests that measure student achievement over specific units. This data is used for flexible grouping of students for intervention or enrichment. All three schools have worked on implementing the use of formative assessments to form flexible learning groups, increasing rigor in the curriculum, and implementing the GPS and CCGPS.

The system level literacy team is developing a plan to encompass students from birth through 12th grade, with a goal of aligning literacy expectations from Birth through grade 12 to ensure academic and instructional consistency for all students.

Our elementary school is in need of more social studies, science, and math materials to support literacy and fully implement reading and writing in these areas. The teaching of grammar through writing is needed at all levels, as indicated by writing scores. Updated classroom libraries are needed and teachers need time to study materials using assessments such as the Text Complexity Rubric provided by the state to ensure that materials meet the criteria established by the CCGPS. Updated technology such as Interactive SMART Boards and accompanying response systems to enhance engagement and formative assessments would be beneficial as well. Our middle and high schools have many of the same needs as the elementary school plus additional needs in the area of ELA that are less prevalent at the elementary level. These are indicated in the school narratives.

The assessment plans at both schools align with the State Literacy Assessment model found in the "What" document. These plans are detailed in the school SRCL grant applications. In order to ensure our system is providing ongoing formative and summative assessment to inform instructional decisions regarding the need for and intensity of interventions, and to evaluate the effectiveness of instruction, our schools use the following types of assessment. Screening is done three times per year on all students at the elementary level. The middle and high schools will implement screeners after training from SRCL. Formative and summative assessments are part of the instruction in all subjects.

As stated above, the primary need for a Striving Reader Project is improvement of instruction at the high school level. Secondary to this is the need to supplement the instruction in elementary and middle school in order to sustain the improvement system-wide and effectively implement the CCGPS. Professional learning afforded us by SRCL funding will have a positive impact on implementation success by allowing us to tweak and improve our Literacy Plan. Updated technology and appropriate materials will ensure success for all students by increasing student engagement. We want to continue our growth through these difficult economic times, and the SRCL will enable us to provide our students with vital literacy skills.

Management Plan & Key Personnel

As illustrated in the chart below, our system administrative team is compact, and responsibilities are shared among a small number of individuals, which lends itself to teamwork. All personnel listed below are experienced with grant funding and understand the goals and objectives and the grant implementation plan, since they have been instrumental in planning sessions, reviewing needs assessment results, and planning for implementation. The superintendent will be the overall SRCL Coordinator. Building principals are expected to be heavily involved with the project, but the Site-Level Coordinators will oversee the day-to day operations of the project.

System Management Plan and Key Personnel
SRLC Grant

	Individual Responsible	Supervisor
System Coordinator	Superintendent Rebecca Thomas	NA
Purchasing	Elementary: Beth Martin, Asst. Principal Middle/High: Elaine Merritt, Asst. Principal	Patrice Tanner System Bookkeeper
Site-Level Coordinators	Elementary: Beth Martin, Asst. Principal Middle/High: Elaine Merritt, Asst. Principal	Elementary: Charles Howard, Principal Middle/High: Gary Price, Principal
Professional Learning Coordinator	Elementary: Beth Martin, Asst. Principal Middle/High: Elaine Merritt, Asst. Principal	System: Tecia McKay Director of Curriculum/Professional Learning
Technology Coordinator	Elementary, Middle, & High: Charlie Lindsey Director of Technology, Facilities, & Transportation	All: Rebecca Thomas Superintendent
Assessment Coordinator	Elementary: Beth Martin, Asst. Principal Middle/High: Elaine Merritt, Asst. Principal	Elementary: Charles Howard, Principal Middle/High: Gary Price, Principal

The system coordinator will meet weekly with the site-level coordinators (and include the technology coordinator when appropriate) to discuss and plan for purchases, professional learning, and assessment to ensure that all schools have a uniform process for implementation. Site and system coordinators will update the District Curriculum Team and get input from them at regular monthly meetings. The system coordinator will take responsibility for ensuring that all requirements of the grant are communicated to the schools and that all are in compliance. The system and site coordinators will conduct walkthroughs, review PO's, review assessment information, and conduct any other inspection necessary to ensure that the goals of the grant are carried out with fidelity.

Development of the Budget and Performance Plans

Each stakeholder in the grant will have input into the development of the budget and performance plans through participation in regular meetings, reading progress reports through email, conducting walkthroughs and reviewing walkthrough data to monitor progress of students, and following the sign-off process for purchasing.

Evidence of Ongoing Meetings with Grant Recipients:

Two meetings were held with the literacy team from each school (Johnson County High, Middle, and Elementary) to discuss the possibility of applying for the grant and to work on the grant application itself. At each school the leadership team (one teacher per grade, instructional coaches, administration, and counselor) doubles as the Literacy Team. The team meets monthly to focus on curriculum and instructional issues, and the SR grant will be reviewed at these meetings.

Johnson County Schools
Experience of the Applicant

Table Describing other Initiatives with which the LEA has been Involved:

	Project Title	Funding Received	Is there an audit?	Audit results
LEA				
	Family Connection FY04 – FY14	$ 473,750	Yes	Clear
	Community Based Abstinence Education (CBAE) FY04 – FY10	$ 353,663	Yes	Clear
	Children & Youth Coordinating Council FY04 – FY07	$ 218,416	Yes	Clear
	Mental Health Developmental Disabilities and Addictive Diseases FY04 – FY11	$ 293,947	Yes	Clear
	Federal Mentor Grant FY09 – FY10	$ 40,023	Yes	Clear
	Drug Free Communities FY08 – FY 12	$ 48,263	Yes	Clear
	21st Century Grant FY05 – FY09 & FY12 – FY13	$1,488,552	Yes	Clear
	Safe Schools Healthy Students Initiative FY09 – FY14	$1,151,577	Yes	Clear
Schools				
Johnson County Elementary School	Reading First FY04-FY10	$1,804,782	Yes	Clear

Description of the LEA's capacity to coordinate resources in the past:

Because of the small size and the poverty level of the school district, Johnson County Schools have always had to coordinate resources and personnel carefully. With only three administrators in the central office, all have to oversee multiple programs. This obviously leads to close coordination and understanding of how various programs work together. For example, Title 1 and Title III work together

each year to sponsor family night activities. They share the agenda and provide workshops to meet the needs of all parents and to meet their guidelines for parental involvement. Materials and other resources are shared among programs as regulations allow. Johnson County has several key instructional personnel who are split funded as well.

Description of the sustainability of past initiatives implemented by the LEA:

The Johnson County Board of Education values the benefits of the various initiatives that have been implemented in the system. Grant funding has allowed the system to provide students with assistance that would have been impossible if only state and local funding were available. Therefore, the system makes every possible effort to ensure that various initiatives are sustained past the grant funding period. For example, after the Reading First Grant ended, the need for sustaining the position of literacy coach was so great that a major reorganization of personnel was implemented at JCES in order to be able to continue funding this position. Once a great benefit from a grant program is identified, system personnel are committed to finding ways to continue with the initiative past the grant period.

Description of initiatives the LEA has implemented internally with no outside funding support:

Because of the small size and the poverty level of the school district, Johnson County has very few initiatives that have been funded without support. However, the district has been able to update technology in some areas. A few years ago, a major personnel shift was implemented in order to make it possible to fund an additional instructional coach. Administration was committed to having this additional coach and had to work with existing staff and the community to ensure that all stakeholders realized that the changes were necessary to improve instruction.

Johnson County Elementary School
School Narrative

History

Johnson County Elementary is the sole elementary school in Johnson County, a rural, impoverished community in east central Georgia. The school houses grades K through five and the Johnson County four-year-old Pre-K program. The faculty and staff of the Johnson County School System face the difficulties imposed by a culture of poverty. Over one-third (35.9%) of children, birth to seventeen, live in impoverished homes. In addition, almost half (45%) of the county's African-American children are impacted by poverty. Over one-fourth (28.2%) of residents in Johnson County live in poverty, and this is reflected in our schools and the challenges we face in educating our children.

Administration/Leadership

The Johnson County Elementary School Principal, Charles Howard, is in his third year as principal. The Assistant Principal, Beth Martin, is in her second year. Mr. Howard is familiar with the school, having served as assistant principal prior to being named principal. Mrs. Martin also has experience in Johnson County Elementary, having been an instructional coach and teacher there since the beginning of her career.

Administrative and teacher leadership follows the GLISI model, with a School Change Team in place for making decisions about the school. Each grade level, the rotation teachers, special education teachers, and paraprofessionals are represented on the SCT. This team works with administrators, the academic coaches, and the school counselor to ensure school-wide input for decisions impacting student academic achievement. Members of this team are outlined in the table below.

Certified Personnel	Certification Level	Grade Taught
Mr. Charles Howard	6 (L)	Principal
Mrs. Beth Martin	6 (L)	Assistant Principal
Ms. Ora Carey	5 (S)	School Counselor
Mrs. Sue Hall	5 (S)	Media Specialist
Mrs. Tammy Jordan	6	Pre-K
Mrs. Elicia Stanley	5	Kindergarten

Ms. Andrea Brantley	4	1st
Ms. Sara Collins	5	2nd
Ms. Heather Hightower	5	3rd
Ms. Sue Webb	5	4th
Mrs. Teresa Snead	5	5th
Mrs. Lori Jordan	5	Special Education
Mrs. Nancy Meeks	5	Instructional Coach
Mrs. Becky Frost	5	Instructional Coach
Mrs. Carol Williams	Para	Paraprofessional

The function of the SCT is to carry out the School Improvement Plan (SIP) and make decisions regarding changes or improvements. Since each grade level is represented, the SCT member takes the information back to individual grade levels for input. The feedback is then shared at the next SCT meeting. Final decisions are made at this time. The SCT members serve as the link for the flow of information from the planning meeting to the general faculty and back again.

Past Instructional Initiatives

In the past, JCES has participated in several instructional initiatives. The school was a first-round recipient of a Reading First Grant during the initial cohort year, 2004-2005. Reading First funded six years of change in literacy instruction in grades K-3. Teachers received professional learning and materials to implement a research-based literacy program. After being classified as "Needs Improvement" for eight years, the first year of Reading First implementation saw the school removed from the list and significant progress made. During the latter years of Reading First, efforts were focused on improving literacy instruction in grades 4 and 5. Student achievement did improve, but more training and materials are needed.

An e-Math grant was also a part of JCES's progress during these years. While based on math content, it provided much needed technology for grades 3-5, including SMART Boards, laptop computers, and five student computers for each classroom. Teachers were trained to teach math using technology. Little impact on CRCT scores was noted, but we do believe the grant helped move us toward more standards-based instruction and integration of technology into our lessons.

During 2010-2011, our instructional initiatives were focused on implementation of the coach's cycle as a model for school improvement. Teachers studied and implemented the use of the instructional framework (opening, work session, and closing), teaching grammar through writing, formative assessments, and instructional rigor. During the 2011-12 school year, we focused on closing, active engagement strategies, and conferencing, with an emphasis on moving into the use of the Common Core Georgia Performance Standards (CCGPS). In 2012-13 and 2013-2014, our focus was on depth of knowledge, differentiation, and concept boards. This year our focus continues to be active engagement and differentiation, but with a much more definitive insistence upon using formative assessment results to specifically target the differentiation needed for individual students.

Current Instructional Initiatives

Currently, JCES is working to master the Georgia CCGPS and to fully implement them at all grade levels. The instructional coaches and administrators meet with the collaborative teams at each grade level on a weekly basis to plan instruction based on the frameworks provided by the state. In addition, the instructional coaches meet with each grade level prior to the beginning of a new unit to review the unit expectations and assist with lesson planning to ensure rigor and relevance. Many of the assessments introduced during the Reading First years (such as DIBELS, Informal Phonics Inventory, etc.) as well as other formative assessments drive flexible grouping and interventions as a part of the daily culture of the school.

Kindergarten will take benchmark assessments designed to the Power Standards as determined for SLOs. Grades one through five will take the Framework Tests provided by the Georgia Department of Education through the Georgia Online Assessment System (OAS) as they complete Unit One of the instructional frameworks. These results will be used to provide additional information regarding student mastery and to assist in targeting students who need additional interventions in order to be successful. We are continuing to study and implement the use of rigorous performance tasks to meet the intent of the standard.

Professional learning needs include expanding literacy knowledge in grades 4 and 5 to ensure that the knowledge that was afforded to K-3 teachers through Reading First is common to all teachers in our building. New teachers also need the professional learning that the staff received during the Reading First years. First year teachers and those in K-2 need additional professional learning concerning technology integration, similar to that afforded by the e-Math grant.

All staff members need additional assistance with teaching grammar through reading and writing instead of in isolation and additional strategies to promote student engagement in the learning process. This includes, but is not limited to, the use of technology in instruction.

Additional professional learning is needed to ensure that teachers understand the impact of Lexile scores on instruction. They need more ways to utilize the scores to differentiate content instruction by reading level, to recommend books for independent reading, and many other uses of Lexile scores.

Teachers continue to need assistance with implementation of the CCGPS and the use of performance tasks. Additionally, our teachers are struggling with the changing concept of grading in regard to the CCGPS and are in need of professional learning on this matter.

Despite our plans and initiatives, we have students whose Lexile scores are significantly below grade level transitioning to sixth grade. On the first administration of the Scholastic Reading Inventory (SRI) to grades 2-5 in the fall of 2014, 79% of our students scored at the Basic level or below. Of that 79%, 51% were Below Basic (beginning readers). The poverty index of 35.9%, the lack of exposure to print materials before entering school, the lack of literacy experiences prior to entering school, and an adult population that lacks reading/reasoning skills are clear indications that we are in definite need of the support and resources that the Striving Reader project can provide.

Description of the Materials Used in the Needs Assessment & the Needs Assessment Process

The school's literacy needs were determined by faculty input and by administration of the Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12. This instrument was provided by the Georgia Department of Education. The survey was added to Survey Monkey, making data collection simple.

100% of JCE teachers participated in the survey, along with media specialists, special education teachers, EL, and paraprofessionals. The results were tabulated by Survey Monkey. After the data was reviewed by administrators, it and the findings were presented and discussed with the entire faculty. Specific strengths and weaknesses were identified and became the basis for the Striving Readers Comprehensive Literacy Grant proposal.

Areas of Concern as related to the research-based practices found in the "What" document

- Students are struggling with the increased rigor of the Common Core GPS.

- Formative assessments need to be consistently and pervasively implemented across all grade levels and subject areas.

- Because students lack basic reading skills, summative assessment data does not truly measure what students know and/or can do.

- Professional learning is needed for best practices in literacy instruction, especially shared ownership of this instruction through all content areas.

- District and school leadership need to promote a culture that is rich in literacy both in the school and in the community.

- Low CRCT scores in science and social studies are directly correlated with the lack of content-area reading skills and strategies.

- There is a lack of appropriate, interesting, and up-to-date texts, instructional materials, and technology to meet the literacy needs of our students.

- Due to a high poverty rate, many of our students accept being illiterate as a norm.

- There is a need for an increased focus on writing in all content areas each day to assist with reading comprehension. A strong writing program is crucial to literacy demands for the 21st century (Why, 47; What, Building Block 4)

Identify the specific age, grade levels, or content areas in which the concern originates

A significant percentage of our students arrive at school already deficient in basic literacy skills that are appropriate for their age due to lack of exposure in the home environment. These deficits start students off behind, and many fail to catch up with their on-grade-level peers. This lack of preparedness leads to lack of motivation and can also be directly correlated to lack of student success on local and state assessments, especially as related to the science and social studies core standards. This is of concern at all grade levels because of the rigorous reading, thinking, and reasoning that is required for success with CCGPS.

The data below shows the percentage of students scoring Below Basic on the Scholastic Reading Inventory (SRI) on the first administration of 2014. Below Basic indicates that the child is not on target with his/her Lexile Score and is not reading on grade level:

- 68% of second graders scored Below Basic.

- 53% of third graders scored Below Basic.

- 42% of fourth graders scored Below Basic.

- 40% of fifth graders scored Below Basic.

- As a whole, 165 students or 51% of our student body scored Below Basic and an additional 91 or 28% scored Basic, indicating a need for serious reading intervention and instruction.

The Spring 2014 CRCT Reading results provide further evidence that our students are struggling and could benefit from a Striving Readers Project:

- 8% of the total student population did not meet standards.

- 9% of male students did not meet standards.

- 7% of female students did not meet standards.

- 12% of black students did not meet standard.

- 4% of white students did not meet standard.

- Percentages not meeting standard in fourth and fifth grades are higher than those in third grade, indicating focus areas.

Steps the School has taken to address the problem

Johnson County Elementary School has made efforts to address the needs of our students in a variety of ways. Below is a list of initiatives taken:

- Implemented and maintained strategies learned through Reading First.

- Use Scholastic Reading Inventory (SRI) to progress monitor students in reading.

- Track circulation data in the media center using circulation software.

- Updated Media Center software to include Lexile scores and labeled all books accordingly.

- Professional learning on assessment, fluency, depth of knowledge and reading strategies

Despite these efforts, we still have a need for a systematic, comprehensive, sustainable literacy plan. (What, Building Blocks 1 and 4) Teachers still need support and professional learning in order to effectively facilitate student literacy in the changing curriculum of the CCGPS. This means that all teachers must be able to do this, not simply the Reading/Language Arts teachers. (What, Building Block 4)

Root Cause Analysis

Research clearly indicates that students are not reading on or above grade level and that reading comprehension is a serious issue facing our students (Perie, Grigg, and Donahue, 2005; Lee, Griggs, & Donahue, 2007). We realize that we could continue to blame the lack of print materials and other causes, but we also know that we have to examine our own practices and beliefs to ensure that we are doing everything within our power to promote the rich culture of literacy that we desire. After careful examination of our areas of concern, we determined that literacy, media, professional learning, and lack

of a literacy-rich environment at home and at school are root causes of our students' lack of progress in reading.

LITERACY

Johnson County has a poverty rate of 30.5%, and this is reflected in the literacy levels of our children. Many of our children are not exposed to print materials before they come to school, and many have no idea how to hold a pencil or crayon. These students require additional time and support in order to meet grade-appropriate standards and perform at the level of their peers in academic progress. Our students especially struggle with reading comprehension in the content areas.

MEDIA

Each book in our Media Center has been labeled with the appropriate Lexile score and our media software also contains this information. We have discovered a need for additional books that meet the requirements of beginning readers and also address content of the GPS, additional non-fiction and fiction at all levels and current periodicals. We have recently purchased our first eBooks and would like to expand use of eBooks and E-Readers as options for our students to increase interest in reading. We would like to keep current on new literature and to expand our inventory of non-fiction materials to enhance the teaching of the CCGPS.

PROFESSIONAL LEARNING (What, Building Block 6)

Our teachers who are not ELA specialists are not confident of their ability to effectively provide literacy instruction. They feel that they do not have a well-developed repertoire of skills and strategies with which to assist their students, especially in the areas of vocabulary, comprehension, and content area literacy instruction. Additional professional learning is needed to help increase their confidence and enable them to be successful. Teachers have also expressed the need to increase their skills in incorporating blogs, wikis, and other more current communication tools into their instruction.

TECHNOLOGY

JCES is aware that we need to increase our students' access to technology. Additional classroom computers will allow teachers to provide additional opportunities to research in all content areas (Why, p.

32). This will also allow students to access, use, and produce multiple forms of Media, developing additional skills (Why, p. 26). We also need additional technology in order to enable our students to be fluent in different forms of communication –email, video-conferencing, video-chat, blogs, wikis, etc. (Why, p. 29;What, Building Block 4). In addition, additional technology would increase student engagement due to the natural interest in technology that our students have (Why, p. 54).

JOHNSON COUNTY ELEMENTARY

LITERACY PLAN

The Johnson County Schools District Literacy Team, made up of members from the elementary, middle, and high school, collaborated to determine the scope of the Striving Readers Comprehensive Literacy Grant and its potential positive impact on all three schools in the district. Whereas Johnson County Elementary School has several research-based practices, programs, and initiatives in place to support literacy instruction, there is still much room for improvement to ensure we are effectively supporting our students in their efforts to read, write, speak, and listen well. Johnson County Elementary School supports the Georgia Department of Education and the six major goals in the Georgia Strategic Literacy Plan:

Goal 1: Increase high school graduation rate, decrease high school dropout rate, and increase post-secondary enrollment rate through sending students to middle school with grade level reading and writing skills.

Goal 2: Strengthen teacher quality, recruitment, and retention.

Goal 3: Improve workforce readiness skills.

Goal 4: Develop strong education leaders, particularly at the building level.

Goal 5: Improve the SAT, ACT, and achievement scores for Georgia students by increasing literacy skills of elementary students.

Goal 6: Make policies that ensure maximum academic and financial accountability.

Johnson County Elementary School understands the importance of such goals and the importance of having a plan in place to ensure these goals are achieved. Ultimately, Johnson County Elementary School is committed to ensuring all students learn the foundational reading skills necessary to be successful and ultimately make the transition to middle school. The school strives to effectively build capacity with students and their parents, teachers, administrators, support staff, and community stakeholders.

Among several literacy reform initiatives, Johnson County Elementary School administrators, instructional support staff, and teachers participate in job-embedded professional learning to implement Webb's Depth of Knowledge, Seven Habits of an Effective Reader, Planet Literacy,

and CCGPS Literacy Standards. Professional learning community assignments serve to increase knowledge of all involved. Teachers also conduct monthly peer observations to monitor the implementation of best practices.

Although many successful practices are in place at Johnson County Elementary School, formative and summative benchmark data, informal inventories and state tests indicate there is still a need for increased literacy for all subgroups across all content areas. The Striving Reader Grant would allow the school to purchase various materials, technology, and programs such as tablets, eReaders, high-interest reading materials, slate boards, software to increase instructional skills in literacy, laptops and additional computers, and computer response systems, which would not only assist teachers with instruction but would engage students in the classroom. Such resources would allow new teachers to reach a higher proficiency with instruction, and veteran teachers could continue implementing best practices. Ultimately, the students of Johnson County Elementary School would benefit the most, as they will be more motivated to learn, which will in turn support them in the effort to learn to read, write, speak, and listen effectively.

Johnson County School System recognizes the importance of appropriate, direct, explicit instruction in literacy on student achievement. Based on our work in the Fall of 2011 in applying for the Striving Reader Literacy Grant, we established goals and objectives for 2012-2013 and 2013-2014. We were not fortunate to receive funding from the SR grant for either of these years, but we continue to update our plan and will apply again in the fall of 2014.

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
Engaged Leadership	Administrators will participate in state-sponsored Webinars and face-to-face sessions continue to stay abreast of revisions to CCGPS. (What, 1A;How, 1A;Why pp31-32, #4, Why 156-157)	Prof. Learning / Literacy	August 2011 – May 2014	Access to DOE training webinars	Principal Asst. Principal Inst. Coaches	Sign in sheet State Webinar Schedule Johnson County Elementary School Agendas and Professional Learning Schedule	ONGOING
Engaged Leadership	Administrators will seek out and participate in professional learning in literacy with the faculty. (What, 1A;How, 1A;Why pp31-32, #4, 156-157, 158-168))	Prof. Learning / Literacy	August 2011 – May 2014	N/A	Principal Asst. Principal	*Scheduled professional learning based on planned walk-throughs and review of student assessments to gather data. Sign-in sheets from professional learning. *Implement Coaches cycle for coaches to practice strategies in model classroom, explicitly teach those strategies identified using assessment data and walk-through data. *Allow teachers time to practice literacy strategies with support. *Schedule a follow-up walk-through to gather data. *Analyze walk-through data and assessment data to determine success of implementation of literacy strategy. *Determine those teachers who need more modeling, instruction, etc. and those who can move on to other literacy strategies or CCGPS training.	ONGOING

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
Engaged Leadership	Administrators will establish a literacy leadership team that meets regularly and provides substantive direction for the school and community. (What, 1B;How, 1B, Why 156-157)	Literacy	August 2012	N/A	Principal Asst. principal	Sign-in sheets Minutes from meetings Team will analyze data, conduct walk-throughs, and determine next steps.	YES – team is same as School Change Team
Engaged Leadership	Administrators will ensure that daily schedules include 90-120 minute block of time for K-3 and 2-4 hours across content areas in 4-5 literacy and ALL of the following: set time for intervention, instruction in disciplinary literacy in content areas, and collaborative planning. (What, 1C; How 1C; Why, p. 58, 156-157)	Literacy	August 2012	N/A	Principal Asst. Principal-Scheduler	Master Schedule, Intervention schedules, Data to determine if intervention was successful.	YES – may still need to tweak times for intervention and disciplinary literacy
Engaged Leadership	Study evidence-based literacy instruction in our school. (Why 156-157, What 9-11)	Prof. Learning / Literacy	August 2012-Ongoing	What, How, Why Striving Reader Documents, Access to DOE training, other training sources.	Principal Assistant Principal Inst. Coaches/ SCT/LT	Study Group schedule, sign-in sheets. Study groups with Inst. coaches and teachers. Scheduled literacy walk-throughs to monitor use of literacy strategies, student engagement and effective literacy practices.	ONGOING
Engaged Leadership	Faculty and staff participate in targeted, sustained professional learning on literacy strategies in the content areas. (What, 1D;How,1D,E, Why 156-157)	Prof. Learning / Literacy	August 2012 – Ongoing	Access to DOE training, other training sources	Principal Assistant Principal Inst. Coaches SCT/LT	Collaborative planning minutes Lesson plans	ONGOING

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
Engaged Leadership	Ensure that faculty and staff know and consistently use effective instructional practices for disciplinary literacy across the content areas. (What, 2B;How,1E,2B;Why,pp.48-49, 156-157)	Prof. Learning / Literacy	August 2012 – Ongoing	Access to DOE training, other training sources	Principal Asst. Principal Inst. Coaches	Observations/walkthroughs Anecdotal evidence Student work samples Collaborative planning minutes	ONGOING
Engaged Leadership	Ensure that content area teachers consistently incorporate the teaching of academic vocabulary; narrative, informational, and argumentative writing; and the use of discipline-specific text structures. (What, 1E;How, 1E,2B;Why p. 44, 156-157)	Prof. Learning / Literacy	August 2012-Ongoing	Access to DOE training, other training sources	Principal Asst. Principal Inst. Coaches Teachers	Observations/walkthroughs Student work samples Lesson plans	ONGOING
Continuity of Instruction	Allocate time and resources for cross-disciplinary teams to meet regularly to examine student work and to collaborate on the achievement of literacy goals. (What, 2A;How, 1C)	Prof. Learning / Literacy	August 2012 – Ongoing	N/A	Principal	Sign-in sheets Collaborative planning minutes Student work samples Common assessments	ONGOING
Continuity of Instruction	Ensure that literacy instruction is supported by a systematic, comprehensive core language arts program and also occurs in all content areas. (What, 2B;How, 2B,4A)	Literacy	August 2012 – Ongoing	N/A	Principal Asst. Principal Inst. Coaches Teachers	Lesson plans aligned to CCGPS Frameworks	ONGOING – CCGPS Frameworks adopted as core program
Continuity of Instruction	Out-of-school agencies and organizations collaborate to support literacy within the community. (How p. 29-33, What p.7)	Literacy	August 2011-Ongoing	N/A	Family Collaborative Director, Principal, School Council Members	Family Connection Collaborative meeting schedules, agendas, minutes and sign-in sheets. School Council meeting schedules, agendas, minutes and sign-in sheets. Schedules of events and collaboration.	Ongoing-Family Connection Collaborative meets once a quarter to discuss

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
Ongoing Formative & Summative Assessments	Ensure that a universal literacy screener is utilized system-wide to identify strengths and weaknesses so that appropriate interventions can be prescribed. Develop a plan to ensure those students at-risk from the literacy screener receive diagnostic assessment. (Why p. 95-123)	Literacy	Ongoing	*SRI: local funding already in place *Intervention programs	Principal Asst. Principal Inst. Coaches	Student and school data from the screener(s) utilized to ensure success of interventions/strategies in place. Evidence in lesson plans and on student at-risk lists that data is reviewed and used. Assessment schedule for universal screener. Diagnostic schedule for those students who were identified as struggling on the screener. Placement assessment for Intervention program that has multiple-entry points to avoid a one-size-fits-all approach.	ONGOING – this is being adjusted as we gather data to determine school and student needs
Ongoing Formative & Summative Assessments	Ensure that a full range of formative and summative assessments are administered regularly and are used to guide direct and intervention instruction. (What, 3B;How, 3A,B, Why, p. 95-123)	Literacy	August 2012 – Ongoing	Access to DOE training (to include FIP), other training sources, MDC/LDC resources Technology infrastructure to support administration and storage of assessments and dissemination of resultsw.	Principal Asst. Principal Inst. Coaches	Common grade level assessments-to include a variety of formats to identify classes needing support. Common lesson plans Walk-throughs to ensure teachers are implementing formative as well as summative assessments. Benchmark/OAS results Framework results DIBELS Informal phonics/phonemic awareness /sight word/ intervention placement, etc. testing CRCT results SRI/LEXILE Results) TKES observation tool Disaggregated data from all tests Intervention lab results Assessment calendar(formative, summative, diagnostic)	ONGOING – this is being adjusted as we gather data to determine school and student needs

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
Ongoing Formative & Summative Assessments	Ensure that time is devoted in teacher team meetings to review and analyze assessment results to identify needed programmatic and instructional adjustments. (What, 3D;How, 3E, Why p. 95-123)	Prof. Learning / Literacy	August 2012- Ongoing	N/A	Principal Asst. Principal Inst. Coaches Teachers	Collaborative planning meetings Data analysis reports	ONGOING
Ongoing Formative and Summative Assessments	Ensure that all appropriate staff members have access to data and follow established protocol for making decisions to identify the instructional needs of students. (What, 3E; How, 3E; Why, p.68, #8, p. 95-123)	Prof. Learning / Literacy	August 2012 – Ongoing	N/A	Principal Asst. Principal	Collaborative planning meetings Data analysis reports	ONGOING
Ongoing Formative & Summative Assessments	Ensure that all faculty participates in ongoing professional learning in all aspects of explicit literacy instruction (e.g., reading standards for literature and standards for informational texts; selection of texts for instruction; modeling; guided and independent practice; and, analysis of data). (What, 4A; How, 4C; Why, p.68, #8, p. 95-123)	Prof. Learning / Literacy	August 2012 – Ongoing	N/A	Principal Asst. Principal Inst. Coaches	Professional Learning plan Schedule Sign-in sheets Professional learning agendas Collaborative meeting minutes/agendas	ONGOING
Ongoing Formative & Summative Assessments	Ensure that the effectiveness of instruction is monitored regularly by analysis of student and teacher data derived from administrative walkthroughs and observations. (What, 4A; How, 2B; Why, p.68, #8)(Why pg. 95-123)	Prof. Learning	August 2012 – Ongoing	eWalk iPads	Principal Asst. Principal Inst. Coaches Peer observations (Teachers)	eWalk (walk-throughs, observations) reports Data analysis reports Disaggregated data	ONGOING

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
Best Practices in Literacy Instruction	Ensure that faculty are thoroughly trained on the research for language and early literacy experiences. (oral Language, Phonological Awareness, Alphabetic Knowledge, print awareness, phonics, fluency, vocabulary, and comprehension for pk-3rd grade. Faculty will also be trained in the use of assessments to find deficiencies in these areas to guide instruction and intervention groupings. (WHAT p. 9-11) (How p. 40-42) WHY p. 63-65)	Professional Learning, Literacy	August 2009-ongoing	Substitutes for training	Principal, Inst. Coaches Teachers	Professional Learning Plan Schedule Collaborative Planning minutes Professional learning minutes Unit study minutes Lesson Plans , Curriculum Maps Pacing Guides, CCGPS Standards Checklist , Literacy skills assessment checklist Analyzed student data to determine effectiveness of core instruction.	ONGOING
Best Practices in Literacy Instruction	Ensure that the faculty is thoroughly trained to use the core program (CCGPS Frameworks) (use of novels and supplemental materials(4-5) which provides continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts. Use of a scope and sequenced phonics/phonemic awareness program. Teachers are trained to use a CCGPS checklist of standards to ensure all standards are being taught and mastered by students. Teachers also develop pacing guides and curriculum maps to ensure scope and sequence of skills that are integrated into a rich curriculum of literacy and informational tests. . (What, 4A; How 4A; Why, pp. 41-59, 95-123)	Prof. Learning	August 2012 – Ongoing	Books suggested by Frameworks $5,000.00 (SPLOST)	Principal Asst. Principal Inst. Coaches	Professional Learning Plan Schedule Collaborative planning minutes Professional learning minutes Unit study day minutes Lesson plans Curriculum maps Pacing Guides CCGPS Standards checklist Student data analyzed to determine effectiveness of core instruction.	ONGOING

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
Best Practices in Literacy Instruction	Incorporate the Seven Habits of an Effective Reader into literacy instruction. Ensure Text Complexity measures are used to select materials for students. Using information from a variety of sources. Ensure students work allows them to experience success, (What 9-11) (Why page 41, 46, 49, 59,65-67)	Literacy and prof. Learning	August 2013-Ongoing	N/A	Principal Asst. Principal Inst. Coaches	Walk-throughs Observations-TKES Lesson Plans-reference of strategies SRI (Scholastic Reading Inventory) Lexile Scores GALILEO, LDC, MDC Professional Learning Agendas, Schedules to include PL's on selecting appropriate materials, lessons for diverse student needs. PL to understand the struggling reader in grades K-5)	ONGOING
Best Practices in Literacy Instruction	Develop and implement a coordinated plan for writing instruction across all subject areas. Plan will include explicit instruction, guided practice, and independent practice-developmentally appropriate. (What, 4B; How 4C; Why, pp. 41-59)	Literacy	August 2012 – Ongoing	N/A	Principal Asst. Principal Inst. Coaches Teachers	Professional Learning plan schedule Writing Samples Writing Instruction plan-included in pacing guides. Pacing guides Curriculum Map Lesson plans Student work samples Observations/Walkthroughs	ONGOING
Best Practices in Literacy Instruction	Ensure that at least one day per week, teachers in content areas provide instruction in and opportunities for developing an argument, writing coherent informational or explanatory texts, or writing narratives to explore content area topics-This writing instruction will be developmental at each grade level. (What, 4B; How 4C; Why, pp. 41-59)	Literacy	August 2012 – Ongoing	N/A	Principal Assistant Principal Inst. Coaches Teachers Writing Specialist	Lesson plans Student work samples Observations/walkthroughs	ONGOING

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
Best Practices in Literacy Instruction	Ensure that teachers regularly implement strategies for developing and maintaining interest and engagement (active engagement) appropriate to their grade level. Ensure students are motivated and actively engaged. Ensure that all classrooms have rich classroom libraries. (What, 5A; How, 4A;Why, pp. 41-59)	Prof. Learning / Literacy	August 2012-Ongoing	Media center books, E-books, E-readers iPads Classroom libraries (500 per classroom)	Principal Asst. Principal Inst. Coaches Teachers	Walkthroughs-data Lesson plans-evidence of planning for TKES observations-data Interest Inventory results from students-to enable media specialist to order e-books and hard back books that interest students. Student surveys to determine baseline of motivation and improvement. (Why page 51) Classroom libraries that are rich with interest choices, Level, and content	ONGOING
Best Practices in Literacy Instruction	Establish a media committee at the Elementary level to expand the culture of reading at both schools and ensure that appropriate materials and technology are selected for use in the school. (Why, p. 58)	Media/ Literacy / Technology	August 2013 – Ongoing	N/A	Principal Asst. Principal Inst. Coaches Teachers	Meeting Minutes Materials inventory Interest Inventory results from students Walkthroughs/observations to evaluate the reading culture of the schools	Yes
Best Practices in Literacy Instruction	Ensure that all ELL students receive appropriate instruction and are closely monitored. (What page 9-11) (Why p. 90-94)	Literacy	Ongoing	N/A	ELL Coord. Principal, Asst. Principal Inst. Coaches	Professional Learning Plan Schedule PL minutes, agendas Assessment data on ELL students Collaborative meetings for teachers of ELL students. WIDA Standards	ONGOING

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
RTI for all Students	Ensure that data from formative assessments is gathered and analyzed regularly to ensure that all students are receiving instruction in appropriate tiers and that instruction in each tier is effective. Development of a more effective RTI process in our school—ensuring students are matched to appropriate intervention-Tiers 1-4. (What, 5;How, 5, Why 123-140)	Literacy	August 2012 – Ongoing	N/A Subs for teachers in collaborative groups to develop a more effective RTI system	Principal Asst. Principal Inst. Coaches Teachers Intervention teachers	Data analysis reports RTI analysis-identification of students at each RTI level.—Ensuring students are matched to appropriate intervention-data study/collaborative teams. Observations/walkthroughs Results of formative assessment are analyzed frequently to ensure students are progressing or adjusting instruction to match needs. Tiers 1-4 At-Risk lists Data study groups. Schedule of RTI meetings Schedule for RTI collaborative meetings. (discussion of placement of students-those who succeed in the tiers and those who fail.) School Schedules	ONGOING
RTI for all Students	Analyze student and classroom data to determine the instructional areas and classrooms in greatest need of support. (What, 5B;How,5, Why p. 123-140)	Literacy	August 2012 – ongoing	N/A	Principal Asst. Principal Inst. Coaches	Disaggregated data Instructional coach logs	ONGOING

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
RTI for all students	Ensure that school schedules ensure Least Restrictive Environment (LRE) (Why p. 123-140, What pg. 11-13)	Literacy	August 2010-On-going	Ensuring administrators are familiar with funding formulas affecting students in special programming	Principal Asst. Principal SPED Director	School Schedule List of SPED students and placements	ONGOING
Improved Instruction through Professional Learning	In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas. (CCGPS, core and supplemental and strategy instruction) (What 6 p. 13, Why p. 140-155)	Literacy	August 2009-ongoing	Substitute costs	Principal, Asst. Principal, Instructional Coaches	Collaboration Schedule Professional Learning Plan Schedule Collaboration and PL agendas and minutes CCGPS checklist Curriculum Maps Pacing Guides	ONGOING
Improved Instruction through Professional Learning	Intervention providers receive program-specific training before the beginning of the year to prepare teachers and staff for implementation. (What 6 p. 13, Why p. 140-155)	Literacy	August 2009-ongoing	Substitute costs	Principal, Asst. Principal, Instructional Coaches Intervention providers	Collaboration Schedule Professional Learning Plan Schedule Collaboration and PL agendas and minutes CCGPS checklist Curriculum Maps Pacing Guides	ONGOING

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
Improved Instruction through Professional Learning	Administrators, faculty, and staff have received training in administering, analyzing and interpreting results of assessments in terms of literacy. (What 6 p. 13, Why p. 140-155)	Literacy	August 2009-ongoing	Substitute costs for Data Days	Principal, Asst. Principal, Instructional Coaches RESA	Collaboration Schedule Professional Learning Plan Schedule Collaboration and PL agendas and minutes CCGPS checklist Curriculum Maps Pacing Guides Informal testing results on Phonemic Awareness, Phonics, fluency, Vocabulary, Comprehension. SRI (Lexile Measure) DATA spread sheets SLDS data	ONGOING
Improved Instruction through Professional Learning	Paraprofessionals, support staff, Interventionists, Substitute teachers, pre-service teachers working at the school, Administrators, and all faculty will be included in professional learning opportunities as applicable. (What 6 pg. 13-14, Why p. 140-155)	Literacy	August 2009-ongoing	Substitute costs	Principal, Asst. Principal, Instructional Coaches RESA	Professional Learning Plan Schedule Sign-In sheet to ensure all faculty are included as appropriate	ONGOING
Improved Instruction through Professional Learning	Teachers will ensure students examine their own data and set learning goals, Teachers also set their own learning goals (What p.9-11 ,Why p 120, 140-155)	Professional Learning / Literacy	August 2014-Ongoing	N/A	Principal, Asst. Principal, Instructional Coaches	Professional Learning Plan Schedule Sign-in sheet to ensure all faculty are included as appropriate. Walk-through data	ONGOING

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
Improved Instruction through Professional Learning	New Teachers will receive professional learning as needed to ensure the stability of Best Instructional Practices. (How 1A,D)(Why 141-148)	Professional Learning	July of Each year and ongoing	Stipends to pay new teachers to come during the summer to receive training	Principal, Ins. Coaches	Professional Learning Plan Schedule, Walk-through data on new teachers Data from classes of New teachers.	ONGOING
Improved Instruction through Professional Learning	Initiative: Planet Literacy through GLRS . This initiative ensures usage of research based literacy strategies with a focus on students with disabilities. Eventually all students will benefit from this initiative (WHAT p. 9-11) (Why p. 59-65)	Professional Learning	August 2013- ongoing	Substitutes Travel No cost for GLRS 2013- ongoing	Principal, Inst. Coaches, Teachers	GLRS Training	ONGOING

Analysis and Identification of Student and Teacher Data

Johnson County Elementary School was recognized as a Title I Distinguished School from 2007 -

2011. We do not, however, want this to obscure the fact that we still have many struggling students. Our

data from Scholastic Reading Inventory (SRI) clearly indicates that there are deficits we need to address.

Data is outlined in the table below:

Scholastic Reading Inventory
First Administration – 2013 and 2014
Percentage per BELOW BASIC and BASIC (Baseline Data)

2013	Below Basic	Basic	2014	Below Basic	Basic
2nd Grade	47	26	2nd Grade	68	
3rd Grade	33	32	3rd Grade	53	
4th Grade	32	35	4th Grade	42	
5th Grade	17	31	5th Grade	40	
Overall	32	31	Overall	51	28

This assessment will be administered twice more during the school year to measure growth and assist in

planning instruction.

5th Grade Writing Data

Our students have shown growth on the 5th Grade Writing Test over the past three years, but

significant performance gaps still exist between subgroups. There is a need for intervention targeting

these students and their deficits.

JCES Writing Test Data
2012-2014
PERCENTAGE at DID NOT MEET-ALL STUDENTS

	Did Not Meet
2014	16
2013	27
2012	20
2011	24

JCES Writing Test Data
2011-2014
PERCENTAGE at DID NOT MEET - BY GENDER & RACE/ETHNICITY

	MALE	FEMALE
	Did Not Meet	**Did Not Meet**
2014	17	14
2013	36	17
2012	24	7
2011	16	27
	BLACK	**WHITE**
2014	25	7
2013	29	25
2012	11	11
2011	31	20

CRCT Data

On the CRCT, 92% of all students met expectations in reading in 2014. A closer look at our data, however, reveals areas of weakness that would benefit from a Striving Reader program. The charts below show the percentage of students who did not meet standards in Reading and English/Language Arts for the past three years, disaggregated by subgroup.

2012-2014 JCES CRCT DATA
Percentage in DID NOT MEET Category – By Grade Level and Overall

	Reading	Language Arts	Math	Science	Social Studies
2013-2014:					
3rd Grade	5.3	13.3	14.7	16.0	13.3
4th Grade	10.8	20.0	29.3	27.6	23.7
5th Grade	8.1	7.1	15.3	19.3	23.9
Combined	8.1	13.2	19.6	20.9	20.5
2012-2013:					
3rd Grade	7.25	17	28.25	23.75	26.75
4th Grade	11.75	13	25.25	13.75	14.75
5th Grade	16.5	16.75	14.25	27.5	31
Combined	11.8	15.6	22.6	21.7	24.2
2011-2012:					
3rd Grade	7.1	8.5	20.8	21.9	16.7
4th Grade	16.8	15.8	25.5	23.7	22.7
5th Grade	12.1	9.1	25.5	33.0	27.5
Combined	12.0	11.1	24.0	26.2	22.3

JCES CRCT DATA
Percentage of Students Scoring in the DOES NOT MEET Category by Gender
Grades 3, 4, & 5 Combined

	FEMALE			MALE		
	13-14	**12-13**	**11-12**	**13-14**	**12-13**	**11-12**
Reading	7	11.5	9.3	9	18	14.8
ELA	7	9.8	7.8	18	20.5	14.1
Math	14	18.9	24.0	24	28.9	26.2
Science	17	21	21.2	24	22.3	23.0
Soc Studies	19	21.8	25.0	22	26.9	27.0

JCES CRCT RESULTS BY SWD
Grades 3, 4, & 5 Combined

	READING	ELA	MATHEMATICS	SCIENCE	SOCIAL STUDIES
	Did Not Meet	Did Not Meet	Did Not Meet	Did Not Meet	Did Not Meet
2013-2014	27	47	47	42	20
2012-2013	35	50	42	56	44
2011-2012	26.9	36.0	57.7	62.5	40.6

JCES Goals and Objectives based on Formative and Summative Data

Based on the data from the 2014 CRCT and results of our framework and benchmark assessments (outlined below), JCES has established the goals outlined below. Since Georgia Milestones is a new assessment this year, it will be impossible to measure progress using this assessment, so other measurable goals have been set.

- Increase the number of students on grade level as measured by Lexile (SRI) by 5%.

- Decrease the number of students scoring Below Basic on the SRI by 10%.

- Increase the percentage of students meeting the standard on GA Milestones Mock Writing Assessments by 10% from the baseline in the fall to the last assessment in the spring.

Teacher Retention Data

Johnson County Elementary School has a staff of 36 teachers, 2 of whom have gifted certification. Our retention rate is 91.9%, indicating stability of the staff. 100% of JCES teachers are highly qualified for their positions.

Additional School/District Required Assessment Data

JCES administers framework tests at the end of each unit of instruction (grades 3, 4, and 5) and benchmark tests (grades 1 and 2) to measure student achievement. Framework tests cover material contained in the standards of a specific unit, while benchmark tests contain material from all standards and are designed to measure growth over the course of the school year. We are currently testing ELA, Reading, and Mathematics and plan to incorporate Science and Social Studies as the year progresses.

FRAMEWORK TEST RESULTS
Percentage CORRECT by SUBGROUP and SUBJECT

	ALL	BLACK	WHITE	FEMALE	MALE
3rd ELA	80	66	88	89	71
4th ELA	61	59	66	73	49
5th ELA	83	78	86	89	76
3rd Math	65	59	66	67	63
4th Math	53	47	60	70	36
5th Math	59	46	81	58	67
3rd Science	79	63	91	85	73
4th Science	76	73	73	81	71
5th Science	84	78	91	81	87

BENCHMARK TEST RESULTS
Percentage CORRECT by SUBGROUP and SUBJECT

	ALL	BLACK	WHITE	FEMALE	MALE
1st ELA	79	65	89	71	86
2nd ELA	73	73	81	63	82
1st Math	79	76	95	77	80
2nd Math	93	89	95	98	88

Teacher Participation in Professional Learning

Teachers at JCES participate in professional learning on a weekly basis. Teachers and Instructional Coaches meet to plan instruction based on the Instructional Frameworks provided by the Georgia DOE and student needs according to data. Tasks are reviewed and practiced to ensure their feasibility for classroom use and their rigor and relevance is analyzed. Teachers also receive a half day of Unit Study release time prior to the beginning each new unit in ELA and math. During this time, teachers view content based webinars presented on GA DOE and work together to plan for the upcoming unit of study. They analyze the CCPGS that are included in the unit and make sure that they plan instruction to teach all skills, especially during the continued transition to CCGPS, including unit revisions/updates. Job-embedded professional learning is a critical component of the school improvement process at JCES and district wide. Professional learning is scheduled monthly to analyze student performance on tasks and assessments. Teachers collaboratively discuss areas of strength and weakness to determine next steps. As stated in our School Improvement Plan, our focus to increase rigor and provide for individual needs is met through professional learning opportunities in differentiated instruction and depth of knowledge training provided by our local RESA and our instructional coaches. The learning communities are based on grade-level, whole-faculty, and needs based groups according to data needs. (Ex: behavior management, co-teaching, SWD training in math and ELA)

Johnson County Elementary School
Project Plan

Literacy is defined by the Georgia Literacy Task Force as "the ability to speak, listen, read, and write, as well as to view print and non-print text in order to communicate effectively with others, think and respond critically in a variety of settings to a myriad of print and non-print text, and to access, use, and produce multiple forms of media, information, and knowledge in all content areas." Johnson County Elementary School and the Johnson County School System is guided by this definition in our literacy plan.

Johnson County Elementary School Project Goals and Objectives

GOAL 1: Students will read independently at or above grade level before exiting 5th grade.			
OBJECTIVES	**WHO WILL IMPLEMENT**	**WHAT WILL TAKE PLACE**	**FUNDING SOURCE(S)**
Increase Lexile score at each grade level by a mean of 10%.	Administration Vertical Teams	Professional learning for all K-5 teachers regarding effective use of Lexile scores in instruction (What, 1A)	SRCL LF PL
	All K-5 Teachers	Develop grade level formative assessments that will be administered to all students (What, 3A & 3B; Why 5A3)	
	Grades 2 – 5 Teachers	Administer Scholastic Reading Inventory (SRI) three times per year (beginning, middle, end) (What, 3A, 3B, & 3C; Why 5A2)	
Increase exposure to print materials at school by incorporating nonfiction text across the curriculum in 3 out of 5 days per week.	Literacy Team Classroom K-5 Teachers IC's	Professional learning on txt selection for inst. Strengthen classroom libraries Acquire e-readers	SRCL LF
Increase exposure to print materials at home by 10%.	Media Specialist Literacy Team	Establish literacy night Partner with community groups to provide print	SRCL LF

		materials in the home (What 2C & 3E)	
Use tiered instruction to help struggling and at-risk students increase fluency by 10%. (What 5A – 5E)	All certificated staff Paraprofessionals	Conduct frequent data reviews to determine student progress (What, p. 8, 9) Focus improvement efforts on specific subgroups and individuals (What, p. 8)	SRCL LF PL

GOAL 2: Students will write at proficient or exceeds standard level before exiting 5th grade.

OBJECTIVES	WHO WILL IMPLEMENT	WHAT WILL TAKE PLACE	FUNDING SOURCE(S)
Increase the percentage of students who meet or exceed standards on the 3rd, 4th and 5th Grade Writing Assessment in GA Milestones by 15%. (What, 3D)	Administration Vertical Teams All certificated staff Paraprofessionals IC's	Study the CCGPS for Writing in all content areas. Continue mock assessment in grades 3-5. Develop and revise formative assessments in writing. (What, 3B & 3C) Develop PL on best practices in writing instruction and inter-rater reliability with scoring.	SRCL LF PL
Implement daily writing in 4 out of 5 subjects. (What, 4B; Why, 2C)	All certificated staff Paraprofessionals	Establish and implement a protocol for writing in all content areas as documented in lesson plans.	No funding source

GOAL 3: Vertically align the curriculum to improve instruction, with specific emphasis on transition grades (Pre-K to K and 5th to 6th).

OBJECTIVES	WHO WILL IMPLEMENT	WHAT WILL TAKE PLACE	FUNDING SOURCE(S)
Provide release time for school personnel in order to improve vertical alignment of the curriculum and instruction at all grade levels, with particular emphasis on transitional grades as evidenced by a mean of 10% growth in student lexile.(What 1A, 1C, & 1CA; Why 4F1, 4F2, & 4F4)	Administration All Certificated Staff Paraprofessionals	Release time will be provided for teachers to develop a scope and sequence for each grade level and work together to ensure that all gaps are filled.	SRCL LF PL

Goal 4: Provide intervention at the core level.

OBJECTIVES	WHO WILL IMPLEMENT	WHAT WILL TAKE PLACE	FUNDING SOURCE(S)
Improve student achievement in grade level skills, including word recognition, phonics, and decoding as evidenced by DIBELS benchmark at 80% success. (What, 5C; Why 5B)	Teachers Paraprofessionals Instructional Coaches	Appropriate formative assessments will be developed and implemented to reinforce goals for reading Students will receive strategic tutoring Students will receive direct, explicit instruction Extended time will be provided for literacy (continuation of current practice) Professional learning in Interventions	SRCL LF PL

GOAL 5: A: Integrate literacy and comprehension skills into content areas.

OBJECTIVES	WHO WILL IMPLEMENT	WHAT WILL TAKE PLACE	FUNDING SOURCE(S)
100% of science, math and social studies teachers will be trained on integration of reading strategies and skills evident by student achievement growth on benchmark assessments. (What, 4B & 4E).	Instructional Coaches Administration	Formative: Scientifically evidence-based core unit and benchmark assessments will be developed Summative: Improved GA Milestones scores in reading, language arts, math, science, and social studies (What 3D) Summative: Writing test scores will improve. (What, 3D)	SRCL PL LF
Increase classroom libraries with multiple modes of non-fiction texts(+ 20 per class) & increase the number of these books available in the Media Center to 250.(What, 4D; Why 2E1, 2E2, 2E3)	Media Specialist Literacy Team Content Teachers Instructional Coaches	Purchase books that align to the CCGPS for each classroom and for the Media Center	SRCL LF SPLOST
All staff will attend 100% of provided literacy	Consultants Entire Staff	Professional learning for all staff members in literacy	PL SRCL

professional learning.(What, 1A).		using the research-based strategies as outlined in the "What" and "Why" documents	

GOAL 6: Integrate technology more fully into instruction (What, 1d; Why, 2E3)

OBJECTIVES	WHO WILL IMPLEMENT	WHAT WILL TAKE PLACE	FUNDING SOURCE(S)
Increase student use of technology K-5 to 3 out of 5 days weekly. (What, 4D).	Director of Technology Administrators Instructional Coaches Content Teachers	Make resources available to students and parents by extending media center/lab hours	LF
Update classroom technology in grades K-5 to improve instruction (What, 4D) Each classroom will increase student stations to 4 including an additional teacher station.	Director of Technology Technology Committee Johnson County BOE	Purchase advanced technology (Netbooks, e-readers,tablets or similar technology) for classroom use Provide ongoing, job-embedded professional learning in the use of technology	SPLOST SRCL

Current Instructional Schedule

The current instructional schedule for JCES provides time for specific literacy instruction through

the core program as outlined below and as required in the What (4AC) and Why (2J) documents:

Grade	ELA w/Interventions (Minutes)	Intervention Time (Minutes)
K	170	60
1st	195	50
2nd	165	60
3rd	155	70
4th	100*	20*
5th	100*	20*

*Literacy is significantly integrated into the content areas in 4th and 5th grades through the use of journals, choice board prompts, writing assignments, and other literacy based instruction. Intervention is also done outside of the specific 20 minute time period through small group instruction during class time based upon formative assessment results.

Detail of Plan for Tiered Instruction

Tier	Plan for Tiered Instruction	Materials Used
Tier I	One hour allocated for CCGPS Frameworks instruction; remainder of time spent on interventions; Formative assessments determine level II placement Benchmark/Progress Monitoring	Core program(CCGPS Frameworks), web-based reading programs, Accountable Talk, Addressing Learning Styles, Agendas (3-5), Book Week, Collaboration with Rotation(including media specialist and intervention lab), Flexible grouping, Hands-on activities, Reading guides, Rituals and Routines, Small group instruction, student self-evaluation, Writing in all content areas Literature focus: Reading competitions (school wide), Comprehension Plus, Comprehension Strategies (K-5), CRCT Coach Books, Failure Free, Fluency Strategies
Tier II	Sixty minutes allocated for intervention in K-3; 20 to 30 minutes allocated for grades 4-5; Teacher and paraprofessional work with small groups on specific skills; Progress monitoring used to determine growth.	Corrective Reading (Comprehension & Decoding);Web-based Reading Intervention (PK-5); Early Reading Intervention (K); Failure Free; Ladders to Success (3-5); Read Well (1); Rode to the Code (K); Failure Free (1-5), Phonics for Reading (2-3)
Tier III	Same schedule as Tier II; Tier III and Tier IV intervention may be occurring at same time in classroom based on student needs	All interventions from Tier II plus: Sundance Comprehension Strategy Kit (2-3); also specific interventions developed through SST
Tier IV	Resource & Co-Teaching models of instruction	All interventions from Tiers II & III plus specific strategies/accommodations outlined in the student's IEP

Assessment/Data Analysis Plan

Assessments Currently Utilized at Johnson County Elementary School

	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
Kindergarten:					
Screening (3x per year) Administered by testing team (IC's, trained paraprof.)	DIBELS FSF, PSF	DIBELS NWF (2Xper yr., mid & end) Informal letter name/sounds test	DIBELS – LNF, NWF		Listening Comprehension – *Johns Basic Reading Inventory*
Diagnostic (as needed) Administered by classroom teachers with assistance from trained paraprofessionals	Core Program Unit Tests Phonological Awareness Assessment (Lane)	Core Program Weekly Skills Tests	N/A	Core Program Weekly Skills Tests	N/A
Progress (every 3-4 weeks unless noted) Administered by classroom teachers and/or trained paraprofessionals (if appropriate)	DIBELS – FSF, PSF G-KIDS (2x per grading period)	DIBELS – NWF G-KIDS (2x per grading period) Informal letter name/sounds test	N/A G-KIDS (2x per grading period	N/A G-KIDS (2x per grading period	Classroom checklist of Listening Comprehension G-KIDS (2x per grading period)
Outcome (3x per year OR weekly/bimonthly tests) Administered by classroom teachers and/or trained paraprofessionals (if appropriate)	DIBELS – FSF, PSF Phonological Awareness Assessment (Lane)	DIBELS – NWF Informal letter name/sounds test	DIBELS – LNF, NWF		Listening Comprehension – *Johns Basic Reading Inventory*

	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
1st Grade					
Screening (3x per year) Administered by testing team	DIBELS PSF	DIBELS NWF Informal Phonics Inventory (IPI) Informal Spelling Inventory	DIBELS ORF Fry Sight Words	N/A	DIBELS – RTF
Diagnostic (as needed) Administered by teacher and/or trained paraprofessional (if appropriate)	Core Program Unit Test	Core Program Weekly Skills Test	DIBELS – ORF	N/A	DIBELS – RFT, DAZE
Progress (every 3-4 weeks unless noted) Administered by teacher and/or trained paraprofessional (if appropriate)	N/A	DIBELS NWF Weekly assessments	DIBELS ORF	N/A	N/A
Outcome (3x per year OR weekly/bimonthly tests) Administered by teacher and/or trained paraprofessional (if appropriate)	DIBELS PSF	DIBELS NWF Informal Phonics Inventory OAS Spelling Inventory	DIBLES – ORF	N/A	DIBELS RTF OAS

	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
2nd Grade					
Screening (3x per year) Administered by testing team	N/S	DIBELS NWF Quick Phonics Screener	DIBELS ORF Fry Sight Words	N/A	DIBELS RTF DAZE SRI
Diagnostic (as needed) Administered by teacher and/or trained paraprofessional (if appropriate)	N/A	Core Program Skills Assessment (every 6-7 days)	Gray Oral Reading Test (GORT4)	Core Program Skills Assessment (every 6-7 days)	Core Program Skills Assessment (every 6-7 days) Reading Level Assessment
Progress (every 3-4 weeks unless noted) Administered by teacher and/or trained paraprofessional (if appropriate)	N/A	N/A	DIBELS ORF	N/A	DIBELS RTF DAZE
Outcome (3x per year OR weekly/bimonthly tests) Administered by teacher and/or trained paraprofessional (if appropriate)	N/A	Quick Phonics Screener OAS	DIBELS ORF	N/A	DIBELS RTF DAZE SRI OAS

	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
3rd, 4th, & 5th Grades:					
Screening (3x per year) Administered by testing team	N/A	Quick Phonics Screener	DIBELS ORF Fry Sight Words	N/S	DIBELS RTF DAZE SRI
Diagnostic (as needed) Administered by teacher and/or trained paraprofessional (if appropriate)	N/A	Core Program Skills Assessment (every 6-7 days)	)	Skills Assessment (Every 6-7 days)	Core Program Skills Assessment (Every 6-7 days) Reading Level Assessment
Progress (every 3-4 weeks unless noted) Administered by teacher and/or trained paraprofessional (if appropriate)	N/A	N/A	DIBELS ORF	None	DIBELS RTF DAZE
Outcome (3x per year OR weekly/bimonthly tests) Administered by teacher and/or trained paraprofessional (if appropriate) CRCT – certified teachers only	N/A	Quick Phonics Screener	DIBELS ORF	CRCT	DIBELS: RTF DAZE CRCT SRI

Johnson County Elementary School currently uses each of the three tests recommended by the SRCL (IPI, CRCT, & DIBELS Next). There will be no new implementation for these assessments, other than the transition from CRCT to GA Milestones. We will, however, need to expand the use of the Informal Phonics Inventory (IPI) into other grades, as it is currently limited in its use. Because each of the assessments administered has a specific purpose, there is no plan to discontinue assessments unless a specific need arises to implement a more extensive assessment replacing another.

In addition to these assessments, JCES also administers a benchmark test to grades 1 and 2 three times per year. This test is constructed based on the CCGPS and using Level 3 questions from the Georgia Online Assessment System (OAS). The purpose of these tests is to measure growth over the course of the school year. In grades 3, 4, and 5, students take framework tests that are aligned to each unit of instruction. These tests are designed to measure mastery of the content of each instructional unit. Results of these tests are used to determine areas of student or instructional weakness and to develop intervention plans through differentiated instruction, flexible grouping, RTI, and specific reading strategies.

All students are assessed 3 times per year by a trained testing team (not including the classroom teacher) using DIBELS Next, IPI, leveled readers and sight word recognition for the purpose of tracking progress (benchmark). Progress monitoring occurs every 3-4 weeks by the classroom teacher.

Each grade level administers writing assessments B/M/E of the year, scores them by a rubric, then uses them to determine needs and to track student progress throughout the year. Grades 3,4 and 5 administer a mock writing assessment 3 times before giving the state writing

assessment. Each student's writing is graded based on the state writing rubric. Interventions are then put in place to address weaknesses.

As we analyze the state framework, we see a need to implement an informal vocabulary assessment in grades 1-5. We are currently using a teacher-created assessment.

Professional Learning Needs for Implementation of SRCL Required Assessments

ASSESSMENT	Professional Learning Needs
DIBELS Next	All certified teachers and paraprofessionals will need a refresher course in the administration of the DIBELS screeners. Teachers in other content areas who may also be responsible for administering these tests will also need to be trained. Additional professional learning is needed on the accurate and effective use of these results to plan instruction.
CRCT/GA Milestones	All certified teachers and paraprofessionals will need training in proper test administration, as is provided each year by the Director of Testing for the Johnson County School System.
IPI	All persons responsible for the administration of the IPI will need to be trained to properly administer the assessment.

Presentation of Data to Parents and Stakeholders

Data is presented to parents and other stakeholders through a variety of means, including but not limited to letters sent home to parents regarding their student's achievement on specific assessments; school newsletters; newspaper articles; updates on JCES website; parent conferences and phone calls; PTO and School Council Meetings; and, student recognitions (i.e., Honors Night).

How Data will be Used to Develop Instructional Strategies and Determine Materials/Need

Data from all assessments will be analyzed by both classroom teachers and the JCES Data Team to determine areas of weakness for groups as a whole and for specific individuals. This will be done throughout the year but specifically on three designated student analysis days. Teachers study collective data on individuals to identify at-risk students and develop individualized plans, including but not limited to intervention groups, small group instruction,

tutoring and additional support in the classroom. This information will then be used to plan

intervention groups and activities and to ensure the appropriate placement on the Pyramid of

Interventions.

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

List of Resources Needed to Implement the Literacy Plan including Student Engagement

Resource	Purpose	Funding Source
Specific classroom and Media Center books chosen by student interest (print and digital)	Using the results of a school-wide interest survey (to be determined by research) to ensure that the media center and classroom libraries are equipped with books that target student interests and encourage reading.	Initial Funding: SRCL Sustained: Media Center budget, book fairs, and fundraisers
Non-Fiction trade books aligned with CCGPS in all content areas, especially science and social studies	To promote more reading of non-fiction; to help students gain the needed skills to meet or exceed in other content areas	Initial Funding: SRCL Sustained: Local funds, SPLOST
Student Response Systems	To promote student engagement and help with small group differentiation based on formative assessments; to provide immediate feedback for corrective action	Initial Funding: SRCL Sustained: Funding for replacement units as needed (SPLOST)
Interactive white boards for K-1	Student exposure to digital media/text and engagement	Initial Funding: SRCL Sustained: SPLOST, other technology funds
Update Media Center	Purchase novels, trade books, fiction and non-fiction, e-books, encyclopedias, periodicals, etc.	Initial Funding: SRCL, Local Media funds Sustained: SPLOST for sustainability and replacement along with other technology funds
e-Readers	2nd – 5th grades, one per student, approximately 400 units	Initial Funding: SRCL Sustained: SPLOST for replacements ; Units will be purchased in staggered years to implement wisely and help with per year costs of sustainability.
Ceiling Mount Overhead projectors for K-1	Student exposure to digital media/text engagement	Initial: Existing (purchased w. local and state funds) Sustained: SPLOST and other technology funds for replacement
Resources for e-Readers	2nd – 5th grades, approximately 2000 books	Initial: SRCL (small number already purchased with local funds) Sustained: SPLOST, school funds, fundraisers

Resource	Purpose	Funding Source
Tablets for teacher use when interacting with SMART board	Student exposure to digital media/text engagement Use for assessment (DIBELS, Progress Monitoring and benchmarks)	Initial: SRCL Funding Sustained: SPLOST and technology funds for replacement
Software for progress monitoring beyond SRI (Tier III and IV instruction)	To help promote student engagement and help with small group and individual differentiation based on formative assessments; to provide immediate feedback for corrective action. Ex: iStation program, Education City (PK-6), Reading Eggspress PK-5, Study Island (K-12)	Initial Funding: Some were purchased w. local and SPLOST funds; will possibly need SRCL funding for additional programs in subsequent years. Sustained: SPLOST and other technology funding; Special education funding

Activities that Support Literacy Intervention Programs

- Direct, explicit instruction

- Text-based collaborative learning

- Consistent student feedback

- Explicit modeling of reading strategies

- Intensive focus on writing

- Peer observations

- Progress monitoring

- Differentiated Instruction

- Flexible grouping

List of Shared Resources Available in Building

Quantity	Shared Resources
1 per grade level	Laser Printer
1 per grade level	Digital Camera
2	Portable LCD Projectors
2	2nd – 3rd grade Fiction & Non-Fiction Comprehension Strategies Kits (serves 12 per kit)
1	Literacy Book Room with leveled sets of 6 books for small group literacy instruction and literature circles and listening sets (1 tape/6 books) to promote auditory listening/comprehension skills

General List of Classroom Resources for Each Classroom in the School

Each classroom at JCES contains, at minimum, 1 teacher computer, 2 student computers, 1 television, and 1 CD player. In addition, each classroom houses over 50 books in its classroom library. Grades 2 through 5 also have a ceiling-mounted overhead projector, an interactive white board, and a document camera in each classroom. Each classroom also contains novels aligned to the CCGPS and referenced in the unit frameworks provided by the DOE. All classrooms have access to internet and the school server, although the wireless infrastructure needs to be strengthened so that areas further from the router receive better signal. K and 1st have document cameras without projectors to use.

Library Resources

The JCES Library employs a full-time media specialist and paraprofessional. There are six computers available for student use, and students have access to Galileo, PINES, Georgia Digital Encyclopedia, Ellis for English Language Learners, and the Merriam Webster Dictionary in the media center, computer labs, classrooms, and at home. There are six digital cameras for teacher use, and two portable LCD projectors are also available. The library collection houses approximately 20,000 books for checkout, and daily circulation ranges from 150-300 books or more. There is an ample supply of dictionaries and atlases. There is one local newspaper subscription, but no other periodical subscriptions. Approximately 250 VCR titles and 20 DVD titles are available for checkout, along with two VCR/DVD players and two televisions. The media center also has a mounted LCD projector and pull down screen used for instruction.

Activities that Support Classroom Practices

- Direct, explicit instruction
- Text-based collaborative learning
- Self-directed learning
- Consistent student feedback
- Explicit modeling of reading strategies in all content areas

- Intensive writing

- Peer observations

- Progress monitoring

Additional Strategies Needed to Support Student Success

- Structured intervention program that engages students and is user-friendly (such as iStation)

- Software for creation of formative and summative assessments

- Vocabulary acquisition program

- Foundational reading program for non-readers (grades 3-5)

- Community based literacy program

- Additional technology to engage students (e-readers, white boards, tablets, etc.)

Clear Alignment Plan for SRCL and All Other Plans

In addition to the SRCL grant funding, Johnson County Elementary School will continue to invest in literacy efforts, curriculum alignment (vertical and horizontal), and quality professional learning for teachers and staff. Our plan is to work systematically to ensure that literacy improvement efforts are both persistent and pervasive by aligning SRCL funding with other programs supported by federal funds including Title I, Title II –A of the ESEA, the IDEA Act of 2006, and SPLOST and other state and local funds. Our system uses Title I funds to reduce class size and provide support for interventions which will enhance the literacy efforts afforded by SRCL funds. We will also use erate, SPLOST, and other technology funds to support the hardware, software, and non-print media that the SRCL funds will bring.

Our plan, aligned with our system's overall plan, is to maximize the benefit of SRCL and other funding for teachers and students; to communicate clearly that programs will be non-competitive with each other; to integrate programs to avoid redundancy; and to maximize benefits to students while minimizing the costs per teacher and student as required of good stewards of taxpayer dollars. Our small size makes it easy for us to maintain clear lines of communication with all levels of involvement in the grant, and it is easier to guard against duplication and repetition. Our school improvement plan aligns

closely with that of the system, as do all of our efforts. Our current plans focus on improved academic achievement and assessment practices, targeted professional learning, instructional technology planning, and curriculum alignment and development. This systematic approach to school improvement has highlighted a need for a more systematic sustainability plan for the literacy goals, a key aspect of the Striving Reader activities.

Demonstration of how Proposed Technology Purchases Support

Our students have grown up in a world of technology. Even our younger elementary students are familiar with cell phones and can use them to locate information or to play games. To force these bright young minds into a classroom that does not adequately make use of technology is to not adequately prepare them for the world outside the classroom door. Common Core GPS standards require significant use of technology to demonstrate mastery. For example, fourth grade students are creating multimedia displays and doing presentations using technology, as are students in younger grades. Much of the technology available to our students is outdated, and updated technology will inherently engage our students plus will make mastery of the CCGPS easier. Projectors and interactive white boards in PK and 1st would provide more visual and active engagement of the younger students. E-readers would promote the "techno" minds to engage in reading – for academics and pleasure – which is the grant's purpose. Students with specific learning style needs and SWD's could access readers with color/font combinations using apps to accommodate for specific needs. This would increase the likelihood of increased engagement in literacy development, based on learning style and differentiation training we have received.

Johnson County Elementary School
Professional Learning Strategies Identified on the Basis of Documented Needs

Professional Learning Activities of Staff at JCES for the Past Year

Activity	Hours	% Staff Attending*
DIBELS/GKIDS Kindergarten (K only)	10	100%
CRCT Administration (grades 3-5)	1	100%
Code of Ethics	4	100%
GEMA School Safety	1	100%
3rd Grade Writing Assessment (3rd ONLY)	1	100%
5th Grade Writing Assessment (5th ONLY)	1	100%
Scholastic Reading Inventory	1	100%
CCGPS Webinars for Mathematics (K-5)	3	100%
CCGPS Webinars for Administrators (Admin ONLY)	4	100%
ELA Strategies/Literacy Workshop	8	100%
Standards Based Concept Boards/Numbertalks	4	100%
Student Work Analysis	10	100%
Assessment Analysis	3	100%
Coaching for Continuous Improvement (Inst. Coaches ONLY)	10	100%
Differentiated Instruction based on Formative Assessment	10	100%
Standards Based Concept Board Training (Certified ONLY)	2	100%
TKES/LKES Training	10	100%
Depth of Knowledge	10	100%
Transact Training (based on need)	1	100%
Planet Literacy (Grades 3-5)	1	100%
Formative Instructional Practices Modules (FIP)	10	100%
Needs Based Study- Black Male Achievement (All)	2	100%
SLDS/OAS (K-5th)	1	100%
Smart Board Training (K-1, Paraprofessionals)	1	100%
ELA SUMMER Academy (Redelivery)	16	100%
Math SUMMER Academy (Redelivery)	16	100%
Asperger Training (Specified Teachers/Paraprofessionals- based on Needs)	2	100%
UDL- Universal Design for Learning (IC Training- Redelivery)	8	100%
Write to Read Training	4	100%
Phoneme Articulation Training (PK-2nd ONLY)	1	100%
GCSS (GA Council Social Studies) Redelivery	1	100%
LAC/ ESOL Conference	1	100%

Current Professional Learning for JCES Staff (Ongoing)

Rigor and Relevance
Higher-Order Text Complexity
CCGPS
OAS updates/ Georgia Milestones/SLO
CCGPS Unit Updates
DIBELS – iPAD training as needed
New Teacher Training (explicit teaching, modeling, practice, feedback, etc)
Teaching of literacy skills in content areas (all staff, focusing on content areas other than reading/ELA)

Active engagement strategies
Establishment of a protocol for ensuring that all staff members have access to data for making decisions to identify the instructional needs of students
Teaching of narrative, informational, and argumentative writing across content areas
Differentiated instruction within classrooms

Programmatic Professional Learning Needs Identified in Needs Assessment

Development of a literacy council or community literacy team
Full integration of technology into instruction
Effective use of the Lexile framework to assist with instruction
Vocabulary and comprehension instruction
Differentiated Instruction based on Pyramid of Interventions (Tiers)
Training on materials and software purchased through SRCL
Developing a schedule with a specific time allotted for intervention
Effective instructional practices for disciplinary literacy
Teaching of academic vocabulary
Effective use of discipline-specific text structures
Continued assistance with CCGPS implementation
Development of a coordinated writing plan for writing instruction across all content areas
Incorporation of ebooks in instructional practices
Professional learning to increase implementation of technology in instruction

Process of Evaluation for Professional Learning

Professional learning at JCES is based on the coaches cycle, where instruction is explicitly taught and modeled during professional learning and in model classrooms, then taken into the classroom to practice, observed for feedback, and then practiced again until it is mastered. Therefore, walkthrough observations by administrators and instructional coaches play a vital role in the evaluation of the effectiveness of any given professional learning session. JCES subscribes to the philosophy that what is expected is accomplished if it is inspected, and E-walk is used to facilitate this process and to provide immediate feedback to teachers. In addition, teachers provide immediate feedback to coaches as to their perception of the effectiveness via a survey at the end of each session. Professional learning is adjusted based on both forms of feedback. Since all professional learning is based on literacy goals, measurement of our achievement will be determined through increased student achievement on both formative and summative assessments and on performance on state-mandated tests (GA Milestones and writing assessments).

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JOHNSON COUNTY ELEMENTARY
Sustainability Plan

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Plan for Extending Assessments Protocol beyond Grant Period

JCES should have no conflict with continuing the assessment protocol at the conclusion of the grant period. Technology and local funds will be used to continue our subscription to SRI, DIBELS and to any other assessment programs adopted through the grant.

Plan for Developing Community Partnerships and/or Other Sources of Funding

Johnson County Elementary School is in an impoverished community, and the few businesses that remain are struggling with the literacy deficits of our students as they enter the work force. We will approach our community leaders and civic organizations beginning in the spring of 2015 to assist with funding yearly costs. Potential supporters include, but are not limited to, Rotary Club, Pilot Club, Wrightsville-Johnson County Chamber of Commerce, Community Bank, Bank of Wrightsville, and the Johnson County Historical Society. Johnson County also has many active church congregations who have already provided funds to assist the schools with various student needs. We are confident that they are also interested in assisting further with specific literacy needs of elementary students. We commit to working with all outside agencies to sustain the programs after funding ends and to seeking other grants to support these initiatives.

JCES Sustainability Plan

The Johnson County Elementary School values professional learning that is job-embedded and provides opportunities for teachers to build content and pedagogical knowledge and to develop effective practices to impact student achievement. Where writing was once the exclusive responsibility of the ELA teachers, other content specialists are beginning to accept responsibility for it as well. Whether or not we receive the SRCL grant, we will continue to seek ways to provide professional learning for our faculty and staff that is geared toward helping students learn.

The Johnson County School System is committed to retention of our instructional coaches, a vital component of this plan, even if it means elimination in other areas of less impact on student achievement.

We will also use our professional learning funds to pay for substitutes so that new teachers can be adequately trained regarding expectations of the grant. All of our schools are applying for the SRCL grant, so all new staff will be trained in this manner.

The technology component of this grant will be the most difficult to sustain, but we will make use of erate, SPLOST, and technology funds to repair/replace/update materials as necessary to ensure that valuable instructional tools are not lost at the end of the grant period. The Johnson County community recently renewed the SPLOST for another five years beginning in January of 2014, so this is an assured source of funding. We also plan to seek additional grant funding in years to come to assist with this process. Any site licenses purchased through SRCL will be retained through the funding sources previously discussed.

SPLOST can also help with replacement of certain print materials that can be considered texts for certain classes. Local funds are tight, but with CCGPS implementation, the system has moved away from formal textbooks to more materials that are based upon standards-based units. This will allow any funding for textbooks to be spent on appropriate literacy print materials and other consumables.

Plan for Including New Staff

New staff will receive training prior to the beginning of school on the expectations of the Striving Reader project and JCES literacy goals. These teachers will also be assigned mentor teachers who are experienced and committed to the success of our literacy effort. These mentor-mentee teams will work along with the Instructional Coaches, to ensure that all efforts are aimed toward increasing student literacy.

Johnson County Elementary School Budget Narrative

The Johnson County Elementary School has proposed a budget of $410,024. In this proposal, we have set aside $10,000 for contracted services for instruction on the software we hope to purchase for computer software for interventions ($20,000). We plan to update our library to include eBooks for $85,000. We have allocated $19250 for software to develop and implement our own benchmark assessments and to use for progress monitoring. (Our SPLOST funds will sustain a computer based assessment and not paper/pencil assessments.)We have also set aside $6,720 for substitutes, $18,000 for stipends, $3514 in benefits, and $46,000 for travel to the required training. This will prepare our teachers to use the new technology and develop new skills in literacy instruction.

Our Media Center houses materials that are outdated, and we have set aside $14,000 for new, high-interest reading materials – books, newspapers, and periodicals. In addition, $6,400 has been set aside to increase classroom libraries and add subscriptions to class sets of magazines based on content areas. We have planned to purchase Science and Social Studies books for classrooms. These books would help teach literacy through the CCGPS ($11,200). We also plan to add a significant number of E-books to our collection for use with E-readers, whose cost is accounted for in Expendable Equipment.

Additional supplies needed are interactive boards and projectors for instructional use, interactive board response systems, laptops for training and instruction, slate boards and software for K-1 classes, devices (such as tablets) for assessing and e-Readers for a total cost of $169,836. All will be used in instruction and will allow teachers to easily assess students, share student work, and provide examples. We would like to reserve the right to purchase more updated technology items if we determine that updated technology better meets our needs.