

School Profile

Created Tuesday, September 18, 2012

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School Information

School Information District Name:	Murray County
School Information School or Center Name:	Chatsworth Elementary

Level of School

K-6

Principal

Principal Name:	Mike Pritchett
Principal Position:	Principal
Principal Phone:	706-695-2434
Principal Email:	Mike.Pritchett@murray.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Dusty Strickland
School contact information Position:	Instructional Coach
School contact information Phone:	706-695-2434
School contact information Email:	Dustin.strickland@murray.k12.ga.us

Grades represented in the building

example pre-k to 6

K-6

Number of Teachers in School

47

FTE Enrollment

775

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Barbie Kendrick

Position/Title of Fiscal Agent's Contact Person: PK-8 Curriculum Director

Address: 1006 Green Rd.

City: Chatsworth Zip: 30705

Telephone: (706) 695-4531 Fax: (706) 695-8425

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



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

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

12-5-12
Date (required)

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

- any person owning more than 20% interest in the Applicant
 - the Applicant's corporate officers
 - board members
 - senior managers
 - any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.
- i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
- ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

Conflict of Interest & Disclosure Policy

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

b. Employee Relationships

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

Conflict of Interest & Disclosure Policy

- iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
- v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.

c. **Remedies for Nondisclosure**

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III. Incorporation of Clauses

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



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

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

12-5-12
Date



Signature of Applicant's Authorized Agency Head (required)

Mike Pritchett, Principal, Chatsworth Elementary
Typed Name of Applicant's Authorized Agency Head and Position Title

12-5-12
Date

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

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

Date (if applicable)

Preliminary Application Requirements

Created Tuesday, December 04, 2012

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

General Application Information

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

A Z f t

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

SRCL Grant Rubric

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

A Z f t

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

Assessment Chart

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

A Z f t

Assessments

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

A J B h s f f

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.

A JBhsf f

Grant Assurances

Created Wednesday, December 12, 2012

Page 1

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

• Yes

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

• Yes

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

• Yes

Page 2

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

• Yes

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

• Yes

Page 3

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

District Narrative

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

Current Priorities

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

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

Murray County Schools

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

Management Structure

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

Past Instructional Initiatives

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

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

Murray County Schools

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

Literacy Curriculum

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

Literacy Assessments

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

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

Need for a Striving Reader Project

Although reading scores for students in grades 3-8 are consistently between a 92% and 94% pass rate as measured by state required Criterion Referenced Competency Test (CRCT), concerns lie in the high percent of students passing the test with minimal scores. Lack of comprehension and low reading skills is evidenced in the low percent of students meeting expectations on the CRCT

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

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

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

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

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

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

	2012	2011	2010
Graduation Rate	Not Available	80.6	76.6

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

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

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

Management Plan and Key personnel

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

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

Grant Implementation

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

Murray County Schools

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

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

Murray County Schools

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

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

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

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

LEA: Competitive Grants Awarded

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

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

MCS coordinates competitive grant funds along with local, state and federal funds to ensure grant monies are used to enhance student achievement. These funds include:

Title I-A Improving Academic Achievement of Disadvantaged Children

Title II-A Improving Teacher Quality

Title III English to Speakers of other Languages

Title I C Migrant Education Program

Title VI B Individuals with Disabilities Education Act (IDEA)

Homeless Grant

Career, Technology & Agricultural Education (CTAE)

Bright From the Start Pre-K Grant

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

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

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

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

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

A Framework for Understanding Poverty by Ruby Payne

Teaching with Poverty in Mind by Eric Jensen

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

Rising Stars

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

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

School Narrative

History

Chatsworth Elementary School can trace its origins back eight decades and is actually older than the town. The first businesses in what became Chatsworth were the Chatsworth Brick Plant and the Georgia Talc Company. These businesses brought numerous workers and their families to the area creating the need for a school during the 1905-06 school year. Martha Holbrook opened the door to the children of these workers. A log building was constructed near the Chatsworth Brick Plant at the south end of First Avenue. Since 1907, Chatsworth Elementary has grown tremendously. For some time, it was the largest school in the county. Several additions were made to the original building and other structures built on the school grounds. In 1998, contractors began tearing parts of the old building down to build a new school. The new school was completed during the 1999-2000 school year, which presently houses kindergarten through sixth grade.

The current enrollment for Chatsworth Elementary School is 768. Seventy-seven percent of the student population at Chatsworth Elementary are eligible for free or reduced meals. There are 52 students enrolled in the Excel (Gifted) program, 57 students are enrolled in the EIP program, and 122 students are enrolled in ESOL. Of this population, 587 students are white, 227 are Hispanic, 6 are Asian, 7 are American Indian, and 5 are classified as two or more races.

Administrative and Leadership Team

Name	Role	Name	Role
Mike Pritchett	Principal	Stephanie Ryan	4 th Grade Teacher
Kathy Moore	Assistant Principal	Ashley Anderson	5 th Grade Teacher
Dustin Strickland	Academic Coach	Derek Hall	6 th Grade Teacher
Angela Morrison	Kindergarten Teacher	Melissa Harper	EL Teacher
Tara McCamy	1 st Grade Teacher	Dr. Beth Thornbury	Gifted Teacher
Debbie Adams	2 nd Grade Teacher	Dr. Amy Herndon	Media Specialist
Vickie Dean	3 rd Grade Teacher	Andrea McAllister	ESS Lead Teacher

Past and Current Instructional Initiatives

In the past, Chatsworth Elementary School has implemented the following curriculum initiatives: Learning Focus, Reading First, Read with Sarah, student activities from Florida Center for Reading Research, Writing to Win, Word Journeys, Basic Literacy Testing, Elements of Reading, STAR Reading, DIBELS, Saxon Phonics, Letterland, and Accelerated Reader.

Currently, Chatsworth Elementary School has implemented the following curriculum initiatives: Depth of Knowledge, Reading First, Read with Sarah, student activities from Florida Center for Reading Research, DIBELS, and Word Journeys. Chatsworth Elementary School has also implemented the following technology initiatives: Study Island, Fast ForWord, i-ready (limited to ESS students and students who failed the CRCT), Education City, and OAS (Georgia's Online Assessment).

Professional Learning Needs

In order stay current with the latest technology and research-based educational practices, teachers must continually be involved in on-going professional learning. In January, 2010, the GAPPS review team established that teachers from Chatsworth Elementary School need professional learning in the following areas: Learning Focus, Struggling Readers, Teaching literacy across the curriculum, vocabulary, comprehension, and fluency development, Depth of Knowledge in assessments and instruction, Poverty in Education, and Lexile professional development.

Need for a Striving Readers Project

In a world that is ever changing, literacy development needs to be the forefront of instruction in a classroom. The Georgia Literacy Task Force’s definition of literacy is 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 print and non-print text; and access, use, and produce multiple forms of media, information, and knowledge in all content areas.

The teachers of Chatsworth Elementary School strive to provide relevant literacy instruction that will not only meet the GPS but fill the gaps that exist between home and school. The materials and professional development received from the Striving Readers Comprehensive Literacy grant will offer teachers the opportunity to increase rigor in the classroom to prepare students for college and careers.

Literacy Plan

Scientific, Evidence-based Plan

In order to provide our students with every opportunity for success, Chatsworth Elementary will implement a literacy action plan that addresses the need for literacy-based professional development, advanced curriculum and technology resources, and consistent instructional time. The plan will contain the key components found in the “What” and “How” documents, which researchers have determined to be the building blocks of literacy. Administration, the academic coach, the literacy team, and team leaders will share responsibilities to ensure effective implementation of the plan.

Current Instructional Schedule

<u>Grade</u>	<u>Daily Reading</u>	<u>Daily Math</u>	<u>Weekly Acceleration/Remediation</u>
Kindergarten	165	105	60
First	160	60	130
Second	110	100	75
Third	95	50	75
Fourth	80	50	80
Fifth	100	70	100
Sixth	130	65	40

Building Blocks of Literacy Plan

Building Block 1: Engaged Leadership

Effective leadership is a critical component of the Chatsworth Elementary instructional plan. In an effort to demonstrate a commitment to improving instruction, administrators will attend professional learning with and/or led by the academic coach, design a consistent instructional schedule, provide the necessary personnel, allocate the appropriate resources, take a

personal interest in students, support those placed in leadership positions, and actively monitor implementation and progress regularly.

Common Core Georgia Performance Standards (CCGPS) for Literacy

In developing a literacy plan, Chatsworth Elementary began with the CCGPS for Literacy. Chatsworth Elementary will provide teachers with comprehensive professional training in the foundational skills of literacy instruction (print concepts, phonological awareness, phonics and word recognition, and fluency) as well as the college and career readiness skills for Reading, Writing, Speaking and Listening, and Language in kindergarten through sixth grade. Additional curriculum and technology resources, which align with the CCGPS, will be allocated to all educators based on targeted needs. Administration, the academic coach, and team leaders will train teachers and support staff as well as monitor the implementation of standards-based readiness skills across the curriculum.

Building Block 2: Continuity of Instruction

Articulated Plan for Vertical and Horizontal Alignment as well as Transitions between

Grades and Schools

The Chatsworth Elementary literacy instruction plan includes vertical and horizontal alignment as well as transitions between grade levels and schools. Professional learning opportunities will include:

- Weekly-horizontal collaborative planning in grades K-6
- Quarterly-vertical collaborative planning in grades K-6
- Horizontal, collaborative planning within grade levels in grades 4-6 to ensure:
 - Students read within their Lexile band throughout the year across the curriculum
 - Students write weekly in all classes
 - Students use reading and writing strategies to enhance learning in all classes
 - Students write research papers in all classes
 - Students complete a rigorous language arts curriculum
- Collaborations with out-of-school organizations and the local community to provide a more consistent and relevant message to students

- Practices to ensure smooth transitions from one grade and/or one school to another

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

To ensure consistency in literacy instruction, Chatsworth Elementary will develop professional learning opportunities which provide a clearly articulated plan for vertical and horizontal alignment as well as transitions between grades and schools. Intentional strategies include:

- Provide students with opportunities to self-select reading material and topics for research
- Take steps to provide students with an understanding of the relevance of their academic assignments to their lives
- Increase access to Lexile-leveled texts that students consider interesting
- Increase opportunities for collaborating with peers in the learning process
- Scaffold students' background knowledge and competency in navigating content area texts to ensure their confidence and self-efficacy
- Leverage the creative use of technology within the learning process to promote engagement and relevance

Building Block 3: Ongoing Formative and Summative Assessments

In order to provide students with needs based and data driven instruction, administrators, the academic coach, and teachers will receive systematic professional training in screening, diagnostic assessment, progress monitoring, and summative assessment. Clearly articulated strategies for using data to improve teaching and learning will be developed and implemented. Teachers and administrators will work together to ensure assessments are ongoing, make informed instructional decisions, and evaluate instructional effectiveness.

- Classroom-level actions:
 - Maintain progress monitoring in data notebook
 - Make data part of an ongoing cycle of instructional improvement
 - Teach students to examine their own data and set learning goals
- Grade-level actions:
 - Analyze data weekly during grade-level meetings
 - Collaborate on needs-based interventions instruction

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- Administrative actions:
 - Establish a clear vision for school-wide data use
 - Provide support to foster a data-driven culture within the school
 - Develop and maintain a district-wide data system

Building Block 4: Best Practices in Literacy Instruction

To guarantee instructional practices have a significant impact on student achievement, Chatsworth Elementary will include specific, research-based elements and strategies into the instructional process. These best practices in instruction will be used in the selection of professional learning opportunities and scientific research-based resources as well as in the creation of instructional schedules. This building block of the literacy plan will emphasize the following:

- Systematic, explicit instruction
- Organizing instruction to improve learning
- Key instructional improvements of an effective adolescent literacy program at the 4th-12th grade levels (for grades 4-6)
- Infrastructural components required for a strong adolescent literacy program at the 4th-12th grade levels (for grades 4-6)
- Recommendations for writing and reading across the curriculum
- Extended time for reading and literacy instruction based on the grade level of the student

Building Block 5. System of Tiered Intervention, Response to Intervention (RtI), for All

Students

The Chatsworth Elementary instructional model is designed to deliver efficient and flexible educational assistance targeted by need, delivered with precision, and monitored for results. Using the four-tiered Pyramid of Interventions, the literacy team developed a plan with an emphasis on quality instruction for all students while delivering additional assistance to at-risk learners as well as students who show evidence of strength in certain subject areas. The goal of this instructional model is to close existing gaps in literacy, while creating a literate environment in order to limit future deficiencies and challenge to students performing above

grade level expectations to ensure their needs are being met as outlined in Building Block 5 of the "What" and "How" documents..

Tier I

As stated in the “What” document of the Georgia Literacy Plan, research indicates that 80-90% of students should experience success at Tier I instruction without further intervention. At this level of the Chatsworth Elementary instructional framework, teachers will use “best practices” and differentiation to deliver the most effective instruction possible to all students in the regular classroom setting. Progress monitoring with universal screeners will be used to identify students not making adequate progress as well as students who show strength in certain subject areas. The academic coach and RtI team will work with teachers to analyze data, select and design the appropriate intervention, train the educator, and monitor the fidelity of instruction.

Resources for Tier I Literacy Instruction	
Core Programs	Grade Levels
GPS (2011-2012)	K-6
CCGPS (2012)	K-6
<i>Harcourt Trophies</i>	K-5
<i>Harcourt Trophies</i> technology resources	K-5
Holt, Rhinehart & Winston <i>Elements of Literature</i>	6
Supplemental Resources	
<i>Elements of Reading: Vocabulary</i>	K-3
<i>Read With Sarah</i> resources	K-3
<i>Writing to Win</i>	3-6
<i>Quick Reads</i>	3

Lexile Texts	1-6
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Tier II

When routine classroom instructional modifications are not sufficient for students to achieve academically, interventions must be individualized and tailored to the unique needs of the learner. Tier II interventions of the Chatsworth Elementary instructional framework provide an individualized intervention plan for students struggling after Tier I instruction. These interventions are carried out in a general education classroom and/or as stand-alone intervention. Tier II strategies include more intensive use of Tier I instruction, more frequent progress monitoring, flexible intervention groups, computer-based assessments for Early Intervention Programs (EIP) students, parent/teacher conferences, at-home assistance for specific needs, and before/after school, need-specific tutorials (Before/After School Academy). Support will also be offered to students showing evidence of mastery of grade level standards so they may have high-end learning opportunities.

<u>Grade</u>	<u>Instructional Minutes</u>	<u>Personnel</u>	<u>Strategic Intervention</u>
K - Sixth	160-180	Classroom Teacher Paraprofessional – (K-1 st)	<p>More intense use of Tier I instruction</p> <p>Based on Tier I data, struggling students will be instructed in small groups and may receive longer and/or more frequent segments of instruction.</p> <p>High achieving students will be instructed in small cluster groups in order to meet higher learning needs through strategies such as curriculum compacting and enrichment.</p>

Tier III

If a student at the Tier II level does not respond to several well implemented, research-based interventions (carried out in the regular classroom setting), that student is referred for Tier III interventions. Under the Chatsworth Elementary instructional plan, Tier III interventions are intensive, explicit, and specific to individual areas of weakness. After the referral, a conference will be held with the students’ parent/guardian, classroom teacher, and RTI team. Previous intervention data will be used to determine the best support and most effective setting to facilitate success. Likewise, additional instruction beyond Tier II intervention will be provided to students performing above grade level.

<u>Grade</u>	<u>Instructional Minutes</u>	<u>Personnel</u>	<u>Intensive Intervention</u>
K - Sixth	160-180	Classroom Teacher Paraprofessional - (K-1 st) Speech Pathologist - (Consult) English Language (EL) Teacher EIP Teacher Gifted Ed. Teacher	More intense use of Tier I and II instruction Based on Tier II data students will be instructed in small groups for substantial blocks of time by an educator using explicit and systematic targeted instructional materials. High achieving students will be instructed in small groups or individually in order to meet higher learning needs through strategies such as independent study.

Tier IV

After trying several individualized intervention plans in Tier III, students who still lack significant progress will go through a formal evaluation process, including specialized testing, to determine if they qualify for Tier IV interventions. This level of the Chatsworth Elementary instructional framework provides the most intensive academic supports for students with chronic

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and severe academic delays or behavior problems. At this most intensive level, high performing students will also be offered additional intervention to meet their unique learning needs.

Interventions, personnel, and classroom setting are all based on the individual plan or program implemented to meet specific academic deficiencies and strengths.

<u>Grade</u>	<u>Instructional Minutes</u>	<u>Personnel</u>	<u>Due Process</u>
K – 1st	160-180	Classroom Teacher Paraprofessional – (K-1 st) Exceptional Student Services (ESS) Teacher ESS Paraprofessional Gifted Ed. Teacher Speech Pathologist EL Teacher EIP Teacher	Based on Tier III data, students for whom none of the previous interventions provided sufficient support will be considered for the most targeted and individualized level of instruction. Depending upon individual needs, each student will receive instruction through specialized programs, methodologies, or instructional deliveries. High achieving students will be offered additional strategies to best meet higher learning needs through strategies such as acceleration (grade or subject.)

Building Block 6. Improved Instruction through Professional Learning

In an effort to provide the most informed, quality literacy instruction possible, Chatsworth Elementary will evaluate teachers’ pre-service preparation and provide explicit professional learning to ensure highly qualified teachers in all grade levels. Professional learning will promote active learning within the four-tiered instructional framework, build knowledge of key literacy components specific to grade level and content area, and follow a clearly articulated framework based on data.

Conflicts with Other Initiatives and/or Existing Reform Efforts

Conflicts with other initiatives and/or existing reform efforts (if any) will be identified and addressed through a thorough analysis of existing time commitments, allocation of resources, and philosophies of literacy instruction. Team leaders will use this data to create and implement consistent instructional schedules, select and allocate appropriate resources, and provide in-depth professional development in “The Why” of literacy instruction.

Needs Assessment, Concerns and Root Cause Analysis

a) A description of the materials used in the needs assessment

The needs assessment process included the following qualitative and quantitative surveys, questionnaires, and documents: Elementary Literacy Survey, Adolescent Literacy Survey, Instructional Resources Survey, Teacher Questionnaire based on the “What” Document, and the 2009 – 2010 Georgia Assessment of Performance on School Standards (GAPSS) Review. The Chatsworth Elementary Literacy Team developed an inventory of needs in the areas of professional learning, curriculum, and technology.

b) A description of the types or styles of surveys used in the needs assessment process

- Elementary and Adolescent Literacy Surveys: Statements were rated from one (never) to five (always).

Sample Survey Statements
Literacy team is actively involved in literacy improvement efforts.
Literacy is the primary focus on our school improvement strategies and activities.
Our school and district maintain active partnerships with parents and community members to realize the shared literacy vision.
Adequate fiscal resources are provided to support literacy improvement efforts.
Leaders ensure extended time for literacy instruction during the school day (e.g. minimum recommended 120 minutes of core reading time in primary grades, use of literacy strategies across subject areas).
Time is protected during the school day for teachers to collaborate in teams (e.g. grade-level, vertical, and similar-responsibility teams).
Collaborative teams use a specific protocol for examining student work.
The school uses Georgia Performance Standards and the Common Core Standards as the foundation for literacy instruction.
The school implements with fidelity a research-based core reading program to ensure students meet the Standards.
Reading and writing are integrated in all subjects and throughout the day.
Students are provided with exemplary writing samples, as well as given exposure to real-world writing tasks.
The school uses a common framework and rubric to teach and assess writing to ensure a consistent approach across subject areas and grade levels.
Classroom libraries with a wide range of topics at various levels are maintained, incorporated into purposeful lessons, and made available to students for free reading.

Students are provided with access to the curriculum in appropriate and challenging formats.
Valid and reliable reading and writing measures are used to screen and place students and to monitor their progress toward benchmarks.
Diagnostic measures are used to provide more in-depth information for individual students, when necessary.
Curriculum-based assessments are used to measure student progress toward performance standards.
Those who administer assessments are adequately trained in administration and data recording, and follow a procedure to share data with stakeholders.
Results from assessments are effectively managed and disseminated to parents and other stakeholders in a timely and easily-interpreted manner.
Timely feedback is provided to students regarding their reading progress.
Summative assessment results are used to evaluate effectiveness of instruction and programs.
Teachers provide explicit instruction in word meanings and specific word-learning strategies.
Teachers model and explain literacy strategies/skills and when to use them.
Teachers provide students with opportunities to apply literacy strategies/skills and offer support and corrective feedback, when needed.
Teachers use word study, repeated readings, and partner reading to improve reading fluency (accuracy, rate, prosody).
Teachers read aloud good stories and informational books daily (modeling fluent reading, using think-alouds, and encouraging discussion about the text).
Teachers promote student motivation and engagement by offering choice in assignments, opportunities to work with peers, and real-world applications.
Teachers teach students writing skills and processes to improve comprehension in all subject areas.
Students are provided with reading intervention during the school day to address individual needs.
The school has an intervention system for struggling readers that allows the flow of students in and out of various levels of support, as needed.
Teachers monitor individual student growth and use the data to drive instruction.
Teachers use materials to differentiate content, process, and product.
Teachers use technology as a tool (e.g., software, digital devices) to support student learning and as a topic in which students learn to use technology tools to access, organize and communicate information.
School-wide professional development is based on student literacy needs.
Individual, targeted professional development is provided on teachers' Professional Growth Plans and observational data.
Teachers are involved in the planning and design of professional development.

- Instructional Resources Survey: This survey assessed teacher use and implementation of classroom technology.

- Teacher Questionnaire: Statements were rated from one (never) to four (always).

Sample Questionnaire Statements
Out of school agencies and organizations collaborate to support literacy within the community.
Pre-service education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.
The community at large supports schools and teachers in the development of college and career ready students as articulated in the common core Georgia Performance Standards.
A school culture exists in which teacher across the content areas accept responsibility for literacy instruction as articulated in the Common Core Performance Standards.
Literacy instruction is optimized in all content areas.
Active collaborative teams ensure a consistent literacy focus across the curriculum.
Problems found in screenings are further analyzed with diagnostic assessments.
Personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content area.
A literacy team is organized by administration.
All students receive effective writing instruction across the curriculum
Extended time is provided for literacy instruction.

- 2009-2010 GAPSS Review: This school analysis was conducted in March of 2010.

c) Defines the root or underlying causes of the areas of concern found in the needs assessment

The Chatsworth Elementary literacy team conducted a root cause analysis using a fishbone diagram to determine the basis for areas of concern. The literacy team defined the following to be the underlying causes of the areas of concern in literacy achievement at all grade levels:

- Environment: increased class size, lack of exposure to literacy skills at home, academic language barriers between parents and school, parental involvement and support
- Technology: outdated computer hardware, low computer to student ratio, limited funds to purchase and maintain site licenses
- Curriculum: unbalanced approach to fluency and comprehension within the current classroom resources, current curriculum lacks support of the Georgia Literacy Task Force's definition of literacy, inconsistency in progress monitoring, inconsistency in amount of instructional minutes, limited literacy instruction across the curriculum

d) The needs assessment process included all content and ancillary teachers including special education, EL, media and paraprofessionals.

Participants in Needs Assessment	
Kindergarten	Stacie Oakes, Melanie Jacobs, Laura Moore, Belinda Baggett, Kay Blankenship, Angela Morrison, Sanna Harris, Jennifer Wooten, Breck Jurgens, Nekiah Sanders, Sheila Sherrill, Celia Headrick
1 st Grade	Donna Bishop, Tracy Dean, Jodi Mealer, Wanda Underwood, Tara McCamy,
2 nd Grade	Angela Green, Debbie Adams, Christene Southern, Michelle Allen, Jerome Shields
3 rd Grade	Ashley Langford, Tammy Wimberley, Vickie Dean, Kay England, Chasidy Hulett
4 th Grade	Trish Rice, Stephanie Ryan, Stephanie Crowe, Jeanine Aulds
5 th Grade	Don Milen, Ashley Anderson, Chad Nichols, Michelle Vineyard
6 th Grade	Derek Hall, Candyce Bates, Wendy Owens, Felicia Watkins
Special Ed.	Becky Quast, Gregg Cleary, Marilyn Mclemore, Mary Howard, Karen Jones, Kelly Matthews, Andrea McAlister
EL	Melissa Harper, Cindy Holcomb
Media	Amy Herndon, Connie Pritchett
Gifted	Beth Thornbury
Music	Angela Stafford
PE	Hugh Swilling, Allison Hill
EIP	Sharon Stinnett
3 rd /4 th Science	Susan Wilbanks

e) **Data is disaggregated and identifies the specific age, grade levels, or content areas in which the concern originates.**

Grade Level	Content Areas of Concern
K- 1	oral language, phonological awareness, alphabetic knowledge, and print awareness
2-3	writing and reading across curriculum, reading comprehension, fluency, vocabulary, spelling skills
4 -5	writing and reading across curriculum, reading comprehension, fluency, vocabulary, spelling skills
6	writing and reading across curriculum, reading comprehension, fluency, vocabulary, spelling skills

f) Identifies areas of concern as they relate to the research-based practices found in the “What” Document with steps the school has or has not taken to address the problems.

Grade Level	Content Areas of Concern	Steps Taken	Steps Not Taken
K- 1	oral language, phonological awareness, alphabetic knowledge, and print awareness	Reading First, DIBELS, Fast ForWord (limited space), Read with Sarah, Elements of Reading	Additional professional development opportunities, necessary curriculum and technology resources, consistency in progress monitoring, consistency in instructional minutes, literacy instruction across the curriculum
2-3	writing and reading across curriculum, reading comprehension, fluency, vocabulary, spelling skills	Reading First, DIBELS, Writing to Win (3 rd Grade), Elements of Reading vocabulary, Word Journeys	
4 -5	writing and reading across curriculum, reading comprehension, fluency, vocabulary, spelling skills	Writing to Win, DIBELS, Fast ForWord (limited space)	
6	writing and reading across curriculum, reading comprehension, fluency, vocabulary, spelling skills	Writing to Win, DIBELS, Fast ForWord(limited space)	

Analysis and Identification of Student and Teacher Data (a. b. g.)

a.) School Student Reading CRCT Data (Overall) by Grade				
Did Not Meet	03	04	05	06
2012	13.20%	9.3 %	10.10%	6.6 %
2011	8.90%	12.7 %	13.00%	7.30%
2010	7.0 %	14.3 %	2.60%	1.9 %
Meet & Exceed				
2012	86.80%	90.70%	89.90%	93.40%
2011	91.10%	87.30%	87.00%	92.70%
2010	93.00%	85.70%	97.40%	98.10%

a.) OAS Student Data 2012		
% of students at each instructional level	Comprehension	Vocabulary
1st Grade	83%	87%
2nd Grade	83%	87%

b.) School Student CRCT Reading Data (School Wide) by Subgroup					
Female	Did Not Meet	Meet & Exceed	SWD	Did Not Meet	Meet & Exceed
2012	8.9 %	91.10%	2012	0.00%	100.00%
2011	6.9 %	93.10%	2011	25.8 %	74.20%
2010	6.6 %	93.40%	2010	13.3 %	86.70%
Male			ED		
2012	12.9 %	87.10%	2012	13.9 %	86.10%
2011	13.1 %	86.90%	2011	13.2 %	86.80%
2010	6.8 %	93.20%	2010	8.5 %	91.50%
Hispanic			ELL		
2012	14.3 %	85.70%	2012	25.6 %	74.40%
2011	9.9 %	90.10%	2011	16.0 %	84.00%
2010	9.0 %	91.00%	2010	16.4 %	83.60%

a.) School Student CRCT Data (All Content Areas) 2010-2012							
3rd Meet and Exceeds	2010	2011	2012	5th Meet and Exceeds	2010	2011	2012
Reading	92.6	91.1	93	Reading	97.4	87.0	89.9
ELA	90.7	87.2	86.8	ELA	97.4	95.9	94.8
Math	80.6	84.0	81.3	Math	92.3	91.8	85.7
Science	83.3	85.0	76.8	Science	94.9	86.9	87.4
Social Studies	80.6	81.0	71.6	Social Studies	80.8	76.8	81.6
4th Meet and Exceeds	2010	2011	2012	6th Meet and Exceeds	2010	2011	2012
Reading	85.7	87.3	90.7	Reading	98.1	92.7	93.4
ELA	87.8	90.1	94.4	ELA	97.1	96.3	92.3
Math	77.6	86.9	75.9	Math	78.8	79.3	81.5
Science	81.6	90.4	90.8	Science	90.4	83.1	83.9
Social Studies	69.4	82.5	80.7	Social Studies	77.5	85.5	88.2

a.) Georgia Writing Assessment 3rd & 5th Grade				
3rd Grade Writing Test	2011		2012	
	DNM	Meet & Exceeds	DNM	Meet & Exceeds
Informational	15.25%	84.75%	14.50%	85.50%
Persuasive	20.75%	79.25%	12.50%	87.50%
Narrative	19.50%	80.50%	17.50%	82.50%
Response	21.25%	78.75%	15.75%	84.25%
5th Grade Writing Test	Did not Meet	Meets & Exceeds		
2011	8.00%	92.00%		
2012	22.00%	78.00%		

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g.) Benchmark: DIBLES										
% of students at each instructional level		2009-2010			2010-2011			2011-2012		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Kindergarten	Intensive	27	5	6	22	6	5	18	5	5
	Strategic	37	17	6	40	20	5	40	12	5
	Benchmark	36	78	88	38	74	90	42	83	90
1st Grade	Intensive	5	4	5	6	7	6	2	3	5
	Strategic	20	19	19	14	18	17	13	17	19
	Benchmark	75	77	76	80	75	77	85	80	76
2nd Grade	Intensive	15	14	17	17	18	22	10	10	15
	Strategic	24	13	19	29	14	18	28	14	19
	Benchmark	61	73	64	54	69	60	62	76	66
3rd Grade	Intensive	19	15	14	17	16	13	20	18	17
	Strategic	33	28	33	29	22	24	25	20	29
	Benchmark	48	57	53	54	62	63	55	62	54

g.) Benchmark: Achievements Series 1 and 2 (BM1 & BM2)						
Student scores by grade on BM1 & BM2		ELA	Math	Science	Social Studies	
1st Grade	BM1	87.28%	86.03%			
	BM2	87.00%	91.70%			
2nd Grade	BM1	83.78%	83.86%			
	BM2	87.20%	84.90%			
3rd Grade	BM1	77.97%	81.72%			
	BM2	70.60%	80.70%			
4th Grade	BM1	68.47%	78.60%			84.91%
	BM2	64.70%	72.80%			83.80%
5th Grade	BM1	66.14%	83.82%	91.25%		
	BM2	60.30%	72.70%	75.90%		
6th Grade	BM1	61.52%	60.79%	75.36%	69.73%	
	BM2	67.70%	55.80%	81.30%	71.00%	

Analysis of Student Data (c.)

Statewide, the CRCT was not given to first and second grade students. All Murray County elementary schools administered assessments in Reading, ELA, and Math from Georgia's Online Assessment System (OAS) to these grade levels. OAS allowed educators to have access to test items aligned to the state mandated curriculum. The Reading, ELA, and Math end-of-year assessments were administered in April of 2011. With the CRCT, students generally must receive 56% of questions correct to attain a passing score of 800. The OAS assessments were not scored in the same manner. The OAS percentages above reflect the percentage correct out of 100%.

Overall, 90% of students met or exceeded standards on the Reading CRCT. Disaggregated data shows that 85% of the subgroups also met or exceeded these same standards, with the exception of our EL subgroup in which only 74% met or exceeded the Reading CRCT. First and second grade OAS assessments indicate that these grades are laying the foundational groundwork needed for our students to be successful in reading. End of the year DIBELS scores indicate that students are leaving kindergarten with the skill necessary to become proficient readers.

An area of great concern is transitioning from Georgia Performance Standards (GPS) to Common Core (CC) in Reading. Within the transition, there is a larger emphasis on text complexity, 50/50 informational and literary texts, and writing using multiple resources for research. Currently, persistently low data in 3-6 Social Studies, the third and fifth grade Writing Assessments, and an increasing gap of students failing to make adequate gains to achieve the goals for DIBELS benchmarks indicate that our students do not currently possess the skills necessary to remain successful in reading throughout this transition.

Goals and Objectives (f.)

Goals	Objectives
1. Increased student achievement in the informational reading domain on the CRCT	<ul style="list-style-type: none"> • Provide expository texts at a wide variety of Lexile levels in classrooms and in the Media Center • Professional Learning focused on specific strategies for teaching informational reading skills
2. Increased student achievement for all subgroups	<ul style="list-style-type: none"> • Professional learning focused on tiered instruction and the three prong approach to literacy instruction • Reading materials at a wide range of Lexile levels in a variety of subject areas and interests
3. Increase Writing scores	<ul style="list-style-type: none"> • Professional Learning on best practices in writing • Provide a range of resources to build writing skills
4. Increase CRCT scores in Social Studies	<ul style="list-style-type: none"> • Provide standard specific expository texts at a wide variety of Lexile levels

Teacher Data (d, e)

Within the last three years, Chatsworth Elementary has retained 71% of certified staff. Of the remaining 29%, 15% transferred within the system, 7% retired, and 7% left the Murray County School System.. Teachers actively participate in professional learning opportunities at the district and school level to focus on enhancing teacher knowledge and skills, which is linked to higher student achievement. Murray County School System provides academic, content-focused training based on system levels needs identified in the GAPSS analysis and summative assessments. Teachers are expected to meet weekly for collaboration.

Teacher participation in professional learning (h)

h.) Professional Learning 2010-2011				
Training	Total Hours		Training	Total Hours
Leadership 09-01-11	24		Achievement Series	34
Leadership 09- 07-11	12		Depth of Knowledge (DOK) Overview	31
Leadership 01- 17-12	9		Autism Awareness	36
Leadership 05- 02-12	9		Literacy Grant	38
Leadership 05- 23-12	10		ESOL	44
Leadership 05- 30-12	16		WIDA	45
Data Analysis 9-13-11	58.5		DOK Question Building	46
Title 1 Distinguished School training	46		DOK Lesson Plans	46
Poverty Day 1	41		CRCT Training	46
Poverty Day 2	40		Balanced Score Card	45
Poverty Day 3	44		RTI: Tier 3 vs. Tier 2	46
Poverty Day 4	44		RTI: Tier 3 Students	46
Poverty Day 5	44		Child Abuse Mandated Reporting	45
Data Review	44		Bullying / Work safety	45
Collaborative Planning	146		Crisis Plan / Emergency Procedure	45
Benchmark Review	45			

Project Goals and Objectives

(j.) The following table indicates project goals and objectives, practices from Georgia’s “What” and “Why” document, practices already in place when determining goals and objectives, and goals to be funded with other sources.

Goals (a.f.)	Objectives (b.)	Research-Based Practices Formative and Summative measures (c.)	Current Practices in place (d.)	Funded from Other Sources (h.)
To provide systematic explicit professional development to administrators, school leaders, teachers, and support staff in areas of literacy, technology, and scheduling.	Professional Development to include: DOK/Differentiation, Foundational Skills of Literacy, College and Career Readiness, Best Practices of Instruction, Formative and Summative Assessments, Innovative Technology	Differentiation of instruction based on student needs Progress monitoring supported by tiered interventions	Weekly and bi-weekly grade level/staff meetings Monthly staff development	No initiatives
To select and utilize advanced curriculum materials and 21 st century technology resources to enhance literacy instruction	Reading and writing across the curriculum, vertical and horizontal alignment, and innovative technology	Strategic use of digital media and visual displays of data to express information and enhance understanding of presentations	Common Core implementation (first year)	No initiatives
Implement school-wide intervention program in order to address individual student needs	Provide research materials and training so teachers can successfully identify and address the literacy needs of all students. Improve student Lexile level so that all students exit grade level at or above grade band level range	Differentiation of instruction based on student needs within the core and research based intervention. Formative and summative assessments that ensure student needs are identified.	Progress Monitoring	No initiatives
Integrate literacy and comprehension skills in all content areas	Increase the number of students who meet expectations on CRCT in Science and Social Studies and to increase the number of students from meets to exceeds	Use and availability of diverse texts Structuring of group work and rigorous peer discussion to reinforce reading for a purpose and to foster a classroom environment that values reading to learn	Teachers implement scientifically evidenced-based text	No initiatives

d.) i.) RtI model and sample schedule by grade level of tiered instructional schedule with appropriate interventions

Time	K	1st	2nd	3rd
7:35 - 10:20	Reading Block Tier I & II Tier IV 7:35 - 10:20	Reading Block Tier I & II Tier IV 7:35 - 10:20	Reading Block Tier I & II Tier IV 7:35 - 10:20	Reading Block Tier I & II Tier IV 7:35 - 10:20
10:20 - 11:15	Acceleration / Remediation Tier II, III & IV 10:20 - 11:10	Math Block Tier I & II Tier IV 10:20 - 11:45	Acceleration / Remediation Tier II, III & IV 10:20 - 11:20	Electives 10:25 - 11:15
11:15 - 1:50	Lunch / Recess 11:10 - 12:10		Electives 11:20 - 12:10	Lunch / Recess 11:20 - 12:10
	Math Block Tier I & II Tier IV 12:10 - 1:50	Lunch / Recess 11:45 - 12:40	Lunch / Recess 12:15 - 1:00	Math Block Tier I & II Tier IV 12:10 - 1:50
		Math Block Continued 12:40 - 1:00	Math Block Tier I & II Tier IV 1:00 - 2:40	
1:50 - 3:00	Electives / Snack 1:50 - 3:00	Acceleration / Remediation Tier II, III & IV 1:50 - 3:00		Electives 1:00 - 1:50
			Science / Social Studies Read Aloud 2:40 - 3:00	

Time	4th	5th	6th
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7:35 - 10:20	Acceleration /Remediation Math Block Tier II, III & IV 7:35 - 8:30	Core Segment 1 Tier I, II, & IV 7:35 - 8:30	Electives 7:35 - 8:30
	Core Segment 1 Tier I, II, & IV 8:30 - 9:25	Electives 8:30 - 9:25	Core Segment 1 Tier I, II, & IV 8:30 - 9:25
	Electives 9:25 - 10:20	Core Segment 2 Tier I, II & IV 9:25 - 10:20	Core Segment 2 Tier I, II, & IV 9:25 - 10:20
10:20 - 11:15	Core Segment 2 Tier I, II, & IV 10:20 - 11:15	Core Segment 3 Tier I, II, & IV 10:20 - 11:15	Core Segment 3 Tier I, II, & IV 10:20 - 11:15
11:15 - 12:10	Core Segment 3 Tier I & II Tier IV 11:15 - 12:10	Core Segment 4 Tier I & II Tier IV 11:15 - 12:10	Core Segment 4 Tier I & II Tier IV 11:15 - 12:10
	Lunch / Recess 12:10 - 12:50	Recess / Lunch 12:10 - 1:00	ELA Core 12:10 - 12:35
12:10 - 1:50			Recess / Lunch 12:35 - 1:10
	Core Segment 4 Tier I & II Tier IV 12:50 - 1:50	Acceleration / Remediation Rdg / ELA Block Tier II, III & IV 1:00 - 1:50	ELA Core 1:10 - 1:50
1:50 - 3:00	Acceleration /Remediation Rdg / ELA Block Tier II, III & IV 1:50 - 3:00	Acceleration / Remediation Math Block Tier II, III & IV 1:50 - 3:00	Acceleration / Remediation Tier II, III & IV 1:50 - 3:00

e.) See literacy plan

Assessment/Data Analysis Plan

a) h.) A detailed listing of the school’s current assessment protocol

K-6			
Assessment	Purpose	Skills	Frequency
GKIDS	D	AK, PA, CoP, A and R, V, RC	Ongoing
DIBELS	S, PM, O	AK, PA, NWF, ORL	3 X per year
IPI	D	Decoding	3 X per year
SWI	D	High frequency words	3 X per year
CRCT	O	ELA	1 X per year
Benchmarks	O	ELA	3 X per year
OAS	O	ELA	1 X per year
GA Writing test	O	Writing skills	1 X per year
ACCESS for ELL	S	Language	1 X per year
AK-Alphabet Knowledge, PA-Phonological Awareness, CoP- Concepts of Print, A and R- Alliteration and Rhyming, NWF (Decoding), ORL- (Oral Reading Fluency), V- (Vocabulary), RC-(Reading Comprehension). S=Screening, PM=Progressing Monitor, O=Outcome, D=Diagnostic; IPI-Informal Phonics Inventory; SWI=Sight Word Inventory; OAS=Online Assessment Series			

The current data analysis protocol at Chatsworth Elementary includes the leadership team, which consists of administration, grade level representatives, academic coach, and special service teachers analyzing the assessments to determine areas of weakness and strengths within our curriculum. Information obtained from the analysis is implemented into the classroom lesson plans. The assessments are performed within the classroom, or in small group, by the classroom teachers and special service teachers.

b) A comparison of the current protocol with the Striving Readers Comprehensive Literacy Grant (SRCLG) assessment plan

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b) A comparison of the current protocol with the Striving Readers Comprehensive Literacy Grant (SRCLG) assessment plan

The purposes of the current assessments are to develop independent readers who are prepared for higher education and may become successful stakeholders in the community. All grade levels are currently implementing CCGPS in English/Language Arts and Math. In addition to CCGPS, all grade levels are implementing GPS in Social Studies and Science moving towards CCGPS. There is a need for resources to ensure CCGPS are implemented. The SRCLG is Lexile-based and in order for Chatsworth Elementary to be consistent with the SRCLG, Chatsworth Elementary is in need of support.

The SRCLG assessment plan recommends the team to lead the work of using district and school performance norms to set criteria for expected growth and the identification of scientifically based interventions needed to support the learner. In addition to the assessments, the SRCLG assessment plan highly recommends universal screenings to detect at risk and non-risk students. The recognition of at-risk and non-risk students is not only to provide instruction for them, but also enables the educator to identify false positives and false negatives in a student's assessment. In comparison to the SRCLG assessment plan, Chatsworth Elementary needs to implement more comprehensive screenings that may assess students multiple times throughout the year with a valid and reliable instrument in order to track progress or lack of it.

c) A brief narrative or table detailing how the new assessments will be implemented into the current assessment schedule

Upon receiving the Striving Readers Grant, Chatsworth Elementary will implement several new assessments to measure effectively the growth and outcome of student achievement. For instance, ongoing formative and summative assessments with a focus on Lexile-based diagnostics will be implemented into the assessments and teaching practices currently in place.

The new assessments will be administered at the same time as the existing assessments. The new assessments will need effective professional training that can be administered at school. The academic coach and member(s) from the literacy team will go to professional trainings off campus and then redeliver on campus to the faculty.

d) A narrative listing current assessments that might be discontinued as a result of the implementation of the SRCLG

As a result of the implementation of the SCRCLG, Chatsworth Elementary will not discontinue current assessments nor delay instruction.

e) A listing of professional learning needs that teachers will need to implement any new assessment

Teachers will need literacy training regarding Lexile strategies to ensure improvement of student achievement in literacy. As differentiation strategies are crucial in order to meet each student's educational needs, professional development would be necessary in order for educators to be successful.

f) A brief narrative on how data is presented to parents and stakeholders

Academic achievement data is presented to parents and stakeholders in many forms. Report cards are sent home four times throughout the school year. All teachers distribute individual student data updates three times a year detailing student achievement on benchmark assessments. An online parent access to student grades, resources, and teacher commentary is available as well. Each teacher conducts a fall and a spring parent conference for every homeroom student.

School-wide data is displayed in the school’s data room and shared at grade-level meetings.

Three half-day professional development trainings with the curriculum facilitator are provided throughout the school year to discuss grade-level academic data. The RtI team meets monthly to discuss the data of Tier III students. The school report card is posted annually for staff, parents, and the community.

g) A description of how the data will be used to develop instructional strategies as well as determine materials and need

The data obtained from the assessments is used to drive instruction. For example, benchmarks show standards that students have mastered or need to remediate. Instructional strategies are developed according to student need. Teachers will need materials according to the intervention required.

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

a) A list of resources needed to implement the literacy plan including student engagement.

Curriculum:

- Lexile leveled library
- Leveled intervention materials
- Literacy center activities
- Expository text related to Science and Social Studies CCGPS
- Class sets of chapter, trade, and audio books
- Comprehension skills building materials
- Bilingual materials
- English language development materials
- Reference materials
- Project-based materials
- CCGPS aligned textbooks
- Progressive writing program (K-6)

Professional Learning:

- Learning Focus
- Struggling Readers
- Teaching literacy across the curriculum
- Vocabulary, comprehension, and fluency development
- Depth of Knowledge in assessments and instruction
- Poverty in Education
- Lexile professional development
- Team building
- Collaborating effectively
- Grade level/teaching area specific trainings
- Writing trainings across all subject areas
- Trainings for new program implementation including Lexile trainings
- Administrative trainings to develop a positive staff morale
- Cooperative learning strategies
- Differentiation strategies

Technology:

- Computers
- Document cameras
- Electronic student response systems
- e-books
- e-readers
- Tablets
- Headphones
- Interactive software
- Interactive drawing tablets

- Lexile framework for Reading
 - Digital and audio devices
 - Handheld learning systems
 - Video conferencing capabilities for student use
 - Scanners
 - Printers
- b) A list of activities that support literacy intervention programs**
- Teacher read-alouds
 - Shared reading
 - Guided reading
 - Students reading aloud to others
 - Reading comprehension strategy instruction
 - Writing strategy instruction
 - Phonological awareness instruction
 - Phonics instruction
 - Explicitly teaching comprehension strategies across content areas
 - Variety of reading and writing activities across the curriculum
- c) A list of shared resources**
- Computer lab
 - ActiVotes (4 sets)
 - Document cameras (3 available)
 - Teacher created flip charts
- d) A general list of library resources or a description of the library as equipped.**
- Guided reading materials
 - DVDs
 - Audio books
 - Science kits
 - Library books
 - Reference materials
 - Average age of collection is twenty-three years
 - ActivBoard
 - 8 student computers
 - 2 circulation computers
 - 1 administrative computer
- e) A listing of the activities that support classroom practices.**
- Journal writing
 - Word study
 - Literacy stations
 - Print-rich and language-rich classroom
 - Vocabulary instruction
 - Use of graphic organizers or thinking maps

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

- Provide opportunities to self-select materials and topics for research
- Scaffold background knowledge and competency in navigating content area texts and writing across the curriculum
- Use of technology to promote engagement
- Facilitate connection between academic assignments and relevance to life experiences
- Connect learners with audiences beyond the classroom to increase motivation
- Increase access to texts
- Feedback to encourage reflection and revision
- Needs-based groups
- Raise literacy goals for all students who may be ready to move beyond grade level expectations.

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

- Reading series (K-5)
- Leveled Libraries
- Trade books
- Folder games
- *Elements of Reading: Vocabulary* (K-3)
- *QuickReads* (3)
- Language Handbook
- Reading skills games
- Decodable phonics readers (K-2)
- CRCT Preparation Workbooks: Reading/Language (3-6)
- ActivBoard in every classroom
- Projectors in every classroom
- 2 computers per classroom
- *Education City*
- *Study Island* (3-6)

h) A clear alignment plan for SRCLG and all other funding.

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

- i) A demonstration of how any proposed technology purchases support RtI, student engagement, instructional practices, writing, etc.**

The list of resources, strategies, and materials support the Literacy Plan, RtI, promote student engagement, enhance instructional practices, and develop writing across the curriculum. In regards to curriculum, resources, strategies, and materials were chosen to reach all learners across the RtI model while providing engaging texts and project-based materials. Professional learning focuses on enhancing instruction techniques, literacy and writing across the curriculum, and encouraging collaboration among teams and the school. The technology resources will promote student engagement and allow teachers more flexibility within instruction.

(b.) Professional Learning Strategies Identified on the Basis of Documented Needs

In the 2009/2010 school year, Chatsworth Elementary was evaluated through a GAPSS review committee comprised of education professionals from the North Georgia Regional Educational Service Agency (RESA) area. The committee classified Chatsworth Elementary as emergent in the area of professional learning.

Participants in the professional learning sessions included all certified staff with an attendance rate of 78% on the date of initial delivery. However, any teachers that missed the initial training were required to have the information redelivered. Chatsworth Elementary is committed to providing the personnel with key professional learning that will better equip them with knowledge to prepare their classrooms and their students for a successful future.

Chatsworth Elementary implemented a strategy to aid in providing on site professional learning in the areas that teachers requested. Below is a table for school year 2011/2012 in-house professional sessions as well as a table indicating in-house professional learning is occurring this year.

(a.) Professional Learning 2011-2012				
Training	Total Hours		Training	Total Hours
Leadership 09-01-11	24		Achievement Series	34
Leadership 09- 07-11	12		DOK Overview	31
Leadership 01- 17-12	9		Autism Awareness	36
Leadership 05- 02-12	9		Literacy Grant	38
Leadership 05- 23-12	10		ESOL	44
Leadership 05- 30-12	16		WIDA	45
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Poverty Day 4	44	RTI: Tier III Students	46
Poverty Day 5	44	Child Abuse Mandated Reporting	45
Data Review	44	Bullying / Work safety	45
Collaborative Planning	146	Crisis Plan / Emergency Procedure	45
Benchmark Review	45		

(c.) Ongoing Professional Learning 2012-Present	
DIBELS Next Training, Dropbox	Mandated Reporting
What Great Teachers do Differently Chapters 1-4	ESS, EL, 504, EIP
SLDS Training	State of the School
What Great Teachers do Differently Chapters 5-8	Math and Reading teams strategic planning report
What Great Teachers do Differently Chapters 9-11	Reading Strategies: Redelivery RESA Training
Clicker/ActiVote Training	Creative Writing
RTI Training & Effective Interventions	Incorporating technology in a instructional math lesson
Incorporating literacy into Math	Technology integration in Content Areas, Apps in the Classroom
Teach like a Champion	DOK
Geometry and Number Operations	Study Island and Accelerated Math
Math Differentiation	WIDA
Literacy in Content Areas	Literacy In Math
Math DOK	Literacy in Science & Social Studies
Writing Strategies	CRCT
Effective Review Strategies	CRCT/OAS Report
Vertical Planning	Year Reflection: What were our areas of Strength and Weakness

(e.) Determining the Effectiveness of Professional Development

The process to determine if professional development was adequate and effective centers around student achievement gains and changes in teacher knowledge and actions. Gains in student achievement data will be monitored to determine the effectiveness of professional learning. Lesson plans will be closely examined to insure that teachers are utilizing strategies and knowledge gained through professional development. Teachers are required to write detailed lesson plans that include standards, DOK, and instructional strategies. Requirements for lesson plans will be adjusted as necessary based on professional learning. Administrators and the academic coach will continue to be a consistent presence in all classrooms and will conduct focused walkthroughs and observations with the intent of observing teachers utilizing strategies learned in professional development. Individual teachers will be provided with additional professional development, coaching based on student achievement data, and information gathered through previously mentioned monitoring procedures.

(f.) See Analysis and Identification of student and teacher data

(d.) See Needs assessment

Sustainability Plan

Murray County Schools (MCS) will sustain programming beyond the grant period by securing funds from sources including MCS general operating funds, Title I funds, e-Rate funds, and the local business community. Throughout this document, sustainability has been a major focus. All sections were conceived and written through the lens of sustainability.

<p>(a) Extending the Assessment Protocol</p>	<ul style="list-style-type: none"> • Consider purchasing assessments with a one-time charge • Purchase paper/pencil assessment, if possible • Utilize local, state, and federal funds to continue formative and summative assessments
<p>(b.) Developing Community Partnerships</p>	<ul style="list-style-type: none"> • MCS currently has successful partnerships with numerous clubs, organizations, and businesses in the local community. We will continue to cultivate those relationships and utilize those resources to help provide funds necessary to support literacy goals and plans.
<p>(c, f, g, & h) Sustaining</p>	<ul style="list-style-type: none"> • The academic coach will participate in trainings in order to become an in-house resource for all teachers and to insure that all lessons learned through professional development are implemented with precision and fidelity. • We will expand on the lessons learned by continuing to examine data, through stakeholder input, and through collaboration with other schools in the LEA. • The assessment protocol will be extended by carefully purchasing assessments that can be maintained using our existing Title I budget. Currently, we use all of the assessments prescribed by SRCLG and are able to fund these assessments through other sources. • Training for new employees will be conducted by the academic coach. The academic coach will also provide coaching and assistance to all teachers in order to assist in fully implementing the lessons learned from professional development. • New teachers will also be assigned a teacher leader as a mentor to ensure that they receive relevant professional learning and assistance in the classroom. • Prior to purchasing technology resources, we will consult with the technology director to evaluate hardware and software. It may also be more cost effective to purchase site licenses as a district instead of as an individual school. • A plan to replenish technology resources at every grade level will be developed. We would also consider purchasing insurance for technology resources based on cost and availability. • After the grant period, we will continue the practices learned through the needs assessment to examine data and determine areas in which improvement is needed. After the grant period, it

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	<p>may be necessary for the academic coach to attend trainings and redeliver to the staff.</p>
<p>(d) Training New Teachers</p>	<ul style="list-style-type: none">• New teachers will also be assigned a teacher leader as a mentor to ensure that they receive relevant professional learning and assistance in the classroom.• Trainings will be offered throughout the school year ensuring that new teachers will have opportunities to benefit from the SRCLG information and findings• New teachers will be provided a list of previous trainings and will work with the academic coach on any areas that they feel they are deficient in
<p>(e) Replacing Print Materials</p>	<ul style="list-style-type: none">• When possible, purchased print materials will have library binding to ensure durability.• Title I funds, local and state funds, funds from community partners, and fundraisers will be used to replenish print materials after the grant period.• A rotating schedule to replenish materials on a yearly basis will be developed to maintain a wide variety of print materials in a range of Lexile levels.• An annual inventory of print materials will be conducted in order to determine areas of need.

Budget Summary

The budget provided through the Striving Readers Comprehensive Literacy Grant would allow Chatsworth Elementary to address the areas of concern identified by the needs assessments. 40% of grant funds would be allocated for improvement of instructional services; 30% for instruction; and 30% for educational media services.

Georgia Striving Reader Subgrant	
Budget Breakdown and Narrative	
Function Code 1000 - Instruction	Year 1
Object Codes	Amount Budgeted
300 - Contracted Special Instructors	
610 - Supplies	
611 - Technology Supplies	\$ 105,000.00
612 - Computer Software	\$ 20,000.00
615 - Expendable Equipment	
616 - Expendable Computer Equipment	
641 - Textbooks	
642 - Books and Periodicals	\$ 25,000.00
Function Code 1000 - Instruction Narrative: The majority of instructional funds are earmarked for technology purchases. Innovative technology tools will be used to promote student engagement and enhance instruction in all content areas.	
Function Code 2100 - Pupil Services	Year 1
Object Codes	Amount Budgeted
300 - Contracted Services	
520 - Student Liability Insurance	
580 - Travel	
610 - Supplies	
641 - Textbooks	
642 - Books and Periodicals	
Function Code 2100 - Pupil Services Narrative:	
Function Code 2210 - Improvement of Instructional Services	Year 1
Object Codes	Amount

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	Budgeted
113 - Certified Substitutes	
114 - Non-Certified Substitutes	\$ 10,000.00
116 - Professional Development Stipends	\$ 10,000.00
199 - Other Salaries and Compensation	
200 - Benefits	
300 - Contracted Services	\$ 70,000.00
580 - Travel	\$ 10,000.00
610 - Supplies	\$ 30,000.00
810 - Registration Fees for Workshops	\$ 70,000.00
Function Code 2210 - Improvement of Instructional Services Narrative: Ongoing professional learning will be provided to enrich literacy instruction across all content areas.	
Function Code 2220 - Educational Media Services	Year 1
Object Codes	Amount Budgeted
610 - Supplies	\$ 50,000.00
642 - Books and Periodicals	\$ 100,000.00
Function Code 2220 - Educational Media Services Narrative: Funds will be used to purchase materials to engage and motivate struggling and reluctant readers.	
Function Code 2500 - Support Services - Business	Year 1
Object Codes	Amount Budgeted
148 - Accountant	
200 - Benefits	
300 - Contracted Services	
580 - Travel	
880 - Federal Indirect Costs	
Function Code 2500 -Support Services - Business Narrative:	
Total Budget for Year 1	\$ 500,000.00