School Profile

Created Tuesday, September 18, 2012

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School Information

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

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal | Name:	Chuck Piatt
Principal | Position:	Principal
Principal | Phone:	706-695-2262
Principal | Email:	chuck.piatt@murray.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information | Name:	Rachelle Terry
School contact information | Position:	CIF
School contact information | Phone:	706-695-2262
School contact information | Email:	rachelle.terry@murray.k12.ga.us

Grades represented in the building

example pre-k to 6

K to 6

Number of Teachers in School

35

FTE Enrollment

495

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.

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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.

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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.

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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)

Dr. Chuck Piatt, Principal, Northwest 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)

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Preliminary Application Requirements

Created Monday, November 26, 2012

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

General Application Information

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

- Yes

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

SRCL Grant Rubric

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

- Yes

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

Assessment Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

- I Agree

Grant Assurances

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

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Page 3

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

- Yes

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

- Yes

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

- Yes

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

- Yes

District Narrative

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

Current Priorities

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

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

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

Management Structure

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

Past Instructional Initiatives

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

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

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

Literacy Curriculum

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

Literacy Assessments

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

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

Need for a Striving Reader Project

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

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

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

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

Murray County Schools

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

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

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

	2012	2011	2010
Graduation Rate	Not Available	80.6	76.6

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

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

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

Management Plan and Key personnel

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

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

Grant Implementation

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

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

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

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

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

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

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

LEA: Competitive Grants Awarded

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

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

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

Title I-A Improving Academic Achievement of Disadvantaged Children

Title II-A Improving Teacher Quality

Title III English to Speakers of other Languages

Title I C Migrant Education Program

Title VI B Individuals with Disabilities Education Act (IDEA)

Homeless Grant

Career, Technology & Agricultural Education (CTAE)

Bright From the Start Pre-K Grant

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

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

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

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

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

A Framework for Understanding Poverty by Ruby Payne

Teaching with Poverty in Mind by Eric Jensen

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

Rising Stars

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

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

School History

Northwest Elementary, located in Murray County Georgia, opened in 1956 with a student enrollment of approximately 250 students. At that time, Northwest was a rural school with strong ties to the community and a stable population that was supportive of the school and the system. The area is still primarily rural and the community has remained supportive, but farms have turned into subdivisions and the population has increased steadily. From an enrollment to 400 students in the early 1990s the school had increased to over 800 students in January 2003. Today, due to the additional construction of new schools in the county the enrollment is in the 500s. In 1999, the school was remodeled and additional instructional areas were added to the school. The new design provided for an amphitheater and other outdoor areas. The school is also enhanced by a beautiful community park that was built from donations in honor of students who were involved in a train/bus accident in March 2000.

Scientific, Evidence-Based Literacy Plan

According to the "Why" document, literacy is defined as "the ability to speak, listen, read, and write, as well as to view print and non-print text in order to achieve the following:

- To communicate effectively with others
- To think and respond critically in a variety of settings to a myriad of print and non-print text, and
- To access, use, and produce multiple forms of media, information, and knowledge in all content areas" (Georgia Literacy Plan: the "Why", 2010).

Northwest Elementary has developed a literacy plan to support the above definition.

Goal 1: To incorporate best practices in literacy in all content areas (The "Why," 2010)

"How" to Implement:

- Optimize literacy instruction across all content areas
- Ensure the use of research-based strategies and appropriate resources to support student learning of the Common Core Georgia Performance Standards (CCGPS)
- Require the teaching of academic vocabulary in all subject areas
- Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated with CCGPS
- Supply teachers with resources to provide a variety and choice in reading materials and writing topics

"What" is Needed:

- Increased number of informational texts
- More complex text exposure
- Professional development

Goal 2: Increase writing time in all content areas (The "Why," 2010)

"How" to Implement:

- Make writing a required part of every class every day
- Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance
- Teach and have students practice writing as a process (pre-write, draft, revise, edit, and publish online and on hardcopy)
- Discuss exemplary samples with students to model features of quality writing

"What" is Needed:

- A school-wide, commonly adopted writing rubric aligned to the CCGPS
- Exposure to all types of literacy (e.g., print, non-print, online, blogs, wikis, social media)
- Professional development

Goal 3: To develop and maintain interest and engagement as students progress through school (The "Why," 2010)

"How" to Implement:

- Provide text complexity that is appropriate to grade level and that is adjusted to the needs of individual students through a variety of resources (books, computers, e-readers)
- Provide teachers with resources to offer a variety and choice of reading materials
- Infuse all types of literacy throughout the day (e.g., print, online, blogs, wikis, social media)
- Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum
- Use technology to differentiate learning with content areas (e.g., use Lexiles to match students to text; provide practice opportunities to strengthen areas of weakness; use gloss option on e-books to provide definitions for unknown words; translate material into student's first language; support students whose disabilities may preclude them from acquiring information through reading)
- Develop meaningful opportunities for students to write, speak, and listen using social media for both face-to-face and online options

"What" is Needed:

- Professional learning for selecting text complexity that is appropriate to grade levels and that is adjusted to the needs of individual students
- Instruct students to conduct short research projects that use several sources
- Instruct students to identify and navigate the text structures most common to a particular content area (e.g., Social Studies, cause and effect; Science, problem/solution)
- Exposure to different types of media

Goal 4: To plan ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction (The "Why," 2010)

"How" to Implement:

- Administer assessments and analyze data according to the established timeline
- Provide timely, descriptive feedback to students with opportunities to assess their own learning (e.g., graphing their progress)
- Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms

- Develop an assessment calendar to include universal screenings and progress monitoring
- Plan time for data teams to review assessment results to identify program and instructional adjustments as needed

"What" is Needed

- Effective screening, progress monitoring, and diagnostic tools, including technology based assessments, to identify achievement levels of all students
- Assessment and intervention materials, including technology based assessments and materials, aligned with students' needs are available and personnel trained
- Data collection plan
- Calendar outlining assessment dates

Goal 5: To provide research-based interventions through the use of Response to Intervention (The "Why" document)

"How" to Implement:

- Analyze dates for individuals to identify students in need of intervention according to established protocols
- Monitor to ensure that interventions are occurring regularly and with fidelity
- Monitor results of formative assessments to ensure students are progressing
- Data teams meet at least once a month to discuss student progress based on daily interventions

"What" is Needed"

- Professional development on RTI processes and procedures
- Intervention materials

Needs Assessment

Description of Materials

Teachers were given an open-ended questionnaire to complete as a grade level or department to gather information for the school's needs assessment. The questions are as follows:

- What are the gaps in Northwest Elementary's literacy program? (Reading/English)
- What are the gaps in Northwest Elementary's literacy program? (Science, Math, SS)
- What materials/items are lacking in creating an environment in your classroom that supports literacy?
- What technological advances could be used to aid in literacy instruction in the classroom?
- What intervention resources are needed to promote literacy? (Remediation and Acceleration)
- What do you view as the key obstacles in raising literacy achievement with Northwest Elementary students?

Teachers also completed a Literacy Survey which was created at the district level.

Description of Needs Assessment Process

After the grade levels and departments completed the questionnaire, the Literacy Team met to discuss the results. A comparison of responses was made to gauge the needs for each grade level and the school as a whole. Some needs were deemed to be out of the school's control while others were ranked as a must have to increase literacy within the school and classrooms.

The Literacy Team also reviewed the data from the School Level Literacy Survey.

Participants of Needs Assessment

Grade Level/Department	Teacher Names
Kindergarten	Tollis Bond, Lisa Loughridge, Heather Bridges
1st Grade	Wendy Fowler, Marla Deems, Leah Crum, Pam Witherow
2nd Grade	Mabel Chancey, Carla Akins, Miachelle Fox, Marlene Ross
3rd Grade	LaGenia Sutton, Jill Childers, Christie Ross
4th Grade	Stephanie Butler, Danyel Parker, Malinda Parish
5th Grade	Heather Bishop, Deborah Swafford, Janice Hall
6th Grade	Joshua Roberts, Penny Hampton, Karen Arthur
Special Education	Leena Waters, Heather Seigler, Sheri Higgins
Non-Classroom (Media and EIP)	Jane Paxton, Deborah Ausmus

Areas of Concerns

Main Findings from "What Document" Researched-Based Practices	Areas of Concern As They Relate to the Researched-Based Practices	Steps to Address the Problems
Incorporate best practices in literacy in all content areas ("The What" document; Building Block 2)	• Need updated technology • Increase exposure to informational text • Provide updated media center resources • Increase materials for research projects	**Steps Already Taken:** • Implementation of CCGPS (K-6, ESS, EIP) • Teaching of vocabulary in all content areas (K-6, ESS, EIP) **Steps To Take:** • Increase the number of informational texts available to all students in the media center and in the classroom (K-6, ESS, EIP) • More complex text exposure (K-6, ESS, EIP) • Professional development (All certified staff)
Increase writing time in all content areas ("The What" document; Building Block 4)	• There should be a coordinated plan for writing instruction across all subject areas • All teachers should provide writing instruction • Technology should be used to produce, publish, and communicate across the curriculum	**Steps Already Taken:** • Content area teachers have agreed to make students write in complete sentences when responding to questions (5^{th} and 6^{th} grade) • The writing process is taught by teachers (K-6) **Steps to Take:** • Adoption of a school-wide, commonly adopted writing rubric (K-6, ESS, EIP) • Increase exposure to all types of literacy (print, non-print, online, etc.) (K-6, ESS, EIP)

Develop and maintain interest and engagement as students progress through school ("The What" document; Building Block 4)	• Technology is needed to keep up with the 21st century learner • Make learning relevant • Increase access to text students find interesting	**Steps Already Taken** • Development of a 21st Century Classroom (5th grade math classroom) • Professional development about text complexity and Lexile levels (All certified staff) **Steps to Take:** • Provide text complexity (K-6, ESS, EIP) • Provide teachers with a variety of reading materials (K-6, ESS, EIP) • Exposure to different types of media (K-6, ESS, EIP) • Use technology to differentiate learning (K-6, ESS, EIP) • Professional learning (All certified staff)
Plan ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction ("The What" document; Building Block 3)	• Need higher-level assessments • Increase use of rubrics • Grade level common planning of assessments • Increase diagnostic testing	**Steps Already Taken** • Pre and post test benchmarks in place for each grading period for (1-6) • DIBELS screening (K-6) • Rubrics are utilized at times (K-6) • Grade levels plan together (K-6) **Steps to Take:** • Higher-level assessments (K-6) • Assessments for evaluation of writing samples (K-6) • Teach word processing editing/skills (3-6) • Training on evaluating writing (All certified staff) • Need more accurate diagnostic testing materials (K-6)

		• A data collection plan and calendar outlining assessment dates (All certified staff)
Provide research-based interventions through the use of Response to Intervention ("The What" document; Building Block 5)	• Need to align new common core standards to a current core curriculum • Not enough materials for intervention	**Steps Already Taken:** • RTI process (K-6, EIP) **Steps to Take:** • Purchase updated core text in reading, language, social studies, and science (K-6) • Training in core standards and RTI process (All certified staff) • More materials for intervention (K-6, ESS, EIP)

Root Cause Analysis

The Literacy Team of Northwest Elementary conducted a root cause analysis using the fishbone method to identify the cause of student literacy struggles or inadequate literacy skills. The question posed was: What do you view as the key obstacles in raising literacy achievement of Northwest Elementary students?

Category	Causes
Assessment	Lack of technology; lack of comprehensive assessment for specific skills (K-6); diagnostic assessment tools for comprehension skills (K-6)
Instruction	Lack of technology; lack of materials for remediation (K-6); Lack of informational text on a variety of reading levels (K-6); Limited opportunities to verbalize thoughts and ideas
Curriculum	Lack of technology; out-dated textbooks in all subject areas for all grade levels ; Limited resources for higher level thinking/comprehension skills (K-6); need for more phonics activities for all grades (classroom, Special Education Department, English Language Learners and Early

	Intervention Program
Planning/Organization	Limited opportunities for collaborative and vertical planning; limited access to higher level thinking activities for all grade levels
Data Analysis	No accurate data due to a lack of diagnostic assessment tools for comprehension and specific skills; lack of data to drive instruction for comprehension skills
Professional Learning	Limited professional training in the following areas: how to integrate technology into core lessons; how to find resources to supplement existing science/social studies textbooks; training for use of DOK and higher order thinking activities; how to develop student led instruction; using the new common core curriculum; parental literacy training for birth to 12th grade

Analysis and Identification of Student and Teacher Data

Student CRCT Reading Data Disaggregated by Subgroup													
% of Students Meeting/ Exceeding Standards		3rd			4th			5th			6th		
		2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Overall Reading		100	94	93	93	92	94	93	93	92	92	97	100
SWDs		100	100	100	100	57	88	56	75	75	70	80	100
ED		100	90	91	90	88	90	91	90	90	91	96	100
Gender	Females	100	95	96	94	95	97	96	97	91	100	98	94
	Males	100	94	91	92	89	90	91	89	92	100	97	89

CRCT Reading Data by Domain Average Percent Correct (a)						
	Comprehension		Informational Reading		Reading Skills	
	2011	2012	2011	2012	2011	2012
3rd	75%	73%	63%	75%	86%	79%
4th	76%	84%	75%	73%	80%	88%
5th	71%	65%	63%	67%	86%	80%
6th	76%	80%	73%	79%	79%	68%

Student CRCT Data in All Content Areas (a)												
% of Students Meeting/ Exceeding Standards	3rd			4th			5th			6th		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
ELA	95	92	97	95	94	99	95	99	95	89	95	99
Math	92	87	90	92	89	96	95	96	80	82	95	73
Reading	100	94	93	93	92	94	93	93	92	92	97	100
Science	95	90	89	90	99	93	89	91	86	57	88	88
Social Studies	90	89	89	82	91	81	79	85	86	49	93	93

2012 CRCT Student Lexile Levels (a)						
	Below Level*		At Level*		Above Level*	
	%	#	%	#	%	#
4th	41%	25	0%	0	59%	36
5th	27%	18	1%	1	72%	48
6th	49%	30	3%	2	48%	29

1st and 2nd Grade Instructional Assessment (g)					
		First Grade		Second Grade	
		2010-2011	2011-2012	2010-2011	2011-2012
Reading	Comprehension	83%	85%	85%	85%
	Vocabulary	83%	87%	90%	90%
ELA	Grammar/ Phonics	81%	82%	79%	80%
	Research	84%	86%	82%	84%
	Sentences	74%	80%	85%	86%

5th Grade Writing Assessment (a)						
% of students at each performance level	DNM			Met/Exceeded		
	2010	2011	2012	2010	2011	2012
	26%	11%	20%	74%	89%	80%

3rd Grade Writing Assessment (a)					
		DNM		Met/Exceeded	
		2011	2012	2011	2012
Types of Writing	Informational	18%	4%	82%	96%
	Persuasive	19%	3%	81%	97%
	Narrative	9%	3%	91%	97%
	Response to Literature	16%	1%	84%	99%

DIBELS (g)										
% of students at each instructional level		2009-2010			2010-2011			2011-2012		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Kindergarten	Intensive	32	10	11	30	3	4	29	8	8
	Strategic	42	24	13	33	19	8	44	19	10
	Benchmark	27	66	76	37	78	88	27	73	82
1st Grade	Intensive	4	6	4	12	6	9	1	3	2
	Strategic	33	19	23	21	21	14	25	17	13
	Benchmark	63	74	73	67	73	77	74	80	85
2nd Grade	Intensive	33	21	28	12	13	16	7	6	12
	Strategic	21	10	12	30	17	17	28	15	24
	Benchmark	46	69	59	58	70	67	65	79	37
3rd Grade	Intensive	17	19	12	24	20	18	19	19	16
	Strategic	46	45	55	24	26	23	30	18	37
	Benchmark	37	36	32	52	54	59	51	63	47

Analysis of Student Data

Strengths:

- CRCT
  - Overall reading scores for the school indicate that students are passing the CRCT at a high rate
  - Economically Disadvantaged (ED) students meet or exceed the CRCT at the same levels as their counterparts
  - Students with Disabilities (SWD) have improved their passing rate over the past 3 years
  - 6th grade CRCT science and social studies scores have significantly improved over the past 3 years
- 1ST and 2nd Grade OAS
  - 1st grade made improvements in comprehension and vocabulary scores from 2011 to 2012
  - 1st grade students made gains on the sentence section of the ELA test
  - 2nd grade vocabulary has maintained a 90% average for 2 consecutive years
  - All scores in grades 1 and 2 are at 80% or better in 2011-2012
- 3rd Grade Writing Assessment
  - Writing scores have improved from 2011 to 2012
- DIBELS
  - Kindergarten repeatedly experiences improvements from the beginning of the year to the end of the year
  - 1st grade end of the year scores have improved over the past 3 years

Weaknesses:

- CRCT
  - Students pass the CRCT at a high rate; however, the percent correct in the reading domains are low
  - The math, science, and social studies scores are significantly lower than the reading scores
  - Lexile scores are low according to the goals set by the College and Career Ready plan set forth by the Department of Education
- 5th Grade Writing Assessment
  - Although writing scores increased from 2010 to 2011, there was a dip in achievement scores from 2011 to 2012
- DIBELS
  - 2nd and 3rd grades Oral Reading Fluency scores are consistently low at the end of the year

Goals and Objectives

Goals	Objectives
Increase the percent correct in the reading domains on the CRCT	• Provide explicit instruction in the reading domains to ensure development of those skills • Professional development on specific reading instruction
Increase CRCT scores in all content areas	• Provide CCGPS based expository texts to support instruction in specific content areas • Provide professional development to support best practices of literacy instruction in all content areas
Increase percent of students reading within grade level Lexile ranges	• Provide complex texts for all students • Professional development on making complex texts accessible to all students
Increase 5th grade writing assessment scores	• Make writing a required part of every class every day • Use a school-wide writing rubric • Professional development on using the writing rubric and evaluating student writing
Improve Oral Reading Fluency scores in grades 2 and 3	• Model fluent reading through the use of read alouds • Identify students who do not know basic sight words or basic phonics rules

Teacher Retention Data

2010 – 2011	87%
2011 – 2012	83%
2012 – 2013	90%

On-Going Professional Learning		
Trainings	**Dates**	**Participation**
Depth of Knowledge	2009-present	100%
Common Core Georgia Performance Standards	2011-present	100%
Professional Learning Communities	2010-present	100%
Data Analysis and Data Driven Instruction	2009-present	100%
WIDA Standards	2010-present	100%
Poverty Training	2011-present	100%
Technology Integration	2011-present	100%
Math Strategies	2012-present	100%

Lexile & Reading Strategies	2012-present	100%
Differentiation	2012-present	100%
Teacher Keys Effectiveness System	2012-present	100%
What Great Teachers Do Differently	2012-present	100%
Making Challenging Text Accessible	2012-present	100%

Project Plan-Procedures, Goals, Objectives and Support

Northwest Elementary's overarching goals are currently in place. Most of the objectives require purchasing materials that are not currently available without additional funding.

Goal 1: Incorporate best practices in literacy in all content areas

- Objective 1: Purchase updated science and social studies materials for all grade levels
- Objective 2: Purchase inventory for the media center
- Objective 3: Purchase classroom library books for all content areas that include a broad range of Lexile levels and complex texts for grades K-6
- Objective 4: Purchase trade books to build classroom libraries for grades 4-6, Excel, English Language Learners, and Early Intervention Program
- Objective 5: Purchase materials to support comprehension instruction
- Objective 6: Purchase a reading series which includes CCGPS related texts and research-based strategies to support student learning
- Objective 7: Purchase tablets and laptops for students and teachers to increase the exposure to a variety texts

Goal 2: Increase writing time in all content areas

- Objective 1: Implement a consistent writing framework and curriculum for grades K-6
- Objective 2: Develop school-wide rubric aligned to CCGPS
- Objective 3: Teach the writing process and implement the process in all subject areas
- Objective 4: Plan time for teachers to discuss exemplary samples with students to model features of quality writing
- Objective 5: Update informational texts to address CCGPS
- Objective 6: Purchase updated publishing software
- Objective 7: Purchase tablets, e-readers, and e-books for students to expand the available research materials

Goal 3: Develop and maintain interest and engagement as students progress through school

- Objective 1: Purchase complex texts that are appropriate to grade level and adjusted to the needs of individual students through a variety of resources (books, computers, e-readers)
- Objective 2: Purchase resources to provide a variety and choice in reading materials
- Objective 3: Infuse all types of literacy throughout the day
- Objective 4: Develop meaningful opportunities for students to write, speak, and listen using social media for both face-to-face and online options
- Objective 5: Use technology to differentiate learning with context areas

Goal 4: Plan ongoing, frequent and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction

- Objective 1: Administer assessments and analyze data according to the established timeline
- Objective 2: Conference with students concerning data from assessments
- Objective 3: Develop an assessment calendar to include universal screenings and progress monitoring
- Objective 4: Make instructional adjustments based on assessment results
- Objective 5: Purchase any necessary assessment materials

Goal 5: Provide research-based interventions through the use of Response to Intervention

- Objective 1: Analyze data for individuals to identify students in need of intervention
- Objective 2: Monitor interventions and progress monitoring on a regular basis
- Objective 3: Provide professional learning on the RTI process and each Tier involved
- Objective 4: Purchase additional materials for intervention in classrooms and for all support staff (ESS, EIP, Excel)

All goals and objectives listed above are based on research in the "What" and "Why" documents.

Sample Schedule by Grade Level

Grade Level	**Tier 1 Personnel**	**Tier 2 Personnel**	**Tier 3 Personnel**	**Tier 4 Personnel**
K	Classroom Teacher & Paraprofessional 115 minutes	Classroom Teacher & Paraprofessional 45 minutes	Classroom Teacher 20 minutes	• ESS Inclusion Paraprofessional • Gifted (EXCEL Teacher) • Speech/Language Pathologist • ESOL Teacher 45 minutes
1st	Classroom Teacher 120 minutes	Classroom Teacher 40 minutes	Classroom Teacher 25 minutes	• ESS Inclusion Paraprofessional • ESS Teacher • Gifted (EXCEL Teacher) • Speech/Language Pathologist • ESOL Teacher 45 minutes

2nd	Classroom Teacher 115 minutes	Classroom Teacher 45 minutes	Classroom Teacher EIP Teacher 45 minutes	• ESS Inclusion Paraprofessional • ESS Teacher • Gifted (EXCEL Teacher) • Speech/Language Pathologist • ESOL Teacher 45 minutes
3rd	Classroom Teacher 130 minutes	Classroom Teacher 30 minutes	Classroom Teacher EIP Teacher 45 minutes	• ESS Inclusion Paraprofessional • ESS Teacher • Gifted (EXCEL Teacher) • Speech/Language Pathologist • ESOL Teacher 30 minutes
4th	Classroom Teacher 160 minutes	Classroom Teacher	Classroom Teacher EIP Teacher 45 minutes	• ESS Inclusion Paraprofessional • ESS Teacher • Gifted (EXCEL Teacher) • Speech/Language Pathologist • ESOL Teacher 45 minutes
5th	Classroom Teacher Departmentalized 160 minutes	Classroom Teacher	Classroom Teacher EIP Teacher 45 minutes	• ESS Inclusion Paraprofessional • ESS Teacher • Gifted (EXCEL Teacher) • Speech/Language Pathologist • ESOL Teacher 45 minutes
6th	Classroom Teacher Departmentalized 160 minutes	Classroom Teacher	Classroom Teacher 30 minutes	• ESS Inclusion Paraprofessional • ESS Teacher • Gifted (EXCEL Teacher) • Speech/Language Pathologist 45 minutes

Assessment/Data Analysis Plan

Assessment	Grade Level(s)	Purpose	Skills/Content Areas	Frequency
GKIDS	K	D	AK, PA, CoP, AR, V, RC	Ongoing
DIBELS	K-6	S, O, D PM	AK, PA, NWF, ORL	3 times per year ongoing
Informal Phonics Inventory	1-3	D	Decoding	as needed
Sight Word Inventory	K-3	D	High frequency words	3 times per year
Star Reading	1-6	S, PM, O, D	RC, V	3 times per year
CRCT	3-6	O	all content areas	1 time per year
CRCT-M	Special Education	O	all content areas	1 time per year
GAA	Special Education	O	all content areas	1 time per year
Benchmarks	1-2	O	ELA, math	3 times per year
Benchmarks	3-5	O	ELA, math, science	3 times per year
Benchmarks	6	O	all content areas	3 times per year
Online Assessment System	1-2	O	ELA	1 time per year
GA Writing Portfolio	3	O	Writing skills	1 time per year
GA Writing Test	5	O	Writing skills	1 time per year
WIDA-ACCESS Placement Test	K-6 English learners	S, D	English Language	1 time
ACCESS for ELLs	K-6 English learners	O, D	English Language	1 time per year
I-Ready	Special Education	D, PM	V, RC, ORF, PA	weekly
Core Reading Assessments	K-6	O	V, RC	weekly
Cognitive Abilities Test	K-6	S, D	MA	entry into gifted program
Otis Lennon Standardized Ability Test	K-6	S, D	MA	entry into gifted program
Naglieri Non-Verbal Ability	K-6	S, D	MA	entry into gifted program

Test				
Iowa Test of Basic Skills	K-6	S, D	A	entry into gifted program
Kauffman Test of Educational Achievement	K-6	S, D	A	entry into gifted program
Torrence Test of Creative Thinking	K-6	S, D	C	entry into gifted program
Renzulli Checklist of Creativity	K-6	S, D	C	entry into gifted program
Renzulli Checklist of Motivation	K-6	S, D	C	entry into gifted program
County Developed Planned Experience Talent Screening	K-6	S, D	C	entry into gifted program
AK-Alphabet Knowledge, PA-Phonological Awareness, CoP- Concepts of Print, AR (Alliteration and Rhyming), NWF (Decoding), ORF (Oral Reading Fluency), V (Vocabulary), RC (Reading Comprehension), MA (Mental Ability), A (Achievement), C (Creativity), M (Motivation). S=Screening, PM=Progressing Monitor, O=Outcome, D=Diagnostic				

Northwest Elementary currently utilizes all of the assessments recommended by the SRCL Grant except for Scholastic Reading Inventory. If we receive the SRCL Grant, Scholastic Reading Inventory would take the place of our current STAR Reading screener given 3 times a year. The Scholastic Reading Inventory would be used to provide a Lexile score for all students in grades 1-6 and for students able to read in grades kindergarten and 1. The assessment would be given at the beginning of the year, middle of the year, and end of the year. All certified staff would need to be trained on using Scholastic Reading Inventory.

Presentation of Data to Parents and Stakeholders

Data is presented to all stakeholders throughout the year. Parents receive all benchmark, CRCT, OAS, WIDA, Georgia State Writing Test, and GKIDS results. The school report card is posted annually for access to staff, parents, and the community. The school improvement plan is revised every year and available to all stakeholders. The School Council receives a report of the CRCT data related to all grade levels.

Data Driven Instruction

At Northwest Elementary, data drives instruction. Assessment data will continue to be used to inform literacy instruction across the content areas. Additional training will provide teachers with the strategies, knowledge, and skills necessary to make this process even more effective for our students. Assessment data will also be used to determine areas of need to inform purchasing decisions. All purchases will be related to specific needs identified through extensive examination of student assessment data.

Assessment Plan Grades K-6 (h.)				
Assessment	**Personnel Responsible for Planning/ Scheduling**	**Personnel Responsible for Assessing**	**Assessment Plan**	**Frequency**
DIBELS Next	Instructional Coach	Classroom Teachers	Teachers conduct 3 Benchmark assessments and continuously progress monitor students at interval prescribed by DIBELS Next	Ongoing PM Benchmark 3 x per year
Benchmark	Testing Coordinator	Classroom Teachers	Benchmark pre and post tests are given each grading period to measure mastery of	3 X per year

			standards	
CRCT (3^{rd}- 6^{th} grade)	Testing Coordinator	Classroom Teachers	The CRCT will be given in each 3^{rd}-6^{th} grade classroom by the classroom teacher except where required by testing accommodations.	1 X per year
GA Writing test (3^{rd} & 5^{th} grade)	Testing Coordinator	Classroom Teachers	Third grade teachers collect writing samples and evaluate each genre based on the rubrics provided by GADOE. Fifth grade students will take the timed writing test on the designated day in their homeroom class.	1 X per year
OAS (1^{st} & 2^{nd} grade)	Testing Coordinator	Classroom Teachers	The OAS instructional assessment is given by the classroom teacher in the classroom	1 X per year
WIDA ACCESS for ELs	Testing Coordinator	ESOL Teacher	The Access test is given to ELs in the ESOL classroom by the ESOL teacher.	1 X per year
i-Ready Diagnostic	Instructional Coach	Classroom Teachers	In the classroom or in the computer lab	3 X per year
Informal Phonics Inventory	Instructional Coach	Classroom Teachers	Teachers will conduct this assessment with individual students in the classroom.	3 X per year
GKIDS (Kindergarten)	Testing Coordinator	Classroom Teachers	Teachers will conduct this assessment with individual students in the classroom.	Ongoing
Sight Word Recognition	Instructional Coach	Classroom Teachers	Teachers will conduct this assessment with individual students in the classroom.	3 X per year
Scholastic Reading Inventory (SRI)	Instructional Coach and Media Specialist	Classroom Teachers	Teachers will conduct this assessment with students in the computer lab	3 X per year
Core Reading Assessments	Classroom Teachers	Classroom Teachers	Teachers will conduct this assessment to gauge student learning as	Weekly

			standards are taught	
Cognitive Abilities Test	Curriculum Director	Excel Teacher	The excel teacher will conduct this assessment with students referred for Excel testing.	1 X per year
Otis Lennon Standardized Ability Test	Curriculum Director	Excel Teacher	The excel teacher will conduct this assessment with students referred for Excel testing.	1 X per year
Naglieri Non-Verbal Ability Test	Curriculum Director	Excel Teacher	The excel teacher will conduct this assessment with students referred for Excel testing.	1 X per year
Iowa Test of Basic Skills	Curriculum Director	Excel Teacher	The excel teacher will conduct this assessment with students referred for Excel testing.	1 X per year
Kauffman Test of Educational Achievement	Curriculum Director	Excel Teacher	The excel teacher will conduct this assessment with students referred for Excel testing.	1 X per year
Torrence Test of Creative Thinking	Curriculum Director	Excel Teacher	The excel teacher will conduct this assessment with students referred for Excel testing.	1 X per year
Renzulli Checklist of Creativity	Curriculum Director	Excel Teacher	The excel teacher will conduct this assessment with students referred for Excel testing.	1 X per year
Renzulli Checklist of Motivation	Curriculum Director	Excel Teacher	The excel teacher will conduct this assessment with students referred for Excel testing.	1 X per year
County Developed Planned Experience Talent Screening	Curriculum Director	Excel Teacher	The excel teacher will conduct this assessment with students referred for Excel testing.	1 X per year

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

Needed Resources	Current Shared Resources	Current Library Resources	Current Classroom Resources
• Leveled Intervention materials • Center activities • Class sets of Expository text related to science and social studies CCGPS • COACH books (1st-4th) • COACH Progress workbooks (1st-6th) • Class sets of chapter books • Common Core reading materials • Comprehension skills building materials • Bilingual materials • English language development materials • Trade books • Updated Social Studies and Science books • Listening centers (books and cds) • Phonics program • Non-fiction texts (Media Center) **Technology** • Computers/Laptops • Tablets • Document cameras • Electronic student response systems • E-books • E-readers • Ear buds • Interactive software • Activboard slates • Activboard wands • Voice recognition	• Computer lab • Activotes • Document cameras • Readers' theater • Teacher created flip charts for reading stories • Differentiated Reading Kit • Read with Sarah • Games for building reading skills • Class set of short novels • FCRR activities	• Guided Reading materials • Listening centers • Novel sets • DVDs • Audiobooks • Activity centers • Science kits • Reading centers • Digital cameras • Library books • Reference materials • Set of student response systems	• Harcourt Trophies Reading Series (K-5) • Leveled Libraries • Elements of Reading: Vocabulary (K-3) • Quick Reads (3rd) • Harcourt Trophies Language Handbook • Reading skills games • Harcourt decodable phonics readers (K-2) • Coach CRCT Preparation Workbooks: Reading/Language (5th-6th) • Educational board games • Text Talk kits • Reader's Theatre Kits **Technology** • Activboards • Projectors • Classroom computers • Harcourt Phonics Express Software (K) • Accelerated Reader (3rd-6th) • Quick Reads (3rd) • Education City • Harcourt web based • Brain Pop, Brain Pop Jr., ELL Brain Pop • SOS

software • Publishing software • Printers			

Intervention Resources

Instructional Resources

- *Harcourt* Phonics Express Level A
- *Harcourt Phonics Express Level B*
- Harcourt Phonics Express Level C
- Harcourt Phonics Express Level D
- *Harcourt* Writing Express
- *Harcourt* Mission Comprehension
- *Harcourt* web site (www.harcourtschool.com)
- Florida Center for Reading Research Student Center Activities (www.fcrr.org)
- *Read With Sarah (Grades 3-6)* .
- *Read With Sarah* Story Puzzle
- Georgia Reading First Teacher Academy Manuals (K-3)
- *Harcourt Trophies* Additional Support Activities for below level and ELL students in teacher's editions
- *Harcourt Trophies* additional support in the back of teacher's editions
- *Harcourt Trophies* leveled readers for below& ELL
- *Quick Reads Level A*
- *Quick Reads Level B*
- *Quick Reads Level C*
- *Quick Reads Level D*
- *Words Their Way CD Activities*
- *Pre-Referral Intervention Manual Third Edition* by Stephen B. McCarney
- Fluency Passages
- Fry Phrases
- Sight Word Activities
- Reading Plus
- SOS (Strategies for Older Students)
- Elements of Reading: Phonics

Assistive Technology

- *Reading With Colors* by Irlin
- Writing with Symbols
- Boardmaker
- Tracking Aids
    - Reading Window

- EZC Reader Strips
- Contrast Aids
  - Hi-lighter Tape
  - Color Overlays
- Page Turners
  - Page Fluffer
- Positioning Aids
  - Bookstands
  - Slant Boards
  - Clipboard
  - Binder Clip

Teaching Aids

- Whisper Phones
- Leap Frog Leap Mat
- Leap Frog Leap Desk
- Leap Frog Leap Pad
- Language Master (card reader)

Assessments

- DIBELS Benchmarks
- DIBELS progress monitoring
- *Word Journeys* by Kathy Ganske spelling inventories (chapter 2)
- *Assessment for Reading Instruction* by Michael C. McKenna & Steven A. Stahl
  - San Diego Quick Assessment (p.184-189)
  - Informal Phonics Inventory (p. 138-142)
  - Test of Phonemic Awareness (p. 108-109)
  - Fry Sight Word Inventory (p.130-137)
  - Test of Knowledge of Onsets (p. 146-152)
  - Developmental Test of Word Recognition (p. 153-158)
- *Harcourt Trophies* Assessments
- STAR test
- Achievement Series Benchmark Assessments
- SOS (Strategies for Older Students)

Instructional Activities to Support Classroom Practices					
Phonological Awareness	**Phonics and Word Study**	**Fluency**	**Vocabulary**	**Comprehension**	**Writing**
• Identifying rhyming words • Creating rhymes • Matching words with beginning sounds • Blending	• Modeling sound relationships of both consonants and vowels • Developmental spelling • Word building • Word families and rhyming	• Timed reading • Repeated reading • Choral reading • Echo reading • Partner	• Graphic organizers • Content area vocabulary • Creating background knowledge • Context clues	• Modeling and think-alouds • Explicit instruction • Sequencing activities • Multiple opportunities for practice	• Explicit teaching of writing process • Frequent practice • Responding to literature • Summarizing

sounds into words • Blending, segmenting, substituting, and manipulating phonemes	patterns • Blending together the components of sounded-out words and chunking together the parts of longer words • Phonetically irregular words using practice activities and stories	reading • Guided reading • Fluency phrases	• Graphic representations • Affixes and roots • Teacher read-alouds	• Immediate feedback • Activating prior knowledge • Answering and generating questions • Making and verifying predictions • Using mental imagery and visualization • Monitoring comprehension • Recognizing story structure	text • Writing notes about text • Answering questions about text in writing • Creating and answering written questions about text • Math journals

Additional Strategies to Support Student Success
• Utilize rubrics for writing projects
• Conferencing with students concerning writing projects
• E-readers with audible texts
• Increase instructional technology (tablets, computers, laptops, etc.) to support literacy across the content areas

Professional Learning Strategies Identified on the Basis of Documented Needs

Professional Learning Activities for the Past Year

Professional Learning Activity	Percent of Certified Staff Attending	On-Going
Ruby Pain Poverty Training	100%	No
PBIS Trainings	5%	Yes
Gifted Endorsement	5%	No
Fast ForWord	18%	Yes
Depth of Knowledge Training	100%	Yes
ActivBoard/Technology Training	100%	Yes
Common Core Georgia Performance Standards Training	100%	Yes
Text Complexity	100%	Yes
Close Reading	100%	Yes
Literacy in the Content Areas	100%	Yes
DIBELS Next	100%	Yes
Teaching Strategies in the Math Classroom	100%	Yes
Common Core Math Journal	3%	No
Best Practices in Math Instruction	100%	Yes
RTI training	100%	Yes

Book Study – *Teaching with Poverty in Mind*	100%	No
Data Meetings to Plan Instruction	100%	Yes

Professional Learning Identified in the Needs Assessment
• Incorporating best practices of literacy in all content areas
• Writing in all content areas
• Using school-wide writing rubrics
• Planning and implementing the use of technology to increase student engagement
• Using technology to differentiate learning
• Developing commonly used assessments for CCGPS
• Utilizing intervention materials and resources for RTI.

Determining if Professional Development was Adequate and Effective

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 Instructional 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 and coaching based on student achievement data and information gathered through previously mentioned monitoring procedures.

Connection to Literacy Plan Goals and Objectives		
Literacy Plan Goals and Objectives	Professional Learning Necessary to Achieve Goals	Methods of Measuring Effectiveness of Professional Learning
To incorporate best practices in literacy in all content areas	• Review of best practices of literacy • Applying best practices to all content areas • Integrating reading CCGPS in content area lesson plans	• Observations to ensure best practices in reading are being utilized during reading instruction and other content areas • Lesson plans that reflect the use of literacy practices in content areas • Increase in student achievement in all subjects
Increase writing time in all content areas	• Learning how to require students to write in all content areas • Using rubrics to evaluate student writing	• Production of student writing in all content areas and collaboration of teachers to evaluate the writing • Documentation of writing time in the lesson plan • Walk-throughs during writing time by administrators and CIF • Completed rubrics for students • Increase in student achievement
To develop and maintain interest and engagement as students progress through school	• Using 21st Century technology in the classroom • Implementing technology to increase student engagement in literacy	• Documentation of the use of technology in lesson plans • Walk-throughs by administrators and CIF to observe the use of technology and to gauge student engagement in literacy • Survey of students • Increase in student achievement
To plan ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction	• Development of commonly used assessments based on CCGPS • Differentiating student groups based on	• Observations by administrators and CIF to view the use of assessments and progress monitoring • Documentation of

	assessments and progress monitoring	implementing assessments, progress monitoring, and differentiation in lesson plans • Increase in student achievement
To provide research-based interventions through the use of Response to Intervention	• Strategies to effectively utilize the response to intervention process • Implementation of interventions to support literacy • Analyzing work samples • Differentiating lessons to meet the needs of all learners	• Observations by administrators and CIF to view the use of intervention materials • Documentation of differentiation in lesson plans • Increase in student achievement

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.

Extending the Assessment Protocol	• 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
Developing Community Partnerships	• 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.
Sustaining	• The CIF will participate in all 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. • Professional Learning will be videotaped to ensure that all teachers can participate and that future staff members receive consistent training • 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 SRG and are able to fund these assessment through other sources. • Training for new employees will be conducted by the CIF. The CIF will be responsible for videotaping training so that new teachers can receive the same training as current teachers. The CIF 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 may be necessary for the CIF to attend trainings and redeliver to the staff. These trainings would also be videotaped for maintain continuity among new staff members.
Training New Teachers	• All trainings will be videotaped and the CIF will be responsible for providing training for new staff members. • New staff members will view taped trainings. The CIF will provide assistance in utilizing and implementing the professional learning in the classroom.
Replacing Print Materials	• 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 assist Northwest Elementary in addressing the areas of concern identified by the needs assessment. Seventy-four percent of the budget will be used for instruction. Most of this part of the budget will be utilized to purchase technology updates. Six percent of the budget will be used for improvement of instructional services. This part of the budget will allow for professional development. Twenty percent of the budget will be used for educational media services. The media center will use this part of the budget to update media materials and books.

	Amount	Percent of Total Budget
Instruction	$369,525	74%
Pupil Services	$0	0%
Improvement of Instruction Services	$30,000	6%
Educational Media Services	$100,000	20%
Support Services – Business	$0	0%

Budget

Georgia Striving Reader Subgrant	
Budget Breakdown and Narrative	
Function Code 1000 – Instruction	Year 1
Object Codes	Amount Budgeted
300 – Contracted Special Instructors	
610 – Supplies	$44,000.00
611 – Technology Supplies	$301,525.00
612 – Computer Software	$8,000.00
615 – Expendable Equipment	$2,000.00
616 – Expendable Computer Equipment	
641 – Textbooks	$4,000.00

642 – Books and Periodicals	$10,000.00
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 Budgeted
113 – Certified Substitutes	
114 – Non-Certified Substitutes	$5,000.00
116 – Professional Development Stipends	$6,000.00
199 – Other Salaries and Compensation	
200 – Benefits	
300 – Contracted Services	$10,000.00
580 – Travel	$2,000.00
610 – Supplies	$2,000.00
810 – Registration Fees for Workshops	$5,000.00
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	$10,000.00
642 – Books and Periodicals	$90,000.00
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**