School Profile

Created Friday, November 16, 2012

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School Information

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

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal	Name:	Troy
Principal	Position:	Collins
Principal	Phone:	7067455450
Principal	Email:	tcollins@ucschools.org

School contact information

(the persons with rights to work on the application)

School contact information	Name:	Lena
School contact information	Position:	Weaver
School contact information	Phone:	7067455450
School contact information	Email:	lweaver@ucschools.org

Grades represented in the building

example pre-k to 6

K-2

Number of Teachers in School

45

FTE Enrollment

586

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: Gary Steppe

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

Address: 124 Hughes Street

City: Blairsville   Zip: 30512

Telephone: (706) 745-2322   Fax: (706) 745-5025

E-mail: gsteppe@ucschools.org

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

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

12/10/12_____
Date (required)

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

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

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

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

i.   The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.

ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

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

III.   **Incorporation of Clauses**

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

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

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

12/10/12
Date

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

Troy Collins, Union County Primary School Principal_____
Typed Name of Applicant's Authorized Agency Head and Position Title

12/10/12
Date

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

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

_____
Date (if applicable)

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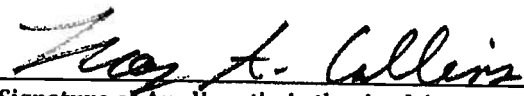
v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.

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.

[X] 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.

Preliminary Application Requirements

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

General Application Information

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

- Yes

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

SRCL Grant Rubric

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

- Yes

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

Assessment Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

- I Agree

Grant Assurances

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Page 2

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Page 3

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

DISTRICT NARRATIVE

History and Demographics

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

Current Priorities.

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

including implementing literacy standards in all subjects. This school system's **priority** is

evident in the system mission statement: "The mission of the Union County School System is to

prepare each student for a productive life in the changing world by providing flexible student-

focused instruction." In order to meet our mission the following are priorities of our school

system:

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

Past Instructional Initiatives

Union County Schools has always held extremely high standards for students and

educators. High expectations are evident when schools lead district state standardized scores on

multiple occasions. **Past instructional initiatives,** either sponsored by the individual school or

school system, have paved the way for past successes include:

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

- Various computer programs promoting math and/or reading skills

Literacy Curriculum

Teachers at all levels have access to quality lesson plans either personally constructed with colleagues or via the World Wide Web. A model of blended learning incorporating whole group, centers, and individualized technology-aided instruction is the mode followed by most teachers. Promethean Boards and document cameras make blended learning possible. Additionally, horizontal and vertical planning by each teacher and grade ensures a comprehensive scope and sequence of each unit taught during the school year.

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

Literacy assessments used district wide

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

Need for a Striving Reader Project

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

confined to paper products in the form of books and magazines. The Internet has opened up a

whole new world of reading! Clearly, reading is fundamental in all subjects and is evidenced in

the rigor of the CCGPS.

Union County Schools is a small rural area lacking in industry. Based on the Needs

Assessment conducted as each school, the literacy needs were identified if the majority of

schools were rated as "Not Addressed" or "Emergent."

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

As a school system, Union County Schools seeks this literacy grant to fund to provide high

quality literacy opportunities for all students in our county.

DISTRICT MANAGEMENT PLAN AND KEY PERSONNEL

Sections A, B & C

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

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

Sections D, E & F

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

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

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

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

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

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

Step 6: Writing Sections of the Literacy Plan – Section of the Literacy Plan were prioritized and distributed to either the school or central office level for writing. Elements consistent from school to school were written by the central office personnel and school-based elements were written by the school. (Date _Occurred – 11/16/12 through 12/3/12_)

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

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

EXPERIENCE OF THE APPLICANT

Section A

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

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

Section B

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

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

funds are used for professional development.

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

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

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

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

Section C

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

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

	Continue funding locally if SPLOST is not renewed.

Section D

Four major initiatives were recently funded with no external funding:

- Appalachian Trail Conservatory – Trails to Every Classroom supports students as they experience science firsthand on the Appalachian Trail.

- iPad for Classroom Instructional Use provided a one-to-one iPad use for each teacher, which allow differentiated instruction and increased engagement.

- Writing Lab is a paraprofessional-supported enrichment for all students that allow different forms and methods of writing.

- MyAccess Writing Software provides spontaneous grammatical error checking for students' writing.

SCHOOL NARRATIVE

Union County Primary School (UCPS) is a Title 1 school located in Blairsville, Georgia, the County seat of Union County, a small rural county in northeast Georgia with a low socio-economic population. The school began as Union County Elementary School in 1953, serving Kindergarten through 5th grade. In 2002, the school split thereby creating two separate schools, Union County Primary School to serve K-2nd grades and Union County Elementary School to serve 3rd-5th grades. There are currently 552 students attending UCPS of which 54% are male, 46% are female, 93% are white, 1% are black, 4% are Hispanic and 2% are unknown. Of these students, 51% receive free lunches and 12% receive reduced lunches.

Administrative and Teacher Leadership Team

A Principal, Assistant Principal, Secretary, Secretary/Bookkeeper, Counselor, Response to Intervention (RTI) Coordinator, Media Specialist, 42 certified Classroom Teachers, 21 Para-professionals, 9 Nutrition Staff, and 3 Custodians comprise the full time staff. A teacher of the Gifted/Reading Specialist, Security Officer, and a School Nurse are currently shared with the Elementary School. We have two certified teachers which share a 2nd grade Early Intervention Program (EIP) teaching position. There are 5 contracted/shared employees, which serve Physical Therapy (PT), Occupational Therapy (OT), Speech-Language Therapy (SLP), and Family Connections needs within the school system.

The UCPS School Leadership Team is lead by the Principal and Assistant Principal. This committee is comprised of representatives from each grade level who support grade level initiatives. The function of this team is to meet in order to discuss school culture as well as academic and instructional needs.

Past Instructional Initiatives

Union County Primary's past instructional initiatives include but not limited to:

Traditional Basal readers, Saxon Phonics/Spelling, Accelerated Reader, Cross-curricular unit planning, Fundations and Edmark (utilized within Special Education classrooms), Basic Literacy Test (BLT), Head Sprout Reading program, Text Talk, Leveled Readers, Road to the Code, Language for Learning, Earobics, Six-Minute Solution, Coach/Jumpstart, FCRR Reading Activities, Reading A-Z, Georgia OAS, SRA Kits, My Sidewalks (Scott Foresman Reading Street), EIP, 21st Century program, and After School Program.

Current Instructional Initiatives

Union County Primary School's current school initiatives include but are not limited to the following: Scott Foresman Reading Street, Waterford, Success Maker, CCGPS Rollout, Integration of Instructional Technology, Writing Lab (1 segment per week via Resource classroom), RTI, Aimsweb (universal screener and progress monitoring tool), and the Pyramid of Interventions (Academic with a rollout of Behavioral through 2nd Step). We are currently only able to utilize the following interventions: My Sidewalks, Rode to the Code, Saxon Phonics, as well as additional Success Maker and Waterford time. The 21st Century program and Union County After School Care program offer academic support and options for working parents for all students, K-2.

The RTI program has been fully implemented since 2007 with coordinators organizing and conducting universal screeners such as DIBELS and Aimsweb as well as implementing Tier interventions through the Georgia Pyramid of Interventions in Academics. Another initiative implemented is the Early Intervention Program (EIP). This program has been utilized within the school environment through a variety of models and methods. Currently Kindergarten and 2nd

grade are served with Full time EIP Teachers within a pull-out model and First Grade has opted to utilize the Reduced Class size EIP model with students being served within the main classroom environment.

Professional Learning Needs

Recognizing the need for a comprehensive, research based reading curriculum that addresses all the components of literacy instruction, UCPS adopted the Scott Foresman Reading Street program. The 2011-2012 year was our first full year of school wide implementation. The surveys conducted in the Fall of 2012 revealed the following concerns:

- Minimal staff development in implementing our current Literacy/Reading program including peer observations during instruction time.

- Development of cross content mapping documents to coordinate current programs and Common Core both vertically as well as horizontally.

- Minimal classroom oversight/support to insure implementation of all curricular components and to coach/guide teachers in needs areas such as phonics instruction.

- Non-designated recommended Literacy block time in the classroom to teach all components of Reading Street including small group, differentiated instruction, and written expression.

- Adequate resources to successfully transition all areas to Common Core Lexile standards. (Expansion of current Media Center's title base, training for teachers/Media Center staff in Lexile usage, etc.) Current Reading program meets Common Core text complexity recommendations.

  - Kindergarten: 60% Fiction   40% Nonfiction

- First/Second Grade: 50% Fiction   50% Nonfiction
  - Training for full implementation of current reading curriculum with a strong emphasis in phonics and decoding strategies (Reading Street via a Pearson representative).
  - Classroom coaching support for Literacy (Reading and Writing).
  - Writing program training for K-2 students via a professional writing consultant.
  - Instructional Technology professional development within the areas of Reading and Writing using the recently acquired technology through the Technology Initiative. This initiative included the acquisition of Promethean Boards, Hover Cams, and iPads.
  - Professional collaborative learning sessions conducted both horizontally and vertically, which emphasize scheduling and planning.
  - Incorporation of Tier 2, 3, and 4 Research Based Literacy Intervention Program options.

Need for a Striving Readers Project

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

Union County Schools also recognizes that Reading is the primary component of a child's education, which will aid them in being successful and productive adults within our community. Initiatives such as the Striving Readers Project will allow us to come full circle in developing our student's literacy education, which is needed to successfully compete in a global world firmly embedded in the 21st Century. We acknowledge that we have many areas to enhance and develop, such as the connection to the community through a Family Literacy Project, active involvement in the Birth to Age 5 community learning and development centers, Common Core training and implementation strategies within all schools, as well as providing a cohesive intervention policy which provides necessary materials and aligns concepts vertically between schools.

SCIENTIFIC, EVIDENCE-BASED LITERACY PLAN

Members from the Union County Schools District Literacy Team convened to determine

the scope of the Striving Readers Comprehensive Literacy Grant and its potential positive impact

on the district. Although many successful practices are in place, fidelity and refinement of those

practices must be revisited. The team reviewed the "Why," "What," and "How" documents to

clearly understand the strengths of a vertical literacy process. Union County Schools supports

the Georgia Department of Education and the Six Strategic Goals that serve as the fundamental

building blocks and support strategies for a systematic literacy plan. The six strategies

referenced in the "Why" document include:

1. Increase high school graduation rate, decrease school dropout rate, and increase post-

secondary enrollment rate.

2. Strengthen teacher quality, recruitment, and retention.

3. Improve workforce readiness skills.

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

5. Improve SAT, ACT, and achievement scores of Georgia students.

6. Make policies that ensure maximum academic financial accountability.

To effectively build capacity with the students, parents, teachers, administrators, and community,

a comprehensive literacy effort to speak, listen, read, and write is essential. In supporting the

Georgia Department of Education, Union County understands the importance of tomorrow and

how today's students will shape the future. To shape the future, Union County Schools will

follow the recommendations of the Literacy Task Force by providing universal screeners for all

ages and grades, coordinating conversations based on a student's strengths and weaknesses, and

providing professional development on interpreting results and adjusting instruction. The

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

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

Building Block	Action	Primary	Elementary	Middle	High
1: Engaged Leadership	B: Organize a Literacy Leadership Team	NA	EM	NA	NA
	C: Maximize the use of time and personnel through scheduling and collaborative planning.	NA	EM	NA	NA
	E: Optimize literacy instruction across all content areas.	NA	EM	NA	NA
	F: Enlist the community at large to support schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards.	NA	EM	NA	NA
2: Continuity of Instruction	A: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams.	NA	EM	NA	NA
3: Ongoing Formative and Summative	None				

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

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

Goal	Objective	Participants & Timeline
ORGANIZATION: Union County Schools will establish a consensus-driven approach to integrate	Create a shared literacy vision for the school and community aligned with the state literacy plan. *(B1B1)*	Participants: District Literacy Team Timeline: March-April 2013
	Create a plan to integrate literacy in all	Participants: District

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

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

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

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

NEEDS ASSESSMENT, CONCERNS & ROOT CAUSE ANALYSIS

Sections A & B

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

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

- Webb's Depth of Knowledge

- Common Core Anchor Standards for Reading

- Common Core Anchor Standards for Writing

- Text Complexity

- Task Complexity

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

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

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

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

Sections C & F

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

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

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

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

Section D & E

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

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

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

Building Block	Action	Primary	Elementary	Middle	High
1: Engaged Leadership	B: Organize a Literacy Leadership Team	NA	EM	NA	NA
	C: Maximize the use of time and personnel through scheduling and collaborative planning.	NA	EM	NA	NA
	E: Optimize literacy instruction across all content areas.	NA	EM	NA	NA
	F: Enlist the community at large to support schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards.	NA	EM	NA	NA
2: Continuity of Instruction	A: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams.	NA	EM	NA	NA
3: Ongoing	None				

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

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

Union County Primary School

Target Area	Developing	Proficient	Master	Teacher Leader
Webb's Depth of Knowledge	25	7	0	1
Common Core Anchor Standards for Reading	20	11	1	1
Common Core Anchor Standards for Writing	22	9	0	2
Text Complexity	22	9	0	2
Task Complexity	22	9	1	1

(n = 33 respondents)

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

ANALYSIS & IDENTIFICATION OF STUDENT AND TEACHER DATA

Although there was no state-mandated Criterion-Referenced Competency Tests (CRCT) for first and second grades in 2010-2011, Union County Schools created a mock CRCT using the Georgia Online Assessment System. This mock test was given in May of the school year. However, we are also including actual CRCT data from earlier years.

Section A

The following data for 2011 comes from the OAS assessment:

Reading and English Language Arts (in percentages)				
CRCT/OAS Reading-English Language Arts: All Students				
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds
2010-2011*	1.65	18.0	80.33	98.33
2009-2010 Rdg	2.5	47.5	50.0	97.5
2009-2010 ELA	6.5	65.0	28.5	93.5
2008-2009 Rdg	2.5	36.5	60.5	97.0
2008-2009 ELA	8.0	67.0	24.5	91.5

*The 2010-2011 school year, our school system implemented the OAS-RELA test, which included a compilation of Reading and ELA skills in one test.

Section B

Reading and English Language Arts (in percentages)			
CRCT/OAS Reading-English Language Arts: Hispanic Students			
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds
2010-2011*	*No data available.			
2009-2010 1st Rdg**	9.0	55.00	36.00	91.0
2009-2010 1st ELA**	0.0	82.0	18.0	100.00
2008-2009	*No Disaggregate data for Hispanic students.			

Note: 2009-2010 No Hispanic students in 2nd grade. This data yields the perspective that our

Hispanic population is increasing beginning in Kindergarten. As students transition into higher

grades, the Hispanic population per grade level will increase.

Reading and English Language Arts (in percentages)			
CRCT/OAS Reading-English Language Arts: Economically Disadvantaged (ED)			
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds
2010-2011*	*No data available.			
2009-2010 1st Rdg	4.0	52.0	43.0	95.0
2009-2010 1st ELA	7.0	71.0	22.0	93.0
2009-2010 2nd Rdg	0.0	53.0	47.0	100.0
2009-2010 2nd ELA	9.0	65.0	27.0	92.0
2008-2009 1st Rdg	6.0	49.0	44.0	93.0
2008-2009 1st ELA	16.0	64.0	20.0	84.0
2008-2009 2nd Rdg	2.0	40.0	58.0	98.0
2008-2009 2nd ELA	6.0	79.0	15.0	94.0

| Reading and English Language Arts (in percentages)				
CRCT/OAS Reading-English Language Arts: SWD Students (Students with disabilities)				
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds
2010-2011*	*No data available.			
2009-2010 1st Rdg	2.0	45.0	54.0	99.0
2009-2010 1st ELA	4.0	67.0	29.0	96.0
2009-2010 2nd Rdg	8.0	67.0	25.0	92.0
2009-2010 2nd ELA	33.0	67.0	0	67.0
2008-2009 1st Rdg	15.0	77.0	8.0	95.0
2008-2009 1st ELA	23.0	69.0	8.0	72.0
2008-2009 2nd Rdg	13.0	63.0	25.0	88.0
2008-2009 2nd ELA	19.0	75.0	6.0	81.0

Sections C & D

As we looked at the previous year's data regarding the CRCT/OAS assessments, we have concluded that our student demographic is drastically changing with the introduction of higher Latino and Special Needs populations. Data demonstrates what was successful in the past is no longer working sufficiently and effectively in meeting the needs of our current school population. After data analysis, we have concluded that there is a need for integrating further strategic literacy components such as differentiated instruction, higher order thinking skills, Common Core implementation, and incorporating effective practices in writing.

The data reflected show each classroom's progress or lack of progress at each OAS assessment period. Due to the changes in each classroom's student population, some teachers, who are seasoned veterans, experienced a decrease in student achievement. One factor

contributing to this decrease may be the lack of time and training teachers have to analyze student data and discuss effective means of boosting student mastery of required standards. With a more cohesive training program, our school will be able to work collaboratively to encourage teacher proficiency in all literacy areas regardless of the needs reflected within their classroom environment. This move would result in an even higher amount of students exceeding mandated requirements in the Reading/English Language Arts CCGPS strands. The school's goal is for every teacher to have resources and time necessary to promote student usage of higher order, level 3 thinking skills.

Further evaluation of the CRCT and OAS data, over the years, show the school is experiencing a decrease in students *exceeding* in the area of Reading within the subgroups of students who are economically disadvantaged and students without disabilities. There has also been an increase in the *does not meet* category in the areas of Reading/ELA within the subgroup of SWD. Finally, a consistent increase in the school's ELL student population may negatively affect future scores without the proper implementation of diverse literacy approaches. Based on data received from the school's Media Specialist, a conscious effort must be made to appeal to the broad range of interests, maturity levels, and reading abilities of the students. By increasing the range of non-fiction readings, multi-cultural selections, and contemporary literature available in the library the school's goal of meeting the literary needs of all students including those students identified as ELL, SWD, Gifted, and ED students will be met.
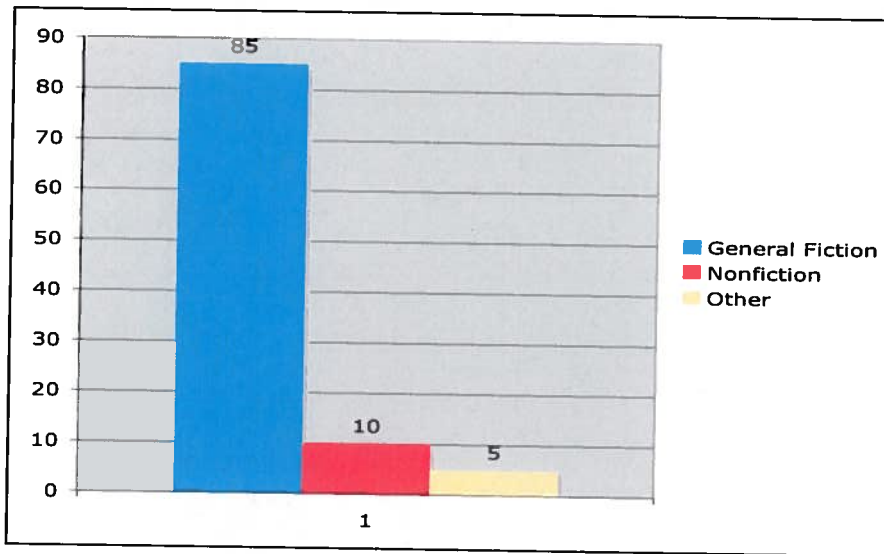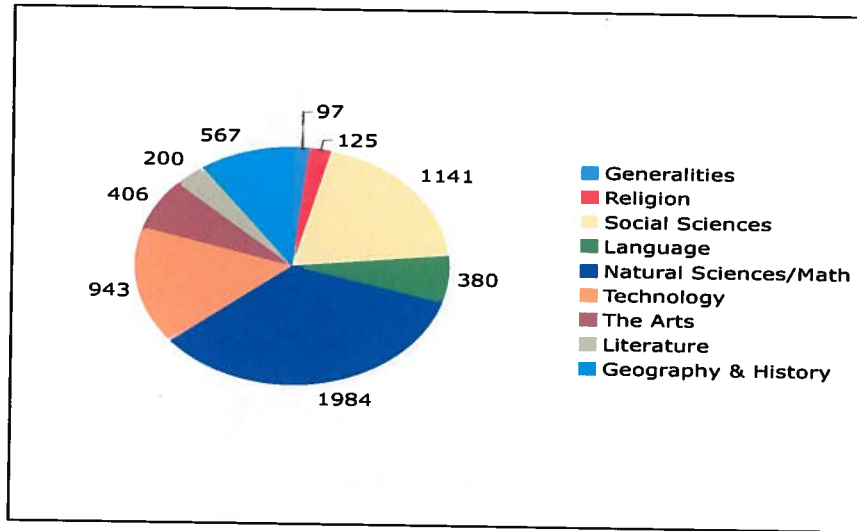
Average age of our book collection- 20 years & older.

Many books are from the one room schoolhouse era.

Section E

The hiring of new teachers for Union County Primary for the last three years correlates to the number of teachers retiring. For the 2012-13 school year, four teachers retired and four teachers were attained. The economic downturn has negatively affected the growth of the number of classrooms. The system chose to increase classroom size to compensate for a lacking budget, preventing new hires. There were no new hires for 2011-12 and only one new hire to

replace a transfer position for 2010-11. Once hired, teacher rollover is low, with a county average of six percent replacement per year.

Sections F & G

A variety of instruments are used at Union County Primary to evaluate and monitor student academic needs and achievement. Research-based assessments are chosen for reliability and validity. The table below references such instruments:

Assessment	Purpose	Skills	Frequency
GKIDS	Outcome	Skills based on CCGPS	On-going through the school year
KSEALS	Screening for Kindergarten readiness	Vocabulary Numbers/Letters/Words Articulation	Once when student enters school
Pearson's Waterford Early Learning	Screening, Progress Monitoring	Phonemic Awareness, Phonics, Fluency, Comprehension, Vocabulary	Weekly progress monitoring
WIDA MODEL for Kdg./W-Apt	Identify students needing ELL services	Language Skills	Once when student enters school
ACCESS	Monitor development of English language	Language Skills	Annually
Star Reading/Math/ELL	Screening for academic proficiency	Cognitive abilities	Twice per year
AIMSWEB	Screening, Progress Monitoring	Skills Based on CCGPS	Three times per year (Fall, Spring, Winter) All grades
OAS	CCGPS Outcomes	Skills Based on CCGPS	Twice per year (Fall & Spring) 1st & 2nd grades
Reading Street	Summative	Reading/Language Arts Skills outlined in the CCGPS	Unit Assessment – 6 weeks
Success Maker	Screening, Progress Monitoring	Basic Skills outlined in the CCGPS	Weekly progress monitoring

Section H

Recognizing the need for the development of professional learning communities and on-going professional learning opportunities, our teachers suggest the following professional development needs:

- More staff development in implementing our current Literacy/Reading program.

- Development of professional learning communities, in house, where teachers can actively develop cross content mapping documents coordinating current programs and Common Core both vertically and horizontally.

- Adequate professional development classes to ensure the successful transition of all classrooms to Common Core standards and Lexiles.

- Professional development regarding the full implementation of the current reading series along with a strong emphasis in phonics and decoding strategies.

- Implementation of classroom coaching support for Literacy.

- Professional development training geared towards the implementation of a Writing program through a consultant.

- Professional collaborative learning sessions, which emphasize scheduling, planning, and literacy development.

PROGRAM PLAN – PROCEDURES, GOALS, OBJECTIVES & SUPPORT

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

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

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

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

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

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

Section E

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

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

Building Block 5, Part **B** is addressed within "Implementing Professional Learning" in the

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

1. Ensure that teachers within each subject area plan together to implement jointly

adopted literacy instruction. (*B5B1*)

2. Ensure that teachers regularly meet, either face-to-face or online, to debrief on the

progress of these lessons and to plan necessary changes. (*B5B2*)

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

Tier 1: Standards-Based Classroom Learning

All students participate in general education learning that includes universal screening to

target groups in need of specific instructional and/or behavioral support, implementation

of the Georgia Performance Standards (GPS) through a standards-based classroom

structure, differentiation of instruction including fluid, flexible grouping, multiple means

of learning and demonstration of learning, progress monitoring of learning through

multiple formative assessments, and positive behavior supports.

Tier 2: Needs-Based Learning

In addition to Tier 1, targeted students participate in learning that is different by including

standard intervention protocol process for identifying and providing research based

interventions based on need and resources and on-going progress monitoring to measure

student response to intervention and guide decision-making.

Tier 3: SST-Driven Learning

In addition to Tier 1 and Tier 2, targeted students participate in learning that is different

by including intensive, formalized problem solving to identify individual student needs,

targeted research based intervention tailored to individual needs, and frequent progress

monitoring and analysis of student response to intervention(s).

Tier 4: Specifically-Designed Learning

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

Section F

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

Section G

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

Section I

Below is a description of a daily schedule/lesson plan format for a 2nd grade classroom. The focus of the format is to achieve as much differentiated learning as possible while at the same time working around all mandatory items, such as daily computer lab.

First Grade

	Mon.	Tues.	Wed.	Thur.	Fir.
7:30-7:55 **Set-up**					
7:55-8:20 **Morning Work**					
8:20-8:30 **Announcements/Guidance**			**Ms. Graves – Step 2 Behavior**		

8:30-8:55 **RTI/Enrichment**		Progress Monitor Weekly Assessments
9:00-9:45 **Specials/Planning**		
9:45-9:55 – **Restrooms**		

10:00-10:10 **Whole Group Math**	Mini-Lesson	Assessments

10:10 – 10:30 **Math Centers**	

Reading Lesson Plans 10:30-11:25

10:30-10:45 **Whole Group**	Mini-Lesson:	Mini-Lesson:	Mini-Lesson:	Mini-Lesson:	Weekly Assess. Activities
10:45-11:25 **Reading Groups/ Centers**					
Literacy Center Weekly Plan	Word Work 1A 1B	Vocabulary 2A 2B	Grammar 3A 3B	Comp. 4A 4B	Theme (ALL)

11:30-11:55 **Writing- Mini – Lessons**

12;00-12:30 **Lunch**

12:30-12:40 **Bathroom**

12:40-1:10- **Computer Lab**

1:15-1:45 **SS/Science**

1:45-2:05 **Recess**

2:05-2:30 **Folders/Bookbags**

2:30 – **Carpool Dismiss**

2:55- **21st Century/Afterschool Dismiss**

3:05- **Buses**

ASSESSMENT & DATA ANALYSIS PLAN

Section A

Currently, the Union County Primary School utilizes several means of assessing student progress. The assessments used are GKIDS, KSEALS, In-house Kindergarten Readiness Screener, AIMSWEB, Georgia OAS, Reading Street (End of Unit Tests), Success Maker in both Math and Reading (Second Grade only), and Waterford (Kindergarten and First Grade only). Other assessments used for specialty areas include the ACCESS test.

The GKIDS is a Georgia Kindergarten Inventory of Developing Skills. It is a performance-based assessment that allows teachers to assess student performance during instruction throughout the year by providing ongoing diagnostic information about student's developing skills in English/Language Arts, Math, Science, Social Studies, Personal/Social Development, and Approaches to Learning.

The KSEALS is the Kaufman Survey of Early Academic and Language Skills. The three domains allow teachers to determine the readiness skills of students entering Kindergarten.

AIMSWEB is a benchmarking and progress monitoring system based on direct, frequent and continuous student assessment. It provides monitoring of at-risk students on a monthly basis and also aids in evaluating the effectiveness of any instructional changes.

Georgia OAS is an online assessment system that Union County Primary School uses in lieu of the CRCT. It allows the students to access and become familiar with tests that consist of the types of questions as they appear on the state's assessments in Reading, English/Language Arts and Mathematics.

Reading Street is a research-based comprehensive reading program that is used in kindergarten, first and second grade that covers all the required components of reading. It

strengthens student's cognitive skills, alphabet skills, builds oral vocabulary in addition to addressing phonics and comprehension skills. The student's progress is assessed by weekly tests, end of unit tests and end of year benchmark tests.

Success Maker is a standards-based reading/language arts, mathematics, and English language development/ESL curriculum designed to improve student understanding in areas such as phonological awareness, phonics, fluency, vocabulary, comprehension, and concepts of print.

Waterford Early Learning is a computerized program that is used, as a diagnostic tool that identifies weakness is phonemic awareness, phonics skills, reading fluency, vocabulary and comprehension.

Assessing Comprehension and Communication in English State to State (ACCESS) is a standards-based, criterion referenced English language proficiency test designed to measure English learners' social and academic proficiency in English. It is used to determine the English language proficiency levels and progress of ELLs in the domains of speaking, listening, reading, and writing.

Section B

Currently our school uses many of the prescribed assessments outlined by the SRCL assessment plan. We will implement the DIBELS NEXT and the IPI as outlined by the SRCL assessment plan. The following table yields an outlined comparison:

AIMSWEB	DIBELS NEXT
KINDERGARTEN	*KINDERGARTEN*
LNF-Letter Naming Fluency	FSF-First Sound Fluency
LSF-Letter Sound Fluency	LNF-Letter Naming Fluency
PSF-Phonemic Segmentation Fluency	NWF-Nonsense Word Fluency
NWF-Nonsense Word Fluency	
FIRST GRADE	*FIRST GRADE*
LSF-Letter Sound Fluency	LNF-Letter Naming Fluency
PSF-Phonemic Segmentation Fluency	PSF-Phonemic Segmentation Fluency

NWF-Nonsense Word Fluency	NWF-Nonsense Word Fluency
RCBM-Reading Fluency	ORF- Oral Reading Fluency & Retell *Student must read at least 40 wpm to qualify to go on to retell.*
MAZE-Reading Comprehension	
SECOND GRADE	*SECOND GRADE*
RCBM-Reading Fluency	NWF-Nonsense Word fluency
MAZE- Reading Comprehension	ORF- Oral Reading Fluency & Retell *Student must read at least 40 wpm to qualify to go on to retell.*

Section C

Currently, the only universal screeners vertically aligned with the Elementary school (3-5) are Aimsweb, Star, and Success Maker. Therefore, in an effort to align our academic goals and achievements, here at the Primary school (K-2), the literacy committee will continue to research and review new assessment tools, such as DRA/DRA2 and MAP. Implementation of the following new assessments meets the criteria set forth by the literacy committee:

1. Instructional Practices Inventory (IPI)- The inventory will be administered three times per year. This addition will enable teachers to target the specific decoding needs of students.

2. DIBELS Next screener - The screener will be given three times per year, fall, winter and spring. The data will be used to assess letter naming, initial sound fluency, phoneme segmentation and decoding skills of students.

Section D

UCPS will discontinue the use of AIMSWEB assessment tool. It will be replaced with the DIBELS Next universal screener.

Section E

Teachers will receive training in how to implement the IPI and DIBELS NEXT to ensure accuracy of test administration. Data analysis and interpretation training will be provided to support the collection, organization, interpretation and the use of data to guide instruction and intervention. It is important that teachers understand how to use the data to guide their instructional strategies in order to ensure student success. The literacy committee will be responsible for ensuring that the appropriate trainings are completed.

Section F

Parents receive information regarding their child's progress on report cards, progress reports, as well as Pyramid of Intervention Tier movement meetings. As students move through the academic interventions provided through the tiers of intervention, the RTI Coordinator and/or teachers meet with parents to explain assessment results. Parents may also check their student's progress through the parent portal on Power School. Parents are also given assessment information during Title 1 parent meetings. They may also access the school's website for the school's balanced report card offered Georgia Department of Education.

Section G

During the RTI process, all stakeholders review the student data and use it to determine intervention services. It is vital that all stakeholders understand the data and know how to use it to plan the steps in a child's education. The Striving Reader Grant can provide needed training for our staff. This grant will provide our staff with training on how to interpret and use data effectively in order to collaborate with colleagues, students, and parents. Finally, the use of active data analysis procedures will aid the administration in determining what strategic literacy materials are needed in relation to phonemic awareness, phonics, writing and reading.

Section H

Assessments	Who Will Implement?	How to be Implemented?
Comprehensive literacy program with an intensive writing program at its core.	All Teachers	Through out the day within all grade levels and content areas.
Provide adequate resources for teachers to be able to address literacy, including texts through a variety of media including 21st century technology.	All Teachers, Paraprofessionals, & Media Specialist	ELA Blocks, Content Area Blocks, SpEd segments, RTI/EIP segments, library time.
Provide technology hardware and software to fully support needed goals.	All Teachers, Paraprofessionals, Media Specialist, & Technology Department	ELA Blocks, Content Blocks, SpEd segments, RTI/EIP segments

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

Sections A & H

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

Goal	Objective(s)	Resources funded through SRCL
ORGANIZATION:	*(B1E3)*	Contract work Printing materials
STRUCTURE FOR PROFESSIONAL LEARNING:	None funded through SRCL	None
IMPLEMENTING PROFESSIONAL LEARNING:	*(B4C3)* *(B6B2)*	Contract Work Printing materials Workshops
STUDENT ENGAGEMENT:	*(B1C2)* *(B1E2)* *(B1F2)*	Workshops Document readers Software and equipment for literacy-based products Transportation Technology Needed to Implement Assessments and RTI
COMMUNICATION:	None funded through SRCL	None
SUSTAINABILITY:	*(B1E4)*	Informational & Non-Fiction Texts Lexile-Leveled Books eBooks iPad mobile lab w/ apps

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

Section B

Currently the school utilizes Scott Foresman's Reading Street program as the main sources of Reading instruction. The following list is comprised of available activities/supports from Reading Street. However, the issue that we are facing is that there is limited time available within the classroom, teaching schedule for all the tiered interventions and supports (i.e., lack of adequate time to efficiently create and maintain small groups and leveled readers).

- Reading Street lesson leveled readers online database (below level, on level, above level).

- Reading Street Differentiated Instruction intervention sessions.

- Reading Street Progress Monitor skill review (embedded within each lesson)- allows for remediation and predicts success of acquiring the skill.

- Reading Street Strategic Intervention Decodable Readers

- Reading Street Fresh Reads for Differentiation

- Reading Street Daily Journal Writing

- My Sidewalks Reading Intervention Program for Tier Students

- Saxon Phonics for Tier Students

- Waterford Computer Program- daily use with Tier students receiving extra help.

- Success Maker- daily use with Tier students receiving extra help.

Sections C & D

Many of the resources that the Primary building has are contained within the library. The school & Library offers:

- Binders containing Reading intervention from the Florida Center for Reading Research (FCRR) and What Works Clearinghouse.

- The teachers also have access to the Text Talk program, which is a program teachers can utilize to encourage student vocabulary usage as well as comprehension.

- Another library offering is the check-out of iPads. The iPads currently have 23 Literacy apps which cover grades K-2.

- Books Are Fun Children's Encylopedias- Purchased in 2004.

- Britannica Children's Encylcopedias- Purchased in 1988.

- Teacher's Helper, Mailbox, & Family Fun Magazines are available for checkout in the Library. The coverage extends to the entire year as well as grade levels.

- Sight Word Tame Home Rings Kits

- Media Grams Film/Cassette/Book kits for the students to enjoy. These Media Gram Kits are about 20 years old.

The Library is currently understaffed and is suffering from the lack of adequate technology as well as reading/literacy materials. The Media Specialist has a passion for helping the students with the literacy components of their school day; however, due to the schedule and lack of staffing, she is unable to work with students in their classrooms or the library efficiently. The Media Specialist would like to see more help in the Media Center, more technology options (computers, ipods, responders), and current, more up-to-date reading materials. In order for students and teachers to successfully navigate through the NEST-S standards, the Media Specialist would like for students to be able to come into the Library and utilize computers to

learn about the card catalog system and understand the meaning of research. Today many students struggle in understanding the process of categorization of Library materials as well as how research engines are accessed via the Internet.

The Media Specialist would also benefit from having the opportunity to visit other school libraries across our region. Many Libraries are further ahead of our current design and having the opportunity to learn more efficient means of conducting a Media Center is of vital importance in this modern age of globalization. Finally, the ability to work one on one with teachers in the area of Literacy would enable the Media Specialist to help with differentiation within the classroom.

Section E

At the moment there are not many activities, which support classroom practices. Many times, the Specials teachers (Art, Music, and P.E.) will work hand in hand with the classroom teachers when it comes to introducing their particular skill into what the students are currently learning. For example, when the students are reading about tone and sound, the Music teacher will also work with that standard in her classroom. There are also not many professional development workshops where teachers have had the opportunity to attend activities designed to help them successfully augment the Reading program instruction within the classroom environment. Currently, the main activities/ideas that the teachers are using revolve around the use of the electronic whiteboard to increase student mastery, differentiation of Reading/Literacy skills via the Reading Street program, iPads for extra, fun Literacy practice, RtI interventions designed to intensively remediate Reading/Literacy skills with the lower percentile students, and computer lab times where students gain skills in Reading/Phonics/Literacy via fun, interactive Reading programs.

Section F

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

- Basic: Skills such as decoding and knowledge of high-frequency words that underlie virtually all reading tasks.

- Intermediate: Skills common to many tasks, including generic comprehension strategies, common word meanings, and basic fluency.

- Disciplinary: Skills specialized to history, science, mathematics, literature, or other subject matter.

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

Instructional Foci for Supporting Adolescent Struggling Readers in the Content Areas	
Apply both generic and discipline focused strategies and knowledge to the comprehension and evaluation of… Textbooks - journal and magazine articles - historically situated primary documents - full length books - newspaper articles - multimedia and digital texts - book chapters	
Generic Reading Strategies	Discipline Specific Reading Strategies
• Monitor comprehension • Pre-read • Set goals • Think about what one already knows • Ask questions • Make predictions	• Build prior knowledge • Build specialized vocabulary • Learn to deconstruct complex sentences • Use knowledge of text structures and genres to predict main and subordinate ideas • Map graphic (and mathematical) representations against explanations in the text

• Test predictions against the text • Re-read • Summarize	• Pose discipline relevant questions • Compare claims and propositions across texts • Use norms for reasoning within the discipline to evaluate claims

Section G

Current classroom resources are:
- 3 Computers
- Electronic Whiteboard
- Hover Cam
- iPads
- Reading Street Basals, Workbooks, Phoneme Cards (Kit)
- Writing Journals (Teacher Created)
- Reading Street Flip Charts & Audio CDs
- Online Reading Street Database for Leveled Readers

Section I

In the Literacy Plan, proposed resources needed to increase RTI fidelity and student engagement will be linked through software for literacy-based products. These products may include programs such as Learning Oasis, Read 180, System 44, or other software designed to identify weaknesses, individualize instruction, and increase literacy. A thorough review of potential products will be completed prior to purchase, including priority given to products that serve multiple grade spans.

PROFESSIONAL LEARNING STRATEGIES IDENTIFED ON THE BASIS OF THE DOCUMENTED NEEDS

Section A

Professional development has decreased in our school system due to a decline of state PLU requirements. Our county, like many others, chose to use funds in other areas. The area with the most concentration was in technology, hence the training focus on new computer programs listed below.

Section B

One hundred percent of our staff is required to attend all professional learning opportunities presented by the school and the system. Many of the professional learning opportunities are conducted on teacher in-service half-days.

Section C

The 2012-2013 school year ongoing professional developments are in the areas of technology and Common Core implementation. Although technology training has increased tremendously, based on surveys from teachers, training and time to align for Common Core in each content area is needed. The professional learning community is currently delivering instruction in the following areas:

- School wide Interactive Board use and program development
- School wide World Book website for lesson plan use
- Grade level conference for Georgia Kindergarten teachers
- Two representatives for the Georgia Math Conference
- One representative to the 2012 GCTM/DOE Summer Mathematics Academy
- School wide Second Step (Social/Emotional skill for early learning)
- School wide CCGPS Math Webinars
- School wide CCGPS ELA Webinars
- School wide RESA Core aligned Math Strategies
- School wide Success Maker Computer program
- School wide Waterford Computer program
- School wide Grade level literacy and technology integration program
- School wide mandatory training with option of selecting teacher area of interest.

Options were: Promethean, Gizmos, Reflex, Gallopade, Literacy, Technology, My Access, Stratalogica
- o Special Education department, Teach 180,Special Education Nuts & Bolts: Developing Standards base IEPs, PBIS webinars, Functional Behavior Assessments/Behavior Intervention Plans, Autism Today, Improving Social/Emotional Health in Schools, Georgia Pathways to Language and Literacy

Section D & F

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

Goal	Objective	Participants & Timeline
STRUCTURE FOR PROFESSIONAL LEARNING: Union County Schools will provide uninterrupted, collaborative time for disciplinary literacy within and across grade levels and subjects.	Schedule time for collaborative planning teams within and across the curriculum. (*B1C3*) Schedule time for instructional planning as well as for student progress conversations across (vertical) as well as within (horizontal) grade levels. (*B5B3*)	Participants: Teachers Timeline: Monthly, beginning August 2013
	Design infrastructure for shared responsibility for development of literacy across the curriculum. (*B2A1*) Establish cross-disciplinary teams for literacy instruction. (*B2A2*)	Participants: School-Based Literacy Team &Teachers Timeline: August 2013+
IMPLEMENTING PROFESSIONAL LEARNING: Union County Schools will integrate disciplinary literacy within and across grade levels and subjects.	Provide professional learning on best practices in writing instruction in all subject areas. (*B4C3*) Meet in collaborative teams to support teachers in using literacy strategies effectively. (*B6B2*)	Participants: Teachers Timeline: Periodically, beginning in October 2013
	Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction. (*B5B1*) Ensure that teachers regularly meet, either face-to-face or online, to debrief on the progress of these lessons and to plan necessary changes. (*B5B2*)	Participants: Teachers Timeline: Monthly, beginning in August 2013

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

Each objective in the Literacy Plan is related to a broader goal. Each objective in the

Professional Learning Plan identifies the professional learning that will occur during the grant

award period, the participants involved, and the timeline for implementation.

Section E & G

The professional learning plan for the district is dependent upon vertical preparation and

vision for Literacy in Union County Schools. With each goal previously stated, the date of

completion for each will determine if it was met in a timely manner. Additional feedback

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

SUSTAINABILITY PLAN

Section A

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

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

Section B

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

Sections C

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

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

Section D

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

Section E

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

Section F

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

Section G

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

Section H

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

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

BUDGET SUMMARY

Union County Primary School will request a total of $415,000 to address professional learning needs and increased literacy resources for students and teachers. The professional learning expenditures will address consultant work, workshops, and transportation. Prioritized professional learning will be implemented by designing opportunities for whole-group training, small-group training, and individual training. Contracted services will ensure consistent rollout of disciplinary literacy to current and future staff. All software purchased will require teachers to attend professional learning on the appropriate use of the intervention and/or equipment. The specific details of which programs to include have not been established. Additional resources needed to implement an effective Literacy Plan are increasing opportunities for literacy. Funds will be used to purchase intervention programs and a variety of print/non-print materials. Teachers and students will have access to document readers, informational and non-fiction texts, Lexile-leveled books, eBooks, and a mobile iPad lab. The expansive nature of reading materials will provide students and teachers the opportunity to engage in literacy through different methods. The table below addresses the projected cost for Union County Primary School:

GaDOE Defined Category	Resource(s) Defined in Application	Projected Cost
Programmatic Professional Learning and Training	Contract Work Workshops	$15,000
Consultants & Contractors	Contract Work Electronic form and submission	$15,000
Salaries to Extend Pre-K	None	$0
Travel Expenses for Professional Learning	Workshops Transportation	$25,000
Intervention Materials, Assessment Materials and Contracted Services	Contract Work Technology Needed to Implement Assessments and RTI Software and equipment for literacy-based products	$100,000
Classroom Equipment, Materials and	Document readers	$105,000

Supplies	Software and equipment for literacy-based products	
Print Materials for Classroom, Media Centers and Family Literacy	Informational & Non-Fiction Texts Lexile-Leveled Books Printing materials	$50,000
Instructional Technology to Expand Media Titles	Informational & Non-Fiction Texts Lexile-Leveled Books eBooks iPad mobile lab w/ apps	$115,000
	Total Projected Cost	$415,000