

GEORGIA DEPARTMENT OF EDUCATION
Striving Readers Comprehensive Literacy
Program
LEA Grant Application
System Cover Sheet.

Please return to: Georgia Dept. of Education Attn: 205 Jessie Hill Jr. Dr 1758 Twin Towers East Atlanta, GA 30344		DOE Use Only Date and Time Received:	DOE Use Only: Received By:
Name of Applicant: Brantley County School District			Project Number: (DOE Assigned)
Total Grant Request: \$ 2, 011, 604		System Contact Information:	
		Name: Greg Jacobs, Ed.D.	Position: Assistant Superintendent
Number of schools		Phone: 912-462-6176	Fax: 912-462-6731
in system: 7	applying: 7		
Congressional District: 1st		Email: greg.jacobs@brantley.k12.ga.us	

Sub-grant Status

Large District (45,000 or more students)

Mid-Sized District (10,000 to 44,999 students)

Small District (0-9,999 students)

Check the one category that best describes your official fiscal agency:

<input checked="" type="checkbox"/>	School District	Community-based Organization or other Not-for-Profit Organization
<input type="checkbox"/>	Regional/Intermediate Education Agency	Nationally Affiliated Nonprofit Agency- other

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: Dr. Greg Jacobs

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

Address: 272 School Circle

City: Nahunta Zip: 31553

Telephone: (912) 462-6176 Fax: (912) 462-6731

E-mail:
greg.jacobs@brantley.k12.ga.us

Signature of Fiscal Agency Head (required)

Dr. Drew Sauls
Typed Name of Fiscal Agency Head (required)

Superintendent
Typed Position Title of Fiscal Agency Head (required)

12/14/2011
Date (required)

GEORGIA DEPARTMENT OF EDUCATION

Striving Readers Comprehensive Literacy Grant

School and Center Cover Sheet

DOE Use Only Date and Time Received:	DOE Use Only: Received By:	DOE Use Only: Project Number
School Name: Atkinson Elementary School 4327 Highway 110 East Waynesville, GA. 31566		Total Grant Request: \$202,600.00
System: Brantley County	School Contact Information:	
	Name: Lori Anne Lee	Position: Principal
Number of Students	Phone Number: (912) 778-6098	Fax Number: (912) 778-6099
291	Email Address: Lori Anne Lee lorianne.lee@brantley.k12.ga.us	
Number of Teachers		
20		
Free/Reduced Lunch 82.47%		
Principal's Name: Lori Anne Lee		Other Reform Efforts in School: None
		Principal's Signature:

LEA Narrative

Current Priorities

Educating students in the 21st century offers unique challenges for educators in the United States. The Great Recession has cast a great shadow across most school systems in the United States due to drastic budget reductions that have resulted in limited resources for teachers and students. Expectations for performance are high for students and teachers, and accountability measures are in place to gauge the attainment of the expectations set forth by local, state, and federal governments. Accountability measures are not new to the American educational system, but the measures definitely draw more attention in today's information age. One important challenge facing educators is the pressure to graduate all students with the skills and abilities to be successful in the 21st century workforce. The skills and abilities required to be competitive in today's workforce no longer simply include the 3R's, Reading, wRiting, and aRithmetic. Literacy skills are more comprehensive as skills such as listening, communicating, viewing, researching, interpreting, and presenting are now required to meet literacy standards. Mathematics requires reasoning and problem-solving skills to be successful. Add to that the necessary technology skills and knowledge that is required of 21st century workers, and the American educational system has a daunting task of preparing students for jobs that will use technologies not yet developed.

The Brantley County School District's number one priority is to prepare its students to be successful in the 21st century workforce by providing students with a variety of learning experiences that allow them to acquire the essential skills and knowledge of 21st century workers. In order to meet this goal, the school district has identified five focus areas to meet the goal of graduating all students prepared for the 21st century workforce. These five areas are as follows: High-quality instructional

practices including differentiated instruction, authentic assessment, and higher-order thinking skills; Reading instruction and support for students of all ability levels; Writing instruction, opportunities, and support in all academic areas for students of all ability levels; Mathematics instruction and support that promotes problem-solving and reasoning skills for students of all ability levels; and Opportunities for all students to develop 21st century technology skills.

The focus areas are intended to provide a framework for the development of specific priorities that address needs aligned to the overall goal of preparing Brantley County graduates to be successful in the 21st century workforce. Current specific priorities that are aligned with the five focus areas are included in the following table.

Specific Priority	Need	Students
Intensive Writing Program	<ul style="list-style-type: none"> • Consistent terminology and techniques for writing. • Variety of instructional and support resources including technology. • Males performing lower on state writing assessments. 	All students K-12
Engaging students in reading at all ability levels using multiple resources (Books, periodicals, online text, e-text).	<ul style="list-style-type: none"> • Providing students of all ability levels in reading (Struggling to Advanced) engaging reading resources to motivate and increase fluency and comprehension skills using a variety of resources including technology. 	All students K-12
High-quality Professional Learning for Teachers in <ul style="list-style-type: none"> • Writing • Higher-order thinking skills • Technology 	<ul style="list-style-type: none"> • Writing techniques for ELA and content teachers. • Higher order thinking skills instructional tasks and student activities. • Utilization of existing 	All teachers in grades Pre-K - 12

applications	technology to enhance instruction and student learning.	
<p>Successfully implement the Common Core Georgia Performance Standards (CCGPS).</p> <ul style="list-style-type: none"> • Align curriculum documents to CCGPS, course maps, unit plans, etc. • Align assessments to CCGPS including unit exams, performance tasks, formative assessments, and benchmarks. 	<ul style="list-style-type: none"> • ELA and Math • Reading and Writing for History, Science, and Technical Subjects 	<p>All students K-12</p> <p>All students 6-12</p>

Management Structure

The Striving Readers grant implementation will be managed through the office of the Assistant Superintendent of Instruction, Dr. Greg Jacobs. At the district level, Dr. Jacobs will coordinate grant implementation with the district financial department, technology department, and the individual schools. The Assistant Superintendent of Finance, Mr. Read Carter, heads the district financial department. He will oversee the requesting and allocating of grant funds, purchasing resources, and auditing the grant. Mr. Carter is also the Federal Programs coordinator and will advise on federal programs regulations. Dr. Jacobs who is the district professional learning coordinator and curriculum director will coordinate the following: planning professional learning activities funded through the grant, issuing professional learning units to staff, aligning instructional and technology resources with grant priorities, and aligning grant initiatives with CCGPS rollout. The Brantley County School District technology director, Alan Morgan, reports to Dr. Jacobs; therefore, all technology needs will be coordinated by Dr. Jacobs. The following table identifies the specific tasks and individuals needed to successfully implement the Striving Readers grant at the district level.

Department	Financial Department	Technology Department	Professional Learning	Curriculum and Instruction
District Department Head	Mr. Read Carter	Mr. Alan Morgan	Dr. Greg Jacobs	Dr. Greg Jacobs
Tasks	Request and allocate grant funds.	Recommending technology resources based on school needs.	Planning / coordinating professional learning activities for Striving Readers initiatives.	Ensuring Striving Reader initiatives align with district priorities and areas of focus.
	Issuance of purchase orders and maintenance of financial records, including items received.	Requesting purchase of needed technology.	Issuing Professional Learning Units to staff for participating in Striving Readers activities.	Coordinating the alignment of curriculum documents and assessments with the CCGPS.
	Auditing grant.	Labeling and tracking technology equipment purchased through grant.		Monitoring the implementation of the Striving Readers grant initiatives.
		Supporting and maintaining technology purchased through grant.		Evaluating the effectiveness of the Striving Readers grant initiatives.

At the school level, the school principal will be responsible for the overall management of the grant. Along with the school principal, the school media specialist, and the school literacy team will play important roles in identifying school needs, recommending solutions to meet the needs of the school,

and ensuring the proper implementation of the Striving Readers grant initiatives. The following table provides a summary of the tasks and person(s) responsible for executing the tasks at the school level.

Person(s) Responsible	School Principal	School Media Specialist	School Literacy Team
Tasks	Overall Management of Striving Readers grant at the school level.	Assist the principal in purchasing and processing new materials for the Striving Reader initiatives.	Align the literacy needs of the school with the Striving Readers initiative.
	Requesting purchase orders for resources needed as defined in the Striving Readers grant.	Receive training in new technology programs and assist teachers in the integration of new technology in lessons.	Recommend materials/ services needed to implement school literacy plan and Striving Readers initiative.
	Documenting the receipt of purchased materials or services and communicating to the Accounts Payable office at the Brantley County Board of Education.	Select materials aligned with Striving Readers goals for the media center.	Support the implementation of strategies and materials addressed in the Striving Readers grant.
	Ensuring that staff members participate in Professional Learning Activities provided by the Striving Readers grant.	Assist with CCGPS implementation.	Support the implementation of the CCGPS.
	Ensure that the Striving Readers grant initiatives are carried out in the school.	Encourage and facilitate reading throughout the school to support the Striving Readers initiatives and CCGPS rollout.	Conduct formative and summative evaluation of the strategies and materials used in the Striving Readers grant.

To ensure that the Striving Readers project is successfully implemented, constant communication of Striving Readers goals and objectives, implementation progress, and

formative and summative evaluations of grant initiatives will be on the agenda for district and school professional learning community meetings. The district leadership professional learning community is composed of Superintendent Dr. Drew Sauls, Dr. Jacobs, Mr. Carter, Mrs. Tumlin, the district special education director, and all school principals. The district leaders meet twice a month. The school professional learning communities meet at least once a month.

Past Instructional Initiatives

Over the past several years, the Brantley County School District has implemented a number of instructional initiatives with the intent to improve student achievement and ultimately graduate students with the skills to be successful in the 21st century workforce. Included in the table that follows are the major instructional initiatives that have been initiated in the district. There are many other instructional initiatives at the district level and school level that have been implemented over the past few years, but space limits the discussion to the major initiatives that support the district’s capacity and the schools’ capacities to initiate and implement major instructional projects. The following table identifies the instructional initiative, a brief description of the initiative, and a timeline of the initiatives.

Instructional Initiative	Description of Initiative	Timeline
Implementation of highly effective instructional practices (Learning-Focused School/ Best Practices/ Standards-Based Practices) into classroom instruction.	The work of Robert Marzano and Max Thompson in identifying highly effective instructional practices led to professional learning and implementation of such practices in classrooms throughout the United States, Georgia, and Brantley County.	Learning-Focused Schools Training began in 1999. Best Practices Training - Ongoing
Rollout of Georgia Performance Standards (GPS).	The expectations for student learning were defined by the GPS that necessitated training for all teachers.	Began in 2004-05 – Ongoing.

Development and implementation of curriculum documents aligned to the GPS including course maps, content maps, skills and knowledge maps.	A common set of standards for Georgia students necessitated the district aligning the GPS into common curriculum documents for our teachers.	Began in 2004-05 - Ongoing
Development and implementation of common formative and summative assessments aligned to the GPS including Unit Exams, Formative Assessments, Performance Tasks, and Benchmarks.	Teachers from across the district meet continuously to review assessments and modify as needed based on student needs. There are common formative and summative assessments for all contents in all grade levels.	Began in 2004-05 - Ongoing
Development and implementation of Response To Interventions (RTI) procedures and practices.	Policies, procedures, and practices were developed and aligned to meet the needs of students who struggle. Professional learning in the use of various interventions (Wilson Reading/ Foundations) and progress monitoring software (GRASP) was offered.	Began 2007-08 – Ongoing
Implementation of School Professional Learning Communities	The professional learning communities established in schools offer the teachers an opportunity to focus on specific instructional needs in the school.	Began 2007-08 – Ongoing

Literacy Curriculum

The current literacy curricula in Brantley County are grounded in the Georgia Performance Standards. Teachers in each grade level developed unit plans aligned to the GPS in Reading, Language Arts, Mathematics, Science, and Social Studies. Teachers currently use unit plans that were developed using a Learning-Focused unit model. Instructional activities and assessments contained within each unit plan are also aligned with the GPS. Reading/ Language Arts teachers incorporate various other

curriculum materials to support instruction through the unit plans. Teachers in grades K-3 use SRA's *Imagine It* reading series and grades 4-5 use McGraw Hill's *Treasures* reading series.

Schools in the Brantley County School District assess students' literacy skills and knowledge using a variety of assessments. All students in the district take the required *Literacy Assessments* state assessments applicable to their grade level: CRCT (3-8); EOCT (9-12); GHSGT; Writing assessments in grades 3, 5, 8, and 11; and GKIDS for kindergartners. Students in 1st and 2nd grades were given the released Online Assessment System (OAS) tests for Reading, English Language Arts and Math as an end-of-year summative assessment. High School sophomores also take the PSAT, and students take the SAT or ACT as required for admission into postsecondary institutions. Seniors at Brantley County High School also complete the Work Ready assessment that assesses important literacy skills for 21st century workers in reading for information and locating information. On the opposite end of the spectrum, Pre-K teachers assess students throughout the year with a Development Checklist by Pearson. The checklist provides a formative assessment of the students' literacy skills in listening, speaking, reading, and writing. These assessments provide students, teachers, and parents with important information regarding a student's mastery of the GPS, Lexile level, and progress toward admission requirements to post-secondary institutions. However, our teachers use many other assessments to gather more information regarding our students' performance toward state and national literacy standards.

Our district feels that it is essential that our teachers identify students' weaknesses and strengths prior to the end of year assessments. Therefore, our teachers have developed and use a variety of formative assessments that are aligned to the GPS Reading and ELA standards. Teachers use unit assessments including tests, quizzes, writing activities, performance tasks, and district-wide, common benchmark assessments to assess students' progress in literacy. The assessments vary in format from multiple-choice items to authentic writing response tasks. With the implementation of RTI

in the district, teachers also use tests for fluency and comprehension using the GRASP universal screening assessment and progress monitoring assessments.

Need for a Striving Reader Project

In order to determine the need for the Striving Readers grant, data from a variety of sources was gathered and analyzed. The following areas were assessed to determine need: student achievement in Reading/ Writing, demographic and socio-economic data, professional learning, and school literacy resources including materials and technology. The tools for assessing the aforementioned areas included analysis of standardized tests including subgroup data, student information data as reported through FTE, 2010 Census data, professional learning state report, professional learning surveys, teacher literacy resource surveys, and Pre-K director and teacher interviews. The needs assessment results from the schools were compiled to provide a general view of literacy needs in the district, and then each school identified targets for the Striving Readers grant based on their individual needs assessments and alignment with the district priorities. The results of each individual school are provided in the school section of the grant application. The district needs assessment results are provided in the following tables. Based on the various needs assessments, the following needs are identified at the district level:

- Intensive Writing program K-12
- Professional Learning for teachers Birth to 12: (1). Literacy instruction, with an emphasis on writing instruction (2). Technology skills for operating hardware and software to support instruction.
- Literacy resources for students of all ability levels, including novels, leveled readers, and technology (software and hardware) to support and to engage students in writing and reading.

School	Enrollment and AYP Status	% Free / Reduced	# DNM Reading CRCT 3 rd Grade	% DNM CRCT 3 rd Grade	# DNM Reading CRCT 5 th Grade	% DNM CRCT 5 th Grade	# DNM Reading CRCT 8 th Grade	% DNM CRCT 8 th Grade
Waynesville Primary School (PreK-3)	433 - Met	77.14%	6	6%	-	-	-	-
Atkinson Elementary School(4-6)	291 - Met	82.47%	-	-	1	1%	-	-
Nahunta Primary School (PreK-3)	452- Met	67.48%	4	4%	-	-	-	-
Nahunta Elementary School(4-6)	285 - Met	68.07%	-	-	4	4%	-	-
Hoboken Elementary School (PreK-6)	620 - Met	58.71%	3	3%	2	3%	-	-
Brantley County Middle School(7-8)	555 - Met	61.08%	-	-	-	-	0	0%
			Graduation Rate		HS Grad in county: age 25+	HS in county: age 25+	BS or higher, % of adults 25+ county	BS or higher, % of adults 25+ state
Brantley County High	927 – NI-2	56.96%	68.3%		75.2%	82.9%	6.0%	27.1%

School (9-12)							
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State Test	Grade Level	Student Subgroups and Gap					
		% DNM Economically Disadvantaged	% DNM Not Economically Disadvantage	Gap	% DNM Students with Disabilities	% DNM Students without Disabilities	Gap
CRCT-Reading	3	3	2	-1	6	2	-4
	4	15	2	-13	39	7	-32
	5	2	1	-1	15	1	-14
	6	5	1	-4	30	1	-29
	7	4	5	+1	22	3	-19
	8	1	0	-1	7	0	-7
EOCT Literature	9	20	6	-14	55	11	-44
	11	17	7	-10	57	9	-48
GHSGT - ELA	11	21	4	-17	57	8	-49
Writing	5	Not available	Not available	-	75	18	-57
	8	15	16	+1	50	11	-39
	11	8	12	+4	46	8	-38

Language Arts instructors and content instructors (Pre-K – 12) completed a survey to identify the current state of literacy resources in the district. Teachers in the district also completed a professional learning

survey to assess participation in professional learning. The results from the literacy resources surveys and the professional learning survey are summarized below:

- 61.4% of ELA teachers surveyed indicate they do not have an adequate supply of current literacy resources.
- 66.3% of ELA teachers and 82.4% of Content teachers surveyed indicate they do not have sufficient research-based literacy resources for struggling writers.
- 88.1% of ELA teachers and 89% of Content teachers surveyed indicate they do not have technology to support struggling writers.
- 52.5% of ELA teachers and 63.7% of Content teachers surveyed indicate they do not have sufficient research-based literacy resources for challenged readers.
- 81.2% of ELA teachers and 76.9% of Content teachers surveyed indicate they do not have technology to support challenged readers.
- 69.3% of ELA teachers and 59.3% of Content teachers surveyed indicate they do not have sufficient resources for high achievers/ gifted students.
- 48.1% of ELA teachers and 46.2% of Content teachers surveyed indicate that the media center does not have current literacy resources to support students of all ability levels.
- Only 29% of 213 teachers submitting survey responses attended professional learning outside of the school district in 2010-11.
- Of 213 teachers submitting professional learning surveys, two teachers participated in Literacy specific training outside of the school district: Adolescent reading and Reading First training.

An interview of the district's Pre-K director indicated the following needs for children birth-4:

- Themed books for the classroom

- Literacy bags to send home with children to encourage reading at home
- Student computers for literacy activities
- Digital classroom technology such as classroom projectors and interactive boards to engage students in literacy activities
- Professional development for teachers to bridge literacy efforts with private pre-k centers, public pre-k centers, and Head Start

The selection for schools to participate in the Striving Readers Project was based on the school principal and school leadership team decision to participate in the grant. Each school reviewed the Striving Readers Project RFA and discussed the opportunities that the grant could provide the school to enhance the literacy program within the school. All schools met the absolute priority of serving students who attend schools with a high concentration of poor students and all schools identified areas of concern in literacy that require support through a project such as the Striving Readers grant.

Experience of Applicant

	Project Title	Funded Amount	Is there audit?	Audit results
Brantley County School District	FY06 Title IID, Wireless Initiative	\$75 000	Annual state audit.	No findings regarding the use of grant funds.
	FY07 Title IID, Instructional Technology Enhanced Environment (ITEE)	\$96 250	Annual state audit.	No findings regarding the use of grant funds.
	FY08 Title IID, Teachers, Teamwork, and Technology (T3)	\$93 592	Annual state audit.	No findings regarding the use of grant funds.
	FY08 Governor's Office of Highway Safety	\$135 700	Annual state audit.	No findings regarding the use of grant funds.

Description of Funded Initiatives

The initiatives that were funded through the Title II-D grants were intended to provide students and teachers access to technology in the classroom. The FY06 Title II-D, Wireless Initiative, grant focused on the 21st Century classroom and allowed the district to implement a 21st Century classroom model in an 8th grade math classroom at Brantley County Middle School. The FY07 Title II-D, Instructional Technology Enhanced Environment (ITEE), grant provided technology and training for science teachers at Brantley County High School in the integration of technology into classroom instruction. Teachers received classroom projection systems, classroom response systems, laptops, and training in the integration of such technology in the classroom. The FY08 Title IID, Teachers, Teamwork, and Technology (T3), grant was very similar to the FY07 grant in that it focused on the integration of technology in the classroom, but this time the mathematics teachers at Brantley County High School benefited from the grant. Math teachers received technology equipment and training as well. The FY08 Governor's Office of Highway Safety Driver Training School grant allowed Brantley County High School to offer Driver's Education courses at Brantley County High School using simulators and cars purchased with the grant. The technology components purchased from these grants will be used to support literacy in the content classrooms, especially the implementation of an intensive K-12 writing program. Science and math teachers in the high school will also be able to support students of all ability levels in reading using the technology made available through previous grants.

Description of Non-Funded Initiatives

The Brantley County School District has supported several initiatives in schools that parallel the grant-funded initiatives described above. Through the use of various Title funds and local funds, classrooms throughout the district in grades 4-8 and English Language Arts and Social Studies classrooms at Brantley County High School have been outfitted with digital classroom technology that includes

classroom projection systems and interactive slates. Modern computer labs have also been installed in the schools for instruction and assessment of students with all ability levels. The special education department has also purchased a significant amount of technology such as computer pods for classrooms serving special education students. Schools have purchased computer pods for some classrooms to allow students access to technology in the classroom. The district purchased GRASP, the online RTI assessment tool for monitoring students' progress in Literacy and Math. The technology in the classrooms and computer labs will be used to support the implementation of an intensive K-12 writing program and other literacy resources that require technology. There are still technology needs, especially in the primary grades for classroom teachers to be able to support literacy through technology.

Description of LEA Capacity

The Brantley County School District has coordinated resources on numerous occasions when necessary to successfully implement a program or activity. Coordination of resources begins with people. Whenever a collaborative effort is required, principals and directors work together to direct resources in their control toward achieving the task at hand. The financial department at the Brantley County Board of Education is experienced in requesting and allocating grant funds, purchasing resources, and recording transactions. The Professional Learning Coordinator has planned and implemented large-scale trainings for teachers, and the technology department is adept at installing and supporting technology purchased through various funding sources. The aforementioned initiatives made possible through the competitive grants or use of district funds were all successfully implemented with the same structure and personnel that are currently in place.

Resources

	Title I Allocation	Budgeted Title I Funds			Title II Allocation
		Salaries/ Benefits	Supplies	Subs	
LEA TOTAL	\$820 153				\$134 486
Hoboken Elementary School	\$166 815	\$160 434.31	\$4 381	\$2 000	
Nahunta Primary School	\$124 749	\$124 540.65	\$208	-	
Nahunta Elementary School	\$93 687	\$82 028	\$9 659	\$2 000	
Waynesville Primary School	\$141 783	\$138 353	\$1 430	\$2 000	
Atkinson Elementary School	\$103 707	\$99 233.89	\$2 473	\$2 000	\$42 527.78 for salaries/benefits
Brantley County Middle School	\$175 149	\$169 803.15	\$2 346	\$3 000	\$98 058.22 for salaries/benefits

LEA Use of Title I Resources

Brantley County School district's Title I allocation is primarily used to pay salaries and benefits for teachers or paraprofessionals in order to reduce class size. For FY12, \$774 392.21 of the \$820 153 allocation is used for class size reduction in the district's six Title I schools. The remaining allocation is used for supplies and substitutes at each of the Title I schools.

LEA Use of Title II Resources

The Brantley County School district also uses Title II funds for class size reduction in two Title I schools, Brantley County Middle School and Atkinson Elementary School. Salaries

and benefits for teachers totaling \$132 486 account for the majority of the \$134 486 allocation of Title II funds. The remaining \$2 000 amount is budgeted for professional learning to ensure highly qualified instructors.

Title I and Title II Resources at Each School

As mentioned in the previous paragraphs, Title I and Title allocations are primarily used to pay the salaries and benefits of teachers and paraprofessionals for class size reduction in the Title I schools in the district. A small proportion of the Title I allocation to each school is budgeted for supplies and substitutes. Two thousand dollars of the district’s Title II allocation is designated for professional learning to support the requirements of a highly qualified instructor.

Potential Value Added with Striving Readers Funds

Striving Readers funds will allow schools to provide current literacy resources including technology and professional development to teachers to support the development of students’ literacy skills. The resources and training funded through the Striving Readers grant will allow teachers to meet the literacy needs of all students regardless of their ability levels. A significant gap exists in the literacy skills of the economically disadvantaged students in our district and the non-economically disadvantaged students as well as students with disabilities and students without disabilities. Striving Readers funds will also be used to support the CCGPS implementation. This is very important since there is a greater emphasis on literacy skills in non-ELA content areas. Technical subject teachers in grades 6-12 will definitely require training and support resources in order to effectively implement the requirements of the CCGPS.

Management Plan and Key Personnel

	Individual Responsible	Supervisor
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Purchasing	Mrs. Cindy Morgan	Mr. Read Carter
Site-Level Coordinators	School Principal	Dr. Greg Jacobs
Professional Learning Coordinator	Dr. Greg Jacobs	Dr. Drew Sauls
Technology Coordinator	Mr. Alan Morgan	Dr. Greg Jacobs
Assessment Coordinator	Mr. Read Carter	Dr. Drew Sauls

Sustainability Plan

Plan for Sharing Lessons within the LEA

Professional learning communities are an integral part of each school in the Brantley County School District. Sharing ideas and documents regarding curriculum, instruction, and assessment is the foundation of the professional learning communities in our district. Teachers have an ongoing forum for sharing within their school both horizontally and vertically. Our district also provides teachers multiple opportunities during the school year to meet with common grade level and content teachers from other schools in the district. Teachers typically meet at the beginning of the school year, in the middle of the school year, and at the end of the school year. The purpose is to align curriculum documents to ensure a common curriculum for the district based on the GPS and share best practices in assessment and instruction. We find these opportunities beneficial for all of our teachers, but especially for teachers new to our district. A web of collaboration and support is woven for all teachers to cling to for affirmation and confirmation.

Plan for extending assessment practices beyond the funding period

The Brantley County School District is committed to extending not only assessment practices but also all practices or activities that are made possible through the Striving Readers grant. As will all programs or practices in the district, Striving Reader assessments must meet the following criteria for

extending their use in the district: align with the GPS (CCGPS); align with district initiatives; measure what they are intended to measure; provide teachers, students, and parents with data that is helpful in addressing students' literacy needs; and be efficiently managed and used by teachers and staff. If annual evaluations of the Striving Readers' assessments meet each of these criteria, then the district will continue to support the assessment practices through funding and training. The annual evaluations will include teacher, student, and parent surveys; teacher interviews; and analysis of assessment data.

Plan for extending professional learning practices beyond the funding period

Professional learning activities that are essential to successful maintenance of the Striving Readers grant initiatives will be available beyond the funding period of the grant. Professional learning funds will be allocated for ongoing support for grant initiatives as well as initial training for new faculty and staff. The professional learning communities within each school and across the district will also be used to support teachers as they continue to use effective literacy strategies and programs beyond the funding period of the grant. Professional learning needs assessments will be completed in the spring of each school year with items addressing the need for training in grant initiatives. Activities will also be planned for new teachers to introduce them to the literacy strategies and programs, and these activities will begin during new teacher orientation and continue throughout the year.

Plan for sustaining technology

Technology purchased through the Striving Readers grant will be sustained through the local school district efforts. The technology staff in the Brantley County School district will maintain technology equipment purchased through the grant and district funds will be used to repair or replace equipment as needed. Software fees or site licenses purchased through the grant will be sustained through the use of funds generated through the individual schools. Just as in any program or activity,

technology equipment and software will be evaluated on an annual basis to ensure effectiveness and efficiency.

Budget Summary

Striving Readers funding will allow schools in the Brantley County School district the opportunity to address several literacy needs that were identified through the multiple needs assessments conducted within the district. Current literacy resources are needed to meet the needs of children Birth to grade 12 who possess varying ability levels in reading and writing. Resources needed include an intensive K-12 writing program, technology to assess student ability levels in literacy and engage students in activities and programs that increase student achievement in literacy, and supplemental reading materials. Professional development is also required to train all teachers in literacy instruction and assessment. Teachers in the Brantley County School district as well as early providers will be afforded the opportunities to participate in specific literacy training to meet the needs of their students. Funds from the Striving Readers grant will be used to successfully implement an intensive K-12 writing program including professional development for teachers Birth – 12; purchase supplementary literacy resources for teachers; purchase technology to support literacy instruction and assessment; and purchase software solutions to student learning. Specific resources and costs are provided in the school application.

Atkinson Elementary School opened its doors in the fall of 2009. The school was named for the unincorporated area it is located which is approximately three miles from Waynesville Primary School, our feeder school. Prior to 2009, students in Pre-K-6th attended Waynesville Elementary School. Atkinson Elementary School presently serves students grades 4th – 6th with a current enrollment of 291 students. According to October 2011 FTE, 82.47% of the students are receiving free and reduced lunch. Of the 291 students, 44% are male, 56% are female, 96% are white, 1.4% are Black, 1% Hispanic, and 1.4% are Multi-Racial. In essence, eight out of ten children at the school are economically disadvantaged and reside in a community with a limited tax base and very few resources. The per capita income is low, and most of the children come from homes that cannot provide them with the basic necessities they need.

Atkinson Elementary School is located in the eastern portion of Brantley County joining Charlton and Glynn Counties. According to the 2009-2010 U.S. Census, the county has a population of 18,411 people and a per capita income of \$19,290. Georgia has 16.6% of the population living below the poverty level, and Brantley County has roughly 19.9% below the poverty level.

The Atkinson Elementary School Leadership Team has participated in a School Based Leadership Collaborative with Okefenokee RESA in order to develop a mission for the school and norms for the School Leadership Team (SLT). The SLT also participates in on going Professional learning that allows the team to continually disaggregate emerging data and make necessary changes. In addition, the SLT uses

professional learning to ensure the School Improvement Plan is being implemented efficiently. The team consists of teacher representatives from each grade level team, school counselor, media specialist, SpEd coordinator/connection teacher and principal. Meetings are held bi-monthly and additionally as needed. Team members participate in discussions and then make decisions based on what is best for the students and the school.

- Lori Anne Lee, Principal
- Tammy Boyett, Counselor
- Connie Taylor, Media Specialist
- Amy Cummings, SPED/Connection Coordinator
- Michelle Bessing, 4th Grade Team A
- Debbie Beane, 4th Grade Team B
- Amber Green, 5th Grade Team A
- Richard Waters, 5th Grade Team B
- Tammy Beckham, 6th Grade

Past Instructional Initiatives

Several instructional initiatives have already taken place at AES. Teachers have been trained in Learning-Focused Strategies, best practices, and standards-based classrooms practices. Teachers have also been involved in vertical and horizontal planning throughout the county to ensure consistency in instruction. Additionally, teachers district wide collaborated with unit planning and the implementation of the Georgia Performance Standards. This also included the development and implementation of GPS aligned unit exams, formative and summative assessments, performance tasks, and benchmarks. Teachers also participated in Professional Learning Communities to Enhance Teaching and Learning

which consisted of grade level content teachers meeting to discuss prevalent issues which affect the students at AES.

Response to Intervention (RTI) implementation has involved aligning policy, procedures, and *Professional Learning Needs* practices to meet the needs of students who struggle. Professional learning included Wilson Reading and Georgia RESA Assessment of Student Progress (GRASP) training for language arts teachers, special education (SpEd) teachers, and RTI support staff. The SpEd teacher, EIP teacher, and support staff have been trained in Peer Assisted Learning (PALS). Additionally, gifted teachers completed professional learning in Curriculum and Program Development for Gifted Learners.

Current Instructional Initiatives

The focus of the current instructional initiatives is to assist participants in developing a variety of knowledge from both professional learning sources and peer group experiences and discussions.

Atkinson Elementary School is currently participating in ongoing professional learning in the areas of teacher commentary, standards-based classroom and assessment, faculty book studies, and writing instruction from an in-house teacher. Teachers are actively participating in state sponsored informational Webinars concerning the new Common Core Georgia Performance Standards (CCGPS). The Okefenokee RESA provides on-going professional learning opportunities for certified and non-certified staff to participate.

Atkinson Elementary School teachers are currently in need of professional learning that will help provide them with a broader knowledge base to better instruct students in areas of literacy. Writing will be an area that needs to be addressed with professional learning due to lower scores on the 5th Grade Writing Assessment, and the additional components added to the content areas of the CCGPS. Teachers are requesting more explicit, relevant, and consistent instruction teaching writing across the curriculum. Many teachers have expressed their desire to have professional, highly trained consultants come in to

deliver professional learning. Additionally, AES's 2011 CRCT scores of 80% in Social Studies and 83% in Science are the lowest in the district, which indicates that more specialized instruction would greatly benefit our school. The school has been struggling to meet the basic literacy needs of students due to

Needs for the SRCL Grant

There is a representative for each grade level on the School-based Literacy Team.
lack of funding, resources, and professional learning as identified in our needs assessment.

Atkinson Elementary School opened its doors three years ago. Located in a rural part of the state of Georgia, Brantley County, specifically Atkinson, has a limited tax base, therefore funding is an issue. In addition, when AES was established, the technology was handed down from different schools in the system as well as donated from the Federal Law Enforcement Training Center (FLETC) located in Brunswick, Georgia. Therefore, outdated technology continues to be problematic. Another issue impacting our students is our level of poverty. According to October 2011 FTE 83.47% which equates to eight out of every ten students who attend AES are on free and reduced lunch. Therefore, the level of resources available to the child at home is severely limited as well. AES is in need of an extensive writing program to address the writing deficits as presented in the 5th Grade Writing Assessment. Professional learning is also desired to assist staff in areas identified in the needs assessment. The SRCL Grant would allow us to level the playing field with other counties. If anything, it would give our students a fighting chance.

School Literacy Team

School Literacy Team Members:

- Lori Anne Lee, Principal
- Karen Williams, 4th grade Language Arts Teacher

- Amber Green, 5th grade Language Arts Teacher
- Karina Horan, 6th grade Language Arts Teacher
- Julie Smith, EIP / RTI Teacher

Literacy Team Schedule

- Amy Cummings, Special Education Teacher
- Connie Taylor, Media Specialist

The literacy team has scheduled meetings at least once a month. The team meets before and after benchmarks to discuss assessments, scores and possible interventions. In addition, the team meets after vertical and horizontal planning days to discuss any changes in the curriculum map, benchmarks and pertinent information gleaned from other schools in the system.

The literacy team reviews each needs assessment that pertains to any literacy issues. The most recent needs assessments included such items as additional writing strategies, differentiation, student literacy, comprehension and struggling readers (RTI needs). As information is obtained from the teachers and staff significant areas will continue to be a focus of the literacy team throughout the year. Minutes can be found in the appendices.

Each of these team members is responsible for going back and reporting the findings to their other team members. In addition, the literacy team member is responsible for bringing back to the team any information that needs to be conveyed. This allows the faculty/staff to stay abreast of any literacy issues.

Literacy Team Initiatives

- Tracking phonemic awareness

- Building fluency and comprehension with interactive computer programs
- Performance on grade level
- Community involvement (mentors/role models, reading volunteers, read aloud)

- Discussion of the desegregation of data

Student Achievement Needs

- Root cause analysis

- Accelerated Reader program and data analysis
- STAR Program
- STAR Program data analysis
- LEXIA data
- Book Room
- Using the language/vocabulary of the standards throughout lessons
- Parental Involvement
- Teacher Commentary

Analysis and Identification of Student and Teacher Data

CRCT Areas	Grade 4	Grade 5	Grade 6
Reading	82.8	93.9	97.6
ELA	84.9	94.0	88.2
Math	69.6	93.9	79.8
Science	81.5	83.3	82.6
Social Studies	81.3	84.2	75.3

Math	All Students	White	SWD	Econ. Disadv.
Students in AYP Grade Levels	318	303	38	230

FAY Students with Test Scores	257	246	31	194
Basic/Does Not Meet	16%	15.9%	32.3%	19.1%
Proficient/Meets	59.9%	59.3%	51.6%	63.4%
Advanced/Exceeds	24.1%	24.8%	16.1%	17.5%
Meets + Exceeds	84%	84.1%	67.7%	80.9%

Reading/ELA	All Students	White	SWD	Econ. Disadv.
Students in AYP	318	303	38	230
FAY Students with Test Scores	258	247	31	194
Basic/Does Not Meet	8.5%	8.7%	25.8%	10%
Proficient/Meets	63%	62.3%	58.1%	66.2%
Advanced/Exceeds	28.5%	28.9%	16.1%	23.8%
Meets + Exceeds	91.5%	91.3%	74.2%	90%

Georgia 5th Grade Writing Assessment Scores 2010 and 2011			
School Year	Does Not Meet	Meets	Exceeds
2010	35%	64%	1%
2011	24%	74%	2%

The writing scores support the need to implement writing across the curriculum and acquire a writing program. An extensive writing program will assist AES in making gains in students writing scores in addition to show the importance of implementing consistent literacy development school wide. By

developing students conceptual understanding, allowing for reflective thinking, and making writing an extensive focus, student achievement in all content areas will improve.

Atkinson Elementary School has retained 92% of their teachers during the 2010-2011 academic school year. One retired and two relocated/left the *Teacher Professional Learning Needs* system. Atkinson Elementary currently has 100% of our teachers participating in on-going professional learning and School-based Learning Communities.

According to the needs assessment, AES has a need for professional learning in new technology and the implementation of intensive specialized writing instruction. Teachers mentioned the need for;

- More information and preparation for CCGPS
- Writing in all content areas
- Integrating technology into classroom instruction
- Technology enhancement for increasing student engagement
- Increasing reading comprehension in all subject areas
- Differentiation
- Primary skills (phonics) reading instruction
- Teaching reading across the curriculum
- Addressing the needs of the struggling and gifted students
- Using online sources-Google documents, Moodle, Podcasts
- PowerSchool (online grading system)

Curriculum Needs

Atkinson Elementary School students and their families have felt the economic downturn. The majority of students come from economically disadvantaged homes that have little or no access to print

in the home environment. Because of the lack of access to print, teachers need to expose their classes to a print-rich environment to help students learn. The major curriculum needs were gleaned from the school's Comprehensive Literacy needs assessment and are as follows:

- Standard-based writing resources
- High-interest low leveled trade books
- Technology resources
- Leveled workbooks for struggling students in content areas
- Teacher editions for existing basal
- Listening centers
- Phonics resources for struggling readers
- Computer based reading resources to motivate students
- Novels and resources for novel studies
- Trade books tied to new CCGPS

Technology Needs

Because the majority of technology at our school was donated, the computers are not equipped to handle the new versions of web-based programs. We are currently operating with Office 97, which causes a problem when teachers work from home with newer versions. This incompatibility causes yet another stress point concerning technology. The donated computers are also not able to properly operate the projectors and continually freeze up as teachers are using them for classroom instruction. The current donated computer lab will not adequately run some of the web-based programs without having loading issues as well.

Because of the rural location of the school, students are not getting exposure to current technology at home or at school. The monies from the literacy grant would insure that our students

have all the same resources that other schools in the state have access. The table below indicates that AES has only five modern computers as defined by the Georgia Department of Education. Atkinson Elementary is indeed technology deprived.

			AES
Student Population			291
Total Classrooms			17
Regular Education Classrooms			14
Vocational Education Classrooms			0
Special Education Classrooms			3
Number of Modern Instructional	Regular Classrooms	Desktops	0
		Laptops/Notebooks	0
		Netbooks	0
		Servers	0
	Special Ed Classrooms	Desktops	3
		Laptops/Notebooks	1
		Netbooks	0
		Servers	0

	All School Mobile Labs	Desktops	0
		Laptops/Notebooks	0
		Netbooks	0
		Servers	0
	All School Stationary Labs	Desktops	0
		Laptops/Notebooks	0
		Netbooks	0
		Servers	0
	Media Center	Desktops	0
		Laptops/Notebooks	1
		Netbooks	0
		Servers	1
Other Locations	Desktops	0	
	Laptops/Notebooks	0	
	Netbooks	0	
	Servers	0	
Thin/Virtual PC	Host PC	12	
	Clients Served by the Host PC	31	
Total (excluding Servers)		48	

Needs Assessment

Needs Assessment Process at the School

Atkinson Elementary School utilizes data from a myriad of sources such as benchmarks, standardized tests, progress monitoring, universal screenings, and classroom data needs assessments. The data is continuously reviewed to determine specific needs of the students and staff. All staff members were given the professional learning needs assessment survey which was developed as a system by system staff and distributed via Google Documents. The results were submitted to the principal and then conveyed to the School Leadership Team, School Literacy Team, and distributed to the Professional Learning Communities. Atkinson Elementary School certified staff also completed the Literacy survey and the English Language Arts Literacy Resource survey. Along with the results from these surveys, school achievement data such as benchmarks, progress monitoring, state assessments, and classroom data were again discussed with the various teams and conveyed to the system Professional Learning Coordinator. In October, 2010 AES teachers completed the Certified Staff Statement (CSS) for the GAPSS review conducted by Okefenokee RESA and results from this survey were incorporated into the School Improvement Plan. The results were used to complete the GAPSS review by the team of Okefenokee RESA and discussed at length with the school and central office personnel.

Areas of Concern

Major Areas of Concern

Atkinson Elementary School is in need of parents who will take an active role in educating their children. Parental involvement is a major area of concern. The parents of the students attending AES need support programs to assist families with health, nutrition, and other services. Providing school activities during transition points to pre-school, elementary, middle, and high school increase parental

involvement and allow parents to come to school and realize it is a family environment. Due to lack of support in the past, there is not currently a formal parent/teacher organization. However, steps have been taken this school year to increase the parental involvement. Opening the media center to parents who wish to assist their children with science fair projects, a “Book Swap” on Saturday morning, and food donations that provided meals to parents on Curriculum Night and Open House were all done to make parents feel welcome. Family support programs to assist families will help their children with school work, health, nutrition, and other services are needed as well.

Atkinson Elementary School is also in need of more intense training in the area of RTI with elaboration on available practice and policy in research-based interventions. We are in need of more proactive multi-tiered interventions to assist our struggling readers in grades 4th – 6th as well as determine the effectiveness of the interventions. We need to build on the continuous monitoring of formative and summative assessment data throughout the school year. At a minimum students are screened using GRASP universal screening assessment three times per year, the use of that data is utilized sporadically throughout the school and varies from teacher to teacher.

More training is wanted in CCGPS and current and consistent instructional alignment is needed in order to maintain continuity throughout the school and system. There appears to be an educational gap between presenting material to the students and having the students understand why that material is essential to their educational wellbeing. The use of explicit instruction, which would incorporate scaffolding of new and previously learned material is essential to the educational success of all students; this includes the gifted and talented as well as the special needs students. More training and monitoring in explicit instruction is needed in order for full implementation. Teachers at AES from the beginning have utilized these practices; however teachers are in need of more modernized technological specific instruction. Writing continues to be a significant area of concern as identified in the needs assessment

survey. Although AES made gains on the 5th Grade Writing Assessment compared to the previous year, there continues to be significant gaps between what students can do and understand. According to the test data, the students have deficits in conventions and ideas specifically.

Providing effective instructional practices, which are embedded in all content, while keeping the students motivated to learn is a challenge for our educators. This concern is reiterated by grades 4th - 6th, and all are equally affected by these specific areas of concern. The rationale for the determination of the areas of concern were gleaned from the needs assessment, School Leadership Team, and Georgia Assessment of Performance on School Standards (GAPSS) review conducted by Okefenokee RESA in Atkinson's second year of existence. At the end of the 2010-2011 school year, the School Leadership Team, along with their specific grade level personal, decided to explore the concept of team teaching in hopes of providing more instruction in Reading/ELA and Math by reducing transition time. The principal along with the School Leadership Team reviewed and discussed the options, and a team teaching approach was implemented at the beginning of the 2011-2012 academic school year.

Root Cause Analysis

Atkinson Elementary has 82.47% receiving free and reduced lunch, which is the highest percent in Brantley County. Very few parents of the students who attend AES have jobs, and the majority receives government assistance. The school system does not have the fund-base to acquire new instructional material which includes programs for writing, literacy, and updated technology. Atkinson Elementary has been working with instructional material and technology donated from the other schools in the system and from businesses. According to the needs assessments, teachers feel there are not adequate leveled readers, trade books, and technology- driven literacy programs. Parental apathy is a challenge to the students' academic success as well. Teachers are in need of professional learning targeting the economic disadvantaged students who attend AES. Professional learning is also needed in

other areas such as technology, assessment formulation, reaching struggling readers, and CCGPS implementation.

The students in grades 4th - 6th at AES are being slighted due to lack of funds and lack of exposure to text-rich environments at home. These gaps are evident when students are required to use prior knowledge, problem solving, and critical thinking skills. Additionally, many AES students are continuously moving in and out of the school because of economic and family hardships.

Project Goals and Objectives

Goals to Be Funded By Striving Reader

Atkinson Elementary School hopes to use monies from the Striving Reader Comprehensive Literacy Grant to supplement the literacy program already in place at our school. The goals and objectives for the project that will allow us to increase literacy at Atkinson Elementary include the following goals:

Goal 1: Increase student's ability to read, write, retrieve, and present new information to help become productive citizens.

This goal will help with the overall literacy skills at AES. In addition, our goal will reinforce the components of the Georgia Literacy Plan. In addition, lack of student literacy was also identified by the faculty and staff on the most recent needs assessment. We will achieve this goal by implementing the following objectives:

1. Improve CRCT Scores in Reading/ELA from 90.3% to 93% in 2012 and to 95% in 2013.

This objective will be attainable by implementing a comprehensive diagnostic screening and skills identification component add-on through our current Renaissance Learning program as well as improving resources for the struggling reader, new

CCGPS aligned coach books, e-texts, e-books, basal, computer-based learning programs, listening centers, leveled readers, leveled standards-based workbooks, phonics remediation, student response systems, 20 classroom novel sets and resources for struggling readers, and extensive additions to the library circulation.

2. Increase achievement on 5th Grade State Writing Assessment from 76% to 80% in 2012, 85% in 2013.

This objective will be attainable by the adoption of a school wide, research-based writing program for all grade levels as well as extensive professional learning in writing instruction from expert consultants and in-house writing specialists to all content teachers, SpEd teachers, EIP teachers, and gifted teachers in grades 4-6.

Goal 2: Provide extensive resources to classrooms of children living in poverty by incorporating 21st century technology.

This goal will work in conjunction with the Georgia Literacy Plan, “Best Practices in Instruction.” In addition, this goal was addressed as an area of concern in our most recent needs assessment. Student engagement and motivation will be increased by incorporating instructional technology into the daily instruction. Objectives to meet goal two:

- Purchase 30 laptops which will allow teachers to have computers that will run updated software (including literacy programs).
- Purchase and install 22 interactive white boards for grades 4-6.
- Purchase and install 10 slates or e-pads for teacher and student use.
- Purchase and install 10 document cameras for teachers and student use in grades 4-6.
- Purchase and install e-books, e-texts and periodicals,
- Purchase 25 e-readers, and 25 tablets.

- Purchase and install library upgrades to cataloguing system.
- Purchase and install 4 projectors
- Purchase 2 assistive technology devices for struggling students (NEO2)

Goal 3: Provide research-based Professional Learning which encourages instruction to be data driven.

Obtaining this goal will require having consultants in writing and technology to deliver professional learning to the entire staff. Additional training will be done by school system staff to help supplement writing and technology instruction at AES. Professional learning will also be conducted to increase parental involvement, CCGPS implementation, and differentiation.

Scientific, Evidence-based Literacy Plan

Atkinson Elementary School’s Literacy Team has devised a plan to help facilitate the realization of the literacy goals. Existing and additional resources supplied by the SRLP grant will be utilized in order to increase student performance and engagement. AES acknowledges that the ultimate goal as defined by the State Literacy Plan is to produce students who are able to think critically, communicate effectively, be able to use a various forms of media, and become productive citizens. Teachers will be able to identify a student’s area of weakness using a variety of assessments and then plan for more individualized instruction strategies for that student with the ultimate goal of meeting each student where he/she is and then moving them forward. The table below indicates how the plan will be achieved.

Goals	Implemented by:	When will goal be implemented?
1. Increase student’s ability to read, write, retrieve, and present new information to help become productive citizens. <i>Based on “What” document 3,4, 9.</i>	4-6 Grade Teachers EIP Teachers RTI Teachers/paras	ELA Blocks 4-6 Writing in all content areas SpEd segments

	SpEd and Gifted Teachers Media Specialist	RTI segments
2. Provide extensive resources to classrooms of children living in poverty by incorporating 21 st century technology. <i>Based on "What" document 4, 9.</i>	4-6 Grade Teachers EIP Teachers RTI Teachers/paras SpEd and Gifted Teachers Media Specialist	ELA Blocks 4-6 Content Blocks AR/Self-Selected Reading time RTI segments EIP segments SpEd segments
3. Provide research-based Professional Learning which encourages instruction to be data driven. <i>Based on "What" document 5, 6, 7, 9.</i>	Writing Consultants Technology Consultants In-house redeliveries by staff	Professional learning for writing instruction during teacher work sessions In-service days Teacher work sessions

Current School Instructional Schedule

Atkinson Elementary School strives to provide bell-to-bell instruction for students. The school day's hours are from 8:05 to 3:05. The academic schedule is as follows:

4th Grade Team A			
Bessing - Math/Sc/MS	SPED	8:05-10:20	Block 1 -135 mins
J. Kelly - R/ELA/SS/AR	504	10:20-12:30	Block 2 - 130 mins
A. Cummings - SPED		12:30-1:10	Lunch / Rec / Snack
		1:10-2:10	PE / Lab / MS
		2:10-3:10	Block 2 cont. - 60 mins
4th Grade Team B			

D. Beane - Science/SS	EIP	8:05-9:35	Block 1 - 90 mins.
K. Williams - R/ELA/SS	EIP	9:35-11:05	Block 2 - 90 mins
J. Smith - Math/ SS/ MS	Gifted	11:05-12:30	Block 3 - 85 mins
		12:30-1:10	
		1:10-2:10	PE / Lab / MS
		2:10-3:10	Block 4 - 60 mins
5th Grade Team A			
A. Green - R/ELA	504	8:05-10:00	Block 1- 115 mins
L. Lane - Math/Sci/MS/AR	SPED	10:00-11:00	PE / Lab / Band
J. Sweat - SPED		11:00-11:50	Block 2 - 50 mins
		11:50-12:30	Lunch / Rec / Snack
		12:30-1:30	Block 2 cont. - 60 mins
		1:30-3:10	Block 3 - 110 mins
5th Grade Team B			
R. Waters - Math/MS/AR	Gifted	8:05-10:00	Block 1 - 100 mins
R. Jones - SS/R	EIP	10:00-11:00	PE/Lab/Band
N. Rowell - Sci/ELA	EIP	11:00-11:50	Block 2 - 50 mins
		11:50-12:30	Lunch / Rec./ Snack
		12:30-1:30	Block 2 cont. - 60 mins
		1:30-3:10	Block 3 - 110 mins
6th Grade			
D. Powers - Math	SPED HR	8:05-9:30	Block 1 - 85 mins
K. Horan - R/ELA		9:30-10:50	Block 2 -80 mins
T. Beckham - Science		10:50-11:30	Lunch / Rec / Snack

K. Merritt – SS/AR		11:30-12:30	PE / Lab / Band
D. Lee - SPED		12:30-1:50	Block 3 -80 mins
		1:50-3:10	Block 4 -80 mins

Plan for Tiered Literacy Instruction

Atkinson Elementary School has scheduled specific times for certified staff and trained paraprofessionals to work with students who are found to have deficits in specific instructional areas. These needs are determined by data obtained from the CRCT, GRASP universal screener, and EIP checklist, Benchmark data, report card and teacher input. The focus at AES is evidence-based practice, which is data-driven and requires shared decision making among all stakeholders. Parents play an important role in the RTI process. Students are assessed to ascertain their progress through the RTI Tiers and determine if the interventions that are currently in place are working or if more intensive interventions are needed.

Resources for Tier I Instruction

- Classroom Teachers
- EIP Teachers
- Paraprofessionals
- Instructional Material
- Textbooks
- Teacher Created Activities (Aligned With the CCGPS)
- Differentiation Strategies in the classroom

- Universal GRASP Screenings
- Study Island – Reading/Math

Time, Personnel, and Strategies for Tier II Instruction

Tier II instruction is provided for those students who are missing core academic skills determined by the GRASP universal screener and teacher recommendation. Interventions are proactively in place for students who need them. Instruction is provided by two certified teachers and three paraprofessionals. Tier II interventions are provided to some students bi-weekly through computer lab and math skills. Two certified teachers use pull-out for students who are missing core academic skills. Students in Tier II are progress monitored every two weeks to determine if continued support through Tier II is required or if additional more intensive interventions are needed.

- Small group with a paraprofessional during a scheduled time
- RTI Teacher/Certified Personnel
- 2-3 Times Per Week (30 minutes per session)
- Scaffolding Instruction
- Remediation
- GRASP (Progress Monitoring)
- Time and frequency may change depending on the students progress

Time, Personnel, and Strategies for Tier III Instruction

Tier III students are pulled-out for individual, diagnostic, data driven instruction by two certified teachers two to three times a week. Students are progress monitored weekly to determine progression of intervention and determine if additional and other Tier III interventions are needed at this time.

- RTI Teacher/Certified Personnel
- Smaller group than Tier II
- 4-5 Times Per Week (30 minutes per session)
- GRASP (Progress Monitoring)

Time, Personnel, and Strategies for Tier IV Instruction

Tier IV students are provided six segments of instruction with certified content teachers, SpEd teacher and paraprofessional. Students are progress monitored every two weeks and IEP goals are monitored monthly.

- RTI/Certified Personnel
- Special Education Referral
- If the student qualifies for SpEd, they will be served by a special education teacher who administers GRASP (Progress Monitoring) every two weeks.

There are no conflicts in philosophy, time commitments or resource allocations with existing efforts. All the facets of the proposed literacy plan will complement our current strategies.

Strategies and Materials (Existing and Proposed) including

Technology to Support the Literacy Plan

Current Classroom Resources

- Current district basal series (40 textbooks, one teachers addition)
- Novel studies (limited number-not enough for each student or team)
- CRCT Coach books
- SRA reading kit (6th grade only)
- AR

- Ceiling mounted projectors
- Computer pod with Internet access
- Instructional videos – DVD/VHS player combos

Current Shared Resources

- Current district basal series (40 textbooks, one teachers addition that must be shared between 4 classes and teachers)
- Novel studies trade books
- Mastering the Georgia CRCT—10 copies per grade level shared between reading classes and reading specialist
- Cassette listening centers
- Computer lab
- Laser printers
- Reading skills board games

Current Library Resources

Atkinson Elementary Media Center currently uses the basic Destiny Library Manager from Follett Software Company. The media center has a total of 6,878 holdings which includes non-print items such as VHS videos, equipment, CD-ROMS, and books. The table below is based on the most recent TitleWise Collection Analysis of Atkinson Elementary School’s titles. AES uses Accelerated Reader (AR) through Renaissance Learning to engage and motivate students to utilize the library and increase literacy.

Category	Total Holdings	% of Collection	Age (avg. copyright)
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Fiction	2891	44.7	1994
Easy Fiction	820	12.7	1993
Nonfiction	2369	36.6	1998
Reference	36	.56	2000
Biography	267	4.1	1996
Professional	76	1.2	2002

- 8 Computers
- Overhead projectors
- Scantron grader
- Cassette listening centers, CD players
- Portable LCD projector
- 2 Laptops
- Instructional videos/DVD

Additional Resources Needed to Ensure Student Engagement

When students are actively engaged in learning, motivation will also increase. The media center is in dire need of updating from the technology of the 1990’s to those resources needed for the 21st century learner to transition into a viable member of the workforce. With the awarding of this grant, the media center would like to add the following items to increase student engagement and access to varied media formats.

- Upgrade Follett Software’s Destiny, the current library system, to help integrate the library’s collection into the school’s curriculum in all classrooms. By adding additional capabilities, locating materials aligned to CCGPS standards would be accessible to all teachers in the school.

- Add additional components to existing Renaissance Place AR programming which would allow for additional assessment capabilities for struggling readers in Tier II including more detailed literacy skills assessments, vocabulary, comprehension, and analyzing and evaluating media components in each student's zone proximal development.
- The purchase of e-books, e-readers, digital audio books, MP3 listening centers, and a classroom set of tablets, classroom response systems, digital cameras, document cameras, laptops, stand alone computers, periodicals for classrooms.
- Update from Office 97 to a more current version to help facilitate teacher planning and the ability to collaborate with others in the district.
- Additional Teacher Edition's for basal series
- Lower level SRA reading kits for struggling readers

Classroom Practices

- Literacy centers—listening, reading, writing
- Educational websites
- Flexible grouping
- Computer based learning
- Standards-based instruction
- Technology integration
- Learned-Focused strategies / Best Practices
- Peer-assisted learning

Intervention Programs

- Remediation
- Wilson Reading

- Standards-based classroom practices
- Differentiation
- Computer based learning
- PALS

Additional Strategies Needed to Ensure Student Success

- Writing across the curriculum
- Technology integration
- *Six Traits of Writing* instruction
- CCGPS training
- Job embedded learning

Project Procedures and Support

4 th Grade Schedule		5 th Grade Schedule	
8:05-9:25	Reading and ELA	8:05-9:25	Reading/ELA
9:25-10:50	Math	9:25-10:45	Math
10:50-11:20	Lunch	10:45-11:15	Lunch
11:20-11:40	Spelling/Cursive	11:15-12:10	Science
11:40-12:35	Science	12:10-1:05	AR/Writing/Spelling/ RTI
12:35-1:15	PE	1:05-1:20	Recess
1:15-1:30	Recess	1:20-2:05	PE
1:30-2:25	Social Studies	2:05-2:55	Social Studies
2:25-2:55	Accelerated Reader and RTI	2:55-3:05	Pack up and Dismissal
2:55-3:05	Pack up and dismissal		

6 th Grade Schedule	
8:05-9:20	Reading/ELA
9:20-10:40	Math
10:40-11:05	AR/ RTI
11:05-11:35	Lunch
11:35-12:33	Science
12:33-1:30	Social Studies
1:30-1:53	Spelling/Writing
1:53-2:08	Recess
2:08-2:53	PE
2:53-3:05	Pack up and Dismissal

Currently, our students in the RTI program are being served through three different methods of instruction. First, they are served through daily computer labs for Reading. Another intervention includes Math instruction on the Study Island computer program. Finally, our tiered students are being served through a Math and Reading “pull-out” program 3-5 times a week for 30 minutes each session.

Professional Learning Content and Strategies Identified on the Basis of Documented Needs

Topic	Hours	% of Staff Attended
School Leadership Team Norms and Mission	10	27
Curriculum & Program Development for Gifted Learners	40	5
Professional Learning Communities to Enhance Teaching & Learning	10	91
Wilson Reading System Instructional Videos	10	5

The Paraprofessional's Responsibility to Students with Disabilities	20	60
Peer Assisted Learning Strategies (PALS)	10	25

Additional Professional Learning Needs

- Professional Learning Communities to Enhance Teaching and Learning – The course is designed to assist participants in the development of a Professional Learning community committed to continuous improvement and research-based teaching strategies to advance student achievement as related to Schoolwide Improvement Plan and school goals.
- School-Based Leadership Collaborative – This course is designed to support the work of the members of the School Leadership Team. Group discussions of current practices including, (discipline, assessments, curriculum, and instruction), and other resources will be used to support the development of these school-based leaders. Group presentations of CCGPS will also take place.
- Book Study – The course is designed to assist participants in developing a variety of knowledge from both professional media learning sources and peer group experiences and understandings will be discussed and explored through system/school/classroom goal oriented materials, and participants will develop strategies for using the gained professional understandings in their teaching and professional practices as leaders within the school and classroom.

According to the needs assessment survey, the teachers at Atkinson Elementary prefer the web-based learning (i.e., Moodle). Our current outdated technology makes this difficult.

- Extensive writing instruction
- Writing in the content areas
- Integrating technology into classroom instruction

- Technology enhancement for increasing student engagement
- Increasing reading comprehension in all subject areas
- Differentiation
- Primary skills (phonics) reading instruction
- Teaching reading across the curriculum
- Addressing the needs of the struggling/gifted students
- Using online sources-Google documents, Moodle, Podcasts
- PowerSchool (online grading system)

Assessment/Data Analysis Plan

Assessment	Purpose	Skills	Frequency
CRCT	O	ELA	1 X per year
CRCT	O	Reading	1X per year
GRASP	D (S)	Reading Fluency, Comprehension, Math Fluency	3 X per year (Universal Screen)
GRASP	Special Education Diagnostic/RTI TIER 2 AND 3. (D) (S)	Reading Fluency, Comprehension, Math Fluency	2X per month
IEP Goals	Special Education Diagnostic (D) (S)	PA, OL, ORF, RC, PM, D	4x per year
PALS	(S) (M) (O)	AK, PA, CoP, OL	1X per month

STAR	(S) (PM) (RC) (V)	Reading comprehension, vocabulary, identification of ZBD independent reading range	Minimum of 4x per year
9 Week Benchmarks	(O)	(D)	4x per year

The implementation of the Literacy Plan brings much needed additional diagnostic and testing capabilities through our existing Renaissance Learning portal. Because we are adding on to an existing program, the amount of professional learning needed to begin using the system will not be as extensive as learning a completely new program. The Accelerated Reading Enterprise system will enable teachers to have viable data concerning student progress in reading comprehension, vocabulary development, and 36 additional literacy skills. The data from the interactive writing program for 5th grade such as My Access will provide students with instant feedback, and teachers will receive detailed reports identifying targeted skills needed for each student. The new assessments AES obtains from the SRCL grant will complement the existing assessments and will be implemented as to not disrupt the instructional schedule. Additional professional learning will be needed in order to assist teachers with any supplementary resources that come with these added programs. No existing programs will be discontinued as a result of the implementation of the SRCL grant. The additional resources being supplied through the grant monies will help teachers identify struggling students sooner and provide assistance to increasing student achievement as well as motivation.

Student and school achievement data is provided to parents through phone calls, parent letters, progress reports, report cards, parent portal through PowerSchool, and the school's website. In addition to regularly scheduled parent meetings, students progress and academic needs are conveyed to parents through RTI, EIP and IEP meetings.

New Assessments Added from SRCL Grant	Training needed to implement:
MY Access Writing Instruction & Assessment	Webinars, on-line tutorials
Renaissance Learning Enterprise Real Time	Webinars, on-line tutorials

Budget Summary

The underlying problem faced by Atkinson Elementary School is how to meet the literacy needs of all learners with limited resources and outdated technology. The area of technology is one that the Literacy Team feels would be reap the most benefits for all students by increasing engagement. Therefore, the majority of funds were allocated in this area. The new diagnostic components coming from the proposed technology-based writing program for 5th grade students will greatly reduce the amount of time it takes to provide students with precise, corrective feedback. Using this tool will help teachers address each individual student's writing deficient. Additional professional learning in both writing and technology should increase student performance and engagement across the board. The additions of e-books, e-readers, periodicals, and trade books to the library will help with student engagement and motivation. The total grant is for \$202,600. A more detailed budget table is provided in the Appendix.

Appendix

Budget Table

Georgia Striving Reader Subgrant	
Budget Breakdown and Narrative	
Function Code 1000 - Instruction	Year 1
Object Codes	Amount Budgeted
300 - Contracted Special Instructors	\$ 9,500.00
610 - Supplies	\$ 5,000.00
611 - Technology Supplies	\$ 4,300.00

612 - Computer Software	\$ 3,000.00
615 - Expendable Equipment	\$ 80,000.00
616 - Expendable Computer Equipment	\$66,300
641 - Textbooks	\$ 2,000.00
642 - Books and Periodicals	\$ 13,000.00
Function Code 1000 - Instruction Narrative:	
Function Code 2100 - Pupil Services	Year 1
Object Codes	Amount Budgeted
300 - Contracted Services	
520 - Student Liability Insurance	
580 - Travel	
610 - Supplies	
641 - Textbooks	
642 - Books and Periodicals	
Function Code 2100 - Pupil Services Narrative:	
Function Code 2210 - Improvement of Instructional Services	Year 1
Object Codes	Amount Budgeted
113 - Certified Substitutes	
114 - Non-Certified Substitutes	
116 - Professional Development Stipends	
199 - Other Salaries and Compensation	\$ 5,000.00
200 - Benefits	
300 - Contracted Services	\$ 4,500.00

580 - Travel	
610 - Supplies	
810 - Registration Fees for Workshops	
Function Code 2210 - Improvement of Instructional Services Narrative:	
Function Code 2220 - Educational Media Services	Year 1
Object Codes	Amount Budgeted
610 - Supplies	
642 - Books and Periodicals	\$ 10,000.00
Function Code 2220 - Educational Media Services Narrative:	
Function Code 2500 - Support Services - Business	Year 1
Object Codes	Amount Budgeted
148 - Accountant	
200 - Benefits	
300 - Contracted Services	
580 - Travel	
880 - Federal Indirect Costs	
Function Code 2500 -Support Services - Business Narrative:	
Total Budget for Year 1	\$ 202,600.00

Literacy Team

August 12, 2011

Meeting Agenda/Notes

Members Present:

Lori Anne Lee, Principal

Connie Taylor, Media Specialist

Amy Cummings, Special Education Coordinator

Amber Green, Reading/ELA Teacher

Karen Williams, Reading/ELA Teacher

Karina Horan, Reading/ELA Teacher

Julie Smith, EIP Teacher

- **AR Program Basics** – (Log In, STAR, Interpretation of scores, Setting AR Goals.)

Procedures for Teachers – (Folders, AR Goals, Grades)

Procedures for Students - Log In, Books, Folders, Points, Scores)

AR Reports - (Dates, How To Interpret)

Over Due Books - (Guidelines, Fines, Waiting Lists)

STAR Testing – (Interpretation of Scores, Dates)

Literacy Team

September 22, 2011

Meeting Agenda/Notes

Members Present:

Lori Anne Lee, Principal

Connie Taylor, Media Specialist

Amy Cummings, Special Education Coordinator

Amber Green, Reading/ELA Teacher

Karen Williams, Reading/ELA Teacher

Karina Horan, Reading/ELA Teacher

Julie Smith, EIP Teacher

- **Vertical Planning** - (Teachers Discussed What They Gained From The Experience)

Horizontal Planning - (Teachers Reported On What They Had Gained From The Training Sessions).

AR Questions - (Questions Regarding Students Failing Tests/Goals)

Benchmark - Concerns (Content, Questions)

Literacy Team

October 20, 2011

Meeting Agenda/Notes

Members Present:

Lori Anne Lee, Principal

Connie Taylor, Media Specialist

Amy Cummings, Special Education Coordinator

Amber Green, Reading/ELA Teacher

Karen Williams, Reading/ELA Teacher

Karina Horan, Reading/ELA Teacher

Julie Smith, EIP Teacher

- **Benchmark Content** – (What They Expected)

Benchmark Represent Curriculum Taught - (Yes)

Benchmark Scores – (Overall, Teachers Were Pleased, Adjustments Will Be Made)

Benchmark Adjusted – (A Couple Of Adjustments in the Curriculum Map Will Be Made).

Literacy Team

November 2011

Meeting Agenda/Notes

Members Present:

Lori Anne Lee, Principal

Connie Taylor, Media Specialist

Amy Cummings, Special Education Coordinator

Amber Green, Reading/ELA Teacher

Karen Williams, Reading/ELA Teacher

Karina Horan, Reading/ELA Teacher

Julie Smith, EIP Teacher

- **GAPPS Review** – Review Dates, Expectations

Literacy Team

December 2, 2011

Meeting Agenda/Notes

Members Present:

Lori Anne Lee, Principal

Connie Taylor, Media Specialist

Amy Cummings, Special Education Coordinator

Amber Green, Reading/ELA Teacher

Karen Williams, Reading/ELA Teacher

Karina Horan, Reading/ELA Teacher

Julie Smith, EIP Teacher

• **Needs Assessment:** (Areas Identified)

Additional Writing Training/Resources

Differentiation

Primary Reading Skills

Comprehension

Struggling Readers

School Leadership Meeting
September 26, 2011
AES Conference Room

Members Present:

1. Amy Cummings
2. Lori Anne Lee
3. Connie Taylor
4. Amber Green
5. Richard Waters
6. Tammy Beckham
7. Tammy Boyett
8. Debbie Beane
9. Michelle Bessing

1. The meeting began at **3:24 p.m.**
2. Mrs. Lee reviewed the **School Leadership Team Norms.**
3. **School Improvement Plan Title 1**– Turned Into Read Carter. A copy will be put in each of the SLT member’s boxes.
4. **School Improvement Plan** – Professional Learning Goals, Math Goals, Reading Goals, Science Goals, Social Studies Goals and Student Attendance. A copy was reviewed at the SLT meeting.
5. **Follow-up GAPSS** will happen this year at AES. It will last 3 days. There will be 3 people from RESA and 3 AES staff/central office staff.
6. Next Monday we will look at **GAPSS** plan, etc.
7. **RTI** – Lists have been turned into Mrs. Lee from 4th grade, half of 5th grade and none from 6th grade. Paul, Shann, Julie and Carolyn will serve RTI maximum 6 hours a day.
8. Write ups from paraprofessionals only. Punch cards from only paraprofessionals. Write ups should go through the homeroom teacher.
9. **Book Study** – Let Connie know if you are interested.
10. **Grades and Inflation** – Make sure grades are a reflection of what the child actually knows. Make sure on the report card it can’t be lower than a 65%.
11. Writing – We aren’t doing enough writing. Mrs. Lee is worried about the Writing Test scores for this next year. Mrs. Lee has offered for Mrs. Thornton to come and work with students and teachers.
12. **CCGPS** –Keep up with your sign-in sheets for webinars.
13. **Printers** – Printers are affected by the modem being down.
14. **Students are packing up** at 2:55. That is ten minutes of instructional time. Bell will ring at 3:05 – teach until 3:05

Adjourned 4:52p.m

ELA Teacher Literacy Needs Assessment

Question	Yes	No
As an ELA teacher, do you have access to an adequate supply of current literacy resources?	16.67%	83.33%
As an ELA teacher, do you have access to leveled readers?	100%	0%
As an ELA teacher, do you have access to an adequate supply of short stories/novels?	16.67%	83.33%
As an ELA teacher, do you have access to a research-based program for struggling writers?	16.67%	83.33%
As an ELA teacher, do you have access to instructional technology applications for struggling writers?	0%	100%
As an ELA teacher, do you have access to a research-based program for challenged readers?	33.33%	66.67%
As an ELA teacher, do you have access to instructional technology applications for challenged readers?	0%	100%
As an ELA teacher, do you have access to an adequate book room?	66.67%	33.33%
As an ELA teacher, do you have access to adequate resources for high achievers/gifted students?	16.67%	83.33%
As an ELA teacher, do you have access to an adequate supply of current supplemental literacy resources such as Coach Books, etc.?	16.67%	83.33%
Does the media center have current resources to support literacy instruction for all ability levels?	50%	50%

Content Teacher Literacy Needs Assessment

Question	Yes	No
In your classroom, do you use any additional resources to support or promote literacy such as trade books, technology (presentation tools/research tools), etc.?	57.14%	21.05%

Do you have access to a research-based program for struggling writers?	0%	100%
Do you have access to instructional technology applications for struggling writers?	0%	100%
Do you have access to a research-based program for challenged readers?	14.29%	85.71%
Do you have access to instructional technology applications for challenged readers?	14.29%	85.71%
Do you have access to adequate resources for high achievers/gifted students?	42.86%	57.14%
Does the media center have current resources to support literacy instruction for all ability levels?	42.86%	57.14%

Professional Learning Needs Assessment

Question	Yes	No
Have you participated in any professional learning outside of Atkinson Elementary School in the last year?	15%	85%
If you answered yes on #1, what kind of professional learning was it?	*Adolescent Reading *Speech Consortium on Completing Eligibilities & Collecting RTI Information *GATAPP	
Have you participated in any type of continuing education in the last year?	16%	84%
If you answered yes on #3, what kind of continuing education was it?	*80% - upgrading a certificate *20% - other	

What type of professional learning do you feel would be most beneficial to the faculty of Atkinson Elementary School?

*Face-to-face – 16%

*Online – 37%

*Combination of online and face-to-face – 16%