

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						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: center; padding: 2px;">Number of schools</th> </tr> <tr> <td style="padding: 2px;">in system:</td> <td style="padding: 2px;">applying:</td> </tr> <tr> <td style="text-align: center; padding: 2px;">7</td> <td style="text-align: center; padding: 2px;">7</td> </tr> </table>		Number of schools		in system:	applying:	7	7	Phone: 912-462-6176
Number of schools								
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<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Fax:</td> </tr> <tr> <td style="text-align: center; padding: 2px;">912-462-6731</td> </tr> </table>		Fax:	912-462-6731					
Fax:								
912-462-6731								
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: Nahunta Elementary School		Total Grant Request: \$230,300
System: Brantley County	School Contact Information:	
	Name: Dr. Tim Sawyer	Position: Principal
Number of Students 279	Phone Number: 912-462-5166	Fax Number: 912-462-7330
	Email Address: tim.sawyer@brantley.k12.ga.us	
Number of Teachers		
21		
Free/Reduced Lunch %	68%	
Principal's Name: Dr. Tim Sawyer		Other Reform Efforts in School: Learning-Focused Schools, Standards-Based Classrooms
		Principal's Signature:

LEA Narrative

Current Priorities

Nahunta Elementary School, Brantley County

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

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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 applications 	<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 technology to enhance instruction and student learning. 	All teachers in grades Pre-K - 12
Successfully implement the Common Core Georgia	<ul style="list-style-type: none"> • ELA and Math • Reading and Writing for History, Science, and 	All students K-12

<p>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. 	<p>Technical Subjects</p>	<p>All students 6-12</p>
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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.

<p>Department</p>	<p>Financial Department</p>	<p>Technology Department</p>	<p>Professional Learning</p>	<p>Curriculum and Instruction</p>
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Nahunta Elementary School, Brantley County

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.

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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

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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.

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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

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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.

Literacy Assessments

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 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,

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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.

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- 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	555 - Met	61.08%	-	-	-	-	0	0%

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School(7-8)							
			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 School (9-12)	927 – NI-2	56.96%	68.3%	75.2%	82.9%	6.0%	27.1%

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

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	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.

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- 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	\$96 250	Annual state	No findings regarding the use

	Environment (ITEE)		audit.	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

	Title I Allocation	Budgeted Title I Funds			Title II Allocation
		Salaries/ Benefits	Supplies	Subs	

LEA TOTAL \$870,153
 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

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

Nahunta Elementary School, Brantley County

Brantley County Middle School	\$175 149	\$169 803.15	\$2 346	\$3 000	\$98 058.22 for salaries/benefits
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The Brantley County School district uses Title I funds for allocations primarily used to pay the costs, Brantley County Middle School and Schapra Falls for class size reduction. Salaries and benefits for the district's total of \$132,486 of that the majority of the \$34,486 allocation of Title I funds. The remaining \$2,000 and dollar budgeted district's Title I allocation is designated by professional learning to support the requirements of a highly qualified instructor.

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

Title I and Title II Resources at Each School

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

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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
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

Plan for Extending assessment practices beyond the funding period
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. affirmation and confirmation.

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

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.

School/Center Application

In 1955, Nahunta Elementary School (NES) began its life as Nahunta High School, serving Nahunta, Hortense, and Waynesville area students. The school officially became Nahunta Elementary

School in 1967, serving grades

~~School History~~ *School History and Teacher Leadership Team* Kindergarten through 7th when the new Brantley County High School was built. The building changed names again to Nahunta Junior High in 1982, serving grades 6th, 7th, and 8th. (The current Primary School building served as the new Elementary school).

We officially became Nahunta Elementary School again in 1993, serving grades 3rd through 5th, when the 6th, 7th, and 8th grades moved to the new Brantley County Middle School (BCMS) building. Students from the eastern end of the county were transferred to the new Waynesville Elementary School when it was built in 1999. However, due to overcrowding at BCMS, the 6th grade came to NES in 2003, and 3rd grade students moved back to Nahunta Primary School.

In 2006, NES was recognized as a "Learning-Focused School of Merit" due to its student achievement and effective implementation of the Learning-Focused Schools Model. That same year, the school was named a Title I Distinguished School, an honor that it has continued to earn every year since then. NES currently has one principal, one counselor (shared with NPS), one media specialist, 19 full-time certified teachers, one teacher of the gifted (shared with NPS), two band directors (shared with every other school in the county), five paraprofessionals (+ two SpEd paraprofessionals), one secretary/bookkeeper, two custodians, one nurse (shared with NPS), and eight school nutrition staff members (shared with NPS). 68.1% of our 279 students qualify for free or reduced lunches.

The School Leadership Team is comprised of the principal, the counselor, the media specialist; all grade-level chairs, and the special education chair. School decisions are usually brought to this

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committee, which generally meets once a month. Also, school events are brought up here so that everyone knows what is happening in the school. The members of this team are: Dr. Tim Sawyer, Principal; Lyn Jacobs, Counselor; Mary Lyons, Media Specialist; Bambi Carter, 4th Grade Chairperson; Courtney Wainright, 5th Grade Chairperson; Kelly ~~Prof. Tim Sawyer~~ Sharpe, 6th Grade Chairperson; and Wallace Crews, SpEd chair.

Several instructional initiatives have already taken place at Nahunta Elementary School: Standards-Based Classrooms; Learning-Focused Schools Model; Differentiated Instruction; Response to Intervention (RTI); Common Units; Common (system-wide) Benchmark Assessments; Effective, Balanced Assessment Strategies (e.g., diagnostic, formative, and summative), Wilson Reading System; Rollout of the Georgia Performance Standards (GPS), incl. implementation and alignment of various curriculum documents, e.g. unit plans, course maps, prioritized curriculum; Carla Horry Writing; Pyramids of Intervention in Attendance, Behavior, and Academics; SRA Direct Instruction (DI) programs (i.e., Corrective Reading, Connecting Math Concepts); 6+1 Traits Writing; NES Professional Learning Communities (e.g., Leadership Team, Literacy Team, Grade-Level Teams, and this year a book study team).

Many of the initiatives in the previous list are also continuing in the 2011-2012 school year. In addition to these, we have implemented the following: PALS (Peer-Assisted Learning Strategies) as primary RTI Tier II intervention for Reading and Math; Georgia Learning Resources System (GLRS) consultant providing Co-Teaching Training; Technology Integration training; and the Common Core Georgia Performance Standards (CCGPS) rollout.

One of the greatest needs for Nahunta Elementary School is in the area of professional learning. Data regarding PL needs have been obtained through various instruments, including a Georgia

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Assessment for Performance on School Standards (GAPSS) analysis, faculty/staff surveys, and feedback obtained through our Professional Learning Communities (PLC) such as our leadership team. The following professional learning needs have been identified: summarizing activities; effective co-teaching strategies; technology integration; a *Need for a Striving Readers Project* comprehensive literacy program that includes at its core an intensive writing program across the curriculum.

There is a great need for a comprehensive and balanced literacy program at NES that includes at its core an intensive writing program. We have tried to supply equipment, materials, and professional learning to enable teachers to engage learners and provide such a literacy curriculum, assessment, and instructional program and/or model. However, because of a dearth of funding, too often we've not provided complete and thorough training, which has led to incomplete or "spotty" implementation. This Striving Readers Project will enable us to fund the necessary hardware, software, and materials, as well as the professional learning necessary to sustain this program. The topic of hardware and software mentioned above deserves a second look, as many of the things to which we now have access are not being used to their fullest capacity (or even close), due to a technology equipment and infrastructure that is quite inadequate for learning in a modern 21st century environment.

The following data were gleaned from a literacy needs assessment that was conducted in the Fall of 2011. One survey was sent to ELA teachers, while another was completed by other content teachers (e.g., math, science, social studies). The goals and objectives for this Striving Readers Grant were derived from these results.

- 100% of ELA teachers stated they do not have access to instructional technology applications for challenged readers.

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- 80% of ELA teachers stated they do not have access to instructional technology applications for struggling writers.
- 80% of ELA teachers stated they do not have access to an adequate supply of current supplemental literacy resources.

Literacy Team Schedule

- 40% of ELA teachers stated they do not have access to an adequate supply of short stories/novels.
- 73% of content teachers stated they do not have access to a research-based program for challenged readers.
- 91% of content teachers stated they do not have access to a research-based program for struggling writers.
- 100% of content teachers stated they do not have access to instructional technology applications for struggling writers.
- 82% of content teachers stated they do not have access to instructional technology applications for challenged readers.

School Literacy Team

The NES School Literacy Team consists of: Tim Sawyer, Principal; Mary Lyons, Media Specialist; Laura Aldridge, 4th Grade ELA Teacher; Reada Harris, 4th Grade Science Teacher; Courtney Wainright, 5th Grade ELA Teacher; Carla Chesser, 5th Grade Science Teacher; Ashley Booth, 6th Grade ELA Teacher; Kelly Sharpe, 6th Grade Reading Teacher. This team is considered an advisory body and is an extension of the NES Leadership Team. Members of this team gather information from their grade-level peers and report back to the Literacy Team so they can guide the literacy program at NES.

The literacy team currently has meetings as needed, with scheduled meetings at least once a month. Although the literacy team is made up of the members listed above, they bring all team initiatives to their grade level teams so we know we’ve obtained input from the whole faculty. A sample

Literacy Team meeting minutes document is included as

Literacy Team Initiatives Appendix A.

The NES Literacy Team is responsible for a number of tasks that help to guide the literacy program at NES. These include: helping to gather student achievement data regarding literacy at NES; conducting a needs assessment based on those data and a set of faculty surveys sent out by the principal; conducting research to find effective literacy programs or models that would “fit” with our school, faculty/staff, and students, and that could be purchased with funds from this grant; maintaining our book room, as well as other literacy materials in the “white building,” to keep them up-to-date – discarding old, unusable materials and finding creative ways to obtain new ones. Since our literacy team is comprised of more than just ELA teachers, they have a broader scope and vision when performing these tasks, keeping in mind the importance of reading and writing “across the curriculum.”

Analysis and Identification of Student and Teacher Data

Student Achievement Needs

The following tables exemplify the needs at NES regarding student achievement.

CRCT (grades 4-6), Spring 2011					
	All Students	Black	White	SWD	ED
Students in AYP Grade Levels	316	10	294	47	197
FAY Students with Test Scores	263	10	244	38	163
Basic / Does Not Meet	5.3%	5.0%	5.5%	26.3%	7.1%
Proficient / Meets	56.8%	75.0%	56.1%	60.5%	60.4%
Advanced / Exceeds	37.8%	20.0%	38.3%	13.2%	32.5%

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Meets + Exceeds	94.7%	95.0%	94.5%	73.7%	92.9%
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Georgia Grade 5 Writing Assessment, Spring 2011				
Performance Summary				
	Does Not Meet	Meets	Exceeds	Meets + Exceeds
School %	17%	78%	5%	83%
System %	18%	77%	5%	82%
RESA %	24%	69%	7%	76%
State %	21%	69%	10%	79%
Student Population Summary				
Student Group	N Tested	Does Not Meet	Meets	Exceeds
All Students	96	17%	78%	5%
RegEd	81	10%	84%	6%
Accommodated (e.g., SpEd, 504)	15	53%	47%	0%
Note: Specific groups (e.g., SpEd, 504) were too small to be reported by the state.				
Domain Rating Summary				
Mean Domain Score	All Students w/ Scorable Papers	Genres		
		Persuasive	Informational	Narrative
Ideas				
School	2.9	2.8	2.9	3.2
System	2.9	2.8	2.8	3.1
RESA	2.9	2.8	2.8	3.1
State	3.0	2.9	2.9	3.2
Organization				
School	2.9	2.8	2.9	3.1
System	2.9	2.9	2.8	3.0
RESA	2.9	2.8	2.8	3.0
State	2.9	2.9	2.9	3.1
Style				
School	3.0	3.0	2.9	3.1
System	3.0	2.9	2.9	3.1
RESA	2.9	2.8	2.8	3.1
State	3.0	2.9	2.9	3.1
Conventions				
School	2.7	2.7	2.8	2.7
System	2.7	2.6	2.7	2.8
RESA	2.6	2.6	2.6	2.7
State	2.7	2.7	2.7	2.8

The leadership of NES regularly obtains information regarding professional learning needs through a variety of sources, such as a GAPSS analysis, discussions through our professional learning communities, and faculty/staff surveys. A recent professional learning survey completed by NES

Curriculum Needs

Teacher Data

From the 2010-2011 school year to the 2011-2012 school year, NES retained 95% of its faculty. (The one teacher who moved away did so to be with family after her husband passed away.) 100% of NES staff is highly qualified.

Teacher Professional Learning Needs

teachers produced the following results. While NES provides some “in-house” professional learning for its faculty, there are few teachers who participate in anything else. The professional learning survey showed that only 15% of teachers (3 out of 20) participated in professional learning outside of NES, and only 20% (4 out of 20) participated in any type of continuing education. In previous surveys, the main PL needs recognized by faculty/staff were summarizing activities, effective co-teaching strategies, and technology integration. The first two are being addressed at length this year, and the last is being addressed to the extent possible, considering the current status of our extant technology. In our recent literacy professional learning survey, when asked what professional learning would benefit them the most, teachers responded with two needs. One recognized inadequacy was that NES needed a program to emphasize writing across the curriculum (i.e., “in the content area”), and the faculty needed adequate professional learning to implement it effectively. The other was a request that our staff be trained adequately in technology integration. The technology piece was also reinforced by analysis of our GAPSS review. Teachers regularly participate in various professional learning communities (e.g., grade-level, leadership team, literacy team) to enhance their knowledge and skills, and to assess their efficacy (e.g., performing data analysis).

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As alluded to in the previous section, teachers overwhelmingly stated that they felt we needed a program to effectively implement writing in the content area, accompanied by the needed professional learning, and technology that is adequate to the task of promoting student engagement and improving student achievement. This writing across the curriculum program is seen as *Technology Needs* an essential part of a comprehensive and balanced school-wide literacy initiative.

NES Technology Inventory, December 2010	
Student Population	285
Total Classrooms	19
Regular Education Classrooms	15
Vocational Education Classrooms	0
Special Education Classrooms	4

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Number of Modern Instructional Computers	Regular Classrooms	Desktops	0
		Laptops/Notebooks	0
	Vocational Classrooms	Desktops	0
		Laptops/Notebooks	0
	Special Ed Classrooms	Desktops	3
		Laptops/Notebooks	0
	All School Mobile Labs	Desktops	0
		Laptops/Notebooks	0
	All School Stationary Labs	Desktops	0
		Laptops/Notebooks	0
	Media Center	Desktops	0
		Laptops/Notebooks	0
	Other Locations	Desktops	0
		Laptops/Notebooks	0
	Thin/Virtual PC	Host PC	4
		Clients Served by the Host PC	12
	Total (excluding Servers)		19
	Students per Modern Instructional Computers (excluding servers)		15
	Peripheral Equipment	Data/Video Projectors	18
Digital Cameras		2	
Digital Video Cameras		1	
Document Cameras		0	
e-Reader		0	
Interactive Slate		3	

	Interactive Whiteboard	1
	Student Response System	3
Wireless	Percentage of Instructional areas that currently have wireless	15%

Access Points

Needs Assessment process at the school

	Number of mobile wireless labs	0
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As can be partially seen by the chart above, technology is sorely lacking at NES, in the way of infrastructure, hardware, and software. Many programs that we covet and would like to provide for our students could not run on our equipment even if we could afford to purchase it. Much of the equipment in our schools is hand-me-down computer equipment received from federal agencies through the Stevenson-Wydler Technology Innovation Act. Almost all of this equipment is many years old to us, and had been used for a number of years before we received it. We are grateful for this equipment, but constantly hope for better, as we feel our students deserve equipment as nice as that which can be found in communities where they have the funds to provide these 21st century learning tools. Software, too, is lacking due to the same problem – funding. For example, the high school in our community has some more up-to-date software, but the rest of us are using 14 year old software as our business application suite – Microsoft Office 1997. Upgrading this is just cost prohibitive in our community with our population. Of course, NES personnel would need to be thoroughly trained in appropriate use of any hardware and software that were obtained through the Striving Readers Project. This would need to be more than just the “how to” nuts and bolts of using the technology, but extends to the “when and why” of maximizing its effectiveness in the classroom.

Needs Assessment

The NES needs assessment for this grant was performed as Literacy Team members analyzed student achievement data and faculty survey results. CRCT scores from the last four years were analyzed, with emphasis being placed on 2010-2011 scores. The same was true of Georgia Grade-Five

Writing Assessment results analysis. NES underwent a GAPSS

Major Areas of Concern analysis that contributed to the needs assessment as well. At the end of the 2010-2011 school year NES's leadership conducted surveys that brought out a great deal of information regarding needs and concerns of our staff. Most recently, the faculty was provided with three surveys and asked to complete the ones that pertained to them (e.g., ELA teachers one survey, non-ELA teachers another). The surveys that they completed were 1) a Professional Learning survey (all teachers); 2) a Literacy Resources survey (ELA teachers, including the teacher of the gifted); and 3) a Content-Teacher Literacy Resources Survey (non-ELA teachers). Special Education teachers were asked to complete all of the surveys since they are in all of the classes (except for Social Studies this year).

Areas of Concern

Perhaps our greatest area of concern with regard to student achievement is our students with disabilities, who scored over 20 percent below "all students" in Reading / Language Arts. All of the rest of our subgroups (e.g., minorities, economically disadvantaged) scored within 5% of all students, so this SWD subgroup really stands out. That said, we also know that there are others besides SpEd students who did not meet standards, and who continue to struggle in all areas of literacy. (This is one reason that we so desire effective technology-based literacy programs, since they seem to motivate and engage these struggling students.)

With regard to literacy, three major areas of concern kept coming up in faculty discussions as well as needs assessments. They were voiced by teachers from all grade levels and virtually all subject matters. The concerns were:

1. The need for a comprehensive and balanced literacy program with an intensive writing program at its core.
2. The need for this literacy program to be emphasized throughout the school, and the writing program to include a strong “across the curriculum” component so all teachers will have adequate resources to emphasize literacy in their classrooms.
3. The need for this literacy program, and its core writing program, to be technology-based, and for teachers to have adequate equipment (infrastructure, hardware, and software) as well as training in that technology to ensure that the technology does what it purports to do.

Best practice in literacy instruction must include a strong, intensive writing program.

NES emphasizes writing, but there is a lack of continuity from K-12 (across schools), due to lack of a unifying writing program or model, and there are varying degrees of understanding regarding how to teach or “do” writing, due to lack of adequate training. Our teachers understand the equally important need to not teach writing in isolation, as they indicated on the professional learning survey when they overwhelmingly (95%) responded that “literacy should be taught through all subjects.” They just need the materials (e.g., leveled readers, books that are both grade- and age-appropriate and that cover topics in that grade and subject’s curriculum, and computer-based literacy materials), and a program or model that provides specific guidance so that all teachers have clear direction as to what needs to be done to strengthen and reinforce the important facets of that program or model. The NES literacy plan to address this need is in line with components 1 (“Standards for Literacy...”), 3 (“Ongoing formative and summative assessments to inform instructional decisions...”), 4 (“Best Practices in Instruction”), 8 (“Clearly articulated plan for alignment... as well as transitions...”), and 9 (“Intentional strategies for developing and maintaining engagement...”) from the GaDOE “What” document.

I have already elucidated the need that NES has for adequate technology to implement such a literacy program, and its core writing program, effectively. The faculty and staff all feel that this is integral to achieving success in this endeavor. This concern is addressed in our plan

Underlying problems in accordance with “What” document components 3 (“Ongoing... assessments...”), 4 (“Best Practices...”), and 9 (“Intentional strategies ...”).

Root Cause Analysis

NES has discerned that the problems underlying these major areas of concern are:

1. Lack of professional learning.
2. Lack of funding.

A root cause analysis indicated that the reason NES does not currently have a comprehensive and balanced literacy program with an intensive writing program at its core, and the technology to adequately implement it, is because we just can’t afford it. This is, of course, partially because of the weak economy and subsequent lowering of tax revenue. However, our school system has been funded at a fairly low level for quite some time now, having (according to GaDOE records) the lowest per-pupil expenditure of any school system in the state. The state has also taken “earned” funds away from our local school board, in the way of austerity cuts, for at least the last few years. In addition, NES is in a small, rural community that has very little business or industry, so the local tax base is small, and potential for a substantial amount of SPLOST revenue is limited. The result of this is that essential supplies such as copy paper, toner, and other fundamentals (with perhaps some money set aside to replace basic technology like projector bulbs) use up the preponderance of funding. There is, then, typically little (or no) money left for literacy materials, research-based writing programs, professional learning for such endeavors, or technology (and professional learning for integrating the technology) to engage and motivate the learners. This situation affects all learners, all grades, at NES.

As alluded to above, one result of lack of funding is inadequate professional learning. Some NES teachers have been through various literacy trainings through the years, for a wide variety of programs or models (e.g., 6+1 Traits Writing, Wilson Reading, Carla Horry Writing). This leads to spotty and inconsistent literacy instruction, with *Goals to Be Funded By Striving Reader* students getting taught based not on one comprehensive and research-based model or program, but on whichever model or program the teacher likes or agrees with, or on which she happens to have received the most (or perhaps the most recent) training. We do attempt to ensure that all teachers have a fundamental knowledge of instructional “best practices” through Learning-Focused Schools training, but even this is done “in house” by people who received training themselves as practitioners or administrators, and not by trained Learning-Focused consultants. The funding is simply not there to bring in high-priced consultants, or to provide stipends or substitutes for teachers. Again, this fiscal condition has a deleterious effect on all students at NES.

Project Goals and Objectives

Goal #1: Provide a comprehensive literacy program with an intensive writing program / model at its core. This technology-based writing must be emphasized throughout the school, beginning with the 2012-2013 and continuing into the future.

NES hopes that funds received through the SRCL Grant will provide a strong research-based literacy program/model for us, and for all of Brantley County. Our teachers are convinced that a single unifying and consistent literacy program from Kindergarten (or before) through grade 12 is what we need to give our students the literacy education they need. The central piece of this program/model needs to be an intensive writing program that is emphasized across the curriculum, and is technology-based. The teachers indicated a need for this type of writing program in the recent surveys that we

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completed, as 91% of non-ELA teachers told that they did not have access to a research-based program for struggling writers. Lack of access to such a program was also mentioned by 80% of ELA teachers.

Meeting this goal will also provide the building blocks for our literacy plan that aligns with the Georgia Literacy plan, specifically addressing “Transitions between Grades and Schools” and “Clearly Articulated Plan for Alignment Vertically and Horizontally” (the continuity of the program from K-12), as well as “Best Practices in Instruction.” This goal, and the objectives planned to meet the goal, will have a substantial effect on NES students, as they will finally have a systematic and comprehensive literacy plan throughout the school (and the system). The components of this plan, for instance the intensive writing plan, will be taught consistently and thoroughly by all teachers.

Objectives to meet goal #1:

- A. Adopt an intensive, research-based writing program system-wide that will be implemented from Kindergarten to 12th grade. This writing program should have a strong technology component.
- B. Adopt an intervention literacy program system-wide.
- C. Provide adequate professional learning for all stakeholders in these initiatives, including training in the programs themselves, plus training for the Literacy Team in Atlanta.
- D. Provide all technology infrastructure, hardware, and software necessary to ensure success of this goal. See goal #3.

Goal #2: Provide adequate resources to enable all teachers to address literacy needs. This is to include texts through a variety of media including 21st century technology beginning with the 2012-2013 school year and continuing into the future.

NES hopes that funds received through the SRCL Grant will help to purchase reading materials, through a variety of media (e.g., books, electronic media such as e-readers, web-sites), so all teachers

will have the resources to support this literacy initiative. This will help fill a void that was reported by teachers in our recent literacy surveys, when 80% of ELA teachers stated that they did not “have access to an adequate supply of current literacy resources.” In addition, 73% of other content teachers noted that they did not have access to a research-based program to assist challenged readers, and 82% of those teachers stated that they did not have adequate resources for high achievers / gifted students. This goal will also assist us with implementing “Intentional Strategies for Maintaining Engagement” and “Best Practices in Instruction” as outlined in the Georgia Literacy Plan. This goal, and the objectives planned to meet the goal, will have a substantial effect on teachers and students at NES. Students will be able to read materials (using a variety of media), and can do instant research on topics of interest that are directly related to the curriculum , right there in their classrooms or in the media center. In addition, the motivation and engagement factor of the diverse media will increase literacy skills as well as subject matter knowledge and skills.

Objectives to meet goal #2:

A. Provide a variety of texts (through a variety of media such as print and e-texts) for each classroom that cover the appropriate subject content, and that are age and grade appropriate for those students.

B. Provide a variety of texts (through a variety of media) for the media center that cover the appropriate subject

content for each subject in each grade (4-6), and that are age and grade appropriate for those students.

C. Provide e-readers that will allow students to read e-books.

D. Provide listening centers for the students in each academic classroom so students can read books on tape/cd/mp3/etc.).

E. Provide all technology infrastructure, hardware, and software necessary to ensure success of this goal. See goal #3.

Goal #3: Provide technology hardware and software that will fully support goals #1 & #2 during the 2012-2013 school year and beyond.

The technology infrastructure, hardware, and software will need to be upgraded in order for this to be done. In addition, adequate professional learning will need to be provided for all aspects (e.g., hardware, software, and online components) of the technology. This goal will help us to maintain a strong literacy focus through a number of sections of the Georgia Literacy Plan, such as “Best Practices in Instruction”, “Intentional Strategies for Developing and Maintaining Engagement as Students Progress through School”, and “Standards for Literacy for Birth-to-Grade 12.” The rationale for this goal from an NES needs assessment standpoint was clearly indicated through a number of surveys, in both the 2010-2011 and 2011-2012 school years. In the recent literacy surveys, 80% of ELA teachers stated that they did not have access to

instructional technology applications for struggling writers, and 100% of them said that they did not have access to instructional technology applications for challenged readers. Likewise, 100% of our non-ELA teachers asserted that they did not have access to instructional technology applications for struggling writers, and 82% stated that they did not have access to instructional technology applications for challenged readers. This goal, and the objectives planned to meet the goal, will have a substantial effect on teachers and learners at NES. Teachers are currently very limited with regard to what computer programs they can use and what websites they can access, which will no longer be the case if this grant is awarded to us. Students are likewise limited in their access to technology, and therefore in their knowledge and skills in technology use, which should also change substantially.

Objectives to meet goal #3:

A. Build a complete wireless bubble over NES, so all teachers will be able to access our NES wireless network with their wireless devices.

B. Purchase 24 modern desktop computers, one for each certified teacher at NES (including the media specialist), and for both computer labs and the math workroom.

C. Purchase and install 23 interactive white boards for all classrooms at NES (plus the media center, both computer

labs and math workroom). (This would not include the gym, as security is not sufficient there.)

*D. Purchase and
Goals to Be Funded with Other Revenue Sources
install 23 LCD*

projection systems for all classrooms at NES (same as above). (Again, not in the gym.)

E. Purchase 23 interactive slates for all classrooms at NES (same as above). (Again, not in the gym.)

F. Purchase and install 23 document cameras for all classrooms at NES (same as above). (Again, not in the gym.)

G. Purchase 8 modern desktop computers for the media center

H. Purchase 8 laptop computers, one for each of the literacy team members.

I. Provide professional learning from experts (e.g., vendor representatives) on all of these pieces of technology to all personnel who will receive them.

Some of the other current goals, such as that of providing professional learning in effective co-teaching strategies, will continue to be funded with funds other than the SRCL Grant. We will also continue to provide training in initiatives such as the Learning-Focused Schools model and Standards-

NES has developed a systematic plan to implement each of its goals and objectives. The following table lays out the plan for who will implement the goals, and what part of the instructional day these goals will be implemented.

Based Classrooms. Increasing the effectiveness and responsiveness of our Response to Intervention (RTI) is a continuous goal that will continue to be funded locally as well.

Scientific, Evidence-based Literacy Plan

GOALS	Who Will Implement Goal?	During what part of the instructional day will goal be implemented?
<p>1. Comprehensive literacy program with intensive writing program at its core.</p> <p>Literacy Plan components based on “What” document: 3,4, 8, and 9</p>	<ul style="list-style-type: none"> • Grade-level Teachers • SpEd and Gifted Teachers 	<ul style="list-style-type: none"> • ELA Blocks in all grade levels • Writing in all content areas during instructional day • Professional learning for writing instruction and new writing program during teacher work sessions and in-service days
<p>2. Provide adequate resources for teachers to be able to address literacy, including texts through a variety of media including 21st century technology.</p> <p>Literacy Plan components based on “What” document: 3, 4, 8, and 9</p>	<ul style="list-style-type: none"> • Grade-level Teachers • SpEd and Gifted Teachers • RTI Teachers/Paras • Media Specialist 	<ul style="list-style-type: none"> • ELA Blocks • Content Blocks • SpEd segments • RTI segments • AR and library time • Professional learning for technology during teacher work sessions and in-service days
<p>3. Provide technology hardware and software to fully support goals 1 & 2.</p>	<ul style="list-style-type: none"> • Grade-level Teachers • SpEd Teachers • RTI Teachers/Paras 	<ul style="list-style-type: none"> • ELA Blocks • Content Blocks • SpEd segments • RTI segments

<p>Literacy Plan components based on “What” document: 3, 4, and 9</p>	<ul style="list-style-type: none"> • Media Specialist 	<ul style="list-style-type: none"> • AR and library time • Teacher vertical and horizontal planning during teacher work sessions and in-service days
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Nahunta Elementary School, in the

Elarréar Táboed ístteruatyó.Ías trátoónle 2011-2012 school year, begins at 7:50 AM and releases students at 2:50 PM. Academic classes, which include English / Language Arts, Math, Reading, Science, and Social Studies, are generally 55 minutes in duration, which includes “travel time” from class to class. There is another 40 minute “Math Skills” class that is taught by all teachers, the content of which is determined solely by that grade-level’s mathematics teacher.

Students have 60 minutes of “exploratory” or “connections” classes, which include PE, computer lab, a program to help struggling readers (“PALS”), media skills (in 4th grade), and (in 5th and 6th grade) band. This exploratory schedule allows grade level academic teachers, and their SpEd co-teachers, to plan together during this common planning time. Students also have 30 minutes for lunch, and an extra 15-minute recess.

Our plan for tiered literacy instruction will be linked directly to our implementation of the Response to Intervention model. Students may be referred for RTI because of their performance on the universal screenings that we give regularly, or might be referred by teachers because of the students’ performance in class. Students who have been identified for RTI Tier I will be observed in their classes to determine if they need to be provided with specific interventions. If such interventions are needed, the student will be placed on Tier II.

Students will be provided with Tier II interventions that specifically address their learning needs. These research-based interventions might take place during their exploratory (connections) time, or the student could be pulled out of other classes to participate in them. Students will attend these

interventions 2-3 days per week for 30-45 minutes at a time, and usually in small groups of about six or less students. Depending on the interventions and the training required for them, either teachers (e.g., SpEd teachers) or paraprofessionals will administer them. Tier II students will be progress monitored

Review Personnel and Strategies for Tier II, III, and IV Instruction

every other week to determine their progress. If the student is making steady progress, indicating that the current intervention is working, then no change will be made. If, however, the student is not making sufficient progress for a certain length of time, then the use of more intensive, or perhaps additional, interventions is indicated, and the student is moved to Tier III.

Tier III interventions are also research-based, and are usually administered daily for 30-45 minutes. Groups may also be smaller, and students will be progress monitored weekly. If sufficient progress is not being made at this level, teachers begin the process of preparing for SpEd testing. If the student is eligible for SpEd, then he/she is automatically placed into Tier IV. Interventions at the Tier IV level are determined by each child’s specific learning needs as prescribed in his/her Individualized Education Plan (IEP).

Resources for Tier I will be the classroom teachers and relevant instructional materials such as textbooks, teacher-created materials, manipulatives, and other materials available in RegEd classrooms. Emphasis is placed on the teachers implementing “best practices” through all aspects (e.g., curriculum, instruction, and assessment) of their lessons. All literacy instruction materials will be aligned to the Common Core Georgia Performance Standards.

Tier	Time	Personnel	Strategies (all include small group instruction)
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Conflicts, Class, Other Resources

II	30-45 minutes per day, 2-3 days per week during exploratory time or pulled out from other courses if necessary	<ul style="list-style-type: none"> • Classroom teachers • Paraprofessionals • Other professionals (e.g., speech pathologist) 	<ul style="list-style-type: none"> • Wilson Reading • PALS • SRA Direct Instruction (math or reading) • Other computer based interventions
III	30-45 minutes per day, 5 days per week during exploratory time or pulled out from other courses if necessary	<ul style="list-style-type: none"> • Classroom teachers • Paraprofessionals • Other professionals (e.g., speech pathologist) 	<ul style="list-style-type: none"> • Wilson Reading • PALS • SRA Direct Instruction (math or reading) • Other computer based interventions
IV	To be prescribed by IEP	<ul style="list-style-type: none"> • Classroom teachers • SpEd teachers • SpEd Paraprofessionals • Other professionals (e.g., speech pathologist) 	<ul style="list-style-type: none"> • Assistive technology • Wilson Reading • PALS • SRA Direct Instruction (math or reading) • Other computer based interventions

The initiatives provided by the SRCL grant will present no conflicts in philosophy, time commitments, or resource allocation with any other efforts. All of the goals and strategies presented here should complement our current initiatives for school improvement and student literacy.

Strategies and Materials (Existing and Proposed) including Technology to Support the Literacy Plan

Classrooms at NES currently have the following resources: classroom sets of textbooks; some sets of leveled readers that go along with reading textbooks; electronic resources are available that go

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along with some textbooks, but they are less effective than they ought to be because of our outdated technology, which cannot effectively handle running them; a few sets of paperback novels in one grade level; computer pod with Internet access (math classrooms, and 5th grade ELA); ceiling-mounted

~~Current Shared Resources~~ *to Ensure Student Engagement*

projectors; interactive slates (many not functioning); streaming video through the teachers' computers and classroom LCD projectors; Education City and Study Island (better as a whole-class activity through the teachers' computers, because of our very outdated computers that frequently crash, freeze, or just cannot run these programs well).

NES teachers have access to the following resources: Apperson 1200 ("scantron"-type machine); two computer labs (one with thin client computing systems, one with very old and often non-working computers);

The Nahunta Elementary School media center contains 13,853 books, of which the average copyright date is 1992. Approximately 50% is fiction and approximately 50% is nonfiction, reference, or biography. Less than 1% of our books make up the 400 Language section in the Dewey Decimal categories. Of our entire collection, 6,190 are Accelerated Reader (AR) books. We also have a few thousand Accelerated Vocabulary (AV) titles (which are also AR titles). The media center also houses 8 (very old) computers for student (very slow) Internet access. There are two LCD projectors (used in PL, and when teachers' projectors are not working), DVD players, video cassette players, overhead projectors, various professional learning resources, periodicals, instructional videos, two laptop computers (migrant ed.), books on tape, books on CD, tape players, and a video distribution system.

List of Needed Resources

Resource	General Description of How Resource will Improve Literacy
Professional Learning	Teacher training in: <ul style="list-style-type: none"> • Intervention literacy program • Intensive, research-based writing program • Instructional technology integration

Classroom Practices

A variety of texts in a variety of formats, both in classrooms (specific and appropriate to the subject matter, grade, and age of the student) and in the media center.	Additional texts will <ul style="list-style-type: none"> • provide more choice for readers • offer books in a wider range of difficulty levels • support both literacy and subject matter as students can read a variety of texts regarding that subject matter • allow students from disadvantaged backgrounds access to reading opportunities that they may never otherwise have access to • increase the quality and quantity of materials read by NES students A variety of formats (e.g., electronic) will <ul style="list-style-type: none"> • motivate and engage many who might not be inclined to pick up a book
Intervention literacy program	This will provide focus and clarity for our teachers to help them deliver a comprehensive and balanced literacy program that meets the needs of all students.
Intensive, research-based writing program	A specific and focused, research-based program or model for writing will help students to gain a clear understanding of the writing process and best practices that need to be present in their writing.
Instructional Technology	Instructional Technology will: <ul style="list-style-type: none"> • Engage all students, especially those who are NOT engaged by “old-school” teaching • Allow teachers to access various software that is currently not feasible at NES because of the current status of our technology. • Allow teachers to do much more with programs that provide effective assessment, instruction, practice, and skill reinforcement. • Provide teachers and students with access to, and experience with, 21st century technology tools (a component of NCLB).

NES teachers engage their students in the following activities to support classroom practices:

standards-based classrooms; research-based “best practices” (i.e., “Learning-Focused” Strategies);

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literacy centers; listening centers; educational software; educational websites; extended literacy blocks; Response to Intervention; flexible grouping; and co-teaching.

NES faculty and staff provide a variety of interventions for struggling students, such as Peer-

~~Assisted Learning~~
Assisted Learning
~~Strategies (PALS)~~
Strategies (PALS)

and SRA Direct Instruction (Corrective Reading). Students are monitored using GRASP (Georgia RESA Assessment of School Performance) universal screening and probes to provide data for personnel to make decisions regarding those students' Response to Intervention. Other assessments used to inform those decisions include STAR tests (math and reading) and the Basic Literacy Test (BLT).

The literacy team of NES found that the following strategies were needed in order to ensure student success in literacy education: a comprehensive and balanced literacy program with a research-based intensive writing program at its core; these programs to be emphasized throughout the school, and the writing program to include a strong "across the curriculum" component so all teachers will have adequate resources to emphasize literacy in their classrooms; the need for this literacy program, and its core writing program, to be technology-based, and for teachers to have adequate equipment (infrastructure, hardware, and software) as well as training in that technology to ensure that the technology does what it is supposed to do.

Project Procedures and Support

Sample Schedule (by grade level showing tiered instructional schedule)

NES follows the following schedules in the 2011-2012 school year:

4 th Grade Schedule	
7:50 - 8:20	Math Skills (30') <i>(RTI: extra help w/ strugglers in math)</i>

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8:20 - 9:15	Content 1 (<i>para support for strugglers in ELA & math</i>)
9:15 - 10:10	Content 2 (<i>para support for strugglers in math & science</i>)
10:10 - 10:25	Recess
10:25 - 11:20	Content 3 (<i>para support for strugglers in science & social studies</i>)
11:20 - 12:15	Content 4 (<i>para support for strugglers in social studies & reading</i>)
12:15 - 12:45	Lunch
12:45 - 1:40	Content 5 (<i>para support for strugglers in reading and ELA</i>)
1:40 - 1:50	Math Skills (10') (RTI : <i>extra help w/ strugglers in math</i>)
1:50 - 2:20	Exploratory 1 (RTI : <i>PALS program for math / reading, plus DI (SRA) program for math / reading, pulled out of PE mainly, more rarely computer lab or band</i>)
2:20 - 2:50	Exploratory 2 (RTI : <i>PALS program for math / reading, plus DI (SRA) program for math / reading, pulled out of PE mainly, more rarely computer lab or band</i>)

(The paraprofessional support described above in the various classes is provided only for 4th grade, for SpEd students and other students in those classes. Paras follow them all day providing support. There is also a SpEd teacher in all of those classes ½ of the time, providing services in the collaborative model. This model and these parapros are present in 4th grade because we have an inordinately high number of SpEd students in this grade.)

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5 th Grade Schedule	
7:50 - 8:20	Exploratory 1 (RTI : PALS program for math / reading, plus DI (SRA) program for math / reading, pulled out of PE mainly, more rarely computer lab or band)
8:20 - 8:50	Exploratory 2 (RTI : PALS program for math / reading, plus DI (SRA) program for math / reading, pulled out of PE mainly, more rarely computer lab or band)
9:50 - 9:30	Math Skills (40') (RTI : extra help w/ strugglers in math)
9:30 - 10:25	Content 1 (co-teaching support for strugglers in reading)
10:25 - 10:40	Recess
10:40 - 11:35	Content 2 (co-teaching support for strugglers in ELA)
11:35 - 12:05	Lunch
12:05 - 1:00	Content 3 (co-teaching support for strugglers in math)
1:00 - 1:55	Content 4 (co-teaching support for strugglers in science)
1:55 - 2:50	Content 5 (co-teaching support for strugglers in social studies)

6 th Grade Schedule	
7:50 - 8:45	Content 1 (co-teaching support for strugglers in social studies)
8:45 - 8:40	Content 2 (co-teaching support for strugglers in science)
9:40 - 9:55	Recess
9:55 - 10:50	Content 3 (co-teaching support for strugglers in math)
10:50 - 11:20	Exploratory 1 (RTI : PALS program for math / reading, plus DI (SRA) program for math / reading, pulled out of PE mainly, more rarely computer lab or band)
11:20 - 11:50	Exploratory 2 (RTI : PALS program for math / reading, plus DI (SRA) program for math / reading, pulled out of PE mainly, more rarely computer lab or band)
11:50 - 12:20	Lunch
12:20 - 1:15	Content 4 (co-teaching support for strugglers in reading)
1:15 - 2:10	Content 5 (co-teaching support for strugglers in ELA)
2:10 - 2:50	Math Skills (40') (RTI : extra help w/ strugglers in math)

All of our struggling students receive the benefit of reduced class sizes, as we have taken the former EIP teachers in 4th and 5th grade and created another class for them (serving our EIP population through the reduced class size model). Although not because of a former EIP teacher, the same situation is true of our 6th grade students. Our students in all three grades are split among five teachers instead of four, with the struggling students' classes having the lowest numbers. 5th and 6th grade SpEd students are provided with a SpEd teacher in all of those classes fulltime, providing services using the co-teaching model. Also, in addition to RTI being delivered during Math Skills and Exploratory Classes, if the need arises we also pull students from part of their Social Studies classes. (We don't want to, but we feel we need to do "whatever it takes" to support these students.)

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

Professional Learning, School Year 2010-2011		
Course	Hours	Staff Attended
Professional Learning Communities	10	100%
School Leadership Team	10	22%

On-Going Professional Learning

NES faculty and staff participate in on-going professional learning. Through its professional learning communities, the leadership of the school is currently delivering instruction to teachers in technology integration (just a cursory overview!), bullying, and student engagement. We have brought in a consultant from South Georgia GLRS to provide co-teaching training. Teachers are independently taking part in webinar training from GaDOE on the rollout of the CCGPS. And one of our grade level teams is participating in a book study.

Preferred Method of Delivery of Professional Learning

Recent surveys at least partially confirm what was gleaned from surveys in the 2010-2011 school year regarding what NES faculty perceives as their most pressing needs with regard to professional

In our recent professional learning survey, the NES faculty provided insights into how it would prefer to participate in professional learning sessions. While a good number of the faculty (25%) indicated that it would rather have face-to-face meetings to do PL, many were amenable to the idea of technology-facilitated professional learning. 15% of teachers said that they would like to use Moodle or other online methods to receive PL, and 45% indicated that they would prefer to have a mixture of face-to-face and online sessions.

Additional Professional Learning Needs

learning. While the latest surveys have shifted as a reflection of our recent emphasis on literacy and writing (due in no small part to this grant), the most common request, then and now, has been professional learning in the realm of technology integration.

Assessment/Data Analysis Plan

Assessment	Purpose	Skills	Frequency
Running Records	S	ORL, PN, RC	Every 3 Weeks
STAR Reading	S	V	3 X Per Year
GRASP-Screeners	S	D, PM	3 X Per Year
GRASP-Progress Monitoring	PM	AK, PA, ORL, RC	Depending on Tier: Tier II-Every 2 Wks Tier III-Every Week
9 week Benchmarks	O	D	4 X Per Year
CRCT	O	V, RC	1 X Per Year

The current NES assessment protocol is in alignment with the assessment protocol recommended throughout the SRCL assessment plan. The diagnostic assessments (e.g., universal screening, progress monitoring, STAR testing), frequent formative assessments, and summative assessments (e.g., benchmark tests, CRCT, Grade Five Writing Assessment) will continue to provide strong guidance as to the effectiveness of our instructional program. Therefore, no new assessments will need to be added as a part of this SRCL assessment plan.

NES presents student assessment data to parents and stakeholders in various ways. Student achievement data are shared during parent/teacher conferences as well as through notes and letters sent home by school personnel. Grade-level and school-wide data are shared and analyzed through various professional learning communities at the school, such as grade-level meetings and meetings of other groups such as the leadership team and the literacy team. School assessment data such as CRCT percentages, Grade Five Writing Assessment results, and AYP status are shared in the local newspapers, in letters home, and to our school council and parents who attend curriculum night.

Budget Summary

Resource	Estimated cost per unit	Total estimated cost
Intensive writing program	\$5000	\$5000
Texts for classrooms	\$15 / book x 25 books x 20 teachers	\$7500
Texts for media center	\$15 / book x 450 books	\$6750
E-readers (Nooks)	\$80 x 30 (classroom set) x 3 classrooms	\$7200
E-texts (variety) for students		\$2000

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Intervention literacy program	\$5000	\$5000
Desktop computers (for classrooms)	\$700 x 23 teachers	\$16,100
Interactive white boards	\$1700 x 23 classrooms	\$40,000
LCD projector systems	\$2000 x 23 classrooms	\$46,000
Interactive slates	\$300 x 23 classrooms	\$6900
Document cameras	\$700 x 23 classrooms	\$16,000
Desktop computers (for media center)	\$700 x 8 stations	\$5600
Computer lab	\$800 x 30 computers	\$24,000
Listening centers	\$300 x 19 classrooms	\$5700
Laptop computers (for lit team)	\$900 x 8 lit team members	\$7200
Professional learning for intensive writing program (x 5 days)	\$2000 per day for consultant, \$50 per day for subs/stipends	\$15,250
Professional learning for technology integration (x 2 days)	\$2000 per day for consultant, \$50 per day for subs/stipends	\$6100
Training for Literacy Team (8 people x 5 days) in Atlanta	\$1000 per day	\$8000
Total SRCL Grant Request		\$230,300

Appendix A

**Nahunta
Elementary**



December 5, 2011

Literacy Team Meeting Minutes

Name

***Raising the bar in
student achievement!***

Members Present:

- Tim Sawyer
- Mary Lyons
- Laura Aldridge
- Reada Harris
- Courtney Wainright
- Carla Chesser
- Ashley Booth
- Kelly Sharpe

Discussion Items:

- i. Striving Readers Comprehensive Literacy Grant
 - Dr. Sawyer asked us to look at grant information, discuss with teams. Do we want to work to earn this grant? It would be a great deal of work, but there's a great deal of potential to enhance literacy for our students if we win the grant. Shared info from Dr. Jacobs regarding grant. Let Dr. Sawyer know by tomorrow at the beginning of school. (Sys admin meeting at 11:30 AM, and he needs to know.)
 - If we do this, look in Google Docs for a document to help complete the application. Again, get help from our teams, but all need to be responsible to contribute to this.
- ii. PL during planning on 12/14/11. Technology Integration overview, and update on SRCL Grant.
- iii. Next meeting for Lit Team? January _____, 2012.

Appendix B

NES ELA Teacher Literacy Needs Assessment

Question	Yes	No
As an ELA teacher, do you have access to an adequate supply of current literacy resources?	20%	80%
As an ELA teacher, do you have access to leveled readers?	50%	50%
As an ELA teacher, do you have access to an adequate supply of short stories/novels?	60%	40%
As an ELA teacher, do you have access to a research-based program for struggling writers?	20%	80%
As an ELA teacher, do you have access to instructional technology applications for struggling writers?	20%	80%
As an ELA teacher, do you have access to a research-based program for challenged readers?	30%	70%
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?	20%	80%
As an ELA teacher, do you have access to adequate resources for high achievers/gifted students?	10%	90%
As an ELA teacher, do you have access to an adequate supply of current supplemental literacy resources such as Coach Books, etc.?	50%	50%
Does the media center have current resources to support literacy instruction for all ability levels?	60%	40%

NES 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	82%	18%

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tools/research tools), etc.?		
Do you have access to a research-based program for struggling writers?	9%	91%
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?	27%	73%
Do you have access to instructional technology applications for challenged readers?	18%	82%
Do you have access to adequate resources for high achievers/gifted students?	18%	82%
Does the media center have current resources to support literacy instruction for all ability levels?	45%	55%

NES Professional Learning Needs Assessment

Question	Yes	No
Have you participated in any professional learning outside of Nahunta Elementary School in the last year?	15%	85%
If you answered yes on #1, what kind of professional learning was it?	<ul style="list-style-type: none"> • Best Practices (Learning-Focused) • P.A.G.E. Academy • Gifted Planning and Curriculum with System Teachers 	
Have you participated in any type of continuing education in the last year?	20%	80%
If you answered yes on #3, what kind of continuing education was it?	<ul style="list-style-type: none"> • Upgrading a certificate (masters, specialist, doctorate) • ESOL endorsement 	

<p>What type of professional learning do you feel would be most beneficial to the faculty of Nahunta Elementary School?</p>	<ul style="list-style-type: none"> • Writing IEPs • Technology (mentioned 5 times by itself, plus those listed below) • Writing across the curriculum • Teaching lit across the grade level. Increased literacy improves all content scores. • Vertical and horizontal planing; technology • Review of strategies, such as differentiation, activators / summarizers, writing in content, but mainly I feel we need workshop time to plan for and assess the results of such activities • Effective discipline strategies with consequences • Training for any/all available technology • Outside opportunities directly related to math • New CCGPS • How to put more literacy in all content areas • Differentiated instruction • Writing • Technology... SMART Board, EasyTeach, etc. • Not sure
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Appendix C

Georgia Striving Reader Subgrant	
Budget Breakdown and Narrative	
Function Code 1000 - Instruction	Year 1
Object Codes	Amount Budgeted
300 - Contracted Special Instructors	
610 - Supplies	\$ 2,500.00

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611 - Technology Supplies	
612 - Computer Software	\$5,000.00
615 - Expendable Equipment	\$ 107,700.00
616 - Expendable Computer Equipment	\$ 59,800.00
641 - Textbooks	
642 - Books and Periodicals	\$ 14,700.00
Function Code 1000 - Instruction Narrative: Funds used for a variety of instructional materials, software, and technology equipment to allow teachers to cover all aspects of literacy in all content areas. The use of 21st century technology is vital for student engagement and student learning.	
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	\$ 8,350.00
114 - Non-Certified Substitutes	
116 - Professional Development Stipends	
199 - Other Salaries and Compensation	

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200 - Benefits	
300 - Contracted Services	\$ 15,500.00
580 - Travel	\$ 8,000.00
610 - Supplies	
810 - Registration Fees for Workshops	
Function Code 2210 - Improvement of Instructional Services Narrative: Consultants and substitutes for teachers for professional learning in writing and technology.	
Function Code 2220 - Educational Media Services	Year 1
Object Codes	Amount Budgeted
610 - Supplies	
642 - Books and Periodicals	\$ 8,750.00
Function Code 2220 - Educational Media Services Narrative: Books for the media center.	
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	\$ 230,300.00