

School Profile

Created Monday, September 17, 2012

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School Information

School Information District Name:	Murray County Schools
School Information School or Center Name:	Eton Elementary

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal Name:	Judy Redmond
Principal Position:	Principal
Principal Phone:	706-695-3207
Principal Email:	judy.redmond@murray.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Christy Kelly
School contact information Position:	Instructional Coach
School contact information Phone:	706-695-3207
School contact information Email:	christy.kelly@murray.k12.ga.us

Grades represented in the building

example pre-k to 6

K-6th

Number of Teachers in School

39

FTE Enrollment

608

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Barbie Kendrick

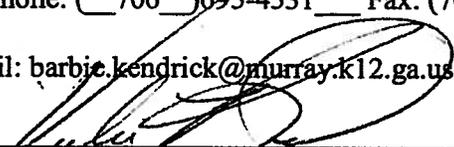
Position/Title of Fiscal Agent's Contact Person: PK-8 Curriculum Director

Address: 1006 Green Rd.

City: Chatsworth Zip: 30705

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

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



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

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

12-5-12
Date (required)

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

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

Conflict of Interest & Disclosure Policy

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

b. Employee Relationships

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

Conflict of Interest & Disclosure Policy

- iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
 - v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.
- c. **Remedies for Nondisclosure**
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:
- 1. Termination of the Agreement.
 - 2. Exclusion from subsequent GaDOE grant opportunities.
 - 3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.
- d. **Annual Certification**. The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III. **Incorporation of Clauses**

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



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

Typed Name of Fiscal Agency Head and Position Title

Date



Signature of Applicant's Authorized Agency Head (required)

Typed Name of Applicant's Authorized Agency Head and Position Title

Date

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

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

Date (if applicable)

Preliminary Application Requirements

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

General Application Information

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

-
- Yes
-

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

SRCL Grant Rubric

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

-
- Yes
-

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

Assessment Chart

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

Any costs not allowed for Federal projects per EDGAR, which may be accessed at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

NOTE: This is NOT an all-inclusive list of unallowable expenses. If you have questions about unallowable expenses please e-mail your questions to jmorrill@doe.k12.ga.us

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

• I Agree

Grant Assurances

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

• Yes

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

• Yes

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

• Yes

Page 2

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

Page 3

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

- Yes
-

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

- Yes
-

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

- Yes
-

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

- Yes
-

Murray County Schools

District Narrative

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

Current Priorities

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

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

Murray County Schools

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

Management Structure

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

Past Instructional Initiatives

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

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

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

Literacy Curriculum

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

Literacy Assessments

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

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

Need for a Striving Reader Project

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

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

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

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

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

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

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

	2012	2011	2010
Graduation Rate	Not Available	80.6	76.6

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

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

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

Management Plan and Key personnel

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

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

Grant Implementation

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

Murray County Schools

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

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

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

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

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

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

LEA: Competitive Grants Awarded

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

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

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

Title I-A Improving Academic Achievement of Disadvantaged Children

Title II-A Improving Teacher Quality

Title III English to Speakers of other Languages

Title I C Migrant Education Program

Title VI B Individuals with Disabilities Education Act (IDEA)

Homeless Grant

Career, Technology & Agricultural Education (CTAE)

Bright From the Start Pre-K Grant

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

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

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

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

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

A Framework for Understanding Poverty by Ruby Payne

Teaching with Poverty in Mind by Eric Jensen

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

Rising Stars

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

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

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School History

Eton Elementary is located in the small, rural town of Eton, Georgia, near the foothills of the Appalachian Mountains. The school is a spacious three-wing building that integrates the colors of the Cherokee Nation and includes glass hallways showcasing the beautiful Appalachian Mountains. This unique design lends itself to making the building open and inviting for students, faculty, and visitors. Students in kindergarten through sixth grade begin the school day promptly at 7:30 a.m. and end at 3:10 p.m. The total student enrollment as of the October 2012 FTE count was 612 students, which consists of a majority of White and Hispanic students. The student population receiving free or reduced meals is 84%.

The Administrative and Teacher Leadership Team at Eton Elementary is comprised of staff members with various roles across the school. This allows for the Leadership Team to gain input from multiple perspectives and to disseminate information in an efficient manner.

Eton Elementary Leadership Team	
Judy Redmond-Principal Greg Welch-Assistant Principal Christy Kelly-Instructional Coach Christy Flowers-Kindergarten teacher Amy Petty-1 st grade teacher Jennifer Stephens- 2 nd grade teacher Shana Vest- 3 rd grade teacher	Cassidy Langham- 4 th grade teacher Tonya Chase- 5 th grade teacher Liz Selvage- 6 th grade teacher Chris Bruce- Counselor Judy Young- ELL teacher Lisa Hughes- Media Specialist Beth Hardin- Paraprofessional

Past Instructional Initiatives	Current Instructional Initiatives	Professional Learning Needs
<ul style="list-style-type: none"> • Saxon Phonics- phonics program used in K-2 • Saxon Math- math program used in K-5 • McGraw-Hill Reading Textbooks and Resources- used in 1-5. • McGraw-Hill Grammar- used in 1-5 	<ul style="list-style-type: none"> • Georgia Performance Standards-transition to CCGPS • Reading First Strategies • Learning-Focused Strategies • Depth of Knowledge • Response to Intervention • Formative and Summative Assessments • Technology Integration • Poverty Training 	<ul style="list-style-type: none"> • Differentiated Instruction/Tiered Instruction • A consistent format for teaching writing (K-6) across the curriculum • Effective Technology Integration • Use of Lexile to identify student reading levels

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	<ul style="list-style-type: none">• WIDA standards for ELLs• Read with Sarah• Leveled Libraries	<ul style="list-style-type: none">• Implementation of the CCGPS• Effective Implementation of a Three-Prong Approach to reading instruction• Increasing rigor and Depth of Knowledge
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Need for a Striving Readers Project

In 2004, three elementary schools in Murray County were awarded the Reading First Grant. Eton Elementary was not chosen as a funded school. The decision was made to implement Reading First guidelines in order to ensure that all students in Murray County received the same quality instruction guided by research based best practices. The administration, the instructional coach, teachers, and staff at Eton Elementary continue to fully support and implement Reading First guidelines and have sustained a high level of academic performance. However, due to not being a Reading First funded school and current budget cuts, teachers and students at Eton Elementary do not have sufficient access to challenging texts at a wide range of Lexile levels.

In the past few years, the free or reduced lunch rate has increased by approximately 20% to 84% of students living at or below the poverty level. Many students only have access to books, computers, magazines, and other literacy resources when they are at school. A lack of literacy materials in homes, limited access to technology in the school, and limited literacy resources in classrooms and the Media Center have served to widen the gap between students who are economically disadvantaged and those who are not. The Striving Readers Grant would help close the gap for these students and make literacy a vital part of their daily lives by providing access to complex texts at a range of Lexile levels in a variety of formats and genres. Below is a list of

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evidence that specifically illustrates the need for the Striving Readers program at Eton Elementary.

- In addition to those not meeting standards on the Georgia Criterion Referenced Competency Test (CRCT), a significant number of students are minimally meeting standards. Despite our best efforts, this number is expected to increase with the implementation of the CCGPS.
- CRCT data indicates that a significant number of students struggle to read and comprehend expository text in the content areas.
- CRCT data indicates a performance gap for subgroups.
- The school does not have adequate technology resources to provide students with the 21st century technology skills necessary to be college and career ready. There is a need for professional development in the area of effective technology integration across the curriculum.
- There is a school-wide need for a writing initiative that emphasizes writing across the curriculum in order to effectively implement the Common Core Georgia Performance Standards.
- High-quality professional development is needed to aid in planning for and implementing tiered instruction in the classroom.
- Literacy materials in classroom libraries and in the Media Center do not adequately meet the needs of all learners. Students are in need of complex texts on grade level and on their individual Lexile levels in the classroom and in the Media Center.

Scientific, Evidence-based Literacy Plan

The Literacy Leadership Team examined the research basis in the “Why” document and utilized the “What” and “How” documents in order to create an implementable plan to improve literacy instruction. Based on the Needs Assessment, areas of concern were identified, and the Literacy Plan was created to address those needs. The goals of the Literacy Plan are outlined below along with explicit references to the specific building blocks in the “What” and “How” documents that correlate to each goal.

(a)

<p>Goal 1: To increase literacy in all content areas through the use of assessment and innovative 21st century technology in order to assist students in becoming sustaining, lifelong learners, and contributors to their communities and to the global society</p>		
<p align="center">“What” and “How” Building Blocks and Actions Related to Goal 1</p>		
<p>Building Block 1: Leadership D. Action: Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards</p>		
<p>Building Block 2: Continuity of Instruction B. Action: Support teachers in providing literacy instruction across the curriculum</p>		
<p>Building Block 3: Ongoing formative and summative assessments A. Action: Establish an infrastructure for ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction C. Action: Use diagnostic assessment to analyze problems found in literacy screening</p>		
<p>Building Block 4: Best Practices in Literacy Instruction B. Action: Teachers work to develop and maintain interest and engagement as students progress through school</p>		
<p>Planning & Implementing</p> <ul style="list-style-type: none"> Equip classrooms with additional technology to ensure that students have the literacy skills to be college and career ready in the 21st century. Differentiated professional development based on needs for staff members in the areas 	<p>Expanding & Sustaining</p> <ul style="list-style-type: none"> On-going professional development in technology integration Preventive maintenance and upkeep on all technology equipment The Instructional Coach will be trained to assist new teachers with the 	<p>Research Basis</p> <ul style="list-style-type: none"> According to the “Why” document, technology is a key component in improving instructing and maintaining student engagement.
		<p>Person(s) Responsible</p>

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<p>of effective technology use and integration, planning technology based instruction, and managing technology integration.</p> <ul style="list-style-type: none">• Utilize technology to provide students with standards based instruction across the curriculum in a 21st century classroom.• Purchase research based literacy software and/or site licenses to enhance literacy instruction• Implement a system using technology in which teachers may coach, model, co-teach, observe and give feedback to one another on teaching strategies for literacy in the classroom• Discuss ways and provide training on ways to infuse literacy throughout the day including the use of technology• Upgrade technology infrastructure to support assessment administration and dissemination of results• Use technology to differentiate learning within content areas• Evaluate and upgrade the capacity of the technology infrastructure to support assessment• Leverage the creative use of technology within the learning process to promote engagement and relevance	<p>professional learning necessary to sustain the expected levels of technology integration.</p> <ul style="list-style-type: none">• Utilize current funding sources and seek new sources of funding to maintain and expand access to current technology resources.• Use online resources to stay abreast of effective strategies for the development of disciplinary literacy within the content areas• Use technology to communicate and share relevant data with all stakeholders	<ul style="list-style-type: none">• Elementary Curriculum Director• System Technology Director• Administrators• Instructional Coach• All teachers and personnel
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Goal 2: To develop, implement, expand, and sustain a school-wide writing initiative with emphasis on integrating writing across the curriculum to meet the diverse needs of all learners.

“What” and “How” Building Blocks and Actions Related to Goal 2

Building Block 1: Leadership

E. Action: Optimize literacy instruction across all content areas

Building Block 2: Continuity of Instruction

B. Action: Support teachers in providing literacy instruction across the curriculum

Building Block 4: Best Practices in Literacy Instruction

C. Action: Ensure that students receive effective writing instruction across the curriculum

Building Block 5: System of Tiered Instruction for All Students

B. Action: Provide Tier I instruction based upon the CCGPS in all grades to all students in all classrooms

Planning & Implementing	Expanding & Sustaining	Research Basis
<ul style="list-style-type: none"> • Selection, training, and implementation of a research based school-wide writing program that utilizes common formats, rubrics, anchor papers, and assessments. • Develop a school-wide writing rubric that is aligned with the CCGPS and set clear expectations for goals and performance. The writing rubric will be consistent with rubrics provided by the GADOE. • Professional development in best practices in writing instruction across the content areas that is consistent with the CCGPS standards. • Implement research based strategies to help all subgroups meet standards • Require writing as an integral part of every class every day • Plan and provide professional learning on direct, explicit 	<ul style="list-style-type: none"> • The Instructional Coach will be trained to assist new teachers with the professional learning necessary to provide a consistent approach to writing across the school. • All teachers will receive on-going professional development in this area. 	<ul style="list-style-type: none"> • According to the “Why” document, CCGPS standards require students to write across all content areas, in a variety of formats and genres. <p style="text-align: center;">Person(s) Responsible</p> <ul style="list-style-type: none"> • Elementary Curriculum Director • Administrators • Instructional Coach • All teachers and personnel

<p>instructional strategies to build students' vocabulary, comprehension, and writing skills within each subject area</p> <ul style="list-style-type: none"> • Design a vertically and horizontally articulated writing plan consistent with CCGPS • Develop or identify the programs, protocol, and/or materials necessary to implement the plan at each level • Develop a coordinated plan for writing instruction across all subject areas • Create a plan that describes how technology will be used to enhance writing instruction 		
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Goal 3: To adequately provide classroom libraries and the Media Center with high quality narrative and expository texts at a wide range of Lexile levels that will support the GPS and CCGPS in all content areas

“What” and “How” Building Blocks and Actions Related to Goal 3

Building Block 1: Leadership

E. Action: Optimize literacy instruction across all content areas

Building Block 4: Best Practices in Literacy Instruction

A. Action: Provide direct, explicit literacy instruction for all students

B. Action: Teachers work to develop and maintain interest and engagement as students progress through school

Planning & Implementing	Expanding & Sustaining	Research Basis
<ul style="list-style-type: none"> • Classroom libraries will be equipped with high interest, engaging narrative and expository texts that address a wide variety of grade level content standards at a wide range of Lexile reading levels so that reading materials are 	<ul style="list-style-type: none"> • The current Media Center inventory program, Safari, will be used to track check-out from the Media Center. • A portion of the Title I budget will be devoted to maintaining and updating classroom and Media Center 	<ul style="list-style-type: none"> • According to the “Why” document, CCGPS standards require students to have a wide range of reading skills and abilities. <p>Person(s)Responsible</p>

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<p>available and accessible to all students.</p> <ul style="list-style-type: none"> • The Media Center will be equipped with a wide variety of engaging texts in a variety of genres and formats available in a wide range of Lexile reading levels so that print materials are available and accessible to all students. • It will be necessary to select and implement a system that will allow students to quickly identify and access reading materials within their Lexile range in classrooms libraries and in the Media Center. 	<p>resources.</p>	<ul style="list-style-type: none"> • Elementary Curriculum Director • Administrators • Instructional Coach • All teachers and personnel
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Goal 4: To provide teachers and administrators with high quality professional development on Tiered instruction and differentiation strategies as it relates to literacy instruction.

“What” and “How” Building Blocks and Actions Related to Goal 4

Building Block 4: Best Practices in Literacy Instruction

A. Action: Provide direct, explicit literacy instruction for all students

Building Block 5: System of Tiered Intervention for All Students

A. Action: Use information developed from the school-based data teams to inform RTI process

B. Action: Provide Tier I instruction based upon the CCGPS in all grades to all students in all classrooms

C. Action: Implement Tier 2 needs-based interventions for targeted students

D. Action: In Tier 3, ensure that Student Support Team and Data Team monitor progress jointly

E. Action: Implement Tier 4 specially-designed learning through specialized programs, methodologies, or instruction based upon students’ inability to access the CCGPS any other way

Planning & Implementing	Expanding & Sustaining	Research Basis
<ul style="list-style-type: none"> • Teachers and administrators will receive high-quality professional development in planning for tiered instruction and differentiating instruction to meet the needs of all learners, and the RTI process. 	<ul style="list-style-type: none"> • The Instructional Coach will be trained to assist new teachers with the professional learning necessary to sustain our focus on tiered instruction and differentiation. 	<ul style="list-style-type: none"> • According to the “Why” document, it is necessary to provide a four-tiered instructional model in order to meet the needs of all students.

<ul style="list-style-type: none"> • Grade levels will be given data days to work with the Instructional Coach to examine data and create instructional plans for implementation. • Acceleration and Remediation plans, along with Tier 3 intervention plans, will be documented in lesson plans • Continue and expand upon daily literacy block in all grade levels that includes whole-group explicit instruction as well as small group instruction for differentiation for all students • Provide training on utilizing data to inform interventions • Provide appropriate supplemental and intervention materials • Establish a Tier 3 team that meets at least monthly to discuss student progress based on daily interventions • Create co-teaching teams in which the most highly qualified content area teachers are paired with the most highly qualified ESS teachers to insure quality of instruction for Tier 4 students. 	<ul style="list-style-type: none"> • All teachers will receive on-going professional development in this area. • Continued training for Depth of Knowledge • Bi-monthly Professional Learning Communities will be continued • Weekly grade level collaboration for lesson planning and data review • Share effective differentiated lessons and differentiation strategies in teacher team meetings • Monitor and track student movement between the Tiers • Ensure that Tier 3 includes proven interventions that address specific needs 	<p>Person(s) Responsible</p> <ul style="list-style-type: none"> • Administrators • Instructional Coach • All teachers and personnel
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<p>Goal 5: To provide parents with opportunities, materials, and trainings to facilitate involvement in their child’s literacy development.</p>		
<p align="center">“What” and “How” Building Blocks and Actions Related to Goal 5</p>		
<p>Building Block 1: Engaged Leadership</p> <p>B. Action: Organize a Literacy Leadership Team</p> <p>D. Action: Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards</p>		
<p>Planning & Implementing</p>	<p>Expanding & Sustaining</p>	<p>Research Basis</p>

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<ul style="list-style-type: none"> • The current Parent Resource Center that is available in the Media Center will be expanded to include a variety of literature and materials for parent check-out. • During school sponsored academic events, parents will have the opportunity to attend information sessions and trainings on how to facilitate and support their child's literacy development across the content areas. • The school will host "Drive By" Literacy Events twice each year to provide literacy materials to parents who bring/pick-up their children at school. • Share student achievement gains with parents and with the local community, through community open houses, newspaper articles, displays of student work, website, blogs, podcasts, news conferences, etc. 	<ul style="list-style-type: none"> • The Media Specialist will maintain a list of materials and resources checked out by parents in order to ensure their safe return. • A portion of the Title I budget will be used to sustain, up-date, and build upon the materials in the Parent Resource Center. • School business partners will be utilized to provide the literacy materials for "Drive By" events. • Provide family-focused services and outreach that engage parents and family members in literacy programs and services 	<ul style="list-style-type: none"> • According to the "What" document, parent involvement is a key component of literacy development in children from Birth-to-12th grade.
		<p>Person(s) Responsible</p>
		<ul style="list-style-type: none"> • Administrators • Literacy Coach • All teachers and personnel

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Needs Assessment

(a.&b.)

In order to generate data for the Needs Assessment, all teachers completed an electronic survey created using the Building Blocks in the Georgia Literacy Plan Needs Assessment for Literacy in Kindergarten to Grade 12 document. The surveys required teachers to use a Likert-type scale to answer questions related to current instructional practices in the classroom. The responses were compiled and analyzed by the Literacy Team in order to determine the areas of concern in literacy instruction. The process also included analysis of assessment data from GKIDS, OAS, CRCT and DIBELS Next. The following teachers participated: (c.)

- Kindergarten: Emily Davis, June Lents, Christy Flowers, Donna Hedrick
- 1st Grade: Amy Petty, Christy Peden, Andrea Dillard, Lori Pritchett, Lacey Bailey
- 2nd Grade: Serephia Choate, Jennifer Stephens, Christie Oliver, Becky Moore
- 3rd Grade: Michelle Nelms, Lavonda Gentry, Stephanie Clayton, Shana Vest
- 4th Grade: Cassidy Langham, Jane Redding, Patty Patterson
- 5th Grade: Amy Davis, Lisa Clark, Tonya Chase
- 6th Grade: Elizabeth Selvage, Adrienne Keeling, Jenny Johnson
- ESS-Stephanie Whisenant, Melanie Agard, Ann Weaver
- Non-classroom: Judy Young, Angie Green, Charissa Baker, Laura Greeson, Kelly Bartley, Greg Welch, Christy Kelly, Judy Redmond, Lisa Hughes

Areas of Concern

(a., b., & c.)

Extensive examination of the results of the teacher survey based on the K-12 Literacy Needs Assessment survey, LoTi Survey, CRCT data, and DIBELS data, led to the identification of these areas of concern by the Literacy Team:

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Research Basis	Area of Need	Steps Taken/ Steps Needed
<p>Kindergarten –Fifth Grade Foundational Skills in Literacy Instruction at the K-5 Level From Common Core Georgia Performance Standards (Building Block 4.F.2. in the Georgia Literacy Plan, “The Why”)</p>	<p>Teacher and administrator teams use a specific protocol for examining student work</p>	<p>Current Steps:</p> <ul style="list-style-type: none"> • Use of GPS & CCGPS • Grade level collaborative meetings <p>Needs suggestions:</p> <ul style="list-style-type: none"> • Provide teachers and administrators with high quality professional development in Tiered Instruction, implementation of the Common Core Georgia Performance Standards, and work analysis as it applies to Literacy instruction (SRCL Goal #4)
<p>Kindergarten – Sixth Grade College and Career Readiness Anchor Standards for Reading from Common Core Georgia Performance Standards (Building Block 4.D & 5.J in the Georgia Literacy Plan, “The Why”)</p>	<p>Lack of Comprehension/ higher order thinking skills</p> <p>Insufficient Classroom Libraries</p>	<p>Current Steps:</p> <ul style="list-style-type: none"> • K-6 is coding lesson plans by DOK level • 4-6 are using Learning Focused Strategies <p>Needs Suggestions:</p> <ul style="list-style-type: none"> • Professional training for higher order thinking skills instruction/student remediation (SRCL Goal # 4) <p>Current Steps:</p> <ul style="list-style-type: none"> • Classroom libraries in K-3 focus on science and social studies texts • Access to electronic media such as : BrainPop, BrainPop Jr., GPB United Streaming <p>Needs Suggestions:</p> <ul style="list-style-type: none"> • More diverse selection of media (SRCL Goal #1) • Current content area texts for grades 4th-6th • Classrooms need to focus on integration of literacy skills across content areas (SRCL Goal # 3) • Invite parents to participate in literacy activities in the school and in the classroom (SRCL Goal # 5)
<p>Kindergarten – Sixth Grade</p>	<p>Community dialect (appropriate writing</p>	<p>Current Steps:</p> <ul style="list-style-type: none"> • K-3 uses Elements of Reading Vocabulary

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<p>College and Career Readiness Anchor Standards for Writing from Common Core Georgia Performance Standards (Building Block 4.D & 5.J in the Georgia Literacy Plan, “The Why”)</p>	<p>language versus conversational language writing)</p> <p>Writing production and Distribution (lack of focus on writing in content areas)</p>	<p>Program</p> <ul style="list-style-type: none"> • Words walls <p>Needs suggestions:</p> <ul style="list-style-type: none"> • Integrate writing into the curriculum at all levels of instruction. (SRCL Goal # 2) <p>Current Steps:</p> <ul style="list-style-type: none"> • 3-6 Writing to Win • Each month a different grade level focuses on writing for the hallway bulletin • County-wide writing portfolios • Writing journals K-3 <p>Needs Suggestions:</p> <ul style="list-style-type: none"> • Student focus on speaking dialect and writing dialect • Consistent program for writing
<p>Kindergarten – Sixth Grade Ongoing formative and summative assessments to inform instructional decisions regarding the need for intensity of interventions and to evaluate the effectiveness of instruction (Building Block 3.C., 3.C.2., 5.A., 5.B., & 5.K., in the Georgia Literacy Plan, “The Why”)</p>	<p>Consistent writing measures to assess, monitor, and progress students</p>	<p>Current Steps:</p> <ul style="list-style-type: none"> • Benchmark data is used to provide data driven instruction • Weekly assessments are used to assess standards <p>Needs Suggestions:</p> <ul style="list-style-type: none"> • Research-based program to teach/ monitor student writing • Professional learning opportunities in teaching writing (SRCL Goal # 2)
<p>Kindergarten – Sixth Grade A Four-tiered Instructional Model: Response to Intervention for All</p>	<p>Consistent use of tiered instruction and differentiation strategies</p>	<p>Current Steps:</p> <ul style="list-style-type: none"> • Remediation / Acceleration for identified students per benchmarks and weekly assessments • A daily 45 minute Acceleration/Remediation block <p>Needs Suggestions:</p>

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<p>Students (Building Block 5 in the Georgia Literacy Plan, “The Why”)</p>		<ul style="list-style-type: none"> • Provide training to utilize tiered instruction, differentiation strategies (SRCL Goal # 5)
<p>Kindergarten – Sixth Grade at Best Practices in Instruction (Building Block 3.B. in the Georgia Literacy Plan, “The Why”)</p>	<p>Current Basal (Harcourt Trophies) is lacking in comprehension strategies and focus skills</p>	<p>Current Steps:</p> <ul style="list-style-type: none"> • Strategies for before, during and after reading skills are taught during reading times <p>Needs Suggestions:</p> <ul style="list-style-type: none"> • Professional learning on teaching specific skills such as: visualization, text-to-self connections, inferring, author’s purpose (SRCL Goal #4) • Resources necessary to fully utilize the ELA Frameworks
<p>Kindergarten – Sixth Grade High Quality Teachers Grades 5 and 6 Professional Learning (Building Block 7. in the Georgia Literacy Plan, “The Why”)</p>	<p>Departmentalized teachers need training in implementing literacy across the curriculum</p>	<p>Steps Taken:</p> <ul style="list-style-type: none"> • Depth of Knowledge trainings • Webinars CCGPS <p>Needs Suggestions:</p> <ul style="list-style-type: none"> • Professional learning in literacy instruction for teachers across the content areas (SRCL Goal # 4)
<p>Kindergarten – Sixth Grade The Role of Technology in the Classroom (Building Block 2.1 in the Georgia Literacy Plan, “The Why”)</p>	<p>LoTi scores (Level 3-Infusion) indicate a focus on teacher use of technology versus student use</p>	<p>Steps Taken:</p> <ul style="list-style-type: none"> • SMARTboard training • Some computer use by students with software specific to literacy needs <p>Needs Suggestions:</p> <ul style="list-style-type: none"> • More computers/digital technology in the classroom for student use • Professional learning for teachers on planning and managing student use of technology • A dedicated teacher laptop to enhance teachers’ development of technology skills and to facilitate the planning and implementation of technology based lessons. (SRCL Goal # 1)

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Root Cause Analysis

After receiving extensive input from all staff members, the Literacy Team, along with other staff members, participated in a Root Cause Analysis exercise related to the Areas of Concern identified in the Needs Assessment.(a.)

Areas of Concern	Identified Root Causes
Teacher Instructional Areas: <ul style="list-style-type: none"> • Consistent use of tiered instruction • Use of specific protocol for examining student work • Implementation of literacy across the curriculum 	<ul style="list-style-type: none"> • Lack of professional development in order to increase differentiation and meet specific learners' needs at each RTI tier. • Lack of Professional Learning needed to increase rigor and Depth of Knowledge in content area literacy and comprehension of expository text
Resources: <ul style="list-style-type: none"> • Deficit in classroom libraries • Deficit in Media Center resources • Deficiencies in current basal 	<ul style="list-style-type: none"> • In 2004, several schools in the system received Reading First Grants; however, Eton Elementary was not a funded school. Although Eton adopted Reading First Strategies, it did not have access to fiscal resources and materials afforded to other schools in the district.
Student Related: <ul style="list-style-type: none"> • Community dialect • CRCT data related to poverty rates 	<ul style="list-style-type: none"> • An increasing poverty rate is an underlying issue as shown by Eton's Title I status with the following free/reduced rates: 2009 (64.5%), 2010 (63.39%), 2011 (78.9%), 2012 (84%). •
Technology: <ul style="list-style-type: none"> • Student access to technology • Professional learning to facilitate integration of technology in the classroom 	<ul style="list-style-type: none"> • Outdated technology hinders teachers' ability to effectively integrate technology into classroom instruction. • System budget cutbacks have prevented updating technology equipment in the classroom.

(b., c., d., & e.)

The specific grade levels affected by these underlying causes are grades Kindergarten through Sixth. The rationale for the determination was derived from teacher surveys and CRCT data analysis. The data was broken down by year, grade level, and domain (See tables in the Data Analysis section). A relationship was found between students who scored at the Does Not Meet performance level in Reading and those with lower scores in the Reading for Information/Content domain in 3rd through 6th grades. This weakness also affects Social Studies and Science

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CRCT scores. In addition, there is a negative correlation between reading comprehension and vocabulary for 1st and 2nd grades. As the number of students who qualified for free or reduced meals increased, the achievement gap between students who Did Not Meet standards on the CRCT and those who Met or Exceeded standards widened.

In the past, a variety of strategies have been implemented to address these deficits. Teachers at Eton Elementary have participated in professional development in the areas of Understanding Poverty, Technology Integration, and Depth of Knowledge. However, there is a lack of fiscal resources necessary to fully implement the strategies and techniques garnered through these professional development opportunities. The needs assessment also uncovered the need for high-quality professional learning in parental involvement strategies, differentiated instruction, technology integration, and implementation of the CCGPS.

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Analysis and Identification of Student and Teacher Data

Student CRCT Reading Data Disaggregated by Subgroup (a, b)													
<i>% of Students Meeting/ Exceeding Standards</i>	3 rd			4 th			5 th			6 th			
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	
Overall Reading	93	93	89	92	98	92	92	98	95	99	98	99	
SWDs	86	75	86	75	80	100	67	100	80	100	50	86	
LEPs	75	50	67	67	100	100	88	67	100	100	100	100	
ED	75	97	86	92	89	94	93	97	93	100	97	98	
Gender	Females	95	97	86	98	97	94	95	100	100	98	100	98
	Males	93	92	84	88	86	89	94	95	73	100	95	87

CRCT Reading Data by Domain Average Percent Correct (a)						
	Comprehension		Informational Reading		Reading Skills	
	2011	2012	2011	2012	2011	2012
3 rd	70%	69%	58%	69%	82%	76%
4 th	78%	82%	72%	72%	79%	84%
5 th	77%	69%	65%	66%	83%	84%
6 th	79%	85%	72%	79%	82%	72%

Student CRCT Data in All Content Areas (a)												
<i>% of Students Meeting/ Exceeding Standards</i>	3 rd			4 th			5 th			6 th		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
ELA	85	89	89	87	84	91	91	97	99	98	94	96
Math	74	85	81	82	85	90	90	89	79	85	87	83
Reading	93	94	89	92	91	93	92	97	94	99	98	99
Science	88	86	85	86	95	94	86	89	86	89	79	82
Social Studies	84	79	77	75	87	84	82	86	78	82	75	74

2012 CRCT Student Lexile Levels (a)						
	Below Level		At Level		Above Level	
	%	#	%	#	%	#
4 th	69%	53	31%	24	0	0
5 th	50%	35	23%	16	27%	19
6 th	66%	44	10%	7	24%	16

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1 st and 2 nd Grade Instructional Assessment (g)					
		First Grade		Second Grade	
		2010-2011	2011-2012	2010-2011	2011-2012
Reading	Comprehension	78%	73%	81%	82%
	Vocabulary	84%	78%	87%	86%
ELA	Grammar/ Phonics	78%	74%	75%	77%
	Research	75%	80%	84%	81%
	Sentences	72%	73%	77%	79%

Reading/ELA Benchmark Post-test Data 2010-2012: % Correct (g)									
	Benchmark 1 Post-test			Benchmark 2 Post-test			Benchmark 3 Post-test		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
1 st	79%	85%	82%	75%	85%	81%	78%	87%	86%
2 nd	75%	73%	75%	81%	78%	80%	80%	78%	80%
3 rd	69%	72%	73%	62%	62%	64%	63%	62%	60%
4 th	64%	68%	69%	62%	69%	68%	64%	67%	81%
5 th	65%	69%	68%	56%	61%	60%	70%	71%	67%
6 th	59%	61%	61%	60%	55%	59%	64%	58%	59%

5 th Grade Writing Assessment (a)						
% of students at each performance level	DNM			Met/Exceeded		
	2010	2011	2012	2010	2011	2012
		14%	7%	10%	86%	93%

3 rd Grade Writing Assessment (a)					
		DNM		Met/Exceeded	
		2011	2012	2011	2012
Types of Writing	Informational	23%	17%	77%	83%
	Persuasive	25%	15%	75%	85%
	Narrative	24%	15%	76%	85%
	Response to Literature	23%	20%	77%	80%

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<i>% of students at each instructional level</i>		DIBELS (g)								
		2009-2010			2010-2011			2011-2012		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Kindergarten	Intensive	33	9	11	15	6	6	2	2	1
	Strategic	37	15	4	40	22	2	45	4	2
	Benchmark	30	76	85	45	75	92	49	94	97
1st Grade	Intensive	7	3	5	5	8	7	5	6	7
	Strategic	14	13	13	14	13	13	19	16	17
	Benchmark	81	79	80	81	79	80	76	78	76
2nd Grade	Intensive	16	17	19	14	15	18	11	7	10
	Strategic	20	12	11	33	11	16	26	14	17
	Benchmark	64	71	70	53	74	66	63	79	73
3rd Grade	Intensive	14	12	10	17	14	13	18	18	13
	Strategic	36	29	35	16	17	20	24	15	30
	Benchmark	50	59	55	67	69	67	58	67	57

Analysis of Student Data (c)

Overall, more than 90% of students are meeting or exceeding standards on the CRCT in reading. Students are making achievement gains despite a sharp increase in the free and reduced lunch rate over the past few years. First and second grade instructional assessment data indicates that students are building a firm foundation for success. Fifth grade writing assessment data is strong; however, 3rd grade writing assessment data is not as strong. End of the year DIBELS scores consistently indicate that students are leaving Kindergarten with the skills necessary to become proficient readers.

Longitudinally, across grade and ability levels, reading for information was a noticeably lower domain. Although overall reading scores indicate a high percentage of students are meeting or exceeding standards, there has been a fluctuation of scores for SWD and LEP students; also males consistently score lower than females. An area of great concern is more than

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half of the students in 4th-6th grade are reading below the expected Lexile level for their grade. DIBELS data revealed an absence of a direct correlation between students' fluency scores and the comprehension domain of the Criterion-Referenced Competency Test (CRCT). Data also indicated an increasing number of students failing to make adequate gains to achieve the goals for DIBELS benchmark assessments as they progress through the grade levels. Across grade levels, social studies is consistently the lowest subject area on the CRCT, and science is also a concern at some grade levels.

Goals and Objectives (f)

Goals	Objectives
1. Increased student achievement in the informational reading domain on the CRCT	<ul style="list-style-type: none">• Provide expository texts at a wide variety of Lexile levels in classrooms and in the Media Center• Professional Learning focused on specific strategies for teaching informational reading skills
2. Increased student achievement for all subgroups	<ul style="list-style-type: none">• Professional learning focused on tiered instruction and the three prong approach to literacy instruction• Reading materials at a wide range of Lexile levels in a variety of subject areas and interests
3. Increase the % of students who read within the Lexile range for their grade level	<ul style="list-style-type: none">• Provide adequate reading materials so that all students are reading on their Lexile level every day and also within their grade level band
4. Increase DIBELS scores	<ul style="list-style-type: none">• Professional Learning on best practices in reading• Provide a range of resources to build early literacy skills
5. Increase CRCT scores in Science and Social Studies	<ul style="list-style-type: none">• Provide standard specific expository texts at a wide variety of Lexile levels

Teacher Data (d, e)

Throughout the past few years there has been little attrition at Eton Elementary. The last two years reflect a slight decrease in student population, thus affecting the number of teaching positions. The fluctuation in the number of teachers on staff in 2009 (43), 2010 (46), 2011 (40), and 2012 (40) is largely due to budget cutbacks, retirement, and with-in system transfers.

Teachers have an average of fourteen years of experience, indicating that teachers are

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experienced, and there is little expected attrition due to retirement. Seventy-five percent of teachers hold a Masters Degree or higher (Bachelors-25%, Masters-40%, Specialist-33%, & Doctorate-2%).

(h) On-Going Professional Learning		
Trainings	Dates	Participation
Depth of Knowledge	2009-present	100%
Common Core Georgia Performance Standards	2011-present	100%
Professional Learning Communities	2010-present	100%
Data Analysis and Data Driven Instruction	2009-present	100%
WIDA Standards	2010-present	100%
Poverty Training	2011-present	100%
Technology Integration	2011-present	100%
Math Strategies	2012-present	100%
Strategies to Improve Student Engagement	2012-present	100%
Lexile & Reading Strategies	2012-present	100%
Differentiation	2012-present	100%
Teacher Keys Effectiveness System	2012-present	100%
What Great Teachers Do Differently	2012-present	100%
Making Challenging Text Accessible	2012-present	100%

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Project Goals and Objectives:

(a, b, c, g, h,

Goals to be funded by SRCL	Objectives
<p>1. To increase literacy in all content areas through the use of innovative 21st century technology in order to assist students in becoming sustaining, lifelong learners, and contributors to their communities and to the global society. (Building Block 2.1)</p>	<ul style="list-style-type: none"> • Equip all classrooms with the necessary technology to meet the demands of the 21st century. • Provide opportunities for students to creatively use technology that supports digital-age literacy, inventive thinking, effective communication, and high productivity. • Provide teachers with adequate training and support needed to be skilled in the effective and creative use of 21st century technology for literacy instruction and learning.
<p>2. To further develop, implement, and expand a school-wide writing initiative with emphasis on integrating writing across the curriculum in order to meet the diverse needs of all learners. (Building Blocks 4.D, 5.J, 3.C, 3.C.2, 5.A, 5.B, & 5.K)</p>	<ul style="list-style-type: none"> • Incorporate rigorous instruction to advance and integrate writing across the curriculum. • Provide teachers with professional learning to ensure that writing is integrated across the curriculum for students at all Tier levels.
<p>3. To adequately provide classroom libraries and the Media Center with high quality narrative and expository texts in both print and digital forms that will support the GPS and CCGPS in all content areas and at a variety of Lexile levels. (Building Block 4.D & 5.J)</p>	<ul style="list-style-type: none"> • Provide all classroom libraries with both print and digital forms of texts to ensure that students have greater access to reading materials at a wide range of Lexile levels. • Supply the Media Center with high quality narrative and expository texts aligned with the CCGPS to ensure greater access for teachers and students. • Provide a system for measuring students' Lexile levels in order to ensure that all students are reading quality texts on their individual reading level.
<p>4. To provide teachers and administrators with high quality professional development on Tiered instruction, differentiation strategies, and work analysis as it relates to literacy instruction. (Building Block 4.F.2)</p>	<ul style="list-style-type: none"> • Provide all teachers with professional learning on how to effectively utilize Tiered instruction, differentiation strategies, and higher-order thinking skills in order to strengthen literacy. • Provide additional training opportunities for teachers to enhance their ability to analyze student work, as well as training for the implementation of higher-order thinking strategies at all Tier levels.
<p>5. To provide parents with opportunities,</p>	<ul style="list-style-type: none"> • Expand and strengthen the Parent Resource

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<p>materials, and trainings to facilitate involvement in their child's literacy development. (Building Blocks 4.D. & 5.J)</p>	<p>Center in the Media Center to provide materials for parents to use at home to help strengthen their child's literacy skills.</p> <ul style="list-style-type: none"> • Provide parents with opportunities to participate in literacy activities in the classroom, as well as areas within the school. • Provide training opportunities to parents that give a better understanding of how to aid their child's literacy development.
<p>Goals to be funded with other revenue sources (Title I funds)</p>	<p>Objectives</p>
<p>1. To utilize Title I funding for sustaining ongoing formative and summative assessments to inform instructional decisions regarding the need for intensity of interventions and to evaluate the effectiveness of literacy instruction.</p>	<ul style="list-style-type: none"> • Evaluate the effectiveness of Tiered literacy instruction, the need for intensity of interventions, and differentiation strategies using data from current daily intervention block assessments, Writing to Win, DIBELS, i-Ready, county-wide Benchmark testing, computer-based intervention programs already in place, as well as web-based programs such as Education City and Study Island. • Modify faculty study groups in order to improve focus on analyzing student work and data to better plan for and build teacher knowledge of key literacy components.

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Project Procedures and Support

(d, e, f, & i)

Grade	Tier I	Tier II	Tier III	Tier IV (scheduling varies across grade levels and needs)
K	7:30-9:55 ELA Core Classroom Teacher & Paraprofessional	1:45-2:20 Needs Based Groups & Stations Classroom Teacher & Paraprofessional	9:55-10:25 Literacy Intervention Classroom Teacher & Paraprofessional	45 minute segments based on students' needs <ul style="list-style-type: none"> • ESS Inclusion Paraprofessional • Gifted (EXCEL Teacher) • Speech/Language Pathologist • ESOL Teacher
1 st	7:30-9:55 ELA Core Classroom Teacher	12:30-1:15: Daily Remediation and Acceleration block	12:30-1:15 Literacy Intervention Classroom Teacher	45 minute segments based on students' needs <ul style="list-style-type: none"> • ESS Inclusion Paraprofessional • ESS Teacher • Gifted (EXCEL Teacher) • Speech/Language Pathologist • ELL Teacher
2 nd	8-10:25 ELA core 1:30-1:50: Leveled Library Reading Classroom Teacher	10:30-11:15 Daily Remediation and Acceleration block	9:55 – 10:25: Literacy Intervention Classroom Teacher	45 minute segments based on students' needs <ul style="list-style-type: none"> • ESS Inclusion Paraprofessional • ESS Teacher • Gifted (EXCEL Teacher) • Speech/Language Pathologist • ELL Teacher
3 rd	12:10-2:30 ELA Core Classroom Teacher	1:30-2:10 Daily Remediation and Acceleration block	9:55-10:25 Literacy Intervention Classroom Teacher	45 minute segments based on students' needs <ul style="list-style-type: none"> • ESS Inclusion Paraprofessional • ESS Teacher • Gifted (EXCEL Teacher) • Speech/Language Pathologist

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				<ul style="list-style-type: none"> • ELL Teacher
4 th	7:30-9:55 ELA Core Classroom Teacher	9:00-9:45 Daily Remediation and Acceleration block	9:55-10:25 Literacy Intervention Classroom Teacher	50 minute segments based on students' needs <ul style="list-style-type: none"> • ESS Inclusion Paraprofessional • ESS Teacher • Gifted (EXCEL Teacher) • Speech/Language Pathologist • ELL Teacher
5 th	Departmentalized Daily: Reading=60 min. Language and Writing= 60 min. Literacy in Science and Social Studies= 90 min. Classroom Teacher	8:15-9:00: Daily Remediation and Acceleration block	30 minute daily intervention block to provide remediation and acceleration Classroom Teacher EIP Teacher	50 minute segments based on students' needs <ul style="list-style-type: none"> • ESS Inclusion Paraprofessional • ESS Teacher • Gifted (EXCEL Teacher) • Speech/Language Pathologist • ELL Teacher
6 th	Departmentalized Daily: Reading=60 min. Language and Writing= 60 min. Literacy in Science = 60 min. Social Studies= 60 min. Classroom Teacher	7:30-8:15: Daily Remediation and Acceleration block	30 minute daily intervention block to provide remediation and acceleration Classroom Teacher EIP Teacher	55 minute segments based on students' needs <ul style="list-style-type: none"> • ESS Inclusion Paraprofessional • ESS Teacher • Gifted (EXCEL Teacher) • Speech/Language Pathologist • ELL Teacher

Tiered instruction is differentiated in various ways from lower grades to upper grades.

However, all grades have a daily intervention and needs based group times blocked into their schedules to work on problem areas. Lower grades focus more on leveled or tiered stations based

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on students' needs. These may include teacher made Smart Board review games, one-on-one progress monitoring, leveled Harcourt readers, and read alouds. Teachers also use sight words, Frye Phrases, and other resources to help build fluency. As students get older, other activities are used. Students in Tier 2, 3, and 4 may receive prompts in the form of reminders. Study guides are often provided in the areas of math, social studies, and science. Upper grades participate in novel studies, and assessment is differentiated by using a 9 squared assessment. Technology resources such as Smart Board, I-Ready, Study Island, Education City, and Fast Forward are available. Tier IV students receive pull-out, resource, or inclusion services for additional support.

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Assessment/Data Analysis Plan

Current Assessment Protocol (a.)				
Assessment	Purpose	Properties	Skills Measured	Frequency
DIBELS Next	S, PM, O	Yes	AK, PA, NWF, ORL, RC	Ongoing PM Benchmark 3 x per year
Benchmark	O		ELA	3 X per year
CRCT (3 rd - 6 th grade)	O		ELA	1 X per year
GA Writing Test	O		ELA	1 X per year
OAS (1 st & 2 nd grade)	O		ELA	1 X per year
ACCESS	S	Yes	Language	1 X per year
i-Ready Diagnostic	D, PM		RC, PA, AK	3 X per year
IPI	D		Decoding	3 X per year
GKIDS	D, O		AK, PA, CoP, A and R, V, RC	Ongoing
Sight Word Recognition	S, O		PA, CoP	3 X per year
Scholastic Reading Inventory (SRI)	S, PM, O	Yes	RC- Inferential	3 X per year
AK-Alphabet Knowledge, PA-Phonological Awareness, CoP- Concepts of Print, A and R- Alliteration and Rhyming, NWF (Decoding), ORL- (Oral Reading Fluency), V-(Vocabulary), RC-(Reading Comprehension). S=Screening, PM=Progressing Monitor, O=Outcome, D=Diagnostic; IPI- Informal Phonics Inventory; SWI=Sight Word Inventory; OAS=Online Assessment Series				

Current Data Analysis Protocol (a.)

The current data analysis protocol ensures that students are regularly screened in order to monitor progress toward mastering standards and meeting goals. Three times per school year (beginning, middle, and end) students are given the DIBELS Next benchmark assessment. Based on these scores and progress monitoring data, students are provided regular interventions. At the beginning and end of each grading period, students are given a Benchmark pre- and post-test in order to assess their progress toward mastering standards for their grade level. Students are provided with remediation and acceleration based on the results of these assessments. Students in Tier III and IV are given the i-Ready Diagnostic test three times per school year to determine

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areas of weakness and next steps for remediation. The Informal Phonics Inventory and the Sight Words Assessment are given to students in Kindergarten through third grade three times per year and are used as a diagnostic tool. The Informal Phonics Inventory is also used as needed for Tier III and IV students in grades 4th-6th. The CRCT, OAS, WIDA ACCESS test, GA Writing Test, and G-KIDS are yearly standardized assessments used to gauge students' progress. Results from these assessments are used to provide strategic, focused remediation and acceleration for all students.

Comparison of Current/ SRCL Assessment Plan (b.)

Currently, Eton Elementary uses all of the assessments recommended by the SRCL Grant. We have recently purchased the Scholastic Reading Inventory (SRI) for third through sixth grade and are in the process of getting the program implemented. We will use this information to guide the three prong approach to reading instruction and provide students with texts at the appropriate Lexile levels. We also utilize DIBELS Next and the Informal Phonics Survey (IPI) in all grade levels to guide instruction and inform interventions. Our standardized tests also include the CRCT in 3rd-6th grade and the ACCESS for ELLs for all students served in the ESOL program.

Similar to the SRCL assessment plan, our main goal in giving assessments and disseminating literacy data is to develop more independent readers so they are prepared for higher education and become successful stakeholders in their community. All grades are currently teaching the Common Core Georgia Performance Standards in ELA. However, there is a need for additional materials and training. In order to be more aligned with the SRCL, training will be needed for explicit comprehension and vocabulary in content areas. We currently have

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interventions in place, but according to the SRCL plan, there is a need to be more consistent with our interventions.

(c.) Implementation of new assessments	Since Eton Elementary currently uses all of the assessments recommended by SRCL, there is not a need to implement new assessments at this time. If during the course of the grant, SRCL recommends additional assessments, Eton Elementary will fully comply with the requirements of the grant. In order to successfully implement new assessments, we have found it highly beneficial to create a detailed assessment schedule for benchmarks and progress monitoring. Implementing new assessments will also require extensive teacher training not only in how to conduct the assessments, but in how to best utilize the data to increase student performance.
(d.) Current assessments that might be discontinued	Currently, we are using the assessments that are required by SRCL and the Murray County Board of Education. The types of assessments we are using are valuable and informative. The focus will not be on discontinuing assessments, but on how to better use the assessment data to improve instruction.
(e.) Professional Learning Needs	Teacher training needs related to assessment include: <ul style="list-style-type: none">• Utilizing Lexiles to inform differentiation and tiered instruction• Utilizing data reports for each assessment to create prescriptive interventions
(f.) Data presented to stakeholders	Data is presented to all stakeholders throughout the year. Parents receive all benchmark, CRCT, OAS, WIDA, Georgia State Writing Test, and GKIDS results. The school report card is posted annually for access to staff, parents, and the community. The school improvement plan is revised every year and available to all stakeholders. The School Council receives a report of the CRCT data related to all grade levels.
(g.) Use of Data	At Eton Elementary, data drives instruction. Assessment data will continue to be used to inform literacy instruction across the content areas. Additional training will provide teachers with the strategies, knowledge, and skills necessary to make this process even more effective for our students. Assessment data will also be used to determine areas of need to inform purchasing decisions. All purchases will be related to specific needs identified through extensive examination of student assessment data.

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Assessment Plan Grades K-6 (h.)				
Assessment	Personnel Responsible for Planning/Scheduling	Personnel Responsible for Assessing	Assessment Plan	Frequency
DIBELS Next	Instructional Coach	Classroom Teachers	Teachers conduct 3 Benchmark assessments and continuously progress monitor students at interval prescribed by DIBELS Next	Ongoing PM Benchmark 3 x per year
Benchmark	Media Specialist	Classroom Teachers	Benchmark pre and post tests are given each grading period to measure mastery of standards	3 X per year
CRCT (3 rd - 6 th grade)	Testing Coordinator	Classroom Teachers	The CRCT will be given in each 3 rd -6 th grade classroom by the classroom teacher except where required by testing accommodations.	1 X per year
GA Writing test (3 rd & 5 th grade)	Testing Coordinator	Classroom Teachers	Third grade teachers collect writing samples and evaluate each genre based on the rubrics provided by GADOE. Fifth grade students will take the timed writing test on the designated day in their homeroom class.	1 X per year
OAS (1 st & 2 nd grade)	Testing Coordinator	Classroom Teachers	The OAS instructional assessment is given by the classroom teacher in the classroom	1 X per year
WIDA ACCESS for ELs	Testing Coordinator	ESOL Teacher	The Access test is given to ELs in the ESOL classroom by the ESOL teacher.	1 X per year
i-Ready Diagnostic	Instructional Coach	Classroom Teachers	In the classroom or in the computer lab	3 X per year
IPI	Instructional	Classroom	Teachers will conduct	3 X per year

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	Coach	Teachers	this assessment with individual students in the classroom.	
GKIDS (Kindergarten)	Testing Coordinator	Classroom Teachers	Teachers will conduct this assessment with individual students in the classroom.	Ongoing
Sight Word Recognition	Instructional Coach	Classroom Teachers	Teachers will conduct this assessment with individual students in the classroom.	3 X per year
Scholastic Reading Inventory (SRI)	Instructional Coach and Media Specialist	Classroom Teachers	Teachers will conduct this assessment with students in the computer lab	3 X per year

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Strategies and Materials to Support the Literacy Plan

(a., b., c., d & g)

Current Resources	Needed Resources
<p>Classroom</p> <ul style="list-style-type: none"> • GPS (2011-12) • CCGPS (2012) • Harcourt Reading series (K-5th) • Elements of Reading: Vocabulary • Leveled libraries (K-3rd) • CRCT Coach books • Classroom sets of Novels (6th) <p>Classroom Technology</p> <ul style="list-style-type: none"> • SMARTBOARDS • Projectors • Computers • DIBELS <p>Shared Resources</p> <ul style="list-style-type: none"> • Computer Lab • IPEVO Cameras • Digital Cameras • Education City • Tumble-books • BrainPOP School Combo • Fast ForWord • Study Island • I-Ready (selected students) <p>Library Resources</p> <ul style="list-style-type: none"> • Listening stations • computer software that reinforces literacy • Read with Sarah • Leapster literacy games • Leapfrog pads • 1(one) IPEVO document camera per grade level • Portable SMARTboard • Guided Read-aloud books • Readers Theaters • Reference books 	<ul style="list-style-type: none"> • Electronic Tablets • E Books • Reading software for comprehension building literacy and ELA skills • Classroom printers • DVDs that are literacy based • Additional Leapsters, games and accessories • Take home readers • Headphones and CD players for listening stations, • Additional audio books • Class sets of books • Differentiated literacy center resources • Gel pads and accessories for SMART-BOARD, • Class sets of Student Response Systems for assessments, • Classroom sets of expository text relating to science and social studies relating to CCGPS • Up to date computers and technology for each classroom and media center • Teacher training to explore ways to implement new materials into the classroom • Assessment to measure student reading levels based on Lexile • Leveling system based on Lexile for classroom libraries and media center books • Juvenile periodicals subscriptions for the Media Center • Teacher dedicated laptop computers to facilitate technology integration and planning

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(e., f., & g.)

Activities that Support Classroom Practices	Activities that Support Literacy Intervention Programs	Additional Strategies Needed to Support Student Success
<ul style="list-style-type: none"> • Adherence to GPS and CCGPS • Data driven instruction based on formative and summative assessments • Use of best practices • Technology Integration • Learning Focused Strategies • Rubrics • Anchor Papers • Standards-based teacher commentary • Variety of student grouping strategies 	<ul style="list-style-type: none"> • Daily intervention block • Consistent screenings and progress monitoring • Use of technology programs such as i-Ready and Fast ForWord 	<ul style="list-style-type: none"> • Additional access to technology programs • A greater emphasis on Tiered Instruction • Collaborative planning using common rubrics and anchor papers • Writing across the curriculum in all subject areas

(b, e, & f)

Project Procedures and Support

(a., b., c, e, g, & i)

Grade	Tier I	Tier II	Tier III	Tier IV
K	7:30-9:55 ELA Core Classroom Teacher & Paraprofessional	1:45-2:20 Needs Based Groups & Stations Classroom Teacher & Paraprofessional	9:55-10:25 Literacy Intervention Classroom Teacher & Paraprofessional	45 minute segments based on students' needs <ul style="list-style-type: none"> • ESS Inclusion Paraprofessional • Gifted (EXCEL Teacher) • Speech/Language Pathologist • ELL Teacher
1 st	7:30-9:55 ELA Core Classroom Teacher	9:25-9:55 Needs Based Groups & Stations Classroom Teacher	9:55-10:25 Literacy Intervention Classroom Teacher	45 minute segments based on students' needs <ul style="list-style-type: none"> • ESS Inclusion Paraprofessional • ESS Teacher • Gifted (EXCEL Teacher) • Speech/Language Pathologist • ELL Teacher
2 nd	8-10:25 ELA core 1:30-1:50: Leveled Library Reading	12-12:30: Acc. & Remediation Stations Classroom	9:55 – 10:25: Literacy Intervention Classroom	45 minute segments based on students' needs <ul style="list-style-type: none"> • ESS Inclusion Paraprofessional

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	Classroom Teacher	Teacher	Teacher	<ul style="list-style-type: none"> • ESS Teacher • Gifted (EXCEL Teacher) • Speech/Language Pathologist • ELL Teacher
3 rd	12:10-2:30 ELA Core Classroom Teacher	2:30-3:05 Needs-Based Groups & Stations Classroom Teacher	9:55-10:25 Literacy Intervention Classroom Teacher	45 minute segments based on students' needs <ul style="list-style-type: none"> • ESS Inclusion Paraprofessional • ESS Teacher • Gifted (EXCEL Teacher) • Speech/Language Pathologist • ELL Teacher
4 th	7:30-9:55 ELA Core Classroom Teacher	11:15-11:45 Needs Based Intervention Classroom Teacher	9:55-10:25 Literacy Intervention Classroom Teacher	50 minute segments based on students' needs <ul style="list-style-type: none"> • ESS Inclusion Paraprofessional • ESS Teacher • Gifted (EXCEL Teacher) • Speech/Language Pathologist • ELL Teacher
5 th	Departmentalized Daily: Reading=60 min. Language and Writing= 60 min. Literacy in Science and Social Studies= 90 min. Classroom Teacher	Needs based instruction (remediation and acceleration) provided daily during each subject area 20-30 min. Classroom Teacher	30 minute daily intervention block to provide remediation and acceleration Classroom Teacher EIP Teacher	50 minute segments based on students' needs <ul style="list-style-type: none"> • ESS Inclusion Paraprofessional • ESS Teacher • Gifted (EXCEL Teacher) • Speech/Language Pathologist • ELL Teacher
6 th	Departmentalized Daily: Reading=60 min. Language and Writing= 60 min. Literacy in	Needs based instruction (remediation and acceleration) provided daily during each	30 minute daily intervention block to provide remediation and acceleration Classroom	55 minute segments based on students' needs <ul style="list-style-type: none"> • ESS Inclusion Paraprofessional • ESS Teacher • Gifted (EXCEL Teacher)

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	Science = 60 min. Social Studies= 60 min. Classroom Teacher	subject area 20-30 min. Classroom Teacher	Teacher EIP Teacher	<ul style="list-style-type: none">• Speech/Language Pathologist• ELL Teacher
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Tiered instruction is differentiated in various ways from lower grades to upper grades. However, all grades have a daily intervention and needs based group times blocked into their schedules to work on problem areas. Lower grades focus more on leveled or tiered stations based on students' needs. These may include teacher made Smart Board review games, one-on-one progress monitoring, leveled Harcourt readers, and read a-louds. Teachers also use sight words, Frye Phrases, and other resources to help build fluency. As students get older, other activities are used. Students in Tier 2, 3, and 4 may receive prompts in the form of reminders. Study guides are often provided in the areas of math, social studies, and science. Upper grades participate in novel studies, and assessment is differentiated by using a 9 squared assessment. Technology resources such as Smart Board, I-Ready, Study Island, Education City, and Fast Forward are available. Tier IV students receive pull-out, resource, or inclusion services for additional support.

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Professional Learning Strategies Identified on the Basis of Documented Needs

Eton Elementary staff has participated in a wide variety of Professional Learning (PL) opportunities. The following is a list of professional learning over the past year and on-going professional learning opportunities currently provided to teachers. The percentage of staff attending some trainings varies due to the differing professional development needs among teachers.

Professional Learning During the Last Year (a)	% of Staff Attended (b)
Hands-on Equations	10%
Thinking Maps	7.5%
FastForWord Training	12.5%
i-Ready Training	100%
Five Dimensions of Reading and Differentiation	5%
Gifted Endorsement	12.5%
Classroom Management	12.5%
PBIS trainings	2.5%
SMARTboard trainings	20%
Assistive Technology trainings	5%
National Science Conference	2.5%
Health MPowers	12.5%
On-Going Professional Learning (c)	% of Staff Attended (b)
Depth of Knowledge	100%
Common Core Georgia Performance Standards	100%
Professional Learning Communities	100%
Data Analysis and Data Driven Instruction	100%
WIDA Standards	100%
Poverty Training	100%
Making Challenging Texts Accessible	100%
DIBELS Next Training	100%
What Great Teachers do Differently	100%
Technology Integration	100%
Strategies to Increase Student Engagement	100%

PL Needs Identified in the Needs Assessment (d)

- Planning and implementing Tiered Instruction/Differentiation
- Reading and Writing across the Curriculum
- Use of Lexile to identify student reading levels
- Effective technology driven instructional strategies
- Implementing the CCGPS
- Analysis of formative and summative assessment data to drive instruction
- Reading comprehension strategies for expository text
- Higher Order Thinking Skills
- Analyzing student work and effective use of anchor papers
- Literacy- revisit best practices for reading instruction

Determining the Effectiveness of Professional Development (e)

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

Connection to Literacy Plan Goals and Objectives (f & g)		
Literacy Plan Goals and Objectives	Professional Learning Necessary to Achieve Goals	Methods of Measuring Effectiveness of Professional Learning
1. Increase literacy in all content areas through the use of innovative 21 st century technology in order to assist students in becoming sustaining, lifelong learners, and contributors to their communities and to the global society.	<ul style="list-style-type: none"> • Effective technology integration to enhance literacy instruction and increase student engagement 	<ul style="list-style-type: none"> • Inclusion of technology use in weekly lesson plans • Observation of increased student technology use in classrooms and the computer lab • Increased student achievement
2. To develop, implement, and expand a school-wide writing initiative with emphasis on integrating writing across the curriculum to meet the diverse needs of all learners.	<ul style="list-style-type: none"> • Strategies to effectively implement writing across the curriculum • Strategies to effectively teach writing 	<ul style="list-style-type: none"> • Increased student achievement • Student work sample analysis • Observations and Lesson Plans
3. To adequately provide classroom libraries and the Media Center with high quality narrative and expository texts in both print and digital formats at a wide range of Lexile levels that will support the CCGPS and GPS in all content areas.	<ul style="list-style-type: none"> • Understanding and utilizing Lexile levels to match readers to appropriate texts • Best practices to increase student Lexile levels 	<ul style="list-style-type: none"> • Increased student achievement • Observations and Lesson Plans
4. To provide teachers and administrators with high quality professional development on tiered instruction, differentiation strategies, and student work analysis.	<ul style="list-style-type: none"> • Tiered instruction and differentiation • Work sample analysis • Strategies to more effectively utilize the response to intervention process • Higher Order Thinking Skills (DOK) 	<ul style="list-style-type: none"> • Increased student achievement • Observations and Lesson Plans
5. To provide parents with	<ul style="list-style-type: none"> • Strategies to increase 	<ul style="list-style-type: none"> • Increased parent

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<p>opportunities, materials, and trainings to facilitate involvement in their child's literacy development.</p>	<p>parent and stakeholder involvement</p>	<p>involvement</p> <ul style="list-style-type: none">• Increased attendance at parent/family nights• Increased student achievement• Increased use of the parent resource center
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Sustainability Plan

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

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

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	<p>be developed. We would also consider purchasing insurance for technology resources based on cost and availability.</p> <ul style="list-style-type: none">• After the grant period, we will continue the practices learned through the needs assessment to examine data and determine areas in which improvement is needed. After the grant period, it may be necessary for the Instructional Coach to attend trainings and redeliver to the staff. These trainings would also be videotaped for maintain continuity among new staff members.
(d) Training New Teachers	<ul style="list-style-type: none">• All trainings will be videotaped and the Instructional Coach will be responsible for providing training for new staff members.• New staff members will view taped trainings. The Instructional Coach will provide assistance in utilizing and implementing the professional learning in the classroom.
(e) Replacing Print Materials	<ul style="list-style-type: none">• When possible, purchased print materials will have library binding to ensure durability.• Title I funds, local and state funds, funds from community partners, and fundraisers will be used to replenish print materials after the grant period.• A rotating schedule to replenish materials on a yearly basis will be developed to maintain a wide variety of print materials in a range of Lexile levels.• An annual inventory of print materials will be conducted in order to determine areas of need.

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Budget Summary

As stated in the analysis and identification section, technology and literacy are areas of concern at Eton Elementary School. In order to meet the needs of the 21st Century learner, we must up date all aspects of technology. Purchasing updated classroom computers, laptops, electronic tablets, e-readers, student response systems, digital books, digital and video cameras and ELMO document cameras for Eton's classrooms will allow teachers to fully integrate technology into the curriculum. Purchasing software that will aid students in literacy achievement will be another part of the instructional portion of the budget.

Improvement of instructional services will be through professional development. Teachers will receive training on effective strategies for literacy, technology integration, and differentiation in the classroom. Workshops both on-site and at other locations will be provided to teachers to help meet professional learning goals.

In the area of educational media services, grant funds will be used to have books in the media center LEXILE leveled, which will allow students to read books that are on their instructional and independent level. Funding will also be spent on increasing the number and variety of print material in the media center. Digital versions of books and magazines will also be purchased through grant funds. Print and digital resources for parents will be developed and placed in the Media Center. A breakdown of the budget is presented in the table below.

	Amount	Percent of Total Budget
Instruction	\$145,000	49%
Pupil Services	\$0	0%
Improvement of Instruction Services	\$76,000	26%
Educational Media Services	\$75,000	25%
Support Services-Business	\$0	0%

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Georgia Striving Reader Subgrant Budget Breakdown and Narrative	
Function Code 1000 – Instruction	Year 1
Object Codes	Amount Budgeted
300 – Contracted Special Instructors	
610 – Supplies	\$35,000.00
611 – Technology Supplies	\$10,000.00
612 – Computer Software	\$8,000.00
615 – Expendable Equipment	\$2,000.00
616 – Expendable Computer Equipment	\$80,000.00
641 – Textbooks	
642 – Books and Periodicals	\$10,000.00
Function Code 1000 – Instruction Narrative: Innovative technology tools and software will be purchased from the bulk of the budgeted monies.	
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 – Book and Periodicals	
Function Code 2100 – Pupil Services Narrative:	
Function Code 2210 – Improvement of Instruction Services	Year 1
Object Codes	Amount Budgeted
113 – Certified Substitutes	
114 – Non-Certified Substitutes	\$6,000.00
116 – Professional Development Stipends	\$10,000.00
199 – Other Salaries and Compensation	
200 – Benefits	
300 – Contracted Services	\$10,000.00
580 – Travel	\$10,000.00
610 – Supplies	\$5,000.00
810 – Registration Fees for Workshops	\$35,000.00
Function Code 2210 – Improvement of Instructional Services Narrative: Professional learning in areas of literacy strategies, integrated technology strategies, and differentiated instruction will strengthen all educators and the curriculum.	
Function Code 2220 – Educational Media Services	Year 1
Object Codes	Amount Budgeted
610 – Supplies	\$25,000.00
642 – Books and Periodicals	\$50,000.00

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Function Code 2220 – Education Media Services Narrative: Funds will be spent on both print and digital material to enhance literacy with students and their families.	
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	\$296,000