

# GEORGIA DEPARTMENT OF EDUCATION

## Striving Readers Comprehensive Literacy Program

### LEA Grant Application System Cover Sheet.

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

**Sub-grant Status**

- Large District (45,000 or more students)
- Mid-Sized District (10,000 to 44,999 students)
- Small District (0-9,999 students)

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

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

**Fiscal Agent/Applicant Required Signatures:**

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

**Please sign in blue ink.**

Name of **Fiscal Agent's** Contact Person: Dr. Greg Jacobs

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

Address: 272 School Circle

City: Nahunta Zip: 31553

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

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

\_\_\_\_\_  
**Signature of Fiscal Agency Head (required)**

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

Superintendent  
**Typed Position Title of Fiscal Agency Head (required)**

12/14/2011  
**Date (required)**

# GEORGIA DEPARTMENT OF EDUCATION

## Striving Readers Comprehensive Literacy Grant

### School and Center Cover Sheet

<b>DOE Use Only</b> Date and Time Received:		<b>DOE Use Only:</b> Received By:		<b>DOE Use Only:</b> Project Number	
School Name: Waynesville Primary				Total Grant Request: \$306,050	
System: Brantley County		<b>School Contact Information:</b>			
		Name: Dr. Adrian Thompson		Position: Principal	
Number of Students		Phone Number: 912-778-3068		Fax Number: 912-778-3071	
423		Email Address: adrian.thompson@brantley.k12.ga.us			
Number of Teachers					
29					
Free/Reduced Lunch %	77.14%				
Principal's Name: Dr. Adrian Thompson			Other Reform Efforts in School:		
			Principal's Signature:		

## LEA Narrative

### Current Priorities

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

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

Reading instruction and support for students of all ability levels; Writing instruction, opportunities, and support in all academic areas for students of all ability levels; Mathematics instruction and support that promotes problem-solving and reasoning skills for students of all ability levels; and Opportunities for all students to develop 21<sup>st</sup> century technology skills.

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

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

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

**Management Structure**

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

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

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

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

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



To ensure that the Striving Readers project is successfully implemented, constant communication of Striving Readers goals and objectives, implementation progress, and formative and summative evaluations of grant initiatives will be on the agenda for district and school professional learning community meetings. The district leadership professional learning community is composed of Superintendent Dr. Drew Sauls, Dr. Jacobs, Mr. Carter, Mrs. Tumlin, the district special education director, and all school principals. The district leaders meet twice a month. The school professional learning communities meet at least once a month.

**Past Instructional Initiatives**

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

Instructional Initiative	Description of Initiative	Timeline
Implementation of highly effective instructional practices (Learning-Focused School/ Best Practices/ Standards-Based Practices) into classroom instruction.	The work of Robert Marzano and Max Thompson in identifying highly effective instructional practices led to professional learning and implementation of such practices in classrooms throughout the United States, Georgia, and Brantley County.	Learning-Focused Schools Training began in 1999.  Best Practices Training - Ongoing

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

### **Literacy Curriculum**

The current literacy curricula in Brantley County are grounded in the Georgia Performance Standards. Teachers in each grade level developed unit plans aligned to the GPS in Reading, Language Arts, Mathematics, Science, and Social Studies. Teachers currently use unit plans that were developed

using a Learning-Focused unit model. Instructional activities and assessments contained within each unit plan are also aligned with the GPS. Reading/ Language Arts teachers incorporate various other curriculum materials to support instruction through the unit plans. Teachers in grades K-3 use SRA's *Imagine It* reading series and grades 4-5 use McGraw Hill's *Treasures* reading series.

## **Literacy Assessments**

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

Our district feels that it is essential that our teachers identify students' weaknesses and strengths prior to the end of year assessments. Therefore, our teachers have developed and use a variety of formative assessments that are aligned to the GPS Reading and ELA standards. Teachers use

unit assessments including tests, quizzes, writing activities, performance tasks, and district-wide, common benchmark assessments to assess students' progress in literacy. The assessments vary in format from multiple-choice items to authentic writing response tasks. With the implementation of RTI in the district, teachers also use tests for fluency and comprehension using the GRASP universal screening assessment and progress monitoring assessments.

### **Need for a Striving Reader Project**

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

- Intensive Writing program K-12

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

School	Enrollment and AYP Status	% Free / Reduced	# DNM Reading CRCT 3 <sup>rd</sup> Grade	% DNM CRCT 3 <sup>rd</sup> Grade	# DNM Reading CRCT 5 <sup>th</sup> Grade	% DNM CRCT 5 <sup>th</sup> Grade	# DNM Reading CRCT 8 <sup>th</sup> Grade	% DNM CRCT 8 <sup>th</sup> Grade
Waynesville Primary School (PreK-3)	433 - Met	77.14%	6	6%	-	-	-	-
Atkinson Elementary School(4-6)	291 - Met	82.47%	-	-	1	1%	-	-
Nahunta Primary School (PreK-3)	452- Met	67.48%	4	4%	-	-	-	-
Nahunta Elementary School(4-6)	285 - Met	68.07%	-	-	4	4%	-	-
Hoboken Elementary School	620 - Met	58.71%	3	3%	2	3%	-	-

(PreK-6)								
Brantley County Middle School(7-8)	555 - Met	61.08%	-	-	-	-	0	0%
			Graduation Rate	HS Grad in county: age 25+	HS in county: age 25+	BS or higher, % of adults 25+ county	BS or higher, % of adults 25+ state	
Brantley County High School (9-12)	927 – NI-2	56.96%	68.3%	75.2%	82.9%	6.0%	27.1%	

		Student Subgroups and Gap					
State Test	Grade Level	% DNM Economically Disadvantaged	% DNM Not Economically Disadvantage	Gap	% DNM Students with Disabilities	% DNM Students without Disabilities	Gap
CRCT-Reading	3	3	2	-1	6	2	-4
	4	15	2	-13	39	7	-32
	5	2	1	-1	15	1	-14

	6	5	1	-4	30	1	-29
	7	4	5	+1	22	3	-19
	8	1	0	-1	7	0	-7
EOCT Literature	9	20	6	-14	55	11	-44
	11	17	7	-10	57	9	-48
GHSGT - ELA	11	21	4	-17	57	8	-49
Writing	5	Not available	Not available	-	75	18	-57
	8	15	16	+1	50	11	-39
	11	8	12	+4	46	8	-38

Language Arts instructors and content instructors (Pre-K – 12) completed a survey to identify the current state of literacy resources in the district. Teachers in the district also completed a professional learning survey to assess participation in professional learning. The results from the literacy resources surveys and the professional learning survey are summarized below:

- 61.4% of ELA teachers surveyed indicate they do not have an adequate supply of current literacy resources.
- 66.3% of ELA teachers and 82.4% of Content teachers surveyed indicate they do not have sufficient research-based literacy resources for struggling writers.
- 88.1% of ELA teachers and 89% of Content teachers surveyed indicate they do not have technology to support struggling writers.
- 52.5% of ELA teachers and 63.7% of Content teachers surveyed indicate they do not have sufficient research-based literacy resources for challenged readers.

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

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

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

The selection for schools to participate in the Striving Readers Project was based on the school principal and school leadership team decision to participate in the grant. Each school reviewed the Striving Readers Project RFA and discussed the opportunities that the grant could provide the school to enhance the literacy program within the school. All schools met the absolute priority of serving students



who attend schools with a high concentration of poor students and all schools identified areas of concern in literacy that require support through a project such as the Striving Readers grant.

### **Experience of Applicant**

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

### **Description of Funded Initiatives**

The initiatives that were funded through the Title II-D grants were intended to provide students and teachers access to technology in the classroom. The FY06 Title II-D, Wireless Initiative, grant focused on the 21<sup>st</sup> Century classroom and allowed the district to implement a 21<sup>st</sup> Century classroom model in an 8<sup>th</sup> grade math classroom at Brantley County Middle School. The FY07 Title II-D, Instructional Technology Enhanced Environment (ITEE), grant provided technology and training for science teachers at Brantley County High School in the integration of technology into classroom instruction. Teachers received classroom projection systems, classroom response systems, laptops, and training in the integration of such technology in the classroom. The FY08 Title IID, Teachers, Teamwork, and Technology (T3), grant was very similar to the FY07 grant in that it focused on the integration of

technology in the classroom, but this time the mathematics teachers at Brantley County High School benefited from the grant. Math teachers received technology equipment and training as well. The FY08 Governor's Office of Highway Safety Driver Training School grant allowed Brantley County High School to offer Driver's Education courses at Brantley County High School using simulators and cars purchased with the grant. The technology components purchased from these grants will be used to support literacy in the content classrooms, especially the implementation of an intensive K-12 writing program. Science and math teachers in the high school will also be able to support students of all ability levels in reading using the technology made available through previous grants.

### **Description of Non-Funded Initiatives**

The Brantley County School District has supported several initiatives in schools that parallel the grant-funded initiatives described above. Through the use of various Title funds and local funds, classrooms throughout the district in grades 4-8 and English Language Arts and Social Studies classrooms at Brantley County High School have been outfitted with digital classroom technology that includes classroom projection systems and interactive slates. Modern computer labs have also been installed in the schools for instruction and assessment of students with all ability levels. The special education department has also purchased a significant amount of technology such as computer pods for classrooms serving special education students. Schools have purchased computer pods for some classrooms to allow students access to technology in the classroom. The district purchased GRASP, the online RTI assessment tool for monitoring students' progress in Literacy and Math. The technology in the classrooms and computer labs will be used to support the implementation of an intensive K-12 writing program and other literacy resources that require technology. There are still technology needs, especially in the primary grades for classroom teachers to be able to support literacy through technology.

**Description of LEA Capacity**

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

**Resources**

	Title I Allocation	Budgeted Title I Funds			Title II Allocation
		Salaries/ Benefits	Supplies	Subs	
<b>LEA TOTAL</b>	\$820 153				\$134 486
Hoboken Elementary School	\$166 815	\$160 434.31	\$4 381	\$2 000	
Nahunta Primary School	\$124 749	\$124 540.65	\$208	-	
Nahunta Elementary School	\$93 687	\$82 028	\$9 659	\$2 000	

Waynesville Primary School	\$141 783	\$138 353	\$1 430	\$2 000	
Atkinson Elementary School	\$103 707	\$99 233.89	\$2 473	\$2 000	\$42 527.78 for salaries/benefits
Brantley County Middle School	\$175 149	\$169 803.15	\$2 346	\$3 000	\$98 058.22 for salaries/benefits

**LEA Use of Title I Resources**

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

**LEA Use of Title II Resources**

The Brantley County School district also uses Title II funds for class size reduction in two Title I schools, Brantley County Middle School and Atkinson Elementary School. Salaries and benefits for teachers totaling \$132 486 account for the majority of the \$134 486 allocation of Title II funds. The remaining \$2 000 amount is budgeted for professional learning to ensure highly qualified instructors.

**Title I and Title II Resources at Each School**

As mentioned in the previous paragraphs, Title I and Title allocations are primarily used to pay the salaries and benefits of teachers and paraprofessionals for class size reduction in the Title I schools in the district. A small proportion of the Title I allocation to each school is

budgeted for supplies and substitutes. Two thousand dollars of the district’s Title II allocation is designated for professional learning to support the requirements of a highly qualified instructor.

**Potential Value Added with Striving Readers Funds**

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

**Management Plan and Key Personnel**

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

Assessment Coordinator	Mr. Read Carter	Dr. Drew Sauls
------------------------	-----------------	----------------

## **Sustainability Plan**

### **Plan for Sharing Lessons within the LEA**

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

### **Plan for Extending Assessment Practices Beyond the Funding Period**

The Brantley County School District is committed to extending not only assessment practices but also all practices or activities that are made possible through the Striving Readers grant. As will all programs or practices in the district, Striving Reader assessments must meet the following criteria for extending their use in the district: align with the GPS (CCGPS); align with district initiatives; measure what they are intended to measure; provide teachers, students, and parents with data that is helpful in addressing students' literacy needs; and be efficiently managed and used by teachers and staff. If annual evaluations of the Striving Readers' assessments meet each of these criteria, then the district will

continue to support the assessment practices through funding and training. The annual evaluations will include teacher, student, and parent surveys; teacher interviews; and analysis of assessment data.

#### **Plan for Extending Professional Learning Practices Beyond the Funding Period**

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

#### **Plan for Sustaining Technology**

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

#### **Budget Summary**

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



## **School/Center Application**

### **School History**

Waynesville Elementary School opened in 1999 and is located on the east end of Brantley County. The school began as a Pre-K through second grade school. Over a period of several years, grades three through six were added, and an additional wing was built onto the school. In 2008, grades four through six moved from the Waynesville Elementary campus to form a new elementary school. Waynesville Elementary was then renamed Waynesville Primary School (WPS). WPS is comprised of one principal, one counselor, one school nurse, one media specialist, 28 certified personnel members, nine paraprofessionals, three office staff members, three custodial staff members, and seven school nutrition staff members. WPS currently serves 433 students of which 77.14% receive free and reduced lunch. Of the 433 students, 54% are male, 46% are female, 96% are White, 3% are Black, 0.01% are Hispanic, and 0.01% are Multi-Racial. In the last several years, WPS has experienced an increase in family and

community involvement due to the creation of a Parent Teacher Organization and the work of our Parental Involvement Better Seeking Team.

### **Administrative and Teacher Leadership Team**

The WPS School Leadership Team consists of the principal, media specialist, special education coordinator, grade-level chairpersons, and a representative of our Early Intervention Program (EIP) team. WPS promotes shared decision-making among all faculty and staff members. WPS personnel has input with the leadership team through representatives. Leadership team members share all data and decisions with colleagues through grade level or professional learning community meetings. The leadership team meets monthly, and various sources of data are examined to identify and prioritize the needs of Waynesville Primary. Once needs have been identified, the team works to formulate and implement a plan of action to address those needs. The members of the School Leadership Team are as follows: Dr. Adrian Thompson, Principal; Dr. Karla Carter, Media Specialist; Michelle Lynn, Special Education (SPED) Coordinator; Chelly Lee, Pre-K Chairperson; Kelli Edgy, Kindergarten Chairperson; Kay Metelits, 1<sup>st</sup> Grade Chairperson; Jennifer Love, 2<sup>nd</sup> Grade Chairperson; Chrissy Ratliff, 3<sup>rd</sup> Grade Chairperson; and Julie Johnson, EIP Representative.

### **Past Instructional Initiatives**

Waynesville Primary School faculty and staff have been trained in and have implemented numerous initiatives focused on increasing student achievement in literacy. Some of these instructional initiatives include: Georgia Performance Standards (GPS); Learning-Focused Strategies; Balanced Assessment, Six + 1 Traits of Writing; Writing Across the Curriculum; Wilson Reading Program; Pyramids of Intervention in Attendance, Behavior, and Academics; Response to Intervention (RTI); Georgia RESA Assessment of School Performance (GRASP); Peer Assisted Learning Strategies (PALS); Standards Based

Classroom; Differentiated Instruction; Carla Horry Writing; Lexia; Common Benchmark Assessments; and Unit Writing.

### **Current Instructional Initiatives**

Numerous initiatives from the list included above are continuing to be implemented at WPS. Some of the current instructional initiatives of WPS include: Common Core Georgia Performance Standards (CCGPS) Rollout, Utilization of Instructional Technology in the Classroom, RTI, GRASP, Learning-Focused Strategies, Standards Based Classroom, Writing Across the Curriculum, Unit Writing, Differentiated Instruction, Lexia, Common Benchmark Assessments, PALS, and Wilson Reading Program.

### **Professional Learning Needs**

Professional learning needs have been identified through faculty and staff surveys, Georgia Assessment for Performance on School Standards (GAPSS) analysis, and professional learning communities. The top three professional learning needs are Instructional Technology in the Classroom, an Intensive Writing Program, and Higher-Order Thinking Skills.

### **Need for a Striving Readers Project**

A Literacy Needs Assessment was conducted in the Fall of 2011 (See Appendix A). Two separate surveys were completed by ELA teachers and other content teachers. Below is a summary of the needs assessment results which provides documentation of our need for this Striving Readers project. These needs tie directly into our district priorities and WPS's goals and objectives for this Striving Readers grant.

- 63% of ELA teachers and 78% of content teachers stated they do not have access to instructional technology applications for challenged readers.
- 79% of ELA teachers and 94% of content teachers stated they do not have access to instructional technology applications for struggling writers.
- 42% of ELA teachers stated they do not have access to an adequate supply of current supplemental literacy resources.
- 56% of content teachers stated they do not have access to a research-based program for struggling writers.

### **School Literacy Team**

#### **Literacy Team Structure**

WPS literacy team members include: Dr. Adrian Thompson, Principal; Dr. Karla Carter, Media Specialist; Heidi Wells, 3rd Grade Language Arts Teacher; Chrissy Ratliff, 3rd Grade Language Arts Teacher; Amanda Turner, 2nd Grade Language Arts Teacher; Jeannett Eunice, 1st Grade Language Arts Teacher; Misty Rowell, Kindergarten Language Arts Teacher; and Julie Johnson, EIP Representative. WPS promotes shared decision-making among all faculty and staff members. WPS personnel has input with the literacy team through representatives. Literacy team members share all data and decisions with colleagues through grade level or professional learning community meetings.

#### **Literacy Team Schedule**

The literacy team has scheduled monthly meetings; however, additional meetings are held when necessary (See Appendix B for sample meeting minutes). Literacy team members also meet weekly with their grade level colleagues to redeliver and discuss plans on improving literacy enrichment.

#### **Literacy Team Initiatives**

WPS is committed to providing all students with literacy skills that will aid them as they continue their education and become lifelong learners. The literacy team has identified the following initiatives to improve student literacy: Implement a Birth to Five Literacy Education and Support Program, Tracking Phonemic Awareness, Building Fluency and Comprehension with Interactive Computer Programs, Performance on Grade Level, Community Involvement (mentors/role models and reading volunteers), Discussion of RTI Data, Root Cause Analysis, Accelerated Reader (AR) Program, AR Data Analysis, Standardized Test for the Assessment of Reading (STAR) Program, STAR Data Analysis, Lexia Data Analysis, and Speaking the Language/Vocabulary of the Standards.

**Analysis and Identification of Student and Teacher Data**

**Student Achievement Needs**

The following tables depict student achievement data on the Early Learning Readiness Assessment, Georgia Kindergarten Inventory of Developing Skills (GKIDS), Brantley County School District End of the Year Test for First and Second Grades, Third Grade Reading and ELA portions of the Criterion Referenced Competency Test (CRCT), and Third Grade Writing Assessment.

Early Learning Readiness, Fall 2011 Measured by Lexia (Disaggregated data is not available.)	
Students Tested	90
Average Points for Tested Students	5.81
Questions	Percentage of Student Mastery

What is your first name?	71%
What is your last name?	44%
Student names letters in first name.	72%
How old are you?	90%
Name basic colors of 8 crayons.	82%
Writes first name with pencil and paper	51%
Phonemic Awareness with pictures	80%
Phonemic Awareness without pictures	13%

GKIDS, May 2011		
(Disaggregated data is not available.)		
Content Area	Strand	Mean % Meets/Exceeds
English Language Arts	Reading	87.2
	Writing	82.5
	Listening/Speaking/Viewing	93.5
Mathematics	Numbers and Operations	84.3
	Measurement	89.1
	Geometry	86.8
	Data Analysis	97.4
Approaches to Learning	Curiosity and Initiative	97
	Creativity and Problem Solving	80.6
	Attention/Engagement	83.2
Personal/Social Development	Personal	91.1
	Social	91.4

Brantley County End of Year Assesment, Spring 2011				
	Reading		ELA	
Grade	DNM	Meets/Exceeds	DNM	Meets/Exceeds
1 <sup>st</sup>	1%	99%	11%	89%
2 <sup>nd</sup>	9%	91%	20%	80%

3 <sup>rd</sup> Grade CRCT, Spring 2011				
	All Students	White	SWD	ED
Students in AYP Grade Levels	102	100	11	84
FAY Students with Test Scores	88	87	10	74
Basic/Does Not Meet	5.1%	5.2%	10%	6.1%
Proficient/Meets	69.3%	69%	85%	71.6%
Advanced/Exceeds	25.6%	25.9%	5%	22.3%
Meets + Exceeds	94.9%	94.8%	90%	93.9%

Georgia 3rd Grade Writing Assessment, Spring 2011						
Areas of Writing						
Types of Writing	Ideas			Organizations		
	DNM	M	EXC	DNM	M	EXC
Informational	9	52	39	17	63	20
Persuasive	22	49	29	29	50	21

Narrative	16	48	36	20	57	22
Response to Literature	10	57	34	13	66	21
Types of Writing	Style			Conventions		
	DNM	M	EXC	DNM	M	EXC
Informational	18	56	26	18	56	26
Persuasive	19	60	21	28	46	27
Narrative	16	61	23	23	55	23
Response to Literature	15	67	17	13	58	29

### Teacher Data

WPS Teacher Data, Fall 2011	
Teacher Retention from School Year 2010-2011 to 2011-2012	100%
Highly-Qualified Staff	100%

### Teacher Professional Learning Needs



Professional learning needs have been identified through faculty and staff surveys, GAPSS analysis, and professional learning communities. The top three professional learning needs are Instructional Technology in the Classroom, an Intensive Writing Program, and Higher-Order Thinking Skills. Due to financial constraints, professional learning from outside sources is extremely limited. The majority of WPS's current professional learning occurs in-house. A table of courses offered during the 2010-2011 school year and the percentage of staff who attended these courses can be found on page 47.

### **Curriculum Needs**

The greatest curriculum needs at WPS are to provide students access to a variety of texts and a formal research-based writing program. It is essential that students are provided with an abundance of texts such as leveled readers, trade books, media center titles, and classroom books. Furthermore, these texts need to provide an engaging format that promotes the building of literacy skills. A formal writing program will aid students in being able to effectively communicate with others. Professional learning in this formal writing program is critical to implementing the program correctly in order to achieve the greatest student gains.

### **Technology Needs**

Waynesville Primary School Technology Inventory, December 2010	
Student Population	423

Total Classrooms		33	
Regular Education Classrooms		28	
Vocational Education Classrooms		0	
Special Education Classrooms		5	
Number of Modern Computers	Regular Classrooms	Desktops	16
		Laptops/Notebooks	0
	Special Ed Classrooms	Desktops	5
		Laptops/Notebooks	0
	All School Stationary Labs	Desktops	0
		Laptops/Notebooks	0
	Media Center	Desktops	2
		Laptops/Notebooks	0
	Thin/Virtual PC	Host PC	10
		Clients Served by the Host PC	30
Total (excluding Servers)		63	
Students per Modern Instructional Computers (excluding servers)		6.6	
Peripheral Equipment	Data/Video Projectors		7
	Digital Cameras		0
	Digital Video Cameras		0
	Document Cameras		0
	e-Reader		0
	Interactive Slate		6
	Interactive Whiteboard		3
	Student Response System		1

WPS has many technology needs as evidenced in the table above. The Georgia Department of Education has certain specifications as to what defines a computer as modern. WPS has only 16 modern computers in regular education classrooms. Many of our teachers do not have modern computers to use for instruction in the classroom and much less for student utilization. All teacher computers are currently running Microsoft Office 97. The only computer lab in the school does not have any modern computers, is continuously in need of repair, and runs slowly. The six third grade classrooms have ceiling mounted data projectors and wireless interactive slates. Only three classrooms have interactive whiteboards. WPS underwent a GAPSS review in the Spring of 2011. The two lowest observation statistics were directly related to technology. GAPSS evaluators only saw 14% of classrooms integrating technology effectively into instruction and 16% of classrooms in which students were effectively using technology during the class period (GAPSS Standard I 2.7). The School Leadership Team identified integrating instructional technology as a top priority for our school. However, Brantley County has one of the lowest per child educational expenditures in the state of Georgia due to its rural status and low tax base. In order for students to continue to meet and exceed standards, especially in literacy, WPS must seek outside resources, such as this Striving Reader Comprehensive Literacy Grant (SRCL).

## **Needs Assessment**

### **Needs Assessment Process at the School**

Waynesville Primary School uses a variety of needs assessments to identify areas of school improvement. Professional learning needs have been identified through faculty and staff surveys, GAPSS analysis, and professional learning communities. The Brantley County School District Pre-K Coordinator and Pre-K educators work closely with area centers that work with children between the ages of birth and 5 years, including Head Start and one private Pre-K center, to identify needs to help bridge literacy gaps. Assessments or screeners are used to identify literacy needs of all students and are administered

at the beginning of the year to identify at-risk students and throughout the year to evaluate improvement. Kindergarten uses Lexia, a computer based version of the Basic Literacy Test. GRASP screenings are a series of assessments that evaluate students' ability levels in phonics, reading fluency, reading comprehension, and mathematics. GRASP screenings and Lexia assessments are administered three times each year: at the beginning of the year, after the first semester, and at the end of the school year.

Throughout the year, benchmark assessments are given at the end of each nine weeks. These are paper and pencil assessments developed by teachers and administrators using items from Georgia's Online Assessment System (OAS). Toward the end of the school year, third grade students participate in a mock CRCT prior to taking the actual CRCT. Students in first and second grade take a district wide end of year assessment. Third grade students also participate in a writing test each spring. Students in grades 1-3 also take the STAR test in reading and math at the beginning, middle, and end of the school year to monitor and assess student learning.

WPS utilizes our local Okefenokee RESA agency to provide our staff with feedback on our curriculum, instructional, and assessment practices. Last Spring, a GAPSS team was invited to Waynesville Primary to help identify school improvement needs. The GAPSS team collected data from student interviews, staff interviews, and classroom observations and provided WPS faculty and staff with areas on which to focus school initiatives.

Teachers regularly use both formal and informal assessments throughout the year to identify instructional needs and assess student achievement. Some of these assessments include, but are not limited to: Chapter or Unit Tests; Quizzes; AR Quizzes; Project-based Assessments such as Building Dioramas, Science Fair Projects, Information Boards, and Brochures; and Student Writing.

Individuals who participate in these needs assessments include: Classroom Teachers, EIP Teachers, SPED Teachers, Administrator, Media Specialist, Paraprofessionals, Okefenokee RESA Personnel, and District Office Personnel.

### **Areas of Concern**

After careful examination of student achievement data, teacher surveys, and GAPSS review feedback, the WPS literacy team identified three major areas of concern. There are needs in the following areas:

1. Diverse selection of texts to be made available to students,
2. Intensive writing program, and
3. Instructional technology for use by students and teachers.

The Georgia Department of Education's "What" document refers to having a diverse selection of texts available to students as a "Best Practices in Instruction" and "Intentional Strategy for Maintaining Engagement". While students in all grade levels have access to different texts, either in the classroom or in the media center, the selection of texts vary greatly from one classroom to the next. Aside from the standard textbooks that are issued to all students, access to diverse texts depends largely on the teachers' classroom libraries. These libraries are limited as teachers do not have funds to purchase a variety of texts for classroom use. The media center also has limited resources. Since the school split three years ago, many media center titles were sent to the new school that houses grades 4-6. Additionally, media funding has steadily decreased over the years, making the purchase of diverse media titles difficult. WPS has a shared book room in which leveled readers are available for classroom use; however, there are only a

few book titles per reading level. The lack of text diversity is an issue in all grade levels in our school. There is also a great need for content related texts. Texts related to social studies topics are limited, and texts related to science topics are even more scarce.

Another best practice identified in the “What” document is intensive writing as a “Best Practices in Instruction”. Although writing instruction begins in Pre-K and is expanded upon every year as students progress through WPS, we lack professional development in an intensive and continuous writing program. The greatest emphasis on writing at WPS occurs in third grade. This is largely a result of the third grade writing test that students must be prepared for in the spring. We lack a continuous plan or program in grades K - 2 to ensure that students have the prerequisite writing skills needed before entering third grade. In addition, writing is generally taught in isolation, and we need students to write across all content areas more frequently to increase writing proficiency. In order to address writing needs, many of our teachers participated in the Six + 1 Traits of Writing training six years ago. However, lack of funding for professional development has prevented follow up training and professional learning for new teachers. Emphasis on maintaining use of those strategies has declined over the years, and the level of program implementation varies greatly from one teacher to the next.

One of our greatest needs at WPS is for increased levels of technology and professional development in using those technologies. The “What” document supports the use of technology, identifying it under “Best Practices in Instruction” and “Intentional Strategies for Maintaining Engagement”. The need for technology is great across all classrooms at WPS, as they all have limited levels of technology. All classrooms have a teacher workstation; however, many of the workstations are not considered modern. These computers are slow and cannot run updated software or hardware. In the last several years, WPS has tried to maximize decreasing funds to benefit the most students. With this in mind, WPS purchased Thin Client PCs which include one CPU and four monitors. These pods allow four students to access different programs from one CPU; however, these stations will not run some

software. Over the years, WPS has tried to update and add technology to classrooms through the use of yearly allocated instructional funds. Due to the high costs of instructional technologies and shrinking instructional funds, our already limited technology becomes outdated faster than we can replace it or add new technology.

### **Root Cause Analysis**

After analyzing our needs assessments and discussing the data, the WPS literacy team identified four underlying problems associated with Waynesville Primary School's need for improvement in literacy in all grade levels. They are:

1. Lack of Parental Support of Literacy,
2. Lack of Current Literacy Resources and Materials,
3. Lack of Professional Learning, and
4. Lack of Funding.

### **Underlying Problems**

One root cause of Waynesville Primary School's need for increasing student literacy is a deficiency in parental support of literacy at home. According to the 2010 Census of Brantley County, only 75.2% of people age 25 and older graduated from high school compared to the Georgia state average of 82.9%. Furthermore, just 6% of Brantley County residents have a Bachelor's degree or higher while Georgia's state average is 27.1%. Persons in Brantley County living below the poverty level is 19.9% as compared to the state average of 16.6%. This data demonstrates that there are parents in our county who are less educated than their counterparts in other counties and comprise a lower socio-economic status. For various reasons, parents are unable or unwilling to help their children with literacy at home. WPS faces the task of educating these students and compensating for the lack of literacy reinforcement at home.

The WPS literacy team recognized the shortage of current resources and materials as a reason for the need to increase student literacy skills. WPS teachers use all resources that are available to them; however, some of these materials are outdated and well used. Educators are not able to purchase the most current and research-based literacy resources. Our students suffer with the lack of up-to-date materials to aid in literacy instruction.

After examining Waynesville Primary School's absence of an intensive writing program, the literacy team determined that the problem is due to a lack of professional learning. Although some WPS teachers have been through various writing program trainings, there has been no continuous or extended professional development for existing educators and no introductory trainings for new teachers. This has led to a fragmented writing program implementation at best. The lack of professional development has affected all educators but especially teachers in grades K-3. Professional learning has suffered due to a lack of funding in addition to those areas mentioned above. In the past several years, faculty and staff have primarily attended school/district based professional learning to limit training costs. Furthermore, administrators cover classes with other educators or paraprofessionals in order to cut costs associated with professional learning. Only a small percentage of our teachers have engaged in outside trainings in the past three years. The needs assessment conducted at the school level revealed that a high percentage of teachers do not have access to a research-based writing program to help struggling writers.

Literacy team members scrutinized the reasons why WPS lacks text diversity, an intensive writing program, and instructional technology and found that these problems are due to a shortage of funding. Like many schools in Georgia, WPS is suffering from a scarcity of funds which directly impacts instruction. However, with WPS being in a small, rural school district, we have a limited ability to generate additional funding outside of state allocations. The allocations that we do have for



instructional funds are quickly depleted after purchasing basic classroom supplies, such as paper, pencils, construction paper, crayons, and other essentials. While lack of funding is a problem in all grade levels, grades K-3 are affected the most as they do not have the instructional supply budget as that of the lottery-funded Pre-K classrooms. The rationale for determining this cause was gained through examination of instructional fund expenditures over the past three years. After purchasing rudimentary classroom supplies, copy paper, and purchasing or replacing basic technology, there were no funds remaining for additional texts, researched-based writing programs, or instructional technology. In the past several years, we have had fundraisers to generate money to purchase additional texts for our media center and minimal technology; however, we have been unable to raise funds to purchase classroom texts, writing programs, or large scale instructional technology implementation. The needs assessment conducted at the school uncovered that a high percentage of ELA and content teachers do not feel that they have access to a diverse selection of texts, intensive writing programs, or instructional technology.

### **Past Initiatives to Address the Problems**

WPS instituted past initiatives to address the problems identified above. Some of these enterprises included parent education, collaboration of district teachers on literacy resources and materials, school and/or district professional learning, and fundraisers.

### **Project Goals and Objectives**

#### **Goals to be Funded by Striving Readers**

WPS developed four goals that will augment instructional practices already in place and will use funds gained through the Striving Readers grant to help reach these goals.

**Goal 1: Increase the number of texts in every classroom library by 20 titles, the media center by 500 titles, the Book Room by 200 titles, and the Birth to Five population by 500 titles during the 2012-2013 school year.**

Reaching this goal will allow us to further align our literacy improvement efforts with those listed in the Georgia Literacy Plan. Areas from the Georgia Literacy Plan in which this goal is addressed are “Standards for Literacy for Birth-to-Grade 12”, “Best Practices in Instruction”, and “Intentional Strategies for Developing and Maintaining Engagement as Students Progress through School”. While we have been using our instructional funds to slowly build a variety of texts over the years, funding from the Striving Reader Grant would greatly accelerate progress toward this goal. Our needs assessment showed that 42% of ELA teachers stated they do not have access to an adequate supply of current supplemental literacy resources. An assessment conducted by the Pre-K Coordinator determined access to literacy resources as a major need in the Head Start and private Pre-K centers as well as the Birth to Five population that does not attend educational centers.

Objectives to meet Goal 1:

- A. Purchase 500 titles for the media center
- B. Purchase 20 titles for each classroom library
- C. Purchase 200 titles for the book room
- D. Purchase 500 titles for the Birth to Five population

**Goal 2: Provide 100% of classrooms with access to modern 21<sup>st</sup> century instructional technology resources during the 2012-2013 school year.**

Attainment of this goal will enable us to strengthen our literacy plan according to the Georgia Literacy Plan. Guidelines provided in the “Intentional Strategies for Developing and Maintaining Engagement as Students Progress through School”, “Best Practices in Instruction”, “Ongoing Formative

and Summative Assessments”, and “Standards for Literacy for Birth-to- Grade 12” sections of the Georgia Literacy Plan provide rationale for this goal. Although we have been using our limited funding to slowly add technology over the years, funds from the Striving Reader Grant would allow us to almost immediately bring our classroom technologies up to 21<sup>st</sup> century levels. Our needs assessment showed that 63% of ELA teachers and 78% of content teachers stated they do not have access to instructional technology applications for challenged readers and 79% of ELA teachers and 94% of content teachers stated they do not have access to instructional technology applications for struggling writers.

Objectives to meet Goal 2:

- A. Purchase 29 laptops which will allow teachers to have access to computers that will run newer software
- B. Purchase and install 27 interactive white boards and/or interactive slates for classrooms and the media center
- C. Purchase and install 27 data projection systems for classrooms and the media center
- D. Purchase and install 27 document cameras for teacher and student use
- E. Purchase professional learning from an expert on interactive white boards, slates, and document cameras
- F. Purchase 8 modern computers for the media center
- G. Purchase 1 classroom student response system for media center circulation
- H. Upgrade present Accelerated Reader program to the more modern Renaissance Place
- I. Purchase a Lexile based assessment program
- J. Purchase 27 listening centers
- K. Purchase assistive technology
- L. Purchase educational software and website subscriptions

- M. Purchase 27 interactive readers
- N. Purchase 30 desktop computers to update computer lab
- O. Purchase 1 laser printer for the computer lab

**Goal 3: Increase the percent of students meeting or exceeding standards in all four areas of writing in the four types of writing as measured on the Third Grade Writing Assessment to 80% during the 2012-2013 school year, 83% during the 2013-2014 school year, and 86% during the 2014-2015 school year.**

Meeting this goal will strengthen our literacy plan at WPS according to the Georgia Literacy Plan. The “Standards for Literacy for Birth-to-Grade 12”, “Best Practices in Instruction”, and “Clearly Articulated Plan for Alignment Vertically and Horizontally” as well as “Transitions between Grades and Schools” building blocks for the Georgia Literacy Plan support the need for attainment of this goal. Although we have made writing a focused area of improvement over the past several years, gaining funds from the Striving Reader grant will allow us to provide our teachers with professional development in an intensive writing program so that we can ensure that consistent and rigorous writing instruction occurs in every classroom. Our needs assessment showed that 56% of content teachers stated they do not have access to a research-based program for struggling writers.

Objectives to meet Goal 3:

- A. Purchase a researched-based writing program
- B. Provide teachers with professional development in an intensive writing program

#### **Goals to be Funded with Other Revenue Sources**

**Goal 4: Provide 100% of staff members with professional learning in the new CCGPS by the start of the 2012-2013 school year.**

This goal will address the “Standards for Literacy” and “Best Practices in Instruction” as outlined in the Georgia Literacy Plan “What” document. As Georgia education standards transition to CCGPS, all educators will need training. In order to meet this need, WPS will ensure that all teachers have watched webinars and have access to all related CCGPS materials and resources.

Objectives to meet Goal 4:

- A. Provide teachers with access to CCGPS professional learning resources and materials
- B. Provide teachers with release time to discuss, collaborate, and create CCGPS lesson plans

**Scientific, Evidence-based Literacy Plan**

WPS developed a plan to implement each of the identified goals and objectives.

<b>GOALS</b>	<b>Who Will Implement Goal?</b>	<b>During what part of the instructional day will the goal be implemented?</b>
1. Increase the number of texts in every classroom library by 20 titles, the media center by 500 titles, book room by 200 titles, and the Birth to Five population by 500 titles during the 2012-2013 school year. (Addressed in areas 1, 4, 8, and 9 of the Georgia Literacy Plan.)	<ul style="list-style-type: none"> <li>• Pre-K-3rd Grade Teachers</li> <li>• Birth to Five Teachers/Caregivers</li> <li>• SPED and Gifted Teachers</li> <li>• EIP Teachers</li> <li>• Media Specialist</li> <li>• Paraprofessionals</li> </ul>	<ul style="list-style-type: none"> <li>• The media specialist, teachers, and Birth to Five caregivers/teachers will inventory their books and then develop a list of texts based upon content and reading level needs after school and during planning periods.</li> </ul>
2. Provide 100% of classrooms with access to modern 21 <sup>st</sup> century instructional technology resources during the 2012-2013 school year. (Addressed in areas 1, 3, 4, and 9 of the Georgia Literacy Plan.)	<ul style="list-style-type: none"> <li>• Pre-K – 3rd Grade Teachers</li> <li>• Birth to Five Teachers/Caregivers</li> <li>• SPED and Gifted Teachers</li> <li>• EIP Teachers</li> <li>• RTI Teachers/Paras</li> <li>• Media Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Content Blocks</li> <li>• SPED Segments</li> <li>• RTI Segments</li> <li>• AR and library time</li> <li>• Professional learning for technology during teacher work sessions and in-service days</li> </ul>

	<ul style="list-style-type: none"> <li>• Paraprofessionals</li> </ul>	
<p>3. Increase the percent of students meeting or exceeding standards in all four areas of writing in the four types of writing as measured on the Third Grade Writing Assessment to 80% during the 2012-2013 school year, 83% during the 2013-2014 school year, and 86% during the 2014-2015 school year. (Addressed in areas 1, 4, and 8 in the Georgia Literacy Plan.)</p>	<ul style="list-style-type: none"> <li>• K-3rd Grade ELA Teachers</li> <li>• SPED Teachers</li> <li>• EIP Teachers</li> <li>• RTI Teachers/Paras</li> <li>• Media Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development in an intensive writing program will occur during teacher planning times, after school, and during teacher work sessions and in-service days.</li> </ul>
<p>4. Provide 100% of staff members with professional learning in the new CCGPS by the start of the 2012-2013 school year. (Addressed in areas 1 and 5 of the Georgia Literacy Plan.)</p>	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Media Specialist</li> <li>• All certified teachers</li> </ul>	<ul style="list-style-type: none"> <li>• During professional development activities after school</li> <li>• Professional development activities during teachers' planning times and in-service days</li> </ul>

### **Current School Instructional Schedule**

Waynesville Primary School's instructional day is from 8:00am until 3:00pm. Forty-five minutes of the day are reserved for P.E. Another forty-five minutes are used for lunch and recess. Every grade level has at least 120 minutes for Reading/ELA instruction and 90 minutes for math instruction. A detailed schedule for each grade level can be found on pages 45-47 of this application. The current school schedule for each grade will not change if WPS is awarded the Striving Readers grant as all goals outlined above will augment our current literacy plan.

## **Plan for Tiered Instruction**

All students will receive quality, tier one instruction in all classrooms. Part of this instruction will include access to 21st century technology, access to a variety of texts, and participation in a rigorous writing program, all of which are supported in the Georgia Literacy Plan. Students who are not having their needs met by tier one instruction will be identified by administering universal screenings three times each year and by teacher referral. These students will then begin to receive tier two interventions.

The type of tier two interventions that students receive will be determined by their specific learning needs. These interventions will generally take place during times designated for RTI or during their center time in the classroom. These interventions will take place 2 – 3 days each week for at least 45 minutes in small groups of no more than six students. Interventions will be provided by paraprofessionals trained in specific interventions or EIP teachers. These students will be progress monitored every other week in order to determine whether or not they are making sufficient progress. Students who are not making progress based on their progress monitoring data will be moved to tier three.

Tier three instruction will consist of research based interventions administered five days per week for at least 45 minutes. These interventions will occur in very small groups of no more than three students and will be administered by EIP teachers. These students will be progress monitored every week. If they are not making sufficient progress, they will be referred for tier four, or SPED testing.

Tier four interventions will be determined by each child's specific needs as outlined in their Individualized Education Plan (IEP).

## **Resources for Tier I Instruction**

The following resources are currently utilized in Tier I RTI instruction: Textbooks, Classroom Libraries, Math Manipulatives, Teacher-Created Materials, GPS Coach Books, Leveled Readers, Educational Websites/Software, Classroom Teachers, EIP Teachers, and Paraprofessionals.

**Time, Personnel, and Strategies for Tier II, III, and IV Instruction**

Tier	Time	Personnel	Strategies (Small group instruction of no more than 6 students.)
II	30 – 45 Minutes per day, 2-3 days per week during designated RTI times or during center time	<ul style="list-style-type: none"> <li>• Classroom Teachers</li> <li>• EIP Teachers</li> <li>• Paraprofessionals</li> <li>• Administrators</li> <li>• Speech Pathologist</li> </ul>	<ul style="list-style-type: none"> <li>• Wilson Reading program</li> <li>• FUNdations</li> <li>• SRA Direct Instruction</li> <li>• Touch Math</li> <li>• Accelerated Math</li> <li>• Math Facts in a Flash</li> <li>• Other computer based interventions</li> </ul>
III	30 – 45 Minutes per day, 5 days per week during designated RTI times or during center time	<ul style="list-style-type: none"> <li>• Classroom Teachers</li> <li>• EIP Teachers</li> <li>• Paraprofessionals</li> <li>• Administrators</li> <li>• Speech Pathologist</li> </ul>	<ul style="list-style-type: none"> <li>• Wilson Reading program</li> <li>• FUNdations</li> <li>• Academy of Reading</li> <li>• SRA Direct Instruction</li> <li>• Touch Math</li> <li>• Accelerated Math</li> <li>• Math Facts in a Flash</li> <li>• Other computer based interventions</li> </ul>
IV	Amount of time will be determined by individualized education plan (IEP)	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Special education teachers</li> <li>• Special education paraprofessionals</li> <li>• Speech pathologist</li> </ul>	<ul style="list-style-type: none"> <li>• Wilson Reading program</li> <li>• Assistive technology</li> <li>• FUNdations</li> <li>• SRA Direct Instruction</li> <li>• Touch Math</li> <li>• Accelerated Math</li> <li>• Math Facts in a Flash</li> </ul>

**Conflicts with Other Efforts**

The initiatives supported by the Striving Readers grant will not conflict with any of our current initiatives. We will strive to meet the goals of increasing the quality and frequency of writing, increasing



the diversity of texts available to students, and increasing the use of instructional technology in the classroom. All of the strategies presented for this grant compliment our current initiatives in literacy.

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

#### **Current Classroom Resources**

WPS classrooms have the following resources: Computer Pod with Internet Access, Interactive Slate, Ceiling Mounted Data Projectors (3<sup>rd</sup> grade only), SRA Resources, Trade Books, Leveled Readers, Center Games, AR, STAR, GPS Coach Books, Audio Books, Educational Websites/Software, Literacy Board Games, Overhead Projector, Instructional Videos, Listening Center, Literacy Games, Center Games, Teacher-Made Games, Printable Decodable Books, Phonics Resources, Flash Cards, Big Books, Alphabet Visuals, Letter Tiles, Magnetic Letters, Puzzles, Literacy Bags (Pre-K only), Books, and Writing Centers.

#### **Current Shared Resources**

WPS educators share the following resources: Language Master, Book Room, Computer Lab, Laser Printer, Leveled Readers, and Literacy Games.

#### **Current Library Resources**

The WPS Media Center has the following resources: Three Computers with Internet Access, Three Circulation Computers, Two Teacher Computers, Laser Printer, Listening Centers, Overhead Projectors, Two Portable Data Projectors, Classroom Performance Systems, Instructional Videos, DVD Players, VCR Players, Periodicals, Professional Learning Resources, Poster Printer, Video Distribution System, Laptop, Books with Audio Cassette Tapes, Big Books, AR, STAR, Educational Websites, 7,883 Titles (68% of collection is Fiction and 32% of collection is Nonfiction; average age of collection is 1994), Approximately 100 Checkouts Per Day, and Two Weekly Newspapers.

## Additional Resources Needed to Ensure Student Engagement

List of Needed Resources	
Resource	General Description of How Resource will Improve Literacy
Professional Learning	Teacher (Birth to 3 <sup>rd</sup> Grade) training in: <ul style="list-style-type: none"> <li>• An intensive writing program</li> <li>• Instructional technology</li> </ul>
Instructional Technology <ul style="list-style-type: none"> <li>• Computers</li> <li>• Assistive Technology</li> <li>• Lexile Based Assessment Tool</li> <li>• Interactive Whiteboards</li> <li>• Interactive Slates</li> <li>• Interactive Readers</li> <li>• Listening Centers</li> <li>• Document Cameras</li> <li>• Software</li> <li>• Educational Websites Subscriptions</li> </ul>	Technology will: <ul style="list-style-type: none"> <li>• Engage all students</li> <li>• Make software, hardware, and educational websites available to both teachers and students</li> <li>• Enable teachers to employ applications that assess, teach, reinforce, and promote literacy skills</li> <li>• Provide teachers and students with access to 21<sup>st</sup> century technology tools</li> </ul>
Trade Books	Aid teachers in: <ul style="list-style-type: none"> <li>• Modeling reading, fluency, and comprehension strategies</li> <li>• Providing students with a variety of texts</li> </ul>
Leveled Readers	Aid teachers in: <ul style="list-style-type: none"> <li>• Providing students with more texts in each level</li> <li>• Supporting students with a smaller range of books to build strong reading skills which can be transferred to a broader range of reading materials</li> </ul>
Media Center Titles	Aid the Media Specialist in: <ul style="list-style-type: none"> <li>• Increasing the quantity of books (including audio books) available within reading levels</li> <li>• Balancing the percentage of fiction and nonfiction</li> <li>• Improving the age of the current collection</li> <li>• Increasing the number of daily checkouts</li> </ul>

Classroom Books	Aid teachers in: <ul style="list-style-type: none"> <li>• Providing students with access to a variety of books in the classroom</li> <li>• Supporting student literacy by offering books ranging in difficulty level</li> <li>• Building upon reading opportunities in the classroom that low socioeconomic families usually cannot provide</li> </ul>
-----------------	--

**Activities That Support Classroom Practices**

WPS employs the following activities to support classroom practices: Literacy Centers, Listening Centers, Writing Centers, Educational Websites, Software, Implementation of Research Based Practices, Standards Based Classroom Practices, Learning-Focused Strategies, AR Blocks, Extended Literacy Blocks, RTI Blocks, Differentiation, and Flex Groups.

**Activities That Support Literacy Intervention Programs**

WPS utilizes the following activities to support our literacy intervention programs: RTI Blocks, Implementation of Research Based Practices, Standards Based Classroom Practices, Learning-Focused Strategies, Remediation, Wilson Reading, and Reading A-Z.

**Additional Strategies Needed to Ensure Student Success**

WPS identified the following strategies as essential to ensuring student success: Parent/Community Education and Support, Professional Learning and Training, Implementation of Research Based Practices, Progress Monitoring, Universal Screenings, Remediation, Benchmarks, and Data Analysis.

**Project Procedures and Support**

The 2011-2012 schedules for all WPS grades are included below.

## Pre-K

## Kindergarten

7:30 – 8:15	Arrival/Greeting	7:30 – 8:00	Breakfast/Restroom
8:15 – 8:45	Breakfast	8:00 – 8:10	Attendance
8:45 – 9:00	Bathroom	8:10 – 8:30	Calendar
9:00 – 9:30	Large Group/Opening Activities	8:30 – 8:40	Bathroom
9:30 – 10:00	Small Groups	8:40 – 9:00	Teacher Directed Reading
10:00 – 10:10	Outside Time	9:00 – 9:30	Phonics
10:10 – 10:20	Phonological Awareness	9:30 – 10:10	Reading Groups/ <i>RTI</i>
10:20 – 11:30	Planning/Centers/Recall	10:10 – 10:20	Bathroom
11:30 – 12:30	Wash Hands/Lunch/Bathroom	10:20 – 10:45	Teacher Directed Math
12:30 – 12:45	Story Time	10:45 – 11:15	Lunch
12:45 – 1:45	Rest Time	11:15 – 11:30	Bathroom
1:45 – 2:00	Bathroom/Snack	11:30 – 11:50	Teacher Directed Math (Finish)
2:00 – 2:20	Large Group Literacy Activity	11:50 – 12:35	P.E./Planning
2:20 – 2:30	Closing Activities	12:35 – 1:00	Writing
2:30	Dismissal-Back Car Riders	1:00 – 1:20	Cut & Paste Activity
2:45	Dismissal-Bus Riders	1:20 – 1:50	Centers
2:45	Dismissal-Front Car Riders	1:50 – 2:10	Recess
		2:20 – 2:50	Snack/Pack/Storytime

1<sup>st</sup> Grade2<sup>nd</sup> Grade

7:30 – 8:30	Math Skills Practice and AR	7:30 – 8:10	Morning Work/Lunch Report
-------------	-----------------------------	-------------	---------------------------

	(Independent Seat Work)		
8:30 – 9:45	Guided Reading (Small Groups)	8:10 – 9:10	Teacher Directed Math
9:45 – 10:25	PE	9:10 – 10:00	Teacher Directed Reading
10:25 – 11:00	Snack & Read-Aloud/Video	10:00 – 10:30	Grammar/Writing
11:00 – 11:25	Calendar & Harcourt Math	10:30 – 11:00	Phonics/Spelling
11:25 – 11:55	Lunch	11:00 – 11:45	Math Centers
12:00 – 12:30	Math (Continued)	11:45 – 11:55	Math Masters
12:30 – 1:30	ELA/Science/Social Studies	11:55 – 12:25	Lunch
1:30 – 2:10	Gifted/ <b>RTI</b> /AR	12:25 – 12:40	Recess
2:10 – 2:20	Review and Pack	12:45 – 1:25	<b>RTI</b> /Gifted/Flex Groups
2:20 – 2:35	Recess	1:25 – 2:10	P.E. / Planning
2:35 – 2:50	Review Math/Literacy Skills/Read-Aloud	2:10 – 2:45	Science/Social Studies
		2:45 – 2:50	Pack up/Load Buses

### 3<sup>rd</sup> Grade

7:30 – 8:00	Breakfast/Restroom
8:00 – 8:10	Morning Work (7:30-8:10)
8:10 – 9:00	Exploratory/Planning/Bathroom
9:00 – 9:10	Math Masters

9:15 – 10:45	Station Teaching with Centers, Teacher Directed Math, Guided Math Practice, Accelerated Math (AM) & Computers
10:45 – 12:30	Station Teaching with Centers, Teacher Directed Reading, Word Work (Phonics & Spelling), English & Writing
12:30 – 1:20	Lunch & Recess & Bathroom
1:20 – 2:10	Social Sciences
2:10 – 2:45	<b>AR &amp; RTI</b>
2:45	Pack-up & Behavior Logs
2:50 – 2:55	Bus Riders & Car Riders

Every grade level has at least 120 minutes for Reading/ELA instruction and 90 minutes for math instruction. The schedules above reflect our RTI plan. Please note that Tier 1 instruction occurs during the longer content blocks of reading, ELA, and math. The Tier 2 and Tier 3 interventions occur with a trained paraprofessional or EIP teacher during the RTI instructional time. Tier 4 instruction occurs during the longer reading, ELA, and math blocks with a highly qualified Special Education teacher. The RTI instructional time is noted for each grade level on the schedules above.

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

Professional Learning, School Year 2010-2011		
Course	Hours	Staff Attended
Professional Learning Communities	10	80%
School Leadership Team	10	26%
GRASP Training	10	10%
Better Seeking Teams	10	100%

### **On-Going Professional Learning**

WPS engages in on-going professional learning. Current professional learning occurring at the school includes Professional Learning Communities, Better Seeking Teams (ELA, Math, Science, Social Studies, Transitions, Parental Involvement, and Attendance), and the School Leadership Team.

### **Preferred Method of Delivery of Professional Learning**

WPS staff recently took a professional learning survey that shows the faculty prefers the delivery of professional learning through a combination of face-to-face and online instruction (See Appendix A).

### **Additional Professional Learning Needs**

Professional learning needs have been identified through faculty and staff surveys, GAPSS analysis, and professional learning communities. The top three professional learning needs are Instructional Technology in the Classroom, an Intensive Writing Program, and Higher-Order Thinking Skills.

### **Assessment/Data Analysis Plan**

Assessment	Purpose	Skills	Frequency
Work Sampling Online.com (PreK)	Portfolio	Social	Daily
GKIDS	D	AK, PA, CoP, OL, PN, A and R, OL, NWF	3 X Per Year
Lexia	S	AK, PA, V, RC	3 X Per Year
Running Records	S	ORL, PN, RC	Every 3 Weeks

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

Our current assessment protocol aligns closely with the assessment protocol recommended in the SRCL assessment plan. As such, we will not have to discontinue any of our current assessments as a result of implementation of SRCL. We begin with screening our Pre-K-3rd grade students using a variety of early literacy and numeracy assessments such as Lexia and GRASP. Diagnostic assessments, such as STAR Reading, are also administered in order to determine specific academic deficiencies and prescribe interventions accordingly. Progress monitoring is then put into place in order to measure student gains in identified deficient areas. Summative assessments such as benchmark tests, CRCT, and GKIDS are also utilized to determine the effectiveness of the instructional program. We will need no new assessments or training in order to meet the requirements of the SRCL assessment plan.

We present student assessment data to parents and stakeholders in a number of ways. Student data is shared during parent/teacher conferences. Grade level data is shared and analyzed during leadership team meetings, school council meetings, and grade level meetings. Our school assessment data is posted on the Georgia Department of Education website, posted in the local newspaper, and presented during curriculum night.

**Budget Summary**



The table below identifies the resources, estimated cost of resources, and total cost of Waynesville Primary School's Striving Readers grant application. Please see the additional and more detailed budget table in Appendix C.

Resource	Estimated Cost Per Unit	Total Estimated Cost
Classroom Library Titles	\$15 per book x 20 books x 29 teachers	\$8,700
Media Center Titles	\$15 per book x 500 books	\$7,500
Book Room Titles	\$15 per book x 200 books	\$3,000
Birth to Five Population	\$15 per book X 500 books	\$7,500
Teacher Laptops	\$1000 x 29 teachers	\$29,000
Interactive Whiteboards/Interactive Slates	\$1500 x 27 classrooms	\$40,500
Data Projection Systems	\$2000 x 27 classrooms	\$54,000
Document Cameras	\$700 x 27 classrooms	\$18,900
Professional Learning and Training in Instructional Technology Resources	\$50 per teacher x 30 teachers x 2 days + \$2,000 per day for trainers x 2 days	\$7,000
Lexile Compatible Program	\$4,000 for program + \$3,000 for training	\$7,000
Media Center Computers	\$1,000 x 8 computers	\$8,000
Student Response System	\$1,500 x 1 system	\$1,500
Renaissance Place	\$23,000 + \$2,000 professional learning	\$25,000
Listening Centers	\$100 x 27 classrooms	\$2,700
Assistive Technology	\$250 x 27 classrooms	\$6,750

Educational Software/Website Subscriptions	\$10,000	\$10,000
Interactive Readers	\$250 x 27 classrooms	\$6,750
Computer Lab	\$1000 x 30 computers	\$30,000
Laser Printer	\$250 x 1 printer	\$250
Professional Learning and Training in an Intensive Research-Based Writing Program	\$50 per teacher x 30 teachers x 5 days + 2,000 per day for trainers x 5 days + materials and resources	\$22,500
Training for Literacy Team in Atlanta	5 days x 9 people	\$9,000
Audit Costs	X	\$500
Totals		\$306,050

All resources identified in the budget table above are directly related to the district and WPS's literacy needs assessment. WPS is seeking resources totaling \$26,700 in an effort to expand the variety of texts available to students. WPS is requesting \$247,350 in technology resources and professional learning in order to equip classrooms with technology tools and promote student engagement. An intensive writing program will require professional trainers and multiple days of trainings for teachers. The total for a researched-based professional learning program focused on writing is \$22,500. Additional funds are reserved for travel to Atlanta by the WPS Literacy Team and an independent accountant to conduct an audit of this grant. This total is \$9,500, and brings the total grant application estimated budget to \$306,050.

#### Appendix A

ELA Teacher Literacy Needs Assessment

Question	Yes	No
As an ELA teacher, do you have access to an adequate supply of current literacy resources?	63%	37%
As an ELA teacher, do you have access to leveled readers?	100%	0%
As an ELA teacher, do you have access to an adequate supply of short stories/novels?	74%	26%
As an ELA teacher, do you have access to a research-based program for struggling writers?	63%	37%
As an ELA teacher, do you have access to instructional technology applications for struggling writers?	21%	79%
As an ELA teacher, do you have access to a research-based program for challenged readers?	79%	21%
As an ELA teacher, do you have access to instructional technology applications for challenged readers?	37%	63%
As an ELA teacher, do you have access to an adequate book room?	95%	5%
As an ELA teacher, do you have access to adequate resources for high achievers/gifted students?	68%	32%
As an ELA teacher, do you have access to an adequate supply of current supplemental literacy resources such as Coach Books, etc.?	58%	42%
Does the media center have current resources to support literacy instruction for all ability levels?	95%	5%

#### Content Teacher Literacy Needs Assessment

Question	Yes	No
In your classroom, do you use any additional resources to support or promote literacy such as trade books, technology (presentation tools/research tools), etc.?	100%	0%

Do you have access to a research-based program for struggling writers?	44%	56%
Do you have access to instructional technology applications for struggling writers?	6%	94%
Do you have access to a research-based program for challenged readers?	72%	28%
Do you have access to instructional technology applications for challenged readers?	22%	78%
Do you have access to adequate resources for high achievers/gifted students?	67%	33%
Does the media center have current resources to support literacy instruction for all ability levels?	89%	11%

#### Professional Learning Needs Assessment

Question	Yes	No
Have you participated in any professional learning outside of Waynesville Primary School in the last year?	17%	83%
If you answered yes on #1, what kind of professional learning was it?	<ul style="list-style-type: none"> <li>• Bright from the Start Training</li> </ul>	
Have you participated in any type of continuing education in the last year?	22%	78%
If you answered yes on #3, what kind of continuing education was it?	<ul style="list-style-type: none"> <li>• Upgrading a certificate – 80%</li> <li>• Other – 20%</li> </ul>	
What type of professional learning do you feel would be most beneficial to the faculty of Waynesville Primary School?	<ul style="list-style-type: none"> <li>• Face-to-face – 27%</li> <li>• Online – 20%</li> <li>• Combination of online and face-to-face – 53%</li> </ul>	

Appendix B

Waynesville Primary School  
Literacy Team Meeting  
Date 2/17/2011

Attending:	
Heidi Wells	Jeannett Eunice
Julie Johnson	Dr. Karla Cater
Misty Rowell	
Amanda Turner	
Chrissy Ratliff	

Notes

- Programs to track fluency/comprehension
- STAR program/using data for redemption/acceleration
- AR Program data analysis
- Discussing probe's data

Waynesville Primary School

Literacy Team Meeting

Date 3/23/2011

Attending:	
Heidi Wells	Jeannett Eunice
Julie Johnson	Dr. Karla Cater
Misty Rowell	
Amanda Turner	
Chrissy Ratliff	

Notes

- Tracking phonemic awareness
- Using interactive programs to build fluency and comprehension
- 3<sup>rd</sup> grade Writing assessment- plans to make sure students build the foundation needed in the lower grades, so they can correctly write the four types of writing in 3<sup>rd</sup> grade

Waynesville Primary School

Literacy Team Meeting

Date 4/1/2011

Attending:	
Heidi Wells	Jeannett Eunice
Julie Johnson	Dr. Karla Cater
Misty Rowell	
Amanda Turner	
Chrissy Ratliff	

Notes

- Kindergarten- Language for Learning resources
- Ideas for more “hands-on” resources
- Using the language of the standards in ALL grade levels

Waynesville Primary School

Literacy Team Meeting

Date 5/20/2011

Attending:	
Heidi Wells	Jeannett Eunice
Julie Johnson	Dr. Karla Cater
Misty Rowell	
Amanda Turner	
Chrissy Ratliff	

Notes

- discussed setting up mentors/role models and reading volunteers to motivate students
- promotion/retention of students who are not reading on grade level
- tutoring/after-school programs
- continue with next year's improvements

Waynesville Primary School

Literacy Team Meeting

Date 9/13/2011

Attending:	
Heidi Wells	Jeannett Eunice
Julie Johnson	Dr. Karla Cater
Misty Rowell	



Amanda Turner	
Chrissy Ratliff	

Notes

- Student Achievement in Rdg., ELA, & Writing in the primary grades
- Brainstorm (Problems/Factors)
  - rigor
  - community involvement
  - motivation
  - economically challenged
  - gap in standards

Waynesville Primary School

Literacy Team Meeting

Date 10/12/2011

Attending:	
Heidi Wells	Jeannett Eunice
Julie Johnson	Dr. Karla Cater
Misty Rowell	
Amanda Turner	
Chrissy Ratliff	

Notes

Continued from last meeting...

- Root- Cause Analysis
- Research Based Solutions
  - Implement Plan
  - Using all resources that are available

Appendix C

<b>Georgia Striving Reader Subgrant</b>	
<b>Budget Breakdown and Narrative</b>	
Function Code 1000 - Instruction	Year 1
Object Codes	Amount Budgeted
300 - Contracted Special Instructors	
610 - Supplies	
611 - Technology Supplies	
612 - Computer Software	\$ 42,000.00
615 - Expendable Equipment	\$131,350.00
616 - Expendable Computer Equipment	\$ 67,000.00
641 - Textbooks	
642 - Books and Periodicals	\$ 19,200.00
Function Code 1000 - Instruction Narrative: In object code 612, WPS will purchase a Lexile compatible software program, the Renaissance Place software, and various educational/website software. In object code 615, WPS will purchase interactive whiteboards/interactive slates, data projection systems, document cameras, a	

student response system, listening centers, assistive technology, interactive readers, and a laser printer. In object code 616, WPS will purchase teacher laptops and computers for a lab. In object code 642, WPS will purchase books for classroom libraries, the book room, and the birth to five population.

Function Code 2100 - Pupil Services	Year 1
Object Codes	Amount Budgeted
300 - Contracted Services	
520 - Student Liability Insurance	
580 - Travel	
610 - Supplies	
641 - Textbooks	
642 - Books and Periodicals	
Function Code 2100 - Pupil Services Narrative:	
Function Code 2210 - Improvement of Instructional Services	Year 1
Object Codes	Amount Budgeted
113 - Certified Substitutes	
114 - Non-Certified Substitutes	\$ 10,500.00
116 - Professional Development Stipends	
199 - Other Salaries and Compensation	
200 - Benefits	
300 - Contracted Services	\$ 14,000.00
580 - Travel	
610 - Supplies	\$ 5,000.00
810 - Registration Fees for Workshops	

Function Code 2210 - Improvement of Instructional Services Narrative: In object code 114, WPS will use grant funds to hire substitutes in order to provide teacher coverage during professional learning sessions. In object code 300, WPS will hire expert trainers to deliver high-quality professional learning. In object code 610, WPS will purchase materials and resources for the professional learning sessions.	
Function Code 2220 - Educational Media Services	Year 1
Object Codes	Amount Budgeted
610 - Supplies	
642 - Books and Periodicals	\$ 7,500.00
Function Code 2220 - Educational Media Services Narrative: In object code 642, WPS will purchase media center titles.	
Function Code 2500 - Support Services - Business	Year 1
Object Codes	Amount Budgeted
148 - Accountant	\$ 500.00
200 - Benefits	
300 - Contracted Services	
580 - Travel	\$ 9,000.00
880 - Federal Indirect Costs	
Function Code 2500 -Support Services - Business Narrative: In object code 148, WPS will hire a professional accountant to conduct an audit of this grant. In object code 580, WPS will use funds to cover travel expenses associated with this grant.	
<b>Total Budget for Year 1</b>	<b>\$ 306,050.00</b>