

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

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

Sub-grant Status

Large District (45,000 or more students)

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

Small District (0-9,999 students)

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

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

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

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

Address: 272 School Circle

City: Nahunta Zip: 31553

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

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

Signature of Fiscal Agency Head (required)

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

Superintendent
Typed Position Title of Fiscal Agency Head (required)

12/14/2011
Date (required)

GEORGIA DEPARTMENT OF EDUCATION

Striving Readers Comprehensive Literacy Grant

School and Center Cover Sheet

DOE Use Only Date and Time Received:		DOE Use Only: Received By:		DOE Use Only: Project Number	
School Name: Hoboken Elementary School				Total Grant Request: \$320,590	
System: Brantley County		School Contact Information:			
		Name: Kim Morgan		Position: Principal	
Number of Students		Phone Number: 912-458-2135		Fax Number: 912-458-2133	
612		Email Address: Kim.morgan@brantley.k12.ga.us			
Number of Teachers					
47					
Free/Reduced Lunch %	58.7%				
Principal's Name: Kim Morgan			Other Reform Efforts in School: Learning Focused Schools Emphasis on writing		
			Principal's Signature:		

LEA Narrative

Current Priorities

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

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

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

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

Specific Priority	Need	Students
Intensive Writing Program	<ul style="list-style-type: none"> • Consistent terminology and techniques for writing. • Variety of instructional and support resources including technology. • Males performing lower on state writing assessments. 	All students K-12
Engaging students in reading at all ability levels using multiple resources (Books, periodicals, online text, e-text).	<ul style="list-style-type: none"> • Providing students of all ability levels in reading (Struggling to Advanced) engaging reading resources to motivate and increase fluency and comprehension skills using a variety of resources including technology. 	All students K-12
High-quality Professional Learning for Teachers in <ul style="list-style-type: none"> • Writing • Higher-order thinking skills • Technology applications 	<ul style="list-style-type: none"> • Writing techniques for ELA and content teachers. • Higher order thinking skills instructional tasks and student activities. • Utilization of existing technology to enhance instruction and student learning. 	All teachers in grades Pre-K - 12
Successfully implement the Common Core Georgia Performance Standards (CCGPS). <ul style="list-style-type: none"> • Align curriculum documents to CCGPS, course maps, unit plans, etc. 	<ul style="list-style-type: none"> • ELA and Math • Reading and Writing for History, Science, and Technical Subjects 	All students K-12 All students 6-12

<ul style="list-style-type: none"> Align assessments to CCGPS including unit exams, performance tasks, formative assessments, and benchmarks. 		
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Management Structure

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

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

To ensure that the Striving Readers project is successfully implemented, constant communication of Striving Readers goals and objectives, implementation progress, and formative and summative evaluations of grant initiatives will be on the agenda for district and school professional learning community meetings. The district leadership professional learning community is composed of Superintendent Dr. Drew Sauls, Dr. Jacobs, Mr. Carter, Mrs. Tumlin,

the district special education director, and all school principals. The district leaders meet twice a month. The school professional learning communities meet at least once a month.

Past Instructional Initiatives

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

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

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

Literacy Curriculum

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

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

Literacy Assessments

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

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

format from multiple-choice items to authentic writing response tasks. With the implementation of RTI in the district, teachers also use tests for fluency and comprehension using the GRASP universal screening assessment and progress monitoring assessments.

Need for a Striving Reader Project

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

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

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

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

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

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

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

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

- Themed books for the classroom

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

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

Experience of Applicant

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

Description of Funded Initiatives

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

Description of Non-Funded Initiatives

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

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

Description of LEA Capacity

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

Resources

	Title I Allocation	Budgeted Title I Funds			Title II Allocation
		Salaries/ Benefits	Supplies	Subs	
<i>LEA TOTAL</i>	\$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

Hoboken Elementary School is located on the west end of Brantley County. During the fall of 1968, Hoboken High School became Hoboken Elementary School with grades 1 through 8. Kindergarten classes were added in 1975, and Hoboken Elementary School became a K through 8 school. Brantley County Middle School was built in 1993, and grades 6 through 8 were moved from Hoboken to the newly formed school. Thus, Hoboken Elementary School became a K through 5 school during the fall of 1993. School year 1994-1995 saw another change with the addition of Pre-K classes to Hoboken. In 2002, the 6th grade was moved from Brantley County Middle School back to Hoboken Elementary due to limited space at the middle school. Since that time, Hoboken Elementary has been a Pre-K through 6th grade school.

Today, Hoboken Elementary School has one principal, two assistant principals, counselor, school nurse, media specialist, 45 certified teachers, 18 paras, two office staff members, four custodians, five school nutrition staff members, and serves 612 students. Presently, our school has a free and reduced

lunch rate of 58.7%. The student population is 51% male and 49% female. The student population make up is 93.4% white, 4.6% Hispanic, 1.5% multi-racial, and .6% Asian/Pacific Islander.

Parental involvement is a focus at our school and has continued to be improved through School Council meetings, PTO efforts, parent meetings, open house, and curriculum night. The Brantley County School system is among the poorest counties in Georgia and brings in a lower amount of local money to support our students' education. Our school struggles to meet the academic needs of our socioeconomically disadvantaged students.

Administrative and Teacher Leadership Team

The School Leadership Team is comprised of the principal, two assistant principals, school counselor, media specialist, special education teacher, math representative, reading representative and six other teachers. The committee meets once per month and works together to make data-driven decisions for improvement of the school. In order to keep all faculty members informed, leadership team summary notes and the agenda are shared with the entire faculty after the meetings. The following are the team members:

Kim Morgan, Principal; Dory Gault, Assistant Principal; Stephanie Boyd, Assistant Principal; Anne Williams, School Counselor; Ronda Coker, Media Specialist; Terri Lee, Special Education Representative; Celia Strickland, Reading Representative; Karen Denton, Math Representative; Ericka Harris, Teacher; Joanna Wainright, Teacher; Christi Peterson, Teacher; Michelle Boyd, Teacher; Felicia Sauls, Teacher; and Brenda Boatright, Teacher.

Past Instructional Initiatives

Hoboken Elementary has implemented several different literacy initiatives throughout the years in order to improve student achievement. Many of those initiatives are listed below:

Learning Focused; Six Traits Writing; Writing Across the Curriculum; GRASP; RTI Program/Process; Carla Horry Writing; District Unit Writing; Differentiated Instruction; Standards-Based Classrooms; Running Reading Records; Common Benchmark Assessments; Study Island Computer Program; Education City Computer Program; Online Reading Academy Training; Wilson Reading Program; Lexia (diagnostic tool); Basic Literacy Test (BLT) (diagnostic tool); Best Practices for Guided Reading; Peer Assisted Learning Strategies (PALS); and SRA Corrective Reading.

Current Instructional Initiatives

Many of the initiatives listed above have continued to be implemented at Hoboken Elementary School through the years. The initiatives that we are currently implementing are listed below:

Learning Focused Strategies; Writing Across the Curriculum; GRASP; RTI Program/Process; District Unit Writing; Differentiated Instruction; Standards-Based Classrooms; Running Reading Records; Common Benchmark Assessments; Study Island Computer Program; Education City Computer Program; Wilson Reading Program (used as intervention); Basic Literacy Test (BLT); Best Practices for Guided Reading; Peer Assisted Learning Strategies (PALS); and SRA Corrective Reading (used as intervention).

Professional Learning Needs

Due to budget constraints, professional learning opportunities with highly trained consultants have not been available to Hoboken Elementary School employees over the past several years. The administrators and leadership team have worked hard to plan and deliver their own “in-house” professional learning in writing, standards-based classrooms, and differentiation. However, these employees are trying to balance the demands of their regular job assignments on top of planning and delivering professional learning to their faculty. Many of our teachers have expressed through surveys

and grade-level meetings that they would like to have more formal training on teaching the writing process as well as training on how to incorporate writing into the content areas. Also, Hoboken Elementary School does not have adequate technology for students or teachers. As we hope to buy more technology such as new computers, document cameras, interactive slates, and interactive white boards, our teachers will need professional learning on how to implement the new technology. Hoboken Elementary School is in desperate need of professional development in the areas of writing and technology. The professional development needs to be delivered by trained experts.

Need for a Striving Readers Project

A Literacy Needs Assessment was recently conducted at Hoboken Elementary School. All teachers completed surveys for the needs assessment. Survey results showed the following:

- 57% of our teachers do not feel that they have an adequate supply of current literacy resources.
- 79 % of our ELA teachers and 98% of our other content teachers expressed a need for access to a research-based program for struggling writers.
- 91% of our ELA teachers and 83% of our other content teachers stated that they do not have access to instructional technology application for struggling writers.
- 61% of our ELA teachers and 83% of our other content teachers expressed a need for access to a research-based program for challenged readers.
- 79% of our ELA teachers and 92% of our other content teachers stated that they do not have access to instructional technology for challenged readers.

According to the Georgia Department of Education's website, the Brantley County School System spends the least amount of local money per student in the state of Georgia. Hoboken Elementary School is a K-6th school in rural Brantley County. Due to a low tax base, the local funds are not adequate to help provide our students with educational opportunities in a 21st century classroom. Many of the

classrooms at Hoboken Elementary School have computers over nine years old. Although some of our classrooms have LCD projectors, the instruction is often hindered by an old computer freezing and not running what the teacher is trying to present on the LCD projector. Most of our classrooms only have two or three of these old computers that work some of the time, and we have one interactive white board for 47 teachers and 612 students. Our students are missing out on enriched literacy instruction due to our limited supply of technology.

School Literacy Team

Literacy Team Structure

The function of the School Literacy Team is to collaboratively plan for improvement in literacy instruction at Hoboken Elementary School. Formal needs assessments are in place to determine the areas for improvement in literacy at Hoboken Elementary School. The Literacy Team gathers input from other staff members through surveys and grade-level meetings as to what strategies will help our students with literacy goals. The scores on the Georgia Writing Assessment in both 3rd and 5th grades indicate a need for more intense writing instruction and a formal writing program. A recent professional learning survey indicated a need for more professional learning in writing. Another survey on literacy resources showed that teachers need adequate technology in order to deliver literacy instruction in a 21st century classroom. The Literacy Team includes teachers from all grade levels. These team members meet with their grade levels to gather input from the entire faculty before making decisions. The Literacy Team meeting agenda and minutes are shared with all teachers in order to keep them informed.

The School Literacy Team members are listed below:

Kim Morgan, Principal; Dory Gault, Assistant Principal; Stephanie Boyd, Assistant Principal;

Ronda Coker, Media Specialist; Celia Strickland, EIP and ELL Teacher; Terri Lee, SpEd Teacher;

Rebecca Highsmith, Pre-K Teacher; Cary Bacon, Kindergarten Teacher; Felicia Sauls, 1st Grade Teacher; Beth Bowers, 2nd Grade Teacher; Janet Lee, 3rd Grade Teacher; Michelle Boyd, 4th Grade Language Arts Teacher; Joanna Wainright, 5th Grade Writing and Science Teacher; Christi Peterson, 6th Grade Language Arts Teacher

Literacy Team Schedule

Minutes of a Literacy Team meeting can be found in the appendix. The Literacy Team meets monthly after school and at least once during the summer. The Literacy Team Meeting dates for 2011-2012 are as follows: August 3rd, 2011; August 19th, 2011; September 19th, 2011; October 18th, 2011; November 15th, 2011; December 12th, 2011; January 19th, 2012; February 23rd, 2012; March 22nd, 2012; April 19th, 2012; May 30th, 2012.

Literacy Team Initiatives

The Literacy Team at Hoboken Elementary School has used needs assessment data to implement instructional resources and training. Three years ago, Hoboken Elementary School did not have a book room. The Literacy Team had a fundraiser and formed a book room of leveled readers that teachers can check out and use in their classrooms. The Literacy Team is also responsible for an emphasis on “writing across the curriculum” and the implementation of using running records to assess students’ reading level. Due to the limited technology at our school, our Literacy Team sponsored a Walkathon to help buy computer pods to form a primary computer lab. Members of our Literacy Team also visit a book warehouse every summer and spend hours searching the inventory to find both chapter books for reading groups in the classroom and a variety of books for the media center at a much lower cost that our school can afford.

Analysis and Identification of Student and Teacher Data

Student Achievement Needs

GKIDS, May 2011		
Content Area	Strand	Mean % Meets/Exceeds
English Language Arts	Reading	84.7
	Writing	52.3
	Listening/Speaking/Viewing	85.1
	ELA Total	78.8
Mathematics	Numbers and Operations	80.8
	Measurement	97
	Geometry	91.7
	Data Analysis	83.7
	MATH Total	88.8
Approaches to Learning	Curiosity and Initiative	89.5
	Creativity and Problem Solving	82.2
	Attention/Engagement	65.4
	APPROACHES Total	77.1
Personal/Social Development	Personal	78.3
	Social	77.9
	PERSONAL/SD Total	78.1

Georgia 5 th Grade Writing Assessment Scores for 2010 and 2011			
School Year	Does Not Meet	Meets	Exceeds
2010	33%	63%	4%
2011	12%	80%	8%

1 st and 2 nd Grade End of Year Tests – 2011			
GRADE	Does Not Meet	Meets	Exceeds
1 st Grade Reading	2%	37%	61%
1 st Grade ELA	5%	62%	33%
2 nd Grade Reading	6%	40%	54%
2 nd Grade ELA	8%	64%	28%

2011 CRCT Scores			
GRADE	Does Not Meet	Meets	Exceeds
3 rd Grade Reading	2%	49%	49%
3 rd Grade ELA	2%	49%	49%
4 th Grade Reading	4%	41%	55%
4 th Grade ELA	4%	53%	43%
5 th Grade Reading	1%	65%	34%
5 th Grade ELA	3%	53%	44%
6 th Grade Reading	0%	51%	49%
6 th Grade ELA	6%	49%	45%

Hoboken Elementary 2011 AYP Report for 3 rd -6 th Grades				
	All Students	White	SWD	ED
Students in AYP Grade Levels	347	328	31	183
FAY Students with Test Scores	305	287	23	147
Basic/Does Not Meet	2.3%	2.4%	17.4%	4.1%
Proficient/Meets	51%	51.4%	54.3%	61.6%

Advanced/Exceeds	46.7%	46.2%	28.3%	34.4%
Meets + Exceeds	97.7%	97.6 %	82.6%	95.9%

The greatest student achievement need at Hoboken Elementary School is to improve the writing scores on local writing assessments as well as the Georgia 3rd Grade Writing Assessment and the Georgia 5th Grade Writing Assessment. The percent of Hoboken Elementary students meeting or exceeding standards on the Georgia 5th Grade Writing Assessment for the last two years was 67% (2010) and 88% (2011). Furthermore, our local writing assessments also show a need for writing improvement in grades kindergarten through 6th grade. Although our CRCT scores indicate that our students are performing well in the content areas, our writing scores are always much lower than our CRCT scores. Our school needs to improve writing instruction in Kindergarten through 6th grade based on the needs evident by current student writing data.

Teacher Retention Data

Hoboken Elementary School has a very low turnover rate. The teacher retention rate for 2011 was 96% and for 2010 was 98%. The two teachers that left Hoboken Elementary School in 2011 were promoted to other jobs in our school system.

Teacher Professional Learning Needs

Hoboken Elementary School is made up of professional learning communities, and our teachers are given opportunities to regularly plan together, collaboratively examine student work, analyze student data, and build common units and assessments. A recent professional learning survey showed that most employees at Hoboken Elementary School have not had opportunities to participate in professional learning outside of the school due to low funds. When teachers are asked what professional learning would help improve literacy among our students, training in writing instruction

and the implementation of new technology are the two areas that seem to be unanimous among the 47 teachers. Teachers have requested formal writing training from an expert that can help them with teaching the writing process as well as writing across the curriculum. The lack of technology is evident in the classrooms of Hoboken Elementary School. Our teachers wish to have the technology of surrounding counties such as interactive whiteboards, document cameras, and student response systems in their classrooms. Unfortunately, we do not have those resources in our classrooms at Hoboken Elementary School. However, we do the best we can with what we do have. About half of our classrooms now have e-pads and LCD projection systems. Our teachers are in great need of professional learning with these e-pads.

Curriculum Needs

Our curriculum need at Hoboken Elementary School is in the area of writing. We need an intense writing program along with professional learning to help our teachers provide rich writing instruction across the curriculum. In addition, Hoboken Elementary School needs to provide access to the current GPS and the new CCGPS through a variety of resources and media including technology. The obvious lack of technology in our classrooms places our students at a disadvantage for being prepared for post secondary education centers or the workplace in the 21st century. We can only imagine a classroom where an interactive board or student response system is part of daily instruction. Our 612 students have never been in a classroom with an interactive board. With new technology, our students' curriculum needs could be better addressed by promoting student engagement and providing access to 21st century learning tools.

Technology Needs

Hoboken School Technology Inventory, December 2010	
Student Population	649

Total Classrooms		38	
Regular Education Classrooms		34	
Vocational Education Classrooms		0	
Special Education Classrooms		4	
Number of Modern Computers	Regular Classrooms	Desktops	0
		Laptops/Notebooks	0
	Special Ed Classrooms	Desktops	3
		Laptops/Notebooks	0
	All School Stationary Labs	Desktops	0
		Laptops/Notebooks	0
	Media Center	Desktops	6
		Laptops/Notebooks	0
	Thin/Virtual PC	Host PC	7
		Clients Served by the Host PC	21
Total (excluding Servers)		63	
Students per Modern Instructional Computers (excluding servers)		8.11	
Peripheral Equipment	Data/Video Projectors		22
	Digital Cameras		7
	Digital Video Cameras		0
	Document Cameras		0
	e-Reader		0
	Interactive Slate		5
	Interactive Whiteboard		1
	Student Response System		1

Wireless Access Points	Percentage of Instructional areas that currently have wireless	10%
	Number of mobile wireless labs	0

Due to our poor rural status and low tax base, our school system cannot afford the technology that is found in many classrooms in Georgia. According to a recent survey, our teachers need new computers so that they can run the instructional programs that we have. Currently, the majority of computers in our classrooms are over nine years old. Although about one half of our teachers have LCD projectors, the computers running them are so slow and old that they freeze in the middle of a lesson. Therefore, our teachers cannot adequately use their LCD projectors due to the old computers in their classrooms. Teachers also need to have an interactive white board in their classrooms in order to provide students more access to the Georgia Performance Standards and to increase student engagement. Technology literacy is a huge issue at Hoboken Elementary School because our students have not been exposed to interactive boards, tablets, e-books, and many of the current computer programs that our old computers cannot run. As our county continues to struggle with budget cuts, furlough days, and job eliminations, the money is not available locally to buy new technology for our students. Currently, Brantley County brings in less local money per student than almost all other counties in Georgia. It will take a supplemental grant to expose our students to literacy instruction in a 21st century classroom and have them prepared for post-secondary school and/or the workforce.

Needs Assessment

Needs Assessment Process at the School

Needs assessments are conducted in three forms at Hoboken Elementary School: data analysis, surveys, and collaborative meetings where improvement is the focus. Student achievement data is

analyzed after benchmarks, universal screenings, progress monitoring, and Georgia Standardized tests. Analyzing data helps us determine what is working in our school and what needs to be improved for future instruction. Parent, student, paraprofessional, and teacher surveys are also used to determine the needs of Hoboken Elementary School. Recently, the teachers and media specialist completed both professional learning and literacy resource needs assessments. Both of these surveys were administered online, and the data was analyzed by the administrators, Leadership Team, and School Literacy Team. The Leadership Team, Literacy Team, vertical content teams, and grade-level teams also meet to discuss literacy needs at Hoboken Elementary School.

Areas of Concern

Three major areas of concern were identified through various needs assessments at Hoboken Elementary School. The first area of concern deals with writing achievement in Kindergarten through 6th grade for all students. The teachers at Hoboken Elementary School need professional learning in a formal writing program delivered by an expert consultant. The Georgia Department of Education's Literacy Plan calls for "best practices in instruction" as well as "intentional strategies for maintaining engagement." The writing program and professional learning will need to address these two areas of concern. The second area of concern identified through needs assessments is the need to update technology in our classrooms and media center so that students in pre-k through 6th grade can have access to the curriculum through a variety of media. The technology area of concern greatly impacts three of the research-based best practices identified in the Georgia Department of Education's Literacy Plan. First, having new computers and interactive boards would promote "best practices in instruction." Secondly, new technology in the RTI room would allow us to have more interventions for students

during our “response to intervention” time. Thirdly, “intentional strategies for maintaining engagement” could be implemented with new computers and interactive boards.

A third area of concern that Hoboken Elementary plans to address with the grant is the implementation of the new CCGPS in Kindergarten through 6th grade. This area of concern is clearly related to Georgia’s Literacy Plan standards section as described in the “What” document. Our teachers are currently participating in the state webinars for training on these standards. The Brantley County School System will hold teacher collaboration meetings in the beginning of 2012 to begin aligning our units to the CCGPS.

Hoboken Elementary School has taken steps to address both the writing and technology areas of concern. Our school has done “in-house” training to provide our teachers with writing professional learning in the areas of writing instruction. We have vertical and grade-level meetings where student writing is examined to address key areas of weakness in writing and create instructional plans to address the weaknesses. Although we have not been able to afford a writing consultant for professional learning, our teachers have gone to other counties to observe writing teachers who have higher writing scores than we do. Furthermore, we paid a small fee to bring in a 5th grade teacher from a neighboring county to discuss with our teachers steps she had taken to improve writing achievement. When our students take writing benchmarks, the administrators collaborate with the teachers to help score the papers in order to provide students with feedback that will guide future writing samples.

Since our school system does not have enough funding to buy the schools new technology, Hoboken Elementary School has taken steps to address our shortage of technology. Hoboken Elementary School, along with parents and the community, worked together to sponsor a walkathon for the past two years to raise money for technology. We were excited to raise \$8,400 in 2010 and \$5,040 in 2011. The money was used to buy computer pods to form a primary computer lab for grades

kindergarten through 3rd grade to use. Also, printers and instructional programs such as Reading A-Z, BrainPop, and EdHelper have been paid for out of our walkathon money. Our administrators, teachers, students, and parents want to have 21st century technology in classrooms, but we have not been able to raise enough money at this time to see this dream realized. We will have another walkathon to raise money this year for technology. Our school employees have a yard sale each year to help raise money for instructional resources, including technology. We usually make about \$1,000 per year at this effort.

Root Cause Analysis

Underlying problems

- Lack of funding
- Lack of Parental Support
- Lack of current literacy resources

Hoboken Elementary School is in a low socioeconomic rural area in Southeast Georgia. The largest employer in Brantley County is the school system, and our school system reflects the low economic status of our county. A root cause of Hoboken Elementary School's need for increasing literacy is a deficiency of parental support at home. According to the 2010 Census of Brantley County, only 75.2% of people over 25 and older graduated from high school compared to the Georgia state average of 82.9%. In addition, 6% of people living in our county have a college degree compared to Georgia's state average of 27.1%. Families do not have literacy resources and technology at home.

Our county is considered a bedroom county between Glynn County and Ware County with the majority of our citizens driving to another county to work, buy groceries, and visit restaurants. Brantley County does not have large grocery stores or Wal-Mart to help bring in SPLOST money. We do not have the industry or tax base to bring in money to supply technology resources, professional learning in writing, technology training for our literacy needs, or new resources for the implementation of CCGPS. Money is our underlying reason that we have not been able to implement a research-based writing

program with quality professional learning. The lack of funds is also the reason our students have limited access to computers and no access to 21st century technology such as interactive white boards. The shortfall in funding affects all of our students from pre-k to 6th grade. The lack of a formal writing program and professional learning in writing instruction has greatly affected the writing achievement of our 1st-6th grade students, especially our special needs students, ELL students, and EIP students. The lack of technology at Hoboken Elementary School is affecting all grades as well. Students are not being prepared for technological literacy at our school due to the lack of technology tools. As stated in the previous section, the school employees and community have held local fundraisers such as the walkathon and school yard sale to raise money to address this shortfall. Furthermore, we have conducted our own professional learning in writing but definitely need training in a research-based writing program from an expert. The needs assessment revealed that our teachers are in need of a research-based writing program.

Project Goals and Objectives

Goals to Be Funded By Striving Reader

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

Goal #1 – Improve writing achievement on the Georgia 5th Grade Writing Assessment to 90% in 2013, 92% in 2014 and 94% in 2015.

This goal will help with “Ongoing Formative and Summative Assessments”, “Best Practices in Instruction”, and “Intentional Strategies for Maintaining Engagement” as outlined in the Georgia Literacy Plan. Furthermore, Goal #1 is a need identified by student data and teacher surveys. A recent

teacher survey showed that 79% of our teachers indicated a need for a research-based writing program. In addition, this goal directly aligns to the increased writing emphasis already in place at Hoboken Elementary School.

Objectives to meet goal #1

- A. Adopt a research-based writing program to be implemented in Kindergarten through 6th grade at Hoboken Elementary School. The entire school system will adopt a common K-12 intense writing program.
- B. Provide rich professional learning in writing instruction to all content teachers, SpEd teachers, EIP teachers, ELL and Gifted teachers in kindergarten through 6th grade at Hoboken Elementary School. Similarly, the entire school system will participate in the professional learning in writing.

Goal #2 – Provide students at Hoboken Elementary School and birth to 5 children with access to literacy instruction through a variety of media including 21st century technology beginning with the 2012-2013 school year and continuing in future school years.

This goal will help with “Best Practices in Instruction” and “Intentional Strategies for Maintaining Engagement” as outlined in the Georgia Literacy Plan. Furthermore, this goal will address one of our areas of concern as identified on our needs assessment. In a recent survey, 91% of our teachers indicated a need for instructional technology applications to help with struggling writers. Also, 79% of our teachers expressed a need for reading instructional technology applications. In addition, this goal will improve our already existing efforts to implement rich literacy instruction. With regards to the birth to 5 population in our community, this goal will help provide needed literacy resources for young children.

Objectives to meet goal #2

- A. Purchase 47 laptops for every teacher at Hoboken Elementary School which will allow teachers to have a computer that will run newer software and allow students to have access to more literacy programs.
- B. Purchase and install 43 interactive white boards for pre-k through 6th grade classrooms at Hoboken Elementary School.
- C. Purchase and install 20 LCD projection systems for classrooms
- D. Purchase and install 20 airline slates or e-pads for teacher and student use
- E. Purchase and install 22 document cameras for teacher and student use in 1st-6th grades
- F. Provide professional learning from an expert on interactive white boards, slates, and document cameras.
- G. Purchase and install interactive white board in media center to be used for research lessons and RTI groups
- H. Purchase LCD projector system for the media center to be used for professional learning in writing instruction, RTI groups with students, and research lessons
- I. Purchase 8 modern computers for the media center
- J. Purchase 3 classroom student response systems for library circulation
- K. Purchase 6 computers for the RTI room
- L. Purchase an interactive board for the RTI room
- M. Purchase Intervention literacy programs for the RTI room
- N. Upgrade present Accelerated Reader program to the modern Renaissance Place
- O. Purchase equipment for 12 listening centers
- P. Books for classrooms
- Q. Literacy bags for birth to 5 children
- R. Purchase and install 32 computers in a computer lab

Goal #3 – Implement the Common Core Georgia Performance ELA standards in 100% of the classrooms in kindergarten through 6th grade in 2011-2012.

This goal will address the “standards for literacy” and “best practices in instruction” as outlined in the Georgia DOE Literacy Plan “What” document. Furthermore, our needs assessment survey showed that 58 % of our teachers did not feel they had adequate resources for rich literacy instruction. This goal is a continuation of our training on CCGPS that is currently taking place in our school.

Objectives to meet goal #3

- A. Purchase ELA Common Core Coach Books for 3rd-6th grades
- B. Purchase new trade books for library circulation that align closely with State and Common Core standards
- C. Purchase new books for all classrooms including pre-k
- D. Provide professional learning for teachers to edit GPS units and benchmarks to make sure all units align to the CCGPS.

Goals to Be Funded with Other Revenue Sources

Goal #4 – Implement a Response to Intervention resource room with research-based literacy intervention programs and instructional technology to be used for Tier II and Tier III interventions.

RTI tutors will be able to take small groups of students to this room for Tier II and Tier III interventions. This goal clearly aligns with goals 1 and 2 as well as the “Four-tiered Instructional Model” outlined in the Georgia Literacy Plan. Furthermore, this goal will improve the RTI process that is already in place at Hoboken Elementary School.

Objectives to meet goal #4

- A. Purchase a computer for the RTI room using walkathon money

- B. Purchase instructional resources for the RTI room using instructional allocation and money raised through fundraisers.

Scientific, Evidence-based Literacy Plan

Hoboken Elementary School has a plan in place to implement all four of the goals and perspective objectives pending funding of the grant. Please note that literacy instruction in kindergarten through 6th grade at Hoboken Elementary School contain between 125 minutes to 180 minutes and can be found on each grade-level schedule. Furthermore, the RTI time can also be identified on each grade level. Below is a table indicating a plan for who will implement the goals and what time of the instructional day that these goals will take place.

GOALS	Who Will Implement Goal?	During what part of the instructional day will goal be implemented?
1. Improve Writing Achievement Literacy Plan components based on “What” document: 3,4, and 9	*K-6 th Grade Teachers *SpEd and Gifted Teachers *EIP Teachers	*ELA Blocks in all grade levels *Writing in all content areas during instructional day *Professional learning for writing instruction and new writing program during teacher work sessions and in-service days
2. Provide students with access to literacy instruction through a variety of media including 21 st century technology Literacy Plan components based on “What” document: 4 and 9	*Pre-K – 6 th Grade Teachers *SpEd and Gifted Teachers *EIP Teachers *RTI Teachers/Paras *Media Specialist	*ELA Blocks *Content Blocks *SpEd segments *RTI segments *AR and library time *Professional learning for technology during teacher work sessions and in-service days

<p>3. Implement the Common Core Georgia Performance ELA standards.</p> <p>Literacy Plan components based on “What” document:1 and 4</p>	<p>*K-6th Grade ELA Teachers</p> <p>*SpEd Teachers</p> <p>*EIP Teachers</p> <p>*RTI Teachers/Paras</p> <p>*Media Specialist</p>	<p>*ELA Blocks</p> <p>*SpEd segments</p> <p>*RTI segments</p> <p>*AR and library time</p> <p>*Teacher vertical and horizontal planning during teacher work sessions and in-service days</p>
<p>4. RTI Room for Tier 2 and Tier 3 Interventions</p> <p>Literacy Plan components based on “What” document: 5</p>	<p>*EIP Teachers</p> <p>*RTI Teachers/Paras</p>	<p>*Each grade level has a designated RTI time on their grade level schedule</p>

Current school instructional schedule

The detailed Hoboken Elementary Schedules for each grade level can be found on p. 44-46 in this grant application. Please note that there is a designated RTI time for Kindergarten through 6th grade. Furthermore, the schedule also reflects literacy instruction in reading and ELA blocks that total from 125 minutes to 180 minutes. The current school schedule for each grade is the same schedule that will be used with the grant plan since all goals described in this grant will supplement and enrich our existing literacy plan.

Plan for Tiered Literacy Instruction

Hoboken Elementary School has time set aside each day for students to receive interventions from the RTI process. Each student has an individual schedule according to their tier and subject in which they need intervention. As the students move up in the RTI process, their intervention frequency and intensity rise. See detailed process and schedule below in Tier I, II, III and IV sections.

Resources for Tier I Instruction

Resources for Tier I include classroom teachers, EIP teachers, and/or paraprofessionals and relevant instructional materials, primarily textbooks, and teacher created activities that are aligned to the Common Core Georgia Performance Standards. Additional resources for Tier I include s Study Island, Coach Books, and leveled readers. Differentiation strategies and activities will also be implemented within this tier. The GRASP screeners (given three times per year) are also used in determining whether a child needs a differentiated approach to literacy learning.

RTI Schedule Times

GRADE	TIME	Personnel
Kindergarten	12:50-1:20	Kindergarten Paras and Libby Turner
1st Grade	7:45-8:30 and 1:50-2:30	Celia Strickland
2nd Grade	2:20-2:50	Patsy Reed and Ericka Harris
3rd Grade	1:25-1:50 and 9:00-9:20	Ericka Harris and Melissa Strickland
4th Grade	2:25-2:55	Gail O'Steen (math), Dory Gault (reading), Janet Wilson (reading)
5th Grade	12:40-1:05	Dory Gault (reading) Cindy Crews (math)
6th Grade	10:40-11:05	Dory Gault (reading) and Robin Ham (math)

Time, Personnel, and Strategies for Tier II Instruction

When students are not performing satisfactorily in the classroom with the Tier I resources and strategies, students will be referred for Tier II interventions. The instruction in this tier will consist of a highly-trained paraprofessional pulling a small group of students (no more than 6) during scheduled

times that are not core classes for approximately 30 minutes, two to three times per week. The purpose of this instructional time is for double-dipping classroom instruction and/or scaffolding instruction for students that may not have mastered an earlier concept. Depending on the individual child's need, a research-based program may also be used. Progress monitoring begins at this tier and is done every two weeks. The results of the progress monitoring determine whether a student is making improvements or is in need of further assistance. This is usually done for 6-8 weeks prior to making a decision concerning the student's instruction. If the student is making sufficient progress, then the student may be moved back down to Tier I. If progress is not satisfactory, then the options are to continue at Tier II with a different approach or move to Tier III for additional time and frequency of current or new intervention strategies.

Time, Personnel, and Strategies for Tier III Instruction

If the decision is made to move a student to Tier III, a highly-trained paraprofessional or EIP teacher pulls students for intensive instruction with even smaller groups than Tier II. During Tier III instruction, the time and frequency are increased. The instruction should be a researched-based program and/or intense double-dipping in the area of literacy. The student receives progress monitoring every week to check for improvements for approximately 9-12 weeks. The results of the progress monitoring determine whether a student is making improvements or is in need of further assistance. If the student is making sufficient progress, then the student may be moved back down to Tier II. If progress is not satisfactory, then the options are to continue at Tier III with a different approach or move to Tier IV for possible Special Education referral/services.

Time, Personnel, and Strategies for Tier IV Instruction

Once a student has exhausted all means of intervention within the classroom and pull-out opportunities provided, then the student is referred for Special Education services. If a student qualifies

for services, then an even more highly-trained Special Education teacher begins the process of teaching these students. The students are provided with individualized accommodations/modifications according to their Individual Education Plan (IEP). Many of these students are served in a resource classroom for their literacy segments and receive extensive support using research-based programs. These students also receive paraprofessional support in the regular classroom setting. Progress monitoring is done at this tier every week. Students at tier IV receive a yearly evaluation of services to determine if current practices are successful and if goals are being met.

No Conflicts with Other Efforts

There are no conflicts in philosophy, time commitments, or resource allocations with any other instructional efforts at Hoboken Elementary School. All of the strategies presented for this grant compliment our current initiatives for our school literacy plan.

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

Current Classroom Resources

Current classroom resources include: Brain Pop; Education City; Study Island; Internet; United Streaming; Online Assessment System (OAS); Coach Books (not current); Measuring Up Workbooks (not current); and Leveled Readers (Reading and Science).

Current Shared Resources

Current shared resources among the staff at Hoboken Elementary School include: Book Room of leveled readers; Study Island; Brain Pop; Internet; Wilson/Fundations; Peer Assisted Learning Strategies (PALS); SRA Corrective Reading; SRA Science Kit; Barton Reading Program; Achiever; EdHelper; Accelerated Reading ; STAR Reading; Reading A to Z; and Soar to Success.

Current Library Resources

Hoboken Elementary School media center contains approximately 21,308 books and averages approximately 395 checkouts per day. The media center owns 34.51 books per student, and the average book age is 1989. The school utilizes the Accelerated Reader motivational program and has 13,061 Accelerated Reader tests available. The books that have Accelerated Reader quizzes make up 61.85% of the total media center collection and are all labeled with the AR information. Many of these AR books are also Lexile-leveled, both in the card catalog and on the book. The students at Hoboken Elementary have already taken 17,831 Accelerated Reader Quizzes during the present school year. We have one LCD projector that teachers can check out from the media center and 6 computers that students and faculty can use that are about eight years old.

Additional Resources Needed to Ensure Student Engagement include the following:

The additional resources needed to ensure student engagement at Hoboken Elementary School include the following:

Laptop computers for teachers-47; 45 interactive white boards (43 classrooms, media center, and RTI room); 20 slates or e-pads; 22 wireless document cameras; LCD projector systems for 20 classrooms and media center; 14 computers (6 for RTI room and 8 for media center); 12 listening centers; Professional learning in writing program; Professional learning on new technology (interactive boards, document cameras, etc.); Updated Renaissance Reading Place; and ELA Common Core Coach Books.

Classroom Practices

Classroom practices at Hoboken Elementary School include: Standards Based Classrooms, Learning Focused Strategies, Peer Assisted Learning (PALS), Guided Reading Centers, Writing Centers,

Extended Literacy Blocks, Differentiated Instruction, Small Group Instruction, RTI Blocks, and Flexible Learning Groups.

Intervention Programs

Literacy intervention programs used at Hoboken Elementary School include: Wilson Reading Program, Foundations, SRA Corrective Reading, Barton Reading, Leveled Readers, and Reading A-Z.

Students in RTI tiers 2 through 4 are progressed monitored regularly to make sure the intervention is addressing the student's need.

Additional Strategies Needed to Ensure Student Success

Additional strategies that would help ensure student success at Hoboken Elementary School include: intense writing program, updated technology in classrooms, CCGPS Coach books for ELA, a designated RTI room with technology and resources to support tier II and tier III interventions, professional learning for writing instruction, and professional learning for implementing technology.

Project Procedures and Support

Sample Schedule (by grade level showing tiered instructional schedule)

Pre-K Schedule	
8:00-8:45	Breakfast and Restroom
8:45-9:00	Circle Time – Math Meeting Board, Morning News, Helpers
9:00-9:15	Music and Movement
9:15-9:45	Large Group Literacy Activity
9:45-10:15	Small Group Time
10:15-10:45	Outside Play Time

10:45-11:00	Restroom and Wash Hands
11:00-12:00	Center Time
12:00-12:15	Clean Up Centers; Wash hands for lunch
12:15-12:45	Lunch
12:45-12:55	Restroom
12:55-1:55	Rest Time
1:55-2:10	Snack and Restroom
2:10-2:30	Large Group – Story and Phonological Awareness Activity
2:30-2:45	Music Movement and Dismissal

Kindergarten Schedule	
8:00-8:30	Calendar Time, Morning Work, and Morning Duties and <u>RTI</u>
8:30-9:10	Phonics
9:10-10:05	PE
10:05-11:00	Math
11:00-11:50	Reading, Writing
11:50-12:30	Lunch and Restroom
12:30-12:50	Recess
12:50-2:30	Language Arts – Flexible groups and learning centers and <u>RTI</u>
2:30-2:50	Review, Summarize, Stories

1 st Grade Schedule

8:00-8:30	Accelerated Reader and Calendar and RTI
8:30-9:10	PE
9:10-10:05	Phonics/Spelling
10:05-10:40	English and Writing
10:40-11:50	Guided Reading Groups/Centers/ RTI
11:50-12:20	Lunch
12:20-1:35	Math
1:35-1:50	Recess
1:50-2:05	Read Story
2:05-2:45	Science or Social Studies
2:45-2:50	Pack up and dismissal

2nd Grade Schedule

8:00-9:15	Math
9:15-10:00	Reading
10:00-10:40	PE
10:40-11:15	Phonics
11:15-11:45	Lunch
11:45-1:15	English and Writing
1:15-2:05	Science
2:05-2:20	Recess
2:20-2:50	Extended Learning Time- AR, Gifted, RTI

3rd Grade Schedule

8:00-9:00	English and Writing
9:00-9:45	Reading Comprehension
9:45-10:45	Science/Social Studies
10:45-11:25	PE
11:25-12:00	Lunch and Restroom
12:00-12:30	Accelerated Reader and <u>RTI</u>
12:30-1:50	Math
1:50-2:25	Reading Skills
2:25-2:35	Restroom and Pack Up
2:35-2:50	Recess and Dismissal
4 th Grade Schedule	
8:00-9:25	Reading and ELA
9:25-10:50	Math
10:50-11:20	Lunch
11:20-11:40	Spelling/Cursive
11:40-12:35	Science
12:35-1:15	PE
1:15-1:30	Recess
1:30-2:25	Social Studies
2:25-2:55	Accelerated Reader and <u>RTI</u>

5 th Grade Schedule	
8:00-9:25	Reading and ELA
9:25-10:45	Math
10:45-11:15	Lunch
11:15-12:10	Science
12:10-1:05	AR/Writing/Spelling/ <u>RTI</u>
1:05-1:20	Recess
1:20-2:05	PE
2:05-2:55	Social Studies

6 th Grade Schedule	
8:00-9:20	Reading and ELA
9:20-10:40	Math
10:40-11:05	Accelerated Reader and <u>RTI</u>
11:05-11:35	Lunch
11:35-12:33	Science
12:33-1:30	Social Studies
1:30-1:53	Spelling/Writing
1:53-2:08	Recess
2:08-2:53	PE

The grade-level schedules provided above outline the instructional day for each grade level. As indicated in the schedules, each grade level has more than 90 minutes of literacy instruction throughout

the day. Kindergarten has more than 180 minutes dedicated to literacy instruction through phonics, reading, writing, and ELA. Similarly, 1st and 2nd grade schedules reflect more than 180 minutes of phonics, spelling, ELA, reading, and AR instruction while 3rd grade contains 135 minutes for these areas. The 4th-6th grade schedules show literacy blocks in reading, ELA and writing lasting between 125 minutes to 140 minutes. The minutes of literacy instruction that occur in the other content areas (math, science, and social studies) would be in addition to the literacy instructional minutes described in the previous sentences. The schedules above also 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 (p. 44-46).

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

Professional Learning Activities for 2011	Hours	% of Staff that Attended
Standards Based Instruction Best Practices	10	96%
Professional Learning Communities to Enhance Teaching and Learning	10	96%
Leadership Collaborative and Book Study for School Leadership Team	10	31%

On-Going Professional Learning

- Standards Based Instruction Best Practices – “In-house” professional learning delivered by members of the School Leadership Team
- Teachers collaborate in Professional Learning communities, both horizontally and vertically, throughout the school year

- The School Leadership Team completes a book study each year

Preferred Method of Delivery of Professional Learning

The staff at Hoboken Elementary School recently took a professional learning survey. The results of the survey showed that our faculty prefers the delivery of professional learning through a combination of face-to-face meetings and online lessons.

Additional Professional Learning Needs as identified in Needs Assessment

- Professional learning in writing
- Professional learning in technology

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
KABS	D	AK, PA, CoP, OL, PN, A and R, OL, NWF	5 X per year
BLT	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

The Hoboken Elementary current assessment protocol aligns closely with the assessment protocol recommended in the SRCL assessment plan. We will not have to discontinue any of our current assessments with the implementation of this plan. We begin with screening our kindergarten -3rd grade students with a variety of early literacy assessments such as the BLT and GRASP. In 1st-6th grades the STAR reading is also administered. Summative assessments such as benchmark tests, CRCT, and GKIDS are also utilized to determine the effectiveness of the instructional program. We will not need new assessments for this plan; and therefore, will not need any training on new assessments.

We present assessment data to parents and stakeholders in numerous ways. Student data is shared during parent/teacher conferences and letters sent home. Grade level data and school data is shared in the newspaper, letters home, at school council meetings and at curriculum night.

Budget Summary

Resources	Estimated Cost Per Unit	Total Estimated Cost
47 computers or laptops for teachers	\$1,000 x 47 teachers	\$47,000
32 computers for computer lab	\$1,000 x 32 computers	\$32,000
45 interactive white boards	\$1,500 x 45 teachers	\$67,500
20 interactive slates	\$300 x 20 teachers	\$6,000
22 wireless document cameras	\$700 x 22 teachers	\$15,400
20 LCD projection systems	\$2,000 x 20 teachers	\$40,000
8 computers for media center	\$1,000 x 8 computers	\$8,000
6 computers for RTI room	\$1,000 x 6 computers	\$6,000
Intensive Writing Program	\$5,000 x 1	\$5,000

Professional Learning for Writing Program – Consultant and subs	\$50 per day for 42 teachers for 3 days plus \$1,500 per day for trainers	\$10,800
Professional Learning in Technology – Consultant and subs	\$50 per day for 47 teachers for 3 days plus \$500 per day for trainers	\$8,550
Training in Atlanta for Literacy Team	\$1,000 x 3	\$3,000
Upgrade Accelerated Reader to Renaissance Reading Place	\$16,000 x 1	\$16,000
20 Listening Centers for classrooms	\$200 x 20	\$4,000
ELA Common Core Coach Books	\$13 x 180 books	\$2,340
Books for Library	\$15 per book x 200 books	\$3,000
Books for classrooms	\$15 per book x 20 books x 45 teachers	\$13,500
Literacy resources for birth to 5 population	\$8,000 x 1	\$8,000
3 Classroom student response systems	\$1,500 x 3	\$4,500
Intervention Literacy Programs	Various program costs	\$10,000
Software and web-based instructional programs	\$10,000 x 1	\$10,000
Total		\$320,590

The resources listed in the above budget table are directly related to Hoboken Elementary School's needs assessment as well as the needs for the birth to 5 population in our community. Hoboken Elementary School is requesting \$18,840 to expand the variety of texts and resources to classrooms and media center. In order to help reach the literacy needs of our birth to 5 population, our school is requesting \$8,000 for literacy resources. Hoboken Elementary School is requesting \$234,400 in technology and software programs in order to upgrade all classrooms for 21st century learning environment. In addition, \$32,000 is being requested for a computer lab for classes to use. The

technology professional learning for this grant totals \$8,550. We are requesting \$15,800 for a research-based writing program and professional learning in the program. The total grant application is for \$320,590. The more detailed budget table provided in the Striving Readers grant is attached as Appendix C.

Appendix A

LITERACY TEAM MEETING MINUTES

September 19, 2011

Members Present:

Kim Morgan

Dory Gault

Stephanie Boyd

Ronda Coker

Celia Strickland

Rebecca Highsmith

Cary Bacon

Felicia Sauls

Beth Bowers

Janet Lee

Michelle Boyd

Joanna Wainright

Christi Peterson

Discussion Items:

- Need more up-to-date technology to further student learning and work toward 21st century classrooms.
 - a. Computers will not run software programs because they are out of date.
 - b. Many classrooms have computers that do not work at all some days.
 - c. Classrooms with E-Pads need newer computers to run software for E-Pads.
- Hoboken Best Practices Course to enhance literacy strategies

- a. Review following strategies (each one a different class): Guided Reading groups, Centers, PALS, Writing, Standards Based Classroom procedures, Differentiation, Teacher Commentary, Science Fair Projects
- b. Schedule teachers and dates and discuss with Leadership team
- Remember Vertical Planning Meeting October 10, 2011

Appendix B

ELA Teacher Literacy Needs Assessment

Question	Yes	No
As an ELA teacher, do you have access to an adequate supply of current literacy resources?	42%	58%
As an ELA teacher, do you have access to leveled readers?	79%	21%
As an ELA teacher, do you have access to an adequate supply of short stories/novels?	45%	55%
As an ELA teacher, do you have access to a research-based program for struggling writers?	21%	79%
As an ELA teacher, do you have access to instructional technology applications for struggling writers?	9%	91%
As an ELA teacher, do you have access to a research-based program for challenged readers?	39%	61%
As an ELA teacher, do you have access to instructional technology applications for challenged readers?	21%	79%
As an ELA teacher, do you have access to an adequate book room?	48%	52%
As an ELA teacher, do you have access to adequate resources for high achievers/gifted students?	24%	76%
As an ELA teacher, do you have access to an adequate supply of current supplemental literacy resources such as Coach Books, etc.?	42%	58%
Does the media center have current resources to support literacy	36%	64%

instruction for all ability levels?		
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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.?	92%	8%
Do you have access to a research-based program for struggling writers?	8%	92%
Do you have access to instructional technology applications for struggling writers?	17%	83%
Do you have access to a research-based program for challenged readers?	17%	83%
Do you have access to instructional technology applications for challenged readers?	8%	92%
Do you have access to adequate resources for high achievers/gifted students?	33%	67%
Does the media center have current resources to support literacy instruction for all ability levels?	42%	58%

Professional Learning Needs Assessment

Question	Yes	No
Have you participated in any professional learning outside of Hoboken Elementary School in the last year?	15%	85%

<p>If you answered yes on #1, what kind of professional learning was it?</p>	<p>*Learning Focused Best Practices</p> <p>*Bright from the Start Training</p> <p>*Mathematical Building Blocks Course</p> <p>*Social Language in the classroom</p>	
<p>Have you participated in any type of continuing education in the last year?</p>	<p>13%</p>	<p>87%</p>
<p>If you answered yes on #3, what kind of continuing education was it?</p>	<p>*80% - upgrading a certificate</p> <p>*20% - other</p>	
<p>What type of professional learning do you feel would be most beneficial to the faculty of Hoboken Elementary Schools?</p>	<p>*Face-to-face – 27%</p> <p>*Online – 20%</p> <p>*Combination of online and face-to-face – 53%</p>	

Appendix C

Georgia Striving Reader Subgrant	
Budget Breakdown and Narrative	
Function Code 1000 - Instruction	Year 1
Object Codes	Amount Budgeted
300 - Contracted Special Instructors	
610 - Supplies	\$ 2,500.00
611 - Technology Supplies	
612 - Computer Software	\$ 36,500.00
615 - Expendable Equipment	\$ 131,400.00
616 - Expendable Computer Equipment	\$ 99,000.00
641 - Textbooks	\$ 7,340.00
642 - Books and Periodicals	\$ 21,500.00
Function Code 1000 - Instruction Narrative: Funds used for a variety of instructional materials, software, and technology equipment to allow teachers to cover all aspects of literacy in all content areas. The use of 21st century technology is vital for student engagement and student learning.	
Function Code 2100 - Pupil Services	Year 1
Object Codes	Amount Budgeted
300 - Contracted Services	
520 - Student Liability Insurance	
580 - Travel	
610 - Supplies	

641 - Textbooks	
642 - Books and Periodicals	
Function Code 2100 - Pupil Services Narrative:	
Function Code 2210 - Improvement of Instructional Services	Year 1
Object Codes	Amount Budgeted
113 - Certified Substitutes	\$ 10,350.00
114 - Non-Certified Substitutes	
116 - Professional Development Stipends	
199 - Other Salaries and Compensation	
200 - Benefits	
300 - Contracted Services	\$ 9,000.00
580 - Travel	
610 - Supplies	
810 - Registration Fees for Workshops	
Function Code 2210 - Improvement of Instructional Services Narrative: Consultants and substitutes for teachers for professional learning in writing and technology.	
Function Code 2220 - Educational Media Services	Year 1
Object Codes	Amount Budgeted
610 - Supplies	
642 - Books and Periodicals	\$ 3,000.00
Function Code 2220 - Educational Media Services Narrative: Books for the media center.	
Function Code 2500 - Support Services - Business	Year 1
Object Codes	Amount Budgeted

148 - Accountant	
200 - Benefits	
300 - Contracted Services	
580 - Travel	
880 - Federal Indirect Costs	
Function Code 2500 -Support Services - Business Narrative:	
Total Budget for Year 1	\$ 320,590.00