School Profile

Created Tuesday, September 18, 2012

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School Information

School Information | District Name:	Bartow County School System
School Information | School or Center Name:	Taylorsville Elementary

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal | Name:	Bunny DiPetta
Principal | Position:	Principal
Principal | Phone:	770-606-5867
Principal | Email:	bunny.dipetta@bartow.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information | Name:	Bunny DiPetta
School contact information | Position:	Principal
School contact information | Phone:	770-606-5867
School contact information | Email:	bunny.dipetta@bartow.k12.ga.us

Grades represented in the building

example pre-k to 6

Pre-K - 5

Number of Teachers in School

38

FTE Enrollment

566

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: Elizabeth Williams

Position/Title of Fiscal Agent's Contact Person: AnneMarie Wiseman

Address: 65 Gilreath Rd

City: Cartersville Zip: 30121

Telephone: (770) 606-5800 Fax: (770) 606 5166

E-mail: Buffy.williams@bartow.k12.ga.us

John F. Harper

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

John F. Harper

Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

Date (required)

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

I. **Conflicts of Interest**

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

a. **Organizational Conflicts of Interest**.

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

- any person owning more than 20% interest in the Applicant
- the Applicant's corporate officers
- board members
- senior managers
- any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.

i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.

ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

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iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:
   1. Disqualify the Applicant, or
   2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.

iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

b. **Employee Relationships**

i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:
   1. The names of all Subject Individuals who:
      a. Participated in preparation of proposals for award; or
      b. Are planned to be used during performance; or
      c. Are used during performance; and

ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:
   1. The award; or
   2. Their retention by the Applicant; and
   3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
   4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.

iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

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iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.

c. **Remedies for Nondisclosure**
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

1. Termination of the Agreement.
2. Exclusion from subsequent GaDOE grant opportunities.
3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.

d. **Annual Certification**. The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

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III. **Incorporation of Clauses**

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

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

Todd Harper CFO
_____
Typed Name of Fiscal Agency Head and Position Title

10/10/2012
_____
Date

_____
Signature of Applicant's Authorized Agency Head (required)

John F. Harper Superintendent
_____
Typed Name of Applicant's Authorized Agency Head and Position Title

10/10/12
_____
Date

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

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

_____
Date (if applicable)

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Preliminary Application Requirements

Created Monday, October 08, 2012

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

General Application Information

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

- Yes

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

SRCL Rubric

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

- Yes

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

Assessment Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

Any costs not allowed for Federal projects per EDGAR, which may be accessed at http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html.
NOTE: This is NOT an all-inclusive list of unallowable expenses. If you have questions about unallowable expenses please e-mail your questions to jmorrill@doe.k12.ga.us

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

- I Agree

Grant Assurances

Created Monday, October 08, 2012
Updated Tuesday, October 09, 2012

Page 1

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Experience of Applicant

Single Audit Report Information – Five Year Timeline					
Year		**Project Title**	**Funded Amount**	**Is there an Audit?**	**Audit Results**
2006	LEA Grants	Title IA	$2,005,305	yes	*Procurement and suspension and debarment – not considered to be a material weakness *Schoolwide program not fully implemented (non-material – non-compliance)
		Title IIA	$421,327	Yes	None
		Title III	$54,238	No	N/A
		Special Ed. Cluster		Yes	none
		SPL	$306,828	no	N/A
2007		Title IA	$1,985,399	Yes	None
		Title IIA	$414,594	No	N/A
		Title III	$80,073	No	N/A
		Special Ed. Cluster	$2,648,330	No	N/A
		SPL	$324,690	no	N/A
2008		Title IA	$1,931,307	No	N/A
		Title IIA	$411,351	No	N/A
		Title III	$110,089	No	N/A
		Special Ed. Cluster	$2,830,364	yes	none
		SPL	$333,938		N/A
2009		Title IA	$2,538,166	No	N/A
		Title IIA	$466,043	Yes	Semi-annual Time and Effort Sheets
		Title III	$110,840	No	N/A
		Special Ed. Cluster	$2,868,141	Yes	none
		SPL	$342,944	no	N/A
2010		Title IA	$2,564,690	Yes	none
		Title IIA	$432,464	no	N/A
		Title III	$110,074	no	N/A
		Special Ed. Cluster	$2,862,075	yes	Semi-annual Time and Effort Sheets
		McKinney Vento	$31,214	No	N/A
		SPL	$345,478	no	N/A
2011		Title IA	$2,788,789	Yes	None
		Title IIA	$449,844	no	N/A
		Title III	$96,712	no	N/A
		Special Ed. Cluster	$2,811,108	Yes	Semi-annual Time and Effort Sheets
		McKinney Vento	$51,400	no	N/A
		SPL	$303,785	no	N/A

System History

Bartow County School System (BCSS) is located in the Northwest Georgia Area in the foothills of Georgia's Appalachian Mountains. It is home to Allatoona Lake, Etowah Indians Mounds, Red Top Mountain State Park, Booth Western Art Museum, Tellus Museum and Barnsley Gardens. Shaw Carpets, Toyo Tire, Anheuser Busch, Ameri-Steel, Cartersville Medical Center, Georgia Power Plant, Atlanta Sod and several other smaller industries make up our workforce. Local industries are supportive of a STEM program in our district.

BCSS continues to update its vision, mission, belief, and goals as part of Strategic Planning and SACS accreditation every four years. We have a strong commitment statement, ***Graduation and Beyond...Creating Lifelong Learners.*** Bartow County historically has had a cycle of literacy poverty. Nine schools in our System and Cartersville City received the SRG in 2012, allowing our community to have a focus on literacy. Involvement of our remaining schools, local daycares, and private schools will build literacy community-wide.

System demographics

Bartow County's population is 97,098 based on Census estimates; by 2013, Bartow County's population will be 112,137 with a projected 2.92% growth per year.

Current Priorities

Literacy begins at birth and our plan is focusing on breaking the cycle of generational poverty in literacy. Root-cause analysis indicates that birth to 4 remains one of our weakest areas. Bartow County currently serves 396 Pre-K students with a waiting list of 100.

Part of our schools received Striving Reader Grants (SRG) last year. The literacy team conducted a needs assessment of non-striving reader schools; analysis of this assessment and

disaggregated data resulted in our application for a second grant, needed in order to build continuity and sustainability system and community wide. Forty-one percent of teachers do not use data to evaluate/adjust instruction to meet student needs. Forty percent of teachers do not use intervention programs to support struggling students or allow extra time/tutoring for them. Reading is being interrupted and we do not have a sufficient amount of time for reading as indicated by 48% of staff. Professional development is needed as indicated by 47% of the staff to support assessment/instruction for reading priorities, and to identify reading interventions shown to be effective through documented research. Sixty-three percent of staff needs training on measurement administration, scoring and data interpretation. Teachers (51%) indicate need for time to analyze, plan, and refine instruction to meet student needs.

We are trying to complete a cycle between community and school so that each student has a personal laptop to use at home and school. Equal access to technology is urgently needed for all students to be successful. Receiving this grant will result in every school being part of a birth to high school community wide literacy initiative.

Large achievement gaps are evident with our Students With Disabilities (SWD) compared to students without disabilities, and students who are Economically Deprived (ED) compared to students who are not. The following tables show these patterns:

Table 1: Gap Analysis for All Students and Subgroups

Grade Level	% DNM Economically Disadvantaged (ED)	% DNM Not ED	Gap	% DNM Students with Disabilities (SWD)	% DNM SWD	Gap
3	8%	3%	-5	16%	4%	-12
4	13%	7%	-6	32%	7%	-25
5	5%	3%	-2	18%	2%	-16
6	9%	6%	-3	36%	4%	-32
7	13%	6%	-7	38%	6%	-32

8	3%	2%	-1	17%	1%	-16
	% DNM ED	% DNM Not ED	Gap	% DNM SWD	% DNM not SWD	Gap
ECOCT Literature	28%	14%	-14	58%	15%	-43
GHSGT ELA	17%	8%	-11	40%	9%	-31

Table 2: Percent of Students in Grades 3, 5, and 8 not meeting standards on current CRCT

3rd Grade	Reading	ELA	Math	Science	Social Studies
	6.3%	6.1%	15.1%	18%	20.3%
5th Grade	Reading	ELA	Math	Science	Social Studies
	5%	4%	9.7%	19%	25.2%
8th Grade	Reading	ELA	Math	Science	Social Studies
	5.7%	5.7%	31.4%	24.7%	23.8%

This analysis showed weaknesses in disciplinary literacy at all grades. Increasing numbers of students do not meet standards in science and social studies. As we transfer from the CRCT to PARRC Assessment this existing gap may widen.

Table 3: Percent Not Meeting on Georgia Writing Test GAPS 5-8

School	5				8			
	All	SWD	Not SWE	ED	All	SWD	Not SWD	ED
Elementary Schools								
Third Grade								
Fifth Grade	1020	56%	13%					
Middle Schools								
Adairsville Middle					24%	69%	17%	31%
Cass Middle					21%	59%	16%	26%
South Central Middle					24%	61%	19%	25%
Woodland Middle					18%	58%	13%	21%

Table 4: Percent Not Meeting: High School Writing Test

School	All	SWD	S Without D	Gap	ED
Adairsville High	9%	30%	5%	25%	15%
Cass High	7%	31%	5%	24%	11%
Woodland High	6%	28%	4%	24%	8%

Table 5: District Graduation Data

	2008	2009	2010	2011
Adairsville High	70.1%	76.9%	83.2%	68.9%
Woodland High	71.5%	75.4%	85.5%	68%%

Principals of 10 target schools met with district leaders to discuss grant requirements related to needs assessment, identification of gaps in school literacy practices, and proposal writing.

Schools literacy teams examined data and revised their literacy plans.

System Priorities:

1. Expand a comprehensive literacy plan for birth to 4 year olds.
2. Improve learning outcomes for all students through Universal Design for Learning.
3. Improve student achievement in writing across all contents and grades
4. Integrate literacy with science and technology, engineering, and mathematics (L-STEM)
5. Develop an infrastructure to support new literacies through technology use and application in *every* classroom.
6. Summer Intervention Convention will include families with children ages birth to 4.

Strategic Plan

The goals and objectives of our plan reflect our priorities:

Student Achievement: Improve curriculum mastery (Rigor, Relevance, Relationships); completion rates; reduce student achievement gaps

School and Community Relationships: Increase parental, community, student, and staff engagement.

Organizational Growth and Improvement: Develop competent, accountable work force; effective organizational communications/culture

Operational Support: Provide safe/secure facilities, efficient/effective student support services; ensure effective administrational processes; sustain positive fund balance.

Professional learning (PL) is the key structure that supports literacy plan for BCSS in the area of the core reading program, writing, the four tiered literacy intervention continuum, RtI, depths of knowledge, thinking maps, and vocabulary development. Assessment PL supports screening, progress monitoring, and diagnostics. Teaching units have been developed to support the common core and benchmarks. System approved reading and gifted endorsements support disciplinary literacy.

Table 6: Past/present district initiatives

Action	1996 1998 2000 2003 2004 2006 2008 2010 2011 2012
Georgia Reading First	
America's Choice; Literacy Coaches	
Coaches position discontinued	
Adopted Scott Foresman Reading Program	
System literacy survey	
Elementary program alignment	
Project Focus	
Literacy Specialist hired	
Scientifically evidence-based programs purchased	
CCGPS Math Units developed	
K-5 Science Units developed	
DIBELS Next	
Social Studies Units developed	
SRG (SRG) Cohort 1	
SIM-CERT	
Scholastic Reading Inventory	

Literacy Curriculum

- BCSS has a standards based literacy curriculum aligned to Common Core Standards. During the past 7 years the curriculum has been standardized throughout the system to address the frequent moves of many students between schools. A core program is used in grades PreK-5. Unit plans to support the implementation of the CCGPS are being developed K-12.
- Reading taught as a separate class in middle school. Some intervention programs are available to support middle school/high school struggling students.
- System-wide literacy assessments to screen and to progress monitor such as: PALS, Peabody Picture Vocabulary Test, DIBELS Next Benchmark/Progress Monitoring, Informal Phonics Inventory, OAS Benchmark Assessments, Scholastic Reading

Inventory for all middle schools and Cass High. We use ACCCESS for our ELL learners. Outcome based assessments are the CRCT and End of Course Tests.

Plan for Management of the Grant Implementation:

Dr. Buffy Williams, Executive Director of Elementary Curriculum and Literacy, has overall responsibility for managing the grant implementation and supervises the district's literacy specialist and the administrative assistant. Mr. Mark Bagnell, Director of Technology supervises the nine instructional technology specialists who will coordinate the installation and maintenance of technology and train teachers on the pedagogical uses of mobile technology. Dr. Williams' staff will be available to carry out grant activities, such as coordinating, scheduling, and, at times, providing professional-learning; training teachers on new formative and summative assessments; purchasing and distributing print materials. The principals of the Striving Readers' schools will oversee grant-focused literacy activities in their schools as part of a long-term strategy to institutionalize high-impact instructional practices. BCSS's Business Office has the capacity to drawdown Striving Readers grant funds as it currently does for numerous state and federal grant programs. Under the direction of Dr. Williams, the administrative assistant for curriculum and instruction and grant management will enter and process purchase orders, and will receive, inventory, and distribute purchased items and services.

List of Individuals Responsible for the Day-to-Day Grant Operations and responsibilities of the People Involved with the Grant Implementation

	Individual Responsible	Supervisor
Purchasing	Todd Hooper	Dr. John Harper
Site-Level Coordinators	Dr. Buffy Williams	Dr. John Harper
Professional Learning Coordinator	Janice Gordon	AnneMarie Wiseman
Technology Coordinator	Mark Bagnell	Dr. John Harper
Assessment Coordinator	Dr. Paul Sabin	Dr. John Harper

Responsibilities of People Involved with the Grant Implementation:

The following table shows the format for Timeline of Grant Activities and Individuals Responsible

Objective	Strategy	Resources	Person Responsible	Budget Needs	Timeline	Training Dates	Method of Evaluation	Funding Source	Completed

Executive Directors of Curriculum, Dr. Buffy Williams and Mr. Jim Gottwald have read each individual school's plan and reviewed each application with both the system and school teams. In reviewing the subgrants, we looked for continuity of professional learning and training; use of contractors for training and summer literacy plans and all budget plans. Upon reviewing all of this information we clearly understand each school's plan and will support each school's roll-out plan. The goals and objectives for each school will be a focus for our system literacy plan as the system literacy team meets monthly. Monthly reports will be sent to the system level of how each school is progressing on their implementation timeline. The system literacy team will review each monthly report to plan for the upcoming month on how to support each school. The budget will be reviewed monthly by the system team and a report will be given to our superintendent and chief financial officer. We will share these updates with our local board of education. This grant will be in accordance with all rules and regulations required by the GaDOE. The Fiscal Requirements of Internal, Operating, Accounting and Compliance Controls will be followed as a commitment to our project.

The system literacy team is composed of leadership from each school and from the school district. This team is involved in all aspects of budget development, performance plans, and professional learning. Time for the Literacy Team to meet twice monthly is built into the annual calendar, and the team meets at least once monthly. Minutes are maintained of team meetings and shared with the Superintendent and School Board. The System Literacy Team has met on the following dates:

August 2, 2012; September 25, 2012; October 4 and October 30, 2012; November 9 and 29, 2012; December 14.

Bartow County School System: Experience of the Applicant

Other initiatives with which the LEA has been involved.

Action	1996 1998 2000 2003 2004 2006 2008 2010 2011
Participated in initial Georgia Reading First	
Participated in Georgia's Choice; Literacy Coaches	
Coaches position discontinued (budget constraints)	
Adopted Scott Foresman Reading Program	
School surveyed to determine how literacy taught; 27 different programs used for reading	
Elementary literacy program alignment begins	
Project Reading Focus (system funded)	
System Literacy Specialist hired	
Schools begin to purchase scientifically evidence-based core and interventions (system funded)	
DIBELS Next (system funded)	

Table 8 Initiatives the LEA has implemented internally and with no outside funding support.

Action	1996 1998 2000 2003 2004 2006 2008 2010 2011 2012
Adopted Scott Foresman Reading Program	
School surveyed to determine how literacy taught; 27 different programs used for reading	
Elementary program alignment begins	
Project Focus (system funded)	
System Literacy Specialist hired	
Schools begin to purchase scientifically evidence-based core and interventions (system funded)	
System ELA Benchmarks aligned to GPS	
Classic Core Vocabulary Read Aloud Initiative	
DIBELS Next	
PSC Approved Reading and Gifted Endorsements	
Develop ELA Unit Plans aligned to CCGPS	

A description of the LEA's capacity to coordinate resources in the past.

- The initiatives implemented by the Striving Reader Grant will continue to be supported through state and federal monies as a commitment of the district curriculum and leadership teams. Millions of dollars' worth of formula and competitive grants are coordinated each year under the direction of Ms. AnneMarie Wiseman, Director of Title I, Ms. Janice Gordon, Coordinator of Professional Learning (Title II), and Ms. Paula Camp, Coordinator for ESOL (Title VII), and Dr. Scott Smith (Title VI). Dr. Buffy Williams manages Cohort 1 of the Striving Reader Grant and will manage Cohort 2. System personnel routinely coordinate grant budgets with other federal, state, and local fiscal resources.

A description of the sustainability of initiatives implemented by the LEA.

- **Project Focus**. The goal of Project Focus was to teach children to lift print from the page fluently while embedding comprehension strategies, vocabulary, and language syntax/structures in order to comprehend grade level expository text. The objective was to provide direct explicit targeted reading instruction to rising second grade students that are achieving below grade level so that they exited at or above end of the year grade level. Scientifically research based reading programs were selected to be used in the program, including an accelerated intervention program (Torgeson, 2007; and a scientifically evidence-based grade level core reading program (Pressley, Torgeson, 2006). Explicit vocabulary instruction and reading in the content area were embedded into the program using quality picture books aligned to science and social studies Georgia Performance Standards and writing in response to reading was incorporated multiple times daily. In order to identify eligible participants, student data was analyzed. Students were eligible if they meet the following criteria: 1) Three DIBELS scores showing students at-risk, 2) Progress monitoring showing progress in the RTI process, 3) CRCT Scores – Level I or borderline Level II. This program has been in place since 2008.
- **Core Reading Program** The system phased in a scientifically evidence based core program. When system monies were not available; principals used their monies to put the core in place system wide from Kindergarten through fifth grades. T
- **DIBELS Next**. In 2011 the system made the decision to change the screening and progress monitoring instrument from the DIBELS 6th Edition to DIBELS Next. Accuracy of data is critical. The Literacy Specialist received training leading to certification as a DIBELS Next Trainer and Mentor. Official DIBELS Next Transition training was delivered during the summer and fall of 2011 to teachers responsible for administering and scoring the DIBELS Next in grades K-5.
- **Reading Endorsement.** Bartow County has many teachers with Reading Endorsement. Beginning in 2000, the county participated in the training of trainers for Reading Endorsement through Northwest Georgia RESA. In the interim years, 120 teachers in the county were endorsed in the area of reading. When professional learning funds were cut for budgetary reasons, in 2009-2010 Bartow County School System wrote and was approved as a Professional Standards Commission provider for the Reading and Gifted In-field Endorsements. The Reading Endorsement Program was written to reflect the scientific evidence base in reading and embeds theory to practice in application of new learning in the participants' classrooms. Currently, twelve administrators and 11 teachers are completing the endorsement. This initiative has full sustainability beyond the life of the grant. This opportunity will be expanded next year and in subsequent years during and beyond the life of the Striving Readers Comprehensive Literacy Grant in order to infuse best practices in literacy in every school in our county.
- **Classic Core Vocabulary.** In 2010 the system implemented the Classic Core Vocabulary initiative. Two classic books were selected per grade level, tier 2 vocabulary identified, and explicit vocabulary instruction was developed by a team of teachers. The initiative has been expanded each year, and now four complex classic read alouds with accompanying instruction are in place at each grade level.
- **CCGPS Units.** The system is the processing of developing and revising units that align to the Common Core Georgia Performance Standards. This work began in 2010, and is

continuing. Writing in response to reading and for research purposes is being expanded and aligned to the CCGPS.

Bartow County School System – Taylorsville Elementary School, Cohort 2

Taylorsville Elementary School's Striving Reader Comprehensive Literacy Grant

School History

Taylorsville Elementary School was built in 1932 in southwest Bartow County. The original building housed first grade through high school. As the population of Bartow increased, additions were made to the first building, in 1936 and 1952. Eventually, the building became a K-5 school. As growth continued, a new Taylorsville School was built in 1995, a few miles from the original building. It is now one of 12 elementary schools in the Bartow County System. The school serves approximately 550 students, PreK-5. The student population is 59% economically disadvantaged, therefore, meeting the criteria as a Title I school.

Students at Taylorsville have consistently received a quality education. A close family atmosphere exists, creating a school culture where students "*Roar to the Top*" and are considered our future. The school has maintained accreditation by the Southern Association of Colleges and Schools for more than 20 years. Building upon numerous awards and continued success, the community views this school as high-performing.

In 2005, Taylorsville was awarded the Bronze Award for the highest percentage of students meeting/exceeding CRCT standards. In 2007, the school was awarded the Platinum Award for the greatest gain in meeting/exceeding CRCT standards. In 2008, Taylorsville was recognized as part of the Georgia Superintendent's Distinguished Achievement Awards for achievement in grade 1 CRCT Reading. In 2011, the school was named a Title 1 Distinguished School and most recently, on the DOE list of Title 1 Highest Performing Schools. Due to the highly-qualified staff, committed to excellence, all stakeholders can be assured that Taylorsville will continue to strive toward exceeding its status as a high performing school.

Bartow County School System – Taylorsville Elementary School, Cohort 2

Administrative and Teacher Leadership Team

Taylorsville Elementary School is led by Dr. Bernadette DiPetta (principal) and Ms. Wanda Westberry (assistant principal). The principal holds a Doctorate of Education and the assistant holds an Ed.S. in school administration. Taylorsville's Leadership/Literacy Team consists of both administrators, representatives from every grade level/department, a paraprofessional and parents.

The Leadership/Literacy Team meets each summer to analyze the current year's assessment and survey data, identify areas of need, evaluate/revise School Improvement and Title I plans. During pre-planning, a draft School Improvement Plan is presented to the staff for review and input. A final copy is completed based on input from all stakeholders, parents, and Local School Council. The team meets quarterly for the purpose of analyzing formative data and considering needs for instructional adjustments. The highest priority and culminating task of the Leadership/Literacy Team is to determine needs and define school goals. For this reason, the Leadership/Literacy Team strives to create and maintain an environment that educates all students, to understand the past, learn in the present, and flourish in the future as lifelong learners. A distinct camaraderie exists among all stakeholders. This relationship is a critical factor in the high level of student achievement here.

Past Instructional initiatives

Taylorsville maintains a high level of excellence by implementing initiatives to strengthen literacy school-wide.

Bartow County School System – Taylorsville Elementary School, Cohort 2

Power Writing

- Two teachers received intensive training at the district level and redelivered key points to teachers during grade level meetings. As a result, these two teachers implemented Power Writing strategies that resulted in improved student writing.

Interactive White Boards

- For three years, limited funds afforded the purchase of a few interactive projectors. Projectors enable teachers to access and use interactive instructional technologies to improve literacy. The scientifically evidence-based core reading program could then be delivered using all the multiple resources provided through their web-based links. These components enabled parents and students with computer access to utilize current and past texts for remediation/enrichment. Incorporation of interactive technology provides greater differentiation of instruction to meet student learning needs in literacy. Teachers using this technology have seen improvement in student achievement and reading engagement.

Maximizing Instructional Resources

- Many of the school's ancillary staff serves as interventionists. Minimal training proves inadequate to implement interventions with fidelity and consistency.

Math-Based Literature

- Taylorsville continues to increase the number of recommended math-based literature titles. Research shows children learn mathematical concepts best through language. These books provide relevant examples, making math meaningful.

Bartow County School System – Taylorsville Elementary School, Cohort 2

Current Instructional Initiatives

Integrated Writing

- A current instructional focus is to increase the number of students exceeding writing standards, therefore; an increased emphasis has been placed on using the writing component included in our core-reading program.

Collaborative Planning Days

- Research shows common planning is essential. Time is devoted to collaborative planning where assessments are reviewed/analyze and instructional adjustments are made.

Data Dig

- Each summer data disaggregation days are funded through Title I. Student scores are rank-ordered by domain to assure students of greatest need are addressed first.

Extended Learning Time

- A five-week afterschool tutorial program provides extended time for students who are at risk. Students in need of intensive reading instruction participate in research-based interventions.

Professional Learning Needs

The Georgia Literacy Plan Needs Assessment (GLPNA) indicated the following:

- professional development for all staff in implementing a consistent writing program
- better professional development to utilize technology effectively in all content areas
- training is needed in selecting and implementing appropriate intervention programs with fidelity

Bartow County School System – Taylorsville Elementary School, Cohort 2

Need for a Striving Readers Project

Curriculum Needs

Taylorsville has limited materials to support effective delivery of interventions. Currently there is a dedicated intervention block in the daily schedule. Without appropriate materials, however, fidelity of program implementation is compromised. According to the GLPNA, supplemental and intervention programs of documented efficacy are partially in place to support students who do not achieve success from the core reading program alone. There is a need to identify and purchase sufficient intervention materials, aligned to student needs, and provide associated training so interventionists are able to implement programs with fidelity. The number of students referred for RTI interventions tier 3 and 4 will not be reduced without this curriculum. Based on the GLPNA data, another curriculum need would be to purchase a consistent writing program in K-5.

Technology Needs

Twenty-first century technology is an essential need to enable students to become career and college ready. The Striving Readers Project will provide interactive technology tools reflective of the 21st century classroom, interactive projectors for every core classroom, document cameras, additional desktop computers and student laptops.

Presently, many of the projectors are outdated, need repair, or are non-existent. Current web-based and interactive software will not function on this equipment. Updated projectors and document cameras are needed to facilitate student engagement and increase instructional rigor. These cameras will allow an image to be captured, saved to a laptop and utilized during instruction. Most K-3 classrooms are equipped with 2 student computers; however, 3 additional

computers are needed. In grades 4-5, student laptops are needed to access web-based materials that support the core reading program.

As Common Core Georgia Performance Standards are rolled out, 21st century technologies will be important for sharing and analyzing student work. As the rigor of work increases, students will actively be able to show their work while engaging in reciprocal teaching using multiple modalities.

Lack of adequate access to technology for 59% of students who are economically disadvantaged is a problem. Limited integration and access to current technology is hampering the potential success of learner. Students have many of the skills needed to type a report, but lack experience in applying technology as a thinking tool for communicating, researching, and collaborating in a broader learning community. To improve communication with stakeholders a digital marquee is needed. In today's world, use of this highly advanced technology will draw attention in a dynamic way to advertise events and keep the community up-to-date with important information.

Bartow County School System – Taylorsville Elementary School, Cohort 2

Building Block 1. Engaged Leadership

1A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school

Best Practices in Place

According to the Georgia Literacy Plan Needs Assessment for Literacy (GLPNA), completed by 100% of the staff, 95% of respondents answered fully operational in this area. Building administrators are in year two of participating in state-sponsored CCGPS webinars and face-to-face professional learning sessions as schools transition to CCGPS. During grade level meetings, teachers and administrators view and discuss recorded webinars to review strategies and resources for literacy instruction. **("The How", p.20)**

Taylorsville experiences low staff turnover. When a new teacher is hired, the administration ensures that this new teacher receives the necessary support in becoming acquainted with the curriculum, programs, materials and previously learned strategies. Grade level teacher leaders serve as mentors by modeling best practices and sharing professional resources. Through strong collaborative planning the new team member is supported in transitioning into the school family.

Administrators monitor literacy instruction utilizing the Georgia Literacy Instruction Observation Checklist, 2012. Careful consideration is given to creating schedules that maximize instructional literacy time and support teacher collaboration. The principal attended the Model Schools Conference to learn strategies for implementing CCGPS and to explore research-based guidelines for integrating effective literacy instruction. According to the National Council of the Teachers of English (2006), "Today, American students must have strong literacy skills in order to compete in the global society." **("The Why," p. 46)** The administrative team keeps abreast of current practices/recommendations/updates in literacy instruction via postings on the Georgia Department of Education website, professional education journals, and collaboration with system leaders. **("The What", p.5)**

1B. Action: Organize a Literacy Leadership Team

Best Practices in Place

Fifty-seven percent of respondents answered fully operational and 34% answered operational to this survey question. A Leadership/Literacy Team is in place, consisting of grade level chairpersons, media specialist, Title I teacher, special education teacher, paraprofessionals, principal, assistant principal and parents. The principal leads the team in establishing a shared literacy vision aligned with the state literacy plan. Administrators have begun to utilize the newly released Georgia Literacy Instruction Observation Checklist, 2012 during daily walk-throughs and formal evaluations to determine strengths and to identify instructional needs.

According to a National Stem report, math and language arts standards have become the norm, while standards for science learning have been described as inconsistent and disconnected. In almost every state, children are reported getting less time for science in elementary schools than they did 15 or 20 years ago. The National Research Council recommends devoting adequate time and resources

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to science in grades K-5. It is important for administrators to ensure that literacy instruction is occurring across all content areas during these literacy walk-throughs and in collaborative grade level meeting discussions. (www.successfulstemeducaton.org) On the basis of this research, school leaders will strive to ensure that literacy instruction is incorporated into science and other core subjects.

The administrative team displays all current standardized test data so that stakeholders remain focused on the goals and objectives as stated in the School Improvement Plan. Administrators will stay abreast of current research, adjust instructional plans, and continue to analyze formative and summative student assessment results while refining literacy goals based on the CCGPS. **("The What", p.5) ("The How", p.21)**

1C. Action: Maximize the use of time and personnel through scheduling and collaborative planning

Best Practices in Place

The GLPNA yielded the following results: 70% answered operational to this survey question. Each grade level's schedule is crafted to adhere to a dedicated 90-120 minute block of literacy instruction in K-3. The 4-5 schedules are also crafted to ensure a dedicated block of time. Upper grade levels are departmentalized and utilize 70 minute blocks. The schedule for ancillary staff is designed to include a block of time for intervention to support literacy. Protected time for collaborative planning is built into the daily schedule to assure literacy instruction in all content areas. Schedules are followed to guarantee the maximum time is spent in effective instruction. **("The What", p.6) ("The How", p.22-23) ("They Why", p. 27)**

1D. Action: Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards

Concerns

Twenty seven percent of the respondents answered emergent and 16% answered not addressed, indicating a need for teachers across the content areas to accept responsibility for literacy instruction as articulated in the CCGPS.

Although all staff is utilized to support literacy instruction, adequate and appropriate training is lacking. Full incorporation of instructional technologies such as blogs, Twitter, Facebook to support stakeholder engagement has been discussed, but not implemented. In response to this need, faculty will participate in targeted, sustained professional learning on literacy strategies within the content areas. The school Leadership/Literacy Team will identify exemplary literacy instruction that can be videotaped for professional learning purposes. In addition professional learning will be expanded to include all pertinent staff, including afterschool providers. **("The What", p.6) ("The Why", p. 37)**

Best Practices in Place

Results from the GLPNA indicated that 30% of respondents answered fully operational and 25% answered operational to this item. The faculty and staff participate in targeted and sustained professional learning, including viewing the Georgia Department of Education CCGPS webinars. **("The How", p.24)** Administrators use the Georgia Literacy Instruction Observation Checklist, 2012

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during walk-throughs and formal observations to ensure consistency of effective instructional practices that include disciplinary literacy across content areas. **("The Why," p. 48)** For the last three years, Title I funds have continued to enhance the literacy resource room for parents. Title I Family Nights are offered quarterly to engage families in literacy based experiences. Opportunities for tutoring include a 5-week intensive instructional extension program for at-risk students. Beyond the 5-week program, Title I provides additional tutoring throughout the year for at-risk children. **("The What," p. 6)**

1E. Action: Optimize literacy instruction across all content areas

Concerns

According to the GLPNA, 27% of the respondents agree that they have received professional learning in disciplinary literacy in some, but not all content areas. Although administration has discussed opportunities for writing across the content areas, without a consistent writing curriculum, teachers have found it difficult to infuse writing effectively across the content areas. Research from Writing to Read (2010) suggests that when using writing to support content area instruction, comprehension is increased and retention of subject matter is improved. **("The Why," p. 48-49)**

Students need to utilize on-line resources such as blogs, wikis, and YouTube videos to celebrate and publish quality student writing projects in a variety of formats. The CCGPS requires students to read and analyze a wide range of print and non-print materials that foster reading closely and the ability to think, speak and write with textual evidence that supports an assertion. Literacy includes not only written text, but also the viewing and representing of digital images, aural images, and other special effects and other forms of digital media. Evolving technological developments, increasing demands of the workplace, and increasing access to knowledge mandates that every citizen must be able to read, write, and communicate at increased levels. According to *Reading Next*, one of the most prominent issues is student motivation, which is listed as one of the nine recommendations for improving instruction. **("The Why," p. 51)** In order to realize the advantages provided by access to social media, 21st century technology must be purchased to enhance/upgrade the school's limited amount of web-based technologies. **("The What", p.6) ("The How", p.26)** According to the 2012 National STEM Report, the three most important challenges facing STEM education in the United States includes the lack of funding in K-12 specifically designated for STEM education. (www.learning.com)

Best Practices in Place

Twenty-one percent of respondents answered fully operational and 50% answered operational to this item. There is a strong school-wide instructional emphasis on vocabulary development evidenced by interactive word walls, grade appropriate and challenge vocabulary lists included on weekly newsletters, and vocabulary prominence across the disciplines. Daily read-alouds are utilized at all grade levels to increase comprehension and expand vocabulary and to support rigorous literacy instruction. Implementation of the Gifted Collaborative Teaching Modification Delivery Model in 4th and 5th grades is increasing the rigor of literacy instruction. **("The How", p.26)** Although all these components are in place, the need to increase social interactions among students related to reading is

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lacking (Boardman et al., 2008) **("The Why", p.51)**

Writing rubrics aligned with CCGPS and performance goals are utilized in all genres. Teachers identify samples of exemplary student work that highlight features of quality writing which are displayed in the classroom. Recommended exemplar texts have been purchased and placed in the media center's professional library for teacher use in the classroom. **("The What", p.6) ("The How", p.27)**

1F. Action: Enlist the community at large to support schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards.

Concerns

Thirty percent of the respondents answered emergent to this item and 15% felt it was not addressed. The Leadership/Literacy Team noted that the timing of the dissemination of this survey impacted the above responses. The survey was presented before the existence of the system's literacy council was fully communicated to all staff. The timing of the release of the survey is what may have caused this survey item appear ambiguous to many staff. **("The What", p.7)**

Best Practices in Place

The GLPNA results showed that 25% of respondents answered fully operational and 7% of respondents answered operational. Taylorsville has a shared vision for literacy which is visible through the school's website recording the number of print and non-print books read by students. The school enlists community members to serve as mentors for students who need additional support. The school also invites members of the community such as fireman, policeman, paramedics, dental professionals, and the Bartow County Public Library representatives to share information with students and to support learning. **("The How", p.28)** Academic successes are celebrated throughout the year through traditional means such as marquees, newspaper, newsletters, and the school's daily news broadcast. However, expanded use of social media is needed to more effectively promote the goals of literacy throughout the community at large. **("The What", p.7) ("The How", p.28)**

Building Block 2: Continuity of Instruction

2A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams (See Leadership Sections I. D., E.)

Concerns

Thirty-two percent of the respondents recorded emergent for this question and 14% recorded not addressed. The strong literacy focus in the curriculum is inconsistent because there is not dedicated time in the schedule for cross-disciplinary teams to meet regularly. **("The What", p.7)**

Best Practices in Place

Fourteen percent of respondents answered fully operational and 37% operational. During grade level meetings, videotaped model lessons are viewed. This best practice is recognized but only consistently fully implemented with core classrooms teachers. Specific measurable student achievement goals are aligned with grade level expectations and are shared by teachers in all subjects.

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All grade level meetings follow a protocol with a written agenda and expectations are clearly articulated. Collaborative planning and analysis of student data/work are integral parts of the grade level meetings. **("The What", p.7) ("The How", p.29)**

2B. Action: Support teachers in providing literacy instruction across the curriculum

Best Practices in Place

Thirty-six percent of the respondents answered fully operational and 48% answered operational. Literacy instruction, supported by a systematic and comprehensive core reading language arts program is present in all content area. Evidence exists in the teaching of academic vocabulary in all subjects and through the monitoring of instructional strategies during classroom observations, both formal and informal, by administrators. Administration stays abreast of effective strategies in instruction which they share weekly during grade level meetings. **("The How", p.30)** The celebration of literacy is an on-going process at this school. The media center celebrates children's accomplishments monthly and the entire school celebrates as a culminating experience at the end of the school year. **("The What", p.7)**

2C. Action: Collaborate with supporting out-of-school agencies and organizations within the community

Best Practices in Place

Results of the GLPNA stated that 73% of respondents answered operational to this survey item. A local energy plant is an advocate for the school in providing mentors and financial support for students and families in a variety of ways. Faith-based groups collect foods and goods to help needy families on a weekly basis. Local businesses continue to foster relationships with the school in supporting incentives for students and staff. **("The What", p.8) ("The How", p.32)**

Building Block 3. Ongoing formative and summative assessments

3A. Action: Establish an infrastructure for ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction

Best Practices in Place

Sixty-three percent of respondents answered fully operational and 23% answered operational to this survey item. Effective screening progress monitoring and diagnostic tools have been selected to be used along with a complimentary system of mid-course assessments that are common across classrooms. Teachers understand the purpose for and the use of formative assessments in how it differs from summative assessments. Teachers are continuously evaluating the results of assessments in order to adjust instructional delivery. Two teachers are designated as the responsible persons for ensuring continued fidelity in formative assessments, such as DIBELS Next. Reports are generated in DIBELS Next at both the classroom and school level to share relevant student progress data with teachers. This data is then shared and interpreted to parents at conferences. This diagnostic data is utilized as part of the RTI process. Results of this survey indicated the need to acquire a similar diagnostic tool for math performance. **("The What", p.8) ("The How", p.34)**

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3B. Action: Use universal screening and progress monitoring for formative assessment

Concern

Intervention materials are aligned with student needs and are in use, however all staff is not trained to use the programs with fidelity.

Best Practices in Place

The GLPNA results show that 59% of respondents answered fully operational, 36% answered operational to this item. The Leadership/Literacy Team meets quarterly and makes data driven budget decisions aligned with literacy priorities. Teacher teams continually analyze student data to develop and adjust instructional plans. **("The How", p.36)** Assessments are administered according to the district's time line. A formative assessment calendar based on local and state guidelines includes times for administration and the persons responsible. The technology infrastructure is adequate to support administration of assessments and dissemination of results. **("The What", p.8)**

3C. Action: Use diagnostic assessment to analyze problems found in literacy screening

Best Practices in Place

Survey results show 43% of the respondents answered fully operational and 50% answered operational to this item. A protocol is in place for ensuring students, identified by routine screenings, receive diagnostic assessments. Teachers select appropriate interventions based on the needs of the students and adjust accordingly. Data from diagnostic assessments is used in helping the teachers set learning goals and monitoring the progress towards those goals. **("The How", p.37)** Results are then shared with families during conferences. The school has developed a protocol for ensuring that student improvements in reaching literacy goals is recognized and celebrated. **("The What", p.9)**

3D. Action: Use summative data to make programming decisions as well as to monitor individual student progress

Best Practices in Place

Based on the survey, 45% of the respondents answered fully operational and 50% answered operational to this item. Each summer disaggregation of the previous year's CRCT and other assessment results are analyzed to identify broad student needs and serve as a baseline for writing the School Improvement Plan. As part of data analysis, attention is given to the performance level of all subgroups within the school. Following the analysis, areas of need are prioritized and actions plans are written. **("The How", p.37-38)** At the beginning of each year, time is devoted in team teacher meetings to review these results and adjust the curriculum alignment to eliminate gaps. Throughout the year teacher teams plan lessons, reteach and implement interventions that target areas of need. **("The What", p.9)**

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3E. Action: Develop a clearly articulated strategy for using data to improve teaching and learning (See V. A.)

Best Practices in Place

Results from the survey yielded 38% of the respondents selecting fully operational and 64% answering operational to this item. Formative and summative data analysis is part of the school's scheduled grade level meetings. Administration and staff continually evaluate data to implement strategies that support the continuing progress towards students exceeding standards in all areas. **("The What", p.9) ("The How", p.38-39)**

Building Block 4. Best Practices in Literacy Instruction

4A. Action: Provide direct, explicit literacy instruction for all students

Best Practices in Place

Survey results show 48% of the respondents answering fully operational and 45% answering operational to this item. A scientifically evidenced research-based core literacy program is in use that provides continuity based on scope and sequence of skills that is integrated into a rich curriculum of literacy and informational text. Grades K-3 includes a daily literacy block which includes whole group explicit instruction as well as small groups for differentiation. Administration conducts daily classroom visits, observing the use of various assessment tools to gauge current practice in literacy instruction. Leadership regularly arranges training for all pertinent staff.

Videotaping master teachers, presenting literacy instruction, would further ensure that all teachers access to authentic model lessons. This experience could be used as a spring broad for further exploration and professional development. **("The How", p.40)** Additionally, effective differentiated lessons and strategies could support new staff and promote idea sharing peer-to-peer. **("The What", p.9)**

4B. Action: Ensure that students receive effective writing instruction across the curriculum

Concerns

Seventy-one percent of the respondents scored effective writing instruction in the emergent category. Though emphasis has been placed on improving writing year after year, students continue to score below expectations on writing assessments. Fifth grade students continue to fall short of exceeding on the Grade 5 Georgia Writing Assessment. Authors Graham & Hebert (2010), recommend increasing how often students produce their own text. **("The Why," p. 46)**

Although writing instruction is taking place in classrooms, there is not a consistent curriculum in place that has been effective in improving students writing. While all subject areas teachers continue to participate in professional learning in writing instruction, the strategies are fragmented and have failed to facilitate exceptional student writing performance. According to recent research reports, writing is essential to improve reading comprehension. **("The Why," p. 45)** A coordinated plan for writing instruction across all disciplines, vertically and horizontally, is a prerequisite to achieving the school's goals for student writing. According to the National Commission on Writing (2004), "People

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who cannot write and communicate clearly, will not be hired, and if already working, are unlikely to last long enough to be considered for promotion." **("The Why," p. 44)**

The writing curriculum must include explicit and direct instruction to all relevant staff. The school's current technology is woefully inadequate for production, publication, and communication across the curriculum. Technology is an essential tool for supporting writing instruction in all content areas. Research supports the integration of technology in reading, English/language arts, math, science, social studies, fine arts, health and physical education. **("The Why," p.56) ("The What", p.10) ("The How", p.42)**

Best Practices In Place

Twenty-nine percent of the respondents answered operational to this survey item. The school has developed a resident expert in the area of teaching writing who has attended local and national writing trainings. This teacher has worked hard to redeliver and highlight key components of professional learning. The teachers have tried earnestly to implement many of these strategies. Central to writing instruction are the quarterly writing prompts provided by the district with an accompanying rubric. Web-based resources provided by the Georgia Department of Education have been heavily utilized by teachers. Writing samples that differentiate models of does not meet, meets, and exceeds are posted. **("The What", p.10)**

With the implementation of this writing curriculum, teachers will provide instruction and opportunities for developing an argument, writing coherent informational or explanatory text, or writing narratives to explore content area topics. As part of the implementation of this writing program, teachers will intensify the connection between writing instruction with the kinds of writing tasks that students will need to achieve proficiency and be fully prepared for college and career. The use of technology will be an essential component of writing instruction for producing, publishing and communicating across the curriculum. **("The Why", p. 66-67)**

4C. Action: Teachers work to develop and maintain interest and engagement as students' progress through school.

Best Practices in Place

Results from the survey indicated 50% of the respondents answered fully operational and 20% answered operational to this item. Teachers employ multiple strategies to develop and maintain student interest and engagement in learning. Susan Ebbers (2011) suggests inclusion of curiosity, surprise, novelty, relevance, complexity, prior knowledge, explicitness and coherence, purpose, perspective, discussion, interest alignments and surveys, help motivate students; therefore improving comprehension. **("The Why," p. 53-54)** The media specialist supports classrooms at all grade levels by conducting literacy lessons, including how to conduct research and the appropriate use of various research tools. Opportunities for self-selected reading materials and topics for research are abundant throughout the school. Teachers provide instruction that is relevant and rigorous using examples from students' real life experiences to promote understanding of content. Essential questions help focus student attention on enduring understanding for each lesson. Referring back to the essential question helps students make connections to prior lessons and to the real world. Teachers promote a high level

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of student engagement as they connect current content to prior lessons and real world examples, making lessons more meaningful for students. Interactive technology, embedded in the learning process, has been shown to promote student engagement and relevance to their life experiences. Appropriate instructional technology maintains student interest and engagement in learning activities. However, access to this interactive technology at Taylorsville is extremely limited. **("The What", p.10) ("The How", p.41)**

As a high performing school, TES maintains high goals for student learning. "Expert learners" according to the Universal Design for Learning guidelines, are resourceful, knowledgeable, strategic, goal-directed, purposeful and motivated learners. (2012, *Using the UDL Framework to Support Culturally Diverse Learners*, 192, p.19) In order for students to perform in the exceeds categories in all content areas on standardized tests, they must become "expert learners." Such students will be college and career ready.

Building Block 5. System of Tiered Intervention (RTI) for All Students

5A. Action: Use information developed from the school-based data teams to inform RTI process (see Section 3. E.)

Best Practices in Place

The survey yielded 32% of respondents answering fully operational and 45% answering operational to this item. Data from formative assessments is gathered and analyzed regularly to ensure that all students are receiving instruction in appropriate tiers and that instruction in each tier is effective. The results from formative assessments are analyzed to ensure that students are progressing or to identify those who need differentiated instruction. Taylorsville has a highly-qualified teacher leader responsible for coordinating and maintaining the protocols within the RTI/SST process. **("The What", p.11) ("The How", p.43)**

5B. Action: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms (See Sections 4. A & B)

Best Practices in Place

According to the survey, 59% of the respondents indicated fully operational and 12% indicated operational to this item. All students in Tier I receive CCGPS based instruction at all grade levels. All teachers within each grade level plan together weekly to implement jointly adopted literacy instruction. **("The How", p.44)** Teachers consistently provide instruction that includes explicit instruction that is designed to meet individual student needs. In accordance with the UDL framework, instructional goals, methods, materials, and assessments are designed to work for everyone, not a single, one-size-fits all solution, but rather flexible approaches that can be customized and adjusted for individual needs. UDL provides a framework to maximize learning for all students, recognizing that no two students have the same needs. (www.udl center.org)

The system has developed classroom-based formative assessments to monitor consistent grade level implementation of curriculum and gauge students' progress toward mastery of the CCGPS at each grade level. **("The How," p. 45)**

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Communication between teachers and administrators is on-going and effective. The use of technology such as the school web-page, electronic newsletter, email, phones, and texting is used to support proactive communication between parents and teachers. **("The What", p.11)**

5C. Action: Implement Tier 2 needs-based interventions for targeted students

Concerns

Sixty-six percent of the respondents answered emergent to this question. The system has provided a menu of researched-validated supplemental and intervention materials to meet individual student needs. However, all materials are not available and professional learning for the effective use of these materials has been provided only for select teachers. More training is needed for paraprofessionals and all certified staff to diagnose and implement the interventions with fidelity. Providing scheduled time for collaborative discussion and planning between the teacher and the interventionist does not occur consistently. **("The What", p.12) ("The How," p. 46)**

Best Practices in Place

The survey yielded 12% of the respondents answering fully operational and 20% answering operational to this item. Protocols are in place to ensure consistent progress monitoring, data collection, and reporting. The master schedule includes a daily time slot dedicated to intervention. Adequate space is provided that is conducive to delivery of intervention for targeted students. **("The What", p.12) ("The How," p. 46)**

5D. Action: In Tier 3, ensure that Student Support Team (SST) and Data Team monitor progress jointly

Concerns

Sixty-four percent of respondents answered emergent to this question. Although the SST and data teams work together to monitor student progress concerns exist. Teachers receive professional learning on SST processes and procedures as outlined in the GaDOE manual and guidance to some degree. However, this professional learning needs to be expanded beyond the SST school coordinator to include all interventionists. The optimal intervention group size of 1:1 – 1:3 is not maintained. **("The What", p.12) ("The How," p. 46)**

Best Practices in Place

Results from the survey indicated 12% of the respondents selected fully operational and 20% selected operational on this item. SST and data teams monitor Tier 3 students' progress by discussing students in Tier 3 who fail to respond to intervention and by verifying implementation of proven interventions. The district provides a menu of grade level specific, research-validated interventions designed to meet individual student's needs. Tier 3 SST/data teams meet at least once a month to discuss student progress based on daily interventions that include a minimum of four data points. When protocols have been fully exhausted at the school level for student behavior, the system's behavior specialist is called upon for further guidance to achieve the goals that address behavior. Teams ensure that referrals to special education are equivalent to the proportion of the school and system population that represent ethnic and racial composition as a whole. **("The What", p.12) ("The How," p. 46)**

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5E. Action: Implement Tier 4 specially-designed learning through specialized programs, methodologies or instructional based upon students' inability to access the CCGPS any other way

Best Practices in Place

Results from the survey indicated 45% of respondents answered fully operational and 29% answered operational to this item. In addition to Tiers 1 through 3, targeted students participate in specialized programs, methodologies, or instructional deliveries. This provides a greater frequency of progress monitoring of student response to intervention(s). Tier 4 is developed for students who need additional support and who meet eligibility criteria for special program placement, including gifted education and special education. **("The Why," p. 134)** Tier 4 instructions are planned with individualized schedules developed to ensure the least restrictive environment. Building administrators are familiar with funding formulas affecting students in special programming. Case managers are assigned to each student with an IEP, who ensures communication with student, teachers, and parents even in cases when the student is served by a different special education teacher. Special education, ESOL, and gifted teachers participate in professional learning communities to ensure close alignment with CCGPS. **("The What", p.13) ("The How," p. 47)**

Building Block 6. Improved Instruction through Professional Learning

6A. Action: Ensure that preservice education prepares new teachers for all the challenges of the classroom

Best Practices in Place

Eleven percent of respondents chose fully operational and 52% chose operational to this item on the survey. Taylorsville continually sponsors practicum students, student teachers and students collecting observation hours from numerous nearby universities. New hires are highly-qualified and are placed with effective grade-level teams who are responsible for mentoring and ensuring effective implementation of disciplinary literacy in all content areas. **("The What", p.13) ("The How," p. 48)**

6B. Action: Provide professional learning for in-service personnel

Concerns

Forty-six percent of the respondents answered emergent to this question. Interventionists and para-educators have not consistently received ongoing professional learning to prepare for all aspects of literacy instruction, including discipline literacy in the content areas. Although teachers who attend professional learning sessions redeliver, it is an abbreviated version of the content. A report from Change the Equation, cites the need to ensure that the existing teaching force gets high quality (not quantity) professional development to help students reach deep understanding and ideally, that all learning experiences-in and out of school-provide hands on, engaging work in STEM. (www.techlearning.com)

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The use of videotaping to ensure that new personnel receive vital professional learning from earlier years is a rare/non-existent practice. The development of an on-line professional library that includes research-based books, journals, magazines, videos, etc. that teachers can readily access for professional growth is needed. **("The What", p.13) ("The How," p. 49)**

Best Practices in Place

According to the survey, 11% of the respondents answered fully operational and 39% answered operational to this item. Teachers participate in weekly professional learning sessions in the implementation of CCGPS. The school calendar includes time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work and reflect on practice during daily common planning periods.

Administration uses formal and informal observations to monitor and improve literacy instruction with the use of the Georgia Literacy Instruction Observation Checklist and other instruments. Administration uses classroom observations to identify and support individual teachers with follow-up coaching, conferencing, and mentoring. **("The What", p.13) ("The How," p. 48-49)**

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NEEDS Assessment, Concerns, and Root Cause Analysis (10 points)

Needs Assessment for Taylorsville Elementary

a. Materials used in the needs assessment

Two different needs assessments were used: Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12 (GLPNA) and Bartow County School System PET-R survey. These tools identify key elements of an effective school-wide literacy program. There are seven categories as follows: goals and objectives, assessment, instructional practices, instructional time, differentiated instruction, administration, and professional development. Surveys were completed by 56 staff members at Taylorsville Elementary School.

b. Types/styles of surveys used in the needs assessment process

The school needs assessments were distributed via email to classroom teachers and other personnel. The PET-R was completed online using Survey Monkey. Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12 was distributed by the Leadership/Literacy Team members to their respective groups. It was requested that all staff complete and return the hard copy survey to the Leadership/Literacy Team. Team Leaders used a checklist to ensure that all members of team/departments returned a survey. The Leadership/Literacy Team tallied the results by grade level and department to determine the current literacy needs of the school.

d. Individuals who participated in the needs assessment

- 100% of the teachers and ancillary staff and a random sampling of parents completed the GLPNA. The Leadership/Literacy Team attributes the high return rate of the survey to the fact that a checklist was used to ensure participation.
- 63% of the teachers and ancillary staff completed the PET-R Survey. Unlike the GLPNA, this was an online survey; therefore, the Leadership/Literacy team did not have the means to ensure that every staff member completed the survey.

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C. & F. Areas of Concern

The following table identifies areas of concern related to research-based practices found in "The What" document. Each area of concern is aligned to root causes, research-based best practices in place, and research-based best practices to be implemented.

Area of Concern	Root Causes	Research-based Best Practices in Place	Research-based Best Practices to be Implemented
Engaged Leadership (BB1 -D ,E, F) **(The How, p.24-28) (The What, p. 6-7)**	• Insufficient training in literacy skills across content areas • Insufficient technology, functionality of technology hardware and software to access materials and utilize web-based tools • Insufficient technology to expand communication with all of the school's stakeholders	• GADOE Webinars for implementation of CCGPS • Administrative use of the Georgia Literacy Instruction Observation Checklist, 2012 during walk-throughs and formal observations • On-going enhance of the literacy resource room for parents • Engage families in literacy based experiences through quarterly Title 1 Family Nights • Tutoring opportunities for at-risk students • Strong emphasis on vocabulary instruction • Daily read-alouds utilized K-5 • Co-teaching model to strengthen literacy instruction • Writing prompts/rubrics aligned to CCGPS • Acquisition of CCGPS materials to supplement the professional library for classroom use • The Leadership/Literacy Team is in place and functioning	• Increase teacher ownership in literacy instruction across content areas, K-5 **(The Why, p.46)** • Ensure adequate and appropriate training for all instructional/support staff, K-5 **(The Why, p.37)** • Fully incorporate technological communication to support stakeholder engagement **(The Why, p.44)** • Celebrate and publish writing projects via blogs, wikis, and web-based videos, K-5 **(The Why, p.44)** • Increase community awareness of the existence and function of the system's Literacy Council and the school's Leadership/Literacy Team **(The Why, p. 144)**

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Area of Concern	Root Causes	Research-based Best Practices in Place	Research-based Best Practices to be Implemented
Continuity of Instruction (BB2-A) **(The How, p.29-30) (The What, p. 7)**	• Inadequate funding for professional development	• GADOE created model lessons for implementation of CCGPS are viewed during grade level meetings • Protocols for team meetings • Scheduled time for regular collaboration and examination of student data/work • Team roles, protocols, and expectations are clearly articulated • Specific, measurable student achievement goals aligned with grade-level expectations are shared by all subject teachers	• Implement a dedicated time in the schedule for cross-disciplinary teams to meet consistently, K-5
Ongoing formative and summative assessments (BB3-B) **(The How, p.36) (The What, p. 8)**	• Inadequate training available for all staff	• The Leadership/Literacy Team makes data driven budget decisions that are aligned with literacy priorities • Student data is continually analyzed to adjust instruction appropriately	• Increase training for all staff to ensure interventions are provided with fidelity, K-5 • Expand professional learning to all staff who administer assessments to follow standardized procedures and accurately record data, K-5
Best Practices in Literacy Instruction (BB4-B) **(The How, p.41-42) (The What, p. 10)**	• Inconsistent plan for writing instruction, grades K-5, across the curriculum • Inadequate /inaccessible professional learning for all pertinent staff on best practices	• The staff includes a model classroom teacher in the area of writing instruction who receives on-going local and national writing trainings • Periodic re-delivery highlighting key components • Implement quarterly writing prompts and accompanying rubrics	• Implement a vertically and horizontally articulated writing plan consistent with CCGPS, K-5 • Identify a scientifically evidenced research based writing program, protocol and/or materials necessary to implement the plan across each grade level to include explicit instruction, guided practice, and independent practice, K-5 • Provide professional learning for all pertinent staff on best practices in

	in writing instruction, K-5 • Insufficient technology training, hardware and software to access materials and instructional tools in writing	• Utilize DOE web-based resources	writing instruction in all subject areas, K-5 • Implement a plan that describes how technology will be used for production, publishing, and communication across the curriculum, K-5
System of Tiered Intervention (RTI) for All Students (BB5 –C,D) **(The How, p.45-46) (The What, p. 12)**	• Inadequate training in the diagnosis of reading difficulties and implementation of interventions with fidelity • Insufficient training of all pertinent staff	• Protocols are in place for collecting, examining and reporting data • The master schedule includes a daily time slot dedicated to intervention • Adequate space which is conducive to learning is utilized • RTI and data teams jointly monitor Tier 3 student progress • The district provides a menu of grade level specific research/validated interventions designed to meet individual needs to close gaps in achievement to meet grade level standards	• Professional learning for all pertinent staff on the diagnosis of reading difficulties and implementation of appropriate interventions with fidelity, K-5 • Ensure adequate time for collaboration between teachers and interventionists, K-5 • Expand professional learning beyond the SST school coordinator, one representative K-5
Improved Instruction through Professional Learning (BB6- B) **(The How, p.48-49) (The What, p. 13)**	• Insufficient professional learning • Protocol for videotaping has not been fully established • Limited access to technologies that support development of an online	• Teachers participate in professional learning in the CCGPS • Calendar includes time for teachers to collaboratively analyze data and plan • Formal and informal observations instruments, including the Georgia Literacy Instruction Observation Checklist, 2012, are used by	• Provide ongoing professional learning for interventionists and ancillary staff in all aspects of literacy instruction, K-5 • Ensure that new staff receive vital professional learning from earlier years, K-5 • Incorporate the use of videotaping to share professional learning sessions with staff, K-5 • Develop an online professional library

	professional library	administration • Administration uses classroom observations to support teachers	

e. Data is disaggregated and identifies the specific grade levels or content areas.

The performance on the Grade 5 Georgia Writing Assessment reflects a divergence from typical student performance across all other state assessments. Thirty-four percent or more of fifth graders exceeded standards on the 2012 CRCT in all content areas. A much greater percentage of students should be scoring in the exceeds category. It should be noted, that 22% of fifth graders were identified as gifted; however, only 3% of the entire 5th grade exceeded on the 5th Grade Georgia Writing Assessment. Based on this data, there is a need to strengthen differentiation and writing across all content areas in grades K-5.

Lexile data further supports the need for a consistent curriculum to improve student writing in K-5. Data indicates that students consistently score students consistently score in the high-end of the Lexile band for their grade level in each of the grades 3-5. It should be noted, that the percentage of students scoring in the highest band consistently decreases from grade level to grade level as text complexity increases. The research supports the high correlation between writing performance and reading comprehension. It is reasonable to suggest that the decrease in the number of students reading within the highest band from grade level to grade level is a contributing factor in their failure to exceed in writing.

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ANALYSIS/IDENTIFICATION OF STUDENT/TEACHER DATA (10 PTS)

School/Student Data

Phonological Awareness

	Benchmark Kindergarten Dec 2011	Benchmark Kindergarten May 2011	Growth/ Deficit	Benchmark 1st Grade August 2012	Growth/ Deficit
K-1st	81%	84%	+3%	72%	-12%

At the end of the year 84% of students were at benchmark. Of the same children entering first grade this year, 72% were at benchmark; therefore, 72% maintained the skills.

CRCT 2010-2012

Grade	Reading			ELA			Math			Science			SS		
3	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
%Exceeds	65	69	83	71	75	74	70	79	67	75	76	77	62	71	76
%Meets	34	29	14	25	24	26	26	15	30	23	20	19	32	23	23
%DNM	1	1	2	4	1	0	4	6	4	1	4	4	5	6	1

Grade	Reading			ELA			Math			Science			SS		
4	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
%Exceeds	41	57	63	45	49	45	61	74	72	67	61	63	33	33	33
%Meets	53	34	36	49	44	53	28	21	24	27	32	31	50	57	60
%DNM	6	9	1	6	6	1	10	5	4	6	8	7	17	10	7

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Grade	Reading			ELA			Math			Science			SS		
5	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
%Exceeds	34	50	48	40	49	46	40	48	46	34	48	48	18	30	34
%Meets	62	44	48	54	46	50	48	41	46	54	35	44	62	48	59
%DNM	3	6	4	6	5	4	12	11	9	11	17	9	20	22	7

Data indicates over a 3 year period in third grade, ≥50% of students exceed in all areas. Fourth grade, ≤50% of students exceed in ELA & SS. Fifth grade, ≤50% of students exceed in all areas. Disaggregated data shows a downward trend in the number of students exceeding grade-to-grade. Therefore, students are unable to sustain the high level of performance from third to fifth grade.

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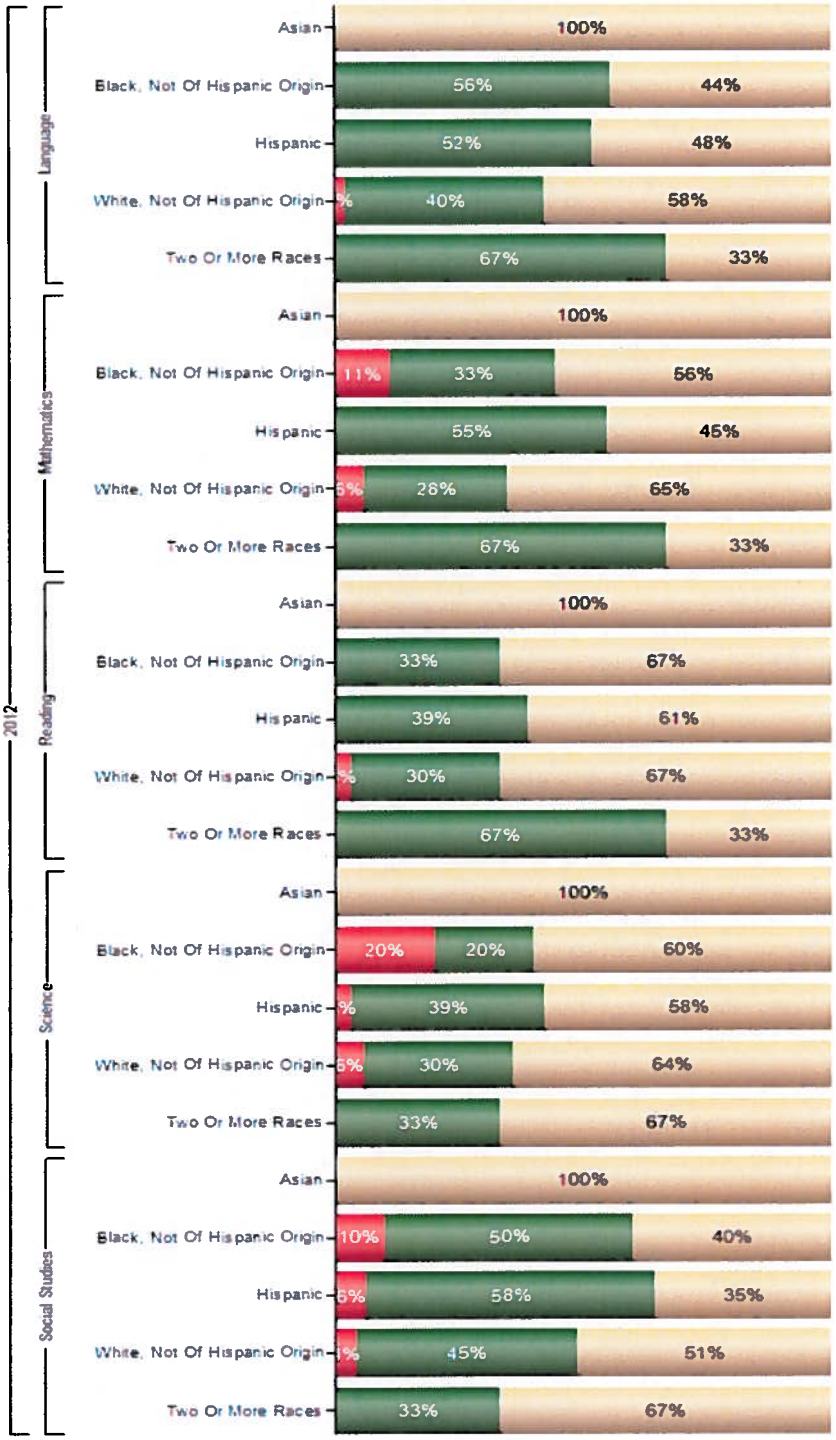
2011-2012 CRCT Results-Ethnicity



80%≥ of ethnic students achieved meets/exceeds, revealing no significant discrepancy between students in subgroups as compared to all-students.

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Project Plan-Procedures/Goals/Objectives/Support (10 points)

Project Goals Directly Related to the Identified Needs:

Identified Needs →	Goals
Provide additional training in literacy across all content areas	Goal 1 Optimize literacy instruction across all content areas.
Provide high quality professional development.	Goal 2 Provide funding for professional development
Align interventions in reading to tiers and training to place students in correct tiers. Provide professional learning for all pertinent staff on the diagnosis of reading difficulties	Goal 3 Increase teacher understanding of how to select and implement interventions aligned to student needs.
Purchase a writing program and implement a consistent plan for writing instruction	Goal 4 Integrate intentional/ purposeful literacy strategies, including writing across the curriculum.
Provide professional learning for all pertinent staff on the diagnosis of reading difficulties Ensure adequate time for collaboration between teachers and interventionists Expand professional learning beyond the SST coordinator	Goal 5 Increase teacher understanding of how to select and implement interventions aligned to student needs and close the achievement in the SWD subgroup
Purchase 21st century technology resources Provide ongoing professional learning for interventionists/ancillary staff in literacy instruction Ensure that new staff receive professional learning from earlier years, including video-taping of model instruction Develop an online professional library	Goal 6 Provide school-wide access to 21st century technology resources

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Project objectives that relate to implementing the goals identified/practices already in place when determining goals and objectives

Goals/Objectives	Practices Not in Place or to be Expanded "What" We Will Do Based on Needs
Goal 1	
To optimize literacy instruction across all content areas. **Objective 1:** Provide training in literacy skills across content area **Objective 2:** Expand software to access technology tools and hardware to expand communication with all stakeholders	**Building Block 1 D, E, F** • Increase teacher ownership in leadership instruction across content areas • Ensure appropriate training for all instructional/ancillary staff. • Fully incorporate technological communication such as access to blogs, Twitter, etc… to support stakeholder engagement • Celebrating/publishing writing projects via blogs, wikis, and • Increase community awareness of system's Literacy Council and school's Literacy Team

Goals/Objectives	Practices Not in Place or to be Expanded "What" We Will Do Based on Needs
Goal 2	
Provide funding for professional development. **Objective 1:** Train teachers to meet the rigorous demands of the CCGPS	**Building Block 2 A** • Implement a dedicated time for cross-disciplinary teams to meet consistently

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Goals/Objectives	Practices Not in Place or to be Expanded "What" We Will Do Based on Needs
Goal 3	
To increase teacher understanding of how to select and implement interventions aligned to student needs. **Objective 1:** Identify/provide interventions in reading which are aligned to the tiers. **Objective 2:** Train interventionist to use data to diagnose student needs, place students accurately in intervention tiers, implement and progress monitor interventions, and determine next steps.	**Building Block 3 B** • Increase training for all staff to ensure interventions are provided with fidelity • Expand professional learning to ensure all staff follows standardized procedures and accurately records data

Goals/Objectives	Practices Not in Place or to be Expanded "What" We Will Do Based on Needs
Goal 4	
Integrate intentional/ purposeful literacy strategies, including writing across the curriculum: **Objective 1**: Purchase and implement a coordinated plan for writing instruction across all subject areas, K-5 **Objective 2:** Train all subject area teachers to implement best practices in writing.	**Building Block 4 B** • Implement a vertically and horizontally articulated writing plan • Identify a research based writing program, protocol and/or materials necessary to implement the plan across each grade level • Provide professional learning for all pertinent staff on best practices in writing instruction in all subject areas • Implement a plan that describes how technology will be used for production, publishing, and communication across the curriculum

Goals/Objectives	Practices Not in Place or to be Expanded "What" We Will Do Based on Needs
Goal 5	
Increase teacher understanding of how to select and implement interventions aligned to student needs. **Objective 1:** Identify and provide training on interventions **Objective 2:** Train interventionists to use data to diagnose students' needs and place them in instructional tiers correctly, implement/progress monitor interventions	**Building Block 5 C,D** • Professional learning for all pertinent staff on diagnosis of reading difficulties and implementation of interventions • Ensure adequate time for collaboration between teachers and interventionists • Expand professional learning beyond SST coordinator

Goals/Objectives	Practices Not in Place or to be Expanded "What" We Will Do Based on Needs
Goal 6	
Provide school-wide access to 21st century technology resources **Objective 1:** Increase student/teacher access to multiple modes of text via technology **Objective 2:** Provide professional learning in explicit literacy strategies that support core and content reading	**Building Block 6B** • Purchase 21st century technology resources • Provide ongoing professional learning for interventionists/ancillary staff in literacy instruction • Ensure new staff receive professional learning from earlier years • Develop an online professional library

The goals and objectives are measurable either formatively or summatively.

Each goals/objectives is measured using formative and summative assessments. Formative assessments such as pre/posts tests, teacher conferencing, and progress monitoring are utilized to

help determine the level of intervention needed to assist students and allow for adjustment in instruction. Summative assessments such as CRCT, Georgia Writing Assessment, Lexile scores, and DIBELS Next provides information regarding grade level expectations and is used to make summary judgments about whether the learning target has been attained. **("The Why,p.95-97)**

Schedule by grade level indicating tiered instructional schedule with appropriate interventions at least 90 minutes of tiered instruction

Kindergarten

7:30-8:00	Intervention
8:00-8:45	Phonological/Phonemic Awareness
8:45-9:30	Specials
9:35-11:05	Literacy Instruction/ Integrated SS/Science
11:10-11:55	Lunch
12:00-1:15	Literacy/ELA
1:15-2:30	Math

First Grade

7:30-8:00	Intervention
8:00-9:35	Literacy Instruction Reading/PA
9:35-10:20	Specials
10:20-11:15	ELA
11:15-12:00	Lunch
12:00-12:30	Integrated SS/Science
12:30 -2:00	Math
2:00-2:30	Skill Review

Second Grade

7:30-8:15	Intervention
8:15-10:20	Literacy Instruction Reading
10:20-11:05	Specials
11:10-11:30	ELA
11:30-12:00	Lunch
12:10-1:40	Math
1:40-2:30	Integrated SS/Science

Third Grade

7:30-8:30	Intervention
8:30-11:15	Literacy Instruction Reading/ELA

11:15-12:00	Specials
12:00-12:30	Lunch
12:35-2:00	Math
2:00-2:30	Integrated SS/Science

Fourth Grade–Departmentalized

7:30-7:55	Intervention
8:00-9:10	Block 1
9:10-10:30	Block 2
10:30-11:50	Block 3
11:50-12:20	Lunch
12:30-1:10	Specials
1:15-2:30	SS/Science

Fifth Grade-Departmentalized

7:30-8:05	Intervention
8:05-9:15	Block 1
9:15-10:25	Block 2
10:35-11:35	Block 3
11:35-1:15	ELA
12:30-1:00	Lunch
1:20-2:00	Specials
2:05-2:30	Skill Review

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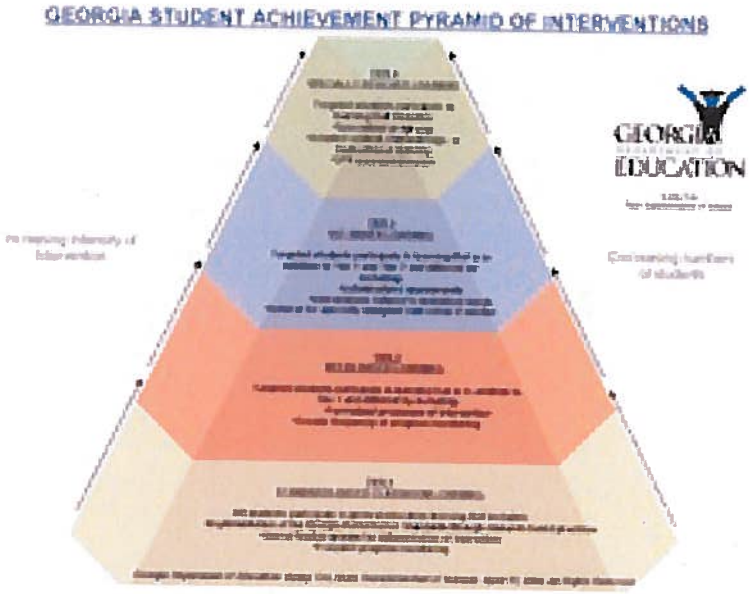
Provides an RTI model
The school adheres to the state/system protocols for implementation of a 4-Tiered instructional model.



Inclusive of all teachers and students in the school

This application is inclusive of all teachers and students.

Goals to be funded with other sources

Striving Readers goals will be supported using Title 1 funds, state funds and local school funds to sustain grant objectives each year.

References the research-based practices in "The What" and "The Why" documents as guide for establishing goals and objectives

Taylorsville's goals/instructional practices are based upon principles of the Universal Design for Learning (UDL) that provides a blueprint for creating instructional goals, methods, materials and assessments that work for everyone. It is not a single-delivery one-size-fits-all plan, but rather a flexible plan customized to meet the needs of all students at Taylorsville. (www.udl center.org)

CCGPS is built upon the premise that instruction in reading, writing, speaking, listening and language be a shared responsibility within the school. The standards were written with extensive research in order to establish the need for students to be proficient in reading complex informational text independently in a variety of content areas to be ready for college and career. All school goals and objectives have been written based on the research practice. **("The Why,p.27)**

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Assessment/Data Analysis Plan (10 points)

The application includes:

Current assessment protocol

Assessment	Purpose	Skills	Frequency
DIBELS Next K-5	Screening and Progress Monitoring (PM)	Phonemic Awareness, Alphabetics, Fluency	Screening 3 times a year/ PM as needed
Benchmark Assessment	Progress Monitoring	ELA and Math	3-4 times a year
CRCT	Outcome	ELA, Reading, Math Science, Social Studies	Once annually
Access for ELL	Screening	Language	Once annually
Georgia Writing Assessment	Outcome	Writing in 3rd and 5th grade	Once annually
G-Kids	Performance Assessment	Comprehensive	On-going

A comparison of the current assessment protocol with the Striving Readers Comprehensive Literacy grant assessment plan

The current assessment program aligns strongly to what is recommended by the research, and aligns to system and state requirements. Gaps exist in teachers' ability to analyze the data and use it to plan differentiated instruction. This was documented by the Georgia Literacy Plan Needs Assessment (GLPNA).

DIBELS Next is the screening and progress monitoring measure used by the system. All kindergarten, first, second, third, fourth, and fifth grade reading teachers have been trained in DIBELS Next. The concern lies with content literacy; therefore, all content teachers and interventionists will be trained in DIBELS Next in order to screen and progress monitor their own classes.

How the new assessments will be implemented into the current assessment schedule.

Current assessments that are in place will become more rigorous and include performance based tasks. In response to this change, teachers will need additional training in the effective administration of the assessments and its interpretation.

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Current assessments that might be discontinued as a result of the implementation of the Striving Readers Comprehensive Literacy Grant

As our assessment protocol aligns to that of the Striving Readers Literacy Grant, no assessments will be discontinued.

Professional learning needs each teacher will need to implement any new assessments.

As we implement nationally based assessments, such as PARCC, teachers will need intensive professional learning in new instructional strategies that match the performance requirements on these tests.

- New state assessment training

How data is presented to parents and stakeholders.

Data is graphed within the DIBELS Next system and shared with parents at conferences and as needed. Teachers explain the data, implications, and identify student needs to parents. Prior to administration of the standardized tests, parents are given a brochure prepared by the state to provide vital information, including directions for accessing the interpretive guide for each test located on the Department of Education's website. Conferences are offered twice a year or as needed to parents. Additionally, individual CRCT student reports are sent home with students in grades 3, 4 and 5 and The Georgia Writing Assessment reports in Grades 3 and 5.

School wide data is presented at a faculty meeting and at a Local School Council Meeting at the beginning of each year. Data is shared monthly at grade level meetings. Tier 2 and Tier 3 student files are reviewed annually. The Student Support Team coordinators have county wide meetings four times annually. At the end of each school year, a "Data Dig" occurs where all the members of the Leadership Team/Literacy Team are in attendance.

How the data will be used to develop instructional strategies as well as determine materials and need.

During the annual "Data Dig," the Leadership Team/Literacy Team analyzes data from various state assessments to determine strengths and weaknesses. An implementation plan is built listing the initiatives, action steps, time line, estimated costs, materials and resources, persons responsible, evaluation of implementation of strategies and impact on student learning. Strategic goals, performance objectives and measures are developed for every grade-level and department. This plan drives the instructional program, including strategies and materials needed.

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Who will perform the assessments and how it will be accomplished.

The assistant principal submits a plan to the county office specifying the teachers' names responsible for each assessment and their roles regarding the administration of each assessment. Within the school, there is a testing coordinator, assistant principal, who works with the principal to ensure that all testing protocols from the system and the state are followed. As administration of formative and summative tests transition to an on-line format, the Striving Readers Literacy Grant will provide the necessary resources for students to complete the technology-based assessment with the technology instructor.

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Resources, Strategies and Materials (Existing and Proposed) Including Technology to Support the Literacy Plan (10 Points)

Resources needed to implement The Literacy Plan including student engagement

- Research-based scientifically evidenced writing program K-5
- 21st century technology equipment
- Access to social media and electronic communication tools
- Effective professional learning in the areas of technology integration, writing instruction, intervention strategies and assessment strategies

Activities that support literacy intervention programs

- Building additional time into the schedule to allow for intervention
- Ranking of students from low to high ranking in need of intervention
- Adjusting schedules for literacy instruction
- Utilizing the interventions with fidelity in order to meet student needs

Shared resources at each building

- Research based scientifically evidenced core program
- Classic core vocabulary read aloud books by grade level
- Read aloud library for kindergarten
- Research based scientifically evidenced Kindergarten core program
- Research based scientifically evidenced intervention materials (K-2)
- Research based scientifically evidenced reading materials (3-5)
- Science and Social Studies expository texts
- Recently published gold standard evidenced based intervention materials
- Library/media center print and non-print resources

General list of library resources or a description of the library as equipped

- Current library resources
    - 10,392 books available for student and teacher check-out
- 10 computers available for student use
- Novel sets
- Galileo on-line resources
- e-book library subscription

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Activities that support classroom practices

- Daily collaborative planning time
- Uninterrupted literacy instruction
- Pacing guide and curriculum map aligned with GPS and CCGPS
- Intervention programs
- Flexible scheduling for the library/media center
- Extended hours for the media center
- Resource room for parents
- Paraprofessional technology instructor
- Title I teacher designated for grades 3-5
- Flexible scheduling/shared use of a K-2 intervention room with an interactive board
- 25 Book Campaign
- Periodic book fairs to support funding for literacy materials
- Emphasis on vocabulary development in all content areas and grades

Additional strategies needed to support student success

- Professional learning for evidence-based content literacy instructional best practices
- Professional learning and coaching in implementation of interventions with fidelity
- Multiple means of accessing diverse media for instruction
- K-5 research based scientifically evidenced writing program
- Vertical collaborative planning time
- Professional learning in test-taking strategies for new CCGPS assessments
- Intervention programs with multiple entry points

Current classroom resources for each classroom in the school

- K-5 research based scientifically evidenced core reading program
- A limited number of classroom sets of leveled texts to support the scientifically evidence-based core reading program
- Emerging professional library of CCGPS exemplar texts
- Research based scientifically evidenced reading materials to support the intervention block (K-2)
- K-6 newly adopted research based science program with level readers
- CCGPS based test practice materials for grades 3-5
- Limited number of interactive whiteboards and document cameras

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Alignment plan for Striving Readers Comprehensive Grant and all other funding.

All striving reader goals will be supported with local, state, federal funds and competitive grants when available. All purchases will be aligned with state and system literacy goals.

How any proposed technology purchases support RTI, student engagement, instructional practices, writing, etc.

Instructional technology facilitates differentiation within the curriculum to better meet individual student learning needs. Progress monitoring of student achievement is faster, more efficient, and available in a variety of formats using technology.

The use of technology is familiar to today's students. Interactive technology-based programs increase student engagement and help sustain student focus on learning activities. Teachers have instant access to an infinite array of information and instructional resources through the use of interactive technology. Hand held electronic response devices give teachers a quicker, more efficient, way to check for student understanding. The creation, revision, publishing, and storage of student writing samples are enhanced through the use of current technologies. Immediate access to information supports student research and writing projects, and motivates students to write.

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Professional Learning Strategies Identified on the Basis of Documented Needs (10 points)

Professional Learning Program		% of staff Attended
Collaborative Planning days	Every year	85%
Sharpening School Improvement Focus - Vertical Math	2010-2011 2011-2012 2012-2013	13%
Dibels Next	2011-2012 2012-2013	26%
CCGPS Webinars	2011-2012 2012-2013	80%
GA LDS Training	2011-2012	100%
RAVE-O	2011-2012	7%
Advanced Reading Comprehension Training	2012-2013	5%
PE Assessment Training	2011-2012 2012-2013	2%
Singapore Math	2011-2012	19%
Darlene Pitts Math for Teachers	2011-2012	16%
Depths of Knowledge	2011-2012	21%
Power Writing Training	2011-2012	14%
Social Studies Committee	2010-2011 2011-2012 2012-2013	2%
Thinking Maps	2011-2012	2%
Science Committee	2010-2011 2011-2012 2012-2013	2%
Imagine It! Training	2010-2011 2011-2012 2012-2013	19%
CCGPS Standards Based Instruction and Classrooms	2010-2011 2011-2012 2012-2013	100%

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List of ongoing professional learning

- Science Committee
- Social Studies Committee
- Math Committee
- ELA Committee
- CCGPS Webinars and GA DOE Instructional Videos
- Sharpening School Improvement Focus – Vertical Math Teams

Professional learning needs identified in the needs assessment

Professional learning needs are addressed in every area identified in the Needs Assessment. In fact, the root cause analysis revealed that the need for professional learning is pervasive across all areas. Authors Greenwald, Hedges & Lane state professional development of teachers holds the greatest potential to improve literacy achievement. The research further suggests that for every $500 directed toward a school improvement initiative, the accompanying professional development yields the greatest student gains on standardized achievement tests.

Because effective professional learning is known to improve classroom teaching and increase student achievement, a critical piece of this grant will be to support professional in the use of technology, administration of interventions, and in the implementation of a writing program for all pertinent staff. **("The Why, p.141)**

Process to determine if professional development was adequate and effective

The system's professional development database (PD Express) requires a written evaluation, by participants, for all courses before credit is awarded. Results of the evaluations are analyzed by system level personnel to determine participants' understanding of content and subsequent needs for additional professional development. The adequacy and effectiveness of specific professional development is determined at the school level by its impact on instructional planning and student outcomes. Administration monitors teachers' instruction through classroom observations and walk-throughs using a variety of assessment tools directly tied to professional learning. **("The Why, p.141)**

Professional learning plan is detailed and targeted to stated goals and objectives outlined in the Literacy Plan

Professional learning needs are included in the Literacy Plan. The plan specifically identifies the need for professional learning in the use of technology, in the administration of interventions, and in the implementation of a writing program for all pertinent staff. The Project Plan also outlined six strategic goals. The professional learning plan was created to directly target these six goals and objectives. **("The Why, p.141)**

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Method of measuring effectiveness of professional learning that can be tied back to the goals and objectives

The effectiveness of professional learning is measured in a variety of ways, including:

- Weekly lesson plan review
- Formal classroom evaluations and informal walk-throughs by administration
- Discussion at weekly grade level meetings
- Progress monitoring results
- Minimize the number of students in Tier 3 and 4
- Instructional artifacts on display throughout the building
- Sign in sheets are used to measure growth in parent engagement in school activities
- Parent, student, and staff survey results
- Improved scores on writing assessments
- Summative assessments such as Dibels Next, CRCT and 5th Grade Georgia Writing assessment.

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Sustainability

Bartow County commits to an established process of screening, progress monitoring, and outcome assessments. **("How"p.34)** RTI coordinators and Literacy Specialist continually monitor data. **("How"p.35)** Taylorsville utilizes DIBELS Next benchmarks and progress monitoring. TES uses the county's formative assessment calendar, based on local, state and program guidelines, including a specific timeline for administration. **("How"p.35) ("What"p.35)**

The STEM initiative is coordinated through the system's CTAE director works with local industries developing partnerships supporting students who are college and career ready. Bartow Education Foundation, local businesses and an active PTO assist with sustaining school initiatives. Georgia Public Library Service provides many services to improve the quality of students' lives with story times and family literacy programs for all ages. **("Why"p.159)** The following table shows coordination of project elements:

Initiative	SRCLG Funding	Other Funding Sources
Professional Learning	Intensive aligned PL for all teachers	Title I-IV; IDEA Pre-School
Print Materials		Title I
Tier 1 Materials	Universal screener/progress monitor;	Local/State funds
Tier II Materials	Technological resources	SPLOST
Tier III/IV Materials	Supplemental intervention materials; technology resources	REP
Formative/Summative Assessments	SRI	Title II,-IV; IDEA (SWDs)
Instructional Technology		SPLOST
Parent/Family Communication	Updates to parents/families via website, school newsletter, newspaper articles, video library	QBE; Title I, III, IV

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Opportunities for continuous professional learning are funded through the system. Courses are located online in the county's Professional Learning Database (PDExpress). PDExpress provides data showing the number of educators who participate in continuous professional learning. Bartow County Schools collect data from Northwest Georgia RESA reflecting educator participation in professional learning. BCCS keep transcripts for each educator on the number of Professional Learning Units earned, reflecting participation of new staff in professional learning opportunities.

E-books for the core reading program will replace and supplement the need for additional print materials. Local school funds, monies generated through fundraisers and PTO activities help to supplement needed print materials for the Media Center.

During New Teacher Orientation, a summary of the Striving Readers grant plan will be given to all new staff. The SRCLG plan will be discussed in detail, and all teachers will be given a copy of this grant listing instructional strategies, materials, and assessments to use in their classes. BCSS intends to implement best literacy practices throughout the district. The literacy plan will be reviewed monthly and SRCLG practices will be embedded in the school.

New staff has learning practices extended to them through a number of avenues. Goal Area 3 of the "System Improvement Plan" includes:

- Provide 'New Teacher Orientation/Institutes" and continuous professional learning in collaboration with teacher mentors. Each school maintains the responsibility of mentoring new staff
- Videotaping model instruction and developing a video library
- Administration emails and posts all available professional learning courses

The BCSS Technology Department director is part of the SRCL team. The director ensures that all technology support materials are maintained and supported. Infrastructure updates are supported locally and are ready to support the technology grant requests as implemented.
Laptops will be rotated in accordance with the system technology plan. As laptops are updated, the older laptops will be refurbished or sold to another vendor. **("What" p.34-37)** Site-licenses will be maintained with local school and state funds after the grant expires.

The Literacy Specialist, model classroom teachers, and assistant principals redeliver all trainings. Trainings are offered on an on-going basis. New teachers will receive training upon employment.

When intervention programs are implemented that require training, system personnel are identified to become certified trainers. The "Intervention Prevention Convention" summer program includes opportunities for teachers from every school acquire skills in implementing and assessing interventions, and using progress monitoring assessments to plan and inform expression. **("How"p.34) ("What"p.44-49)**

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Budget Summary

The budget was prioritized according to gaps that existed in student achievement and increasing the school's capacity to address the literacy priorities outlined in the Georgia State Literacy Plan (GSLP) and "The What" document. The SRCL funds will be used in the following ways:

Funds will provide essential literacy resources, both print and non-print for teachers and students to use in meeting increased literacy demands of the CCGPS. The GSLP calls for sustained research projects and interdisciplinary literacy instruction that supports reading, writing, listening, speaking and viewing skills. Full implementation of the GSLP will require extensive professional learning for all pertinent staff to ensure positive outcomes for all students, as outlined in Georgia's State Literacy Plan from Birth to 12th Grade. To fully implement our GSLP, access to 21st Century technology is needed. Communication with stakeholders and increased parent engagement will be enhanced through utilization of these 21st century technologies.

Resources will also be needed to strengthen tiered instruction (RTI) that meets identified student needs. Overarching needs include training of all pertinent staff in the identification of student literacy needs, acquisition of appropriate interventions, and implementation of interventions with fidelity, both during the day and in extended day tutorial. Finally, these resources will better equip teachers in meeting the needs and closing the achievement gap for all students, particularly those in Tiers 3 and 4.

Funding from the grant will also be used to purchase a writing curriculum, K-5. Based on the research from the National Commission on Writing (2004), writing ability is an employee's "ticket to move up." Writing demands for the 21st century are increasing along with demands for effective communication skills. Therefore, a consistent writing program will help build strong writing skills that are crucial to the literacy initiative. **("The Why",p.45)**

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Budget
$403,258.83

Budget Items		
Item	**Quantity**	**Unit Amount**
21st Century Technology	TBD	TBD
Strategies for Writers program K-5	TBD	15,650.69
Lego Robotic Kit	TBD	$129.95
Imagine It Decodable Books (1 set per classroom)	TBD	TBD

Professional Learning		
Disciplinary literacy strategies	TBD by CO	TBD
RtI	TBD by CO	TBD
Intervention training	TBD by CO	TBD
Diagnostic assessment training	TBD by CO	TBD
Universal Design for Learning	TBD by CO	TBD
Professional learning communities	TBD by CO	TBD
Use of classroom technologies	TBD by CO	TBD
How to analyze data and use it to inform instruction	TBD by CO	TBD
Effective strategies to bridge gap for SWD students	TBD by CO	TBD
STEM integration strategies	TBD by CO	TBD
Writing program implementation	TBD by CO	TBD