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

Please return to: Georgia Dept. of Education Attn: 205 Jessie Hill Jr. Dr 1758 Twin Towers East Atlanta, GA 30344	DOE Use Only Date and Time Received:		DOE Use Only: Received By:
Name of Applicant: Bartow County School System Cartersville, Georgia			**Project Number:** **(DOE Assigned)**
Total Grant Request: $ 5,000,000	System Contact Information:		
	Name: Dr. John Harper	**Position:** Superintendent	
Number of schools 10	**Phone:** (770) 606-5800	**Fax:** (770) 606-5857	

Bartow County School System

in system:	applying:		
20	10		
Congressional District:		**Email:**	
11th		John.harper@bartow.k12.ga.us	

Sub-grant Status

_____Large District (45,000 or more students)

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

_____Small District (0-9,999 students)

Check the <u>one</u> category that best describes your official fiscal agency:

	School District	Community-based Organization or other Not-for-Profit Organization
x		
	Regional/Intermediate Education Agency	Nationally Affiliated Nonprofit Agency- other

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent**'s Contact Person: _____

Bartow County School System

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Position/Title of Fiscal Agent's Contact Person: __Dr. Elizabeth Williams__

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_____
Signature of Fiscal Agency Head (required)

  Dr. John Harper
_____
Typed Name of Fiscal Agency Head (required)

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

  December 16, 2011
_____
Date (required)

Bartow County School System

Current Priorities

Bartow County's Comprehensive Literacy Plan is grounded in the recognition that literacy is an essential set of skills for success in life. Recent projections show that by 2018 sixty-three percent of all jobs will require at least some college education (Carnevale,Smith, & Strohl, 2010), implying that all students now need to graduate from high school, college, and be career ready. To prepare, Bartow County School System must deliver a high quality education for all students, with literacy across all contents and contexts as the foundation. Bartow County believes that success in literacy results from a combination of a quality early learning environment and formal education. For a system to involve these two settings, coordination and collaboration among many different stakeholders must exist.

The purpose of the Bartow County Striving Readers Comprehensive Literacy Grant (SRCLG) is to ensure that children from birth though grade twelve will receive a standards-based curriculum and graduate from high school ready for college and a career. A secondary, yet unintended benefit for our system has been the sense of commitment which has developed among those working together on the grant application and the system plan. A team spirit was established that will continue to benefit students as a result of "living" the process together. The following sections describe what Bartow County School System currently has in place within each area, what is needed to attain optimum student achievement in reading, and how Bartow County's SRCLG could accomplish the identified needs. In applying for this grant the county Literacy Team has established the following priorities:

1. Improve learning outcomes for all students.
2. Improve use of data to drive instruction.
3. Improve student achievement in content literacy.
4. Develop an infrastructure for technology use and application in every school and classroom.

These priorities translate into three goals and accompanying objectives. Bartow County has recognized the need to use writing and technology in the development of literacy skills. The use of writing and technology to reach our goals is implicit throughout the application.

- **Goal 1** Provide an annual **summer "intervention-prevention convention" academy** for students at risk in reading from Pre-k through 11th grade, beginning June, 2012.
  - Objective: Develop and implement an annual summer program for students in need of intervention in the area of literacy.
  - Objective: Partner with the Rollins Center - Atlanta Speech School to develop and implement a summer language immersion program for pre-K to grade 3.
  - Objective: Identify and provide training on gold standard interventions in reading aligned to the Georgia tiers. Teachers will learn how to use data to diagnose student needs, place the student in the correct tier of intervention, plan three week lessons aligned to student needs, implement and monitor progress of interventions, and determine next steps.
  - Objective: Improve student Lexile levels so that all students exit their grades at or above the appropriate grade level band range.
- **Goal 2 Develop oral language skills from pre-school age to third grade**
  - Objective: A partnership with the Atlanta Speech School at the Rollins Center to implement a summer program that focuses on improvement of oral language will be initiated. In order to meet the challenge of reading and understanding complex texts, students must have a sophisticated semantic and syntactic network, acquired through ample experience in receptive and expressive oral language.
  - Objective: Improve student achievement in grade level reading skills to insure students exit kindergarten and first grade with sufficient decoding skills to build accuracy and fluency in second grade and beyond. Our data indicates that students show substantial losses in these areas during the summer vacation. The partnership with the Atlanta Speech School at the Rollins Center and a summer program will provide continuation of growth in these skills for low achieving students in Pre-K through third grade.
- **Goal 3 Integrate literacy strategy and skill instruction in content areas**
  - Objective: Train teachers in the integration of reading strategies and skills in the content areas through extensive teacher training, as well as the purchase of additional levelized, nonfiction texts from kindergarten, first and up.
  - Objective: Increase the number of students who meet or exceed expectations on the CRCT in science and social studies by three percent annually through identifying a strategic instruction model for content enhancement, providing training to all teachers from fourth through twelfth grade in these strategies, and providing funding for three teachers to become certified as trainers in these models.
  - Objective: Increase the amount of diverse texts in classrooms that are aligned to content area standards.

Bartow County School System

Management Structure

We believe that Bartow County has the infrastructure to manage and implement the Striving Readers Comprehensive Literacy Grant. We are committed to using diagnosis and support for individual students within their learning environment. The structure that supports the grant is detailed below.

Vision, Mission, and Beliefs
This is aligned to Georgia Literacy Plan "The Why" Sections 3.B & 4.D.

In 2008-2009 Bartow County School System reviewed the mission, vision, and beliefs. Developed by a team of school personnel, community stakeholders, and parents, these form the conceptual framework within which all education occurs within the county. Each school also reviewed their school vision and mission to check alignment with the system statement. *Graduation and Beyond…Creating Lifelong Learners* was added to brand the core beliefs and values. The system has chosen the theme **"LIFE"** for our Striving Readers Comprehensive Literacy Grant, reflecting the belief that **Literacy is for Everyone** and is critical to the creation of lifelong learners in our community.

Vision

The vision of Bartow County School System is to provide all students a world-class education focused on high academic standards and dedicated to creating lifelong learners who will become contributing members in a global society.

Beliefs

We believe:

1. We have the responsibility to educate each student academically, physically, socially, and emotionally.
2. We must develop each student's potential to succeed in a global society.
3. We must hold high expectations that promote excellence.
4. The education of the student is most successful when it involves the school, home, and community.
5. Learning is a lifelong process.

Bartow County School System

Mission

The mission of the Bartow County School System is to educate all students to understand the

past, learn in the present, and flourish in the future as lifelong learners.

Bartow County School System's vision, beliefs, and mission are articulated to members of the

professional community, parents, students, and other stakeholders through the system webpage,

newsletters, Board of Education meetings, and through displays in every school.

Infrastructure components supporting our management system include:

- A scientifically evidence-based core reading program in first through fifth grades.
- An initial four tiered continuum of literacy interventions grades K-12.
- An explicit four tiered response to intervention model.
- A Pre-K Center.
- Screening, Progress Monitoring, and Outcome Assessments.
- Benchmark Assessments in ELA.
- Classic Core Vocabulary Initiative.
- Thinking Map Trained Trainers in every building.
- Focus Classes to accelerate students at risk in reading who are entering 2nd and 4th grade.
- Depths of Knowledge Trained Trainers in every building.
- Middle School Reading Classes.
- Middle School Reading Intervention Programs.
- SACS CASI System Accreditation with Distinction.
- Approval as a PSC Reading and Gifted In-field Endorsement Provider.
    - Leadership that is in process of receiving reading endorsement.
- System Literacy Specialist.
    - Trained DIBELS Next Trainer and Mentor.
    - Trainer in training for new intensive, focused intervention program

Past Instructional Initiatives

Bartow County School System has been supporting the development of literacy through state

initiatives and through local funding and professional learning. The table on page 14 shows the

development of literacy from 1996 to 2011.

Bartow County School System

Literacy Curriculum

- Bartow County School System has a literacy program aligned to the Georgia Performance Standards. During the past six years the curriculum has been standardized throughout the system to address the frequent moves of many students between schools. Kindergarten has the phonemic awareness and phonics component of the core program used in grades 1-5.
- The first through fifth grade literacy program is standardized throughout the system, and includes multiple leveled fiction and nonfiction texts, a differentiated instruction period daily, systematic, explicit instruction in phonics and decoding, as well as an intervention, challenge, and English Language Learners components. Teachers have had access to full day training on how to implement the program, with some additional training provided during the last 2 years, but a need remains for more training in the implementation of differentiated instruction, inquiry, and writing.
- Reading is being taught as a separate class in middle school through the study of novels and short stories. Lack of funding has resulted in a shortage of materials in sixth through twelfth grades and many of the current texts are written at a Lexile level that is far below that identified on the CCGPS. Funds were used to purchase some intervention programs that are available to support middle school students who are identified as having difficulty.

Literacy Assessments

- In 2011 the system changed the screening and progress monitoring instrument from the DIBELS 6th Edition to DIBELS Next, because accuracy in scoring assessments is critical for data driven decisions. The Literacy Specialist holds certification as a DIBELS Next Trainer and Mentor, and she delivered official DIBELS Next Transition during the summer and fall of 2011 to teachers in grades K-5.
- The Scholastic Reading Inventory is used in one middle school. High Schools use the end of course tests.
- Universal screening and progress monitoring assessments are needed at every middle and high school.
- All schools' assessment outcomes are examined annually using the CRCT or the EOCT.

Need for a Striving Readers Project

LEA Process for Selecting Schools that Would Successfully Implement a Striving Reader Project

Plan Components Aligned to Georgia SRCL Grant
Standards Based Curriculum

- Bartow County School System has implemented the Georgia Performance Standards. Standards-based classrooms are continuously evaluated through Focus Walks conducted by the building leadership and central office teams. Professional Learning opportunities are garnered from the Focus Walks as well as through an annual Needs Assessment conducted at all levels.

As Georgia transitions to the Common Core Georgia Performance Standards, administrators and teachers will be trained following the Common Core Georgia Performance Standards Roll Out Plan for Bartow County **(Appendix C)**. Elements of this plan will be integral to implementation of the Striving Readers Comprehension Literacy Grant. For example, Model classroom teachers in every school, whose selection was based on knowledge and skills, instructional expertise, and a willingness to deliver professional learning at their school site, will act as coaches in their grade level for the purposes of the grant and beyond.

Literacy Assessments
Ongoing Formative and Summative Assessment Data to inform instructional decision making

- Bartow County School System has a commitment to using ongoing formative and summative assessment data that is used to inform instructional decision making about the need and intensity of interventions, and to evaluate the effectiveness of instruction. To accomplish this purpose, the county has the following assessments and schedule in place:

Assessment	Frequency	Purpose
DIBELS Next Benchmark	3 times a year	Screening
DIBELS Next Progress Monitoring	As needed	Progress Monitoring
County Benchmark Assessments for LA	3 times a year	Benchmark Progress Monitoring
CRCT	once a year	Outcome
Scholastic Reading Inventory	3 times a year	Screening and Progress Monitoring
End of Course Tests	once a year	Outcome
ACCESS for ELL	1 time a year	Screening

- The Scholastic Reading Inventory will need to be purchased, and training provided for Cass Middle School, South Central Middle School, and Cass High School, as well as continued training and mentoring in DIBELS Next and informal reading inventories. The county developed, revised and expanded an aligned Continuum of Interventions in reading over the past 3 years. This continuum forms an integral part of the Literacy Plan.
- Needs Assessment data indicate that additional training on selecting and using interventions is necessary. The continuum needs to be expanded to clearly reflect interventions at the pre-K, middle, and high school levels.

Bartow County School System

Dedicated Block for Literacy with Model Classrooms

Four Tier Response to Intervention

- Bartow County has been implementing a four tier Response to Intervention model for several years, but needs assessments indicate that increased training and support is necessary in order to fully understand the response to intervention process. At the elementary level K-5 multiple assessments and interventions are available and are used to identify student needs and plan targeted instruction with in depth training on interventions still needed. Needs assessments from middle and high school indicate that teachers need much training on how to identify and use additional interventions, as well as how and when to progress monitor students.
- A summer Intervention Convention is planned to increase teacher understanding of when and how to use interventions. Teachers will use formative and progress monitoring assessments to determine student needs, then select and implement appropriate interventions. One administrator from each school will participate on a daily basis during the Intervention Convention.
- The Intervention Convention will involve every level. Identified struggling readers, in groups of 2 - 8 in accordance with their identified needs and interventions, will participate for one to two hours daily during the month of June.

Leadership Committed to Improving Instruction

- Bartow County School System has a System Literacy Team and a Steering Committee in place. (**Appendix C**) Both committees include representation from system leadership at all levels.

High-Quality Materials to Support the GPS and the CCGPS

- Bartow County School System has made a concerted effort to provide high-quality, leveled materials to support the implementation of the GPS and the transition to the CCGPS by providing every classroom in grades 1-5 a scientifically evidence-based core reading program. Some kindergartens have the complete scientifically evidence-based core program while others have the Phonological and Phonemic Awareness piece only. Project LIFE will enable the remaining components of the core to be purchased for every classroom. These varied components may include the leveled text for science and social studies that support the program during daily differentiated instruction, the differentiated support material work stations, and sufficient technology to enable the use of e-suite resources.
- To address oral language development and prior knowledge, the Bartow County School System inaugurated the Classic Core Vocabulary Read Aloud initiative in grades K-5 one year ago. One copy per school of two classic books to serve as read-alouds at each grade level were purchased and vocabulary activities (Beck, McGowan, Biemiller, Block) were developed to accompany each book. Grant monies would be used to purchase copies of the books for each class, the media center, and parent libraries so students and parents can check out the books to reread.

- In a review of the selection of books used in the middle and high schools it was found that many of the books had Lexiles far below those indicated by Metametrics, so an updated, but unfunded, list of required and optional texts was developed by a committee. As monies permit the committee will reconvene to purchase texts and identify more that reflect the rigor of the CCGPS.
- The CCGPS require literacy embedded across the curriculum. Classroom libraries and texts at a variety of levels reflecting the CCGPS will enable in depth inquiry in every classroom, during and after reading about topics.

Technology

- Bartow County Schools are committed to the integration of technology throughout the curriculum. At the K-5 level, the core program is accompanied by an e-suite, which aids teacher presentations, student practice in the form of e-fluency when reading decodables, access to e-texts at home, and access to multiple games supporting literacy. The e-inquiry allows students to explore topics of interest independently. In the middle schools, the intervention program has only an e-suite for teachers. Students' material is needed.
- Technology is a major need for our system and our use of technology is not reflective of 21st century classroom needs. The Striving Readers Comprehensive Literacy project will enable us to provide interactive boards, additional computers in all classrooms, training, document cameras, student response systems, as well as providing access to laptops for students. For the majority of our students, technology implies gaming systems and television. Most students are "digital natives," but economically disadvantaged students have limited access to technology out of school. Presently, limited integration and access to current technological devices is hampering the potential success of learners in Bartow County. Research indicates that failure to educate students in appropriate use of technology will inhibit their future success. Students need to understand how to use the tools to communicate effectively, to research, and to collaborate, in addition to simply typing a report.
- LIFE monies will be used to purchase interactive boards and tables, laptop computers at each school, and training in utilization of the new and existing technology.

High Quality Professional Learning

- Professional learning opportunities are determined through the results of the needs assessment. Specific to the SRCLG Needs Assessments, professional learning in interventions, core implementation, use of data to plan instruction, and in strategy use across the curriculum will be implemented.
- Bartow County will hold an annual site-based Intervention Convention for the purpose of providing high quality professional learning in selecting, implementing, assessing interventions and practicing with a trainer. The Striving Readers Comprehensive Literacy Grant will enable Bartow County to put together the missing puzzle pieces necessary to fulfill the stated goals, objectives, and priorities.

Bartow County School System

Eligibility of Schools

Elementary Schools	% FR	AYP Status	NDMN CRCT Grade 3	% NDMN CRCT Grade 3	NDMN CRCT Grade 5	% NDMN CRCT Grade 5
Adairsville	60.12%	Yes	13	12.70%	13	10.70%
Allatoona	79.14%	Yes-CI-SWD	4	5.00%	7	9.70%
Clear Creek	64.08%	Yes	8	8.20%	7	7.40%
Cloverleaf	68.07%	Yes	3	3.00%	5	5.30%
Emerson	76.77%	Yes	4	7.30%	2	3.20%
Euharlee	56.51%	No-SWD	11	8.70%	7	5.90%
Hamilton Crossing	55.22%	No- SWD	15	15.00%	6	5.80%
Kingston	83.75%	Yes	9	10.80%	6	6.40%
Mission Road	58.52%	Yes	6	5.80%	4	4.90%
Pine Log	65.26%	Yes	7	10.80%	4	5.10%
Taylorsville	58.67%	Yes	1	1.50%	4	4.80%
White	59.68%	Yes	8	11.00%	2	2.10%
Pre-K Center	62.73%					

Middle Schools	% FR	AYP Status	NDMN CRCT Grade 8	% NDMN CRCT Grade 8
Adairsville Middle	58.19%	No-SED	23	9.20%
Cass Middle	63.32%	No-SED	38	12.00%
South Central Middle	74.36%	Yes	21	10.20%
Woodland Middle	51.09%	Yes-SH-SWD	19	6.50%

High Schools	% FR	AYP Status	Graduation Rate
Adairsville High School	51.64%	Yes-CI-ED	76.8%
Cass High School	57.11%	Yes-CO-ALL No-ED No-Black	76.2%
Woodland High School	48.73%	Yes-SH-SWD	75%

LEA Process for Selecting Schools that Would Successfully Implement a Striving Readers Project

The Bartow County School District Literacy Team met to analyze longitudinal data for the purpose of identifying system strengths and weaknesses. The State of the System was reviewed by both the School and System Literacy Teams using current CRCT Data, End of Course Tests, and DIBELS Next. Because Cass High School has not made AYP for the past three years and is now in NI-2 status, data initially completed at schools feeding into Cass High School was presented to and reviewed by the system Literacy Team for further analysis of implications. Minutes of these meetings are attached in **Appendix A**.

CRCT DATA: Number of Students in Grades 3, 5, and 8 not meeting standards based on current CRCT data 2011 is shown in the table below.

3rd Grade Reading	3rd Grade English Lan Arts	3rd Grade Math	3rd Grade Science	3rd Grade Social Studies
78	89	189	229	239
5th Grade Reading	5th Grade English Lan Arts	5th Grade Math	5th Grade Science	5th Grade Social Studies
77	67	74	263	334
8th Grade Reading	8th Grade English Lan Arts	8th Grade Math	8th Grade Science	85th Grade Social Studies
44	101	257	355	378

All areas of the CRCT were analyzed, and include literacy in science and social studies. The study revealed a weakness in content literacy at all grades. A pattern was identified that showed increasing numbers of students not meeting standards in science and social studies as they progressed from grade five to grade eight. This is of particular concern for two reasons: 1) science will be the second indicator for the system beginning in 2012; 2) as Georgia transitions to the Common Core Georgia Performance Standards, content literacy is a priority.

Improve student achievement in content literacy

We hypothesize that lack of oral language development (receptive and expressive, vocabulary and syntax) is contributing to poor comprehension. Students' ability to call words exceeds their ability to comprehend, both on the DIBELS Next Assessment and on the CRCT. For example, at third grade 70% of students are "core," ready for instruction in the scientifically evidence-based core reading program in accuracy and only 56% are "core" for comprehension as measured by the DAZE. In fourth grade 64% are "core" for accuracy, and only 43% are "core" on the DAZE. By fifth grade, only 41% are "core" on the DAZE. This is confirmed in analysis of the CRCT scores. In science 229 students "Do Not Meet" in third grade, in fourth grade 253 students, and by fifth grade 355 students "Do Not Meet". This trend is also reflected in third, fifth, and eight grade social studies. In third grade 239 students "Do Not Meet," in fifth grade 334, and in eighth grade 378 students "Do Not Meet".

Universal Screener Data

Although the majority of students in Bartow County exit Kindergarten fully phonemically aware according to the DIBELS Next assessment, this is not maintained in first grade. In the schools selected for the SRCLG, between one-fifth and one-third of students are exiting first grade without the foundational skills necessary for reading to learn. An analysis of first grade data indicates that students at Clear Creek, Cloverleaf, Kingston and White Elementary Schools continue to enter first grade below district norms. The guide rule for screening using DIBELS Next is that 80-85% of students should be at or above the benchmark for this measure in order to meet the mid-year benchmark. The trend at Clear Creek (39% Intensive), Kingston (37% Intensive), and White Elementary (43% Intensive) indicates across the board weaknesses compared to other schools in the district in foundational literacy skills with specific weakness is in alphabetic understanding. In analyzing all first grade students 47% are strategic or intensive, and only 52% of first graders county wide enter for core instruction. **Appendix B** shows the screening data for the system and elementary schools in the Cass High School feeder pattern.

The following table indicates the building blocks of elementary literacy and where weaknesses have been identified within the Cass High School feeder pattern. Comprehension difficulty is present at all levels in the feeder schools.

Building Block	Print Concepts	Phonological Awareness	Phonics and Word Recognition	Fluency	Comprehension
Clear Creek	K	K	K, 1, 2, 3	2, 3, 5	2, 3, 4, 5
Cloverleaf			1, 2, 3, 5		3, 5
Emerson	K		1, 2, 3, 4	2, 5	3, 4, 5
Hamilton Crossing	K		K, 2, 3, 4	2, 4	2, 3, 4
Kingston	K		1, 2, 4	2, 4, 5	3, 4,5
White	K		1, 2, 4	2, 4	2, 4, 5

Before composing a formal Literacy Plan, Bartow County School System convened a System Literacy Team as well as a Steering Committee and school literacy teams. The PET-R analysis was conducted with the assistance of the Rollins Center. Analysis of these needs assessments **(Appendix B)** shaped the Literacy Plan at the school and system level. Analysis confirmed a pattern existed in feeders to Cass High School. Schools with the highest free/reduced and those in the pattern not meeting standards were selected. Schools feeding into Cass High School were deemed eligible for purposes of the grant.

Assurances That All Guidelines Are Being Met

Assurances that the system is meeting all requirements set forth by the federal grant and the Georgia DOE which include the assurance that the funds provided under this program will supplement, not supplant federal, state, and other local funds that the applicant would otherwise receive can be found in **Appendix F**.

<div align="center">

Experience of the Applicant

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The application includes:
Audit Findings for the past 5 years. (Not in Rubric but on page 26 of Grant Application) Included in Appendix G

a. A table describing 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	← →

Action	1996	1998	2000	2003	2004	2006	2008	2010	2011
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 program alignment begins						←————→			
Project Focus (system funded)							←——→		
System Literacy Specialist hired							←——→		
Schools begin to purchase scientifically evidence-based core and interventions (system funded)								←——→	
DIBELS Next (system funded)									>

b. A description of initiatives the LEA has implemented internally and with no outside funding support.

The table below shows the initiatives the LEA has implemented internally and with no outside funding support.

Action	1996	1998	2000	2003	2004	2006	2008	2010	2011
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 (system funded)									>

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 marginal Level II.

- Teachers received intensive training both in the programs selected as well as professional learning courses leading to reading endorsement. Once the endorsement was obtained, further professional learning was conducted in advanced comprehension theory and strategies.
- During 2009-2010 the class size was increased by three students due to budget constraints.
- The results of the initial Project Focus initiative indicated a need for a fourth grade class.. These results are shown in **Appendix D**. Although a full one-fifth, 21%, of Focus students did not meet expectations in fourth and fifth grades, the number of students exceeding expectations increased. Results are shown in **Appendix D**.
- While the results of Project Focus have been promising, they also indicate that consistently 15% of students in second grade continue to not meet expectations on the CRCT and 21% of students in fourth grade, nearly one-fifth, did not meet expectations on the CRCT over the life of the initiative. The need to improve student achievement in this 21% of at-risk fourth graders is one reason we need this grant.
- Project Focus included a scientifically evidence-based intervention program and core program. The results of the project were so good that the system purchased the same core program for half of the first grades and half of the second grades in 2010. In 2011, the system purchased the same core for the remaining first and second grades as well as for third, fourth, and fifth grades. When system monies were not available, principals used their monies to put the core in place system wide from first through fifth grades.
- 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 a Reading Endorsement. Beginning in 2000, the county participated in the training of trainers for the Reading Endorsement through Northwest Georgia RESA. In the interim years, 120 teachers in the county were endorsed in the area of reading. In 2009-2010, when professional learning funds were cut for budgetary reasons, 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 20 teachers are completing the endorsement. This initiative has full sustainability beyond the life of the grant. In the past, 120 teachers have completed the reading endorsement. 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.

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

Executive Directors of Curriculum, Dr. Buffy Williams and Mr. Jim Gottwald have coordinated resources

for system initiatives in the past, including the implementation of the elementary Focus program and

the development and implementation of the separate reading class at the middle school, both described

in this document. In each example, materials purchased, distributed, inventoried, and monitored with

training provided. The Coordinator of Professional Learning has responsibility for approving all

professional learning. The Administrative Assistant for Professional Learning posts all classes on PD

Express, maintains records of class attendance, and monitors participant professional learning units. All

budgets are reviewed by the chief financial officer. Program updates, including budgeted resources, are

shared with our local board of education. Resources have been coordinated in accordance with all rules

and regulations required by the Bartow Board of Education. Five years of audits are included. This grant

will be in accordance with all rules and regulations required by the GaDOE/USED. The Fiscal

Requirements of Internal, Operating, Accounting and Compliance Controls of this grant will be followed

as a commitment to our project.

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

Bartow County School System has a demonstrated record of sustaining initiatives as demonstrated by

the table on page 14. DIBELS was introduced as a universal screening and progress monitoring

instrument in 2002 and has been sustained for nine years. The system has supported ongoing teacher

and trainer workshops, sending the Literacy Specialist to four day transition training in order to effect a

system wide change to the DIBELS Next. Project Focus was instituted in 2008 and is ongoing. This

project requires acquisition of student materials annually, and these materials have consistently been

provided. Curriculum Departments and local administrators conduct ongoing Focus Walks to assure

fidelity of initiative implementations.

Resources (10 Points)

The application includes:
a. **A clear plan alignment plan for SRCL and all other funding.**
b. **A list of the resources available at each building.**
   Appendix E shows a list of resources
c. **A plan to ensure that no supplanting takes place.**
d. **A detail of how SRCL will add value to the existing resources in the schools.**

Align use of Federal and State funds (GA Striving Reader Subgrant Application, page 21)

Resources
Align use of Federal and State funds (GA Striving Reader Subgrant Application, page 21)

	Title Funds – FY 2012	Title II Funds – FY 2012
LEA	$2,798,349	$329,342
Each School		
Adairsville Elementary	$164,016	$0
Allatoona Elementary	$155,172	$0
Clear Creek Elementary	$132,660	$0
Cloverleaf Elementary	$180,900	$0
Emerson Elementary	$112,962	$0
Euharlee Elementary	$157,182	$0
Hamilton Crossing Elementary	$162,006	$0
Kingston Elementary	$173,664	$0
Mission Road Elementary	$123,816	$0
Pine Log Elementary	$104,520	$0
Taylorsville Elementary	$103,716	$0
White Elementary	$130,248	$0
Adairsville Middle	$98,124	$0
Cass Middle	$144,534	$0
South Central Middle	$106,522	$0
Woodland Middle	$93,925	$0
Adairsville High	$0	$0
Cass High	$0	$0
Woodland High	$0	$0

School Title I/II Resources

Materials and professional development in academic content areas of reading, language arts, math, science or social studies with the need being determined by data in each schools' needs assessment.

System Title I/II Resources

System data is analyzed in areas of focus that are determined annually. Literacy focus will align to specific content area where gap is indicated.

Funds – Title I/II

Title I and Title II funds are budgeted based on system and school data.

Management Plan and Key Personnel (10 Points)

The application:

a. Details a clear plan for management of the grant implementation

Upon notification of being a grant recipient, Bartow County will convene the Striving Literacy System team to review the implementation plan. The timeline will be as follows:

March – August 2012	System technology infrastructure will be complete at all ten grant schools
March – May 2012	Literacy materials will be reviewed and ordered
March – 2012	Summer Intervention Convention will be planned with partner organizations – Rollins Center and Annie E. Casey Foundation
March – June 2012	Technology orders (including laptops, interactive projectors, and digital camera projectors) and software loaded onto new laptops
June 2012	Yearly Report will be sent to the GDOE
	Monthly professional learning will be planned and published for the year. This training will support new programs and literacy materials purchased with the grant
June and July 2012	Interactive Projectors and Tables will be installed in all classrooms
	All content teachers at grant schools will attend Striving Readers Summer Institute
	Issue computers to teachers
July 2012	Host Technology Conference and training on management system
August 2012	Training on Interactive Projectors for staff members
August - October 2012	Computers issued to students by grade level roll-out

| January 2013 | Mid-Year System Literacy Conference for updates and needs assessment |
| January – June 2014 | Continue with implementing each local literacy plan |

b. Lists the individuals responsible for the day to day grant operations

Rubric a, c	**Individual Responsible** Rubric b	**Supervisor** Rubric b
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

c. Lists the responsibilities of the people involved with the grant implementation
d. Clearly details that the individuals listed understand the goals and objectives as well as the implementation plan.

Executive Directors of Curriculum, Dr. Buffy Williams and Mr. Jim Gotwald 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 we meet monthly. Monthly reports will be sent to the system level of how each school is progressing on their implementation timeline. The system committee 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.

<div align="center">

Sustainability Plan 10 Points

</div>

The application:
a. Details a clear plan for expanding the lessons learned through the SRCL project with other schools and new teachers to the LEA.

- The Literacy Specialist, model classroom teachers, and assistant principals will redeliver all training to schools not included in the Striving Readers Comprehensive Literacy Grant. Trainings will be offered on PD Express and opened to participants on a first come first served basis. Trainings will be offered on an ongoing basis, so that teachers new to the system can receive training upon employment. When intervention programs are implemented that require training, system personnel will be identified to become certified trainers of those interventions. The "Intervention Prevention Convention"

summer program will include opportunities for teachers from every system school to attend training, acquire skill in implementing and assessing interventions, and using progress monitoring assessments to plan and inform instruction.

b. Details a clear plan for extending the assessments protocol beyond the grant period.

- Bartow County has a commitment to screening, progress monitoring, and outcome assessments. The system has a history of utilizing these practices and a process for this has been established. The Response to Intervention Coordinators and the Literacy Specialist currently monitor and will continue to monitor this data. The County already uses DIBELS Next, the Scholastic Reading Inventory, and several of the Pre-k screening, progress monitoring and outcome assessments.

c. Details a clear plan for extending the professional learning practices beyond the grant period and to new staff to the system.

Bartow County Schools ensures new staff to the system has learning practices extended to them through a number of avenues. In goal area three of the **"System Strategic Improvement Planning Report,"** the following are included:

- Provide 'New Teacher Orientation/Institutes' and continuous professional learning in collaboration with teacher mentors. Each school in Bartow County holds the responsibility of mentoring for each new staff member.
- Recruit and retain a strong workforce.

Bartow County School's **state approved 'Equity Plan'** includes the following to ensure professional learning practices for new and tenured staff:

- Induction of new staff is on-going at the individual schools which include the assignment of unofficial colleague-mentors and introductory staff/team meetings and staff development workshops. These are typically led by principals, assistant principals, subject matter specialists, and invited speakers or presenters.
- Bartow County addresses the retention of highly qualified, effective teachers within the written school improvement plan. New certified staff members are inducted into the work force via a two day orientation. This event introduces the new teaching staff to the curriculum, instructional design, as well as programs and procedures in the Bartow County Schools. The desired outcome of producing a teacher who can focus his/her attention on providing a superior student achievement opportunity without experiencing extraneous business-type distraction is the net objective.
- Opportunities for continuous professional learning are also provided through the system and may be located online in the catalog of PD Express (Professional Learning Database). PD Express also provides data as to the number of educators who are participating in continuous professional learning. In addition Bartow County Schools have data from Northwest Georgia RESA reflecting educator participation in professional learning from this agency.

- Bartow County Schools made the decision to continue to keep transcripts for each educator on the number of professional learning units (PLUs) earned. This clearly reflects participation of **new staff** in professional learning opportunities provided by Bartow County Schools.
- Within each school's 'School Improvement Plan,' the details of continuous professional learning for all school staff is clear and based on school data. This includes the **"what**," as well as the **"how."**
- The Literacy Specialist, model classroom teachers, and assistant principals will redeliver all training to new personnel. Trainings will be offered on an ongoing basis, so that teachers new to the system can receive training upon employment. When intervention programs are implemented that require training, system personnel will be identified to become certified trainers of those interventions. The "Intervention Prevention Convention" summer program will include opportunities for teachers new to the system to attend training, acquire skill in implementing and assessing interventions, and using progress monitoring assessments to plan and inform instruction.

d. **Details a plan for sustaining technology that was implemented with the SRCL funds including site licenses.**
- The Director of the Bartow County Technology Department is part of the Striving Readers System team. Mark Bagnell is working with us diligently to make sure that all requested technology support materials can be maintained and supported by the technology department.
- Infrastructure upgrades at each school will be supported locally and will be ready to support the technology grant requests as new materials are implemented. The technology department has a team of fourteen employees that support our schools with current hardware needs and instructional technology needs.
- All materials purchased with this grant will be supported by our local technology team. The interactive projectors for each classroom and digital camera projectors will be maintained by each school technology team. The laptop conversion will be supported by the system technology staff. The laptops will be on a rotation in accordance with our system technology plan and the school system will purchase upgraded laptops as the system cycles the older laptops out of circulation. The older laptops will be refurbished or sold to another vendor, as Bartow County purchases newer computers in the rotation.
- All site licenses will be maintained locally after the grant expires.

Budget Summary

- Our budget priorities include the development of our summer program addressing oral language and reading in partnership with the Rollins Center. Other priorities are integration of strategy training in best practices in all content areas with a focus on response to intervention. Finally, engaging and motivating students through the integration of technology as a third priority.

Appendix A. Minutes of System Literacy Team, Steering Committee Meetings

Bartow County Literacy Steering Team

November 15, 2011

The members met in the boardroom at 10:30. The committee was updated concerning the information that was given to the leadership team and each participating school. They were updated on comments and concerns of the schools.

Packets containing requirements and a rubric was given to each participant.

Information about school progress and plans were given to the committee.

A time of questions and answers was held.

It was announced that the next meeting date will be November 29th at 9:30.

November 29, 2011

The team met at 9:30 in the board room. We need each school to be as complete as possible by Friday. The Writing Team will clean up and align next week.

Feeder pattern to Cass High has been identified. We shared ideas starting with Cass High School.

School	Ideas	Needs	Next Steps
Cass High School	- Reading Comp Strategy Instruction - Training in Assess - Vocabulary Strategy Instruction and common terms for instruction - Strategic Instructional Model for Content Enhancement Routine	- System 44 - Response Systems - Mobile Labs - Training for Strategies/Vocabulary, Promethean Boards, Common Core - Consultants - Diverse Texts	- everyone in building must go to training - budget – what - schedules - cop
South Central Middle School	- Strategies - Common Language for strategies from elementary to middle school	15 Promethean Boards - Up Grade Computers - Laptops - Ereaders - Need for similar technology in all buildings (same brand)	- programs - informal phonics screener - in August put in Woodland High School feeder pattern
Cass Middle School	Strategies across content areas and	- Training - Fusion	schedule is key

School	Ideas	Needs	Next Steps
	vocabulary • Training for all teachers in content reading and writing	• More Read 180's • Libraries • Technology – different ereaders • Ipads/Netbooks • Netbooks with word processing may be better • Wireless printers • Promethean Boards • Ereaders, Ipad require emailing • Technology in student hands to increase writing	
White Elementary School	• Inquiry is key K-3 – 120 minutes • 4-5 105 minutes • Must go to two man teams	• Training for teachers • Promethean Boards K-2 • Rave-O – 2 Kits • Corrective Reading to Supplement • Science/Social Studies books	• budget • lexile • fine tuning writing
Emerson Elementary School	• Data: summer regression results in 30-40 pt. loss. • Institute Read to Succeed Program • Scheduling uninterrupted block of time • Diagnosis skills for teachers • More training in Interventions • Classroom libraries of expository text	• Technology check out labs • Phonics screener needed	• Call Julie – Feeder pattern of schools poverty %
Kingston Elementary School	• Similar needs to Emerson Elementary mostly losing K-1 • Phonics Screener for grades 1-2 • Interventions -	• Training in multi-sensory Orton Gillingham • Reading Endorsement • Elmos • Ipads to be compatible	• just about done • budget

School	Ideas	Needs	Next Steps
	Training in how to select interventions • Identification of root cause	with promethean board 30.00 connection • Technology for apps or Ipads isn't being used	

Clear Creek Elementary School	• Value of working with other schools
	• How to integrate literacy in science/social studies
	• Firm up teacher diagnostic skills
	• Summer Learning Loss K-1
		• Portable Classroom Labs
		• 40 Ipads connections
		• Technology is a major need 200 comp/exp. Text libraries; 5 sets core
		• reading program
		• Summer Program Intervention
		  o Convention at Old Cass High School Pre –K – 12
		  o Dividing building so areas will be designated levels
		  o Transportation is what will be built in using 20 day funds
			• just about finished
			• schedule by grade K-3 (120 minutes); 4-5 (2-4 hours literacy)

Hamilton Crossing Elementary School			• just starting
•			

General Comments and Discussions
- Writing committee will work to establish consistency
- Budget will be developed by Buffy and the Central Office
- Adjustments will be made after that
- 1st purchase:
  - Expository Text
  - Reading Programs
  - Training
- Gives us a focus and direction for what we're doing. Will resubmit in August if we don't get it.
- Supplement vs. supplanting - all federal monies.

- Mark Bagnell will meet with Buffy to ensure coordination among technology with what system technology department supports for county.
- System needs to put in infrastructure.
- This grant support training and materials for literacy.

Dr. Williams will visit a tech school in North Carolina next week to obtain more information

Bartow County Leadership Committee Meeting

November 10, 2011

The members met in the boardroom at 2:30 to share information about the grant, expectations and the timeline for completion.

Dr. Buffy Williams led the meeting. Packets were given to all members with directions for completing each school plan and a copy of the rubric was given out to each attendee.

There was a time for questions.

The date and time of the next meeting was announced.

December 1, 2011

The team met at 9:30 in the board room.

Buffy Williams received a status update from each school. The only school we need to focus on is Cloverleaf Elementary

Plans: All plans will be turned in tomorrow. The budget will be pulled out to make sure we aren't scattered and can afford to support the initiative.

Anne Marie and Janice will be working with the budget and Barbara will work to be sure all grants are consistent and meet the formats.

Buffy and Anne Marie will work on reading all of the grants.

ESOL will need to be addressed, Ms. Peck will write a blurb to include in all grants and identify ESOL needs.

Buffy reported that Dr. Harper, Dr. Hinsley, and the mayor will sent letters to show community focus on literacy.

The grant is addressing all needs.

Bartow County School System

Appendix B.   Screening Data for System and Elementary Schools in the Cass High School Feeder Pattern

Kindergarten and First Grade DIBELS Next Screening Fall 2011

FSF and LNF Composite	Clear Creek	Cloverleaf	Emerson	Hamilton Crossing	Kingston	White
Intensive: 337 (31%)	31 (39%)	24 (24%)	39 (60%)	32 (30%)	30 (35%)	22 (28%)
Strategic: 204 (19%)	13 (16%)	16 (16%)	17 (26%)	24 (23%)	19 (22%)	15 (19%)
Core: 528 (49%)	36 (45%)	60 (60%)	9 (14%)	50 (37%)	26 (43%)	41 (53%)
Fall 2011 System First Grade NWF SC	Clear Creek	Cloverleaf	Emerson	Hamilton Crossing	Kingston	White
Intensive: 314 (30%)	31 (39%)	22 (21%)	10 (17%)	18 (18%)	28 (37%)	44 (43%)
Strategic: 180 (17%)	13 (16%)	13 (12%)	11 (19%)	14 (14%)	22 (29%)	16 (16%)
Core: 539 (52%)	36 (45%)	71 (67%)	38 (64%)	65 (66%)	26 (34%)	43 (42%)

Second Grade DIBELS Next Screening Data Fall 2011

Measure	NWF CLS	NWF-WWR	ORF WC	DORF Accuracy	DORF Retell	Composite
District Totals	Intensive 22% Strategic 26% Core 52%	Intensive 31% Strategic 18% Core 51%	Intensive 29% Strategic 17% Core 67%	Intensive 20% Strategic 13% Core 67%	Intensive 20% Strategic 20% Core 60%	Intensive 25% Strategic 11% Core 64%
Clear Creek	Intensive 21% Strategic 31% Core 48%	Intensive 24% Strategic 27% Core 49%	Intensive 32% Strategic 18% Core 51%	Intensive 20% Strategic 13% Core 67%	Intensive 17% Strategic 17% Core 66%	Intensive 28% Strategic 10% Core 62%
Cloverleaf	Intensive 18% Strategic 17% Core 66%	Intensive 37% Strategic 12% Core 53%	Intensive 16% Strategic 10% Core 74%	Intensive 13% Strategic 8% Core 78%	Intensive 13% Strategic 32% Core 55%	Intensive 16% Strategic 7% Core 78%
Emerson	Intensive 15% Strategic 40% Core 45%	Intensive 30% Strategic 12% Core 58%	Intensive 30% Strategic 17% Core 53%	Intensive 22% Strategic 5% Core 73%	Intensive 23% Strategic 20% Core 57%	Intensive 22% Strategic 7% Core 72%
Hamilton Crossing	Intensive 19% Strategic 30% Core 51%	Intensive 27% Strategic 25% Core 49%	Intensive 40% Strategic 15% Core 46%	Intensive 26% Strategic 19% Core 55%	Intensive 34% Strategic 21% Core 46%	Intensive 32% Strategic 17% Core 51%
Kingston	Intensive 29% Strategic 29% Core 41%	Intensive 36% Strategic 14% Core 50%	Intensive 37% Strategic 22% Core 41%	Intensive 29% Strategic 12% Core 59%	Intensive 34% Strategic 15% Core 51%	Intensive 35% Strategic 9% Core 56%
White	Intensive 26% Strategic 23% Core 51%	Intensive 20% Strategic 24% Core 56%	Intensive 23% Strategic 24% Core 56%	Intensive Strategic 10% Core 78%	Intensive 11% Strategic 24% Core 65%	Intensive 18% Strategic 10% Core 73%

Third Grade Screening Data

Measure	ORF WC	DORF Accuracy	DORF Retell	DORF RTQ	Daze	Composite
District Totals	Intensive 22% Strategic 15% Core 63%	Intensive 12% Strategic 18% Core 70%	Intensive 5% Strategic 19% Core 75%	Strategic 21% Core 78%	Intensive 23% Strategic 21% Core 56%	Intensive 19% Strategic 11% Core 67%
Clear Creek	Intensive 26% Strategic 12% Core 62%	Intensive. 20% Strategic 10% Core 70%	Intensive 8% Strategic 16% Core 76%	Strategic 19% Core 81%	Intensive 32% Strategic 19% Core 48%	Intensive 24% Strategic 10% Core 66%
Cloverleaf	Intensive 20% Strategic 15% Core 64%	Intensive 13% Strategic 17% Core 69%	Intensive 6% Strategic 34% Core 61%	Strategic 31% Core 69%	Intensive 18% Strategic 20% Core 61%	Intensive 21% Strategic 13% Core 64%
Emerson	Intensive 31% Strategic 13% Core 51%	Intensive 15% Strategic 17% Core 68%	Intensive 3% Strategic 21% Core 76%	Strategic 43% Core 57%	Intensive 27% Strategic 29% Core 44%	Intensive 19% Strategic 19% Core 63%
Hamilton Crossing	Intensive 22% Strategic 13% Core 65%	Intensive 17% Strategic 20% Core 63%	Intensive 6% Strategic 25% Core 69%	Strategic 27% Core 73%	Intensive 21% Strategic 24% Core 54%	Intensive 23% Strategic 13% Core 64%
Kingston	Intensive 18% Strategic 20% Core 66%	Intensive 12% Strategic 18% Core 70%	Intensive 3% Strategic 16% Core 81%	Strategic 21% Core 79%	Intensive 32% S Strategic 19% Core 48%	Intensive 21% Strategic 9% Core 70%
White	Intensive 19% Strategic 15% Core 66%	Intensive 10% Strategic 11% Core 78%	Intensive 8% Strategic 13% Core 78%	Strategic 18% Core 82%	Intensive 17% Strategic 20% Core 63%	Intensive 14% Strategic 11% Core 75%

Fourth Grade Screening Data

	ORF WC	ORF ACC	ORF RTF	ORF RTQ	DAZE	Composite
District	Intensive 31% Strategic 19% Core 50%	Intensive 20% Strategic 16% Core 64%	Intensive 9% Strategic 30% Core 62%	Strategic 20% Core 80%	Intensive 25% Strategic 33% Core 43%	Intensive 28% Strategic 14% Core 52%
Clear Creek	Intensive 27% Strategic 21% Core 52%	Intensive 20% Strategic 15% Core 65%	Intensive 5% Strategic 27% Core 68%	Strategic 22% Core 78%	Intensive 30% Strategic 33% Core 37%	Intensive 31% Strategic 12% Core 57%
Cloverleaf	Intensive 21% Strategic 19% Core 60%	Intensive 15% Strategic 13% Core 72%	Intensive 8% Strategic 40% Core 51%	Strategic 19% Core 81%	Intensive 17% Strategic 34% Core 50%	Intensive 23% Strategic 21% Core 56%
Emerson	Intensive 32% Strategic 27% Core 42%	Intensive 22% Strategic 15% Core 63%	Intensive 10% Strategic 32% Core 58%	Strategic 15% Core 85%	Intensive 24% Strategic 26% Core 50%	Intensive 28% Strategic 22% Core 47%
Hamilton Crossing	Intensive 34% Strategic 24% Core 41%	Intensive 20% Strategic 13% Core 67%	Intensive 9% Strategic 37% Core 54%	Strategic 20% Core 80%	Intensive 29% Strategic 26% Core 44%	Intensive 32% Strategic 19% Core 48%
Kingston	Intensive 33% Strategic 19% Core 48%	Intensive 25% Strategic 18% Core 57%	Intensive 8% Strategic 38% Core 54%	Strategic 21% Core 79%	Intensive 31% Strategic 35% Core 35%	Intensive 35 Strategic 17% Core 49%

Bartow County School System

White	Intensive 39%	Intensive 24%	Intensive 9%	Strategic 18%	Intensive 35%	Intensive 41%
	Strategic 16%	Strategic 27%	Strategic 25%	Core 82%	Strategic 39%	Strategic 12%
	Core 45%	Core 49%	Core 63%		Core 26%	Core 45%

Bartow County School System

Fifth Grade Screening Data

	ORF WC	ORF ACC	ORF RTF	ORF RTQ	DAZE	Composite
District Totals	Intensive 40% Strategic 16% Core 45%	Intensive 20% Strategic 29% Core 51%	Intensive 15% Strategic 26% Core 59%	Strategic 12% Core 88%	Intensive 33% Strategic 25% Core 42%	Intensive 21% Strategic 31% Core 41%
Clear Creek	Intensive 46% Strategic 12% Core 42%	Intensive 33% Strategic 31% Core 36%	Intensive 10% Strategic 15% Core 74%	Strategic 8% Core 92%	Intensive 39% Strategic 29% Core 32%	Intensive 27% Strategica33% Core 39%
Cloverleaf	Intensive 32% Strategic 17% Core 42%	Intensive 25% Strategic 27% Core 47%	Intensive 12% Strategic 30% Core 58%	Strategic 23% Core 77%	Intensive 26% Strategic 27% Core 46%	Intensive 24% Strategic 27% Core 48%
Emerson	Intensive 46% Strategic 18% Core 35%	Intensive 20% Strategic 28% Core 52%	Intensive 20% Strategic 29% Core 51%	Strategic 15% Core 85%	Intensive 45% Strategic 12% Core 43%	Intensive 25% Strategic 38% Core 37%
Hamilton Crossing	Intensive 36% Strategic 13% Core 51%	Intensive 20% Strategic 27% Core 53%	Intensive 10% Strategic26% Core 64%	Strategic 8% Core 92%	Intensive 24% Strategic 29% Core 47%	Intensive 21% Strategic 26% Core 51%
Kingston	Intensive 44% Strategic 10% Core 46%	Intensive 15% Strategic 16% Core 68%	Intensive 16% Strategic39% Core 44%	Strategic 14% Core 86%	Intensive 27% Strategic 35% Core 38%	Intensive 18% Strategic 34% Core 47%
White	Intensive 40% Strategic 13% Core 48%	Intensive 19% Strategic 24% Core 57%	Intensive 7% Strategic 23% Core 70%	Strategic 3% Core 97%	Intensive 47% Strategic 27% Core 26%	Intensive 25% Strategic 31% Core 44%

SYSTEM LITERACY LEADERSHIP TEAM

Dr. Harper – Superintendent
Dr. Buffy Williams – Director of Elementary Curriculum & Instruction
Barbara Neslin – Literacy Specialist
Jim Gottwald – Director of Secondary Curriculum & Instruction
Phyllis Henry – Director of S.T.A.R.S Pre-K
Phoebie Atkins – Coordinator of Elementary Exceptional Education
Mike Nelson – Principal – Cass High School
Tia Hawkins – Assistant Principal – South Central Middle School
Amanda Butler – Teacher – Hamilton Crossing Elementary School
Dr. Scott Smith – Director of Exceptional Education
Stefany Howard – Principal – Kingston Elementary School
Dr. Paul Sabin – Coordinator of Testing & Assessment
Tammy Peck – ESOL Teacher – Clear Creek and Adairsville Elementary School
Phyllis Johnson – Gifted Teacher – Emerson Elementary School
Angie Corn – Babies Can't Wait
Kelly Whitmire – Homeless Liaison – Woodland Middle School

System Comprehensive Literacy Steering Committee

Stacy Barnett – Teacher – Kingston Elementary School
Kathleen McKenzie – Teacher - Cass High School
Sharon Collum – Parent – Euharlee Elementary School
Anne Marie Wiseman – Director of School Improvement & Title I
Janice Gordon – Coordinator for Professional Learning & Title II & RTI
Julie Kittle – Parent – White Elementary School
Kelly Wade – Principal – Clear Creek Elementary School
Lynn Robertson – Principal – Hamilton Crossing Elementary School
Robb Kittle – Principal – Emerson Elementary School
Evie Barge – Principal – Cloverleaf Elementary School
Donald Rucker – Principal – South Central Middle School
Kristy Arnold – Principal – Cass Middle School
Wanda McPherson – SST and Child Find Coordinator
Amy Heater – Principal – White Elementary School

Appendix D Project Focus Results

- The results of Project Focus were promising. During 2009-2010 the class size was increased by three students due to budget constraints. The longitudinal results are shown in Table 1, below.

Table I. Longitudinal Focus Results 2nd Grade

Initial Cadre Grade 2	2008-2009	2009-2010	2010-2011
Exceeds CRCT	32 (21%)	16 (16%)	11 (10%)
Meets CRCT	99 (63%)	81 (66%)	76 (74%)
Does Not Meet CRCT	24 (15%)	17 (17%)	16 (16%)
Cadre 2 Grade 2		2009-2010	2010-2011
Exceeds CRCT		21 (13%)	16 (16%)
Meets CRCT		114 (70%)	66 (67%)
Does Not Meet CRCT		27 (16%)	17 (17%)

Table II. Longitudinal Focus Results 4th Grade

Initial Cadre Grade 4	2009-2010	2010-2011
Exceeds CRCT	6 (4%)	15 (15%)
Meets CRCT	116 (78%)	65 (64%)
Does Not Meet CRCT	32(31%)	21 (21%)
Cadre 2 Grade4		2010-2011
Exceeds CRCT		22 (15%)
Meets CRCT		98 (55%)
Does Not Meet CRCT		31 21%)

Appendix E A List of Resources Available at each Building

Elementary Buildings

Grade/Name of Resource	Clear Creek	Cloverleaf	Hamilton Crossing	Kingston	Emerson	White
Kindergarten						
Imagine It Phonics and Phonemic Awareness Kit for Kindergarten	X	X	X	X	X	X
SRA Phonemic Awareness Curriculum	X	X	X	X	X	X
SRA Read Aloud Program for Kindergarten	X	X	X	X	X	X
Classic Core Vocabulary Read Aloud titles and plans	X	X	X	X	X	X
First Grade						
Imagine It Core Program	X	X	X	X	X	X
Imagine It Leveled Texts for Science and Social Studies	50%	50%	50%	X	50%	50%
Quick Reads	X	X	X	X	X	X
Classic Core Vocabulary Read Aloud titles and plans	X	X	X	X	X	X
Second Grade						
Imagine It Core Program	X	X	X	X	X	X
Imagine It Leveled Texts for Science and Social Studies	50%	50%	50%	X	50%	50%
Quick Reads	X	X	X	X	X	X
Sound Partners	X	X	X	X	X	X
Classic Core Vocabulary Read Aloud titles and plans	X	X	X	X	X	X
Third Grade						
Imagine It Core Program	X	X	X	X	X	X
Imagine It Leveled Texts for Science and Social Studies	50%	50%	50%	50%	X	50%
Quick Reads	X	X	X	X	X	X
Classic Core Vocabulary Read Aloud titles and plans	X	X	X	X	X	X
Interactive Board	X		1/6	X	1/3	
Computers	1			1		
Fourth Grade						
Quick Reads	X	X	X	X	X	X
Classic Core Vocabulary Read Aloud titles and plans	X	X	X	X	X	X
Interactive Board	X		1/6	X	1/3	
Computers	1			1		
Fifth Grade						
Imagine It Core Program	X	X	X	X	X	X
Imagine It Leveled Texts for Science and Social Studies	50%	50%	50%	50%	50%	50%

Middle and High School Buildings

Resource	Cass Middle School	South Central Middle School
Novel Sets	6, 7, 8	6, 7, 8
Tier 3 Intervention	60 seats	60 seats
Tier 2 Intervention	X	X
Interactive Boards	X	X
Direct Instruction Program	X	X
Modern Computers		
Cass High School		
Interactive Boards	90	
Modern Computers		

Appendix F – Assurances That All Guidelines Are Being Met

General Assurances

As a condition of receiving the state and federal funds for which application is made in this Consolidated Application, the applicant's local board of education (Applicant) assures the following: Supplement Not Supplant Funds provided under these programs will supplement, not supplant federal, state, and other local funds that the applicant would otherwise receive. Legal Compliance/Debarment/Lobbying/Reporting

- Each program will be administered in accordance with all applicable federal and state statutes, regulations, program plans, and applications.

- The control of funds provided under each program and title to property acquired with program funds will be in a public agency.

- The applicant will administer funds and property to the extent required by the authorizing statutes.

- The applicant will adopt and use proper methods of administering each such program, including; a) The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and b) The correction of deficiencies in program operations that are identified through the audits, monitoring, or evaluation.

- The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary of Education or other Federal officials.

- The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal and state funds paid to applicant under each program.

- The applicant will make reports to the state educational agency and the Secretary of Education as may be necessary to enable the agency and the secretary to perform their duties under each program.

- The applicant will maintain such records, provide such information, and afford access to the records as the state educational agency or the Secretary of Education may find necessary to carry out the state educational agency's or the secretary's duties.

- In accordance with Part 85 of 34 CFR, neither the applicant nor its principals are presently debarred or suspended from participation in programs by any federal agency.

- In accordance with Part 82 of 34 CFR, funds will not be used for lobbying the executive or legislative branches of the federal government in connection with contracts, grants or loans and will report payments made with unappropriated funds for lobbying purposes.

- The applicant will comply with requirements of Sections 436 and 441 of the General Education Provisions Act (GEPA).

- The applicant will file reports in formats and at times specified by the Georgia Department of Education and/or the United States Department of Education.

- The applicant will cooperate in carrying out any evaluation of each program conducted by or for the State educational agency, the secretary or other Federal officials.

- The applicant is in compliance with all required federal Civil Rights Statutes including: a) Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, creed, or national origin. b) Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender. c) Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which prohibits discrimination on the basis of disability.

The text of the entire bill is available online at: http://www.ed.gov/legislation/ESEA02/

Program Specific Assurances:

Title I, Part E – Striving Reader Comprehensive Literacy Grant (SRCL)

Each LEA funded under the Title I, Part E, Striving Reader Comprehensive Literacy Grant will have developed a project that addresses students in their community birth through grade twelve. Eligible public school systems along with partnerships from non-profit community agencies will implement the following project components:

- Students, birth through grade twelve will receive a standards-based curriculum.
- Teachers will have access to ongoing formative and summative assessment data to inform instructional decisions about the intensity of interventions and to evaluate the effectiveness of instruction.
- Students will receive a minimum of 90-120 minutes (K-5), 2-4 hours (6-12) of instruction in Literacy (Reading, Writing, Listening, Speaking, Viewing), English Language Arts (ELA) and content area (6-12)
- Applicants will employ a four-tiered Response to Intervention model for all students.
- Schools will have leadership that is committed to improving instruction.
- Students will have access to high-quality materials in both print and digital form, narrative and expository, that supports the Georgia Performance Standards as well as the Common Core Georgia Performance Standards in all content areas including Career, Technical and Agricultural Education (CTAE). Materials will be purchased on a variety of reading levels ensuring access for all students.
- Technology applications will be crucial and will take the form of presentation tools, e-texts, and assistive technology.
- Teachers and administrators will have access to high-quality professional learning to build their competence in evidence-based practices in literacy instruction, provided by the state in a variety of methods: face-to-face, through a synchronous polycom system, webinar, and through asynchronous online archives. Training will include, but not be limited to: instructional practices and strategies, assessment and data analysis, materials selection, and integration of technology.
- LEAs will provide a clearly articulated plan for curriculum and professional learning (PL) to include vertical and horizontal alignment for transitions between grades and schools.
- Teachers will use intentional strategies for developing and maintaining engagement as students progress through school.
- An updated sustainability plan will be submitted yearly with the annual evaluation reports.
- Funds will be used to expand implementation of the school and system literacy plan

initiatives that are already in place:

- o Programmatic professional learning and training;
- o Consultants, subcontractors to assist with extended summer literacy programs;
- o Salaries for extended Pre-K;
- o All travel expenses for staff to professional learning and meetings;
- o Intervention materials, assessment materials and training;
- o Classroom equipment, materials, and supplies;
- o Print materials for classroom, media centers, family literacy;
- o Instructional technology to expand media titles for student's access to print, increase student engagement, and add periodicals for student and teacher use for instruction.
- Mandatory trainings on budget and operational requirements, as related to the Educational Department General Administrative Regulations (EDGAR) and the Office of management and Budget (OMB) applicable circulars will be attended.
- An audit of financial statements will be submitted not later than six months after the end of each of the first two fiscal years.
- An end of year evaluation report will be prepared and submitted no later than the June 30th deadline.
- Expenditures will be monitored to ensure expenditures are appropriate, reasonable and necessary.
- Fiscal Requirements set forth by Georgia Online Reporting System (GAORS) and the Georgia Department of Education will be followed to ensure uniform, standard and accurate reporting of fiscal data on the Use of Funds.

Professional Development

The applicant has adopted a policy that provides for the preparation and implementation of a comprehensive program for staff development.

Technical Assistance

The applicant will provide technical assistance and support to programs identified in this application.

Drug-Free Workplace and Community Act Amendments

In accordance with the federal Drug-Free Workplace and Community Act Amendments of 1989, the Drug-Free Workplace Act of 1988 and State Board of Education Policy GAM, Staff Rights and Responsibilities: Drug and Alcohol Free Workforce, the applicant declares 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 this application. In addition, Policy GAM prohibits the unlawful possession, use, manufacture, distribution or sale of alcohol in the workplace.

Please the attached sheet of signatures related to the assurances.

Appendix G – Experience of the Applicant

Single Audit Report Information – Five Year Timeline				
Year	Project Title	Funded Amount	Is there an Audit?	Audit Results

Year		Program	Amount		Finding
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

White Elementary School's Striving Readers Grant

School History

White Elementary School, one of twelve elementary schools of the Bartow County School System, was first established in 1975. White Elementary School is one of five elementary schools that feed into Cass Middle and High Schools. Of the 573 students at White

Elementary, fifty-nine percent are economically disadvantaged, identifying us as a Title I school.

White has become more transient during the last two years due to the downturn in the economy.

We suspect a higher number of economically disadvantaged students are in the school than data

has indicated, because parents will not complete paperwork. These parents have not been raised

in poverty and are too proud to accept assistance. For example, one parent said, "I am the sole

provider for my family. I don't want to enable my family to receive services if I can provide by

working two jobs." Parents care about their children and want to assume responsibility for them.

Administrative and Teacher Leadership Team

White Elementary School is led by Mrs. Amy Heater (principal) and Mrs. Molly Gann

(full-time assistant principal). Both school leaders hold post-secondary degrees in Educational

Leadership and are in the reading endorsement with plans to complete the classes in the spring of

2012. Our Literacy Leadership Team consists of a representative from each grade level, a

special area representative, the ESOL teacher, our speech/language pathologist, media specialist,

a parent representative, as well both building administrators. **(See Appendix A)**

The Literacy Leadership Team meets monthly for the purpose of identifying areas of

weakness, ways to improve student achievement, as well as engage the community and

stakeholders as partners in all areas of school life. The team discusses ways to improve

communication among stakeholders to get them involved in academic and other initiatives

impacting student achievement and well being. White's Leadership Team has the analysis of

student data to improve student achievement as its highest priority.   For this reason, our

leadership 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 on the part of all stakeholders. We believe this relationship critical to student success.

Past Instructional Initiatives

- Book Studies

Last year, our school identified vocabulary development as our school initiative. The entire staff participated in a book study, *Choice Words*, by Peter Johnston which highlighted effective literacy strategies allowing each teacher to transfer strategies into practical use in the classroom. To sustain and increase achievement in reading and improve math achievement, we formed a professional learning community and studied *Closing the Achievement Gap* by Gerald Anderson. From this study, we identified the need to add an extended learning time daily for all students which now occurs from 8:00 a.m. to 8:45 a.m. daily.

Current Instructional Initiatives

- Data Dig

Each summer we reserve Title 1 funds to have a "Data Dig." Each teacher analyzes his or her own data to determine individual strengths and weaknesses. A class roster sheet organized by Criterion Referenced Test domains is given to each teacher. Based on that, new rosters are formed, and the data is tallied on each incoming student. We ask teachers to revisit their former class roster to identify what they did well and areas for growth. During "Data Dig," we also build our curriculum maps for the year, and identify the total number of instructional days available, minus Awards Day and other events that inhibit instruction.

During "Data Dig," teachers meet vertically to discuss the needs of students who are intensive or at risk. We analyze data to identify specific student needs. In reading, we review

DIBELS Next, the Criterion Referenced Test results, and system benchmark assessments in English Language Arts. This assists us in forming groups for extended learning time.

- Extended Learning Time

Extended Learning Time is organized to include the following sequence: two weeks of reading instruction tailored to student needs is followed by two weeks of math instruction, tailored to student needs. This takes place every morning from 8:00 a.m. to 8:45 a.m. This year we have added one week of project based science literacy tied to areas of weakness on the science portion of the Criterion Referenced Test. Assessments are given at the end of each content instructional period to determine student placement in the next extended learning sequence. Students who are in need of intensive reading instruction continue in the research-based scientifically evidenced reading intervention during the entire five weeks. Groupings are flexible and fluid, allowing students to receive intervention that is more or less intensive, depending on their needs. Student progress and placement is reviewed every two weeks.

- Collaboration Days

Every eight weeks, each grade level receives a day to collaborate. Teachers work on analyzing data and adjusting educational plans to meet students' needs.

- Intensive Care Unit

An Intensive Care Unit was established at White Elementary during the 2010-2011 school year. The purpose of this unit was to bring students who were at risk to the forefront. These students were tracked at weekly grade level meetings. The current educational plan for these students was analyzed and revised to better meet the students' needs.

This year, we have updated our Intensive Care Unit to include a focused intensive care team composed of teachers with reading endorsement, the student's classroom teacher, and both administrators.   Students at risk are reviewed weekly during grade level meetings. When it is determined If a student is not making sufficient progress, an Intensive Care Meeting is called to review intervention data and determine next steps.

- Assessments

This year, we began the use of DIBELS NEXT to screen all students three times a year and progress monitor students who are struggling. We are also using system developed literacy benchmark assessments to guide differentiated instruction in reading language arts. We are viewing Common Core Georgia Performance Standard vignettes as grade level teams so teachers are prepared for a smooth transition from the GPS to the CCGPS.

- Scientifically Evidence-based Core Reading Program

Teachers were excited about the implementation of the scientifically evidence-based core in first, second and fourth grades last year. This year Title monies were used to provide the core throughout the school. This meets the need for an aligned evidence-based reading program that incorporates explicit strategy instruction, inquiry, and nonfiction text.

Professional Learning Needs

- Local School Needs Assessments indicated that we need more training in implementing the core program,
- Training in planning differentiated instruction and inquiry, and implementing comprehension strategies. The core contains a forty-five minute uninterrupted block of time allowing small group differentiated instruction and individual student practice activities. Our needs assessment revealed that teachers would like additional training in planning and implementing differentiated instruction and in planning and incorporating writing, particularly writing across the curriculum.
- Additional training is needed in interventions in order to deliver them with fidelity.

Need for a Striving Readers Project

A concern voiced by multiple teachers is a need to identify students' oral language development and plan appropriate instructional activities to support and accelerate acquisition of vocabulary and syntax. The core provides oral language instructional activities. Although we have not been able to identify an oral language assessment, there is a need for a measure of student weakness in this area. Professional learning in this area is critical for White.

Access to diverse texts, including nonfiction, is another need. Research indicates that classroom libraries need a minimum of 300-600 titles, of which 40-60% are nonfiction texts (American Library Association, 1993). None of our classroom libraries meet this standard. According to McGee and Richgels, 1996, children also need to be exposed to a variety of language, genres, and topics.

The Striving Readers Comprehensive Literacy project will enable us to provide interactive boards to all instructors who currently do not have access to one. Technology is an essential need for our school. We have Interactive White Boards in multiple classrooms. Training is needed to utilize the boards effectively. There is also a need for document cameras, student response systems, and mobile laptop carts so students can access the technology. This will allow integrated use of technology student centers during the uninterrupted block of time included in the scientifically evidenced based core for small group instruction. The lack of home access to technology for the fifty-nine percent of the students who are economically disadvantaged in our school is a problem. Within the school, the limited integration and access to current technological devices to support instruction is hampering the student potential. For example, students are equipped with many of the skills needed to type a report, but need to

understand how to use the tools to communicate effectively, to research, and to collaborate as a member of a community of learners.

White is located in a rural area and students have limited access to resources, for example, the public library and museums, to make world connections. In addition, the economic downturn has impeded our ability to travel outside the confines of Bartow County. The ability to use Web resources to provide virtual field trips will help in the development of needed background knowledge that many of our students are lacking.

School Literacy Leadership Team

Literacy Leadership Team Structure
- The Literacy Team (**Appendix A**) at White Elementary School is composed of one classroom teacher from each grade level, the Title I reading teacher, the media specialist, a special education teacher, the assistant principal, and the principal.

Literacy Leadership Team Schedule
- The Literacy Leadership Team meets on a monthly basis after school, as well as other occasions as necessary.

Literacy Leadership Team Initiatives
- Created and vertically aligned concept skill maps based on each grade level's Georgia Performance Standards
- Facilitated a school-wide book study using *Closing the Achievement Gap* by Gerald Anderson focusing on an intervention/enrichment block.
- Facilitated a school-wide book study using *Rigor is NOT a Four-Letter Word* by Barbara R. Blackburn, focusing on rigor, relevance, relationships, and expectations for all students.
- Created and implemented the Intensive Care Unit for our at risk students.
- Common Core State Standard Webinars provided by the Georgia Department of Education.
- The team constantly disaggregates data to improve instruction and give suggestions as to ways to improve.
- Distributed a Needs Assessment for Classroom Teachers (**Appendix B**) as well as a School Level Needs Assessment (**Appendix C**).
- The analysis of the Needs Assessment has formed the bulk of the work of the team this year.

Curriculum Needs

Although we have access to interventions, we have a very limited number of materials to support effective delivery of interventions. We currently have a dedicated intervention block; however, without the appropriate materials, the fidelity with which the program is implemented may be compromised. According to the Needs Assessment Survey, teachers need additional training in the use of the Bartow County Reading Intervention Continuum to provide needs-based instruction for struggling readers and writers. For this reason, we need to not only identify and purchase sufficient intervention materials aligned to student needs, but must provide the amount of training teachers need to be able able to implement them with fidelity. Without this curriculum change, there is concern we will be unable to reduce the number of students referred for RTI interventions in tier 3 and 4.

Technology Needs

Technology needs to be updated to reflect the most current versions of Shockwave and Adobe, enabling teachers to access and use the e-components that support the core reading program.

To accommodate additional new class sections, 16 more rooms will need Interactive White Boards, as well as projectors.   At present, there are many components to the Interactive White Boards and projectors that are outdated or need repair.

Most classrooms are equipped with three computers for student use. In order to support eSuite materials for the core reading program, additional computers are needed in each classroom, as well as upgrades for older model computers is needed.

Other technology needs include at least two classroom sets per grade level of mobile laptop labs for checkout to ensure adequate access to the eSuite materials that support the core reading program.

Electronic document cameras and projectors (Electric Light Magnifying Objects) are needed to facilitate student engagement and improve instructional rigor.   These will allow an image to be captured and saved to a laptop so that it may be used for instructional purposes. As the Common Core Georgia Performance Standards are rolled out, this technology will be important for sharing and analyzing student work at the classroom and grade level. Rigor of student work is increased as students actively show their work during the closing of lessons and lesson segments. This affords students the opportunity to effectively engage in reciprocal teaching using multiple modes.

Analysis and Identification of Student and Teacher Data 5 points

The application includes a completed student data table as described in the grant application that clearly documents the following:
a. School/ Student CRCT Data

School CRCT Data 2010-2011

Grade	ELA	Reading	Science	Social Studies
3 2010-2011				
Meet	69%	55%	49%	70%
Exceed	20%	37%	29%	10%
Does Not Meet	11%	8%	22%	20%
4 2010-2011				
Meet	64%	48%	56%	76%
Exceed	33%	49%	24%	11%
Does Not Meet	3%	3%	20%	13%
5 2010-2011				
Meet	49%	50%	30%	51%
Exceed	48%	42%	58%	22%
Does Not Meet	3%	8%	12%	27%

b. School high school graduation data is not applicable for elementary per Julie Morrill
c. Early Learning Readiness data is not applicable for elementary per Julie Morrill
d. Disaggregation of data in subgroups (See Appendix D)

- Of the White Elementary School gifted population 22% did not exceed in science and 45% did not exceed in social studies.
- Students with disabilities subgroup: 30% did not meet standards in reading. 62% did not meet standards in science and 64% did not meet in social studies.
- Economically disadvantaged students: 54% did not meet in science and 30% did not meet in social studies.
- All ELL students met or exceeded standards in reading. Of these students, 64% met or exceeded in science, and 80% met or exceeded in social studies.
- Our black population showed 18% that did not meet standards in reading.

e. Teacher retention data

	2011	2010	2009	2008	2007
White Elementary	95%	93%	95%	95%	96%

f. Teacher participation in professional learning communities.

Professional Learning Program 2010-2011	Hours	% of staff Attended
School-wide Plan Development Data Trends and Digging Deeper 2010	20 hours	10%
Early Intervention in Reading Training	10 hours	5%
Second Grade Imagine It! Training	3 hours	85% of second grade teachers
Interactive White Board Training	25 hours	25%
Sharpening the School Improvement Focus Vertical Teaming	40 hours	10%
Choice Words Book Study by Peter Johnston	10 hours	100%
Autism Training	10 hours	10%
7th Annual Reading and Writing Conference	20 hours	15%
Data Dig/CRCT Domain Strengths/Weaknesses (Teacher/Student)	10 hours	85%

Needs Assessment
The process for determining the school's literacy need was clearly articulated, including:

a. A description of the materials used in the needs assessment
- Three different needs assessments **(Appendix B and C-1 and C-2)** were used: the Pet-R, a classroom teacher needs assessment and a school level needs assessment. The survey was completed by 37 faculty and staff members at White Elementary School.

b. A description of the needs assessment process

- The school needs assessments were distributed via email to classroom teachers and other personnel. It was requested that all teachers complete and return them to the Literacy Team. The Literacy Team analyzed the results by grade and overall school levels were apparent from the results that each teacher completed the survey independently. Areas of agreement and disagreement were evident.   Many stakeholders included their names so that follow-up would be possible. The PET-R was completed using Survey Monkey and the results analyzed by the Rollins Center data evaluation specialist.

c. A listing of individuals who participated in the needs assessment is found in (Appendix E).

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Areas of Concern

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The application:

a. **Clearly identifies the areas of concern as they relate to the researched-based practices found in the "What" document.**
   1. Standards for Literacy for Birth-to-Grade 12
      a. Differentiation and writing need to be strengthened school-wide
      b. A need was also expressed for additional training in implementing comprehension strategies

   2. Ongoing Formative Assessment: Additional training in screening and progress monitoring of students is needed
   3. A Four Tiered Instructional Model; Response to Intervention:
      a. Teachers may be so concerned with providing an intervention, that they do not carefully identify deficits and place students appropriately
      b. More training in understanding and implementation of the Bartow County intervention continuum is needed

b. **Identifies the specific age, grade levels, or content areas in which the concern originates.**
   Concern 1: Strengthen Differentiation and Writing in Grades K-5
   Concern 2: Use screening and progress monitoring data to plan instruction Grades K-5
   Concern 3: Identify student deficits, plan and implement appropriate intervention Grades K-5
            Training in implementation of interventions with fidelity Grades K-5

c. **Identifies the areas of concern and details the steps the school has or has not taken to address the problem.**

   Concern 1: Strengthen Differentiation and Writing within the core Grades K-5
   Steps Taken:
- Implemented Extended Learning Time
- Purchased scientifically evidence-based core and aligned to
- intervention continuum tier 1 and tier 2

- Designated a writing block
  Next Steps:
- Utilize differentiated small group instruction time embedded in core to plan, implement, and evaluate three week interventions based on student progress
- Purchase diverse texts aligned to content standards in science and social studies
- Increase writing in response to reading across the content areas and align to Common Core Georgia Performance Standards for Writing, Research, and Inquiry

Concern 2: Use screening and progress monitoring data to plan instruction Grades K-5
   Steps Taken:
- Trained teachers on DIBELS Next using DIBELS Next trainer and mentor
- Weekly grade level meetings
- Implemented Intensive Care Unit Team
  Next Steps:
- Train teachers new to the school in DIBELS Next
- Mentor teachers who have been trained in DIBELS Next in order to use data effectively

Concern 3: Identify student deficits, plan and implement appropriate interventions
                Grades K-5
   Steps Taken:
- Implemented Intensive Care Unit Team
- Initial training in implementation interventions with fidelity
  Next Steps:
- Utilize differentiated small group instruction time embedded in core to
        plan, implement, and evaluate three week interventions based on student
        progress

Concern 4: Teach reading strategies across the content area in content areas
   Steps Taken:
- Science Committee aligned curriculum vertically and horizontally
  Next Steps:
- Identify strategic instruction model with content enhancement routines
- Train teachers in content strategies

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Root Cause Analysis

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 The application includes:

   a. **The root or underlying causes of the areas of concern found in the needs assessment.**
   b. **The specific grade levels that are affected.**
   c. **A specific rational for the determination of the cause.**
   d. **What has been done in the past to address the problem.**
   e. **New information the needs assessment uncovered.**

The table below shows the results of the Root Cause Analysis aligned to the elements of the Rubric:

Area of Concern (rubric a)	Root Cause (rubric a)	Grade Levels (rubric b)	Rationale for Determination (rubric c)	Past Efforts (rubric d)	New Information (rubric e)
Lack of Print Concepts/Oral Language	Lack of materials & spoken language in the home	K	GKIDS and entrance assessment	Implementation of Kindergarten Academy along with Classic Core vocabulary from read alouds	Decrease in Pre-K participation due to declining economy
Use Screening and Progress Monitoring	Lack of materials and spoken language in the home	K-5	DIBELS comparison between May & August scores	Summer reading program	Literacy team analysis of accelerated gaps
Differentiate Instruction through three week intervention plans	Lack of a phonics screener & ability to select/implement interventions	Grades 3-5	DIBELS comparison between May & August scores	District-wide fluency initiative & professional development in fluency	Literacy team analysis of accelerated gaps
Comprehension commensurate with College & Career Readiness Standards	Lack of sufficient reading in content texts & lack of training in explicit literacy strategies	Grades 3-5	CRCT Data, Lexile scores & DIBELS DAZE		Lexile bands from Common Core GPS College & Career Readiness standards from Common Core GPS
Area of Concern (rubric a)	**Root Cause (rubric a)**	**Grade Levels (rubric b)**	**Rationale for Determination (rubric)**	**Past Efforts (rubric d)**	**New Information (rubric e)**

	Lack of training in delivery of content reading strategies including non-print, multiple modes, & graphic text features Insufficient non-fiction text aligned to content standards			Initial year of scientifically, evidence-based core along with Classic Core vocabulary from read alouds	Implementation of Comprehension Assessment DIBELS Daze Teacher's Needs Assessment
Differentiation within the core	Lack of sufficient training in time allowed with the scientifically evidenced based core for small group instruction Insufficient extended learning time for core Lack of training in scientifically evidence based interventions	Grades K-5	Needs assessment and DIBELS scores	Enrichment Committee Team Reading Committee Writing Committee *Rigor is NOT a Four-Letter Word* Book Study Focus on research based literacy centers	Lack of growth in the exceeds category on CRCT College & Career Readiness standards from Common Core GPS Lexile bands from Common Core GPS

School Literacy Team

    a.   **A listing of the members of the site based literacy team (Appendix A).**
    b. **The function of the site based literacy team in terms of the needs assessment.**
    c. **Minutes of the meeting of the site-based literacy team.**
    d. **How the site based literacy team communicates and includes all members of the staff in the decision making process.**

a. A listing of the White Elementary Literacy Leadership Team is found in **Appendix A**.
b. The Literacy Leadership Team distributed the school level and system level needs assessments electronically to all stakeholders. Once all surveys were returned, the leadership team met to disaggregate the data and discuss next steps.
c. The minutes of the Literacy Leadership Team are found in **Appendix F**.
d. The Literacy Leadership Team communicates with teachers during weekly grade level and faculty meetings. We also report to our stakeholders at the monthly School Council meeting.

Project Goals and Objectives

The application includes:

a. **A clear list of project goals directly related to the identified needs**
b. **A clear list of project objectives that relate to implementing the goals**
c. **Identified The research-based practices in the "What" and "Why" documents as guide in establishing goals and objectives**
d. **Considers practices already in place when determining goals and objectives**
e. **Goals to be funded with other sources**

Goal 1   Provide a summer "intervention-prevention" academy for students exiting kindergarten and first grade.
- Objective 1: Train teachers in evidence based literacy practices.
- Objective 2: Provide high quality instruction in vocabulary, oral language, and comprehension.
- Objective 3: Screen students for receptive and expressive language difficulties as well as receive intense support in phonological and phonemic awareness, word recognition, decoding, and fluency.

Goal 2   Increase student achievement in grade level accuracy and fluency.
- Objective 1: Students apply grade level phonics and word analysis skills
- Objective 2: Improve student Lexile levels so that all students exit grade
  level at or above the grade level band range.

Goal 3   Integrate literacy comprehension strategies and skill instruction in content areas

Science and social studies teachers need training in integrating reading comprehension strategies and skills in the content areas. The Common Core Georgia Performance Standards demand content literacy. This will require extensive teacher training, as well as additional nonfiction texts at different Lexile Levels that support the content standards in science and social studies.

- Objective 1: Provide students with sufficient experiences reading content texts.

- Objective 2: Provide teacher training in explicit literacy strategies that support core and content reading.
- Objective 3: Provide classrooms and media center with multiple modes of non-fiction text aligned to content standards.
- Objective 4: Provide school-wide access to 21st century technology resources.

Goal 4   Differentiation at the Core Level

The key to student success begins with differentiation within the core in order to meet the challenge of reading and understanding complex.   Ample experience in grade level texts and strategies is crucial.

- Objective 1: Improve student achievement in constrained grade level skills, including word recognition, phonics, and decoding. This objective insures that students exit kindergarten and first grade with sufficient decoding skills to build accuracy and fluency in second grade and beyond.
- Objective 2:   Improve student Lexile levels so all students exit grade level at or above the grade level band range.

Goal 5   Increase teacher understanding of how to select and implement interventions aligned to student needs.

- Objective 1: Identify and provide training on gold standard interventions in reading which are aligned to the Georgia tiers.
- Objective 2: Train teachers to use data to diagnose student needs, place the student in the correct tier of intervention, implement and progress monitor interventions, and determine next steps.

Goal 6   Increase student and teacher access to multiple modes of text via sources.

- Objective: Expand hardware, software, and professional development and training to enhance the curriculum, engage students, and increase rigor in attainment of literacy skills for the 21st century.

Goal 7   Increase rigor across the curriculum and improve children's ability to think independently and critically

- Objective: Train teachers to meet the rigorous demands of the common core standards, ask higher level questions, create more rigorous lessons, and produce independent thinkers.

Scientific, Evidence-based Literacy Plan (10 points)

a) proposes a plan to implement the goals and objectives

A collaborative effort among the Leadership Team, the Literacy Team, and all stakeholders helped to form the school's Literacy Plan. The Literacy Plan is based on the recently adopted core program. The plan focuses on the above mentioned goals and objectives and is designed to reflect the areas of concern at each grade level. The emphasis of the literacy plan, across the grade levels, is to implement a highly engaging, rigorous curriculum based on

the Georgia Performance Standards and the Common Core State Standards. The intent of the

literacy plan is to differentiate instruction at the core level and to support that instruction with

research- based interventions for struggling learners. The complete Literacy Plan can be found

on page 17. The core program instructional model has been designed for proper implementation.

b) establishes who will implement

The Leadership & Literacy team will provide leadership in implementing the Literacy

Plan school-wide. One teacher leader at each grade level serves on the Leadership and the

Literacy Team; therefore, collaboration will take place among the Leadership Team, the Literacy

Team, and grade level teachers. Teachers will collaborate weekly to assess implementation of

the Literacy Plan. The administrative team will continuously monitor the effectiveness of the

plan through formal and informal classroom observations. The outcome of benchmark tests and

annual state assessments will also be analyzed to revise and improve the Literacy Plan.

c) clearly defines what will take place in the project based on the "what" document

Scientific Evidence-based Literacy Plan White Elementary School				
Goals and Objectives (see a.)	**Action: What will Take Place (see c.)**	**Who (see b.)**	**When**	**Assessment**
Summer "Intervention Prevention" academy	Train teachers in evidence-based literacy practices Provide high quality instruction in vocabulary, oral language, & comprehension	Classroom Teachers Administrators Interventionist	June 2012	DIBELS Next GKIDS School Universal Screener
Increase student achievement in grade level accuracy and fluency Students apply grade level decoding skills Improved student Lexile levels so that all students exit at or above the grade level band	Professional learning in evidence-based literacy practices	Classroom Teachers Interventionist Literacy Leadership Team	January 2012	DIBELS Next Progress Monitoring Tools
Integrate literacy comprehension strategies and skill instruction in content areas Provide students with sufficient experiences reading content texts Provide teacher training in explicit literacy strategies that support core and content reading Provide classrooms and media center with multiple modes of non-fiction text aligned to content standards Provide school-wide access to 21st century technology resources	Provide technology to reinforce skills and keep students motivated Teachers will provide the students with direct, explicit comprehension instruction using diverse texts Students will respond to content non-fiction texts in writing (Writing personal reactions, Analyzing and interpreting text) Teachers will connect and integrate abstract and concrete representations of concepts Effective instructional principles embedded	Classroom Teachers Interventionist Literacy leadership team	2012-2013	DAZE 3-5 CRCT Scores in Reading, Language Arts, Science, Social Studies, and Math

Scientific Evidence-based Literacy Plan White Elementary School				
Goals and Objectives (see a.)	**Action: What will Take Place (see c.)**	**Who (see b.)**	**When**	**Assessment**
	in content will be used by teachers.			
Differentiation at the core level Improve student achievement in constrained grade level skills, including word recognition, phonics and decoding Improve student Lexile levels so all students exit at or above grade level band	Professional learning in differentiation integrated within the core program Extended time for literacy will be implemented Compact with the gifted teacher to promote problem solving in the content areas Teachers will interleave worked example solutions with problem solving exercises	Gifted teacher Classroom Teachers Interventionist Literacy Leadership Team	January 2012 on	Progress Monitoring Tools DIBELS Next Annual Summative Data Writing Test Scores Informal Benchmark Assessment
Increase teacher understanding of how to select and implement interventions aligned to student needs Identify and provide training on gold standard interventions in reading which are aligned to Georgia tiers Train teachers to use data to diagnose student needs, place in correct tier of intervention, implement and progress monitor interventions and plan next steps	Professional learning on gold standard scientifically evidence based interventions	Interventionist Classroom teachers Literacy Leadership Team	2012-2014	Progress Monitoring Tools DIBELS Next Annual Summative Data

Scientific Evidence-based Literacy Plan White Elementary School				
Goals and Objectives (see a.)	**Action: What will Take Place (see c.)**	**Who (see b.)**	**When**	**Assessment**
Increase student and teacher access to multiple modes of text via technological resources Expand hardware, software, and professional development to enhance the curriculum, engage students and increase rigor in attainment of literacy skills for the 21st century	21st century modern technology will be purchased for classrooms Professional learning in the use of modern technology for teachers	Technology Director Technology Specialist	2012-2013	Teacher surveys
Increase rigor across the curriculum and improve children's ability to think independently and critically	Professional learning to incorporate higher level thinking skills and questioning into lessons	Classroom Teachers Literacy Leadership Team	January 2013-2014	Progress Monitoring Tools DIBELS Next Annual Summative Data Informal Assessment

d) details the current instructional schedule (See Appendix G)

e) details a plan for tiered instruction (See Appendix H)

f) details the materials currently used for tier 1 instruction

g) lists the time, personnel and strategies for tier II, III, and IV instruction.

h) includes a statement regarding conflict with other initiative

- The core program and all interventions that are used at White are directly correlated to the "What" identified in the Georgia Striving Readers Comprehensive Literacy Grant. The initiative will assist us as we refine our skills as literacy teachers.

Detailed Plan Explanation with Materials Needed by Grade Level

Kindergarten
- We currently have the phonological and phonemic awareness piece of the core program used in the county. We have two full classroom sets of the scientifically

evidence-based core reading program which are shared among five Kindergarten classrooms.

- Training and coaching is needed for all teachers in implementation of the core.
- Pre-decodable and decodable texts that support the program are being shared among classrooms. Hard copies for each classroom are needed to develop basic skills.
- The classrooms need the computer hardware to use supportive programs effectively.

In order to deliver the scientifically evidence- based core effectively, the following materials are needed:

- Complete core reading programs for three additional kindergarten classrooms
- Kindergarten libraries, including pre-decodable and decodable texts aligned to the core phonological and phonemic awareness program for four classrooms
- Training and support in implementation of the core
- An interactive white board and projector for every kindergarten classroom in order to access the technology that supports the program
- Additional computers to go along with the at least two computers in each classroom in order to provide access to electronic texts and other materials that support the core program
- Students are arriving in Kindergarten with fewer and weaker foundational skills than in past years. A screener for vocabulary and oral language development is needed to identify which specific students require support in this area
- Every kindergarten student is screened three times a year using DIBELS Next. Teachers were trained at the beginning of the year by the system literacy specialist, who attended the DIBELS Next Transition and Mentor Training
- Students are given a school created screening assessment upon entry to Kindergarten to determine students' needs in a variety of early language skills and abilities. This is used with DIBELS Next to identify students in possible need of EIP services.
- The diverse needs of kindergarten students at White implies the need for multiple, tiered interventions. In class interventions in Kindergarten are provided during small group instructional time in the student's classroom. **(See Appendix H, LEA Sample Instructional Framework for Kindergarten)**.
- The Title 1 teacher also provides additional interventions in small groups. Paraprofessionals also provide interventions in small needs-based groups supervised by the classroom teacher.
- Students with special needs are served partially in the classroom with the support of the special needs teacher and a paraprofessional. They are also pulled out to a resource setting for a smaller portion of time.
- Eight percent of Kindergarten students receive English to Speakers of Other Languages services. These services are provided by certified English to Speakers of Other Languages teacher in his/her classroom.
- Vocabulary is a concern for many of our students. Simple words are not familiar to students in our EIP classes, who are predominately from lower socio-economic environments. For this reason part of our plan involves:
  - Locating and using a screening instrument to ascertain oral language development
  - Training for teachers in strategies and activities for expanding students' oral language, including syntax and vocabulary

- We have access to multiple interventions aligned to the four tiered response to intervention system used in Georgia. Training is needed in selecting the appropriate intervention based on student data.
- Students who are in tier one receive enrichment during differentiation in an effort to increase the percent of students exceeding expectations on the outcome assessment.

First Grade

- Students are screened at the beginning of the year using DIBELS Next.
- Students receive instruction from the scientific evidence-based core reading program. This includes phonological and phonemic awareness, direct, explicit phonics instruction aligned to decodable texts. Dictation supports the phonemic encoding and is used to identify students in need of additional support.
- Differentiated instruction is provided to all students as part of the core program during a time allowed with the scientifically evidenced based core for small group instruction.
- Progress monitoring using DIBELS Next occurs on a needed basis. The results are analyzed and used to plan and revise small group instruction.
- Inquiry is ongoing in every first grade classroom. Students work as a class under the guidance of the classroom teacher to investigate a topic and present the results to another class..
- Multiple nonfiction texts support students in inquiry and are available for students to read independently, as well as in small teacher-directed groups.

In order to support this, the following materials and training are needed:

- Additional training in implementing the core program, particularly in the areas of time allowed with the scientifically evidenced based core for small group instruction centers, differentiated instruction, comprehension strategy instruction, and writing
- Review and purchase additional interventions for tier 3 in the area of phonics and blending
- Purchase sufficient intervention materials to support the number of teachers and students using the intervention
- Training in implementing inquiry for every teacher
- Interactive White Boards and projectors for 4 classrooms
- Two classroom sets of laptops to use as a mobile computer lab to support instruction in all first grade classrooms
- Classroom copies of read aloud books for 5 classrooms
- Updated versions of shockwave and adobe for each computer

Second Grade

- All students at White are screened three times a year using DIBELS Next Progress Monitoring. It occurs on an as needed basis in the student's classroom.
- All second grade teachers have the scientifically evidence-based core program and have received a day of training in implementation. All five classrooms have one copy of the leveled texts that support the program and multiple copies of the leveled science and social studies texts that support the program.

- The program includes technology; however, only one teacher's classroom is equipped with an Interactive White Board to run the technology. The current Interactive White Board that is available is in need of service.
- Teachers have less than 120 minutes to implement the reading program. It is broken up into smaller blocks due to special area and lunch schedule. This results in an insufficient block of time to deliver effective literacy instruction.
- In the Early Intervention Program, language development is a concern. Students' syntax and word choice is weak relative to other second grade students. They may be lacking in language experiences that build domain and topic specific knowledge needed to be successful in school.

In order to support this, the following materials and training are needed:

  o Updated technology/software
  o Interactive White Board Training
  o Additional training in implementing the core program, particularly in the areas of time allowed with the scientifically evidenced based core for small group instruction centers, differentiated instruction, comprehension strategy instruction, and writing.
  o Additional time to incorporate literacy activities across all content areas.
  o Expository texts that address science and social studies content standards at different Lexile levels are needed in order to make content accessible to students.

  o Current school/center instructional schedule needs to allow appropriate time for uninterrupted instruction. (**See Appendix G**).

Third Grade
- All students are screened three times a year with DIBELS Next. Progress monitoring occurs as needed based on the tier of intervention and area of need.
- All teachers have the scientifically evidence-based core program and have received a day of training in implementation. All classrooms have one copy of the leveled texts to support the program and multiple copies of the leveled science and social studies texts that support the program. The program includes technology, and all teachers have interactive boards to use the technology.
- Teachers have less than 120 minutes to implement the reading program. It is broken up into smaller blocks due to special area and lunch schedules, resulting in an insufficient block of time to deliver literacy instruction to address students' needs.
- In the Early Intervention Program language development is a concern. Students' syntax and word choice is weak relative to other third grade students. They seem to be lacking in language experiences that build domain and topic specific knowledge needed to be successful in school. The speech language pathologist screens some students, particularly those in the student support team process.

In order to support this, the following materials and training are needed:

  Purchase sufficient intervention materials to support the number of teachers and students using the interventions
- Purchase sufficient classroom libraries to support expository

- Effective implementation of a third grade scientifically research based fluency initiative
- Interactive White Board Training
- Updated technology/software
- Additional training in implementing the core program, particularly in the areas of time allowed with the scientifically evidenced based core for small group instruction centers, differentiated instruction, comprehension strategy instruction, and writing.
- More time is needed to effectively incorporate literacy activities across all content areas. For students to receive two to four hours of literacy instruction in content areas the schedule will need to be revised.
- Expository texts that address science and social studies content standards at different Lexile levels are needed in order to make content accessible to students.

Fourth Grade

- The fourth grade schedule allows students in the Focus class to receive differentiated instruction during team time from 8:00 to 8:45 am. They receive grade level reading, writing, and language arts during one block. social studies and science occur one hour daily. Teachers are attempting to integrate content literacy at that time.
- Non-focus students are ability grouped for literacy, science, and social studies.
- Inclusion students are placed in the regular classroom with a special education teacher pushing in for the purpose of co-teaching and parallel teaching. The special education teacher is present in the class for 45 minutes during literacy block and a paraprofessional is present for 15 minutes.
- One class has the Gateway teacher pushing in. There is a need to compact the scientifically evidence-based core for students who are talented or gifted.

In order to support this, the following materials and training are needed:

- Revision of schedule to allow more time to effectively incorporate literacy activities across all content areas.
- Diverse texts that address science and social studies content standards at different Lexile levels are needed in order to make content accessible to students.
- There is a need for single and multiple copies of diverse nonfiction texts at a variety of Lexile levels for instruction in literacy and in science and social studies.
- Training in implementation of the scientifically evidence-based core is needed for all teachers.
- An additional two modern computers per classroom are needed to support student engagement and address diversity of needs within the groups.
- Although each classroom has an Interactive White Board, none of the classrooms have student response systems or electronic magnifying object projector.
- Teachers will need training in utilizing the technology so that the classrooms are reflective of 21st century classrooms in equipment and use of that equipment.
- Additional training on the county aligned continuum so teachers are aware of how to use the continuum to make instructional decisions based on the analysis of student data.
- Teacher training is needed in intervention strategies for accelerating student growth.

- Teacher training is needed in strategic instruction of literacy strategies for content enhancement so that all teachers use the same language for content strategies.

Fifth Grade
- This year, fifth grade is implementing the scientifically evidence-based core for the first time and addressing explicit instruction in comprehension strategies in a more complete manner than before.
- The scientifically evidence-based core curriculum has been compacted for the gifted classes.
- Students lack skills to find information in texts, apply the thinking skills necessary to use information from text to make implied and stated causal inferences, and conduct research and inquiry about a topic. Support is needed in skills necessary to develop presentations in multiple modes, including writing, and deliver information to an audience.
  - There is a concern that many students do not comprehend content area text well. There is a critical need for diverse nonfiction texts to support the Georgia Performance Standards in science and social studies.
  - Students in fifth grade at White are digitally adept. Some, but not all, have Internet access. Access to electronic texts is sporadic and insufficient for them to develop 21st century literacy skills across the content area.

In order to support this, the following materials and training are needed:

- Additional time is needed to effectively incorporate literacy activities across all content areas.
- Diverse texts that address science and social studies content standards at different Lexile levels are needed in order to make content accessible to students.
- Classroom libraries are needed to support differentiated instruction in content areas.
- Interactive White Boards are available in each classroom. Each of these
- classrooms has four modern computers. An additional two computers per
- classroom are needed to support student engagement and address diverse needs.
- Only one of the classrooms has a student response system and none of them have an electronic magnifying object projector.
- Teachers will need training in utilizing the technology so that the classrooms are reflective of 21st century in equipment and use of that equipment.
- Teacher training is needed in intervention strategies for accelerating student growth.
- Teacher training is needed in strategic instruction of literacy strategies for content enhancement so that all teachers use the same language for content strategies.

Time, Personnel, and Strategies for Tier II Instruction

- Tier II instruction is carried out in the classroom using a variety of materials. Strategies implemented include a scientifically evidence-based tier intervention program, the intervention component of the core program, and several interventions in fluency. A Title 1 teacher supports the classroom teacher in tier 2 interventions through a pull-out program. Intervention strategies include additional time for fluency, pre-teaching and post teaching of missing skills using the scientifically evidence-based core program intervention component, use of approaching level readers for fluency and comprehension support.

- The Warrior Club is an afterschool tutoring program that meets two days a week for ninety minutes. The fifth grade teachers provide targeted differentiated instruction in students' areas of need using grade level texts. This is a tier 2 intervention.

Time, Personnel, and Strategies for Tier III Instruction

- Tier III instruction takes place in a smaller group and instruction is more intense. Instruction may take place outside of the student's classroom. This instruction is provided by Title 1 and during the Intervention Block at the beginning of the day. Multiple scientifically evidence-based resources are available, including a recently published gold standard scientifically-evidence based intervention, and several direct instruction programs. Students continue to receive instruction in the core using the intervention component. Students in tier 3 are progress monitored weekly and the information is used to plan appropriate intervention and next steps.

Time, Personnel, and Strategies for Tier IV Instruction

- Tier IV instruction takes place either in an inclusion setting or in a resource room. Students receive instruction based on an Individualized Education Plan. They are progress monitored weekly. They receive tier 1 instruction that is modified to meet their targeted IEP goals, unless they are taking the GAA alternate assessment.

What will be done to ensure that there are no conflicts, in terms of philosophy, time commitments, and allocation of resources, between Striving Reader and other initiatives and/or existing reform efforts?

- We believe that a student must be a proficient reader in order to be successful in other academic areas. Gold standard, scientifically evidence-based reading instruction is the number one priority of this school. All personnel will receive training and support in scientifically evidence-based reading programs, interventions, and strategies.
- The core reading program and all interventions that are used at White Elementary are directly correlated to the "What" identified in the Georgia Striving Readers Comprehensive Literacy Grant. This initiative will assist us as we keep our philosophy, time, and commitments, and allocation of resources aligned with this grant.

Strategies and Materials (Existing and Proposed) Including Technology to Support the Literacy Plan
Provide a generic (not title specific) listing of materials that support literacy, including instructional technology

a. **A general list of current classroom resources for each classroom in the school**
   - Research based scientifically evidenced core program
   - Core reading program for grades 1-5 with a school, home, and inquiry technology piece
   - Shared leveled texts and center resources support the program
   - Systematic, explicit phonological and phonemic awareness program at the kindergarten level
   - Read aloud lessons for kindergarten

b. **A generic list of shared resources**

- 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

c. **A generic list of library resources or a description of the library as equipped**
- Current library resources 8, 036 books available for student and teacher check-out
- 6 computers available for student's use
- Novel sets

d. **A list of resources needed to implement the literacy plan including student engagement**
- Updated classroom libraries, including nonfiction texts aligned to science and social studies Georgia Performance standards
- Classroom sets of leveled texts to support the scientifically evidence-based core reading program
- Kindergarten research based scientifically evidenced core Program for 3 classrooms
- Several recently published gold standard evidence-based intervention materials to support the intervention block
- Research based scientifically evidenced reading materials to support the intervention block (K-2)

e. **A generic list of activities that support classroom practices**
- Daily collaborative planning time
- Uninterrupted literacy instruction
- Pacing guide and curriculum map aligned with GPS and CCGPS
- Intervention programs

f. **A generic list of activities that support literacy intervention programs**
- Additional time built into schedule to allow for intervention
- Intensive Care Unit
- Scheduling changes necessary for literacy instruction

g. **A generic list of additional strategies needed to support student success.**
- Evidence-based content literacy instructional best practices
- Three-week differentiated lesson plans aligned to student needs
- Professional Learning and Coaching in implementation of interventions with fidelity
- Strategic instruction model and training for content enhancement strategies
- Multiple means of accessing diverse media to obtain and present informational text

Project Procedures and Support

The application:

  a. **Details a sample schedule by grade level indicating a tiered instructional schedule.**
  b. **Shows that students in elementary will receive at least 90 minutes of tiered instruction and middle/high school 2-4 hours through the content areas.**
  c. **Shows a schedule that is designed for RTI.**
  d. **White Elementary Proposed School Schedule 2012-2013**

Kindergarten Schedule:

8:00-10:20 – Reading

10:20-10:40 – Calendar Math

10:40-11:26 – Lunch

11:26-1:10 – Math time allowed with the scientifically evidenced based core for small group instruction

1:10-1:30 - Recess

1:30-2:10- Special Areas

2:10-2:25- Read Alouds

First Grade Schedule:

8:00-8:45- Intervention Block

8:45-10:45-Reading

10:45-11:00- Calendar Math

11:00-11:46- Lunch

11:46-12:20- Math time allowed with the scientifically evidenced based core for small group instruction

12:20-12:40 -Recess

12:45-1:30- Special Areas

1:30-2:10- Math time allowed with the scientifically evidenced based core for small group instruction

2:10-2:25-Read Alouds

Second Grade Schedule:

8:00-8:45 – Intervention Block

8:45-9:30 – Math

9:30-10:15 – Special Areas

10:15-11:00 – Math

11:00-11:20 – Recess

11:20- 12:02 – Lunch

12:05 – 2:10 – Reading

2:10 – 2:25 – Read Alouds

Third Grade Schedule:

8:00-8:45- Intervention Block

8:45- 9:30 – Special Areas

9:30-11:30 – BLOCK 1 (Reading/ Math)

11:30-11:40 - (Change classes- team recess 1)

11:40-12:22- Lunch (Recess for team 2)

12:25-2:20 – BLOCK 2 (Reading/ Math)

Fourth Grade Schedule:

8:00-8:45- Intervention Block

8:45-10:30 – BLOCK 1 (Reading/Math)

10:30-10:45 – Recess

10:45-10:50 –Change Classes

10:50-11:10 – Read Alouds

11:10-11:55- Special Areas

12:00-12:42- Lunch

12:45-2:25- BLOCK 2 (Reading/Math)

Fifth Grade Schedule: 11:35-11:50 – Recess

8:00-8:40- Intervention Block   11:50-12:16 – BLOCK 2

8:40-10:25 –BLOCK 1 (Reading/Math)   12:16- 12:58 – Lunch

10:25-11:10 – Special Area   12:58-2:25 –BLOCK

11:10 – 11:30 – Continue Block 1

11:30 – 11:35- Change classes

Professional Learning Strategies Identified on the Basis of Documented Needs

The application includes:
 a. **A table indicating the professional learning activities that staff have attended in the past year.**

Professional Learning Program 2010-2011	Hours	% of staff Attended
School-wide Plan Development Data Trends and Digging Deeper 2010	20 hours	10%
Early Intervention in Reading Training	10 hours	5%
Second Grade Imagine It! Training	3 hours	85% of second grade teachers
Interactive White Board Training	25 hours	25%
Sharpening the School Improvement Focus Vertical Teaming	40 hours	10%
Choice Words Book Study by Peter Johnston	10 hours	100%
Autism Training	10 hours	10%
7th Annual Reading and Writing Conference	20 hours	15%
Data Dig/CRCT Domain Strengths/Weaknesses (Teacher/Student)	10 hours	85%

 a. **The number of hours of professional learning that staff has attended.**
 b. **The percent of staff attending professional learning.**
 c. **A detailed list of ongoing professional learning**
 d. **The preferred method of delivery of professional learning**
     The preferred method of delivery of professional learning is site based training.
 e. **The programmatic professional learning needs identified in the needs assessment.**

Assessment/Data Analysis Plan

The application includes:

 a. **A detailed listing of the school's current assessment protocol.**

Assessment	Purpose	Skills	Frequency
DIBELS Next K-5	Screening and Progress Monitoring	Phonemic Awareness, Alphabetics, Fluency	Screening 3 times a year/ PM as needed
Benchmark Assessment	Progress Monitoring	ELA from CRCT	3-4 times a year
CRCT	Outcome	ELA, Reading	Once annually
Access for ELL	Screening	Language	Once annually

b. **An explanation of the current data analysis protocol.**
c. **A comparison of the current protocol with the striving Readers Comprehensive Literacy grant assessment plan.**

The assessment program aligns to what is recommended by the research. Gaps exist in teachers' ability to analyze the data and use it to plan differentiated instruction.

A need exists to identify and implement an informal phonics screener. Training will be needed in effective administration, scoring, and analysis.

All content teachers will be trained in DIBELS Next in order to screen and progress monitor their own classes.

d. **A brief narrative detailing how the new assessments will be implemented into the current assessment schedule.**
The Informal Phonics Screener will be administered during the DIBELS Next Benchmark periods. It will be used to progress monitor students at risk as needed, but at least monthly.

e. **A narrative listing 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 Striving Readers, no assessments will be discontinued.

f. **A listing of training teachers will need to implement any new assessments.**

The Needs Assessment survey identified analyzing student data to determine appropriate needs as the number one priority of teachers.

Training will be needed in effective administration, scoring, and analysis of the Informal Phonics Inventory.

g. **A brief narrative on how data is presented parents and stakeholders.**

Data is presented to parents at parent conferences that occur throughout the year but at least twice annually. Data is posted on a bulletin board in the entrance atrium of our school building showing current DIBELS Next data as well as CRCT outcome assessment data. Data is shared at School

Council Meetings and is reviewed with teachers on a weekly basis during grade level meetings. Data is reviewed annually at our "Data Dig" which takes place in June.

Budget Summary

White Elementary School plans to allocate money from the Striving Reader's Grant to strengthen instructional practices as related to our needs assessment surveys. Instructional initiatives include professional learning for the scientifically evidenced based core program as well as gold standard interventions. Stipends will be paid to teachers, and certified substitutes will be hired. Also included are updates to present technology and purchase of electric light magnifying objects, Interactive White Boards, and mobile computer labs for each grade level. The White Elementary School Literacy Leadership Team will insure these funds are used appropriately.

Appendix A: White Elementary School's Leadership Literacy Team

Amy Heater, Principal

Molly Gann, Assistant Principal

Cyndi Duke, Media Specialist

Joy Brown, Speech Pathologist

Jennifer Martin, ESOL

Michelle Ogles, Counselor

Sherrie Farmer, Kindergarten Teacher

Samantha Turley, First Grade Teacher

Nanci Griggs, First Grade Teacher

Jason Dailey, Second Grade Teacher

Carrie Martin, Third Grade Teacher

Stephanie Yandow, Fourth Grade Teacher

Jennifer Appling, Fifth Grade Teacher

Appendix B – PET-R Survey Results

Effective School-Wide Reading Programs Survey Results
Bartow County

White Elementary School

Bartow County used the Planning and Evaluation Tool for Effective School-Wide Reading Programs - Revised Surveys (PET-R, adapted from: Kame'enui & Simmons, 2003) to evaluate language and literacy at individual schools. This tool identifies key elements of an effective school-wide reading program. There are seven categories as follows: goals and objectives, assessment, instructional practices, instructional time, differentiated instruction, administration, and professional development. There are 4 – 8 individual items within each of these seven major categories.

Participants are asked to reflect on and rate all items as either "fully in place," "partially in place," or "not in place." If an item is fully in place it is awarded 2 points. If it is partially in place it is awarded 1 point, and if it is considered not in place it is assigned a score of zero. The survey was completed by 281 elementary faculty and staff members and by 37 faculty and staff members at White Elementary School.

The percentages listed below reflect the percentage of points awarded from the total possible points. For example, if all teachers gave each question in a category a rating of being fully in place, then the percentage for the category would be 100.

Overall Survey results by Category

The overall categories rated as most "in place" in descending order are listed below for all elementary staff and the school specifically:

CATEGORY	Elementary School Composite	White Elementary
Instructional Programs and Materials	89%	89%
Administration/Organization/Communication Overall	88%	88%
Goals, Objectives, Priorities	88%	88%
Assessment	86%	87%
Professional Development	83%	87%
Instructional Time	83%	86%
Differentiated Instruction/Grouping/Scheduling	79%	84%

The chart below reflects these percentages. It is unusual to see a rating for any category that is higher than about 85%. Ratings that are above 85% indicate that elements in that category are considered by staff to be mostly in place. It is noteworthy that in the composite score there are 4 categories are rated above 85%. Additionally, the other three categories are within 10 percentage points of the 85% mark. At White Elementary 6 of the scores are 85% or above and all of the ratings are equal to or higher than the county elementary school composite average.

Figure A – County-Wide Elementary Reading Programs Survey Results: Overall Category Ranking

White Elementary School
School-Wide Reading Programs Results: Overall Category Ranking

White Elementary

- Instructional Programs and Materials
- Administration/Organization/Communication Overall
- Goals, Objectives, Priorities
- Assessment
- Professional Development
- Instructional Time
- Differentiated Instruction/Grouping/Scheduling

Bartow County and WhiteElementary School Comparison
School-Wide Reading Programs Results: Overall Category Ranking

Elementary School Survey Item Analysis

The top 6 individual items ranked by school-level faculty/staff and administrators county-wide as *most in place* in descending order are represented in the charts below:

Question	# in Survey	% in County	% in White Elementary ES
Administration/Organization/Communication: Administrators or the leadership team are knowledgeable of state standards, priority reading skills and strategies, assessment measures and practices, and instructional programs and materials.	**AOC - 1**	96%	96%
Assessment: At the beginning of the year, screening measures identify students' level of performance and are used to determine instructional needs.	**A - 5**	94%	96%
Instructional Programs and Materials: The instructional program and materials provide explicit and systematic instruction and critical reading priorities.	**IPM - 2**	92%	92%
Instructional Programs and Materials: The instructional materials and program align with and support state standards/scientifically based practices and provide sufficient instruction in essential elements to allow the majority of students to reach learning goals.	**IPM - 3**	92%	92%
Assessment: Progress monitoring measures are administered formatively throughout the year to document and monitor student performance (i.e., quarterly for all students; every 4 weeks for students at risk).	**A - 6**	91%	90%
Instructional Programs and Materials: A comprehensive or core reading program with documented research-based efficacy is adopted for use school wide.	**IPM - 1**	91%	92%

Figure B-Individual Items Most in Place

Individual items that were consistently ranked by school-level faculty/staff and administrators county-wide as *least in place* in ascending order are represented in the charts below:

Question	# in Survey	% in County	% in White Elementary ES
Differentiated Instruction/Grouping/Scheduling: Cross-class and cross-grade grouping is used when appropriate to maximize learning opportunities.	**D - 5**	63%	76%
Professional Development: Time is systematically allocated for educators to analyze, plan, and refine instruction.	**PD - 3**	74%	81%
Assessment: All users receive training and follow-up on measurement administration, scoring, and data interpretation.	**A - 4**	75%	78%
Assessment: The building has a "resident" expert or experts to maintain the assessment system and ensure measures are collected reliably, data are scored and entered accurately, and feedback is provided in a timely fashion.	**A - 8**	77%	74%
Instructional Time: Reading time is prioritized and protected from interruption.	**IT – 2**	77%	82%
Instructional Time: Students in grades K-3 receive a minimum of 30 minutes of small-group teacher-directed reading instruction daily.	**IT - 4**	79%	78%

Figure C – Individual Items Least in Place

The staff at White Elementary School believes that they are delivering an effective literacy program. Although their PET-R scores are somewhat higher than the aggregate elementary school data, their concerns mirror those of the district. The White staff recognizes the need for additional professional learning around differentiated instruction, flexible grouping, and use of data. In addition, they express the concern that the schedule may not allow for adequate time to work with students in small groups.

Appendix C-1: Needs Assessment Survey

School Name: _____ Grade Level: _____

Comprehensive Literacy Program: Instructional Practices				
Strongly Agree	Agree	Unknown/Unsure	Disagree	Strongly Disagree
1	2	3	4	5

I understand how to integrate the components of our core program efficiently and effectively to meet differentiated student needs.

     1   2   3   4   5

All students are progressing satisfactorily in our school's literacy program.

     1   2   3   4   5

I feel confident in my ability to identify, plan, implement, and evaluate appropriate differentiated instructional activities during workshop.

     1   2   3   4   5

I feel confident in my ability to provide literacy instruction for all students in my classroom

including struggling readers and writers.

     1   2   3   4   5

I feel confident in my ability to use screening and progress monitoring assessments to identify student needs in reading.

     1   2   3   4   5

I feel confident in my ability to provide literacy instruction for all students in my classroom

including struggling readers and writers.

     1   2   3   4   5

I feel confident in my ability to use the Bartow County Reading Intervention Continuum to provide needs based instruction for students in my classroom struggling in reading and writing.

      1   2   3   4   5

I feel confident in this school's ability to schedule appropriate interventions for all students in my classroom.

      1   2   3   4   5

I understand and feel confident implementing the RTI Process for students in my classroom.

      1   2   3   4   5

I feel confident that I effectively use screening and progress monitoring assessments to identify student needs in reading.

      1   2   3   4   5

Appendix C-2:

Comprehensive Literacy Program Instructional Practice				
Strongly Agree	Agree	Unknown/Unsure	Disagree	Strongly Disagree
	1	2	3	4	5

I have the instructional materials I need for providing in-class intervention for struggling readers and writers.

      1   2   3   4   5

I have the instructional materials I need for providing in-class intervention for struggling readers and writers.

      1   2   3   4   5

My classroom contains a sufficient amount of instructional materials, including leveled and non-fiction text, to meet the instructional level of all my students.

      1   2   3   4   5

I integrate Imagine It Inquiry and einquiry into my reading/literacy on an ongoing basis.

      1   2   3   4   5

I integrate the Classic Core Vocabulary read alouds into my classroom (check appropriate)

___ daily   ____ 3-4 times a week   ____ 2 times a week   ____once a week   ___ rarely

My students read **each** new decodable in Imagine It a minimum of five times (K-3 only)

      1   2   3   4   5

I would like additional professional learning in the following components of Imagine It. (x all that apply)

____ Phonemic Awareness   ____ Phonics and Decoding   ____ Fluency ____ Writing

____ Vocabulary   ____ Comprehension   ____ Inquiry ____ Workshop

I would like additional professional learning in the following areas of assessment (check all that apply).

_____ Administering and Scoring DIBELS Next   _____ Interpreting DIBELS Next

_____ Using the Continuum of Interventions to plan instruction

_____ Planning and assessment for differentiated instruction groups

CONTINUE TO NEXT PAGE

_____ Intervention Training, please check all that apply.

_____Phonemic Awareness   _____ Phonological Awareness

_____ Phonemic Awareness and Phonics   _____ Early interventions

_____ Phonics   _____ Vocabulary, Orthography, and Processing

_____ Comprehension Strategies

Comments:

Appendix D: Disaggregation of Subgroup Data

CRCT Gifted WHITE ELEMENTARY SCHOOL

CRCT SWD WHITE ELEMENTARY SCHOOL

CRCT ED WHITE ELEMENTARY SCHOOL

Mathematics	ED	20% | 42% | 38%	
	Non - ED	12% | 47% | 41%	
Reading	ED	10% | 63% | 27%	
	Non - ED	5% | 52% | 43%	
Science	ED	34% | 47% | 20%	
	Non - ED	21% | 47% | 32%	
Social Studies	ED	30% | 61% | 9%	
	Non - ED	21% | 62% | 18%	

CRCT ELL WHITE ELEMENTARY SCHOOL

Mathematics	ELL	16% | 56% | 28%	
	Non - ELL	17% | 43% | 40%	
Reading	ELL	84% | 16%	
	Non - ELL	9% | 56% | 34%	
Science	ELL	36% | 52% | 12%	
	Non - ELL	28% | 46% | 25%	
Social Studies	ELL	20% | 72% | 8%	
	Non - ELL	28% | 60% | 12%	

CRCT Race/Ethnicity
WHITE ELEMENTARY SCHOOL

Appendix E: White Elementary Certified Staff List   2011-2012

Subject Area/Grade Level	Certified Staff
Pre-K-All Subject Areas	Lisa Abbott
Kindergarten-All Subject Areas	Sherri Farmer
Kindergarten-All Subject Areas	Stefanie Gaddy
Kindergarten-All Subject Areas	Andrew May
Kindergarten-All Subject Areas	Lynne Nix
Kindergarten-All Subject Areas	Tatum Tripp
First Grade-All Subject Areas	Stacey Ginn
First Grade-All Subject Areas	Nanci Griggs
First Grade-All Subject Areas	Karen Morgan
First Grade-All Subject Areas	Kim Pruett
First Grade-All Subject Areas	Samantha Turley
Second Grade-All Subject Areas	Jason Dailey
Second Grade-All Subject Areas	Stephanie Hobbs
Second Grade-All Subject Areas	Sandra Shiflett
Second Grade-All Subject Areas	Rhonda Tipper
Second Grade-All Subject Areas	J.J. Wilson
Third Grade-Reading/Language Arts	Sue Acuff
Third Grade-Math/Science/Social Studies	Heather Boliver
Third Grade-Reading/Language Arts	Kelly DeFrench
Third Grade-Math/Science/Social Studies	Lauren Lowery
Third Grade-Reading/Language Arts	Carrie Martin
Third Grade-Math/Science/Social Studies	Leigh McPherson
Fourth Grade-Math	Becky Phillips
Fourth Grade-Science/Social Studies	Jenna Prince

Fourth Grade-Reading/Language Arts	**Stephanie Yandow**
Fifth Grade-Language Arts	**Jennifer Appling**
Fifth Grade-Reading	**Jennifer DeHart**
Fifth Grade-Science/Social Studies	**Mary Beth Perry**
Fifth Grade-Math	**Jill UpChurch**
Title I K-2	**Lynn Sartin**
Title I 3-5	**Elaine Trumble**
Art	**Jayme Laney**
Music	**Sharon Phillips**
P.E./Parent Representative	**Lynn Hedden**
ESOL	**Jennifer Martin**
Speech	**Joy Brown**
Special Ed.	**Rhonda Bryson**
Special Ed.	**Sharon Dunlap**
Special Ed.	**Jessica Goode**
Special Ed.	**Nikki Graves**
Special Ed.	**Joan Luft**
Gifted	**Lannette Layton**
Media Specialist	**Cyndi Duke**
Counselor	**Michelle Ogles**
Assistant Principal	**Molly Gann**
Principal	**Amy Heater**

Appendix F

White Elementary School   Literacy Leadership Team   August 2, 2011

Welcome

Events to come

Requisitions/Orders-Curriculum

Enrichment last 2 weeks of school

Team Time/Intervention Block-Integration of Science Rotation/Projects

ICU Data Committee/Analyzing strategic/intensive student data to drive instruction

Christmas Parade Float Ideas

Distinguished Awards Ceremony for spring?

Adjournment

White Elementary School   Literacy Leadership Team   September 14, 2011

Welcome

Events to come

Common Core State Standards

Common Core State Standards/Webinars

Highlight three goals of the school improvement plan-share whole group staff-WHITE ELEMENTARY SCHOOL Literacy Leadership Team

Intervention Groups/Reading Continuum

Discussion of redelivery of trainings

ICU Data Committee/Analyzing strategic/intensive student data to drive instruction

Adjournment

White Elementary School   Literacy Leadership Team   October 12, 2011

Welcome

*Events to come

*Next Navigator

*Focus Walk Findings/Share at Grade Levels

RTI Documentation-SST Coordinators

Principals Book of the Month-Comprehension Strategies

Adjournment-Molly Gann-Assistant Principal

White Elementary School   Literacy Leadership Team   November 16, 2011

Welcome

Events to come

Benchmark Assessments based on Reading Domains on CRCT

Dibels Next Assessment Administration 2 Protocols

RTI Documentation

Disaggregation of Needs Assessment/Next Steps

Teacher Evaluations

ICU Data Committee/Analyzing strategic/intensive student data to drive instruction

Adjournment

White Elementary School   Literacy Leadership Team   December 14, 2011

Welcome

Events to come

Benchmark Assessments based on Reading Domains on CRCT & Analysis of Scores Rubric

ICU Data

Update on Striving Readers' Grand

Adjournment

Appendix G: Current Instructional Schedule

Grade Level	Times	Instruction	Total Minutes
Kindergarten	8:00-9:15	Block 1	75
	9:15-10:00	Specials	45
	10:00-10:45	Block 2	45
	10:45-11:35	Lunch	50
	11:35-1:15	Block 3	100
	1:15-1:30	Recess	15
	1:30-2:20	Block 4	50
	2:20-2:30	Pack-up/Annoucements	10
			Total: 390
First Grade	8:00-8:45	Team Time	45
	8:45-10:45	Block 1	120
	10:45-11:30	Specials	45
	11:30-12:25	Lunch	55
	12:25-12:40	Recess	15
	12:40-2:20	Block 2	100
	2:20-2:30	Pack-up/Annoucements	10
			Total: 390
Second Grade	8:00-8:45	Team Time	45
	8:45-11:10	Block 1	145
	11:10-12:10	Lunch	60
	12:10-12:55	Specials	45

	12:55-2:05	Block 2	70
	2:05-2:20	Recess	15
	2:20-2:30	Pack-up/Annoucements	10
			Total: 390
Third Grade	8:00-8:45	Team Time	45
	8:45-10:00	Block 1	75
	10:00-10:45	Specials	45
	10:45-11:50	Block 2	65
	11:50-12:33	Lunch	43
	12:33-2:05	Block 3	92
	2:05-2:20	Recess	15
	2:20-2:30	Pack-up/Annoucements	10
			Total: 390
Fourth Grade	8:00-8:45	Team Time	45
	8:45-9:45	Block 1	210
	9:45-10:45	Block 2	40
	10:45-11:45	Block 3	45
	11:45-12:15	Block 4	15
	12:15-12:45	Lunch	30
	12:50-1:35	Block4	5
	1:35-2:25	Block 4/Recess	Total: 390
Fifth Grade	8:00-8:45	Team Time	45

	8:45-12:22	Block 1	217
	12:22-1:03	Lunch	41
	1:03-1:25	Block 2	22
	1:25-1:40	Recess	15
	1:40-2:25	Specials	45
	2:25-2:30	Pack-up/Annoucements	5
			Total: 390

Appendix H: Bartow County Kindergarten Sample Instructional Framework

Kindergarten 120 Minute Reading Block Schedule

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Total Minutes each group per week**
Group 1: Phonological Awareness and Letter Knowledge (Phonics) Instruction	25	25	25	25	25	125
Group 2: Phonological Awareness and Phonics Instruction	20	15	20	15	20	85
Group 3: Phonological Awareness and Phonics Instruction	15	15	15	15	15	75
Group 4: Phonics and Fluent Decoding Instruction	0	15	15	15	0	45
Total minutes per day in small teacher led skill groups	60	70	70	70	70	
Total minutes per day in whole group reading instruction	60	50	50	50	50	

Appendix I
Professional Learning Content and Strategies Identified on the Basis of Documented Need 2008-2011

Hours	Percent	Topic	Goals
10	100%	Imagine It Phonics Training for Kindergarten	Phonics program assessments, DIBELS fluency and nonsense word fluency, administrator observation and feedback.
20	10%	School-wide plan Development – Data Trends and Digging Deeper 2010	Current school data analyzed to determine the prioritized need of each school.
5	20%	DIBELS I: Administration and Scoring of DIBELS	Understand how to administer and DIBELS
3	5%	Early Intervention in Reading Training	Understand the components, placement, and implementation of the Early Intervention in Reading Program.
3	85%	Second Grade Imagine It Training	Provide initial training on the components and implementation of second grade Imagine It.
8	25%	Interactive White Board	This course will provide participants instruction on how to use the board, working with applications, websites, ActivStudio to create interactive lessons and resource websites.
8	5%	Interactive White Board	This course will provide participants instruction on how to use the board, working with applications, websites, ActivStudio to create interactive lessons and resource websites.

Hours	Percent	Topic	Goals
20	10%	Sharpening the School Improvement Focus Vertical Teaming	Vertical teams will be established to provide leadership through continual school improvement planning.
5	10%	Vocabulary Development for Classic Core Vocabulary Part 2 2nd and 3rd	Complete development of vocabulary to accompany district read alouds for 2nd and 3rd grades.
5	10%	Vocabulary Development for Classic Core Vocabulary Part 2 4th and 5th	Complete development of vocabulary to accompany district read alouds for 4th and 5th grades.
30	10%	Advanced Focus Training for Grades 2 and 4	Improve comprehension of expository text and improved comprehension of specialized reading strategies.
5	100%	DIBELS Next K-2	Understand how to administer DIBELS Next. Understand how to use the composite score to begin to identify student needs.
5	100%	Imagine It 4th and 5th Grade Implementation Training	Understand the components of Imagine It
5	50%	Imagine It Inquiry and Writing	Increase participants understanding of how to integrate whole class inquiry.

Hours	Percent	Topic	Goals
5	100%	Imagine It Grade 3 Initial Training	Understand the components of the Imagine It Reading program. Understand how to implement the components of the Imagine It reading program in the classroom.
200	25%	Bartow County Gifted In-Field Endorsements	Gifted Endorsements for selected applicants of the Bartow County School System.
150	5%	Bartow County Reading In-Field Endorsement	Reading Endorsement for selected applicants of the Bartow County School System.
20	75%	Kindergarten Academy	Understanding of phonological and phonemic awareness, oral language development and rapid naming in initial reading instruction.
10	10%	DIBELS I: Administration and Scoring of DIBELS	Understand how to administer DIBELS, how to DIBEL down if necessary to identify student needs, and understand how to enter data in the DIBELS database.
10	5%	Teaching Comprehension	Understand that reading comprehension is a process of both extricating and constructing meaning. Understand the multi-dimensional nature of reading comprehension and the many skills and factors that influence comprehension. Understand that reading comprehension is a process of both extricating and construction meaning. Understand the role of prior knowledge in reading comprehension.
10	10%	DIBELS II	Understand how to analyze DIBELS scores to determine instructional needs. Understand how to select and implement instructional interventions aligned to targeted student needs. Understand the progress monitoring process and interpret progress monitoring data.

Hours	Percent	Topic	Goals
10	10%	Phonics, Fluency, and Vocabulary	Understand the essential components of these three pillars of reading and implement effective strategies in the classroom
10	5%	Kindergarten Center Training	Implementing and using Florida Center for Reading Research materials to plan differentiated instruction
10	10%	DIBELS III	Understand how to analyze DIBELS scores to determine instructional needs. Understand how to select and implement instructional interventions aligned to targeted student needs. Understand the progress monitoring process and interpret progress monitoring data.
20	10%	School-wide Plan Development: Digging Deeper	Current school data will be analyzed to determine the prioritized needs of each school. Participants will learn the process of developing a School-Wide Needs Assessment, Improvement Plan, and budget using the current data analysis. Data will also be used as participants learn the process of developing a Parent Involvement Plan, Compact, and Budget.
30	5%	2nd Grade Focus Advanced Diagnosis and Correction of Reading Difficulties.	Diagnosis of reading difficulties, intervention planning and evaluation with a focus on developing fluency and comprehension.
10	80%	Imagine It	Participants will understand the components of the Imagine It reading program and will learn how to implement and integrate the standards based elements of the program in their first grade classrooms.
21	85%	Data Mining	In an effort to increase student achievement, classroom teachers will analyze and organize student data. Individual group strengths and weaknesses in reading and math will be identified and addressed in order to create an action plan for all students.

Hours	Percent	Topic	Goals
5	25%	Writing Destinations: Elementary	Professional development in the area of "writing destinations" specifically for new teachers to the "writing destinations" program.
10	15%	Building Academic Vocabulary School-Wide	Learning specific vocabulary strategies. Ensuring that students have strong academic background knowledge to navigate encounters with key GPS concepts.
20	10%	Increasing Academic Rigor	Rigor in the Standards Based Classroom, Increasing the Expectations of All Students, Implementing Meaningful Activities that Incorporate Differentiated Instruction.
3	10%	Imagine It Support	Participants will understand the components of the Imagine It reading program and will learn how to implement and integrate the standards based elements of the program in their first grade classrooms.
3	5%	4th Grade Focus Support	Integrate science and social studies performance standards through read alouds. Plan and implement differentiated needs based workstations and instructional activities for Focus students.
5	35%	Corrective Decoding Training	Learn how to deliver the SRA corrective decoding program Level A, B1, B2, and C. Understand how to integrate reading checkouts and mastery tests within the program.
40	25%	Sharpening Our School Improvement Focus	The District is in Needs Improvement, Year 1 in the area of ELA. This training should increase understanding and performance of teachers and administrators in increasing academic achievement in ELA.
5	5%	Reading Mastery (For Special Education Teachers)	Provide training in implementing Reading Mastery effectively.

Hours	Percent	Topic	Goals
10	5%	ELA Performance Matters Question Development	Development of ELA Performance Matters Benchmark Assessments.
20	10%	Sharpening The School Improvement Focus Vertical Teaming	Vertical teams will be established to provide leadership through continual school improvement planning. Work will be examining student work and writing teacher commentary. Vertical Teaming will be used to examine writing from K-12 and to identify gaps, instructional weaknesses and learn strategies for improvement.
10	5%	Imagine It Unit Planning Grade 2	Prepare Imagine It unit materials for the 2010-2011 school year. Align units across second grade throughout the system.
10	5%	Developing Florida Centers for Kindergarten	Develop materials from the Florida Center for Reading Research in order to differentiate instruction based on student needs in Kindergarten.
10	100%	1st Grade Imagine It Training	Provide initial training in the effective implementation and delivery of the Imagine It Reading Program in first grade.
10	10%	Vocabulary Development for Classic Core Vocabulary	Identify common classic vocabulary aligned to read alouds by grade level. Develop vocabulary strategies and activities for grade level read alouds.
20	10%	School-wide Plan Development – Data Trends and Digging Deeper 2010	Current school data will be analyzed to determine the prioritized needs of each school. Participants will learn the process of developing a School-Wide Needs Assessment, Improvement Plan, and budget using the current data analysis. Data will also be used as participants learn the process of developing a Parent Involvement Plan, Compact and Budget.

Hours	Percent	Topic	Goals
20	10%	School-wide Plan Development: Digging Deeper	Current school data will be analyzed to determine the prioritized needs of each school. Participants will learn the process of developing a School-wide Needs Assessment, Improvement Plan, and budget using the current data analysis. Data will also be used as participants learn the process of developing a Parent Involvement Plan, Compact, and Budget.

Appendix F

White Elementary School   Literacy Leadership Team   August 2, 2011

Welcome

*Events to come

*Requisitions/Orders-Curriculum

* Enrichment last 2 weeks of school

*Team Time/Intervention Block-Integration of Science Rotation/Projects

*ICU Data Committee/Analyzing strategic/intensive student data to drive instruction

*Christmas Parade Float Ideas

*Distinguished Awards Ceremony for spring?

Adjournment

White Elementary School   Literacy Leadership Team   September 14, 2011

Welcome

*Events to come

*Common Core State Standards

*Common Core State Standards/Webinars

*Highlight three goals of the school improvement plan-share whole group staff-WHITE ELEMENTARY SCHOOL Literacy Leadership Team

*Intervention Groups/Reading Continuum

*Discussion of redelivery of trainings

*ICU Data Committee/Analyzing strategic/intensive student data to drive instruction

Adjournment

White Elementary School   Literacy Leadership Team   October 12, 2011

Welcome

*Events to come

*Next Navigator

*Focus Walk Findings/Share at Grade Levels

RTI Documentation-SST Coordinators

*ICU Data Committee/Analyzing strategic/intensive student data to drive instruction

*Principals Book of the Month-Comprehension Strategies

Adjournment-Molly Gann-Assistant Principal

White Elementary School   Literacy Leadership Team   November 16, 2011

Welcome

*Events to come

*Benchmark Assessments based on Reading Domains on CRCT

* Dibels Next Assessment Administration 2 Protocols

*RTI Documentation

*Teacher Evaluations

*ICU Data Committee/Analyzing strategic/intensive student data to drive instruction

Adjournment

White Elementary School   Literacy Leadership Team   December 14, 2011

Welcome

*Events to come

*Benchmark Assessments based on Reading Domains on CRCT & Analysis of Scores Rubric

*ICU Data

*Adjournment