

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: Rome City Schools		Project Number: (DOE Assigned)
Total Grant Request: \$3,683,856.00	System Contact Information:	
Name: Dr. Gayland Cooper		Position: Superintendent
Number of schools in system: 9 applying: 9 schools and the Rebecca Blaylock East and West Centers		Phone: (706) 236-5050
Fax: (706) 802-4311		
Congressional District: 11 th District	Email: gcooper@rcs.rome.ga.us	

Sub-grant Status

___ Large District (45,000 or more students)

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

X Small District (0-9,999 students)

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

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Dr. Gayland Cooper

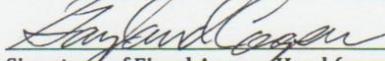
Position/Title of Fiscal Agent's Contact Person: Superintendent

Address: 508 East Second Street

City: Rome Zip: 30161

Telephone: (706) 236-5050 Fax: (706) 802-4311

E-mail: gcooper@rcs.rome.ga.us


Signature of Fiscal Agency Head (required)

Dr. Gayland Cooper
Typed Name of Fiscal Agency Head (required)

Superintendent
Typed Position Title of Fiscal Agency Head (required)

December 14, 2011
Date (required)

Rome City Schools Narrative

For over one hundred years, Rome City Schools has been educating the young people of this community. Located in Floyd County Georgia, the city of Rome is known as the “City of Seven Hills and Three Rivers.” The system embraces the neighborhood school concept. Serving approximately 5,767 students, Rome City Schools is comprised of seven elementary schools, grades Pre-K - 6, one middle school (Rome Middle), grades 7 - 8, and one high school (Rome High), grades 9 - 12. The system’s strength is found in the diversity of its student body. The student body is currently comprised of 37.05% African American, 30.33% White, 25.68% Hispanic, 4.08% Multi-Racial and 2.86% Asian. The fastest growing segment of the student population is the Hispanic population. Currently, **75%** of the students in Rome City are served in the Free/Reduced Lunch Program.

This rapid increase in the number of Hispanic students has necessitated a careful review of the English Speakers of Other Languages (ESOL) services provided to the English Learners (EL) students in Rome City Schools. The system has expanded the number of ESOL teachers and has provided extensive professional development in literacy to the regular education teachers, as well as the ESOL teachers, in an effort to meet the needs of the EL students. In addition, Rome City Schools has employed a migrant education specialist/interpreter to enhance the services provided to the EL students. The system is very proud of the fact that the Limited English Proficient (LEP) students made absolute bar as a district and in every school that had an LEP subgroup.

The school system utilizes a variety of programs to ensure the success of all students. Children with identified special needs are served through our Special Education Department. Gifted students are served throughout the system with the Challenge Program. The Early Intervention Program (EIP) serves at-risk students in grades K – 5. The English Learners (EL)

students receive services via the English Speakers of Other Languages Program (ESOL). The system offers eight regular Pre-K classes and one Special Education Pre-K class to support the youngest members of the student body. Special education students between the ages of 3 through 5 are also served in community pre-k settings (e.g. Head Start). Each school in the system is a Title I school which provides funding for a myriad of support services.

Rome City Schools has a rich tradition of academic excellence. In 2006 - 2007 and again in 2009 – 2010, the system had the highest average SAT score in the state. East Central Elementary School was named a National Blue Ribbon School in 2008. Main Elementary School was recognized as a National Blue Ribbon School in 2006. East Central Elementary School, Elm Street Elementary School, West End Elementary School, Rome Middle School, and Rome High School have each been named a Georgia School of Excellence.

All elementary schools and the middle school were recognized as 2010-11 Title I Distinguished Schools for making AYP for three or more consecutive years. In 2008, Anna K. Davie Elementary School, Elm Street Elementary School, North Heights Elementary School, and Southeast Elementary School were each recognized as “No Excuses Schools” by the Georgia Public Policy Foundation. The *U.S News and World Report* awarded Rome High School a National Bronze Award in 2008 and again in 2009 for being “One of the Best High Schools in America.” In addition to being recognized as a 2009 Georgia School of Excellence, Rome Middle School earned a Silver Award for academic achievement in 2007 and 2008.

Despite these accolades, Rome City Schools finds itself in “Needs Improvement” status for the 2011-12 school year. For the past two years, Rome High School has failed to make the bar in graduation rate, and for the first time in the school’s history, finds itself in Needs Improvement, Year 1. In addition to the challenge of meeting ever-increasing graduation rates,

economically disadvantaged students and African-American students are struggling to meet the demands of the Georgia High School Graduation Test (GHSGT) in math and English.

Research is clear that to improve the graduation rate and to meet the learning needs of all students in the Rome City Schools, all stakeholders must embrace a comprehensive approach to literacy from birth to 12th grade. Students must be given the literacy skills to meet the demands of the 21st century, and all teachers must become literacy instructors if we are to realize our mission that all students will graduate from high school prepared for college or work. Ultimately, however, it is the hope of the system that all students in the Rome City Schools will become lifelong readers and writers. We believe the funds from the Striving Readers Comprehensive Literacy Grant will help us achieve this dream.

Current Priorities. The number one priority in the Rome City Schools is to increase the learning outcomes for every student. This priority is best articulated by the vision and mission of Rome City Schools: “All students will graduate from Rome High School prepared for college or work.” To achieve this mission, the Rome Board of Education adopted five major goals for the 2011-12 school year, four of which are directly related to increasing student achievement and the literacy goals contained in this Striving Reader Comprehensive Literacy Grant:

1. Increase the high school graduation rate of all subgroups.
 - Continue a Response to Intervention Program (RTI) in Grades K-12.
2. Improve student achievement in Grades PreK-12.
 - Implement the CLASS Keys teacher evaluation instrument in PreK-12.
 - Continue to implement the READ 180 Program in Grades 7-12.
 - Continue to focus on student achievement at the elementary, middle, and high school levels and improve achievement scores in all subject areas.
 - Continue system-wide benchmark assessments of reading through universal screening (e.g., DIBELS).
 - Expand system-wide benchmark assessments to include all subjects in Grades 3-11.

3. Improve professional learning activities with all personnel.
 - Utilize the student longitudinal data system (SLDS) to analyze student achievement data.
 - Continue to support the instruction of Grades K-12 Georgia Performance Standards.
 - Provide training on the Common Core Georgia Performance Standards in preparation for implementation in 2012-13.
 - Develop strong educational leaders through system-level training and the Georgia State University Principals Academy.
 - Continue implementation of Reading, Writing, and Math Workshops in Grades K-8.
4. Improve workforce readiness skills.
 - Increase graduation rate in the Career, Technical, and Agricultural Education (CTAE) Program.

To achieve these goals, Rome City Schools is committed to providing professional learning that is data-driven and targeted toward school improvement. The system recognizes the Principal as the instructional leader and thus provides these individuals with the resources to lead the staff in training, which is differentiated toward the needs particular to the building. Job-embedded staff development, clearly aligned with the instructional and student achievement goals for the system, is provided through the utilization of literacy and mathematics coaches.

Management Structure. Rome City Schools benefits tremendously from solid and stable leadership. The Board of Education is comprised of wonderful community servants with many years of proven leadership. Dr. Gayland Cooper has served as the system's Superintendent for eight years and has provided excellent leadership. The district employs a Personnel Director, Curriculum and Instruction Director, Special Education Director, Title I Director, and Finance Director, who share responsibilities for the administration and management of personnel, instructional, and professional learning resources. Because of the small size of the district, these administrators meet regularly with the Superintendent.

Past Instructional Initiatives. Rome City Schools has implemented an academic coaching model in all elementary schools, the middle school, and most recently, the high school.

This coaching model allows easy communication and exchange of information between all grade levels. System-wide, literacy coaches meet monthly to share ideas and concerns, as well as to share the latest assessment data. These meetings take place in different schools, so that coaches are allowed to observe how curriculum is being implemented and instructional strategies are being used. Literacy coaches take this information back to their home schools to share with teachers. Classroom teachers are also allowed to visit in other schools throughout the system; and by observing at different levels, it is easy to ensure that the curriculum is being aligned. Literacy coaches model lessons, assist in the design of curriculum maps, help prepare performance task unit plans based upon the Georgia Performance Standards, and meet regularly with grade level teachers.

Teachers have been provided with direct training on the elements of a standards-based classroom (i.e., posting of standards, student work with commentary, anchor charts, and word walls). The development of functional standards-based classrooms (Tier I) is the required basis for the further implementation of successful interventions for students who are at-risk. Following the strong development and success of standards-based classrooms at the elementary and middle school level, an effective array of interventions are being provided (e.g., READ 180, Direct Instruction Reading, Sound Partners, etc.). Effective classroom design for Tier I instruction (i.e., standards-based classrooms) has enabled the implementation of successful Tier II and III instruction and provides the mechanism to achieve improvement goals.

The implementation of standards is further supported by administrators who are actively involved in monitoring standards-based practices in their schools. For example, last year instructional focused walks were specifically used to improve instruction in all schools in the system. They were conducted to determine the level of implementation of standards-based

instruction in classrooms and to determine the level of impact the instruction has had on learning by looking at the evidence of student achievement. Principals organized a focused walk team for the school. During a classroom visit, the team members interviewed students and the teacher, and reviewed classroom artifacts against a set of predetermined specific criteria. The team members completed an observational checklist during their visit. Rome City Schools has been focused on “The Rome Six,” six key elements in the CLASS Keys that have been emphasized in the system-wide implementation of standards-based classrooms. These six elements are:

1. The teacher uses an organizing structure to plan and deliver instruction: opening, work period, and closing.
2. The teacher demonstrates research-based practices that engage students in learning.
3. The teacher emphasizes and encourages all learners to use higher-order thinking skills, processes, and “habits of mind.”
4. The teacher communicates clearly the learning expectations using both the language of the standards (LOTS) and strategies that reflect a standards-based classroom.
5. The teacher uses formative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement on the Georgia Performance Standards.
6. The teacher uses a variety of summative strategies to evaluate student achievement relative to mastery of the Georgia Performance Standards.

The implementation of standards-based classroom instruction has been further strengthened by providing job-embedded professional learning to all faculty and staff. Each year, schools complete a professional learning survey to identify areas in which teachers feel that they need additional training; specific professional learning activities are planned, and resources

are purchased to support these targeted needs. For example, teachers at Rome High School felt the need for additional training on how to address students living in poverty in a standards-based classroom, and they have completed a book study of Ruby Payne's *Frameworks for Understanding Poverty* as a whole school. For 2011-12, the high school is studying *Motivating Black Males to Achieve in School and in Life* by Baruti Kafele. Another example would be the middle school's use of the professional text *How to Grade for Learning* by Ken O'Connor and *Rethinking Homework: Best Practices That Support Diverse Needs* by Cathy Vatterott to strengthen grading practices in a standards-based classroom. Books such as *Reading for Meaning* by Debbie Miller and *Strategies that Work* by Stephanie Harvey are examples of professional texts used for book studies in the elementary schools.

The district is also providing for professional development through online connections with the Georgia Department of Education online resources for Georgia Performance Standards. Teachers have the opportunity to use curriculum resources, curriculum maps, webinars, and online newsletters to support instruction. In 2010, Rome City schools purchased subscriptions to Destination Math and Reading, a resource to enhance math and reading instruction. In the fall of 2011, the district also purchased GRASP, a computer-based program designed to assist in screening, assessing, and progress monitoring student achievement.

In addition to professional learning in best practices for literacy instruction, Rome City Schools is constantly updating instructional resources for teachers to use to provide the most up-to-date, researched-based materials for all students. Some of the most recently purchased materials include: *Road to the Code*, *Imagine It! Phonics*, Lucy Calkins' *Units of Study for Writing Workshop* and *Units of Study for Reading Workshop*, and Stephanie Harvey's *The Comprehension Toolkit*. Teachers have received professional learning on all of these resources.

Rome City Schools has also purchased new resources for its youngest learners. In 2010-11, Rome City Schools implemented the Alpha Skills Curriculum in all Pre-K classrooms in the system. The Alpha Skills Curriculum is approved by *Bright from the Start*, the state agency which provides the guidelines for Rome City Schools' Pre-K program. In addition to the training provided by *Bright from the Start* to all Rome City School Pre-K teachers and paraprofessionals, training has been provided by Dr. Sarah Hawthorne, the creator of Alpha Skills on the new curriculum materials.

Literacy Curriculum. The Georgia Performance Standards provide a rigorous curriculum that extends vertically from kindergarten through 12th grade. RCS has supported the implementation of these research-based standards through in-depth professional development opportunities. Continuous support is provided through academic coaches in the core areas of math and literacy in individual schools. Teachers use the language of the standards (LOTS) and provide exemplary work samples to ensure that students know the expectations and performance levels to master standards. Teachers plan collaboratively each week, either during the school day in a common planning time or before or after school to create focused, standards-based units of study. Elementary and middle school language arts and reading classes have adopted workshop models of instruction, while other classes are using a 3-part lesson planning format as outlined in CLASS Keys. Literacy coaches have established model classrooms at each grade level to provide a place for all teachers to observe and learn best practices. Instruction has become much more student-centered as teachers use flexible grouping and collaborative group work as an integral part of their instructional design.

The literacy curriculum includes all aspects of a balanced literacy program as detailed in Georgia's State Literacy Plan, the *What* document. The literacy program for Rome City includes

all elements of a balanced reading curriculum, including a focus on phonological awareness, phonics, fluency, comprehension, vocabulary, and writing. The reading workshop is comprised of a mini-lesson, student reading time, and a teaching share time. The literacy program also includes phonics or word study, interactive read-alouds, and a writing workshop.

Reading workshop begins with students gathering in the classroom meeting area for a short mini-lesson during which the teacher provides explicit, direct instruction in a skill or strategy. During the mini-lesson, students have an opportunity to practice the skill or strategy, while receiving support or scaffolding from the teacher. Following the release of responsibility model, students practice the skill or strategy independently during the student reading time (work time). During this time, the teacher confers with individual students and leads guided reading groups. A guided reading group is comprised of students who are reading books at a similar level of difficulty. At the end of the workshop, the teacher brings closure by asking students to share ways they have incorporated the new skill or strategy into their reading work and by summarizing the teaching point and/or standard for the lesson. The writing workshop, also a daily component of a balanced literacy program, generally follows the same format as the reading workshop.

In addition to providing a strong, standards-based literacy curriculum, Rome City has implemented many innovative literacy programs to meet identified student needs. For example, in response to a need to provide more intensive remediation to middle and high school reluctant readers, Rome City implemented *READ 180* in 2009-10 and established an intervention classroom at both schools, serving up to 90 students per school each year. The *READ 180* program consists of whole and small group instruction, an individualized computer skills program, and independent reading targeted to a student's Lexile range. The growth in students'

Lexile scores has been impressive, with some students increasing more than 100 points or more than one grade level after only one year of implementation.

Several years ago there were significant concerns with the development of interventions at the elementary level for reading decoding, fluency, and comprehension. An analysis of building and system level data led to the development of a wide variety of interventions to target specific deficits in reading. SRA Direct Instruction, Sound Partners, and Lindamood-Bell were used to address decoding deficits. Repeated readings and SRA Direct Instruction have been used to increase reading fluency. Comprehension strategy instruction has been utilized to bolster reading comprehension that can provide the students with a strong basis for comprehension and understanding in the content areas. These interventions have proven highly effective, and 2011 CRCT scores indicate strong, consistent acquisition of reading skills across all students with every subgroup scoring above the absolute bar in reading.

Literacy Assessments. Within the Rome City Schools, assessment of student learning and performance is crucial to the development of appropriate instruction and is the guide that is used to analyze change in students' performance. The Rome City Schools implement a wide range of both formal and informal literacy assessments such as GKIDS, DIBELS Next, Online Assessment System (OAS) in Reading, GRASP Screeners, CRCT, EOCT, ACCESS for ELs, and various individual program assessments, such as Scholastic Reading Inventory for students in the READ 180 program. Many forms of informal assessments are given through the Response to Intervention process and individual progress monitoring. The focus of all of these assessments and data collection is to guide the instructional decisions teachers make on a daily basis. Currently, the system is providing training for all K-3 teachers on administering running

records and analyzing miscues to identify specific student needs. Teachers are also learning how to utilize the data to form guided reading groups which focus on the identified needs.

Literacy assessment data is also used to guide the school improvement process. From the data collected and analyzed, the system and schools develop goals for student performance in reading and ELA. The Board of Education uses multiple forms of data to set the board vision and goals. The Board Retreat Notebook contains data that presents a global picture of the current system status, from kindergarten to graduation. Principals and Leadership Teams annually come together for a system-wide Data Retreat to begin the school improvement process. The schools then collaboratively use the data from all assessments as the focus when writing their individual school improvement plans. The written goals made by both the board and schools are evaluated annually against performance at the central level and more regularly at the school level. Individual schools focus on writing goals for various groups, subgroups, and even individual students. Where gaps in achievement are revealed by the data, it signals a closer look at a subject, program, or school and teacher. Student achievement results from 2010-11 indicate an achievement gap in the African-American sub-group at Rome High School on the GHSGT for English. This achievement gap can be traced all the way down to our youngest learners and has become a focus for the system from birth to graduation.

Need for a Striving Reader Project. Although Rome City Schools has made steady achievement gains over the past five years in grades K-8, the system realizes these gains will come to naught if students do not graduate from Rome High School prepared for college or work. Currently, only 77.9% of students are graduating from Rome High School, and consequently, the school (and the system) finds itself in Needs Improvement, Year 1. A closer look at the system data reveals a significant gap in the African-American subgroup. In 2011,

only 68.2% of African-American students graduated from Rome High, as compared to 83.3% of Hispanic students and 82.8% of White students. There also exists a significant gap in our special education population, with only 33.4% of students with disabilities graduating from Rome High School in 2011. The system will use the SRCL Grant to build a stellar literacy program from birth to 12th grade to address these achievement gaps and ensure that all students receive the literacy skills needed to succeed in life.

In addition to these student achievement needs, the system has significant financial need as well. As with all systems throughout Georgia, the state austerity reductions have presented Rome City Schools with funding challenges. The magnitude of these reductions can best be seen by comparing the reductions made when the austerity cuts first began in 2005 with the current reality for Rome City Schools. In FY 05, the system's state austerity reduction was a mere 1.3 million dollars; by FY 12, the state austerity reductions for Rome City Schools had quadrupled to a staggering 4.1 million dollars. With the largest increases in austerity occurring in the past two years, Rome City has endured personnel cuts, with some support staff positions such as elementary assistant principals eliminated and the number of elementary counselors reduced. In addition, class sizes have been maximized at the elementary schools.

As a result of the budget cuts, Rome City Schools has been unable to complete a full-scale textbook adoption for the past three years. Consequently, when the system completed its reading adoption three years ago, the system was only able to fund the purchase of a new phonics program, *Imagine It!*, for grades K-2 and was unable to fund a basal reading program or leveled texts for guided reading instruction at any grade level (K-12). With the implementation of the Common Core Georgia Performance Standards (CCGPS) slated for 2012-13, the schools are in

desperate need of leveled texts, both fiction and nonfiction, to meet the increased demands of text complexity and the emphasis on non-fiction found in the new standards.

Despite these challenges, the system has gone to great lengths to minimize any negative impact the budget issues may have on students. With sound leadership, the system protected the 180 days of school for all students, until this school year. For the first time since the budget cuts began, students will attend school for only 178 days in 2011-12, and non-scheduled teacher work days (furlough days) have been increased to a total of 8 days. For the system's youngest students, the school year is much shorter. Pre-K students will only attend school for 165 days this school year.

The Striving Reader Comprehensive Literacy Grant Funds will allow Rome City Schools to provide 200 days of instruction for the eight Pre-K classrooms in the system's elementary schools. This grant will also provide funding for professional learning and an opportunity for teachers to receive professional development during the summer, which will off-set the loss of the eight professional learning days. Finally, the grant funds will provide much-needed literacy resources, both print and non-print, to meet the increase in rigor inherent in the CCGPS.

The system has completed an exhaustive Needs Assessment process to inform the goals of the SRCL grant. Every year the Professional Learning Advisory Committee (made up of representatives from each school) conducts a needs assessment with respective faculties, paraprofessionals, and parents. Each committee member compiles the information gathered from his/her school and submits the results to the Director of Curriculum and Instruction who in turn compiles the information into a system summary. In addition to the PLAC needs assessment, teachers and administrators recently completed a literacy survey which is attached to this application.

Each school utilizes the PLAC needs assessment when developing the school improvement plan. The individual school improvement plans are reviewed at the district level for purposes of developing the system-wide school improvement plan. In addition, each school shares copies of minutes and/or agendas that reflect meetings/activities conducted by groups such as the school council, PTO, etc., that are related to needs assessment. System summaries are shared and discussed with all administrators during monthly meetings and further input gathered. Finally, school board goals are reviewed and integrated into the needs assessment as well as plans for action.

Below is a list of prioritized literacy needs based on the PLAC needs assessment conducted in April 2011 and the literacy survey results given recently to administrators, teachers, and parents. This list of prioritized needs is also based on a data analysis of both formative and summative student achievement data.

- Strengthen Rome City Schools' Response to Intervention model for grades K-12 and provide professional learning for all teachers in differentiating instruction/accommodating all learners in a standards-based classroom.
- Improve GHSGT scores in targeted areas and subgroups.
- Continue to close gaps among Economically Disadvantaged, SWD, African-American, and EL populations in all subject areas.
- Continue to strengthen reading instruction through the use of formative assessments such as DIBELS Next, comprehension strategy instruction, and literacy interventions.
- Continue to utilize literacy coaches in every elementary school and in the middle school to provide job-embedded professional learning for teachers. (Title I Funds)
- Hire and utilize a literacy coach for Rome High School to provide job-embedded professional learning for all English teachers and content literacy teachers. (Title I Funds)
- Provide training in utilizing Lexiles to match students to appropriate texts and differentiate instruction to meet student needs through guided reading instruction.
- Increase classroom libraries, particularly in regards to nonfiction texts, to reflect the text complexity demands reflected in the CCGPS.
- Increase student engagement in reading through the use of technology: software applications, eBooks, etc.

Our system's mission and goals have a central focus of improving student achievement.

Our true report card as a system is what happens to our students as a result of the time they spend

with us. We truly want every child to graduate from Rome High School prepared for college or work. Our system has embraced this mission and will utilize SRCL Grant funds to further this goal.

Eligibility of Schools and Centers.

Currently, the system percentage of students in the Free/Reduced Lunch program is 75%.

	% F/R	AYP Status	N DNM CRCT Grade 3	% DNM CRCT Grade 3	N DNM CRCT Grade 5	% DNM CRCT Grade 5
East Central Elementary	48%	Met	4	6%	2	3%
Elm Street Elementary	92%	Met	3	4%	4	7%
Main Elementary	100%	Met	4	13%	6	18%
North Heights Elementary	84%	Met	8	24%	5	16%
Southeast Elementary	95%	Met	8	14%	11	28%
West Central Elementary	95%	Met	17	18%	14	18%
West End Elementary	70%	Met	2	2%	4	4%

ROME CITY SCHOOLS									
CRCT Reading/ELA 2011 (Full Academic Year Students)									
	All	Asian/ P.I.	Black	Hispanic	White	Multi-Racial	SWD	ELL	Econ. Disadv.
Students	2306	40	824	647	676	116	244	311	1716
Basic (DNM)	6.0%	0	9.0%	6.3%	2.4%	4.7%	20.3%	8.0%	7.6%
	137.5	0	74.5	40.5	16.5	5.5	49.5	25	130
Proficient (Meets)	61.8%	52.5%	70.1%	73.3%	42.3%	55.6%	67.6%	79.4%	70.4%
	1426	21	577.5	474.5	286	64.5	165	247	1208
Advanced (Exceeds)	32.2%	47.5%	20.9%	20.4%	55.3%	39.7%	12.1%	12.5%	22.0%
	742.5	19	172	132	373.5	46	29.5	39	378
Meets + Exceeds	94.0%	100%	91.0%	93.7%	97.6%	95.3%	79.7%	92.0%	92.4%
	2168.5	40	749.5	606.5	659.5	110.5	194.5	286	1586
Meets + Exceeds >= 80%	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
Confidence									

Interval							Yes		
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	% F/R	AYP Status	N DNM CRCT Grade 8	% DNM CRCT Grade 8
Rome Middle School	70%	Met	4	1%

	% F/R	AYP Status	Graduation Rate
Rome High School	70%	Did Not Meet	77.95%

ROME CITY SCHOOLS									
GHSGT English Language Arts 2011 (Full Academic Year Students)									
	All	Asian/ P.I.	Black	Hispanic	White	Multi- Racial	SWD	ELL	Econ. Disadv.
Students	353	>10*	115	74	134	22	24	>10*	205
Basic (DNM)	7.6% (27)	*	13.9% (16)	5.4% (4)	3.7% (5)	0 (0)	37.5% (9)	*	12.2% (25)
Proficient (Meets)	35.1% (124)	*	52.2% (60)	43.2% (32)	16.4% (22)	45.5% (10)	50.0% (11)	*	48.3% (99)
Advanced (Exceeds)	57.2% (202)	*	33.9% (39)	51.4% (38)	79.9% (107)	54.5% (12)	12.5% (3)	*	39.5% (81)
Meets + Exceeds	92.4% (326)	*	86.1% (99)	94.6% (70)	96.3% (129)	100% (22)	62.5% (15)	*	87.8% (180)
Meets + Exceeds >= 90.8%	Yes	*	No	Yes	Yes	N/A**	N/A**	*	No
Confidence Interval			No						Yes

Rome City Schools has chosen to apply for a Striving Reader Comprehensive Literacy Grant on behalf of each elementary, middle and high school in the system.

Experience of the Applicant.

	Project Title	Funded Amount	Is there audit?	Audit results
Rome City Schools	Title I	Approximately 3.2 million annually	Yes	Resolved Sept. 2010
Rome City		Approximately		

Schools	Title II-A	\$400,000 annually	Yes	No Findings
Rome City Schools	Title II-D	5 grants \$522,630	No	No Findings
Rome City Schools	Math Science Partnership Grant		No	No Findings

The Title I program received an audit finding in 2009-10 for Allowable Costs and Activities. Upon review of the personnel activity reports for individuals who were split-funded, it was found that the time sheets/reports did not include the total activity, were not prepared monthly, and were not signed by the employee. The system revised the reporting mechanism for split-funded employees to ensure that all components of the federal guidelines were included on the time sheets. The system received a resolution letter in September 2010 stating that “appropriate procedures and controls are now in place to resolve this finding.” No other findings have been noted in audits of these programs.

Description of Funded Initiatives. Title I funds have been utilized to fund the literacy coach program, which has supplied at least one literacy coach for every school in the system. Title II funds have been utilized to fund the math coach program at Rome High School and two elementary schools, and to supplement the system’s professional learning program. For a detailed description of how these funds have been utilized by the system to support the system literacy program, see the **Resources** section on page 19 of the LEA grant application.

Rome City Schools has been the recipient of five Title II-D grants for technology in the classroom. West Central Elementary received a three-year e-Math grant for the purchase of Smartboards, projectors, laptops, wireless access, document cameras, and professional learning for 12 classrooms in the school. Rome Middle School received two 1:1 Wireless grants, each providing a grant classroom with a Smartboard, projector, a classroom set of laptops, wireless

access, and professional learning. Rome High School has also received two Title II-D grants. The ITEE grant provided 5 Math classrooms with Smartboards and projectors, a mobile laptop lab, wireless access, a set of student response systems, and professional learning. The Engaging AP Students through Handheld Computing Devices grant provided three classroom sets of iPods, wireless access, 15 laptop computers, 3 Macbook computers, wireless access and professional learning for three math classrooms at Rome High School. All of these technology grants primarily benefited math classrooms, and there is a critical need for such technology support in literacy classrooms across the system.

Description of LEA Capacity. Rome City Schools has been a good steward of state and federal dollars in the past and has utilized these Title program funds to provide instructional, technological, and professional learning resources for teachers and administrators. It is the belief of the system that these resources have had a direct impact on the quality of instruction delivered by teachers and the high level of student achievement gains that schools have experienced over the past five years.

Aligned Use of Federal and State Funds.

<u>FY 2011-12</u>	<u>Title I Funds</u>	<u>Title II-A Funds</u>
Rome City Schools	\$1,679,960.00 (Grand Total)	\$295,000 (Grand Total)
East Central Elementary	\$80,000 Literacy Coach 1,000 Instructional Supplies	\$70,000 Math Coach 5,000 Professional Learning
Elm Street Elementary	\$160,000 Literacy Coaches 8,195 Alpha Skills 25,000 After-school tutorial	\$5,000 Professional Learning
Main Elementary	\$90,000 Literacy Coach 8,195 Alpha Skills 6,000 After-school tutorial	\$5,000 Professional Learning
North Heights Elementary	\$75,000 Literacy Coach 8,195 Alpha Skills 4,500 After-school tutorial	\$60,000 Math Coach \$5,000 Professional Learning
	\$60,000 Literacy Coach	\$5,000 Professional Learning

Southeast Elementary	8,195 Alpha Skills	
West Central Elementary	\$130,000 Literacy Coaches 169,000 READ 180 16,390 Alpha Skills 5,500 After-school Tutorial	\$5,000 Professional Learning
West End Elementary	\$130,000 Literacy Coaches 8,195 Alpha Skills 5,500 After-school Tutorial	\$5,000 Professional Learning
Rome Middle School	\$145,000 Literacy Coach 169,000 READ 180 5,500 After-school Tutorial	\$5,000 Professional Learning
Rome High School	\$130,000 Literacy Coach 169,000 READ 180 5,500 After-school Tutorial	\$120,000 Math Coach \$5,000 Professional Learning

LEA Use of Title I Resources. For a number of years, Rome City Schools’ Title I program has been heavily invested in literacy skills and working with students in grades K – 12 who have deficiencies in English Language Arts. Each school in the system has a Title I literacy coach whose function is to coordinate the school’s literacy program and to implement proven research-based instructional strategies to improve student learning. The literacy coaches work under the supervision of the Director of Curriculum and Instruction, who also coordinates the Title II-A program, so the two federal programs (Title I and II-A) work in concert to provide staff development and support for the literacy coaches.

Title I funds also pay for educational programs that provide professional learning for teachers and scaffolding for students with literacy deficits. It is always better to address literacy deficits with the youngest learners and build their skills early. To take advantage of the early developmental years, the Rome City Schools purchased the AlphaSkills early learning package with Title I funds, to help develop young children’s phonological awareness and language development through research-based strategies and activities.

The other Title I literacy initiative that Rome City Schools has been invested in is the READ 180 program, a three-pronged research-based program to support students in reading and

comprehension skills in the upper elementary, middle, and high school grades. Students work through three centers: whole group instruction, computer guided instruction, and a guided reading group. The Rome City Schools have applied this program at the high school and middle school for several years. Two elementary schools have adopted this program over the past year.

Rome City Schools is serious about providing the best research-based instruction that can be found. Personnel are employed and trained in the best ways to implement the proven strategies. Through the annual Consolidated LEA Improvement Plan (CLIP), the various federal programs are blended and orchestrated into a laser focus on increasing student achievement. This approach maximizes the instructional effectiveness of the limited financial resources available to the system.

LEA Use of Title II Resources. Title II-A funds are utilized to provide a math coach at Rome High School and two of our elementary schools. (An English coach is now provided for Rome High School through Title I funds.) Rome High School did not make AYP for two consecutive years in graduation rate, and in 2010, RHS did not make AYP for the African-American sub-group on the GHSGT for math. In addition to math coach salaries, Title II-A funds are utilized to supplement the system's professional learning program. Title II-A funds are used to provide substitutes for teachers to attend professional learning activities, stipends for New Teacher Induction, and travel for system literacy and math coaches to attend professional learning activities. Title II-A funds are also used to provide supplies for the Rome City Schools' Data Retreat, which occurs annually in July. Title II-A funds are used to support the literacy program by providing a site license to *Choice Literacy*, a web-based professional development resource and support for literacy coaches. These funds also provide professional development texts in literacy to be utilized in system courses and in faculty study groups. Title II-A funds are

used to provide READ 180 teachers with professional learning and on-site coaching visits from Scholastic consultants.

Potential Value Added with Striving Reader Funds. SRCL Grant funds will be used to provide the icing on the funding cake. These grant funds will allow the system to provide print and non-print resources in elementary, middle, and high school classrooms to meet the text complexity demands and emphasis on nonfiction reflected in the CCGPS.

Management Plan and Key Personnel. Rome City Schools has identified key personnel to lead the implementation of the Striving Reader Comprehensive Literacy Grant. The Rome City Schools' Literacy Leadership Team includes Ms. Debbie Downer, Director of Curriculum and Instruction, Dr. Dawn Kemp, Director of Special Education, Ms. Daylene Huggins, Speech Pathologist, and Dr. Gayland Cooper, Superintendent. Ms. Downer is a reading/ELA specialist who holds the following credentials: Reading (P-12), Middle Grades ELA (4-8) and English (6-12). Ms. Downer serves the system as Director of Curriculum, Instruction, and Professional Learning (K-12), Pre-K Director and Title II-A Coordinator. Ms. Downer will manage the acquisition and distribution of technological and print resources and ensure that the grant goals are implemented with fidelity. She will also coordinate the professional learning associated with the grant. Ms. Downer meets monthly with literacy coaches and principals and will continue this practice to ensure that these site level coordinators are supported in their implementation of SRCL Grant initiatives.

Dr. Dawn Kemp, Director of Special Education, will partner with Dr. Janice Merritt, Director of the Rebecca Blaylock Center, to ensure that the grant goals are implemented with fidelity at the Rebecca Blaylock Center. In addition, Dr. Kemp and Mrs. Huggins will provide a wealth of knowledge in assessment by coordinating the implementation of the literacy

assessments associated with the SRCL project. Dr. Kemp, who holds a doctorate in Special Education and is also certified in reading (P-12), has built a exemplary special education program for Rome City Schools; under her direction, the students with disabilities (SWD) population has made adequate yearly progress (AYP) for seven consecutive years, earning many accolades in special education for the system.

The chart below lists the individuals responsible for the day-to-day grant operations and their responsibilities. School principals and literacy coaches collaborated with their school literacy teams and with the system leadership team to write the SRCL Grant goals and objectives. All members of the Rome City Schools’ Literacy Team are deeply committed to implementing the initiatives outlined in the SRCL Grant Application.

	Individual Responsible	Supervisor
Purchasing	Ms. Debbie Downer, Director of Curriculum and Instruction	Dr. Gayland Cooper, Superintendent
Site-Level Coordinators	<u>East Central Elementary</u> Mrs. Kay Scherich, <u>Elm Street Elementary</u> Mrs. Jo Orr and Mrs. Laura Walley <u>Main Elementary</u> Mrs. Laura Gafnea <u>North Heights Elementary</u> Mrs. Chris Rogers-White <u>Southeast Elementary</u> Mrs. Monica Landis <u>West Central Elementary</u> Ms. Ruth Cipolla and Mrs. Jennifer Uldrick <u>West End Elementary</u> Mrs. Cassie Parson and Mrs. Pam Williams <u>Rome Middle School</u> Ms. Cindy Smith <u>Rome High School</u> Dr. Ellen Brewer	<u>East Central Elementary</u> Mr. Parke Wilkinson, Principal <u>Elm Street Elementary</u> Dr. JoAnn Moss, Principal <u>Main Elementary</u> Ms. Anita Cole, Principal <u>North Heights Elementary</u> Ms. Tonya Wood, Principal <u>Southeast Elementary</u> Mr. Kelvin Portis, Principal <u>West Central Elementary</u> Mrs. Leslie Dixon, Principal <u>West End Elementary</u> Mrs. Buffi Murphy, Principal <u>Rome Middle School</u> Mr. Greg Christian <u>Rome High School</u> Dr. Tygar Evans

Professional Learning Coordinator	Ms. Debbie Downer, Director of Curriculum and Instruction	Dr. Gayland Cooper, Superintendent
Technology Coordinator	Mr. David Smith, Director Mr. Jeff Hargett, Instructional Technology Coordinator	Dr. Gayland Cooper, Superintendent
Assessment Coordinator	Mrs. Daylene Huggins. Special Education Facilitator	Dr. Dawn Kemp, Special Ed. Director

Sustainability Plan. **Plan for sharing lessons with LEA.** The National Staff Development Council suggests that for every hour of content training, there should be **seven hours** of modeling, practice, coaching, and feedback (“Run the Red Lights,” *Administrator*, May 2009). Rome City Schools has embraced the coaching model to strengthen its professional learning program, and this program will greatly impact the system’s ability to sustain the literacy work beyond the initial implementation phase of the SRCL Grant project. The coaching program in the Rome City Schools has a five year history of providing targeted, professional learning to new and existing teachers in the Rome City Schools. Lessons learned from participating in the SRCL Grant will be shared with new teachers and administrators through the three-day New Teacher Induction Program, which occurs annually in July. In addition, new teachers will receive on-going support through modeling, coaching, and feedback from literacy coaches, as they implement the new initiatives in their literacy classrooms.

Plan for extending assessment practices beyond the funding period. Rome City Schools is also well-situated to extend beyond the funding period the assessment practices learned through implementing the SRCL Grant project. The system has a long track record of implementing both formative and summative assessments and already budgets annually for the implementation of DIBELS Next (K-5) and GRASP (K-12). Both of these assessment programs include data reporting packages which allow the system and the schools to analyze and disaggregate formative assessment data to inform teachers’ instructional decisions and to meet

identified student needs. The system will continue to utilize general funds, as well as federal funds, to ensure that formative and summative assessments, as well as data analysis and reporting, continue to play a prominent role in the school improvement process.

Plan for extending professional learning practices beyond the funding period. The Rome City Schools utilizes its state professional learning funds and Title II-A funds to provide a comprehensive professional learning program for teachers. Each year, professional learning activities are designed to have a substantial, measurable, and positive impact on student achievement and are provided in an effort to eliminate the achievement gap that separates low-income and minority students from other students. Over the past seven years, the system has provided three release days for teachers to participate in system-wide grade-level training that focuses on the instructional knowledge and skills that have proven to be effective in increasing student achievement and decreasing achievement gaps. In addition, the system has utilized professional learning and Title II-A funds to place into teachers' hands many professional texts, which have increased teachers' knowledge of best practices. The system is truly committed to providing job-embedded and results-driven professional learning for all of its teachers.

Plan for sustaining technology that is implemented with the SRCL funds. Given the current economic climate, sustainability for the SRCL Grant project is a legitimate concern and one that requires thoughtful purchasing and planning for sustainability. Efforts will be made to ensure that most of the technology purchases for the SRCL Grant will be one-time expenditures, not requiring renewal. Recurring subscriptions for software applications, media services, e-text services, etc., may be purchased with Title I funds to ensure sustainability and to avoid later supplanting issues. That said, Title I funds will also be earmarked to renew any site licenses purchased with the grant, which will extend the life of technology programs funded through

SRCL funds. In addition, eRate funds will be utilized to maintain the infrastructure needed to sustain the implementation of technology implemented through the SRCL Grant. E-rate funding, along with future SPLOST initiatives, will provide funding for Internet and wireless access, wiring, servers, routers, switches, and increased bandwidth to support the increase in network traffic.

Budget Summary. The budget was written to address the gaps that exist in our student achievement sub-groups and in our ability to address the literacy priorities outlined in Georgia's State Literacy Plan, the *WHAT* document. Schools will use the funds in three different ways. First, the funds will be used to provide the foundational literacy skills students need to acquire from birth to five years of age. Second, the funds will be used to provide adequate literacy resources, both print and non-print (technology), for teachers and students to meet the increased literacy demands of the CCGPS and to provide tiered instruction (RTI) to meet identified student needs. Finally, schools will use the funds to provide professional learning for all certified staff on the research-based reading strategies proven to ensure positive outcomes for students, as outlined in Georgia's State Literacy Plan from Birth to 12th Grade.

GEORGIA DEPARTMENT OF EDUCATION

Striving Readers Comprehensive Literacy Grant

School and Center Cover Sheet

DOE Use Only Date and Time Received:	DOE Use Only: Received By:	DOE Use Only: Project Number
School Name: Rebecca Blaylock East and West Child Development Center		Total Grant Request: 229,000
System: Rome City Schools pairing with Rebecca Blaylock East and West Child Development Center	School Contact Information:	
	Name: Dr. Janice Merritt	Position: Executive Director, Rebecca Blaylock East and West Child Development Center
Number of Students	Phone Number: (706) 234-5159	Fax Number: (706) 234-1156
	Email Address: bcdc608@bellsouth.net	
144		
Number of Teachers		
9		
Free/Reduced Lunch %	85%	
Principal's Name: Dr. Janice Merritt		Other Reform Efforts in School: Bright from the Start Program Technology Program: Laptops
		Principal's Signature: <i>Dr. Janice Merritt</i>

Rebecca Blaylock Childcare Development Center/Rome City Schools Application

School History. Rebecca Blaylock Childcare Development Center (RB) is a well-attended non-profit childcare development center established in 1932 in the community of Rome. RB serves children from high poverty areas and receives a number of children currently under the care of Department of Family and Children's Services. The center currently serves 146 children in the 0-4 age range. Approximately six percent of the students attending RB are English learners and ten percent are identified as students with disabilities. The center originated out of a strong need in the community for an environment that would nurture and support learning for the less fortunate children in the neighborhood. The center also provided a safe place for children while parents worked. As a result, the late Rebecca Ellington Blaylock, an educator, opened her home in the afternoons to those children. Her desire was to provide safe and enriching experiences through using manipulatives (i.e., blocks, shapes, legos) and verbal interactions.

After her death in 1936, the center moved its location twice before settling at its current location. Today, there is a location on the east side of town among public housing. This center shares classroom space with the 2 and 3 year old program and a Pre-K classroom. The second location is on the west side of town nestled among low-income dwellings. In 2001, the west side center acquired an adjacent building to the center which currently houses the state funded Pre-K program for three classrooms. The center receives state and federal funding which allows for subsidized rates, through financial adjustments. This adjustment is only offered to assist specific parents working or those currently enrolled in school in an effort to better their situation. The center's vision is to provide a secure and positive environment. However; it is the desire of the current director to shift the mindset of the caregivers and parents from that of child care to that of

an instructionally focused program providing a systematic approach for learning through a standardized curriculum that clearly articulates the components unique to the developmental stages of students ages birth-5 years of age. Based on the October 2011 enrollment verified in the Child and Adult Care Food Program (CACFP) report, 85% of the students at RB are identified as receiving free or reduced meals daily. This data implies a need for explicitly strong instruction in the developmental years coupled with trained and skilled professionals to support growth for at-risk students and close the learning gap for them before entering public school. Parent income verification information on file at the center indicates an average income of a single parent household to be well below \$25,000. This data once again supports the need for a strong instructional program to not only assist students but help to enrich parents by providing a variety of strategies that could be transferred to the home to assist with their children as well.

The center is characterized by long term retention of caring-staff and antiquated resources to serve children. For example, the center has no functional copying machine and computers are over ten years in age. The vast majority of staff at RB has been employed at the center for over five years.

Administrative and Teacher Leadership Team. RB is now under the capable direction of Dr. Janice Merritt, a retired principal from Rome City Schools (RCS). Dr. Merritt has over thirty years of experience in early childhood as both a teacher and administrator. Dr. Merritt is currently working with Dr. Dawn Kemp, SED and ELL Director from RCS, to improve the quality of instruction at RB. Dr. Merritt and Dr. Kemp have a history of successful collaboration from RCS. Dr. Kemp and Dr. Merritt are well-suited to work well together in the implementation of new initiatives. As an indication of the degree of success that is possible, the students with disabilities (SWD) population under the direction of Dr. Kemp have made adequate yearly

progress (AYP) for seven consecutive years. In addition, literacy experts, such as literacy coach, Ms. Jo Orr, and speech-language pathologists, Ms. Daylene Huggins and Ms. Leslie Wilkinson, have joined the effort to implement new initiatives at RB.

Past Instructional Initiatives. RB has been a part of the Bright From the Start Pre-K program and all mandatory trainings associated with the Pre-K program. RB has also used the Georgia Early Learning Standards to assist in the provision of developmentally appropriate instruction for children in the 0-3 age range.

Current Instructional Initiatives. RB continues to participate in the Bright From the Start Pre-K program and to receive monitoring and feedback from this agency. RB has also recently purchased new computers for classrooms to enable Pre-K teachers and other staff to access Pre-K standards and Georgia Early Learning Standards. Under the direction of Dr. Merritt, the staff has also begun regularly scheduled meetings to continually monitor student progress and discuss program needs.

Professional Learning Needs. There is a need for sustained, consistent collaboration with the local school system, Rome City Schools, to develop early literacy skills in the 0-4 age range. The RB center needs to implement on-line work sampling as designated by the state of Georgia. The teachers and childcare providers need professional development to gather that data. The center is forging an alliance with a local college, Berry College, to develop and facilitate best practices instruction. Practicum students in Early Childhood Education from Berry could provide support to students in the area of literacy while gaining valuable experience. There is a need for sustained training for best practices in literacy development. Primary importance should also be given to training on developmentally appropriate milestones relative to literacy skills to target students at-risk of falling behind. In conjunction with this, RB also needs training on

assessment and progress monitoring to inform instructional programming and early literacy skills.

The staff at RB needs training in the areas of language development, developmental norms, phonological awareness, and phonemic awareness to assist 0-4 year olds with a foundation to develop literacy. The knowledge base of sound recognition, blending of sounds, and recognition of symbols and training in programs that utilize phonology principles needs to be incorporated in professional development. The staff at RB will require training in alphabetic principles programs that focus on themes as specified in the Necessary Building Blocks of Literacy Plan Birth-12th Grade in Georgia. The staff at RB requires technology training to implement new and innovative technologies such as use of the SmartBoard.

Need for a Striving Readers Project. RB is in a high poverty area with numerous assisted housing projects and an average of 85% free and reduced lunch students. The unemployment rate in Rome, Georgia far exceeds the rate of unemployment nationally and statewide. RB is in desperate need of resources and professional development due to the declining economy. RB is uniquely situated to utilize the funding grants because of the educational caliber of the staff to implement the initiatives of this grant. The center director, Dr. Janice Merritt, is a retired public school administrator with a proven track record for working with high failure low SES schools. RB is lacking in resources such as books, technology, and training. The need for these resources is incredible.

School Literacy Team. Dr. Merritt, Casey Harlow, Elizabeth Peace, Hannah Woodrow, Mary McAlister are the primary members in leading instruction. However, child development teachers for the 3 year olds are included in the meetings. Future projections include the incorporation of the 0-2 age child providers in these discussions.

Function of the site based literacy team in terms of the needs assessment. The entire staff was included in the needs assessment. The needs assessment began in the context of ongoing monthly meetings with the staff. Dr. Merritt as the center leader guided the discussion of the needs assessment. A formal written needs assessment was also administered to all staff regarding the needs discussed in the ongoing monthly meetings.

Minutes of the meetings of the site-based literacy. The minutes of the meetings have reflected that material resources such as computers and print media are extremely lacking. In addition, there have been discussions about the need for more professional development in the effective instruction of early academic readiness skills for children. There is strong concern about children entering kindergarten ready to be successful. The needs of the students at RB are so extreme and the impact of lost Pre-K instruction, twenty fewer days this year, is an area of grave concern.

Literacy team communication and inclusion of staff. There is daily dialogue among staff regarding the decisions made at the center. It is orally communicated with the staff on a daily basis. In addition, Dr. Merritt publishes a weekly newsletter, Merritt's Minutes, to inform parents and staff about upcoming events which includes instructional activities.

Literacy Team Schedule. In addition to the on-going informal dialogue, the Pre-K teachers and three year old providers meets the second Wednesday of each month to discuss the progress of ongoing initiatives and student progress monitoring through the portfolio.

Literacy Team Initiatives. Current literacy team initiatives include: 1) the development of work sampling for children to determine progress; 2) implementation of best practices in literacy and a need to move from a day care type of paradigm to a developmentally focused instructional model for children from 0-3 years of age; 3) acquisition of technology resources for

students to access literacy content; and 4) acquisition of a wide variety of print media of all genres for students ages 0-4.

Student Achievement Data/Early Learning Readiness. Developmental Profile 3 (DP-3) and Peabody Picture Vocabulary Test (PPVT-4) should be administered twice per year. At the present time, RCS is in the process of screening all of the students at RB with the DP-3 and PPVT-4. The preliminary information indicates that a large number of the students have cognitive, adaptive, and communication deficits. Every child in RB will be screened on these instruments to determine a baseline of performance by the end of January 2012.

Teacher Professional Learning Needs/Teacher Retention Data. Teacher retention at RB is excellent with over 85% of the staff having five or more years of experience at RB. In fact, a number of the staff has been with RB for over ten years.

Teacher participation in PLC or on-going Professional Learning. There should be collaboration between RB and Rome City Schools as RB is a feeder center for the schools. There needs to be a more vertical training model that includes the staff at RB to provide consistency in providing instructional strategies. The professional development in a job-embedded model at the RB center is a definite need. There should be training in best practices in literacy, language, and technology application. The professional development should be provided to the staff at RB by highly skilled and trained personnel either from RCS or contracted providers.

Curriculum Needs. There is a significant need for print matter of all genres particularly non-fiction to focus on investigative and inquiry learning. There is also a need for a significant alphabetic principles program to guide children in the development of these skills. There is also a need for a training program in phonological and phonemic awareness across ages 0-4. There is

a need to take the established G-KIDS model down to the lower ages adding an additional age each year until protocols are established from 0-4 years of age for each child.

Technology Needs. There is a need for all types of technology ranging from SmartBoards to computers to augment instruction. RB has a tremendous paucity of technological resources. Without the provision of these funds from the Striving Readers Grant these technologies will not be acquired. At the present time, there are no SmartBoards at RB. A teacher computer has been acquired for each classroom at RB. However, there is a need for additional, newer computers. The classroom computers at RB are over 10 years old and incompatible with current instructional software applications. There is also a need for software that is compatible with the contemporary phonological and literacy instruction. The updated technology would allow access to free on-line instructional resources through the Learning Village and the Georgia Common Core GPS and instructional frameworks.

Needs Assessment Process. The needs assessment was a teacher questionnaire. The results of the questionnaire are listed below. The needs assessment was devised to allow care providers to indicate the level of greatest need for resources and not merely a listing of needs. The derivation of the needs assessment was a collaborative endeavor between RB and a literacy coach from Rome City schools. In an effort to augment the needs assessment completed by the staff at RB, children attending RB were asked a few specific questions to determine the level of literacy resources in their home. Questions focused on access to the internet, books in the home, and parents reading to children. An informal review of the results indicated that the children at RB had very limited access to resources such as home computers and books. In addition, only about twenty-five percent of the children indicated they were read to by their parents.

Needs Assessment Findings. There are fewer than 10 books per class, there are not enough books for students to take home with them, teachers lacked almost 50% of the materials needed to effectively implement instruction, and computers are over 10 years old, only 2 computers had working headphones, no SmartBoards, and very limited training for professional learning.

Description of the Needs Assessment Process. The foundational reference piece of the needs assessment was provided by standards listed in the Building Blocks of the Georgia Literacy Plan. The needs assessment was generated from on-going discussion with the RB staff and a review of existing literacy resources. There was a concerted effort to narrow the scope of the written needs assessment to only variables of very high need. The written needs assessment was generated to meet the particular needs of RB. It was generated to indicate the most intensive needs of the population of students at RB. The intent was to delineate very clear goals for the literacy program at RB and the resources necessary and sustainable to meet those goals. The needs assessment results were thoroughly analyzed to be certain that the initial projection of goals, as generated by staff dialogue, was an accurate reflection of the true literacy needs of the students. Additionally, the needs were analyzed to determine that the goals derived were sustainable and aligned with the goals of the Striving Reader Grant.

Participants in Needs Assessment. The following staff participated in the Needs Assessment: Veronica Braziel (Parent Volunteer), Hannah Woodrow (Pre-K), Shaundria Dean (Pre-K), Elizabeth Peace (Pre-K), Vicki Fowler (Pre-K), Casey Haarlow (Pre-K), Kire Fichera (Pre-K), Bianca Adkins (0-3), Janie Haywood (0-3), Shaundricka Brockman (0-3), Carla Philips (0-3), Tonya Reynolds (0-3), James Palmore (0-3), Linda Self (0-3), JaShayla Brown (0-3), Vera Mathis (0-3), Janet Cuzzort (Pre-K), Mary McAlister (Pre-K).

Major Areas of Concern. One major area of concern is the level of cognizance of standards for children in the 0-3 age range by the providers of service for this population. There needs to be greater emphasis and professional development related to the content of the standards and measurement of children age 0-3 in meeting developmental standards.

A second major area of concern is the lack of materials and high quality instructional programs that provide early academic skills support in areas such as scientific inquiry, expressing thoughts with words, and developing receptive and expressive vocabulary.

Perhaps the greatest need identified was in the area of developing summative and formative assessment to drive differentiated instruction. Well-developed formative assessment to drive instruction will allow for a more thorough implementation of a Response to Intervention model with children in the 0-4 age range as it applies to literacy developmental lag.

As indicated in a prior portion of the grant, there is a huge need for best practices in instruction via sustained and effective professional development. The staff needs development in effective literacy skills and the measurement of students in meeting literacy milestones. Effective professional development would greater enhance the probability of high quality teachers. There are some limitations in the acquisition of high quality teachers in the 0-3 age range because of lack of compensation to teach this age group. In order to develop high quality teachers these individuals will need to be provided with sustained professional development.

One major component of effective professional development will be engaged leadership to encourage the staff at RB to move forward in the development of skills. Dr. Merritt will need to facilitate visits to local elementary schools for her teachers to observe best practices. She will also need to consistently be conducting on-going assessment of the needs of her staff at RB and the manner in which to best meet these needs. Her approach will need to be flexible with

vigilance toward monitoring teacher progress in attaining literacy skills development. Engaged leadership coupled with collaboration between Rome City Schools and RB will establish a clear transitional pathway between early childhood providers and the public schools. Students will enter the public schools with a clear understanding of the literacy routines due to early exposure at RB. The development of more effective technology resources will definitely lead to the enhancement of maintaining engagement and making students more ready to access Kindergarten instruction.

Age and Content Areas of Concern. The concerns have originated at the 0-4 age level in the area of literacy. The needs identified included a lack of formative assessments for the students in this age range. An additional concern that originated was the lack of literacy materials for the children in this age range. There are few books and minimal technological resources. The professional development needs for teachers of students in this age range in the areas of phonemic awareness, phonological awareness, and alphabetic skills are staggering. All of these areas are tremendously reflected through the children at RB's lack of age appropriate expressive and receptive language skills.

The areas of concern addressed above have been recognized to some degree by leadership and staff at RB. However, the limitations of resources at RB have led to limited steps to address the problems. There have been schedules posted of activities for children to guide student progress. However, there has been no formative assessment designated at this point. In terms of literary resources the lack of funds has significantly limited the ability of RB to obtain books, computers, and other forms of interactive technology. At the present time, professional development has included Bright from the Start training for work sampling on-line. The teachers at RB have completed the state Pre-K mandatory Lead Teacher and Returning Teacher trainings.

The teachers will also be participating in an additional constructive play workshop. At the present time, the relevance and rigor of professional development to meet literacy goals for students has been extremely deficit.

Underlying Problems. The root causes for the lack of a cohesive literacy program, as identified in the needs assessment, are a lack of literary resources, a lack of fidelity to best practices, and unsustained professional development that does not vertically align with public school best practices for children in the 0-4 age range.

The rationale for the determination of the cause is evidenced by the lack of literacy materials indicated by the teachers and staff at RB. Additionally, the lack of sustained professional development was derived from a review of the needs assessment and the professional development that has been conducted to the present time. There is a clear lack of alignment with the “What” of literacy as indicated in the Necessary Building Blocks of Literacy Plan Birth-to-12th Grade in Georgia and the professional development that has been provided. RB is under new leadership and there is a clear recognition by the new director, Dr. Merritt, that young children need a more instructional focus rather than daycare focused approach to enter public schools with the needed prerequisite skills.

At the present time, there have been limited steps taken to address the problems identified above. However, with new leadership and a clear vision for the literacy needs of the students at RB, the center is uniquely poised to maximize the funding that could be provided by this grant. The children at this center are in a situation where they would benefit tremendously from the allocation of this grant. Further, the new leadership in a collaborative effort with Rome City Schools is well-situated and trained to implement the grant proposal.

One area of new information uncovered in the needs assessment dealt with the lack of parental and staff communication. Staff and parents were not encouraged to interact about the status of students' progress. This is an area that is being addressed at the present time. A new attitude of increased parental involvement with center staff is enhancing communication between home and center. The exchanges are constructive in strengthening the developmental growth of children.

Project Goals and Objectives. After an exhaustive review of the needs of RB in alignment with the "What" and "Why" documents of the Striving Reader's Grant the following goals and objectives have been determined:

1) The acquisition of a research based phonemic awareness program. The objective is to assist students entering Kindergarten with a phonological foundation to become effective readers.

2) Sustained professional development on the use of a research based phonemic awareness program with the staff at RB. The objective is to provide on-going training because fidelity in implementation, progress monitoring of implementation and continual enhancement of practice are essential to the success of any new initiative.

3) The acquisition of print media (books, magazines, etc.) for use with the 0-4 population. The objective is to provide a literacy rich environment as indicated in the "What" and "Why" documents to foster the development of future literacy skills of 0-4 year olds. As, indicated in the documents it is of paramount importance that the children access print and other types of media. Additionally, it is highly important that the 0-3 population is frequently read to by adults.

4) Sustained professional development on the use of print media with the 0-4 population for the staff at RB. It is critical that in the 0-3 age range the staff at RB receive training on

effective strategies for reading with young children to help them become strong, comprehensive readers later. The acquisition of vocabulary development in this process is also of tremendous importance. Children in poverty, such as those at RB, are exposed to far fewer words in the early years. The lack of vocabulary leads to iterative reading deficits that are highly difficult to remediate.

5) The acquisition of interactive technology (computers, SmartBoards, etc.) for use with the 0-4 population. The objective of obtaining technology is to allow these children to have access to a variety of media that they may lack in the home setting and lead to enhanced student engagement.

6) Sustained professional development on the use of technology with the staff at RB. The objective of the on-going training is to assure that interactive technology is used effectively for facilitating learning.

7) Sustained professional development on best practices in student engagement and literacy skills with the staff at RB. The objective of this type of training is to be certain that practices, such as frequent reading and exposure to language for 0-3 year olds and the development of phonological awareness in 4 year olds, are implemented with fidelity and monitored for effectiveness.

8) Twenty additional days of Pre-K instruction for children in all Tiers of instruction. The objective is to provide these Pre-K students with instruction they would otherwise be lacking. If Pre-K students lose twenty days of best practices instruction, they will be lacking critical skills to enter Kindergarten and be successful.

9) The reemergence of an at-risk program to follow the twenty additional days of instruction for 3 and 4 year olds in Tiers three and four of the pyramid of instruction. Students in

Tiers three and four who are already struggling will begin Pre-K or Kindergarten significantly behind and not catch up academically unless this is provided.

Practices Already in Place. As a part of the development of the plan, the current practices at RB were reviewed. The state funded Pre-K program has mandatory professional development that is already in place. RB participates in this training which will augment the goals of this project. The Georgia Early Learning Standards provide specific developmentally appropriate activities and objectives that students should strive for in literacy as well as other areas. RB is currently using the Georgia Early Learning Standards to guide in the provision of services.

RB currently has a daily activities schedule for all of its students. Enhancement will need to be made in the incorporation of more child development literacy activities that are research based for children aged 0-3.

RB currently collaborates with RCS in the provision of services for children who are identified as qualifying for special education. RCS actively engages with RB to provide child find services for students who may have disabilities. Child find includes the provision of brochures detailing developmental milestones in the 0-4 age range.

Goals to be Funded with Other Revenue Sources. State Pre-K currently funds four classes in RB. All of the goals in the plan will be enhanced by the provision of these services. The funding from state Pre-K allows for the purchase of some materials and salaries of staff as well as the provision of professional development. Department of Family and Children's Services and United Way also provide for the provision of some monies allocated to providing services for children in their network.

REBECCA BLAYLOCK LITERACY PLAN

Goal	What	Who (Leadership)	Participants	Timeline
1	Research effective phonemic awareness (PA) programs for a best-fit for RB.	Dr. Merritt, Dr. Kemp, Ms. Huggins, and Ms. Orr	RB Staff, RCS Literacy Coaches, and RCS SLPs	May 2012
	Purchase a PA program.	Dr. Merritt and Dr. Kemp	Dr. Merritt and Dr. Kemp	July 2012
2	Initial training in the use of a PA program (6 to 8 hours).	Literacy Expert/ Professional Trainer for Program	RB Staff	August 2012
	Monthly updates and refreshers regarding the on-going implementation of PA program.	Ms. Huggins RCS SLPs Dr. Merritt	RB Staff	September 2012 – May 2013
	Weekly fidelity checks on the implementation of the PA program.	Dr. Merritt RCS SLPs	RB Staff	September 2012 – May 2013
	Pre-test, post-test and progress monitor students on the PA program using an aligned instrument.	Dr. Merritt and Dr. Kemp (Monitor process.)	RB Staff	Pre-test (August 2012), Progress monitoring (Tier dependent), Post-test (May 2013)
3	Completion of an exhaustive review of print media at RB.	Dr. Merritt	RB Staff	March 2012
	Based upon deficits in media, purchase media to target identified needs.	Dr. Merritt	Dr. Merritt and Dr. Kemp	August 2012
4	Monthly meetings focusing on the effective use of print media with 0-4 year olds.	Dr. Merritt and RCS Literacy Experts	RB Staff	August 2012 - May 2013
	Monthly focus walks to monitor the implementation of effective print strategies.	Dr. Merritt and RCS Literacy Experts	RB Staff	August 2012 - May 2013
5	Acquisition of interactive technology in each classroom at RB.	Dr. Merritt, Dr. Kemp and IT Experts	Dr. Merritt and Dr. Kemp	August 2012
	Purchase of two additional computers for each classroom with internet access.	Dr. Merritt, Dr. Kemp and IT Experts	Dr. Merritt and Dr. Kemp	August 2012

6	Initial professional development in the use of interactive technology.	Literacy Expert with IT proficiency	RB Staff	August 2012
	Monthly updates on the use of interactive technology.	Literacy Expert with IT proficiency	RB Staff	September 2012 - May 2013
	Fidelity checks for the effective use of interactive technology.	Dr. Merritt	RB Staff	September 2012 - May 2013
7	Professional development on the best practices in literacy and student engagement for children ages 0-4 (initial 8 hour training).	Literacy Experts, Dr. Merritt, and SLPs	RB Staff	July 2012
	Implementation of two best practices per month in the classes at RB.	Literacy Experts, Dr. Merritt, and SLPs	RB Staff	August 2012 - May 2013
	Focus walks for fidelity of implementation of practices.	Literacy Experts, Dr. Merritt, and SLPs	RB Staff	August 2012 - May 2013
8	Twenty additional days of Pre-K instruction.	Dr. Merritt	RB Staff	August 2012
9	At-risk program with children in Tiers 3 and 4 following school year.	Ms. Huggins and Dr. Kemp, Dr. Merritt	RCS SLPs, RB Staff, and Early Childhood Teachers	June or July 2013

Current school/center instructional schedule. Currently the center operates between the hours of 7:15 to 5:30 p.m. Communication and interaction is strongly encouraged throughout the day as a way to stimulate and solicit conversation from the students. Within the birth to 1 year of age, the instructional day would consist of critical times during diaper change, feedings, and floor time where infants respond to frequently spoken words from their caregivers by turning heads, babbling when name is called, and depending on the toddler's level of understanding, smiling is an interaction. 12-18 month olds are involved in small group, one-one interaction, floor time, and breakfast and lunch where they are responding to one-step commands, crawling to get specific objects and making motions, gestures, and sound to seek the attention to their

needs. 18-24 month olds are engaged in small group, large group, some floor time and individual play. Throughout the day verbal interaction from the caregiver brings about physical signals, facial expressions, and one word intonations to label familiar objects or people. 24-36 month olds are involved in small group, large group, activities involving music and movement, repetition of words and blends. During lunch, these students eat family style and model the verbal behaviors and responses of their caregivers. Throughout the day, students in the 3-4 year old classroom are able to follow multi-step directions and demonstrate understanding of simple commands by replicating them. They can attend to story time and imitate various portions of the story.

Plan for Tiered Literacy Instruction.

- **Tier 4.** Specially designed individualized instruction directed by an IEP or IFSP provided by LEA or BCW. Instruction should continue to include all Tiers listed below!
- **Tier 3. *Practices*** - Explicit teacher directed intervention for targeting the detected needs of children with individualized instruction using visual, verbal and tactile cues. Vocabulary instruction should focus on repetition and previewing with extended time for concept acquisition. Data collection should track student progress and improvement toward aim line should be seen in 6-8 weeks. If less than 50% improvement, refer for due process (**Tier4**). ***Materials*** - Should be specific to individual targeted needs.
- **Tier 2. *Practices*** - Vision and Hearing Screenings are automatic for children with difficulties. Deficits are targeted and students are instructed in smaller groups to address difficulties in addition to continuing **Tier 1** practices. Increased discussion and parent education would be a part of this Tier to coordinate efforts on deficits. Increased data collection and review should also begin to take place. Consultation with literacy experts (SLPs, reading coaches) for specific strategies and modeling of effective strategies should take place. ***Materials*** - Brochures detailing deficits in relation to developmental milestones will be provided. Parents should have access to a lending library to augment practices. Online resources should be utilized.
- **Tier 1.** ALL children need effective research based practices, which includes differentiated instruction. There is significant variability in the developmental needs of students in the 0-4 age range. A sampling of effective practices and materials based on developmental level by age is provided below:
0-1 Year of Age: *Practices* - Instruction through music, movement and manipulation of

materials, social interaction through verbal play. **Materials** - Mirrors, multiple/varying sensory and tactile materials, board books.

12-18 Months: Practices - Continue with the above practices, but begin a greater emphasis on expressive language, focus on active, inquisitive interactive play, vocabulary development is key, develop turn taking behaviors with peers and caregivers, develop cause and effect relationships by acknowledging communication attempts. **Materials** - hands-on materials that represent real life (i.e., dolls, kitchen, cars).

18-24 Months: Practices - Class-wide reading by instructor several times daily with physical manipulation of big books, develop attention and listening skills, vocabulary development, spatial concepts development (part/whole, sequential, etc. **Materials**- variety of story books (nursery rhymes), simple cause and effect toys (knob puzzles, jack in the box).

24-36 Months: Practices - In addition to previous practices add music and movement for early phonological development (sound segmentation, syllables), comprehension and anticipatory behavior instruction; **materials**- interactive technology (i.e., SmartBoards), simple musical instruments, books with manipulatives.

36-48 Months: Practices - In addition to previous practices, add emphasis on verbal expression through communication exchanges, pattern sounds, develop oral language fluency, identify simple concepts of print such as front and back of books. **Materials** - touch screen computers, SmartBoards, variety of books, dress up clothes and manipulatives.

Time, Personnel, and Strategies for Tiered Instruction. Specific personnel and strategies required for the Tiers are listed in the diagram above. Higher Tiers of instruction will require the commitment of additional time and personnel. The Tiers of instruction listed above are not static across all areas of skill. A student can be in multiple Tiers dependent upon his or her skills profile. Key to the success of the Tiers of instruction is a reliance on maintaining effective Tier 1 and 2 instruction. If the vast preponderance of resources is not utilized at Tiers 1 and 2, the students will develop and/or fail to remediate deficits before they become pervasive. In order to best target students for instruction, a universal screener will be required for all students. Students in Tiers 2, 3, and 4 will require ever expanding levels of progress monitoring for the efficacy of interventions.

RB will collaborate with RCS to be certain that there is a consistency in the implementation of the struggling reader's initiative with current improvement initiatives. In

addition, there will be continual consultation to determine that philosophical perspectives do not lead to a scattered or ineffective use of funds allocated in the struggling reader's initiative.

Current Classroom Resources. A Needs Assessment inventory indicated very limited classroom resources at RB to foster development in all the developmental domains. Currently, RB has mismatched and broken pieces of puzzles, manipulatives, and toys. There are few to no real world type manipulatives and props, such as play kitchens and dress up clothes. There are some magnetic letters, linking chains, legos, zip-button-snap boards, and musical toys.

RB has no current shared resources other than those provided by RCS for students identified disabled receiving special education services.

Current library resources. There are no library resources at RB at the present time. The public library no longer delivers books to schools and centers, which limits further access to community resources.

Additional resources needed to ensure student engagement. Resources identified in the Plan for Tiered Literacy Instruction in this document include: interactive and highly stimulating toys, highly engaging cause and effect toys, manipulatives, cloth books, big books, musical toys and books with sound, interactive technology, sensory and tactile materials, language development/phonemic awareness programs and kits.

Classroom practices and activities. The current practices are more childcare/daycare driven and lack developmental focus. Practices that need to be in place to build literacy in the 0-4 age range are frequent reading, developing phonological awareness, musical development focusing on sounds, frequent monitoring for progress, manipulatives in instruction, and frequent dialogue and acknowledgement of dialogue with caregivers. These practices are not exhaustive and there are wider ranges necessary.

Intervention Programs. A phonemic awareness and alphabetic principles program should be in place with an intervention component to address the specific needs of students who are in Tiers 2, 3, and 4. Specialists, such as SLPs and literacy coaches, should also be accessible to provide specific instruction to teachers on the development of explicit strategies to remediate deficits. There are no additional strategies beyond the scope of this document noted in the Plan for Tiered Literacy Instruction and Literacy Plan that need to be noted. Refer to these sections.

Project Procedures and Support. All students will receive Tiered instruction. All students will continually receive Tier 1 instruction simultaneously with other necessary Tiers. For those students needing additional assistance (Tier 2), small group instruction interventions will occur. At Tier 2 parental involvements will be increased in an effort to support the parent’s insight into the child’s deficit and home strategies for support. For Tier 3 the instructional time in the classroom will be increased to provide the addition of one-on-one instruction with the teacher. Intervention efficacy will be examined and the time increased in particular interventions or different interventions may be added. If interventions are not effective in Tier 3 after 6 to 8 weeks, experts in targeted fields will then be called in to conduct additional testing. The testing will determine if the student requires support through special education services. If eligible for special education, at Tier 4 the student will receive a specially designed instructional program that is driven by an IEP or IFSP.

SAMPLE SCHEDULE FOR RTI - 4 Year Olds		
Time	Activity	Participants
7:15-8:00	Breakfast - Family Style - (Tier 1) All students will be encouraged to engage in receptive and expressive language activities with an emphasis on oral expression and expanding language by teachers.	All students, Pre- K and 0-3 providers
8:00-9:05	Large Group Time (Tier 1) focus on basic language development including phonemic awareness, basic language	All Pre-K students and

	concepts (i.e., spatial concepts), includes calendar time and songs to facilitate language.	Pre-K teachers
9:05- 9:35	Small Group Instruction - Opportunity 1 (Tier 2) *Tier 3 & 4 students will also participate. The groups will be student specific and focus on identified needs including a lack of expressive or receptive vocabulary, phonemic awareness and/or an inability to follow procedures. Reading with explicit emphasis will also be featured.	Specified Pre-K students, Pre-K providers trained in the specific strategies to meet the needs of the identified students.
9:35-10:35	Center Time (Tier 1) - However specific explicit instruction for children in Tiers 3 and 4 will be embedded within this time. Center time allows students the opportunity to work on a number of sensory activities, play with real props (kitchen, dress up clothes), engage in turn taking activities, orally expressive themselves and receive peer feedback. Students in Tier 3 may receive explicit instruction on accessing this environment through the use of teacher explicit talking and tactile cues. Students in Tier 4 will receive explicit individualized instruction on specified deficits such as turn taking, oral expression, recognizing environmental cues, or other needs specified by the IEP.	All Pre- K students will participate. However, some will receive guidance at the Tier 2 level while others may receive Tier 3 or 4 supports based on their needs. Service providers will vary based on student needs and range from will Pre-K teachers to SLPs.
10:35-10:50	Clean Up - Students at Tiers 1 and 2 will assist in cleaning the area. This will assist in oral communication and turn taking behavior. Students in Tiers 3 and 4 will continue to receive additional support as indicated above in their areas of specified need. This will allow for an elongated period of intervention for these students and an opportunity to apply multiple interventions to address targeted weaknesses.	Tier 1 and 2 providers will be Pre-K personnel. Tier 3 and 4 providers may be SLPs, Pre-K teachers, or others trained in the intervention strategies needed for the students.
10:50-11:20	Outside Recreation- Students in all Tiers will participate. Students in Tiers 3 and 4 will be provided with additional support as needed to target deficits that may be preeminent in this activity. For example, students with oral expressive difficulties may be provided with explicit guidance will be provided with explicit guidance on making their wants and needs known to peers.	Pre-K providers with guidance and modeling from SLPs and literacy experts.

11:20-12:00	Wash Up for Lunch and Lunch - Students in all Tiers will participate. As indicated in breakfast above this will provide some excellent communication opportunities. Students in Tiers 3 and 4 could also benefit from some sequencing activities related to the lunch process and communication with peers.	Pre-K providers with support from SLPs for sequencing activities suggestions and facilitation of language.
12:00-12:20	Music and Movement - All Tiers will participate, critical to the development to the development of recognizing sounds and their differentiation.	Pre-K providers, music teacher for consultation
12:20-12:40	Phonemic Awareness - All Tiers will participate.	Pre-K teacher trained in PA
12:40-1:15	Large Group Literacy to include all Tiers with an emphasis on the best practices articulated in this document. For example, oral reading by adults with an emphasis on vocabulary development.	Pre-K teacher trained in best practices with consultation from SLPs and literacy experts
1:15-1:30	Transition to Rest- Tiers 1 and 2, Tiers 3 and 4 will receive additional PA or language development to address their specific needs.	Pre-K teachers, SLPs
1:30-2:30	Rest – all Tiers will participate	Pre-K teachers
2:30-2:40	Manipulatives (puzzles, games, play)- all Tiers will participate	Pre-K teachers
2:40-3:00	Concluding Activity- all Tiers will participate in this activity designed to summarize daily events and improve expressive language skills	Pre-K teachers

Professional Learning Needs.

CURRENT AND ON—GOING PROFESSIONAL LEARNING		
Topic	Hours	% of Staff Attended
Child Day Care Professional Course	5	100%
Best Practices-New Lead Teacher Initiative	40	100% (Pre-K) Initiative is on-going
		100% (Pre-K)

Work Sampling Systems	8	Initiative is on-going
CPR, Fire Prevention Education	3	80%
Director's Training	8	100% (Dr. Merritt attended)

Preferred method of delivery of professional learning & Programmatic Needs. The preferred method of delivery of professional learning is a combination of presenting concepts by experts in literacy and/or technology followed by classroom follow-up for fidelity. In addition, RB staff should have exposure to classrooms in RCS in which best practices are modeled with fidelity by exemplary educators. The professional development needs for teachers of students in this age range in the areas of phonemic awareness, phonological awareness, and alphabetic skills are staggering.

Assessment/Data Analysis Plan. Current Assessment Protocol.

Assessment	Purpose	Skills	Frequency
DP-3 (Ages 0-3)	Screening	Development and Function	RCS is coordinating with RB to determine a baseline on these skills at the present time using the DP-3.
PPVT-4 (Age 4)	Screening, Progress Monitoring, Outcome	Vocabulary and Oral Language	RCS is coordinating with RB to determine a baseline on these skills at the present time using the PPVT-4.

School Comparison with Research Recommended Assessments. RB does not have a systematic series or menu of assessments. As a part of the grant process, RCS conducted a screening with a representative sampling of students on the DP-3 and PPVT-4. As part of the literacy program, these assessments will begin to be administered at least twice per year. Additional instruments for progress monitoring will also be researched and implemented.

Budget Summary. The vast majority of the budget will be expended within the 1000 series for materials and services that directly impact the students. Other areas of heavy expenditure include the 2100 and 2210 series. These areas will allow teachers and staff at RB to access extensive professional learning opportunities as well as visit local schools to view the modeling of best practices in instruction. There are heavy expenditures in the area of contracted services because RB will require extensive training from literacy experts. The expenditures in the budget are directly aligned to program goals and the implementation of the literacy program.

Georgia Striving Reader Subgrant	
Budget Breakdown and Narrative	
Function Code 1000 – Instruction	Year 1
Object Codes	Amount Budgeted
112- Certified Teachers	30,000
140- Paraprofessionals	15,000
200- Benefits	9,000
300 – Contracted Special Instructors	10,000
610 – Supplies	15,000
611 – Technology Supplies	5,000
612 – Computer Software	7,000
615 – Expendable Equipment	15,000
616 – Expendable Computer Equipment	30,000
641 – Textbooks	
642 – Books and Periodicals	7,000
Function Code 1000 – Instruction Narrative: The vast majority of this grant should be expended in the 1000, direct services function code. RB has a lack of materials that is pervasive and includes a need for books, equipment, software and computer equipment. The need for these materials is detailed throughout the grant proposal. The Striving Reader’s Grant is not intended to pay for personnel. However, these amounts indicated are for 20 additional days of Pre-K and a 20 day at-risk program.	
Function Code 2100 – Pupil Services	Year 1
Object Codes	Amount Budgeted
300 – Contracted Services	
520 – Student Liability Insurance	
580 – Travel	3,000
610 – Supplies	5,000
641 – Textbooks	
642 – Books and Periodicals	5,000
Function Code 2100 – Pupil Services Narrative: The implementation of the literacy grant will require services from professional trainers/literacy experts in the areas of early literacy instruction, interactive technology instruction, and phonological awareness.	

Function Code 2210 – Improvement of Instructional Services	Year 1
Object Codes	Amount Budgeted
113 – Certified Substitutes	5,000
114 – Non-Certified Substitutes	3,000
116 – Professional Development Stipends	10,000
199 – Other Salaries and Compensation	
200 – Benefits	
300 – Contracted Services	25,000
580 – Travel	5,000
610 – Supplies	5,000
810 – Registration Fees for Workshops	5,000
Function Code 2210 – Improvement of Instructional Services Narrative: In order for students to make improvement, the teachers must receive an abundance of professional learning as detailed throughout the application. These funds will allow teachers to receive extensive, high quality learning.	
Total Budget for Year 1	\$ 229,000