

**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 <sup>th</sup> 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

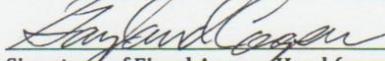
Position/Title of Fiscal Agent's Contact Person: Superintendent

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 12<sup>th</sup> grade. Students must be given the literacy skills to meet the demands of the 21<sup>st</sup> 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 12<sup>th</sup> 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 12<sup>th</sup> 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%

<b>ROME CITY SCHOOLS</b>									
<b>CRCT Reading/ELA 2011 (Full Academic Year Students)</b>									
	All	Asian/ P.I.	Black	Hispanic	White	Multi-Racial	SWD	ELL	Econ. Disadv.
<b>Students</b>	2306	40	824	647	676	116	244	311	1716
<b>Basic (DNM)</b>	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
<b>Proficient (Meets)</b>	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
<b>Advanced (Exceeds)</b>	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
<b>Meets + Exceeds</b>	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
<b>Meets + Exceeds &gt;= 80%</b>	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
<b>Confidence</b>									

<b>Interval</b>							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%

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

	<b>Project Title</b>	<b>Funded Amount</b>	<b>Is there audit?</b>	<b>Audit results</b>
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.**

<b><u>FY 2011-12</u></b>	<b><u>Title I Funds</u></b>	<b><u>Title II-A Funds</u></b>
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.

	<b>Individual Responsible</b>	<b>Supervisor</b>
<b>Purchasing</b>	Ms. Debbie Downer, Director of Curriculum and Instruction	Dr. Gayland Cooper, Superintendent
<b>Site-Level Coordinators</b>	<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

<b>Professional Learning Coordinator</b>	Ms. Debbie Downer, Director of Curriculum and Instruction	Dr. Gayland Cooper, Superintendent
<b>Technology Coordinator</b>	Mr. David Smith, Director Mr. Jeff Hargett, Instructional Technology Coordinator	Dr. Gayland Cooper, Superintendent
<b>Assessment Coordinator</b>	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 12<sup>th</sup> Grade.

# GEORGIA DEPARTMENT OF EDUCATION Striving Readers Comprehensive Literacy Grant

## School and Center Cover Sheet

<b>DOE Use Only</b> Date and Time Received:		<b>DOE Use Only:</b> Received By:		<b>DOE Use Only:</b> Project Number	
<b>School Name:</b> Elm Street Elementary				<b>Total Grant Request:</b> \$483,850	
<b>System:</b> Rome City Schools		<b>School Contact Information:</b>			
		<b>Name:</b> Dr. JoAnn Moss		<b>Position:</b> Principal	
<b>Number of Students</b>		<b>Phone Number:</b> 706 232-5313		<b>Fax Number:</b> 706 802-4315	
490		<b>Email Address:</b>  jmoss@rcs.rome.ga.us			
<b>Number of Teachers</b>					
40 38 teachers 2 support					
<b>Free/Reduced Lunch %</b>					
80					
<b>Principal's Name:</b>  Dr. JoAnn Moss			<b>Other Reform Efforts in School:</b>  Title I Schoolwide Project		
			<b>Principal's Signature:</b>  <i>Dr. JoAnn Moss</i>		

## **Elm Street Elementary School Application**

**School History.** Elm Street Elementary School is a neighborhood school with a long and outstanding heritage. However, this neighborhood that was once a dynamic middle class gathering of owner-occupied homes and extended families has morphed into an inner city grouping of mostly rental homes and struggling families who are often living “doubled up”. The minority make-up and poverty status of the school and area does not diminish its 89 year history. Even through the demolition of the original building and the construction of a brand new facility eight years ago, classes have still been held continuously on the same site. This Title I school, with 80% economically disadvantaged and 86% minority student still holds on to a proud reputation, high expectations, and positive achievement rates. The challenge of maintaining this level of excellence, given changing demographics; dwindling resources; and the absence of preschool intervention, is huge. With over 50% entering school with little or no expertise in the English language, the needs become exponentially greater. Even with challenges, Elm Street has been recognized as a Georgia School of Excellence; has twice been named a “No Excuses School” by the Public Policy Foundation; a Pay for Performance winner for every year of that program (one of two in GA); and was last year awarded the Georgia Star Award for Best Promising Practices in Response to Intervention (RTI). Demographically, our 500 students are 53% Hispanic; 34% African-American; 7% Caucasians; 6% other. In order to meet the needs of this diverse group, we have implemented program changes, intensive interventions, and master schedule refinements. We were a pilot RTI school for the system and are committed to building relationships with students. Building “community” has produced a culture of making multiple home visits. During the first 10 days of school, every student had a home visit by a teacher, coach, principal, or a team of teachers, providing an Elm Street tee-shirt as a welcome gift. The

fact that all teachers participated in this voluntary program speaks volumes! G.K. Chesterton describes our culture; “There is a road to the heart and it doesn't go through the intellect.”

**Administrative and Teacher Leadership Team.** The Leadership Team is composed of the principal, academic coaches, and grade level teachers and has an academic focus. After school meetings are held weekly for either the full team or a sub-committee of the team. The Leadership team leads in data analysis from which the School Improvement Plan (SIP) is created. The Georgia Absolute Priority #2, Enabling More Data-Based Decision Making, is one on which we continually analyze and reflect to determine if data is, in fact, driving our instruction.

**Past Instructional Initiatives.** Extensive system-wide training, along with two years of Class Keys teacher evaluation training, has given us a firm foundation in the use of research-based best practices. Elm Street was a Response to Intervention (RTI) pilot school for the system, and the State STAR award winner for Promising Practices in RTI. We established a strong scheduling component that allowed a consistent, flexible intervention schedule and frequent progress monitoring. Quality curriculum and instruction, with differentiation, has been provided for each child as Tier One of the Pyramid. Students at-risk have received, in addition to Tier One instruction, research based interventions such as SRA Direct Instruction (DI) Language for Learning, Reading Mastery I, II, Corrective Reading, and Horizons; guided reading; Start-In; LIPS Phonemic Sequencing Program; Road to the Code/Reading; Harcourt Trophies Interventions; Fantastic Five, and reading intensive math units based on exemplars.

**Current Instructional Initiatives.** The programs listed above are still currently in place, but with varied emphasis based on needs and availability of materials (DI & LIPS). RTI is consistently strong and uses varied strategies and programs. A strength is our new (daily, 60

minute ) Connections class for struggling students, which provides time over and above regular instruction. For motivation, 20 iPads are used with immense positive effect, but never take the place of face-to-face student/teacher interaction. In the upper grades, Lucy Calkins Units help implement the workshop model; “Read, Write, Talk” helps with reading comprehension.

**Professional Learning Needs.** Training on the CCGPS is a paramount need. Introductions are planned; intensive training and monitoring, particularly for content area teachers, is needed! More strategies to address struggling sub groups, particularly SWD (Students with Disabilities), for all teachers, not just Special Education teachers, is needed. African-American males are also experiencing an achievement gap. Resources are not used to their maximum capacity unless they are carried out completely and correctly, thus training must be up to date for all teachers. Having a stable teaching staff, all Highly Qualified, has enabled us to sustain our training, but budget-related cuts have required new assignments and the need for targeted retraining. ELL inclusion teachers and six others, hold the ELL endorsement, but more are needed. Specific Literacy topics requiring targeted retraining include: *Imagine It* - the core phonics program; Direct Instruction; differentiation and use of interventions; DIBELS for progress monitoring; GRASP; Writer's Workshop; Data Analysis; Best Practices in math focusing on vocabulary.

**Need for a Striving Readers Project.** “Literacy is paramount in Georgia’s efforts to lead the nation in improving student achievement. All teachers, therefore, are literacy instructors who must coordinate the development of students’ skills in accessing, using, and producing multiple forms of media, information, and knowledge in each content area.” (gadoe.org “Why” document). This school fully supports and shares this foundational statement about Literacy. The population at Elm Street needs more time, resources, and specific research-based solutions to

learning delays and diagnosed problems. In looking at state CRCT data for all students, Elm Street scores favorably, with over 90% meeting Literacy standards in all but 4<sup>th</sup> grade. However, in studying the achievement gap between subgroups (SWD, African American males), we see an alarming difference. Moreover, we recognize that “meeting the standards” on the CRCT is a minimal yardstick on a minimum competency test. The challenges that exist, in order to be competitive, demand more than merely “meeting standards”. One look at the state and national NAEP results proves that we have fallen short, even with upper 90% on CRCT scores! We need to focus on “exceeding the standards” for all subgroups with literacy development being the key component to every discipline, the component that will carry students to our goal of preparation for college or career for all. Specific obstacles to our progress are ten year old classrooms libraries; no leveled student texts in the Media Center; ten year old sets of leveled texts for checkout by teachers; limited guided reading resources; limited take home materials for students; and inadequate non-fiction titles that are correlated to standards. Teachers are hesitant to allow basal support books to go home. Students also have minimal use of technology/internet in their homes (in spite of self-report of 60% access), requiring the school to attempt to pick up the slack. We have a modern eight year old building, but most of the funding was applied toward the building, with little remaining for books or technology. Two nationally competitive grant wins enabled us to open with new technology and infrastructure, but that technology is now eight years old and much is obsolete. Our “Stock the Shelves” committee raised \$20,000 for new titles in the Media Center, an impressive stakeholder commitment, but purchases are now aging, worn, and not coordinated to CCGPS (or even GPS)! With declining revenues, state funding has also shrunk.

**School Literacy Team.** Our Literacy Team consists of the Principal, the Primary and the Upper Grades Literacy Coaches, five selected literacy teacher leaders, an ELL teacher, and a Special Education teacher.

**The function of the site based literacy team in terms of the needs assessment.** The Literacy Team is trained in the administration and diagnostic interpretation of data (ex.- DIBELS). Assessment information is channeled through the RTI committee where appropriate interventions are planned, based on the benchmark data and progress monitoring.

**Minutes of Meetings.** Agendas, sign-in sheets, and minutes of the meetings of the site-based literacy team are kept and show an organizational structure based on grade levels needs; their focus is on training, collaboration, and reflective evaluation. Minutes show that the Literacy Team, led by the coaches, plan and administer needs assessments; lead collaborative planning where assessments are studied; redeliver staff development on use and interpretation of student formative data; and serve as a resource for literacy teachers, particularly in analyzing data.

**Literacy team; communication and collaboration in the decision making process.** The Literacy sub-committee of our Leadership Team serves as the Literacy Team. We believe this is a viable model as it ensures the most effective communication and coordination of needs and solutions. Collaborative discussions are held at faculty meetings regarding needs and initiatives. Communication is face-to face, by email, at general and Leadership meetings, and through a published schedule of meetings provided by the principal during pre-planning.

**Literacy Team Schedule.** Meetings are held six afternoons per month (alternating with full leadership and literacy) and one day weekly during teachers' collaborative planning.

**Literacy Team Initiatives.** The Literacy Team is an academic team that works toward integration and excellence in all subject areas. Effective ways of integrating reading in all classes is a focus; in order to have students reading literature for the suggested amount of time, they must be reading in all content areas. Initiatives of the Literacy Team include teacher training on integration strategies for all disciplines, particularly math and science; reading training to facilitate a functional application of math reasoning; reading comprehension strategies; the analysis and use of data to design effective interventions; a morning “Everyone Reads” emphasis while waiting for the bell; “Lunch Bunch” groups; Focus Walks; and interactive PTO nights.

**Analysis & Identification of Student and Teacher Data Student Achievement Needs.**

	<b>2009</b>		<b>2010</b>		<b>2011</b>	
	<b>Meets &amp; Exc.</b>	<b>Exceeds</b>	<b>Meets &amp; Exc.</b>	<b>Exceeds</b>	<b>Meets &amp; Exc.</b>	<b>Exceeds</b>
<b>3<sup>rd</sup></b>	96	23%	90	23%	96	21%
<b>4<sup>th</sup></b>	92	21%	90	21%	84	21%
<b>5<sup>th</sup></b>	85	21%	87	20%	93	18%
<b>6<sup>th</sup></b>	93	23%	85	23%	96	49%

**High School Graduation Data.** (%)–Total-77. 5; Cau.-82.8;Blk.-68.9;H-83.3;ELL-54.5;ED-72.7.

**Early Learning Readiness.** Elm Street has one on-site Pre-Kindergarten (PK) class that uses GA Work Sampling Online (WSO). We assess all K students using Phonemic Awareness Intervention (PAI) by the SLP at the PK level and continue into Kindergarten (K). Whole classes are exposed daily in Pre-K, K, and EIP classes. Special Education and ELL also intervene at an early age, all using inclusion for the targeted classes. DIBLES data shows PK as opposed to non-PK students enter K in the top 25% of the population. PAI shows significant progress.

**Disaggregated Reading CRCT data in subgroups for AYP grades 3-6 (%).**

2009									
All	Hisp.	Blk.	Wh.	SWD	Ec. Dis.	ELL	Male	Female	Number
94.3	92.6	95.6	95.2	65	93.4	81.0	93.6	94.6	219
2010									
92.0	92.9	90.2	95.2	69.0	91.4	93	88.0	95.2	249
2011									
92.3	94.7	88.5	93.2	68.5	92.2	94.9	90.3	94.4	247

**Teacher retention data.** Our retention rate, 88% returning in 2011 as compared to a 77% system average (2010 rate-91%), has been impacted only by retirement. In addition, 30% of our teachers have completed Leadership training at the L-6 level and are serving as teacher leaders in collaborative planning and on the Leadership Team. We have had eight teachers, including the principal, who are National Board Certified. These factors indicate a pervasive culture of professional learning and the presence of teacher leaders. The 100% participation in proactive home visits, the numerous face-to-face conferences, and frequent presence at after-hours community events are all a part of relationship-building with the minority and low socio-economic population served at Elm Street. These factors provide a measure of insurance that initiatives from this grant will have a high probability of sustainability.

**Teacher participation in professional learning communities or on-going professional learning at the school.** In addition to system training, teachers have been involved in collaborative book studies. Texts are chosen based on a needs assessment; *Understanding Poverty* by Ruby Payne, *The Minds of Boys* by Gurian; *Choice Words* by Peter H. Johnson, and *Eight Habits of the Heart* by Clifton L. Taulbert, *Literacy Strategies for Improving Math Instruction* by Joan Kenney; and intensive *Class Keys* element and rubric study are a few titles studied and applied.

**Curriculum Needs.** We are using quality programs, but most require consumables; classroom and take-home supplies; GPS/CCGPS non-fiction for content integration; high quality fiction; news periodicals; phonics manipulatives; leveled take-home libraries for classrooms; expanded library titles (and exemplars); assessment program (Scholastic Reading Inventory).

**Technology Needs.** At present, the ratio of classroom computers to students is three computers to 19 students in the primary grades and three to 26 in the upper grades. Computer Labs are present, but for a dedicated purpose. Other needs are hand-held devices, applications, and accessories to enhance the twenty iPads that are in place; ebooks; individualized computer-based skill programs; expanded Accelerated Reader program; video and still cameras; two additional interactive white board and document cameras; Smart Table; and student response systems for each grade level. Another need is Saturday Technology Opportunities where students can access Study Island, carry out research, and use other technology based activities.

**Needs Assessment.** Needs Assessments have consisted of: (1) a school level paper/pencil survey for teachers and (2) a survey for students (Nov. 2011); (3) a system-wide computerized survey administered by the system in all schools with data for the system and individually for each school (Nov. 2011); (4) a staff development survey taken by each school and compiled system wide (March 2011); (5) a homework survey taken by teachers (Jan. 2011); and (6) a system and school satisfaction survey for all stakeholders (Sept. 2010).

Each student was administered a survey in their reading class. For K and 1<sup>st</sup>, the teacher read the survey item by item and waited for the student to mark his/her response. Grades 2– 6 took paper/pencil surveys in class; teachers took paper/pencil surveys after school; the system computer survey was completed during planning.

All 26 classroom teachers took part in the school survey, regardless of their discipline. Coaches, inclusion teachers, administration and other support personnel were omitted. All teachers participated in the on-line system survey; the staff development needs assessment; the homework survey; 85% completed the 2010 accreditation survey; students present Nov. 30, 2011 took the student survey.

**Areas Of Concern.** Access to print resources is a prime area of concern for early learners, beginning in pre-school and continuing through all grades, as also validated in Georgia's "What" findings (Print concepts; Phonological Awareness; Phonics and Word Recognition, Fluency). Over half our students begin school with little or no English language skills. Also, we have found they do not have access in their homes to print material in their native language (Print Concepts, Phonological Awareness). Kindergarten through 2<sup>nd</sup> grade students must have access to books in order to experience them and develop an early desire for ownership of the printed word or meaningful pictures. In homes, the investment in books has been replaced by large television sets and games that do not develop an appreciation of the written word, seen as we go into homes far sooner than the surveys reveal it through numerical data. Schools need funds to fill this gap.

1. A PK-2 area of concern is the lack of language development as described in the elements of the "What" document.

2. The College and Career Readiness Anchor Standards for Reading (Key Ideas and Details; Craft; Integration of and Ideas; Range of Reading and Level of Text Complexity) are thorough in describing the areas of concern for our older learners. As our students progress through the grades, the lack of access to print material is still a major concern, particularly with

quality non-fiction texts that can inform on complex subject matter and that will help a child become truly immersed in a book.

3. Needs for technology/internet access also are evident with equitable access that is more convenient than those offered by public facilities.

4. The performance of our subgroups, SWD and ELL, is another area of concern. Our CRCT data chart shows outstanding achievement for ELLs, but based on graduation rates, further analysis is needed. The SWD subgroup continues to require multiple resources and interventions in order to experience success.

**Areas of concern and steps the school has or has not taken.** We address phonemic awareness needs through scheduling a SLP in every PK and K classroom for small group instruction. Extra exposure through more individual and after school small group intervention than our budget can now afford would strengthen this effort. Phonics instruction is provided to every student, but extra instructional time, in the form of after school or Saturday opportunities, is needed for struggling learners. The unavailability of a place for learning and homework practice is a constraint to the practicing of skills introduced at school. Surveys administered last year revealed that the positive effects of home practice are diminished, as it is a hurried, unsupervised, or nonexistent activity. We have attempted a take-home program that has potential, but needs more user friendly materials that parents and students can easily understand, coupled with leveled reading materials. In order to be college or career ready, particular attention needs to be given to ELL students. The data reveals this is the group with the lowest graduation rate as they progress to high school. At Elm Street, we provide targeted assistance and intensive RTI to help these students achieve in grades PK-6. The College and Career Readiness Anchor Standards articulate the need for Conventions of Standard English, Knowledge of Language, and

Vocabulary Acquisition and Use. This subgroup speaks the English language and passes the CRCT demonstrating basic understanding, but lack the depth of knowledge to succeed at a higher level. We have a lifetime site license to the Open Book program but lack enough technology to effectively integrate it into the classroom. We have some bilingual books and selections on MP3 players. All of these resources are good but limited in numbers in our school. Many of our existing efforts have been described, but we acknowledge that great potential is being wasted and it leaves the unanswered question of are we really giving them the deeper reading skills and content preparation needed to succeed. The ideas set forth in the “What” and “Why” have only been randomly addressed and not with the depth and consistency needed.

**Root Cause Analysis. The root or underlying causes of the areas of concern found in the needs assessment.** It is astounding to discover that we use many resources, programs and interventions to teach a child to read, but then we neglect to provide them, or cannot, with what is vital for them to practice those skills --- print material in the form of books. Our survey revealed that of our 26 classrooms, the median number of books in teachers’ classroom libraries was 313. Twenty of the 26 teachers, grades K-6, report that 100% of those books were purchased (or were given in the form of used books) by the teacher with personal funds. The remaining teachers report they purchased 75% of the books. Less than 25% of these are leveled texts and less than 25% are nonfiction. It is not surprising that less than 15% of the teachers are using Lexile levels. Less than 35% have students taking teachers’ books home to read. Sixty per cent check out Media Center books. These factors clearly are a root cause at the PK-3<sup>rd</sup> grade level, where decoding and comprehension should be mastered. Student report a greater number of books taken home than teachers indicate. Sixty percent of our students also report internet

access and profess to doing homework at home. These results are based on self-report. There is no hard evidence that this is reliable data, in fact, home visits would indicate otherwise.

For students in content rigorous 4<sup>th</sup> - 6<sup>th</sup> grade, access to print and media material is again a causal factor along with the need for higher level fiction and CCGPS specific non-fiction. For our population, it is also necessary to address real world connections and perceived usefulness. Lack of understanding of higher level vocabulary is often overlooked when we observe a student speaking and writing conversationally in English. Further analysis shows the ability to call words and take part in conversation does not translate to understanding content vocabulary.

**The specific grade levels that are affected.** All grades in our school are affected.

**A specific rationale for the determination of the cause.** The determination of the root causes are based on hard data as revealed by surveys, formative testing data, intervention progress monitoring, needs assessments, and the RTI process. Our RTI process is streamlined and provides specific student information. The data has validated conclusions made by a mature, experienced staff who are involved with the students. We conference with parents on their home turf as well as at school. We do “whatever it takes”, our mantra before it was a bestselling book.

**What has been done in the past to address the problem.** The RTI process at Elm Street, described in depth elsewhere in this application, is a major vehicle for knowing and understanding our students. Each year we feel we are getting better at meeting the needs of each individual. In past years, our program addressed the needs of students who were on the brink of success and needed a two day per week tutorial to provide the push to catch up on missing skills. The missing element was the intensive, five day per week extra program for those who need constant support. Our master schedule has been modified to offer Connections classes that are over and above the regularly scheduled class. In order to achieve both modes of intervention, the

everyday Connections class and the two day per week catch up, it was necessary for teachers to give up a part of their planning and for targeted students to give up their activity period. With only so much time in the school day, we have a rotation schedule for special events so that Physical Education and activity at recess can still be offered, although on a more limited basis. We use early mornings, bus lines, lunch sessions in classrooms, after school tutorials, and extra classroom support in order to achieve results. Critical to the success of this approach is planning for exciting classes that the student will feel is a reward, not a punishment. We use scientifically-based programs as the basis for the intervention and balance it with an assortment of other strategies---games, activity-based learning, and iPads for motivation. This approach has succeeded as we have students thanking us for selecting them for these interventions! Progress monitoring indicates growth for targeted students, as they often outperform regular classes. We realize Tier I education should be this rich and exciting for all in order to exceed, rather than just meet, the standards. For this, we need the increased time and resources for every student.

**New information the needs assessment uncovered.** Although we had an awareness of most issues, it was shocking to find out the severity of the problems we have cited. We were aware of the root causes, but did not realize they were as pervasive as the needs assessment indicated. We also discovered that as we continue to feel we are making headway with our interventions, the root causes of the problems are only getting more severe. As budgetary problems require us to do more with less as a school, the causes of the deficits in the families and early learning of our students are getting worse, so each year we are faced with a more needy population.

Based on the fact we have an outstanding teaching staff who goes above and beyond, it was surprising to find that most (90%) do not use Lexile levels, particularly in their classroom

libraries, probably because they have books that are old and acquired in a haphazard fashion and not leveled. Not using this readily available information in Media Center materials is disturbing, but again when looking at a collection with average age from 1988, the root cause becomes clearer. Based on teacher use of Lexiles, it is not surprising that 95% of students also do not use them. Our Media collection also lacks titles from the Common Core Exemplar list, even at the rate of one copy of each title.

**Goals to be Funded by Striving Reader.**

1. Adopt and implement a formal system wide literacy plan based on the What Document and Georgia's State Literacy Plan that is comprehensive from birth through grade 12
2. Increase student outcomes so that students are college and career ready upon graduation
3. Enable data-based decision making and better utilize resources in SLDS

**A clear list of project objectives that relate to implementing the goals identified.**

1. To provide an abundance and varied supply of appropriately leveled print and literacy materials for early learners, Pre-K – 2, school accessible and take home;
2. To provide content specific non-fiction and high level fiction materials for classroom and home use for grades 3- 6;
3. Refine for the benefit of all students a four Tier RTI Pyramid;
4. To provide vocabulary acquisition materials and strategies that will help all students, particularly ELL, acquire content specific vocabulary skills;
5. To acquire and use a variety of formative assessment tools that teachers will use to adjust and inform instruction;
6. To increase accessibility to technology for tutorial/study and for research purposes by increasing computers in the classroom and by offering after hours (afternoons, evenings, and/or Saturdays) supervised opportunities;
7. To increase motivation and knowledge of all types of technology by providing Tier I access to hand-held technology and eBooks to augment those offered through "Connections" intervention classes;
8. To provide training/monitoring that will ensure all teachers are consistently and appropriately providing technology rich applications in the classroom;
9. To have the resources in the form of program specific take home manipulatives and texts to continue the delivery of programs that are currently in use;
10. To provide comprehensive and high quality staff development literacy training in CCGPS for every content teacher, special program teacher, and administrator;
11. To train or retrain teachers, as needed, in the scientifically-based programs that are currently in use to ensure that they are delivered with fidelity;

12. To provide training for all teachers on the GASLDS and to develop a monitoring plan at school level to ensure usage;
13. To provide a reflective component for teachers in collaborative teams to ensure intentional strategies for developing and maintaining student engagement;
14. To provide a strong writing component that uses the strategies recommended in the Writing to Read program.

This plan is based on a study of best practices using scientifically based reading instructional programs and strategies. The Strategies for Academic Success from the state “What” and “Why” documents were used as a guide. Literacy Team and full faculty discussions validated our commitment to these guiding principles, many already in use. Our commitment is for all teachers to use these strategies consistently and pervasively.

Elm Street is currently using only research based programs and strategies. We have had success with these explicit instruction programs and strategies and strongly feel they should be improved through intensive teacher training and the acquisition of an abundance of text rich materials that will support the achievement of our students. We would like to add carefully selected interventions to support these programs and strategies that are presently in use.

#### **Goals to be Funded with Other Revenue Sources – Title I**

1. To provide three Academic Coaches for teachers who will provide classroom modeling and formal and informal training;
2. To provide RTI instruction, including Connections classes, through trained paraprofessionals under the guidance of certified personnel;
3. To maintain the existing infrastructure needed to support technology, both existing and new purchases from this grant
4. To provide the consumable materials needed for implementation of target programs

**Scientific, Evidence-Based Literacy Plan.** Organized, focused, and streamlined planning; faculty collaboration and buy-in; and constant formative assessment with data analysis that informs instruction are paramount to successful implementation of this project. These objectives, as well as the specific outlined in the goal section, will require quality professional learning, literacy rich classrooms, and technology integration. In preparation for this project,

comprehensive discussions have already taken place during the application process. Needs assessments; data analysis; status checks; and resource inventories were necessary first steps as we collaboratively planned this project. Sustainability has been considered and at every phase of implementation, a comprehensive **sustainability study** will be conducted to determine not only the present value of this program, but the school's ability to continue quality delivery after funding is no longer available. If we receive funding, our planning guide will be as follows:

**Phase I:** Notification of all stakeholders with a clear statement of the expectations associated with this grant. There must be a zero tolerance/zero exceptions agreement to the major tenants of the program. The next step will be to establish a timeline and prioritize purchases. The guiding principal in our timeline will be to address programs where lack of materials rather than need for training is the missing element. Teachers can therefore begin by doing what they know how to do, but doing it better and with all the necessary materials.

**Phase II:** The second priority will be for existing programs that are in place, but delivery is affected not only by lack of materials but unsound instructional practices. Staff development will be an integral part of this phase. System-wide sessions on CCGPS are already planned. Quality, intensive study will follow with real classroom experience embedded. Other staff development will be planned based on a careful assessment of the fidelity of the delivery of our programs. Using coaches and consultants, retraining will be on a strictly enforced timeline.

**Phase III:** New programming or programming that is badly in need of revamping will be considered in this phase. New initiatives will be carefully researched and weighed; continued training in the integration of Literacy standards for all disciplines will an important part of this phase. Planning and use of CCGPS will be a focus of teacher evaluation using the Class Keys

evaluation system. A careful discussion of needed materials will result in the purchase of a more targeted and comprehensive list of literacy rich materials.

The Elm Street Literacy Plan will be implemented under the leadership of the Literacy Team with all faculty playing a role in its complete implementation. Serving as Co-Chairs of the Literacy Team are the two Literacy Coaches. The Principal, also a member of the Literacy Team, will have the ultimate responsibility in ensuring the plan is carried out as proposed and that all staff members are doing their part.

Children will be equitably exposed to literacy rich materials for language development coupled with quality, research-based instructional strategies and programs. Best practices in the classroom, supported by guided reading texts; leveled fiction of all genres; non-fiction correlated to the CCGPS and all content areas; a writing component in every discipline; specific vocabulary instruction; and technology access will be provided in abundance. Instruction will be delivered according to a tiered plan that will be designed and monitored based on the diagnostically assessed needs of the learners. Our school is already data-rich; we will work to ensure that appropriate use of the data to drive instruction is an everyday, every class, occurrence.

The current instructional schedule is literacy intense with blocks of 150 – 175 minutes of literacy instruction daily, plus integration of literacy in other disciplines. Grades PK – 2 are self-contained, while 3 – 6 are departmentalized. Each teacher, 1st–6th, has 60 minutes daily planning from which they give back a minimum of two thirty-minutes segments weekly to deliver interventions in flexible groups or one-on-one. Thus, for the students in this Tier II intervention, an additional 60 minutes of targeted instruction weekly is added. For more severe learning deficits, a 60 minute Connections class replaces the hour long activity class each day, adding 300 minutes of literacy and/or math instruction each week. At the 3<sup>rd</sup> and 4<sup>th</sup> grade level,

a portion of Writing (3<sup>rd</sup>) and Social Studies (4<sup>th</sup>) has been carved out of the schedule to deliver explicit reading instruction.

Using a detailed master schedule, a tested and fundamentally sound time management system has been put in place at Elm Street that allows for tiered instruction within the school day. Simply stated, it involves differentiated instruction within the regular classroom at Tier I; two-day per week targeted interventions (plus after-school in many cases) for Tier II; five day per week Connections classes for Tier III (plus after school for most); and special program placement in Tier IV that may be inclusion with support or the resource room. This schedule has been presented and reviewed at the state SSTAGE conference where we were awarded the First Place STAR Award for our practice. We feel strongly that this type of schedule allows us to have specialists in place for reading and math and to address specific needs, whereas a block of time within the school day where everyone stops and instructs an intervention class does not allow for the best instructional specialists for every group. Too often the result of a one block intervention schedule is a filling of the time rather than the need. Additional before and/or after-school time is also used and is over and above the school-day schedule. Key to the schedule is an activity time for students and planning time for teachers that is 60 minutes, enabling teachers to “give back” time for interventions and for the Connections interventionist to have a full hour of daily classes for each grade level except K (45 minutes)

**Tier I Instruction.** Tier I instruction is delivered in the regular classroom where differentiated strategies are used. Materials currently include: Harcourt Trophies basal reading series; Imagine It Phonics program; “Start-In”; “Visualizing and Verbalizing”; paired reading; choral reading; Guided Reading; Jack and Jilly; guided reading sets; graphic organizers; Writer’s Workshop; content journals; interactive word walls; Read, Write, Talk” strategies. Another

important Tier I resource are the inclusion teachers (Special Education, ELL, paraprofessionals), generally scheduled in EIP classes. Their schedule has the flexibility to move to another class when there is a specified need or to regroup students from other classes for a period of time.

**Tier II Instruction.** Tier II instruction is delivered by the regular classroom teachers in their planning period “give-back” time two days per week and by after school teachers. Coaches also model Tier II intervention. Tier II instruction is in addition to Tier I and never supplants classroom instruction.

**Tier III Instruction.** The five day per week Connections class is the main vehicle for Tier III instruction at every grade level. This class is taught by a certified teacher working in a paraprofessional position. Assessment, diagnosis, and planning is under the direction of the coaches in coordination with the regular classroom teacher. The students selected for these classes are the ones who need long-term, more intensive, support. Activity based, interactive strategies are featured here, including iPads, providing another way to learn – not a repetition of what has not worked.

**Tier IV Instruction.** Tier IV instruction is reserved for special programs. Three full-time Special Education teachers and one contracted half-time; one full time and one part time Speech Language Pathologist; two full time ELL teachers; and eight paraprofessionals assist in delivery services for Tier IV instruction. Many of the students in special programs also receive support in the Connections classes (Tier III) and teacher-taught Interventions (Tier II). Delivery for special programs is through inclusion support in most cases with one resource room where off-grade level instruction is provided to the neediest. Where possible (60%), students in off-grade level reading also receive Tier I inclusion instruction.

**No Conflicts.** The Striving Reader initiative is a perfect match for Elm Street as it already encompasses the beliefs and best practices in place at this school. We will focus on Absolute Priority #1: Improving Learning Outcomes and Absolute Priority #2: Enabling More Data-Based Decision Making. It is not in conflict with present initiatives or projected new ones. If this grant is awarded, it will be accepted with assurances by the principal that guidelines will be faithfully followed.

**Strategies and Materials Including Technology to Support the Literacy Plan.**

**Current classroom resources for each classroom in the school.** Basal reading series; Phonics program for K- 2; phonics manipulatives; classroom libraries (limited at present); Smart Board and document camera in regular classrooms; two classroom computers.

**Current shared resources.** Virtually all curriculum materials are in short supply and must be shared. Specifically shared are classroom libraries and leveled texts; grade-appropriate dictionaries; intervention materials; special strategies discussed through vertical planning and shared on an as-needed basis. A shared computer lab provides upper grades research and skills practice opportunities. A second lab has dedicated use for activity classes and assessment.

**Library resources.** Our media collection contains slightly over 10,000 books. Our goal is to have 20 books per student and we fall short in several categories. The area of greatest need occurs in the non-fiction section where books are needed in the following areas: Arts and Recreation, Literature and Rhetoric, Natural Sciences and Math, Technical and Applied Sciences. Currently our collection has an average copyright date of 1988, indicating the need for updating. There are few CCGPS Exemplar texts. The collection also contains a variety of non-print items, including listening centers, PlayAways, maps, charts, globes, art prints, games, video/DVD collection, and six computers.

**Resources needed to implement the literacy plan including student engagement.**

Phonics manipulatives for interactive learning; a variety of leveled texts for students interest; non-fiction; bilingual texts; high interest-low readability texts; interactive software that supports vocabulary acquisition; handheld devices for spelling and vocabulary development.

**Activities that support classroom practices.** The 26 elements of Class Keys define the activities and best practices that form the Elm Street focus. Primary among these are the ability to better differentiate for each student; presenting interdisciplinary instruction with real-world connections; engaging students in higher order thinking skills; using diagnostic assessment strategies to inform planning; formative assessment to strategies to adjust instruction; using data to design appropriate, timely interventions; using accessible technology to enhance learning; and research-based practices for student engagement. Under each Class Keys element above are numerous practices that demonstrate exemplary acquisition of that element.

**Activities that support literacy intervention programs.** Interventions that support literacy include Direct Instruction, Rewards, Road to the Code, Start-In, LIPS, Visualizing and Verbalizing, Open Book, Guided Reading, Lucy Calkins writing units & related materials, workshop models; timed sight word lists; choral reading; paired reading; echo reading; use of graphic organizers; interactive word walls; reading of high interest/low level books.

**Additional strategies needed to support student success.** Intensive training in specific strategies and programs; in the CCGPS; and in moving up the scale on the rubric for Class Keys will make the programs and strategies already in place more effective. Training will also reveal to us strategies that would be effective, but presently not in use.

**Project Procedures and Support. Schedule.** Tier I instruction at every grade level encompasses basic instruction in literacy for everyone with differentiation within the classroom.

The fundamental understanding is that the better the quality of the Tier I instruction, the fewer students will be in other tiers. As a part of Tier I, in grades K – 5, an EIP class is designated.

**Schedules for K, 1<sup>st</sup>, and 5<sup>th</sup> are given** (does not include literacy integration in disciplines).

- **Kindergarten** – [8:00–8:30: Math] [8:30–10:45:**Literacy**] [Lunch] [11:15–1:00: Math] [1:00–1:45: Activity or **Intervention**] [Recess] [2:00-2:45 **Literacy**]  
**Total Literacy-180 minutes**
- **1st** – [8:00-8:30: Math] [8:30–11:15: **Literacy**] [Lunch & Recess] [12:00–1:00: Activity or **Intervention**] [1:00–2:50: Math]  
**Total Literacy–165 minutes**
- **5th**–[8:00-9:00:**Reading**] [9:00-9:30: Soc. St.] [9:30-10:30: Activity/**Intervention**] [10:30-12:15:Math] [Lunch & Recess][1:00-2:00; **ELA**] [2:00-2:45: Sci] **Total Literacy–120 minutes**

**RTI schedule for students requiring additional literacy support.** Under the RTI schedule Tier II students receive an extra 60 minutes per week in two sessions; Tier III receives 300 extra minutes per week in five sessions. This is in addition to 120-180 minutes daily already received and takes place during the Activity hour. In K, an RTI inclusion specialist and an SLP/ELL are each in each class daily for 60 minutes. (Connections rotation and recess ensures minimum PE).

The sample schedules shown above, when intervention is substituted for the Activity, becomes the RTI schedule. In addition, in upper grades, an additional reading time replaces some Social Studies instruction.

**Professional Learning Content and Strategies for 2010-2011**

<b>Topic</b>	<b>Hours</b>	<b>% of Staff Attended</b>
Class Keys Training	10	100%
Developing Writers Through Units of Study (Intermediate Literacy Teachers)	11	12% (6/52)
Reading Comprehension Instruction-Reading		

for Deeper Meaning	6	12% (6/52)
Skills and Strategies of Proficient Readers	2	27% (14/52)
Conferring with Readers	2	27% (14/52)
Small Group Work-Developing a Richer Repertoire of Methods	2	27% (14/52)

The preferred delivery of professional learning is intensive training of coaches and key personnel with redelivery in the school. Programmatic professional learning needs identified include use of new assessments, such as the Scholastic Reading Inventory.

**School Assessment/Data Analysis Plan.**

<b>(a) Assessment</b>	<b>(b) Purpose</b>	<b>(c) Skills</b>	<b>Frequency</b>
Phonemic Awareness Inventory - K	Formative Progress Monitoring	(AK, PA, CoP, OL) Listening Understanding of spoken words, syllables, phonemes	Three time annually
G-KIDS	Formative and Diagnostic Benchmarking	(AK,PA,CoP,OL,PN,A & R, NWF)  K GPS Master Checklist	On-going
GRASP Fluency & MAZE	Formative and Diagnostic Benchmarking	(ORL, RC)  Fluency and Comprehension	Progress Monitoring as needed
DIBELS	Formative and Diagnostic Benchmarking	(NWF, ORL,RC) Decoding, Fluency & Comprehension	Three times annually
SRA Direct Instruction; Decoding A & B, Rewards	Skill Development Diagnostic Instruction; Word Attack Vocabulary development	(NWF, ORL,RC,V)  Decoding, Fluency & Comprehension  Vocabulary (Rewards)	Check outs as directed by program
OAS, Study Island, Coach	Skill Practice on GPS	(V, RC) Grade Level GPS content & skills	With each topic; weekly

CRCT; 3 <sup>rd</sup> & 5 <sup>th</sup> Grade Writing Test	Summative	(V, RC) Comprehensive GPS	Spring of each year
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(c) A favorable comparison exists, K–6, between the Elm Street protocol and that shown through research, with no obvious gaps. Elm Street uses more formative and diagnostic assessments. (d) The Scholastic Reading Inventory (SRI) will be given three times annually. (e) The OAS will be replaced with another content specific benchmark test; all others will continue to be used. (f) Training on the SRI will be needed (g) Schoolwide data is shared with stakeholders through school presentations; at televised Board of Education meetings; newsletters; Title I annual meetings; and charts in hallways. Individual data is shared in individual conferences.

**Budget Summary.** This budget was written to address the gaps that exist in our ability to meet the Absolute Priorities addressed in the Why and What documents. A small part goes to training-related costs (\$29,000) (Object Codes 114, 300, 580, 810), bearing in mind this is augmented by our Title I funds of \$250,000 toward our academic coaches, the main vehicle for training. A substantial amount is devoted to the literacy rich materials that are necessary for students to become immersed in literacy and improve learning outcomes - \$175,000 (Object Codes 641, 642, 300, 610, 641). Updated technology and software accounts for \$225,000 (Object Codes 611, 612). Other funds, \$26,000 (Object Codes 610, 642) go to Media Services and instructional supplies. The requested amount of \$483,850 will enable us to provide balanced and targeted scientifically based instruction and the literacy rich environment that is so lacking in our community of learners, including Pre-K (extra 40 days at \$14,000 (Object codes 199 & 200).

<b>Georgia Striving Reader Subgrant</b>	
<b>Budget Breakdown and Narrative</b>	
Function Code 1000 – Instruction	Year 1
Object Codes	Amount Budgeted
300 – Contracted Special Instructors	\$2,150
610 – Supplies	\$12,000
611 – Technology Supplies	\$100,000

612 – Computer Software	\$125,000
615 – Expendable Equipment	
616 – Expendable Computer Equipment	
641 – Textbooks	\$15,000
642 – Books and Periodicals	\$100,000
Function Code 1000 – Instruction Narrative:	
Function Code 2100 – Pupil Services	Year 1
Object Codes	Amount Budgeted
300 – Contracted Services	\$15,000
520 – Student Liability Insurance	
580 – Travel	
610 – Supplies	\$10,000
641 – Textbooks	\$35,000
642 – Books and Periodicals	
Function Code 2100 – Pupil Services Narrative:	
Function Code 2210 – Improvement of Instructional Services	Year 1
Object Codes	Amount Budgeted
113 – Certified Substitutes	
114 – Non-Certified Substitutes	\$3,500
116 – Professional Development Stipends	
199 – Other Salaries and Compensation	\$12,000
200 – Benefits	\$2,000
300 – Contracted Services	\$2,200
580 – Travel	\$16,000
610 – Supplies	
810 – Registration Fees for Workshops	\$8,000
Function Code 2210 – Improvement of Instructional Services Narrative:	
Function Code 2220 – Educational Media Services	Year 1
Object Codes	Amount Budgeted
610 – Supplies	\$1,000
642 – Books and Periodicals	\$25,000
Function Code 2220 – Educational Media Services Narrative:	
Function Code 2500 – Support Services – Business	Year 1
Object Codes	Amount Budgeted
148 – Accountant	
200 – Benefits	
300 – Contracted Services	
580 – Travel	
880 – Federal Indirect Costs	
Function Code 2500 – Support Services – Business Narrative:	

<b>Total Budget for Year 1</b>	<b>\$483,850</b>
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