

# School Profile

Created Friday, November 30, 2012

## Page 1

### School Information

School Information   District Name:	Bartow County School System
School Information   School or Center Name:	Adairsville Elementary School

### Level of School

*Elementary (K-5 or Primary, Elementary)*

### Principal

Principal   Name:	Melissa Zarrefoss
Principal   Position:	Principal
Principal   Phone:	770-606-5800 x 4104
Principal   Email:	melissa.zarrefoss@bartow.k12.ga.us

### School contact information

(the persons with rights to work on the application)

School contact information   Name:	Kristy Laney
School contact information   Position:	Assitant Principal
School contact information   Phone:	770-606-5800 x 4108
School contact information   Email:	kristy.laney@bartow.k12.ga.us

### Grades represented in the building

example pre-k to 6

*Pre-K to 5*

### Number of Teachers in School

47

### FTE Enrollment

699

## Fiscal Agent Memo of Understanding

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

### Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Elizabeth Williams

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

Address: 65 Gilreath Rd

City: Cartersville Zip: 30121

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

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

John F. Harper  
Signature of Fiscal Agency Head (District Superintendent or Executive Director)

John F. Harper  
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

Elizabeth Williams  
Date (required)

# Preliminary Application Requirements

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## Page 1

Click on the [General Application Information](#) link below to assist you in the grant development process.

[General Application Information](#)

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

- 
- Yes
- 

Click on the [SRCL Rubric](#) link below to assist you in the grant development process.

[SRCL Grant Rubric](#)

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

- 
- Yes
- 

Click on the [Assessment Chart](#) link below to assist you in the grant development process.

[Assessment Chart](#)

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

- 
- Yes
- 

## **Assessments**

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

- 
- I Agree
- 

## **Unallowable Expenditures**

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

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

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

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

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

**Advertisements, Promotional or Marketing Items**

**Decorative Items**

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

**Land acquisition**

**Capital Improvements, Permanent Renovations**

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

**Dues to organizations, federations or societies for personal benefits**

Any costs not allowed for Federal projects per EDGAR, which may be accessed at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

**NOTE: This is NOT an all-inclusive list of unallowable expenses.** If you have questions about unallowable expenses please e-mail your questions to [jmorrill@doe.k12.ga.us](mailto:jmorrill@doe.k12.ga.us)

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

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• I Agree

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# Grant Assurances

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## Page 1

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

- 
- Yes
- 

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

- 
- Yes
- 

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

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

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• Yes

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

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• Yes

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

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• Yes

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Page 2

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

- 
- Yes
- 

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

- 
- Yes
- 

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

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

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

- 
- Yes
-

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

- 
- Yes
- 

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

- 
- Yes
-



Page 3

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

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

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

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

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- Yes
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## Bartow County School System

### **System History**

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

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

### **System demographics**

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

### **Current Priorities**

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

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

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

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

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

**Table 1: Gap Analysis for All Students and Subgroups**

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

Bartow County School System

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

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

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

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

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

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

**Table 4: Percent Not Meeting: High School Writing Test**

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

**Table 5: District Graduation Data**

	2008	2009	2010	2011
<b>Adairsville High</b>	70.1%	76.9%	83.2%	68.9%
<b>Woodland High</b>	71.5%	75.4%	85.5%	68.9%

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

Schools literacy teams examined data and revised their literacy plans.

**System Priorities:**

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

**Strategic Plan**

The goals and objectives of our plan reflect our priorities:

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

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

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

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

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

**Table 6: Past/present district initiatives**

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

**Literacy Curriculum**

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

**Bartow County School System**

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

**Plan for Management of the Grant Implementation:**

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

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

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



**Responsibilities of People Involved with the Grant Implementation:**

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

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

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

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

**Bartow County School System**

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



## Experience of Applicant

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

**Other initiatives with which the LEA has been involved.**

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

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

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

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

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

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

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

**Bartow County School System: Experience of the Applicant**

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

## **Adairsville Elementary School's Striving Reader Grant**

### ***School History***

Adairsville Elementary School (AES) was established around 1900, as the Cherokee Institute, in Adairsville, Georgia. In 1939, the Cherokee Institute joined the Bartow County School System and Adairsville Elementary School was born. In 1977 the school moved to its current location. Adairsville Elementary currently serves Pre-Kindergarten through fifth grade with approximately 680 students. Adairsville Elementary feeds into Adairsville Middle School and Adairsville High School. Our student population is approximately 60% economically disadvantaged, qualifying AES as a Title I school.

Twenty-four percent of the faculty members hold an additional Reading Endorsement Certification. Ten percent of the faculty members have a Gifted Endorsement Certificate and ten percent of the faculty members have an English as a Second Language Endorsement Certificate. The current student demographics include 86% White, eight percent African American, four percent Hispanic, 60% Economically Disadvantaged, two percent English Language Learners, and nine percent Students with Disabilities.

### ***Administrative and Teacher Leadership Team***

Adairsville Elementary School is led by Principal, Ms. Melissa Zarefoss, and Assistant Principal, Mrs. Kristy Laney. Both school administrators hold post-secondary degrees in leadership and administration. In addition to our building administrators, our leadership team consists of one representative from each grade level, school SST/RTI coordinator, school counselor, special education teacher, Title 1 teacher, a special area teacher, gifted teacher, and two parent representatives.



The Leadership Team meets each year at the conclusion of state testing and additionally throughout the year as needed. The purpose of these meetings is to identify areas of strength and weakness, strategize ways to improve student achievement, and engage the community and stakeholders in decision-making as partners in academic and other initiatives. Smart Goals are created in correlation with the school improvement plan during this process and shared with the staff and community throughout the school year. Adairsville’s Leadership and Literacy Teams have student achievement as their highest priority. We believe this is the result of camaraderie and a shared vision on the part of all stakeholders. For this reason, our leadership strives to create and maintain an environment that educates all students to understand the past, learn in the present, and flourish in the future as lifelong learners. Due to this common goal our student population is able to achieve more success regardless of their socioeconomic status.

***Past Instructional Initiative***

We formed a professional learning community and studied *Closing the Achievement Gap* by Gerald Anderson. Our school identified the need to add an extended learning time to the daily schedule for all students to sustain and increase success in reading and math achievement. We added a rigorous forty-five minute school-wide extended learning block to remediate students in areas where they did not meet standards based on the CRCT and county wide assessments. This school wide extended learning block also provides enrichment to move students from meeting standards to exceeding standards, as well as accelerate student learning.

***Current Instructional Initiative***

Each summer we have grade level teachers meet to have a “Data Dig”. Each teacher analyzes their classroom data and compares this data to all students at their grade level. This

data is used to identify strengths and weaknesses. The teachers are asked to develop a professional growth plan based on these acknowledged strengths and weaknesses. During this “data dig”, teachers complete an item analysis and discuss students who are at risk in reading and need intensive instruction. Teachers review DIBELS NEXT, the Criterion Referenced Competency Test (CRCT) results, third and fifth grade state writing assessments, county wide writing prompts, and system wide benchmark assessments in reading and other disciplines to form groups for extended learning time.

Extended learning time is implemented on a daily basis for forty-five minutes. Each grade level has a specific time for this additional instruction. Grade level teachers, Title 1 teachers, Title 1 support teachers, counselor, physical education teacher, art teacher, music teacher, media specialist, paraprofessionals, and the computer technology paraprofessional are all involved in this intensive extended learning time to fully utilize all staff and meet student needs on a more individualized, small group level.

For college and career readiness and implementation of new common core standards, our school recognized the need for a consistent research-based assessment to measure a student’s Lexile reading level. For the 2012-2013 school year, we initiated the use of a computer based information system to provide a universal screener for students in second through fifth grades. This program was selected for consistency after collaboration with the Adairsville Middle School assistant principal, who is in charge of curriculum. This program helps support progress monitoring of our students in all tiers of response to intervention (RTI) and identifies students with reading deficiencies. In order to prepare students for the demands of college and career readiness, the computer based information system helps teachers systemically expose students to increasingly complex texts.

***Professional Learning Needs***

The Needs Assessments Survey administered to certified teachers and staff at Adairsville Elementary School indicated that additional training in the fidelity and implementation of reading interventions is desired. The Needs Assessment Survey also revealed that teachers would benefit from ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in content areas. Disciplinary literacy is defined as specialized skills and codes that someone must master to be able to read and write in the various disciplines (science, math, literature, history). In addition, supplementary training for teachers is needed to fully implement effective writing instruction across the curriculum.

***Need for Striving Readers Project***

The Striving Readers Comprehensive Literacy Grant will technologically enable us to focus on bringing our literacy classrooms into the 21<sup>st</sup> century. It is our goal to create literate students. A literate student is one who knows how to read, write, view, listen, speak, present, and think critically in all content areas. By bringing our school up to modern standards in science, technology, engineering, and mathematics, our students would be prepared for increased levels of rigor in disciplinary literacy and reach the goal of the Bartow County School System to be lifelong learners.

Our students currently have limited access to technology in our building and in their homes. The lack of home access to technology for the 60% of the students who are economically disadvantaged in our school is a problem. Within the school, the limited integration and access to current technological devices to support instruction is hampering the student potential. According to the National Science Foundation, 80% of jobs created in the next

decade will require math and science skills. The U.S. government has launched a campaign to improve the participation and performance of America's students in STEM. This campaign includes education reform from the federal government, as well as leading companies, foundations, higher education, and science and engineering societies to work with young people across America to excel in science and math. Since our society is currently immersed in technology which equips students with many of the skills needed to be college and career ready, the Striving Readers Grant would offer Adairsville Elementary the opportunity to provide technological access that would allow our students to collaborate as a member of a world-wide community of learners.

## Building Block 1. Engaged Leadership

**Higher student achievement can be linked to effective professional learning. The “Why” document (p. 141) states the goal of professional learning is to support viable, sustainable professional learning, improve teacher instruction, and ultimately promote student achievement. Professional learning is organized to engage all teachers in ongoing, high-quality, job-embedded, sustained, collaborative learning. Adairsville Elementary School’s Leadership Team ensures that teachers understand learning as well as teaching and are able to connect curriculum goals to students’ experiences.**

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

**Based on the Georgia Literacy Plan Needs Assessment, 84% of Adairsville Elementary teachers believe that the administration participates fully in professional learning in literacy with the staff. The following professional learning opportunities are in place and need to be continued:**

- 1. During the 2011-2012 school year, administrators and staff participated in online webinars for implementation of the Common Core Georgia Performance Standards (CCGPS). Administrators also attended the model schools conference (“The What”, p.5).**
- 2. For the 2012-2013 school year, administrators participate on the school literacy team. Teachers and staff will also attend trainings on power writing, Lexile, depth of knowledge, thinking maps, and county wide language arts committee (“The What”, p.5).**

**B. Action: Organize a Literacy Leadership Team**

**Based on the Georgia Literacy Plan Needs Assessment, 81% of teachers believe we have a literacy team that is active in the development of building a cycle of community literacy. Adairsville Elementary currently has the following in place:**

- 1. For the 2012-2013 school year, the literacy team meets on a regular basis to plan school literacy activities and focus on school improvement. Parents are also a part of the literacy team (“The What”, p.5).**
- 2. The literacy team plans ways to involve community members in school events but need to improve on communication to increase stakeholder participation (“The What”, p.5).**

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

**Based on the Georgia Literacy Plan Needs Assessment, 94% of teachers believe time and personnel support protected blocks for literacy instruction. The following are steps Adairsville Elementary have taken:**

- 1. Grade level scheduling was done by administrators to maximize use of staff. All homerooms have a 90-120 minute literacy block that includes reading and writing (“The**

**What”, p.5).**

- 2. An additional 45 minute intervention block has been implemented in grades K-5 to address the needs of at-risk students in the area of reading (“The What”, p. 6).**

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

**According to the Georgia Literacy Plan Needs Assessment, 71% of teachers believe Adairsville Elementary creates a school culture in which all faculty and staff collaborate to promote literacy instruction. We have implemented the following:**

- 1. We have a school wide extended learning time including all staff except the speech and language pathologist and gifted teachers. Each grade level has a 45 minute intervention/enrichment block to focus on students specific learning needs.**

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

**75% of teachers believe that Adairsville Elementary optimizes literacy in all content areas (Georgia Literacy Plan Needs Assessment). However with the upcoming PARCC assessment, it is necessary to implement the following:**

- 1. Teachers and staff will place an emphasis on writing in all content areas to expand the types of writing produced by students (“The How”, p.26).**
- 2. Implement a system using technology in which teachers may coach, model, co-teach, observe, and give feedback to one another on teaching strategies for literacy in the classroom (“The How”, p.26)**

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

**Since only 47% of teachers reported that they believe agencies and organizations out of school collaborate to support literacy (Georgia Literacy Plan Needs Assessment), it is necessary to implement the following:**

- 1. Create a shared vision for school and community, making the vision tangible and visible (“The How”, p. 28).**
- 2. In order to involve the community more often, open the computer lab late once per nine weeks to allow families without technology in the home to have more access (“The How”, p. 28).**
- 3. Invite community members to come once a month to read the principals book of the month**
- 4. Expand on the current role of school council to emphasize literacy (“The How”, p. 28).**

## Building Block 2: Continuity of Instruction

**The Common Core Georgia Performance Standards, as stated in the “Why” document, insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school (p. 27). The Standards’ extensive research establishes a need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Noted in the “Why” document Duke & Pearson (2002) identify the orchestrated strategies that need to be taught, in conjunction with the most important outcome of reading comprehension instruction—a reader’s ability to self-monitor for understanding, motivating a reader to use the strategies meaningfully and with purpose (p. 41)**

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

**According to the survey, 37% of teachers feel that we are fully operational and 37% feel we are operational. Based on these percentages, it is necessary for us to collaborate among grade levels on a weekly basis to review student progress and discuss these next steps:**

- 1. Identify specific, measureable student achievement goals aligned with grade-level expectations to be shared by teachers in all subjects (“The How”, pg. 29).**
- 2. Design infrastructure for shared responsibility for literacy across the curriculum (“The How”, pg. 29).**
- 3. Collaborate with other team members to conduct peer observations and analyze lessons to improve disciplinary literacy instruction (“The How”, pg. 29).**

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

**97% of teachers agree that we are operational in this area. Currently all grade levels use Imagine It! as the core reading program. This is a scientifically research based program. It is still necessary that we:**

- 1. Integrate literacy strategies and skills development necessary for achievement in all subjects (“The How”, pg. 30-31).**

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

**Since only 28% of the staff feel that we are fully operational in involving the community in the school (Georgia Literacy Plan Needs Assessment), it is necessary to implement the following:**

- 1. The school would like to involve the community members in a Principal’s book of the Month initiative. Community members will come in to the school every month to read to the students (“The How”, p.28).**
- 2. Develop avenues of communication with key personnel in out-of-school organizations as well as governmental agencies that support students and families (“The What”, p. 8).**

**Building Block 3. Ongoing formative and summative assessments**

**Stiggins (2007) reports in the “Why” document (p. 95), “There is almost complete neglect of assessment where it exerts the greatest influence on pupils’ academic lives: day to day in the classroom, where it can be used to help them learn more.” Sound assessment practices must take place in all classrooms to benefit students. Teachers recognize the importance of identifying the literacy needs of students, the instructional approaches needed to achieve literacy, and the assessment components necessary to improve student growth and success.**

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

**Based on the Georgia Literacy Plan Needs Assessment, 81% of teachers believe there is a systematic procedure for both summative and formative assessments (“The Why”, p.94-122). Adairsville Elementary currently has the following in place:**

- 1. Teachers and staff evaluate students to ensure progress. Students that are showing a weakness are given a formative assessment to guide classroom and intervention instruction (“The What”, p 8).**
- 2. Effective screening, progress monitoring, and diagnostic tools have been selected to identify achievement levels of all students, advanced as well as struggling (“The What”, p.8).**

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

**Based on the Georgia Literacy Plan Needs Assessment, 88% of teachers believe there is a fully operational system of ongoing assessments. Adairsville Elementary utilizes the following:**

- 1. County-wide benchmark assessments are administered three times a year to evaluate student learning in the areas of Reading, ELA, Math and Science (“The What”, p.8).**
- 2. Pre/Post tests are administered in the area of mathematics to monitor student growth (“The What”, p. 8).**

**Area of Concern:**

- 1. Implementation of pre/post tests in the areas of Science and Social Studies.**

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

**Based on the Georgia Literacy Plan Needs Assessment, 78% of teachers believe that problems found in literacy screenings are further analyzed through diagnostic assessments. The following practices are utilized but need to be expanded on:**

- 1. Adairsville Elementary uses diagnostic assessments to diagnose reading difficulties and narrow the appropriate intervention to accommodate their needs (“The How”, p.38).**



2. **Adairsville Elementary needs to establish or select protocols for grade level team meetings (“The How”, p. 39).**

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

**Based on the Georgia Literacy Plan Needs Assessment, 75% of teachers believe summative data is used to make decisions and to monitor individual student progress (“The Why”, p. 94-122). Although the survey shows 75%, AES believes it is necessary to implement the following:**

1. **Apply protocols for looking at student assessments and evaluating student progress (“The How”, p.38).**
2. **Implement an Intervention Evaluation Team to analyze data to plan instruction (“The How”, p. 38).**

E. Action: Develop a clearly articulated strategy for using data to improve teaching and learning

**Based on the Georgia Literacy Plan Needs Assessment, 72% of teachers believe Adairsville Elementary is fully operational in developing a clearly articulated strategy for using data to improve teaching and learning (“The Why”, p.94-122). Although 72% believe the school is fully operational, AES feels it is necessary to implement the following:**

1. **Allow staff members to have access to student data to make decisions and use the data to guide instruction (“The How”, p.39).**
2. **Train teachers to use the decision-making protocol to identify students’ instructional needs and group them by instructional commonalities (“The How”, p. 39).**

#### **Building Block 4. Best Practices in Literacy Instruction**

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

**Based on the survey (Georgia Literacy Plan Needs Assessment), only 63% of the teachers reported that all students receive direct, explicit literacy instruction. However, at closer examination, the faculty felt this was due to the lack of professional development to fully implement the core program with fidelity. AES believes it is necessary to implement the following:**

1. **Faculty and staff desire a need for professional development to implement explicit literacy instruction through the core program (“The How”, p. 40).**
2. **Develop and identify the programs, protocol, and/or materials necessary to implement a plan at each level (“The How”, p.42).**

**B. Action:** Ensure that students receive effective writing instruction across the curriculum  
Currently, teachers and staff use the workshop model for writing.

**Since only 63% of teachers believe students receive effective writing instruction across the curriculum, AES deems it necessary to implement the following:**

- 1. Create a plan that describes how technology will be used for production, publishing and communication across the curriculum (“The How, p.42).**
- 2. Design a vertically and horizontally articulated writing plan consistent with CCGPS (“The How”, p. 42.)**

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

**Based on the Georgia Literacy Plan Needs Assessment, 66% of teachers believe that Adairsville Elementary promotes interest and engagement as students progress through school (“The Why”, p.58). AES has implemented the following initiatives but need to expand them:**

- 1. Adairsville Elementary utilizes the workshop model in the areas of Reading, Writing, Math, Science and Social Studies.**
- 2. Adairsville Elementary incorporates choice menus across the curriculum to promote student engagement in the learning process.**
- 3. Adairsville Elementary has implemented project based learning to allow students to explore real-world situations and seek solutions.**

**Areas of Need to increase student interest level:**

- 1. Increase access to texts through technology that students consider engaging.**
- 2. Provide students with opportunities to self-select reading materials and topics for research.**
- 3. Implement a STEM Lab to encourage the 21<sup>st</sup> Century Readiness framework-critical thinking, collaboration, communication, and creativity (Mills, Chiang, and Boehm, 2012).**
- 4. Provide a blueprint for creating instructional goals, methods, materials, and assessments in the Digital Age, to meet the needs of individual learners (Universal Design Learning).**
- 5. Incorporate Disciplinary Literacy to promote the ability to read, write, listen, speak, and think critically across the curriculum.**

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

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

**Based on the Georgia Literacy Plan Needs Assessment, 81% of teachers believe that a clearly articulated strategy for using data to improve teaching and learning is followed. AES has implemented the following initiatives:**

- 1. Adairsville Elementary has implemented a 45 minute extended learning time to meet the needs of all learners (at-risk, on grade level, advanced).**
- 2. Adairsville Elementary has implemented the collaboration model for Gifted students and highly capable learners in grades four and five.**
- 3. Adairsville Elementary utilizes the Gifted endorsed teachers to deliver the cluster model to high achieving students.**

**Areas for improvement:**

- 1. Schedule grade-level data analysis team meetings (“The How”, p. 43)**
- 2. Develop protocols for identifying students and matching them to appropriate interventions (“The How”, p. 43).**

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

**91% of teachers believe that Adairsville Elementary School provides Tier I instruction based on the CCGPS in all grades to all students in all classrooms. AES has implemented the following :**

- 1. Item analysis of pre/post tests to analyze student strengths and weaknesses (“The How”, p.44)**
- 2. Use system-developed classroom based formative assessments to monitor consistent grade-level implementation of curriculum and to gauge students’ progress toward mastery of CCGPS**

**Area of Need:**

- 1. Implement a research based program to incorporate writing across the curriculum.**

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

**Based on the Georgia Literacy Plan Needs Assessment, only 47 % of teachers feel that Tier 2 needs-based interventions are implemented to fidelity. AES feels it is necessary to incorporate the following:**

- 1. Plan and provide professional learning for interventionists on:**
  - **Appropriate use of supplemental and intervention materials**
  - **Diagnosis of reading difficulties**
  - **Direct, explicit instructional strategies to address difficulties**
  - **Charting data (“The How”, p. 45)**
- 2. Study other comparable schools that have been successful in closing the achievement gap (“The How”, p. 45).**

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

**Based on the Georgia Literacy Plan Needs Assessment, 81% of teachers at Adairsville Elementary feel that SST and data teams monitor student progress jointly. AES currently implements the following:**

- 1. Tier 3 SST/ data teams meet to discuss students’ progress based on intervention (“The What”, p. 12).**
- 2. SST data teams meet to discuss students that fail to make progress (“The What”, p. 12).**

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

**Based on the Georgia Literacy Plan Needs Assessment, 66% of teachers at Adairsville Elementary School believe that programs are implemented with specially-designed learning through specialized programs, methodologies or instructional based upon students’ inability to access the CCGPS. AES currently utilizes the following:**

- 1. School schedules are developed to ensure least restrictive environment (“The What”, p12).**
- 2. Building and system administrators are familiar with funding formulas affecting students in special programming (“The What”, p13).**
- 3. Highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs.**
- 4. Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings.**

**Building Block 6. Improved Instruction through Professional Learning**

A. Action: Ensure that pre-service education prepares new teachers for all the challenges of the classroom

**Only 29% of teachers believe that pre-service education prepares new teachers for all the challenges of the classroom. Because of this, it is necessary to:**

- 1. Develop revised evaluation instruments for pre-service teachers (“The How”, p.48).**
- 2. Ensure mentoring teachers are fully trained in providing instruction in disciplinary (“The How”, p. 48).**

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

**Based on the Georgia Literacy Plan Needs Assessment, 43% of teachers believe that in-service personnel participate in ongoing professional learning.**

- 1. The school calendar includes protected time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice (“The How”, p. 48).**
- 2. Teachers participate in professional learning in the CCGPS based on the needs revealed by student data as well as by surveys, interest inventories and teacher observations.**
- 3. Teachers participate in ongoing professional learning on the use of the core program.**
- 4. Teachers’ instruction is monitored through classroom observations or walkthroughs using a variety of assessment tools tied to professional learning (“The How”, p. 49).**
- 5. Administrators, faculty, and staff have received training in administering, analyzing and interpreting results of assessments in terms of literacy.**
- 6. Grade level representatives participate in subject specific training and redeliver to their grade level team.**
- 7. Some or all of the following personnel participate in all professional learning opportunities:**
  - a. Paraprofessionals**
  - b. Support staff**
  - e. Pre-service teachers working at the school**
  - f. Administrators**
  - g. All faculty**

### **Needs Assessment, Concerns, and Root Cause Analysis**

#### **a. Materials used in the needs assessment**

Two different needs assessments were completed by the faculty and staff of Adairsville Elementary School. They were as follows:

- **PET-R Survey**

The Planning and Evaluation Tool for Effective School-Wide Reading Programs-Revised Surveys (PET-R, adapted from: Kame'enui & Simmons, 2003) to evaluate language and literacy at individual schools.

- **Georgia Literacy Plan Needs Assessment for Literacy: Kindergarten to Grade 12**

This survey is way to assess your current level of implementation and help organize your literacy plan.

#### **b. The needs assessment process**

1. The first survey was the PET-R completed on Survey Monkey. This survey was used to evaluate language and literacy our school. This tool identifies key elements of an effective school-wide reading program. There are seven categories covered on the PET-R survey. The categories were goals and objectives, assessment, instructional practices, instructional time, differentiated instruction, administration, and professional development. The survey was completed by 37 faculty and staff members at Adairsville Elementary School.
2. The second survey was the Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12. This survey was distributed at grade level meetings on October 16, 2012. Each member of our faculty and staff were asked to complete the survey. All content and ancillary teachers, including special education, ELL, Media Specialist, and paraprofessionals were asked to complete the survey. This survey rates several areas of the school. They were engaged leadership, continuity of instruction, ongoing formative and summative assessment, best practices in literacy instruction, system of tiered interventions (RTI) for all students, and improved instruction through professional learning. 45 faculty and staff members completed the survey.
3. After the staff completed both surveys, the Literacy Team analyzed the results and created areas of concern and our next steps for improvement.

**Adairsville Elementary School Needs Assessment**

Area of Concern	Root Cause	Grade Level(s)	Rationale for Determination	Past Efforts	New Information
<p><b>Language and Vocabulary Development</b></p>	<p>Lack of printed material and spoken language in the home due to low socioeconomic status</p>	<p>Pre-K to 5</p>	<p>GKIDS Kindergarten Entrance Exam Vocabulary CRCT scores 5th grade writing scores</p>	<p>Implementation of kindergarten academy classic Core vocabulary with read-alouds</p>	<p>Out of school agencies and organizations collaborate to support literacy with a Board book initiative (<b>The What, p.7</b>)  Specific, measurable student achievement goals aligned with grade-level expectations are shared by teachers in all subjects (<b>The What, p. 7</b>) (<i>School-wide book study-Rigor is Not a Four Letter Word</i>)  Faculty and staff participate in targeted, sustained professional learning on literacy strategies within the content area. (<b>The What, pg. 6</b>)  Faculty and staff participate in targeted, sustained professional learning on literacy strategies within the content area. (<b>The What, pg. 7</b>)  Teachers have adopted a common, systematic procedure for teaching academic vocabulary in all subjects (<b>The What, p. 6</b>)</p>
<p><b>Writing across the discipline areas</b></p>	<p>Lack of training for teachers Lack of time for writing instruction</p>	<p>Pre-K to 5</p>	<p>5th Grade Writing Assessment 3rd Grade Writing Assessment County Wide Writing Prompts</p>	<p>Literacy Coach Writing Destinations Training Writer's Workshop Training</p>	<p>All students receive effective writing instruction across the curriculum (<b>The What, p. 10</b>)  Teachers use a school-wide, commonly adopted writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance. (<b>The What, pg. 7</b>)  Teachers have adopted a common, systematic procedure for teaching academic vocabulary in all subjects (<b>The What, p. 6</b>)  Faculty and staff participate in targeted, sustained professional learning on literacy strategies within the content area. (<b>The What, pg. 6</b>)  Faculty and staff participate in targeted, sustained professional learning on literacy strategies within the content area. (<b>The What, pg. 6</b>)  All subject area teachers participate in professional learning in best practices in writing instruction in all content areas. (<b>The What, pg. 10</b>)</p>

Bartow County School System – Adairsville Elementary School

					<p>In every class at least one day a week, teachers provide instruction and opportunities for one of the following:</p> <ul style="list-style-type: none"> <li>a. Developing an argument citing relevant and reliable textual evidence.</li> <li>b. Writing coherent informational or explanatory texts.</li> <li>c. Writing narratives to develop real or imaginary experiences to explore content area topics. (<b>The What, pg. 10</b>)</li> </ul> <p>Research and select a core program that will provide continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts. (<b>The What, p.7</b>)</p> <p>Faculty participates in professional learning in the following areas:</p> <ul style="list-style-type: none"> <li>a. use of data to inform instructional decisions</li> <li>b. selecting of appropriate texts and strategy for instruction</li> <li>c. telling students specific strategies to be learned and why</li> <li>d. modeling of how strategy is used</li> <li>e. providing guidance and independent practice with feedback</li> <li>f. discussing when and where strategies are to be applied</li> <li>g. differentiating instruction</li> </ul> <p>(<b>The What, p. 10</b>)</p>
<p>Community involvement in literacy</p>	<p>Lack of communication between school personnel and community members</p>	<p>Pre-K to 5</p>	<p>Georgia k-12 Literacy Plan Staff Survey</p>	<p>Involve community members in Dr. Seuss Read Across America Day</p>	<p>Out of school agencies and organizations collaborate to support literacy (<b>The What, p. 7</b>)</p> <p>Faculty and staff participate in targeted, sustained professional learning on literacy strategies within the content area. (<b>The What, pg. 8</b>)</p> <p>The community at large supports schools and teachers in the development of college and career ready students as articulated in the CCGPS (<b>The What, p. 6</b>)</p> <p>A community advisory board actively participates in developing and achieving literacy goals (<b>The What, p. 7</b>)</p> <p>Social media is utilized to communicate and promote the goals of literacy throughout the community at large (<b>The What, p. 7</b>)</p>
<p>Selecting and implementing appropriate</p>	<p>Insufficient training of staff</p>	<p>K to 5</p>	<p>Progress Monitoring Tools</p>	<p>RTI training SST coordinator</p>	<p>Faculty and staff participate in targeted, sustained professional learning on literacy strategies within</p>



<p>interventions</p>			<p>DIBELS Next RTI documentation Annual Summative Data Benchmark Scores CRCT Scores</p>	<p>training Special Education teacher training</p>	<p>the content area. <b>(The What, pg. 6)</b></p> <p>Faculty and staff participate in targeted, sustained professional learning on literacy strategies within the content area. <b>(The What, pg. 8)</b></p> <p>Teachers participate in ongoing professional learning on the following: a. Direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skills. <b>(The What, pg. 11)</b></p> <p>Interventionists participate in professional learning on the following: a. Using appropriate supplemental and intervention materials b. Diagnosing reading difficulties c. Using direct, explicit instructional strategies to address instructional needs d. Charting data e. Graphing progress f. Differentiating instruction <b>(The What, pg. 12)</b></p> <p>Providing competent and well-trained teachers and interventionists <b>(The What, pg. 12)</b></p> <p>Interventions are delivered in a 1:1-1:3 during a protected time daily by a trained interventionist. <b>(The What, pg. 12)</b></p> <p>Intervention providers receive program-specific training before the beginning of the year to prepare teachers and staff for implementation. <b>(The What, pg. 13)</b></p>
<p>Explicit Writing Instruction for Subgroups</p>	<p>Oral Language Development</p>	<p>Pre-K to 5</p>	<p>5th Grade Writing Assessment 3rd Grade Writing Assessment County Wide Writing Prompts</p>	<p>Literacy Coach Writing Destinations Training Writer's Workshop Training</p>	<p>Faculty and staff participate in targeted, sustained professional learning on literacy strategies within the content area. <b>(The What, pg. 6)</b></p> <p>Technology is used for production, publishing, and communication, across the curriculum. <b>(The What, pg. 10)</b></p> <p>All students receive effective writing instruction across the curriculum <b>(The What, p. 10)</b></p> <p>The school agrees upon a plan to integrate literacy strategies and skill development necessary for</p>

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					<p>achievement in all subjects as articulated within CCGPS. <b>(The What, pg. 6)</b></p> <p>Make writing a required part of every class every day, using technology when possible. <b>(The What, p.6)</b></p> <p>Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance. <b>(The What, p. 7)</b></p>
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### Analysis and Identification of Student and Teacher Data

CRCT												
Third												
	ELA			Reading			Science			Social Studies		
	DNM	M	E	DNM	M	E	DNM	M	E	DNM	M	E
2010	11%	60%	28%	6%	57%	36%	17%	49%	34%	25%	14%	61%
2011	13%	60%	27%	13%	53%	34%	24%	49%	27%	24%	59%	17%
2012	5%	51%	44%	7%	37%	56%	10%	34%	56%	9%	45%	46%
Fourth												
2010	15%	64%	22%	11%	65%	24%	28%	52%	21%	23%	70%	7%
2011	13%	60%	27%	13%	53%	34%	24%	49%	27%	24%	59%	17%
2012	10%	68%	22%	9%	52%	39%	19%	43%	38%	26%	55%	19%
Fifth												
2010	5%	63%	32%	5%	75%	20%	18%	53%	29%	24%	56%	20%
2011	11%	65%	24%	7%	65%	28%	34%	38%	27%	39%	46%	15%
2012	6%	69%	25%	8%	63%	29%	33%	38%	30%	40%	42%	18%

CRCT data in Table 1 supports need to address literacy across disciplines. Student achievement in Science and Social Studies identifies lack of comprehension as text complexity becomes more multifaceted. Skills taught in foundational Reading classes are not being applied into other curricular areas.

### Georgia Kindergarten Inventory of Developing Skills (GKIDS)

	2010	2011	2012
<b>ELA</b>	88.6%	85.0%	84.0%
<b>Math</b>	91.0%	89.3%	91.5%
<b>Approaches to Learning</b>	84.1%	77.5%	82.1%
<b>Personal/Social Development</b>	83.3%	80.1%	86.2%

GKIDS data in Table 2 indicates that students continuously enter Kindergarten lacking oral language and vocabulary development necessary to meet standard. An average of 15% of Kindergarten students over last three years are placed in Early Intervention classrooms in First Grade based on deficiencies in Reading and Language skills.

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Third Grade Writing Assessment												
Third												
	Informational			Response to Lit			Narrative			Persuasive		
	DNM	M	E	DNM	M	E	DNM	M	E	DNM	M	E
2010	35%	51%	14%	27%	61%	12%	21%	63%	16%	30%	57%	13%
2011	28%	66%	6%	18%	80%	2%	46%	53%	1%	30%	66%	4%
2012	26%	60%	14%	17%	78%	5%	20%	69%	11%	27%	66%	7%

Third Grade writing data in Table 3 signifies need for a protected block of time for writing to emphasize language and writing skills. This data also indicates the need to develop school-wide writing rubric to set clear expectations/goals for performance.

**Fifth Grade Writing Assessment**

	2010	2011	2012
<b>Does Not Meet</b>	30%	30%	21%
<b>Meets</b>	64%	62%	72%
<b>Exceeds</b>	6%	7%	7%

Fifth Grade writing data in Table 4 mirrors Table 3's already identified need for a protected block of writing time. Literacy strategies/skill development must be integrated across the disciplines ensuring that instructional practices, writing genres, and assessments are holistic, authentic and varied.

**Disaggregation of Subgroups:**

Gaps Analysis CRCT												
Third												
	ELA			Reading			Science			Social Studies		
	All	SWD	Gap	All	SWD	Gap	All	SW D	Gap	All	SW D	Gap
2010	11%	25%	-15%	10%	25%	-15%	17%	25%	-8%	25%	50%	-25%
2011	13%	30%	-17%	15%	30%	-15%	24%	27%	-3%	24%	55%	-31%
2012	5%	17%	-12%	7%	16%	-9%	10%	33%	-23%	9%	50%	-41%
Fourth												
2010	15%	33%	-18%	11%	33%	-22%	28%	50%	-22%	23%	39%	-16%
2011	14%	33%	-19%	9%	33%	-24%	24%	50%	-26%	26%	50%	-24%
2012	10%	25%	-15%	10%	25%	-15%	19%	33%	-14%	26%	57%	-31%
Fifth												
2010	5%	50%	-45%	5%	33%	-28%	18%	33%	-15%	24%	67%	-43%
2011	11%	8%	3%	14%	28%	-14%	33%	44%	-11%	39%	63%	-24%
2012	6%	14%	-8%	8%	14%	-6%	33%	16%	17%	40%	50%	-10%

Students with disabilities consistently score significantly lower than the total student population. The data shown in Table 5 indicates a need to integrate literacy strategies and skill development for achievement in all subject areas.

Fifth Grade Writing Assessment												
Third												
	Black			ELL			Special Education			White		
	DNM	M	E	DNM	M	E	DNM	M	E	DNM	M	E
2010	36%	57%	7%	100%	0%	0%	100%	0%	0%	31%	64%	5%
2011	50%	50%	0%	40%	60%	0%	64%	36%	0%	26%	65%	8%
2012	57%	43%	0%	67%	33%	0%	67%	33%	0%	14%	78%	8%

Trend data over the last three years for AES subgroups indicates need for writing to be required in every class, every day incorporating technology when possible.

**c. Identified strengths/weaknesses**

**CRCT**

**Strengths:**

- Students with disabilities scored 17% better in the area of science than all students

**Weaknesses:**

- Our SWD population showed 19% of students did not meet in ELA, 18% in reading, 27% in Science, and 52% in Social Studies.

**5<sup>th</sup> Grade Writing**

**Strengths:**

- 9% increase from the previous year for all students
- 79% of all students met or exceeded

**Weaknesses**

- 67% of SWD, 57% of Black students, and 67% of Hispanic students did not meet

**Teacher Data 2012**

Position	Total
Administration	2
Counselor	1
Media	1
Title I	1
Gifted	1
ESOL	½
Music	1
PE	1
Art	1

<b>Speech</b>	<b>1</b>
<b>Special Education</b>	<b>4 ½</b>
<b>Classroom</b>	<b>32</b>
<b>Certified Staff</b>	<b>47</b>

**Teacher Retention**

<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>96%</b>	<b>98%</b>	<b>93%</b>

**Goals/objectives based on formative/summative assessments**

**Goal 1 Increase teacher understanding in selection and implementation of appropriate interventions**

- Objective 1: Develop protocols for identifying students and matching them to appropriate intervention (**DIBELS, Placement Tests**)
- Objective 2: Provide professional learning on research-based interventions linked to direct/explicit instructional strategies that build students' work identification, fluency, vocabulary, comprehension and writing skills (**DIBELS, Placement Tests**)
- Objective 3: Interventions are delivered 1:1-1:3 during protected time daily by trained interventionist (**DIBELS, Placement Tests**)

**Goal 2 Develop a disciplinary literacy writing plan consistent with CCGPS.**

- Objective 1: Design vertically/horizontally articulated writing plan (**Georgia Writing Assessment, CRCT**)
- Objective 2: Use of aligned school-wide writing rubric setting clear expectations/goals for performance (**Georgia Writing Assessment, CRCT**)
- Objective 3: Develop coordinated plan for writing instruction across all subject areas to include explicit, guided and independent instruction (**Georgia Writing Assessment, CRCT**)

**Goal 3 Implement explicit writing instruction for identified subgroups consistent with CCGPS**

- Objective 1: Integrate literacy strategies/skill development for achievement in all subjects (**Benchmarks, CRCT, GKIDS**)
- Objective 2: Make writing required part of every class/every day, using technology when possible (**Georgia Writing Assessment, CRCT**)

- Objective 3: Use school-wide writing rubric setting clear expectations/goals for performance (**Georgia Writing Assessment, CRCT**)

**Additional district data (formative/summative)**

**AES CRCT Lexile 2012**

Grade	Mean	Range	Lowest/Highest	Median	Defined Low	Number Students "Defined Low"
3 <sup>rd</sup>	700	645	245:890	570	Below 500	10
4 <sup>th</sup>	822	615	375:990	685	Below 650	16
5 <sup>th</sup>	902	580	505:1085	775	Below 750	18

The above Lexile data identified 15% of our testing population reading below grade level. This indicates a need to establish critical thinking skills through literacy using 21<sup>st</sup> century learning.

**DIBELS**

2011-2012			
	Intensive	Strategic	Core
Kindergarten	11.9%	20.2%	67.9%
First	26.6%	8.5%	64.9%
Second	26.8%	16.5%	56.7%
Third	16.3%	13.5%	70.2%
Fourth	12.4%	13.5%	74.2%
Fifth	26.7%	31.3%	42.2%

The DIBELS data noted above indicates that as texts become increasing more complex student achievement in fluency and vocabulary is negatively affected.

**Teacher professional learning**

AES 2009-2012	Hours
Depth of Knowledge	8 hours
Math Workshop	40 hours
Thinking Maps	24 hours
Common Core Unit and Assessment Development – Math	96 hours
Common Core Unit and Assessment Development – Science	32 hours
Vertical Teaming	32 hours

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RTI	2 hours
CCGPS Literacy Standards	1 hours
CCGPS Math Standards	1 hours
Webinars ( CCGPS in ELA and Math)	10 hours
Leadership Academy	80 hours
Guided Math Book Study	9 hours
Lexile Transition	8 hours
Imagine It! implementation	16 hours
Collaborative Planning for Gifted Teachers	30 hours
ESOL Endorsement	120 hours
Gifted Endorsement	120 hours



## **PROJECT PLAN, PROCEDURES, GOALS, OBJECTIVES AND SUPPORT**

*Need: Correlate professional development to the implementation of school-wide interventions.*

**Goal 1            Increase teacher understanding of how to select and implement interventions aligned to student needs.**

- Objective 1: Develop protocols for identifying students and matching them to the appropriate intervention (**The What, p. 11**)
- Objective 2: Examine student data to identify areas of instruction with greatest needs (Phonological awareness, fluency, vocabulary, comprehension, and engagement) (**The What, p.9**)
- Objective 3: Interventions are delivered 1:1-1:3 during a protected time daily by a trained interventionist (**The What, p. 12**).

*Need: Protected block of time for direct writing instruction*

**Goal 2            Develop a disciplinary literacy writing plan consistent with CCGPS.**

- Objective 1: Instruction in all subject areas is a shared responsibility with a sustained set daily schedule (**The Why, p.27**)
- Objective 2: Design a vertically and horizontally articulated writing plan (**The What, p.10**).
- Objective 3: Use of a school-wide writing rubric to set clear expectations and goals for performance (**The What, p. 7**).

*Need: To encourage an increased community partnership*

**Goal 3            Implement a Community Literacy Initiative**

- Objective 1: Target student improvement through a network of learning supports within the community (**The What, p. 7**)
- Objective 2: The community at large supports schools and teachers in the development of college and career ready students as articulated in the CCGPS (**The What, p. 6**)
- Objective 3: A community advisory board actively participates in developing and achieving literacy goals (**The What, p. 7**)

*Need: To improve writing strategies through the use of technology*

**Goal 4 Implement explicit writing instruction for identified subgroups**

- Objective 1: Integrate literacy strategies and skill development necessary for achievement in all subjects assuring that instructional practices, writing genres, and assessments are holistic, authentic, and varied (**The Why, p.44**).
- Objective 2: Make writing a required part of every class every day, using technology when possible (**The What, p. 10**).
- Objective 3: Use a school-wide writing rubric to set clear expectations and goals for performance (**The What, p.7**).

*Need: To have a consistent vocabulary base for students to utilize at all grade levels*

**Goal 5 Provide family-focused services and outreach to engage students and families in language and vocabulary development strategies**

- Objective 1: Include academic supports such as tutoring, co-curricular activities, and extended learning opportunities such as after-school and Saturday academies to enhance language and vocabulary (**The What, p.7**).
- Objective 2: Help children to learn code related skills and to establish the foundation for reading comprehension to strengthen language and vocabulary (**The Why, p.61**).

*Need: To integrate current curriculum with 21<sup>st</sup> Century learning*

**Goal 6 Design and utilize a school wide plan to implement a 21<sup>st</sup> Century curriculum**

- Objective 1: Exhibit a wide range of functional and critical thinking skills through literacy using 21<sup>st</sup> century science and technology tools (**The Why, p. 56**).
- Objective 2: Utilize technology for production, publishing, and communicating across the curriculum (**The What, p. 10**).

**Goals to be funded with other sources**

The following chart identifies sources of additional funding for literacy enhancement:

Goal	Instructional Focus	Staff Responsible	Additional Funding
Goal 1	Implementation of Interventions	<ul style="list-style-type: none"> <li>• Classroom Teachers</li> <li>• Title I Teacher</li> <li>• Sp. Ed. Teachers</li> <li>• Counselor</li> </ul>	Title I; Title II; Title IV
Goal 2	Writing across the curriculum	<ul style="list-style-type: none"> <li>• Classroom Teachers</li> <li>• Title I Teacher</li> </ul>	Title I; Local Funds

		<ul style="list-style-type: none"> <li>• Sp. Ed. Teachers</li> <li>• Technology Teacher</li> <li>• Media Specialist</li> </ul>	
Goal 3	Community Literacy Initiative	<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• Literacy Team</li> </ul>	Title I; Local Funds
Goal 4	Explicit writing strategies for subgroups	<ul style="list-style-type: none"> <li>• Classroom Teachers</li> <li>• Sp. Ed. Teachers and paraprofessionals</li> </ul>	Title I; Title III; Title IV
Goal 5	Family-focused outreach	<ul style="list-style-type: none"> <li>• Parent Involvement Team</li> <li>• Literacy Team</li> <li>• Leadership Team</li> </ul>	Title I; Local Funds
Goal 6	21 <sup>st</sup> Century Technology Enhancement	<ul style="list-style-type: none"> <li>• All staff</li> </ul>	Title I; SPLOST

**Time, Personnel, and Strategies for Tier II Instruction**

- Tier II instruction is carried out in the classroom using a variety of materials. Strategies implemented include a scientifically evidence-based tier intervention program, the intervention component from the core reading instructional program, and several interventions addressing reading fluency. A Title I teacher and 2 Title I paraprofessionals support tier II interventions in collaboration with the classroom teachers. These interventions are administered through a pull-out program. Intervention strategies include additional time for fluency practice, pre-teaching of key concepts, reteaching of missing skills using the scientifically evidence-based core program intervention component, teaching reading strategies through leveled readers, and comprehension support. Students in Tier II are progress monitored every 3-4 weeks.

**Time, Personnel, and Strategies for Tier III Instruction**

- Tier III instruction takes place in a smaller group and instruction is more intense. This instruction takes place outside of the regular classroom. This instruction is provided by Title I, Special Areas Teachers, Special Education Teachers, and all non-homeroom teachers during the Intervention Block at the beginning of each day. Multiple scientifically evidence-based resources are utilized. Students in Tier III are progress monitored every 1-2 weeks.

**Time, Personnel, and Strategies for Tier IV Instruction**

- Tier IV instruction takes place in either an inclusion classroom or in the resource room. Students receive instruction based on an Individualized Education Plan. They are

progress monitored weekly. They receive Tier I instruction that is modified to meet their targeted IEP goals.

### Sample Schedules

<b>5<sup>th</sup> Grade Schedule 2013-2014</b>	
<b>8:00-8:45</b>	<b>Interventions</b>
<b>8:45-10:45</b>	<b>Block 1-2 (Reading/Writing) (Math/Science/SS)</b>
<b>10:45-12:45</b>	<b>Block 3-4 (Reading/Writing) (Math/Science/SS)</b>
<b>12:45-1:25</b>	<b>Lunch</b>
<b>1:25-1:45</b>	<b>Recess</b>
<b>1:45-2:30</b>	<b>Special Areas</b>

<b>4<sup>th</sup> Grade Schedule 2013-2014</b>	
<b>8:00-8:45</b>	<b>Interventions</b>
<b>8:45-10:45</b>	<b>Block 1-2 (Reading/Writing)</b>
<b>10:45-11:20</b>	<b>Lunch</b>
<b>11:20-11:40</b>	<b>Recess</b>
<b>11:45-12:30</b>	<b>Special Areas</b>
<b>12:30-2:30</b>	<b>Block 3-4 (Math/Science/SS)</b>

<b>3<sup>rd</sup> Grade Schedule 2013-2014</b>	
<b>8:00-8:45</b>	<b>Interventions</b>
<b>8:45-9:30</b>	<b>Special Areas</b>
<b>9:30-11:25</b>	<b>Reading/Writing</b>
<b>11:29-12:15</b>	<b>Lunch</b>
<b>12:15-12:35</b>	<b>Recess</b>
<b>12:35-2:30</b>	<b>Math/Science/SS</b>

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<b>2<sup>nd</sup> Grade Schedule 2013-2014</b>	
<b>8:00-8:45</b>	<b>Interventions</b>
<b>8:45-9:30</b>	<b>Science/SS</b>
<b>9:30-10:15</b>	<b>Special Areas</b>
<b>10:15-12:15</b>	<b>Reading/Writing</b>
<b>12:21-12:55</b>	<b>Lunch</b>
<b>1:00-1:20</b>	<b>Recess</b>
<b>1:20-2:30</b>	<b>Math</b>

<b>1<sup>st</sup> Grade Schedule 2013-2014</b>	
<b>8:00-8:45</b>	<b>Interventions</b>
<b>8:45-10:15</b>	<b>Reading/Writing</b>
<b>10:15-11:00</b>	<b>Special Areas</b>
<b>11:00-11:55</b>	<b>Math</b>
<b>11:57-12:40</b>	<b>Lunch</b>
<b>12:40-1:00</b>	<b>Recess</b>
<b>1:00-1:30</b>	<b>Math Calendar</b>
<b>1:30-2:30</b>	<b>Science/SS</b>

<b>Kindergarten Schedule 2013-2014</b>	
<b>8:00-8:45</b>	<b>Interventions</b>
<b>8:45-10:45</b>	<b>Reading/Writing</b>
<b>10:45-11:00</b>	<b>Read Alouds</b>
<b>11:05-11:50</b>	<b>Lunch</b>
<b>11:50-1:00</b>	<b>Math</b>
<b>1:00-1:45</b>	<b>Special Areas</b>
<b>1:45-2:05</b>	<b>Recess</b>
<b>2:05-2:30</b>	<b>Skills Block/Centers</b>

**Assessment/Data Analysis Plan**

**Detailed listing of the school’s current assessment protocol.**

Assessment	Purpose	Skills	Frequency
Scholastic Reading Inventory	Screening and Progress Monitoring	Reading Comprehension	Three times a year
DIBELS Next	Screening and Progress Monitoring	Phonemic Awareness, Fluency	Screening 3 times a year  Progress Monitoring as needed
Benchmark Assessment	Progress Monitoring	Reading/ELA, Math,	Three times a year
CRCT	Outcome	ELA, Reading, Math, Science, and Social Studies	Once annually
Access for ELL	Screening	Language	Once annually

**Comparison of the current assessment protocol with the SRCL assessment plan**

Adairsville Elementary School’s assessment protocol mostly aligns with the Striving Readers protocol for assessments. To adhere to this plan, AES will administer the Informal Phonics Inventory three times a year.

**A brief narrative detailing how the new assessments will be implemented into the current assessment schedule.**

Professional development will be provided for teachers on strategies and protocols for disaggregating data to improve classroom instruction. This professional development will help teachers address individual student needs and to drive their instruction through the data. Teachers administering the Informal Phonics Inventory will receive training specific to the assessment.

**A narrative listing current assessments that might be discontinued as a result of the implementation of the Striving Readers Comprehensive Literacy Grant.**

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

**A listing of professional learning needs those teachers will need to implement any new assessments.**

Based on the Needs Assessment survey conducted with the staff, the implementation of appropriate reading interventions was identified as the number one priority for Adairsville Elementary. All teachers will need to be trained on the proper way to implement appropriate reading interventions to fidelity.

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

Data will be presented to parents and stakeholders at school council meetings that occur throughout the year. Data is also shared at monthly PTO (Parent Teacher Organization) meetings. Adairsville Elementary’s website also provides links for parents and stakeholders to view current school data. Data is reviewed annually at our “Data Dig” which takes place in June. This “Data Dig” includes administration, the school leadership team, and parents.

**A description of how the data will be used to develop instructional strategies, as well as determine materials and need.**

SMART goals will be developed based on the previous school year’s data and parent/teacher surveys. Researched based materials will be utilized by intervention and classroom teachers to focus on the specific needs of students. Teachers meet with their grade level to review the data and identify student strengths and areas of concern. Classroom, grade level, and school goals are developed to address areas of concerns. This data is utilized to determine placement of students in appropriate classrooms for instruction as well as developing goals for the school improvement plan. After each assessment is completed, teachers individually analyze data to determine effectiveness of instructional practices. Any remediation is planned using the grade level data and intervention groups are created to allow low student/teacher ratios for instruction. Since our school wide daily schedule allows for a set block of extended learning time for interventions, students will be placed in groups based on skill needs, not just academic grade level. The intervention time framework was developed after a recent book study in which research suggested that accountability was key using data to drive all instructional decisions (Anderson, 2002). Effective schools are created with strong instructional leadership, high expectations for student achievement, instructional focus on reading, writing, and math, safe, orderly climate, and frequent assessments.

**A plan detailing who will perform assessments and how it will be accomplished.**

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Benchmark assessments will be administered by classroom teachers with the assistance of our technology, special education, and Title I teachers. A rotation will be developed to allow each homeroom access to the computer lab for benchmark assessments.

During CRCT testing, classroom teachers will keep all regular education students and all non-homeroom certified staff will administer all tests requiring accommodations.

Assessments	Responsible Staff	Frequency
County Benchmarks	Classroom Teachers Title I Teacher and Paraprofessionals Special Education Teachers Technology Teacher	3 times a year
DIBELS Next	Classroom Teachers Title I Teacher	3 times a year
Informal Phonics Inventory	Classroom Teachers	3 times a year
Access	ESOL Teacher	Once a year
CRCT	All Certified Staff	Once a year
Scholastic Reading Inventory	Technology Teacher Title I Teacher and Paraprofessionals	3 times a year



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

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

- Computer based diagnostic assessment for fluency and comprehension
- Computer based writing program for assessment
- Research-based writing program to help teachers implement writing across the curriculum
- STEM Resources
- Electronic bookshelf (fiction and non-fiction)
- 21<sup>st</sup> Century Technology

**Activities that support literacy intervention programs.**

- Professional learning and coaching in implementation of interventions with fidelity
- Additional time built into schedule to allow for interventions
- Research based scientifically evidenced intervention materials (tier 2)
- Research based scientifically evidenced intervention materials (tier 3)
- Protected literacy instructional time

**Shared resources**

- 7 laptops
- Computer lab (30 desktop computers)
- Research based scientifically evidenced intervention materials (tier 2)
- Research based scientifically evidenced intervention materials (tier 3)
- Book Room with Lexile measures coded
- 3 LCD projectors available for teacher check-out

**Library resources**

- 10 desktop computers available for student use
- 10 electronic readers available for student use
- 2, 768 non-fiction books available for student and teacher check-out
- 4, 871 fiction books available for student and teacher check-out
- 166 reference books available for in-house research

**Activities that support classroom practices.**

- Weekly grade level meetings
- Pacing guide and curriculum map aligned with CCGPS
- Extended Learning Time
- Intervention Programs
- Morning Tutoring
- Student access to individual reading material on their Lexile level

**Additional strategies needed to support student success.**

- Protected instructional time for explicit writing instruction
- Multiple means accessing diverse media to obtain and present informational text
- Access to technology in the classroom

**A general list of current classroom resources for each classroom in the school.**

- Desktop computer
- Research-based comprehensive core reading curriculum
- Access to multiple levels of Lexiled books through the media center and book room

**Clear alignment plan for SRCL and all other funding aligned to school and system literacy goals**

- Local school funds provide support to classroom instruction and student literacy
- Title I monies support 21<sup>st</sup> century technology and site licenses
- Title II monies support professional learning

	SRCL	Title I	Additional Funding
<b>Resources to implement Literacy Plan including student engagement</b>	Laptops Classroom computers Document cameras Board slates Flip cameras Leveled texts Non-fiction texts aligned to science and social studies (GPS)	Interactive projectors Classroom computers	Etowah Foundation Teacher Grants
<b>Activities that support literacy intervention programs</b>	Additional supplies to supplement current interventions	RAVE-O Corrective Reading Early Intervention in Reading Title I teacher and paraprofessionals	Supplemental books- <b>Title III</b> Sound Partners- <b>Local Funds</b> Stepping Stones to <b>Literacy-Local Funds</b>

			Language for Learning- <b>Local Funds</b>
<b>Shared resources</b>	Lego Robotic Kits Remote access program E-books and E-texts STEM Lab	Core reading program (K-5) Social Studies and Science supplemental materials Next Navigator Write Score Study Island	Corrective Reading- <b>Title I, IV</b> Stepping Stones to Literacy- <b>Local Funds</b> Early Reading Tutor- <b>Local Funds</b> Early Interventions in Reading- <b>Title I</b>
<b>Library resources</b>	Remote access program E-books and E-texts Additional common core reading titles	Interactive projector Computers Printer Common Core Literature Titles	Novel sets- <b>Local Funds/Fund Raisers</b> E-Readers- <b>Local Funds/Fund Raisers</b>
<b>Activities that support classroom practices</b>	Building Academic Vocabulary	Intervention programs	Pacing Guide and Curriculum Map- <b>Title II</b> Intervention programs <b>Title I/Local Funds</b>
<b>Additional strategies needed to support student success</b>	Technology training Universal Design for Learning training/ STEM training	Technology training Data Digs	Professional Learning- <b>Title II</b>
<b>Current classroom resources</b>	NA	Core reading program Intervention programs Phonological/ Phonemic Awareness Kindergarten Program	Core math program- <b>Local Funds</b> Core science program- <b>Local Funds</b> Core social studies program- <b>Local Funds</b> ESOL program- <b>Title III</b>

**Demonstration of how any purposed technology purchases support RTI, student engagement, instructional practices, writing, etc.**

- Tier 2 and Tier 3 students will have daily access to researched based intervention materials available online for 180 days on repetitive reinforcement in areas of deficit.
- Research studies show a significant increase in achievement when instructional practices are technology based.
- It is a goal of AES to incorporate the Universal Design for Learning and Instruction (UDL) guiding principles to support our disciplinary literacy, which will greatly impact RTI, student engagement, and instructional practices.

	<b>RTI</b>	<b>Student Engagement</b>	<b>Instructional Literacy Practices</b>
<b>21<sup>st</sup> Century Technology</b>	Online intervention programs will allow increased accessibility to diverse learners (UDL 1) Optimizes access to tools and assistive technologies (UDL 4).	Online access promotes interaction and communication among students and between students and faculty (UDL 8)	Daily individualized practice and application in matching the needs of the 21 <sup>st</sup> century learner. Provides options for comprehension (UDL 3).
<b>Stem Resources</b>	Offers hands-on opportunities for kinesthetic and visual learners (UDL 1)	Enables students to experience the work of scientists, technologists, engineers, and mathematicians. Provides options for recruiting interest (UDL 7)	Optimizes individual choice and autonomy enabling expression in multiple content areas (UDL 7).
<b>21<sup>st</sup> Century Technology Programs</b>	Online intervention programs will allow increased accessibility to diverse learners (UDL 1) Optimizes access to tools and assistive technologies (UDL 4).	Instructional technology is designed in a straightforward manner to increase student engagement and access to a variety of materials. (UDL 3).	Individualized practice and application in matching the needs of the 21 <sup>st</sup> century learner. Provides options for comprehension (UDL 3).
<b>Document Cameras</b>	Allows teachers and students the mobility and flexibility to access instructional materials in a variety of ways (UDL 7)	Teachers and students can manipulate interactive projector within small groups. Varies the means of presentation to optimize challenge (UDL 8).	Provides the teacher and student with multiple means of instructional materials with the use of various technological supports (UDL 4).

**Professional Learning Strategies Identified on the Basis of Documented Needs**

**a/b. Table indicating the professional learning activities that staff have attended in the past year and percent of staff attending each activity**

Professional Learning Program 2011-2012	Hours	% of certified staff attended
Depth of Knowledge Training	8 hours	88%
Math Workshop Model	40 hours	12%
Thinking Maps Training	24 hours	6%
Collaborative Planning for Common Core Unit and Assessment Development – Math	96 hours	17%
Collaborative Planning for Common Core Unit and Assessment Development – Science	32 hours	12%
Vertical Teaming Training with Georgia Evans	32 hours	17%
CCGPS Literacy Standards Training	1 hours	100%
CCGPS Math Standards Training	1 hours	100%
Webinars were viewed to learn about the CCGPS in ELA and Math	10 hours	100%
Leadership Academy	80 hours	12%
Guided Math Book Study	9 hours	100%
Transitions to Lexile Training	8 hours	48%
Implementation of Imagine It! Reading Series	16 hours	23%
Collaborative Planning for Gifted Teachers	30 hours	8%
ESOL Endorsement	120 hours	4%
Gifted Endorsement	120 hours	6%

**c. On-going professional learning.**

Professional Learning Program 2012-2013	% of certified staff attended
Collaborative Planning for Common Core Unit and Assessment Development – Math	17%
Collaborative Planning for Common Core Unit and Assessment Development – Science	12%
Collaborative Planning for Common Core Unit and Assessment Development – Social Studies	6%
Collaborative Planning for Common Core Unit and Assessment Development – ELA	6%
Vertical Teaming Training with Georgia Evans	17%

**d. The programmatic professional learning needs identified in the needs assessment.**

According to the Needs Assessment survey completed by the staff, Adairsville Elementary needs further professional training for the implementation of appropriate interventions, strategies for implementing technology into the curriculum to promote student engagement, and strategies for effective writing instruction across content areas.

Anticipated Professional Learning Program 2013-2014	Hours	Project Plan Goals/ Objectives Addressed	Literacy Plan Building Block Addressed
Utilizing Technology to Engage Learners	12 hours	Goal 6: Objectives 1, 2, 3 Goal 4: Objective 2	1, 2, 3, 6
Using Choice Boards to Differentiate Learning	4 hours	Goal 4: Objectives 1 Goal 5: Objective 2	1, 6
Implementing Appropriate Interventions (Tier I, II, III)	4 hours	Goal 1: Objective 2 Goal 4: Objective 1	2, 4, 5, 6
Building Academic Vocabulary	4 hours	Goal 5: Objective 1, 2, 3	1, 2, 6
Effective Strategies for Reading and Writing Across the Content Areas	6 hours	Goal 3: Objective 1, 2	1, 2, 4
Professional Learning Communities ( <i>Choice Words, Rigor is not a Four Letter Word</i> )	20 hours	Goal 5: Objective 1, 2, 3 Goal 4: Objective 1	2, 4, 5, 6
<b>Total Professional Learning Hours</b>	50 hours		

**e. The application details the process to determine if professional development was adequate and effective.**

The professional development plan was created utilizing the results from the Georgia Literacy Plan Needs Assessment for Literacy. A checklist will be used by Administration, Literacy Team and the School Leadership team to assess the effectiveness of the professional development in individual classrooms. Based on SMART (Specific, Measurable, Attainable, Realistic, Timely) goals created using student data, the checklist will be used as an ongoing, authentic assessment of how well the professional

development was delivered and the individual teachers ability to be successfully implement the program's goals and objectives.

**f. The professional learning plan is detailed and targeted to stated goals and objectives outlined in the literacy plan.**

The literacy committee and school leadership team will review the targeted goals and objectives to determined needed professional learning. Results from the initial survey, system goals, and current student achievement data will be analyzed to prioritize professional learning.

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

After the professional learning plan becomes operational, a second survey will be distributed to the staff to use as a comparison to determine if the original concerns have been addressed. Administration will conduct classroom observation to ensure goals and objectives are implemented to fidelity.

The method of measuring effectiveness of professional learning:

- Administration will conduct formal observations to gauge utilization and effectiveness of professional learning strategies and objectives.
- The Literacy Team will conduct informal walk-throughs of all classrooms to ensure utilization of professional learning strategies and instructional practices.
- Teachers will use formative assessments to measure student gains related to the objectives of the professional learning. Adjustments to instruction will be made on an as-need basis reflective of the data.
- Benchmark (OAS, DIBELS), GKIDS, and CRCT summative data will be used to assess the overall effectiveness of professional learning and used to determine the need for follow-up training.

The Literacy Team will develop rubrics correlated to professional learning objectives that will be utilized during formal and informal observations. Teachers will be rated on each objective using a rating scale. The scale will range 1 through 5 with 5 being fully operational and 1 being emergent. The Literacy Team will analyze the data and create an overall effectiveness score for the school. This score will determine if further training is needed: individual, grade level, or school-wide.

**Adairsville Elementary Sustainability Plan**

The table below provides information on how we will continue to maintain the resources, strategies, and materials obtained during the SRCLG funding window.

	<b>Title I</b>	<b>Title II</b>	<b>Title III</b>	<b>Local, Partners in Education, Fundraisers</b>
<b>Extending Assessment Protocols</b>	✓		✓	
<b>Literacy Intervention Programs</b>	✓			✓
<b>Training New Employees</b>		✓		
<b>Maintaining Technology</b>	✓		✓	✓
<b>Ongoing Professional Learning</b>	✓	✓	✓	✓
<b>Replacing Print Materials</b>	✓			✓
<b>Expanding Lessons Learned</b>	✓	✓		✓

**Maintaining Funding**

Six major sources of funding support years following Striving Readers:

- **Title I-** AES has averaged \$118, 626 of Title I funding the last three years. Annual funding will be utilized to sustain most of the resources, strategies, and materials purchased through SRCLG.



- **Title II-** Bartow County provides training throughout the year using Title II funds. Striving Reader schools will identify common weaknesses to inform the professional learning choices of the district.
- **Title III-** Title III funds will be utilized to replenish assessment materials, maintain technology in the ESOL classroom, and send the teacher to trainings.
- **Local Funding-** Profits from the AES After School Program provides substantial funding on quick notice.
- **Partners in Education-** AES has several partners that contribute funding to the school: including the Bartow Education Foundation, and our PTO. The Literacy Team, will utilize social media technology to spark interest from community stakeholders. Literacy Team members will contact local businesses to add to our list of partners.
- **Fundraisers-** Adairsville generates funding from sale proceeds from the following sources: pictures, yearbooks, ice cream, school store, etc.

### **Assessments**

AES has a commitment to screening, progress monitoring, and outcome assessments. (How, Building Block (BB) 3, p 34) We have a history and process of utilizing these practices. The administration monitors this data (“How” BB 3, p 35), trains, and mentors teachers (“How” 6 B, p 49; 3, p 35-36). AES uses DIBELS Next, the Scholastic Reading Inventory, county benchmarks, and AIMSWEB for progress monitoring and outcome assessments. AES follows the calendar created by the system literacy specialist to administer assessments. (“How”, 3 C 3, p 35; “What” BB 3, A 1-6, p 8).

The literacy specialist and administration redeliver all professional training. Trainings are offered on an ongoing basis, so new teachers can receive training upon employment (“What”, BB 6, p 13; How 3B p 36). The “Intervention Convention: includes opportunities for teachers from each school to attend trainings, acquire skills in implementing, analyzing, and using assessments to inform instruction. (“What”, BB 3, 5, p 8)

At the end of each year print and intervention program materials are inventoried. Title I and Local Money is used to purchase replacements.

**Bartow County School System: Adairsville Elementary School**

New staff are trained per the “System Strategic improvement Planning Report” including ‘New Teacher Orientation/Institutes’ and continuous professional learning in collaboration with teacher mentors. New staff members are mentored.

The site license renewal calendar is maintained by the principal. Appropriate amount of Title I and Local funds will be allocated for renewal.

Trainings that are offered by Bartow County (Title II) will continue to be utilized to increase teacher skill levels. A portion of Title I monies will be set aside each year to provide training in areas that are identified as needs by the School Improvement Team. Local funding will be utilized to pay for professional learning that becomes necessary as the year progresses.

The implementation of Adairsville’s Literacy Plan will be a process guided by analysis and reflective questioning. The Literacy Team will be responsible for identifying the successes and failures of the plan. Funding from all six sources will be used to make necessary adjustments. Adairsville will share its successes and failures with other schools through social media and district meetings.

**Budget Summary**

Striving Readers funding will allow AES the opportunity to address several literacy needs that were identified through the multiple needs assessments conducted at the school. Resources needed include an intensive PK-5 writing program, technology to assist student ability levels in literacy and engage students in activities that increase student achievement in literacy. Professional development is also required to train teachers in literacy instruction and assessment for school wide intervention programs. Teachers will be afforded the opportunities to participate in specific literacy training to meet the needs of their students. Funds from the grant will be used to successfully implement an intensive PK-5 writing program including professional development for teachers, purchase supplementary literacy resources for teachers, and purchase technology to support literacy instruction and assessment. 21<sup>st</sup> Century Technology is needed to fully implement all components of the scientifically research based core reading program.

School data indicates a weakness in phonemic awareness in the lower grades and comprehension and fluency in the upper grades. There are achievement gaps with the students with disabilities subgroup and economically disadvantaged subgroup compared to all students. Diverse leveled texts are needed to support instruction in content area standards. Access to a system STEM lab will also assist students with connecting Science, Technology, and Engineering across the curriculum. A Lego Robotics lab will foster and support early literacy skills for all students Pre-Kindergarten through Fifth.

Bartow County School System – Adairsville Elementary School

<b>Budget Items</b>	
<b><u>Item</u></b>	<b><u>Quantity</u></b>
21 <sup>st</sup> Century Technology	TBD
STEM resources	TBD
LEGO robotics	1

<b>Professional Learning</b>	
RTI	TBD by CO
Assessment Training	TBD by CO
Professional Development (RAVE-O, SRA, researched based writing curriculum, technology training, UDL)	all staff
Disciplinary literacy strategies	TBD by CO
Effective vocabulary development strategies	TBD by CO
Use of classroom technologies	TBD by CO
How to analyze data and use it to inform instruction	TBD by CO
Reading Endorsement	TBD by CO
STEM conferences/institutes	TBD by CO
Gifted endorsement	TBD by CO
AP Institutes and workshops	TBD by CO
Training for ECE students in PreK internship	TBD by School
Community initiatives and workshops	TBD by School
Music literacy on site for new and expectant parents (including our students)	TBD by CO