

School Profile

Created Tuesday, September 18, 2012

Page 1

School Information

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

Level of School

Middle (6-8)

Principal

Principal Name:	Brian Knuchel
Principal Position:	Principal
Principal Phone:	770-606-5842
Principal Email:	brian.knuchel@bartow.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Suzi Lance
School contact information Position:	Assistant Principal
School contact information Phone:	770-606-5842
School contact information Email:	suzi.lance@bartow.k12.ga.us

Grades represented in the building

example pre-k to 6

6-8

Number of Teachers in School

47

FTE Enrollment

740

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

Created Tuesday, October 09, 2012

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 Rubric](#)

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

-
- Yes
-

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

[Assessment Chart](#)

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

Grant Assurances

Created Tuesday, October 09, 2012

Page 1

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

• Yes

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

• Yes

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

• Yes

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
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

Page 3

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

- any person owning more than 20% interest in the Applicant
 - the Applicant's corporate officers
 - board members
 - senior managers
 - any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.
- i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
- ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

Conflict of Interest & Disclosure Policy

- iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:
 - 1. Disqualify the Applicant, or
 - 2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.
- iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

b. Employee Relationships

- i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:
 - 1. The names of all Subject Individuals who:
 - a. Participated in preparation of proposals for award; or
 - b. Are planned to be used during performance; or
 - c. Are used during performance; and
- ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:
 - 1. The award; or
 - 2. Their retention by the Applicant; and
 - 3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
 - 4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.
- iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

Conflict of Interest & Disclosure Policy

- iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
- v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.

c. **Remedies for Nondisclosure**

The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

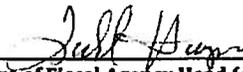
II. **Disclosure of Conflict of Interest after Agreement Execution**

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

Conflict of Interest & Disclosure Policy

III. Incorporation of Clauses

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



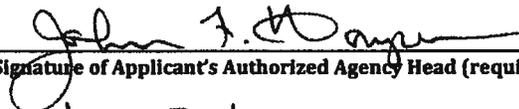
Signature of Fiscal Agency Head (official sub-grant recipient)

Todd Horpen CFO

Typed Name of Fiscal Agency Head and Position Title

10/10/2012

Date



Signature of Applicant's Authorized Agency Head (required)

John F. Harpelle Superintendent

Typed Name of Applicant's Authorized Agency Head and Position Title

10/10/12

Date

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

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

Date (if applicable)

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

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

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

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

Table 4: Percent Not Meeting: High School Writing Test

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

Table 5: District Graduation Data

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

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

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

Responsibilities of People Involved with the Grant Implementation:

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

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

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

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

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.

School History

Adairsville has enjoyed a long history of providing educational opportunities to its community. Adairsville Schools began circa 1900 as Cherokee Baptist High School, housing grades 9 through 11 on the site of the current school. From that time forward, the schools in Adairsville have been the center point of the community where many of the parents and grandparents attended the school. Today, Adairsville has three schools in the community: Adairsville Elementary, Middle and High school. Adairsville Middle School is the primary feeder school to Adairsville High School. The school has 739 students that feed into the high school. Of the 739 students at Adairsville Middle, fifty-four percent of students are economically disadvantaged and sixteen percent are students with disabilities which this identifies the school as an at-risk school. Adairsville Middle School is a Title I school which designates federal funds to be used to address the needs of the at-risk students.

Administrative and Teacher Leadership Team

Adairsville Middle School is led by Dr. Brian Knuchel , Principal, Suzi Lance, administrator of curriculum and instruction, and Eddie Chastain ,administrator in charge of operations. Our administrator of curriculum and instruction holds a reading endorsement and content reading certification. All school leaders hold post-secondary degrees in Educational Leadership. Our Literacy Leadership Team consists of a representative from each academic department, connections representative, lead special education teacher, media specialist and ESOL teacher. Sarah Callaway, member of Literacy Leadership Team, holds a degree as a reading specialist.

The Literacy Leadership Team meets monthly for the purpose of identifying areas of weakness, ways to improve student achievement, as well as engage the community and stakeholders as partners in all areas of school life. The team discusses ways to improve communication among stakeholders to get them involved in academic and other initiatives impacting student achievement and well being. Adairsville Middle School Leadership Team has the analysis of student data to improve student achievement as its highest priority. For this reason, our leadership strives to create and maintain an environment that educates all students to understand the past, learn in the present, and flourish in the future as lifelong learners. A distinct camaraderie exists on the part of all stakeholders. We believe this relationship factor is a critical piece of student success.

School Literacy Leadership Team

Literacy Leadership Team Structure

- The Literacy Team at Adairsville Middle School is composed of one department representative, the Title I reading teacher, the media specialist, lead special education teacher, ESOL teacher, the curriculum and instruction assistant principal, and the principal.

Literacy Leadership Team Schedule

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

Literacy Leadership Team Initiatives

- Create and vertically align concept skill maps based on each grade level's Common Core Standards.
- Created and implemented a mentor program called "We Care" for the at risk students.
- Participate in Common Core State Standard Webinars provided by the Georgia Department of Education.
- Disaggregate data to improve instruction and give suggestions as to ways to improve. Review data to revise current Reading Tigers Program to address reading deficits on SRI testing and state testing.
- Address data for school interventions.

- Distributed a Needs Assessment for Classroom Teachers as well as a School Level Needs Assessment.

Past Instructional Initiatives

Last year, our school identified writing across the curriculum as our school initiative. The school implemented the following initiatives:

- SRA reasoning and writing with students with disabilities
- Writing benchmark assessments
- Math workshop model to introduce writing into math
- Revise assessments to include writing in the content areas

Current Instructional Initiatives

- Develop a comprehensive plan to raise all students lexile level.
- Create interventions for students that are below grade level in reading.
 - Read 180
 - System 44
- Increase media literacy by creating requirements of nonfiction books.
- Collaborative planning among core subject teacher to not only identify but also implement strategies to meet the needs of at-risk students.

Professional Learning Needs

- Local School Needs Assessments indicated that we need more training in implementing the 21st century skills into the core curriculum.
- Training in planning differentiated instruction and inquiry, implementing comprehension strategies and reading diagnostic assessments as outlined in universal design curriculum is needed. Our needs assessment revealed that teachers would like additional training in planning and implementing differentiated instruction and in planning and incorporating writing, particularly writing across the curriculum.
- Additional training is needed in interventions in order to deliver them with fidelity.

Need for a Striving Readers Project

The Striving Readers Comprehensive Literacy Project will enable our school to provide professional learning to all instructors who are just beginning to use and implement technology in the classroom. Technology as an instructional tool is an essential need for our school.

However, training is needed to utilize the technology effectively. Results from the Georgia

Literacy Plan Needs Assessment School Survey stated that seventy-one percent of teachers identified a professional learning need in the area of literacy across the curriculum. The lack of access to technology outside of the classroom for the fifty-four percent of the students who are economically disadvantaged in our school is a problem. Presently, the limited knowledge of how to integrate technology and access to current technological devices to support instruction is hampering the potential success of learners in Bartow County. For example, students are equipped with many of the skills needed to type a report, but need to understand how to use the tools to communicate effectively, to research, and to collaborate as a member of a community of learners.

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

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

Curriculum Needs

According to the Needs Assessment Survey, teachers need additional training in the use of the Bartow County Reading Intervention Continuum to provide needs-based instruction for struggling readers and writers. For this reason, we need to not only identify and purchase

sufficient intervention materials aligned to student needs, but must provide the amount of training so teachers are able to implement them with fidelity.

Technology Needs

Writing, math, and science programs are needed to facilitate student engagement and improve instructional rigor. These will provide multiple means of engagement, which facilitates student management of information and resources. As the Common Core Georgia Performance Standards are rolled out, this technology will be important for promoting higher expectations and optimizes motivation.

Bartow County School System: Adairsville Middle School Georgia K-12 Literacy Plan 2012: Making Your Own Plan

Building Block 1. Engaged Leadership

The “**Why**” document recognized that “administrators are anxious to improve student (learning) outcomes” (**The Why, p.141**) which plays a role in the school’s goal setting from year to year. The Leadership Team at Adairsville Middle School “recognizes . . . the danger of unrealistic expectations in goal making”(The **Why, p.141**) therefore; has placed great importance in developing a school improvement plan that not only meets the needs of the students but is also doable.

According to the data, our school leadership team currently needs to improve upon optimizing literacy instruction in all content areas with an additional focus in Social Studies and Science. In 6th, 7th, and 8th grade overall student body percentage pass rate for Social Studies was 64%, 70%, and 72%. In Science, overall achievement was 75%, 89%, and 70%.

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, 87 % of Adairsville Middle teachers believe the administration is committed to the school. Currently the following are in place but needs to be expanded upon:

1. Participating in state-sponsored webinars and face-to-face sessions to learn about the transitions to CCGPS. (**The What, p.5**)
2. Schedules protected time for literacy but need to improve upon teacher collaboration. (**The What, p.1**)

B. Action: Organize a Literacy Leadership Team

Based on the Georgia Literacy Plan Needs Assessment, 71% of teachers believe we are still in an emergent phase in executing a literacy leadership team which is inconsistent with what is actually taking place. The Literacy Team needs to effectively share the plan goals with the entire staff. Currently the following are in place:

1. A shared literacy vision has been agreed upon by the school and community that is aligned with the state literacy plan. (**The What, p.5**)
2. The literacy leadership team consists of faculty, administrators, and local school council members. (**The What, p.5**)
3. Research-based guidelines, strategies and resources for literacy instruction, as set forth in “**The Why**” document of the most current iteration of the Georgia Literacy Plan have been incorporated into all practice and instruction. (**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, 60% of teachers believe time and personnel are fully operational used effectively by the following:

Bartow County School System: Adairsville Middle School Georgia K-12 Literacy Plan 2012: Making Your Own Plan

1. A protected, dedicated 75 minute block is allocated for reading instruction along with content literacy instruction being taught three 75 minute blocks as well. . (**The What, p.6**)
2. An additional 45 minute intervention block dedicated to struggling readers. This intervention block would be in addition to the two-four hours of literacy instruction across the disciplines taught daily. (As identified in 2012-2013 School Improvement Plan)

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

Because only 42% of teachers believe agencies and organizations out-of-school collaborate to support literacy (Georgia Literacy Plan Needs Assessment), it is necessary to implement the following:

1. Plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge. (The How, Planning, p. 24)
2. Implement a system using technologies in which teachers may coach, model, co-teach, observe, and give feedback to one another on teaching strategies for literacy in the classroom. (The What, p. 7)

E. Action: Optimize literacy instruction across all content areas

Since only 44% of teachers believe agencies and organizations out-of-school collaborate to support literacy (Georgia Literacy Plan Needs Assessment), it is necessary to implement the following:

1. Expand the types of writing across the subject areas through meaningful opportunities to write, speak, and listen. (e.g., songs, contests, manuals, wikis, blogs, captions, word problems, e-mails, ads, etc.) (**The How, Sustaining, p. 26**)
2. Create a forum to share creative ideas among the faculty to infuse literacy throughout the day. (**The How, Expanding, 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 42% of teachers 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, Planning, p. 28**)
2. Expand on current role of school council to emphasize literacy. (**The What, p. 7**)

Building Block 2: Continuity of Instruction

According to Dole, Duffy, Roehler, and Pearson (1991) in “**The Why**” document, p. 41, teachers need to focus on the seven main strategies for reading. However, it is important to note that these strategies should not be taught in isolation or just in the reading class. These strategies should be taught across the curriculum. According to our Needs Assessment Survey, 77% of the Adairsville

Bartow County School System: Adairsville Middle School Georgia K-12 Literacy Plan 2012: Making Your Own Plan

Middle faculty feels the school is operational or fully operational in teaching across the curriculums, yet the student data shows scores which are significantly lower in Science and Social Studies. Additionally, The “**Why**” document shows that to keep up with global literacy expectations, students will need strategies to help them access and retain information from different sources (**The Why, p.51**).

Another area of concern is supporting teachers in providing literacy instruction through professional development and collaboration. The data in “**The Why**” document recommends having a supportive and professional learning network with consistent access to information for teachers (**The Why, p. 141**).

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

Since only 56% of teachers believe agencies and organizations out-of-school collaborate to support literacy (Georgia Literacy Plan Needs Assessment), it is necessary to implement the following:

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

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

Since only 51% of teachers believe agencies and organizations out-of-school collaborate to support literacy (Georgia Literacy Plan Needs Assessment), it is necessary to implement the following:

1. Coach, model, co-teach, observe, and give feedback to fellow teachers using videos and social media. (**The How, Implementing, p. 30**)
2. Identify skills and knowledge needed to be strengthened for future lesson for students to reach standards. (**The How, Expanding, p. 30**)
3. Integrate literacy strategies and skills development necessary for achievement in all subjects. (**The How, Implementing, p. 30-31**)
4. Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each area. (**The What, p. 7, The Why, p. 41**)
5. Infuse all types of literacy throughout the day (e.g. print, online, blogs, wikis, social media). (**The How, Implementing, p.31**)
6. Teach and have students practice writing as a process (pre-write, draft, revise, edit, and publish). (**The How, Implementing, p. 31**)

Bartow County School System: Adairsville Middle School Georgia K-12 Literacy Plan 2012: Making Your Own Plan

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

The Needs Assessment Survey showed that AMS was not fully operational (24%); according to “**The How**” document, p. 33, the school is doing several of these but should expand upon them in the future. Adairsville Middle should expand upon the following:

1. 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**).
2. Ensure that all appropriate stakeholders participate in critical planning and decision making processes. (**The How, p. 33**)

Building Block 3. Ongoing formative and summative assessments

Having the “right” assessments in place is only one element of an effective literacy assessment plan,” (McEwan, 2007, Phillips, 2005; Torgesen, Houstin, Rissman, Decker, Roberts, Vaughn, Wexler, Francis, & Revera et al, 2007). Each school should have a team in place to set criteria for expected growth and identification of scientifically based interventions needed to support the learner (**The Why, p. 141**). According to “**The Why**” document, a school needs to use a variety of assessments and assessment data to determine the needs of the student (**The Why, p. 126**). Adairsville Middle School has universal screenings and progress monitoring components of our school assessments in place but needs to continue to develop mid-course assessments (Needs Assessment Survey). Once these assessments have been completed, the school should provide teachers with a structured time to analyze and follow a protocol for students who require specific needs based on the data. (**The Why, p. 58**)

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, 73% of teachers believe there is an operational infrastructure for assessments. (**The Why, p. 94-122**) Currently, AMS has the following in place:

1. Effective screening, progress monitoring, and diagnostic tools have been selected to identify achievement levels of all students. (**The What, p. 8**)
2. Assessment and intervention materials aligned with students; needs are available and personnel trained. – We will continue to develop a protocol for what to do after students are identified and interventions are determined. (**The What, p. 8**).

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

Based on the Georgia Literacy Plan Needs Assessment, 71% of teachers believe there is an operational system of ongoing assessments because of the following: (**The Why, p.94-122**)

Bartow County School System: Adairsville Middle School Georgia K-12 Literacy Plan 2012: Making Your Own Plan

1. The instructional levels of all students are screened and progress monitored with evidence-based tools. (**The What, p. 8**)
2. Universal screening, progress monitoring, and curriculum-based assessments are used to determine instructional decisions regarding flexible 4-tier service options. (**The What, p. 8**)

One area of concern:

3. Commonly shared mid-course assessments, which include a variety of formats are needed in Science and Social Studies. (**The What, p. 8**)

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

Based on the Georgia Literacy Plan Needs Assessment, 56% (fully operational) and 37% (operational) of teachers believe problems found in screenings are further analyzed with diagnostic assessment. (**The Why, p.94-122**) Currently in place are the following but need to expand upon:

1. Develop interventions that include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach. (**The What, p.9**)
2. AMS needs to establish or select protocols for team meetings. (**The How, Planning, p. 39**)
3. AMS needs to train teachers to use the decision-making protocol to identify students' instructional needs. (**The How, Implementing 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, 73% of teachers believe that summative data is used to make programming decisions as well as to monitor individual student progress. (**The Why, p.94-122**) Although the data shows 73%, AMS believes it is necessary to implement the following:

1. Protect a planned time for team teachers to review data in order to identify program and instructional adjustments, as needed. (**The How, Implementing p. 38**)
2. Plan lessons, re-teaching, and intervention activities that target area of need. (**The How, Expanding, p. 38**)
3. Apply protocols for looking at student assessments and evaluating student progress. (**The How, Expanding, p. 38**)

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

Based on the Georgia Literacy Plan Needs Assessment, 55% of teachers believe that a clearly articulated strategy for using data to improve teachers and learning is followed. (**The Why, p.94-122**) It is necessary to implement the following:

1. Develop a protocol for making decisions to identify the instructional needs of students. (**The**

Bartow County School System: Adairsville Middle School Georgia K-12 Literacy Plan 2012: Making Your Own Plan

How, Planning, p. 39).

2. Train teachers to use the decision-making protocol to identify students' instructional needs and group them by instructional commonalities. (**The How, Implementing, p. 39**)

Building Block 4. Best Practices in Literacy Instruction

Although faculty rated AMS high on the Needs Assessment Survey, a review of "**The What**" document highlighted the fact that Adairsville Middle is not meeting the expectations of writing across the curriculum as well as explicit literacy instruction. According to "**The Why**" document, the research shows that writing demands for the 21st century learner are increasing not only in schools but also the workplace because of the need for effective communication skills. According to this document, the implementation of a strong writing program is crucial to literacy in addition to providing teachers with professional development to learn how to explicitly teach content based literacy strategies. Incorporating technology into adolescent literacy and instruction can increase motivation and enhance student engagement. (**Merchant, 2001, The Why Document, p. 53**)

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

Based on the Georgia Literacy Plan Needs Assessment, 84% of teachers believe that all students receive direct, explicit instruction in reading at an operational level; however, it is necessary to implement the following (**The Why, Planning, p.41-59**):

1. Examine student data to identify areas of instruction with greatest needs. (**The How, Planning, p. 40**)
2. Plan and provide professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills within each subject area. (**The How, Planning, p. 40**)
3. Address both academic and workplace literacy skills across all content areas and provide students with knowledge of a variety of career pathways. (**The How, Expanding p. 40**) The Georgia STEM project addresses these career pathways, and we will need to incorporate STEM goals as part of our Striving Readers literacy goals.

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

Bartow County School System: Adairsville Middle School Georgia K-12 Literacy Plan 2012: Making Your Own Plan

Based on the Georgia Literacy Plan Needs Assessment, 86% of teachers believe that all students receive effective writing instruction across the curriculum at an operational level; yet, AMS believes it is necessary to implement the following (**The Why, p. 45**):

1. Create a plan that describes how technology will be used for production, publishing and communication across the curriculum. (**The How, Planning, p. 42**) To implement this we will need green spaces and digital video cameras.
2. Design a vertically and horizontally articulated writing plan consistent with CCGPS. (**The How, Expanding, p. 42**) To implement this we will need a researched and computer based writing program.
3. Develop or identify the programs, protocol, and/or materials necessary to implement a plan at each level. (**The How, Expanding, 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, 58% of teachers believe that extended time is provided for literacy instruction at an operational level. (**The Why, p.58**) AMS is currently implementing the following:

1. Providing students with opportunities to self-select reading material and topics for research.
2. Increasing access to texts through technology that students considering engaging. To implement this in our school, we will need an electronic library.
3. Leveraging the creative use of technology within the learning process to promote engagement and relevance. To implement this in our school we will need 21st century technology.

D. Action: Teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school.

Based on the Georgia Literacy Plan Needs Assessment, 76% of teachers believe that teachers are intentional in efforts to develop and maintain interest and engagement as students' progress through school at an operational level. AMS is currently doing the following:

1. Providing students with opportunities to self-select reading material and topics for academic research.
2. Increasing access to texts that students consider engaging.
3. Scaffolding students' background knowledge and competency in navigating literacy and informational texts to ensure their confidence and self-efficacy.

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

“Standards-based classroom learning describes effective instruction that should be happening in all classrooms for all students resulting in an effective learning environment”.

Bartow County School System: Adairsville Middle School Georgia K-12 Literacy Plan 2012: Making Your Own Plan

(The Why, p.123) Unfortunately, the idea of a standards-based classroom only exists on paper. Even with the best of learning opportunities, learning gaps occur resulting in the need for additional help or interventions. “Intervention refers to strategic techniques that are based on student needs and usually supplements the general education curriculum”. **(The Why, p.123)** Although the faculty rated the school high on the Needs Assessment Survey, a review of “**The What**” document highlights the fact Adairsville Middle is not meeting the needs of the RTI students. **(The What, p.10-11)** The chart shows we have strengths but also shows the weaknesses that need to be improved upon.

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, 73% of teachers believe that a clearly articulated strategy for using data to improve teaching and learning is followed at an operational level. It is necessary to implement the following.

1. Develop protocols for identifying students and matching them to appropriate interventions. **(The How, Planning, p. 43)**
2. Develop standardized protocols for the collection of critical information to determine students’ literacy competence in various content areas and response to interventions. **(The How, Expanding, p. 43)**
3. Schedule grade-level data-analysis team meetings. **(The How, Expanding, 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)

Based on the Georgia Literacy Plan Needs Assessment, 71% of the teachers at Adairsville Middle School feel that Tier I instruction based upon the CCGPS in grades K-12 is provided to all students in all classrooms at a minimum of an operational level. It is necessary to implement the following:

1. If fewer than 80% of students are successful, examine student data to focus on instructional areas of greatest need. **(The How, Planning, 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.

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

Based on the Georgia Literacy Plan Needs Assessment, 76% of teachers feel that Tier 2 needs-based interventions are provided for target students. It is necessary to expand upon the following:

1. Plan and provide professional learning for interventionists on:
 - Appropriate use of supplemental and intervention materials.
 - Diagnosis of reading difficulties.

Bartow County School System: Adairsville Middle School Georgia K-12 Literacy Plan 2012: Making Your Own Plan

- Direct, explicit instructional strategies to address difficulties.
- Charting data. (**The How, Planning, p. 45**)

To implement in this our school we will need professional development through coaching on interventions.

2. Study other comparable schools successful in closing achievement gap. (**The How, Expanding, 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, 76% of Adairsville Middle School's teachers feel that we ensure that SST and data teams monitor progress jointly. We currently implement the following:

1. T3 SST/ data teams meet to discuss students' progress based on intervention. (**The What, p.12**)
2. SST data team meets 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, 78% of teachers at Adairsville Middle school perceive that we implement specially-designed learning through specialized programs, methodologies, or strategies based upon students' inability to access the CCGPS any other way at least at the operational level. Currently, our school provides special instruction for T4 students in the following ways:

1. Least restrictive environment. (**The What, p. 12**)
2. Building and system administrators are familiar with funding formulas. (**The What, p. 13**)
3. Participate in professional learning communities. (**The What, p. 13**)

Building Block 6. Improved Instruction through Professional Learning

The goal of professional learning is to support viable, sustainable professional learning, improve teacher instruction, and ultimately promote student achievement. Teachers possess the greatest capacity to positively affect student achievement, and a growing body of research shows that the professional development of teachers holds the greatest potential to improve adolescent literacy achievement (**The Why, p. 141**). "According to the National Staff Development Council (NSDC, 2001), substantiated academic growth will occur only when professionals receive ongoing, targeted professional learning" (**The Why, p. 141**). The Needs Assessment for Adairsville Middle School shows that the staff at AMS agrees with the research.

As Adairsville Middles moves towards full implementation of the Common Core Georgia Performance Standards (CCGPS) while also focusing on the standards for the "21 Century" skills, the

Bartow County School System: Adairsville Middle School Georgia K-12 Literacy Plan 2012: Making Your Own Plan

staff will need not only ongoing but also relevant professional development.

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

Based on the Georgia Literacy Plan Needs Assessment, only 29% (fully operational) and 45% (operational) of teachers believe that pre-service education prepares new teachers. Because of this, it is necessary to:

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

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

Based on the Georgia Literacy Plan Needs Assessment, 38% (fully operational) and 44% (operational) of teachers believe that in-service personnel participate in ongoing professional learning at an operational level. It is necessary to implement the following:

1. Schedule and protect time during the school day (teacher planning time designated for collaboration) for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work and reflect on practice. (**The How, Implementing, p. 48**) To implement this in our school, teachers will need professional development on literacy and writing strategies across the curriculum. In addition, teachers will need professional development from AMS teacher experts on implementing technology for best practices.
2. Use checklists tied to professional learning when conducting classroom observations or walkthroughs to ensure clear expectations and to provide specific feedback to teachers on student learning. (**The How, Planning p. 49**)

Process for determining the school's literacy need:

AMS used two different needs assessments to gather information: Georgia Literacy Plan Needs Assessment for Literacy (GLPNA) Kindergarten to Grade 12 and Bartow County School System PET-R survey. These tools identify key elements and concerns in the system's literacy program. The GLPNA survey focused on the following seven categories: goals and objectives, assessment, instructional practices, instructional time, differentiated instruction, administration, and professional development. The purpose of this survey was to determine the literacy needs according to the teachers at the school.

The school needs assessments were distributed via email to classroom teachers, support personnel, and connections teachers. It was requested that each teacher return a completed survey to the Literacy Team. The Literacy Team analyzed the results, by grade and overall school, and it was apparent that each teacher completed the survey independently. The AMS faculty had 99% of academic classroom teachers/media specialist participate in both surveys, 100% of special education teachers, 100% connections/CTAE teachers, and 100% support personnel/paraprofessionals participated in both surveys.

Disaggregated data and identified the following origins for the concerns:

The data at AMS shows growth in reading as a discrete subject, but the success is not translating into all content areas. The Literacy issue can be illustrated when looking at Math, Science and Social Studies as indicated by the percentage of students that did not meet the state standards on the CRCT in 6, 7, and 8. The gap between regular education students and students with disabilities (SWD) not meeting standards is significant with 36% more SWD students not meeting standards as compared to all students. The gap in science between all students and SWD students is 35.1%. The gap between white students and all students is 15.1%. This is reflective of the economically disadvantaged (ED) students at AMS. AMS has 56.7% of our students on free and reduced lunch and is a Title 1 school. AMS is able to address some of the literacy gaps through Title 1 interventions, but with a large ED population some of the literacy issues are generational.

Bartow County School System: Adairsville Middle School

Student Group	2012 School Data	2012 School Data	2012 School Data
	(DNM) MATH	(DNM) SCIENCE	(DNM) SOCIAL STUDIES
All Students (grades 6-8)	22.0%	19.9%	31.0%
Black(grades 6-8)	9.0%	18.0%	27.0%
Hispanic(grades 6-8)	20.0%	31.0%	24.0%
White (grades 6-8)	20.0%	35.0%	34.0%
SWD (grades 6-8)	61.0%	55.0%	67.0%

The following table identifies areas of concern as it relates to research-based practices found in the “What” document, aligned to what we have or have not done to address the problem.

Area of Concern	Root Causes	What We Have Done	What We Will Do
Engaged leadership	<p>Redelivery of professional learning (Currently only able to send 1 or 2 teachers to professional development)</p> <p>- Access to technology in a rural area has limited the ability to get information out to all AMS community members.</p>	<ol style="list-style-type: none"> 1. Shared literacy vision with school staff. (The What, p.1) 2. Monthly literacy leadership team meeting. (The What, p.1) 3. School council meetings quarterly. (The What, p. 1) 4. Protected schedule for literacy instruction. (The What, p. 1) 5. Additional 45 minute intervention class. (2012-2013 School Improvement Plan) 	<ol style="list-style-type: none"> 1. Planned for targeted sustained professional development. (The How, p. 24) 2. Implement a model of coaching, co-teaching, observing and giving feedback to one another on teaching strategies. (The How, p. 24) 3. Expand types of writing across subject areas. (The How, p. 26) 4. Create a shared vision with community members and stakeholders. (The How, p. 26) 5. Expand current role of school council to emphasize literacy. (The How, p. 28)
Continuity of Instruction	<p>As a staff, AMS is strong in Reading as an independent subject or skill but literacy responsibilities are not shared.</p> <p>It has not been a goal of the school to link subject areas to literacy. As a result, teachers are not using literacy strategies in their instructional time.</p>	<ol style="list-style-type: none"> 1. Collaborative Planning among grade levels and departments. (The How, p.29) 2. Shared vision for literacy among staff. (The What, p. 1) 3. School Council meets quarterly. (The What, p.1) 	<ol style="list-style-type: none"> 1. Identify specific, measurable student achievement goals (The How, p.29) 2. Design infrastructure for shared responsibility (The How, p.29) 3. Identify skills and knowledge needed to be strengthened for future lessons (The How, p.30) 4. Integrate literacy strategies and skills in all subject areas (The How, p.30-31). 5. Identify and plan direct, explicit instructional strategies (The How, p.30 and The Why, p. 41) 6. Infuse all types of literacy throughout the day. (The How, p. 31)

Bartow County School System: Adairsville Middle School

<p>Ongoing Formative and Summative Assessments</p>	<p>A consistent plan among teachers on when and how to assess students is currently not in place.</p> <p>Although content area concerns are identified, the staff does not have an effective plan to apply re-teaching strategies or interventions to meet the identified needs.</p>	<p>1. Effective screening, progress monitoring, and diagnostic tools have been selected to assess achievement levels of all students. (The What, p.8)</p> <p>2. Instructional levels of all students are screened and progress monitored with evidence-based tools (The What, p. 8)</p>	<p>1. Use shared mid-course assessments in Science and Social Studies (The What, p.8)</p> <p>2. Establish or select protocols for team meetings (The How, p. 39)</p> <p>3. Plan lessons, re-teaching and intervention activities that target area of need. (The How, p. 38)</p>
<p>Best Practices in Literacy</p>	<p>AMS does not have a protocol after students have been identified as having an instructional need. Teachers feel that even with a plan, they do not have the necessary skills to implement strategies or when to use the strategies.</p>	<p>1. SRI test for every AMS students with a individual reading plan for each student to improve Lexile level. (2012-2013 School Improvement Plan)</p> <p>2. Increasing access to texts through technology that students will broaden access and engagement. (The What, p.11)</p> <p>3. Technology Committee organized to introduce technology based teaching strategies as part of daily lessons. (The What, p.10)</p>	<p>1. Examine student data to identify areas of instruction with greatest needs (The How, p. 40).</p> <p>2. Plan and provide professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills within each subject area. (The How, p. 40)</p> <p>3. Address both academic and workplace literacy skills across all content areas and provide students with knowledge of a variety of career pathways. (The How, p. 40)</p> <p>4. Create a plan that describes how technology will be used for production, publishing and communication across the curriculum (The How, p. 42)</p> <p>5. Design a vertically and horizontally articulated writing plan consistent with CCGPS. (The How, p. 42)</p> <p>6. Develop or identify the programs, protocol, and/or materials necessary (The How, p.42)</p>
<p>System of Tiered Intervention (RTI) for All Students</p>	<p>AMS does not have a protocol after students have been identified as having an instructional need. Instead of viewing as an intervention as a process, teachers view interventions as the end.</p>	<p>1. Plan and provide professional learning for interventionists on:</p> <ul style="list-style-type: none"> - Appropriate use of supplemental and intervention materials - Diagnosis of reading difficulties - Direct, explicit instructional strategies to address difficulties - Charting data (The How, p.45) <p>2. T3 SST/ data teams meet to discuss students progress based on intervention (The What, p.12)</p> <p>3. SST data team meets to discuss students that fail to make progress (The What, p. 12)</p> <p>4. Currently doing but need to expand upon providing the Least restrictive environment (The What, p. 12)</p> <p>5. Building and system administrators are familiar with funding formulas (The What, p.13)</p> <p>6. Participating in professional learning communities to implement a plan at each level. (The What, p.13)</p>	<p>1. Develop protocols for identifying students and matching them to appropriate interventions (The How, p. 43)</p> <p>2. Develop standardized protocols for the collection of critical information to determine students' literacy competence in various content areas and response to interventions. (The How, p.43)</p> <p>3. Schedule grade-level data-analysis team meetings (The How, p.43)</p> <p>4. If fewer than 80% of students are successful, examine student data to focus on instructional areas of greatest need (The How, p. 44 and The What, p. 11)</p> <p>5. Use system-developed classroom based formative assessments to monitor consistent grade- level implementation of curriculum and to gauge students' progress toward mastery of CCGPS. (The How, p. 43-44)</p>

Bartow County School System: Adairsville Middle School

<p>Improved Instruction through Professional Learning</p>	<p>Change in leadership at the school level have resulted in expectations for collaborative planning and grade level planning to change causing an accountability issue to develop.</p>	<p>1. Mentoring program with pre service teachers. (The What, p.13)</p>	<p>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 literacy (The How, p. 48) 3. Use checklist to provide professional learning when conducting classroom observations or walkthroughs to ensure clear expectations and to provide specific feedback to teachers on student learning (The How, p.49)</p>

Based on the needs assessment results, we need to ensure an active literacy team that communicates the goals to the students, staff, and community. We also want to develop a STEM focus in our school by improving our literacy across the curriculum. The survey also indicated that our school needs a greater involvement from our community in literacy programs. As previously noted, literacy with our ED population is sometimes a multi-generational issue and working with our community from Birth to 12th grade is absolutely necessary if we are going to effectively address this issue.

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

Adairsville Middle School is one of the smallest middle schools in Bartow County with an enrollment of 720 students. As Table 1.1 shows, AMS has 89% white students, 5% black students, and 6% of the student body is Hispanic or multi-racial. AMS has 63% of the student body that qualifies as economically disadvantaged. Over the last five years, an average of 15-25% of students did not graduate from Adairsville High School within the allotted four year time frame, with 48% of the students with disabilities not graduating in 2012. It is indicative that some the literacy issues facing our community are familial. AMS has a very high percentage of our students that are identified with disabilities with 132 students or 18%. It is imperative that if we are going to support and increase the graduation rate at AHS, then AMS is going to have to place an emphasis on content specific school wide literacy.

Table 1.1

AMS Enrollment Data

Enrollment											
Subgroups											
	Total Enrollment	White		SWD		Economically Disadvantaged (Free and Reduced)		ELL		Black	
		Number	% of Popul.	Number	% of Popul.	Number	% of Popul.	Number	% of Popul.	Number	% of Popul.
2009-2010	767	680	89%	129	17%	376	49%	14	1.8%	37	5%
2010-2011	772	670	87%	129	17%	432	56%	13	1.7%	30	4%
2011-2012	720	640	89%	132	18%	452	63%	9	1.3%	24	3%

AMS is able to show some improvement in reading as a discrete subject, but transferring the gains made in reading into content specific literacy skills has been an issue. As students are

required by the GA Common Core Performance Standards to demonstrate literacy skills in all areas, disciplinary literacy teaching and learning strategies are going to be critical. Almost 30% of all students did not meet standards on the Georgia CRCT Science test, and more than 50 % of SWD did not meet standards on the Science CRCT as indicated in Table 1.2. More than 30% of students did not meet standards on the GA CRCT Social Studies test, and almost 70% of SWD did not meet standards as indicated in Table 1.3. All AMS students are performing below state requirements in Science and Social Studies, due in part teachers’ needs for a universal design for learning that encompasses disciplinary literacy strategies in the classroom.

Table 1.2

Science CRCT Performance by Subgroup

Science

Student Group	2011 School Data (M&E)	2012 School Data (M&E)
Example	70.1	75
All Students	73	78
Asian/Pacific Islander	NA	NA
Black	57	82
Hispanic	70	69
American Indian	NA	NA
White	62	65
Multi-Racial	NA	NA
SWD	37	45
ELL (LEP)	N	NA

Table 1.3

Social Studies CRCT Performance by Subgroup

Social Studies

Student Group	2011 School Data (M&E)	2012 School Data (M&E)
Example	70.1	75
All Students	63	69
Asian/Pacific	NA	NA

Islander		
Black	48	73
Hispanic	47	76
American Indian	NA	NA
White	63	66
Multi-Racial	NA	NA
SWD	31	33
ELL (LEP)	NA	NA

Eighth grade students at AMS continue to struggle with the Georgia Middle School Writing Assessment (MSWA) as shown in Table 1.4. Nearly 20% of ALL students did not meet standards for basic writing skills, with almost 60% of SWD unable to meet standards. AMS has increasing student achievement in writing as a main goal of the School Improvement Plan. This is not only an AMS issue, but an AHS issue, where only 50% of their SWD pass the Georgia High School Writing Test. If we are awarded the Striving Reader’s Grant, literacy in writing will be a critical need addressed.

Table 1.4

MSWA Performance by Subgroup

2011-2012 Middle School Writing Assessment Data

Student Group	(DNM) 8th grade Writing Assessment
All Students	17%
Black	19%
White	18%
Hispanic	14%
SWD	41%

AMS administers the Scholastic Reading Inventory (SRI) three times a year to all students to determine student Lexile ranges. The fall 2012 test as shown in Table 1.5 indicates that 52% of our students have Lexile levels below grade level. These bands are identified by the state of Georgia as part of the GA CCGPS. This again indicates that while AMS students test

well on the Georgia CRCT in reading, the reading skills are not transferring into skills needed for disciplinary literacy.

Table 1.5

Scholastic Reading Inventory Data

2012-2013 SRI Data

Grade Level/# of Students	Below Basic Lexile Level-# of Students/% of Students	Basic Lexile Level-# of Students/% of Students	Proficient Lexile Level-# of Students/% of Students	Advanced Lexile Level-# of Students/% of Students
6 th Grade-218	(BR-600) 33/15%	(601-850) 85/39%	(851-1000)62/28%	(1001-1700+) 38/17%
7 th Grade-283	(BR-700) 46/16%	(701-950) 100/35%	(951-1100)61/22%	(1101 -1700+) 76/27%
8 th Grade-254	(BR-800) 39/15%	(801-1050) 87/34%	(1051-1200) 62/24%	(1201 -1700+) 66/26%
Total-755	118/16%	272/36%	185/25%	180/24%

Data Summary by Disaggregated Subgroups

- **CRCT Information**
 - Students with disabilities subgroup: 14% did not meet standards in reading. 55% did not meet standards in science and 67% did not meet in social studies. 61% did not meet standards in math.
 - Economically disadvantaged students: 54% did not meet in science and 30% did not meet in social studies.
 - Our black population showed 27% that did not meet standards in social studies and 18% did not meet standards in science.
 - Our Hispanic population showed 24% did not meet standards in social studies and 31% did not meet standards in science.

- **Writing Exam**
 - Students with disabilities subgroup: 41% did not meet the standards for the 8th grade-writing exam.
 - Our Hispanic population showed 14% did not meet the standards for the 8th grade-writing exam.
 - Our black population showed 19% did not meet the standards for the 8th grade writing exam

- **Scholastic Reading Inventory**
 - 54% of 6th grade students are not meeting proficient Lexile levels.
 - 51% of 7th grade students are not meeting proficient Lexile levels.
 - 52% of 8th grade students are not meeting proficient Lexile levels.

Teacher Retention

AMS teachers like teaching at AMS. As Table 1.6 shows, AMS has a high retention rate from year to year. That is a strength we will continue to emphasize as we provide opportunities to improve disciplinary literacy best practices and support our teachers with ongoing professional learning.

Table 1.6

Historical AMS Teacher Retention Data

	2011	2010	2009	2008	2007
Adairsville Middle School	92%	93%	97%	91%	94%

Teacher Participation in Professional Learning Communities

AMS teachers continue to participate in ongoing professional learning in a variety of areas. Teachers continue to be trained in the Georgia CCGPS and are meeting to work on units in Vertical teams. Teachers are working collaboratively to develop Common Core units and lessons that are reflective of the literacy skills that are required for students to be successful not only in middle and high school, but in life. Professional learning that is in the development phase for AMS will focus on strategies for SWD in the Social Studies and Science full inclusion classroom. This will be funded locally with county office personnel conducting the training.

Table 1.7 provides details of professional learning at AMS.

Table 1.7

AMS Professional Learning Opportunities

Professional Learning Program 2011-2013	% of staff Attended
Depth of Knowledge Training	6%

Bartow County School System: Adairsville Middle School

System 44 Training	.04%
Math Workshop Model	17%
Thinking Maps Training	2%
Collaborative Planning for Common Unit and Assessment development	100%
Vertical Teaming training with Georgia Evans	13%
CCGPS Literacy Standards Training	6%
Webinars were viewed to learn about the CCGPS in English Language Arts and Math	27%
ILearn Training	1%

Project Plan, Procedures, Goals, and Objectives

AMS has a commitment to our students and community to improve literacy not just in reading, but through disciplinary literacy in all content areas. Prior to the current administration at AMS, the teachers led a movement to improve literacy by developing a Reading Tigers Program based on the Scholastic Reading Inventory Lexile Levels and a testing and reward system based on Scholastic Reading Counts and improvement on Lexile Levels. The system worked well to improve reading strategies at AMS, but the increase has changed to maintaining our current achievement levels. As indicated in Table 1.5, over 50% of our students are still reading below grade level targets. This information influenced AMS as we developed our goals and objectives based on data from the Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12, Bartow County School System PET-R survey and an analysis student and teacher data.

At AMS, we currently have practices in place that are funded with school funds, Title I, Title IIa and 20-day funds. Some of the practices we plan to continue if we receive the grant include: time for collaboration and examination of student work, alignment of student achievement goals with grade level expectation shared by all subject teachers, collection and examination of student test data, professional learning on the implementation of the CCGPS (Title IIa), before and after school tutoring in all subject areas (20-day money), and targeted, tiered interventions for students identified through our universal screeners in reading and math (Title I).

All of the goals and objectives will be measured with formative (e.g. collaborative planning notes, walk-through observation forms, teacher evaluations, teacher web pages, SIP

documentation forms, etc...) and/or summative data (CRCT test data, Scholastic Reading Inventory, Framework Assessments, etc.).

AMS identified integrating literacy comprehension strategies and skill instruction in content subjects as an area of need.

Science and social studies teachers need training in integrating reading comprehension strategies and skills in the content areas. In the Georgia Why document it is stated that students will be required to read a wide range of print and non-print materials that foster reading closely and the ability to think, speak, and write. It is also stated that students will need to explore a range of texts from historical, artistic, or literary periods and from different cultures and genres.

(p. 50)

- Objective 1: Provide students with sufficient experiences reading content texts. (The What, p. 7)
- Objective 2: Provide teacher training in explicit literacy strategies that support core and content reading. (The What, p. 6)
- Objective 4: Provide school-wide access to 21st century technology resources. (The What, p. 8)

AMS identified developing a writing plan consistent with the CCGPS as an area of need.

Technological advances, changing workplace demands, and cultural shifts make writing more important than ever, especially because the way we write often predicts academic and/or job success, creates opportunities, maintains relationships, and enhances critical thinking.(NCTE, 2008, p.1) AMS will need funding to support professional development and researched based writing computer program.

- Objective 1: Design a vertically and horizontally articulated writing plan consistent with CCGPS. (The What, p.10)
- Objective 2: Plan and provide professional learning on direct, explicit strategies to build students' vocabulary, comprehension, and writing skills within each subject area.(The What, p. 10)

AMS identified increasing teacher understanding of how to select and implement interventions aligned to student needs as an area of need.

Teachers struggle with how to implement literacy interventions in the content area. To be effective, literacy instruction must be embedded in the regular curriculum and address the differences in their ability to read, write, and communicate orally as strengths, not as deficits.

(The Why, p. 52) We use Title I funding to support Reading and Math interventions but we will need professional development and funding for updated interventions.

- Objective 1: To provide professional learning in intervention techniques which permit teachers to incorporate strategies that allow students to access texts, to practice communication skills, and to use information. (The What, p. 12)
- Objective 2: To assist content teachers to embed strategies into their instruction which enables them “to support deeper student literacy and understanding in the content-area reading” (Lewis et al., 2007).(The Why, p. 124)(The What, p. 12)

AMS identified developing a plan to utilize assessments more effectively to achieve instructional goals as an area of need.

Currently using the GPS, frequent assessments of students’ performances monitor student understanding or misunderstanding and /or progress toward the standards/learning goals at different points during a unit of instruction. (The Why, p. 69) AMS will need to develop specific plan to effectively achieve instructional goals. This goal will be assessed by participation in grade level meetings and minutes from the meetings as well as increased student achievement.

- Objective 1: Use system-developed classroom based formative assessments to monitor consistent grade-level implementation of curriculum and to gauge students’ progress toward mastery of CCGPS. (The What, p. 8)
- Objective 2: Establish protocols for team meetings and schedule grade level data analysis teams to examine student data to identify areas of instruction with greatest needs.(The What, p. 8)

AMS identified increasing student and teacher access to multiple modes of text via technological sources as an area of need.

To prepare all students for increased academic achievement in a technological society, our plan must include 21st century skills that include digital-age literacy, inventive thinking, effective

communication, and high productivity. (The Why, p. 51) With a new school being built for the 2013-2014 school year, some new technologies will be available and funded through SPLOST funds.

- Objective 1: Expand hardware (infrastructure to accommodate additional technology equipment), software, and professional development and training to enhance the curriculum, engage students, and increase rigor in attainment of literacy skills for the 21st century. (The What, p. 6)
- Objective 2: Incorporate technology into instruction which can enhance adolescent literacy by fostering student engagement.” (National Council of Teachers of English, 2006) (The Why, p.63) (The What, p. 6)

AMS identified increasing rigor across the curriculum and improving students ability to think independently and critically as an area of need.

In an article for EdTech Magazine, the author said, “The new mandate for schools is simple: Be relevant to students while giving them the latest skills to compete globally.” (Sturgeon, 2008) (The Why, p. 58). Other grant funding will supply some technology towards Georgia STEM lab but AMS will still need additional technologies to improve students ability to produce and publish technology across all content areas.

- Objective 1: Address both academic and workplace literacy skills across all content areas and provide students with knowledge of a variety of career pathways. (The What, p. 8)
- Objective 2: Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum. (The What, p. 8)

<u>Tier 1 Schedule</u>	<u>Tier 2 Schedule</u>
Integrated Reading/Language Arts(75 minutes)	Integrated Reading/Language Arts Support (75 Minutes)
Math(75 Minutes)	Math(75 Minutes)
Science(75 Minutes)	Science(75 Minutes)
Social Studies(75 Minutes)	Social Studies(75 Minutes)
Connections(50 Minutes)	Connections/PE(50 Minutes)
PE(50 Minutes)	Reading and/or Math Intervention(50 Minutes)
<u>Tier 3 Schedule</u>	<u>Tier 4 Schedule</u>
Integrated Reading/Language Arts(75 Minutes)	Integrated Reading/Language Arts Supported(75 Minutes)
Math(75 Minutes)	Math – supported instruction(75 Minutes)
Science(75 Minutes)	Science – supported instruction(75 Minutes)
Social Studies(75 Minutes)	Social Studies – supported(75 Minutes)

Bartow County School System: Adairsville Middle School

Reading and/or Math Intervention(50 Minutes)	Reading Intervention(50 Minutes)
Connections/PE(50 Minutes)	Math Intervention(50 Minutes)

Assessment/Data Analysis Plan

Adairsville Middle School has an assessment and data analysis plan that utilizes formative and summative data through “universal screening, progress monitoring, and diagnostic assessment” (“The Why”, p.99). The SLRC grant requirements align with our assessment protocol as shown in Table 1.1

All AMS students participate in the Scholastic Reading Inventory Assessment three times an academic year, which issues Lexile levels. This assessment provides information about the students’ reading comprehension level and vocabulary base. From this data we are able to pair students to appropriate text resources that match their Lexile levels and target students who need additional instruction. Students whose Lexile levels are 650 or below are also administered the Scholastic Phonics Inventory. The data from this screening is analyzed to determine which students require supplementary reading instruction.

Students who speak a different language in the home setting are screened by the ESOL teacher with Access for ELL. This screening is complete once in an academic year and continued annually with the qualified students. The data from this screening is utilized to provide ELL students will supplementary resource and instruction in accordance with their individual needs.

Formative data is monitored in the content areas of reading, language arts, science, and math. Students take framework assessments three to four time an academic year to determine their level of mastery for the GPS or CCGPS state standards. Students whose assessments indicate a standard has not been met will receive additional instruction. All students are also assessed on these standards through summative testing

Bartow County School System: Adairsville Middle School

at the conclusion of each academic year. The CRCT is a state mandated summative test that measures the students' achievement in mastering the state GPS or CCGPS. Teachers analyze the CRCT data to drive instructional plans and target struggling students.

Adairsville Middle School “promotes the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction”, as required by The Georgia Literacy Plan (“The Why”, pp.94-95). Our current assessment and data analysis plan align with the Striving Readers Comprehensive Literacy Assessment Plan. We will continue to utilize the Scholastic Reading and Phonics Inventory, Access for ELL, framework assessments, and CRCT to monitor our students and drive instruction to improve literacy across the curriculum.

Table 1.1

Assessment	Purpose	Skills	Frequency
SRI Lexile Measurement	Screening and Progress Monitoring	Comprehension, Vocabulary	Screening 3 times a year/ PM as needed
Framework Assessment	Progress Monitoring	ELA and Reading from CRCT	3-4 times a year
CRCT	Outcome	ELA, Reading, Science, Social Studies, Math	Once annually
Access for ELL	Screening	Language	Once annually
Scholastic Phonics Inventory	Screening	Reading	Screening for students who score in the Beginning Reader stage (650 Lexile or below)

Current data analysis protocol

Adairsville Middle School’s data is disaggregated by subgroup, grade level, and content areas and then analyzed to assess strengths and weaknesses within the school

and for individual students. Teachers collaborate to analyze the areas of weaknesses and make informed decision regarding instructional needs.

Comparison of the current protocol with the Striving Readers Comprehensive Literacy Grant assessment plan.

The assessment program aligns strongly to what is recommended by the research. Gaps exist in teachers' ability to analyze the data and utilize it to plan differentiated instruction, as documented by our Needs Assessment Surveys. Adairsville Middle plans to create commonly shared mid-course assessments, which will include a variety of formats in the areas of science and social studies. A need exists to identify and implement strategies for teachers to use with students who are struggling academically. Our current team meeting protocol does not have a decision-making plan or procedures in place to identify individual students' instructional needs. Professional development will be needed to implement these plans and procedures so teachers will be able to effectively analyze the data provided by the assessments. In addition, professional development is needed for teachers to develop lessons that include data driven instruction.

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

Adairsville Middle will implement benchmark testing in the content areas of Science and Social Studies three or four times per year. Professional development will be provided to teachers on which strategies and protocols to utilize based on the data received from the assessment results. Teachers will

apply this professional development to their individual students and drive instruction through the data. As our assessment protocol aligns to that of Striving Readers, no assessments will be discontinued.

Training teachers will need to implement any new assessments.

The Needs Assessment Survey identified that analyzing student data to determine appropriate needs as the number one priority of teachers. All teachers will need to be trained on appropriate protocol for analyzing and creating learning experiences for the child's specific needs. All teachers will receive training on how to utilize benchmark testing to drive instruction in the all content areas. Previously, Social Studies teachers were unable to provide benchmark testing for their students, so they will need specific training on the benefits and how they can use the data to drive instruction.

How data is presented to parents and stakeholders.

Data is presented to parents and stakeholders at school council meetings that occur throughout the year. Data is posted on a bulletin board in the entrance atrium of our school building showing current CRCT outcome assessment data. Teachers review data on a weekly basis during grade level meetings. Data is reviewed annually by the School Improvement Team at our "Data Dig" which takes place in June.

Plan for who will administer assessments and how it will be implemented.

Reading/ELA teachers will administer the SRI Lexile measure three times a year to students in their classes. The media specialist reserves the computer lab and assigns teachers' times to administer the SRI in their class during a designated week in the Fall, Winter, and Spring. The curriculum assistant principal and the media specialist then compile a list of students who score below 650 on the Lexile test. The System 44 teacher will utilize the Scholastic Phonics Inventory to further test the students who scored below a Lexile of 650. The teacher of the class also screens students who qualify for the System 44 class 3 times a year. All students who take the state mandated CRCT are assigned to take the framework assessment for Reading/ELA, which is administered by the classroom teacher 3-4 times a year. The ESOL teacher administers the Access for ELL test once a year. The GA CRCT is administered by all certified staff in the school once a year for all students who do not qualify for the GA Alternative Assessment.

Resources, Strategies and Materials (Existing and Proposed)

AMS has some resources and materials in place to support our school’s literacy efforts. AMS will receive a new school in the fall of 2013 funded by the Special Local Option Sales Tax (SPLOST). The SPLOST funding will be used to purchase 1:1 computers for all students’ grades 6-8 and will interactive boards in academic classrooms. AMS has applied for and will likely receive a grant that will fund a technology lab that AMS will be able to use as a part of the instruction required for a STEM lab (Science Technology Engineering and math lab) The following table provides information on current resources as well as resources and materials we will need to implement our literacy plan fully.

Current and Proposed Resources and Materials for the AMS Literacy Plan

Resources & Materials	Currently in Place	Needed to Implement AHS Literacy Plan for:			
		Student Engagement	Literacy Intervention	Support of Disciplinary Literacy Best Practices	Supporting Student Success
1:1 computers for 6 th - 8 th graders	2013 SPLOST funds	✓	✓	✓	✓
1:1 teacher computers	2013 SPLOST funds		✓	✓	✓
21 st -century technologies for classrooms, computer labs, and the media center	2013 SPLOST funds Limited programs and specialized equipment	✓	✓	✓	✓
Additional computers for students and teachers in classrooms and labs	Limited		✓		✓
STEM lab	Some items	✓		✓	✓

Bartow County School System: Adairsville Middle School

	funded from CTAE Grant				
Software to assess/analyze student literacy with a universal screener, diagnostic, and progress monitoring capability			✓		✓
Computer programs with multiple entry points for literacy interventions at Tier 2, Tier 3, and Tier 4		✓	✓		✓
EBooks		✓	✓	✓	✓
Informational texts (electronic and print) aligned to CCGPS		✓	✓	✓	✓
Interactive boards and projectors in classrooms and labs	2013 SPLOST Fund				
Professional learning and training	✓	✓	✓	✓	✓
Shared Resources: <ul style="list-style-type: none"> • 10 document cameras • 1 computer labs with 30 operational computers in each • 60 Air Macs • 3 sets of Turning Point • 18 LCD projectors • Novel Sets • Canon Poster Printer • Scantron grading machine with software for assessment and analysis. • Study Island • Grolier Online, Expert Space, Reading Counts • Research based scientifically 	<ul style="list-style-type: none"> ✓ 				<ul style="list-style-type: none"> ✓ ✓ ✓

Bartow County School System: Adairsville Middle School

evidenced reading and math interventions					
Media Center Resources: <ul style="list-style-type: none"> • 11 student computers • Class sets of novels aligned with standards • 3, 213 non-fiction and 6,726 fiction novels to improve literacy • 5 electronic books • Mounted Projector for group instruction • Closed circuit television system 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓
Classroom Resources: <ul style="list-style-type: none"> • LCD projectors in all math and science classrooms • LCD projectors for teacher check-out • 19 Promethean boards in classrooms • TV 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓

Existing Activities that Support Literacy and Classroom Practices:

- Differentiation of instruction
- Access to Georgia's Online Assessment System and LDS
- Common benchmark tests
- Standards-based classroom instruction
- Standardized summative assessments program
- Emergent formative assessment program in academic content areas
- Emergent focus on writing in all contents
- Weekly common and collaborative planning
- Pacing guide and curriculum map aligned with GPS and CCGPS
- Intervention Programs

Bartow County School System: Adairsville Middle School

- **Structured Tutoring (Instructional Extension)**
- **Tutoring (reading connection -- PAWS)**
- **Uninterrupted literacy instruction**

Strategies Needed to Support Literacy and Student Success:

- **Professional learning and coaching in implementation of interventions with fidelity**
- **strategies in content area**
- **Evidence based content literacy best practices**
- **Student access to online reading material based on reading level**

- **Develop a content-specific literacy plan for classes other than Reading/ELA.**
- **Design and implement an initiative for community members to invest in literacy for our schools and community.**
- **Community Collaboration in conjunction with Adairsville High School. The new AMS will be located next door to the high school making this collaboration possible.**
 - **Community forums/workshops on reading theory and best practices for pre-school and adolescent literacy**
 - **Literacy learning with both early and adolescent literacy focuses for parent and community education—linked from AHS website and shown on CCTV in all commons areas at AMS in conjunction with the AHS grant plan.**

The Striving Reader Literacy Grant would impact the Adairsville community in such a positive manner. AMS would be able to collaborate with AHS and the feeder schools for AMS to improve literacy in our community from Birth to 12th grade. If we receive the grant our school literacy team will ensure that all funding is fully aligned to our school and system literacy goals. Additionally, Title 1 and local school funds will continue to be provided to support classroom instruction and student literacy. As we begin our focus on best practices for disciplinary literacy, AMS will begin professional learning and the first stage of implementing the universal design for learning. We believe that all proposed resources and materials, especially those that support greater technology integration, will improve the literacy of Adairsville Middle School.

Bartow County School System: Adairsville Middle School

Professional Learning Strategies Identified on the Basis of Documented Needs

AMS staff members currently participate in many professional learning opportunities. Table 1.1 shows our most recent professional learning and current or ongoing professional learning opportunities that support both the initiatives of AMS and of the Bartow County School System. Funding for these opportunities comes from either Title 1, Title IIA or from local school funds.

Table 1.1

Adairsville Middle School Professional Learning SY2012 and SY2013

SY2012	
Topic	% Staff Participating
Read 180 Training	1%
Math Workshop Model Training	14%
School Improvement Planning & Needs Assessment	18%
SST/RTI Training	75%
Curriculum Alignment (with Georgia Evans)	9%
Depth of Knowledge Training	100%
Collaborative Planning for Common Unit and Assessment development	60%
Curriculum Mapping in ELA and Math	6%
Common Core Standards Practices Training	100%
Gifted Endorsement	1%
Thinking Maps	1%
SY2013	
Topic	% Staff Participating
System 44 Training	1%
School Improvement Planning & Needs Assessment	18%
Full Inclusion Strategies in SS and Science	50%
SST Training	75%
Curriculum Alignment (with Georgia Evans)	6%
SIS PowerTeacher Gradebook training	90%

Programmatic Professional Learning Needs Identified in the Needs Assessment.

After disaggregating the school data and identifying root causes, Adairsville Middle School determined needs in the area of professional development. These needs are provided in Table 1.2. All of these professional learning experiences will strengthen literacy strategies across the curriculum as well as using technology to implement classroom engagement across all content areas.

Table 1.2

Professional Learning Needs at AMS

Goal/Objectives	Professional Development	Research
<p>Integrate literacy comprehension strategies and skill instruction in content areas</p> <p>Develop a writing plan consistent with the CCGPS</p>	<p>Writing Across the Curriculum</p>	<p>Expand types of writing across subject areas (The How, p. 26).</p> <p>Provide teacher training in explicit literacy strategies that support core and content reading (The How, p. 40).</p>
<p>Integrate literacy comprehension strategies and skill instruction in content areas</p> <p>Develop a writing plan consistent with the CCGPS</p>	<p>Literacy Strategies in the Content Areas</p>	<p>Integrate literacy strategies and skills in all subject areas (“The How,” p.30-31).</p> <p>Infuse all types of literacy throughout the day (The How, p. 31).</p> <p>Plan and provide professional learning on direct, explicit instructional strategies to build students’ vocabulary, comprehension, and writing skills within each subject area (The How, p. 40).</p> <p>Provide teacher training in explicit</p>

		literacy strategies that support core and content reading (The How, p. 40).
Increase student and teacher access to multiple modes of text via technological sources. (Implementation of Technology in all classrooms	Create a plan that describes how technology will be used for production, publishing and communication across the curriculum (The How, p. 42).
Increase rigor across the curriculum and improve students ability to think independently and critically.		
Increase teacher understanding of how to select and implement interventions aligned to student needs.	Effectively executing Intervention	Develop protocols for identifying students and matching them to appropriate interventions (The How, p. 43).

Measuring Professional Development Effectiveness

The greatest measure of the effectiveness of the staff development will be through student achievement. We can assess student achievement through the addition of benchmark assessments in all content areas, which is a main goal in our scientifically based literacy plan. Administrators and teachers leaders assess teachers' knowledge and understanding of professional development through formal and informal classroom observations and through their lesson plans, minutes from collaborative meetings and data from course evaluations will be other important measurements for the effectiveness of staff development.

Sustainability

The SRLC assessments will provide our school’s focus on literacy that is crucial for identifying our struggling literacy learners and designing appropriate interventions for them. Our System Literacy Team expects this protocol to result in increased student achievement in literacy due to ongoing, monitored formative/summative assessments. As data are analyzed, we will strengthen use of the assessments to implement high-impact practices for raising student-academic achievement.

Data is useful only if teachers actually use it to make instructional decisions and adjustments. Teachers will be receive on-going professional-learning in how to use screening, diagnostic, and progress assessment data to guide instruction. Principals will ensure that all teachers understand and use data at the domain level to design lessons and student tasks.

The school system’s RtI Coordinator and Literacy Specialist will monitor implementation and resultant data. (“How,” p. 35). The system Literacy Specialist will monitor implementation. A systemic formative assessment calendar including a specific timeline for administration will be developed. (“How”, p. 35; “What,” p. 8). Each initiative requires professional learning, and the details of continuous professional learning for all staff is clear in our literacy plan and SLRC application and based on school data (“What,” p.8-10; “How” p. 22, 25-26, 31, 33).

Plan for coordinating funding beyond the life of the grant:

Initiative	SRCLG Funding	Other Funding Sources
Professional Learning	Intensive aligned PL for all teachers	Title II, Part A; Title I, Part A; GA Staff Development Funds, QBE, Title III (ESL), Title VI, Part B;

Bartow County School System: Adairsville High School

		IDEA Pre-School
Print Materials		Title I Part A
Tier I Materials	Universal screener/progress monitor;	Local/State funds
Tier II Materials	Technological resources	
Tier III/IV Materials	Supplemental intervention materials; technology resources	REP
Formative/Summative Assessments	SRI	Title II, Part A; Title III; Title VI, Part B; IDEA, Part B (SWDs)
Instructional Technology		SPLOST
Parent/Family Communication	Updates to parents/families via website, school newsletter, newspaper articles, video library	QBE; Title I, Part A; Title III; Title IV

AHS is committed to student literacy and strongly believes that literacy begins at birth. The SRLC grant will provide means to align our school’s focus on literacy by providing 21st Century technology; supporting our STEM and disciplinary literacy focuses; and implementing Tiered intervention programs to support students (“How,” p. 34). Local funds will support replacement of print resources.

SPLOST funds will expand to maintain technology.

SPLOST and local funds will support integration of technology with literacy as new materials are implemented (“How,” p. 34, 36-37). Technology will be maintained by the school’s technology team. The system’s Director of Technology is working with us to assure that all requested technology support materials can be maintained and supported by that department.

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

To ensure sustainability of evidence-based, high-impact practices, the district Literacy Team compiled a list of no-cost activities that may be used during and beyond the grant-performance period. A partial list is provided below:

- Require two to four hours literacy daily
- Knowledge of standards for grades before and after each teacher's grade
- Use of Lexiles to match reading materials to students' current Lexile levels.
- Provide intensive professional learning on literacy for struggling readers and RTI

Our literacy plan will be an ongoing, living document incorporating school improvement goals, objectives, and strategies for ensuring our students' literacy needs are met. Our commitment to literacy does not end when grant funds end; we are committed to our students' literacy growth through a continuous cycle of improvement based on data analysis and targeted professional learning for all staff. Our school's focus is to develop our students' literacy abilities; we feel a moral obligation to ensure our students leave us equipped for the colleges and/or careers. We will: Continue to support students with research-based strategies through our continuous school literacy improvement process and fiscal accountability for the best use of federal, state, system, and local school funds; Work with system and school community partners to help fund initiatives beyond the life of the grant.

If the SRLC grant is awarded, the greatest gain will be in building teacher capacity in literacy learning. Our teachers will:

- Know what students require to develop literacy;
- Be aware of achievement gaps and have learned what it takes to close those gaps in our student population.
- Assume responsibility for content literacy

Leadership will:

- Understand the use of data for instructional implications for literacy
- Lead data teams to ensure literacy learning for each AHS student.
- Collaborate with parents and community members to maintain engagement of all stakeholders in support of student literacy.

Budget Summary

The SRLC grant funds allow Adairsville Middle School to budget programs and initiatives that we need to improvement literacy skills in the content areas, develop professional learning for our teachers that equips them to serve the needs of students, and ensure that AMS students are prepared with the content area literacy skills and strategies they need for College and Career Readiness. If the Striving Readers Grant is awarded, the funds will allow us to purchase technology through SPLOST, literacy programs, and initiatives to assess all students and to support those who struggle in literacy learning. Budget items that need funding include the following:

Curriculum, Instruction, and Assessment

- Benchmark and mid-term development and implementation for progress monitoring in each course
- Computerized software to support identified targeted interventions for students' literacy needs
- Writing and Science computer based software
- High-interest, diverse texts with a STEM focus and supporting the CCGPS to be used across the curriculum
- Textbooks that must have e-text capability
- E-books that support CCGPS with a focus on literary and, especially, informational and authentic literacy texts

RTI Support

- Intervention programs for explicit Tier 2 and 3 intervention program
- Progress monitoring protocol and program to evaluate

Professional Learning provided in the following areas

- Effective use of purchased Internet-based programs or software with ongoing vendor support
- Best practices in literacy learning and disciplinary literacy
- Technology implementation for student engagement

The Striving Readers grant can fund these items that Adairsville Middle could not otherwise afford and make it possible for us to strengthen and enrich our students' abilities "to

Bartow County School System: Adairsville Middle School

access, use, and produce multiple forms of media information, and knowledge in all content areas at all grade levels” (The Why, p. 31). Thus, we will equip our students to meet Georgia’s goal for all students to “become self-sustaining, lifelong learners and contributors to their communities” (The Why, p. 31). If we can do that, our students will send their own children to us better prepared, and our community will be all the better for it.

AMS Budget	Striving Reader	Other funding
21st Century Technology	\$9,000	Local School, QBE
Writing Matters (Computer Based Writing Program) Professional Dev. Included	\$25,000	Local School, QBE
Read 180 Next Generation and Coaching	12,000	No renewal, local tech support
System 44 Coaching	20,000	Local School
E-Follett Electronic Bookshelf (Nonfiction \$21,000 and Fiction \$9,400)	30,000	Media QBE Funds
Achieve 3000 or something similar (Science Based Computer Program) for 5 years	\$67,000	Local School
Professional Development in the area of Literacy Strategies in Content Areas	RESA? TBA	Local School
Professional Development in the area of Writing Across the Curriculum	RESA? TBA	Local School
Professional Development in the area of Technology implementation in the classroom	TBA	Local School
Materials for Read 180 Next Generation	10,000	Title 1, Local School