

School Profile

Created Tuesday, September 18, 2012

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School Information

| | |
|---|-----------------------------|
| School Information District Name: | Bartow County School System |
| School Information School or Center Name: | Euharlee Elementary |

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

| | |
|-----------------------|--------------------------------|
| Principal Name: | Sharon Collum |
| Principal Position: | Principal |
| Principal Phone: | 770-606-5900 |
| Principal Email: | sharon.collum@bartow.k12.ga.us |

School contact information

(the persons with rights to work on the application)

| | |
|--|--------------------------------|
| School contact information Name: | Sharon Collum |
| School contact information Position: | Prinipcal |
| School contact information Phone: | 770-606-5900 |
| School contact information Email: | sharon.collum@bartow.k12.ga.us |

Grades represented in the building

example pre-k to 6

Pre-K - 5

Number of Teachers in School

49

FTE Enrollment

669

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)

Conflict of Interest & Disclosure Policy

**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.

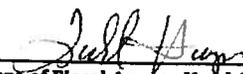
II. **Disclosure of Conflict of Interest after Agreement Execution**

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.



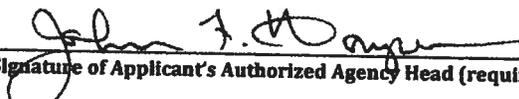
Signature of Fiscal Agency Head (official sub-grant recipient)

Todd Harper CFO

Typed Name of Fiscal Agency Head and Position Title

10/10/2012

Date



Signature of Applicant's Authorized Agency Head (required)

John F. Harpte 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)

Preliminary Application Requirements

Created Tuesday, October 09, 2012

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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?

AZft

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?

AZft

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?

AZft

Assessments

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

AJBhsff

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.

AJBhsf

Grant Assurances

Created Thursday, October 11, 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
-

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 | |

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

Bartow County School System

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%% |

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.

Bartow County School System

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

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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:

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

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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

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

Euharlee Elementary's Striving Readers Grant

School Narrative.

School History

Euharlee Elementary School (EHES) was first established in 2003, in Euharlee, Georgia. Euharlee is approximately 50 miles north of Atlanta, Georgia. EHES is one of twelve elementary schools that make up the Bartow County School System (BCSS). EHES is one of three elementary schools that feed into Woodland Middle School at Euharlee and Woodland High School. EHES serves 660 students and 52% of EHES's students are economically disadvantaged, identifying EHES as a Title I school.

Administrative and Teacher Leadership Team

EHES is led by Dr. Sharon Collum (principal) and Mr. Johnnie Coats (assistant principal). Both school leaders hold post-secondary degrees in Educational Leadership. Dr. Collum received her reading endorsement in 2009. Our Leadership Team consists of a representative from each grade level, a special area representative, media specialist, parent representative, paraprofessional representative, and the school's lead student support representative, as well as both building administrators.

The Leadership and Literacy Team meets monthly for the purpose of identifying areas of weakness and ways to improve student achievement and engage the community and stakeholders as partners in academic and other initiatives that impact student achievement.

School Literacy Leadership Team

Literacy Leadership Team Structure

- The Literacy Team at EHES is composed of the principal, assistant principal, counselor, a representative from each grade level, a student support, a paraprofessional, a community member, and parents.

Literacy Leadership Team Schedule

- The team meets on a monthly basis after school or as needed.

Literacy Leadership Team Initiatives

- Disaggregate data to improve instruction and give suggestions as to ways to improve.
- View Common Core State Standard Webinars provided by the Georgia Department of Education.
- Distribute a needs assessment for classroom teachers (Appendix) as well as school level needs assessment (Appendix).
- Analyze needs assessment.

Past Instructional Initiatives

Based on the data and evaluation of our 2012 School Improvement Plan, we determined our instructional needs to be a strengthening of our tier I instruction with a specific focusing on writing. Strategies and initiatives identified and implemented to drive our instruction and meet our goals are as follows:

- a. Frequent and effective collaborative planning for teachers
- b. Monitoring of instruction with the intent to determine level of differentiation and implementation of standards-based instruction so that appropriate professional learning will be planned and attended

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- c. Pre-determined guidelines for progress monitoring based on level and tier of interventions provided
- d. In-house writing training
- e. Vertical teaming to analyze data
- f. Continued focus on expressive language activities
- g. Use of ELA frameworks across grade levels
- h. Professional learning and development in the areas of reading instruction and best practices
- i. Use of DIBELS Next
- j. Power Writing redelivery
- k. Balanced math instruction training
- l. Professional learning on workstations

Current Instructional Initiatives

Data Dig

Each summer we reserve Title I funds to have a "Data Dig." The process begins by ensuring each member has a clear and shared focus. Collected data is sort and disaggregated. A root cause analysis is conducted and goals are developed and prioritized. Effective practices and strategies are researched and selected. In reading we review DIBELS Next, the CRCT results, and system benchmark assessments in ELA.

Collaborative Days

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

Professional Learning Needs

Our school needs assessments indicate that we need more training on writing instruction across the curriculum. Data also indicates we need more training on the diagnosis of specific reading and math difficulties and the delivery of appropriate scientifically-based interventions. In addition our school needs professional development on utilizing Lexiles and applying literacy strategies in the classroom. Additional training is also needed on text complexity and planning differentiated instruction and inquiry, and implementing vocabulary and comprehension strategies.

Need for a Striving Readers Project

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

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

The Striving Readers Comprehensive Literacy project will enable us to provide interactive boards to all instructors who currently do not have access to one. Technology is an essential need for our school. While we have some

Bartow County School System Euharlee Elementary School

interactive projectors in several classrooms, they are not reflective of 21st century classroom needs. Training is needed to utilize the boards effectively. There is also a need for document cameras, student response systems, and mobile laptop carts so students can access the technology. This will allow integrated use of technology student centers during the uninterrupted block of time included in the scientifically evidenced based core for small group instruction. The lack of access to technology for the fifty-two percent of the students who are economically disadvantaged in our school is a problem. Presently, the limited integration and access to current technological devices to support instruction is hampering the potential success of learners in Bartow County.

EHES is located in a rural area and students have limited access to resources 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

Although we have access to interventions, we have a very limited number of materials to support effective delivery of interventions. We currently have a dedicated intervention block in each grade level; however, without the appropriate materials, the fidelity with which the program is implemented may be compromised. According to the Needs Assessment Survey, teachers need additional training in the use of the Bartow County Reading Intervention Continuum to provide needs based instruction for struggling readers and writers. For this reason, we need

to not only identify and purchase sufficient intervention materials aligned to student needs, but must provide the amount of training so teachers are able to implement them with fidelity. Without this curriculum change, there is concern we will be unable to reduce the number of students referred for RTI interventions.

Technology Needs

EHES has twenty-nine classrooms which need interactive projectors. The classrooms at EHES are equipped with three computers, which are outdated. In order to support the core reading program, additional computers need to be purchased, as well as upgrades for older model computers is needed.

Other technology needs include mobile laptop iPad labs, and video production equipment. Accessories such headphones, microphones, and necessary cords will are also needed. These technology needs are instrumental in supporting the core reading program.

Electronic document cameras and projectors are needed to facilitate student engagement and improve instructional rigor. These will allow an image to be captured and saved to a laptop so that it may be used for instructional purposes. As the Common Core Georgia Performance Standards are rolled out, this technology will be important for sharing and analyzing student work at the classroom and grade level.

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Georgia K-12 Literacy Plan 2012: Making Your Own Plan

Building Block 1. Engaged Leadership

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

Current Best Practices as related to “What, How, and Why” Document (“What” pg 5,6; “How” pgs. 20,21,23; “Why” pg. 30,1)

Building administrators implemented and participated in the state sponsored webinars and face to face sessions discussing the transition from GPS to CCGPS during the 2011-2012 school year. This professional development will continue during the 2012-2013 school year as the DOE further develops instructional units. In addition, the school administration remain current on research based guidelines, strategies, and resources for literacy instruction through the reading of scientifically-based, scholarly publications, instructional plans, such as the Georgia Literacy Plan, and other documents recommended by the DOE. The administration of EHES participates in professional learning in literacy leadership in order to support classroom instruction. Examples of recent training include the principal attending the Model Schools Conference. In addition the administration participates in literacy professional development with the school staff. These trainings include Thinking Maps, Depth of Knowledge, and Power Writing. The principal and assistant principal share information with teachers during faculty and grade level meetings.

When schedules are developed with the Literacy Team, care is taken to protect the literacy and math blocks of instruction so learning can be maximized with as few interruptions as possible. In addition, once every seven weeks, the teachers are allotted a day in order to collaborate on instructional needs and plans with their grade level team. Administrators are mindful in limiting the amount of time assigned to non-academic duties to the classroom teachers so time is available to vertically collaborate with one another.

Next Steps (Areas of Concern) related to “What, How, and Why” Document (“What” pgs. 5,6; “How” pg. 20; “Why” pg. 32)

According to the Georgia K-12 Literacy Needs Assessment, 82% of the teachers surveyed, responded that EHES is fully operational in this area. Although the majority of teachers reported EHES as being fully operational in this area, administrators will continue to ensure excellence in professional learning by continuing to analyze data and adjust professional learning accordingly (**How, 20**). The teachers will be provided with data from the CRCT content domain and DIBELS results for data digs. The Literacy Leadership Team will identify the school learning needs based on the data findings. The administrators will also discuss findings from doing literacy walk through at grade level meetings (**Why, 32**). This will aid in building a cycle of community literacy.

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B. Action: Organize a Literacy Leadership Team

Current Best Practices as related to “What, How, and Why” Document (“What” pgs. 5,6; “How” pg. 21; “Why” pg. 31)

The Literacy Team at EHES is composed of the principal, assistant principal, counselor, media specialist, a representative from each grade level, a student support, a paraprofessional, a community member, and parents. Parent representation is vital since literacy begins at birth. The Literacy Leadership Team has developed a shared literacy vision, which was agreed upon by the school and community is aligned with the state literacy plan. Data was sorted and disaggregated. DIBELS Next, CRCT results, and system benchmark assessments were analyzed. A root cause analysis was conducted based on identified needs and SMART goals were developed and prioritized. Thus ensuring that stakeholders understand literacy goals and their roles in meeting these goals (How, 21). The Literacy Leadership Team remains focused on the goals and objectives of the School Improvement Plan, which keeps the staff productive and centered on student achievement (How, 21).

Next Steps (Areas of Concern) related to “What, How, and Why” Document (“What pg. 6; “How” pg. 21; “Why” pgs. 56,57)

In order to determine strengths and needs in literacy instruction, current practices will be analyzed by using the Literacy Instruction Checklist. Formative and summative student assessment results will continue to be analyzed based on CCGPS (How, 21). According to Torgesen & Miller, 2009, assessment information are only effective if they are followed by appropriate responses and appropriate feedback. Discussions will occur from this information to determine what additional data is needed in order to make informed decisions about the path forward (How, 21). EHES will continue to enhance a system of communication for sharing information with all partners through emails, electronic newsletters, and a current school website. EHES currently uses social media for a way of communication also. All of the current forms of communication used at EHES will be further developed to incorporate literacy efforts (Why, 56-57).

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

Current Best Practices as related to “What, How, and Why” Document (“What” pg. 5; “how” pg. 20; “Why” pg. 58)

A protected, dedicated 90-120 minute block is allocated for literacy instruction in grades K-3 for all students (What, 5). In grades 4-5, students receive at least two hours of literacy instruction across language arts and in content area classes (What, 5). Time for interventions is built into each grade level’s schedule each day (Why, 58). Instructional time for literacy to teach research-based strategies is emphasized in all content areas. Collaborative planning days are incorporated into the school day

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throughout the school year. Every seven weeks, each grade level receives a collaborative day for instructional planning. In addition, to the collaborative day, grade levels are provided with a daily common planning time. During this time, teachers meet to discuss interventions, curriculum issues, and instruction (**Why, 92-93**). The Literacy Leadership Team plans during the summer and creates classroom schedules that maximize student and faculty time.

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

Current Best Practices as related to “What, How, and Why” Document (“What” pg. 6; “How” pg. 20; “Why” pg.94)

Faculty and staff participate in targeted, sustained professional learning on literacy strategies within the content area. All classroom and student support teachers at EHES have received initial Thinking Maps training. Teachers have also received training in Reading and ELA CCGPS Collaborative Planning Implementation.

Next Steps (Areas of Concern) related to “What, How, and Why” Document (“What” pg. 6; “How” pg. 25; “Why” pg.94)

Today American students must have strong literacy skills in order to compete in the global society (NCTE, 2006). According to the Georgia K-12 Leadership Plan Needs Assessment, 59% of the staff surveyed, felt teachers need to share the responsibility of teaching literacy instruction. The administration will utilize the Literacy Instruction Checklist to ensure consistency of effective instructional practices and monitor instruction (**How, 25**). Professional learning in disciplinary literacy is a must for student success.

E. Action: Optimize literacy instruction across all content areas

Current Best Practices as related to “What, How, and Why” Document (“What” pgs. 5,6; “How” pg. 21; “Why” pg. 31)

The Literacy Leadership Team developed a school wide plan to integrate literacy with an emphasis in writing across all content areas and grade levels (**What, 6**). Teachers across every grade level incorporated writing as an integral part of daily instruction in all subject areas. Specific writing instruction, including narrative, argumentative, and informational, is taught in all grade levels. EHES will continue to host family nights that engage parents in literacy instruction.

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Next Steps (Areas of Concern) related to “What, How, and Why” Document

Sixty-two percent of the teachers surveyed using the Georgia K-12 Literacy Needs Assessment, reported needing more focus on optimizing literacy instruction across all content areas (**Why, 26, 30, 31, 45, 48, 63, 67**). Through the creation of instructional units, academic vocabulary will be taught in a systematic process (**Why 63, 80, 89**). Currently, a word of the week in the area of math is used school-wide. This will be expanded to include literacy. Through this grant, technology will be utilized through means, such as video conferencing and production where teachers may coach, model, co-teach, observe, and provide feedback to one another on teaching strategies for literacy in the classroom (**How, 26 and Why, 150, 154**). Professional development needs to occur on effectively using Lexiles within the instruction, as well as text complexity that is adjusted to the needs of individual students (**Why, 47**). According to Biancarosa and Snow, 2004, in order to improve literacy achievement, diverse texts on a variety of topics are needed. More resources need to be provided for EHES to provide a variety and choice in reading materials and writing topics. This will aid teachers in guiding students in conducting short research projects that use several sources and provide meaningful opportunities for students to write, speak, and listen (**How, 27**). This will allow for flexibility as recommended by the Universal Design for Learning model. Information will be represented in multiple formats and media. It will also provide multiple pathways for students’ actions and expression.

Students are arriving in kindergarten with fewer and weaker foundational skills than in past years. A screener for vocabulary and oral language development is needed to identify which specific students require support. Vocabulary is a concern for many of our students. Simple words are not familiar to students in our Early Intervention Program (EIP) classes, who are predominantly from lower socio-economic environments. Multiple nonfiction texts must be available in order to support students in inquiry. As our data indicates, additional interventions for Tier 3 in the area of phonics and blending. In the EIP classes, language development is a concern. Students’ syntax and word choice is weak. They may be lacking in language experiences that build domain and topic specific knowledge. Expository texts that address science and social studies content standards at different Lexile levels are needed in order to make content accessible to students. The current school schedule will need to allow appropriate time for uninterrupted instruction.

Students lack skills to find information in texts, apply the thinking skills necessary to use information from text to make implied and stated causal inferences, and conduct research and inquiry about a topic. Support is needed in skills necessary to develop presentations in multiple modes, including writing and delivering information to an audience. Teacher training is needed in strategic instruction of literacy strategies for content enhancement so that all teachers use the same language for content strategies.

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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.

Current Best Practices as related to “What, How, and Why” Document (“What” pgs. 5,6; “How” pg. 21; “Why” pg. 31)

Currently, the Literacy Leadership Team, has identified key members of the community and parents to serve on the as members of a community advisory committee. Potential members of this committee have been contacted and meetings are being scheduled. This will ensure that we continue to build a community literacy.

Next Steps (Areas of Concern) related to “What, How, and Why” Document

Only 26% of EHES staff report that a community literacy council participates in achieving literacy goals. Twenty-one percent feel that a system of learning supports has not yet been developed fully. The mentoring and tutoring (Wildcat Warriors) programs need to be expanded and further differentiated, based on individual needs of students (**Why, 66, 154**). Social media will be utilized more effectively to promote literacy goals. EHES will continue to celebrate academic successes through traditional media and incorporate online media.

Building Block 2: Continuity of Instruction

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

Current Best Practices as related to “What, How, and Why” Document

Currently, administration establishes an expectation of shared responsibility for development of literacy across the curriculum (**How, 29**). Collaborative planning days are scheduled for teachers to meet to discuss and plan literacy instruction across the curriculum. Teachers are also afforded common planning time to meet daily (**Why, 92-93**). Specific, measurable student achievement goals aligned with grade-level expectations are developed based on data and shared by teachers (**Why, 120**).

Next Steps (Areas of Concern) related to “What, How, and Why” Document

According to research, writing is necessary and has been shown to support comprehension when used in content area instruction (Writing to Read, 2010). The Literacy Leadership Team will establish cross-disciplinary teams for literacy instruction, which includes differentiating instruction and teaching key areas of literacy and writing (**Why, 27,28,41-44, 46, 48, 49, 55, 65, 105**). The cross-disciplinary teams will identify team roles, protocols, and expectations. Teams will be altered as necessary to ensure optimal effectiveness. Evidence of student learning success will be showcased on

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the school website through improved test scores, awards, or recognitions. Students will respond to content non-fiction texts in writing which will include writing personal reactions and analyzing and interpreting text.

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

Current Best Practices as related to “What, How, and Why” Document (“What” pgs. 5,6; “How” pg. 21; “Why” pg. 31)

The entire faculty of EHES were provided awareness sessions about CCGPS through literacy across the content areas. Concepts and skills were identified that were needed to meet expectations and exceed on the CCGPS. Teachers in grades K-5 use a research-based core program that contains specific scope and sequence skills that is part of both literary and informational texts. EHES will continue to use consistent graphic organizers across all content areas and all grade levels. This has aided in building a cycle of community literacy.

Next Steps (Areas of Concern) related to “What, How, and Why” Document

Although the faculty of EHES has been provided with the CCGPS awareness sessions, continued professional development needs to occur in this area. Peer feedback from fellow teachers, coaching, modeling, and co-teaching, using video and social media technology could be provided on the use and application of literacy strategies in the classroom. (**Why, 150, 154**). Additional CCGPS resources need to be provided to further support student learning. A focus on integrating literacy strategies and skill development by providing opportunities for the students to read varied genres which will improve fluency, competence, and understanding (**How, 30**). Appropriate comprehension strategies need to be integrated in all subject areas. Self-questioning, summarizing, predicting, and inferencing skills need more focus in the content areas, especially science and social studies (**Why, 68**). The writing process needs to be explicitly taught. Students need to have multiple opportunities to practice using writing across all content areas. A school-wide writing rubric which is aligned with the CCGPS, which contains clear expectations and performance goals, needs to be developed and implemented (**Why, 24, 27, 28, 44, 46, 66, 81, 82, 87, and 88**). Good student writing needs to be celebrated and published in a variety of formats, which includes the use of technology (**How, 31 and Why, 87**). “Students’ reading comprehension is improved by having them increase how often they produce their own texts” (Graham & Hebert, 2010, p. 5). Professional development in best practices in writing instruction must be provided for teachers.

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

Current Best Practices as related to “What, How, and Why” Document

EHES has begun to use the school website to publish school newsletters. However, the use of the website and other social media technologies is very limited. A mentoring system for students has been implemented and utilizes support from within and outside of the school (**How, 21**).

Next Steps (Areas of Concern) related to “What, How, and Why” Document

According to the Georgia K-12 Literacy Needs Assessment, 93% of the staff surveyed felt that learning supports within the community need to be developed so that learning supports would complement literacy instruction within the classroom. An avenue of communication needs to be enhanced with key personnel in out-of-school organizations in order to support students and families. Stakeholders will be surveyed in order to better match available resources to actual need. Continued partnerships with community and faith-based groups will be expanded so more students can be accommodated. READING NEXT states relevance in what students read and learn needs to be promoted by coordinating activities with community stakeholders. A sense of consistency between a student’s experiences in and out of school will be provided (Biancarosa & Snow, 2004). EHES will maintain a focus on literacy development through accountability and data collection. Technology will be incorporated more creatively and effectively to support stakeholder engagement (**Why, 57**). Technology will also be further used to translate school documents into other languages to assist the parents, which will continue to foster critical relationships.

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Building Block 3. Ongoing formative and summative assessments

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

Current Best Practices as related to “What, How, and Why” Document (“What” pg. 8)

EHES staff progress monitors students who do not benchmark on given diagnostic tools. Students are progress monitored at different intervals based on their individual need. Common mid-course assessments are available for use across classrooms. A calendar is utilized for the administration of formative assessment based on local, state, and program guidelines.

Next Steps (Areas of Concern) related to “What, How, and Why” Document

“Twenty-five percent of students read below basic, proficiency level, which means they do not have minimal reading skills to understand and learn from text at their grade level” (Kamil, Borman, Dole, Kral, Salinger, & Torgesen, 2008). Although progress monitoring does occur at EHES, it is limited. Professional development needs to occur in selecting appropriate interventions for struggling readers (**Why, 124**). Additional research-based assessment and intervention materials aligned with the needs of identified students need to be purchased. It needs to be further used to identify achievement level of all students, advanced as well as struggling. An effective screening process needs to be implemented (**How, 34 and Why, 97, 99-104, and 132**). Assessments need to include a variety of formats such as multiple choice, short answer, constructed response, and essay. Use screening, progress monitoring, and curriculum based assessments to influence instructional decisions regarding the RTI model (**Why, 97, 99-104, 132, and 125**). Results of the assessments will be evaluated in teacher teams to adjust instructional plans for students. Timely and descriptive feedback will be provided to students so they can access their own learning. In order for teachers to use technology needed to support assessment administration and to analyze and share relevant student progress data additional professional development must occur. A technology goal would be to use online training options to train/retrain all staff who administer assessments to ensure accuracy of data (**Why, 150, 154**). Online options could be utilized for collaboration among teachers within the same and different schools. Technology would further be utilized by creating video productions of professional learning to share among teachers as needed and especially beginning teachers.

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

Current Best Practices as related to “What, How, and Why” Document

A calendar is utilized for the administration of formative assessment based on local, state, and program guidelines.

Next Steps (Areas of Concern) related to “What, How, and Why” Document

Although progress monitoring does occur at EHES, it is limited. Professional development needs to occur in selecting appropriate interventions for struggling readers. Additional research-based assessment and intervention materials aligned with the needs of identified students need to be purchased. It needs to be further used to identify achievement level of all students, advanced as well as struggling (**Why, 124**). An effective screening process needs to be implemented (**How, 34**). Assessments need to include a variety of formats such as multiple choice, short answer, constructed response, and essay. Use screening, progress monitoring, and curriculum based assessments to influence instructional decisions regarding the RTI model. Results of the assessments will be evaluated in teacher teams to adjust instructional plans for students. Timely and descriptive feedback will be provided to students so they can access their own learning. In order for teachers to use technology needed to support assessment administration and to analyze and share relevant student progress data additional professional development must occur. A technology goal would be to use online training options to train/retrain all staff who administer assessments to ensure accuracy of data. Online options could be utilized for collaboration among teachers within the same and different schools. The Literacy Leadership Team will research and select an effective universal screening and progress monitoring tools to measure language development.

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

Current Best Practices as related to “What, How, and Why” Document (“What” pg. 12)

Students who are identified by teachers as struggling readers receive more frequent diagnostic assessment. This assessment, where possible, isolates the component skills needed for mastery of literacy standards. Although use of interventions is limited, they include diagnostic assessments and multiple entry points in the progress monitoring tool.

Next Steps (Areas of Concern) related to “What, How, and Why” Document

There is an advanced need for critical literacy skills due to the fact information is globally disseminated (Mills, 2006). Results of the diagnostics for student placement within an intervention will be used to adjust instruction and student assessment data will be used in setting learning goals and in monitoring progress toward those goals. Teachers will need professional development in the areas

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of differentiated learning in the core content areas through the use of technology (**Why, 58**). These trainings should include but not be limited to, using Lexiles to match students to text, using e-books, and supporting students with disabilities which may preclude them from acquiring information through reading (**How, 37**).

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

Current Best Practices as related to “What, How, and Why” Document (“What” pg.9)

The Literacy Leadership Team meets and analyzes the previous years’ outcome assessments and determine student needs which serve as a baseline for improving. Data is disaggregated to ensure the progress of subgroups. Grade level teams meet, review, and analyze assessment results weekly to identify needed program and instruction adjustments.

Next Steps (Areas of Concern) related to “What, How, and Why” Document

During teacher grade level planning time teachers will continue to use assessment results to make instructional adjustments. Teachers will also focus discussions on changes that can be made to improve instruction for all students. Student work samples will be shared and analyzed to aid in planning lessons, re-teaching when necessary, and identifying intervention activities that target areas of need (**Why, 124**). This will allow teachers “to support deeper student literacy and understanding in the content-area reading” (Lewis et al., 2007).

Action 3.E.: Develop a clearly articulated strategy for using data to improve teaching and learning (See V. A.)

Current Best Practices as related to “What, How, and Why” Document (“What” pg. 9)

An effective data and retrieval system has been established by our school district. Participants of the Literacy Leadership Team at EHES have been identified and expectations for meetings have been communicated to those members in order to analyze data.

Next Steps (Areas of Concern) related to “What, How, and Why” Document

The Literacy Leadership Team will evaluate the process for using data (Brown-Chidesy & Steege, 2005). This will ensure that it continues to meet the needs of the students and teachers (**Why, 95-96, 120**). Online options need to be accessible to continue train existing members as well as new members in the expectations and goals of the team (**Why, 150, 154**).

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Building Block 4. Best Practices in Literacy Instruction

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

Current Best Practices as related to “What, How, and Why” Document (“What” pgs. 9,13)

A research-based core reading program is in use and provides a specific, articulated scope and sequence that utilizes literary and informational texts. Training was provided to 100% of the classroom teachers on using the core program. The daily literacy block in grades K-3, includes whole group and small group instruction for all students.

Next Steps (Areas of Concern) related to “What, How, and Why” Document

Although administration conducts classroom observations and walk-throughs, a checklist is not currently used to gauge current practice in literacy instruction. Administration will begin to use a checklist, such as the Literacy Instruction Checklist while conducting walk-throughs. Whole group instruction in the literacy block in grades K-3 need to include more explicit teaching in word identification, vocabulary, and comprehension. Teachers also need to be able to examine and utilize student data in order to identify strengths and weaknesses within these areas. Student achievement in constrained grade level skills including word recognition, phonics, and decoding needs to improve so students benchmark at or above grade level expectations. Continued professional learning in specific differentiated teaching strategies needs to be provided to the teachers. Teachers will be given an opportunity to share differentiated lessons and strategies within teacher planning meetings (**Why, 58**). Video taping of differentiated lessons could be shared with teachers who need additional support (**Why, 150, 154**). “Having the right assessments in place is only one element of an effective literacy assessment plan” (McEwan, 2007; Phillips, 2005; Torgesen, Houston, Rissman, Decker, Roberts, Vaughn, Wexler, Francis, & Rivera et al., 2007). Use of data to inform to make instructional decisions, select appropriate text for instruction, modeling strategies, and discussion of when and where the strategies are applied need to be address through professional development as well (**How, 40 and Why, 95-96 and 120**). Training on gold standard interventions in reading which are aligned to Georgia tiered instruction is a necessity for student success.

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

Current Best Practices as related to “What, How, and Why” Document

The Literacy Leadership Team met over the summer and analyzed data from the Georgia Fifth Grade Writing Assessment. From these results, writing was documented as an area of concern. The team developed a school-wide goal in the area of writing.

Next Steps (Areas of Concern) related to “What, How, and Why” Document

According to the National Commission on Writing 2004, in order for students to eventually be hired they must write and communicate clearly. Teachers need to be provided professional learning on best practices in writing instruction in all subject areas. A plan needs to be developed and coordinated in writing instruction across all subject areas, which will include explicit instruction and guided independent practice. In addition, the plan must be consistent with the CCGPS and articulated vertically and horizontally within the school. The plan needs to articulate how opportunities for students to use reliable textual evidence in developing arguments, how to write coherently using informational and explanatory text, and writing narratives to develop experiences and explore content area topics will be provided. The plan will need to describe how technology will be used for production and publishing (**Why, 27-28, 44, 46, 66, 81-82, and 87-88**).

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

Current Best Practices as related to “What, How, and Why” Document (“How” pg. 28)

EHES’ incentive reading program is specifically voluntary and not tied to grades.

Next Steps (Areas of Concern) related to “What, How, and Why” Document

According to the Literacy Task Force, 2010, students must be given opportunities to choose their own texts to read increasing their self-efficacy. Teachers will provide students with more opportunities to self-select reading material and topics for research. Access to texts which students consider interesting will be encouraged (**Why, 51 and 59**). Technology will be used within the learning process to promote engagement and relevance, such as using e-books (**Why, 53 and 56**). Students and teachers need access to multiple modes of text via technological resources. This will provide multiple ways to engage students’ interests and motivation as recommended by the Universal Design for Learning model. Digital media present information in a dozen different ways and offer students an equal number of options for expressing knowledge. New digital media offer much more feasible foundation for the Universal Design for Learning framework. Twenty-first century modern technology will need to be purchased for classrooms. Professional learning in the use of modern technology must be provided for teachers. By expanding hardware, software, and professional

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development in enhancing the curriculum, students will be engaged and rigor in attainment of literacy skills will be increased. This will improve childrens' ability to think independently and critically.

Teachers will need continued professional development in incorporating higher level skills and questioning into lessons. **(What, 8)**

By incorporating Science Technology Engineering and Mathematics (STEM) strategies into instruction, students will be able to model real-life mechanisms and use creativity, logic, and problem-solving skills to meet challenges while applying literacy strategies and learning necessary science, technology, engineering, and math skills. Through STEM strategies teachers will be able to capitalize on students' natural curiosity and enthusiasm about the world around them in a hands-on way.

Professional development in the area of identifying and applying STEM strategies in the classroom will need to be provided.

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

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

Current Best Practices as related to “What, How, and Why” Document

The percentage of students currently being served in each tier at each grade is calculated by the Literacy Leadership Team each year. Goals and objectives at the building level based on grade level and building needs are articulated through the use of the Literacy Leadership Team. Building level support for teachers and students is provided throughout the school year.

Next Steps (Areas of Concern) related to “What, How, and Why” Document

“Schools have the responsibility of implementing scientifically validated intervention methods that efficiently and effectively offer students opportunities to be successful” (Wright, 2007). Protocols for identifying students who need assistance and matching them to the appropriate research-based intervention need to be developed (Why, 123-124). The interventions need to be monitored to ensure that they are occurring regularly and with fidelity. Grade level team meetings specifically for data analysis will need to be scheduled. EHES students will be given the opportunity to participate in a summer “Intervention Prevention” academy. High quality instruction in vocabulary, oral language, and comprehension will be provided by teachers trained in evidence-based literacy practices.

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

Current Best Practices as related to “What, How, and Why” Document (“What” pgs. 5,6; “How” pg. 21; “Why” pg. 31)

Grade level meetings, faculty meetings, and data meetings occur between teachers and administrators throughout the school year. Grade level meetings are conducted weekly, faculty meetings occur monthly, and data meetings occur twice a year. This will ensure communication between administrators and teachers is ongoing and effective.

Next Steps (Areas of Concern) related to “What, How, and Why” Document

In areas of instruction where fewer than 80% of the students are successful, student data will be examined to determine the greatest areas of need. Classroom data will be compiled and reviewed to determine current best practices in literacy instruction in each subject area. Professional learning will be provided on direct, explicit, instructional literacy strategies. Use of system-developed formative assessment data will be used to identify weaknesses in instruction. The planning, delivery, and assessment for students with special learning needs will be monitored to adjust instruction as needed based on system developed assessments (Why, 99).

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

Current Best Practices as related to “What, How, and Why” Document

Intervention blocks of time are scheduled within grade level teams. Adequate space conducive to learning is provided when it is needed (**How, 46 & What, 12**).

Next Steps (Areas of Concern) related to “What, How, and Why” Document

At EHES, classroom teachers serve as interventionists. Therefore, teachers need to receive more specific professional development in the appropriate use of supplemental and intervention materials, diagnosis of reading difficulties, direct, explicit, instructional strategies to address difficulties, charting data, and graphing student progress. Further training needs to occur that will help close the achievement gap between subgroups within the school (**Why, 124**). Technology needs to be utilized in order to track and endure the movement of students between tiers of instruction based on interventions.

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

Current Best Practices as related to “What, How, and Why” Document

The data team which includes the school psychologist, ESOL teacher, SLP, counselor, and classroom teachers meet to discuss students in SST who fail to respond to interventions in order to adjust instruction. Data points are documented to monitor student response to daily interventions. This process includes proven interventions which also address behavior. At least twelve weeks of data, with a minimum of four data points, are required prior to referring a student for further evaluation to determine if a specific learning disability is present (**How, 46**).

Next Steps (Areas of Concern) related to “What, How, and Why” Document

More professional learning needs to be offered to classroom teachers to ensure that the appropriate interventions are being used to meet the specific needs of the individual students.

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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

Current Best Practices as related to "What, How, and Why" Document

School schedules at EHES are developed to ensure the least restrictive environment is provided to ensure student success. Students with IEPs are assigned a case manager to ensure effective communication between students, parents, and teachers (Why 135). IEP teams include key members required to support students.

Next Steps (Areas of Concern) related to "What, How, and Why" Document

A system of checks and balances that ensures fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance needs to be implemented (How, 47).

Building Block 6. Improved Instruction through Professional Learning

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

Current Best Practices as related to "What, How, and Why" Document ("What" pg. 48)

Mentoring teachers have been trained and provided instruction on disciplinary literacy. The administration at EHES works with institutions of higher education to require pre-service teachers to demonstrate competency in reading practice.

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

Current Best Practices as related to "What, How, and Why" Document ("What" pg. 48)

Collaborative planning days and common planning times are provided to teachers in order for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice.

Next Steps (Areas of Concern) related to "What, How, and Why" Document

Teachers will participate in professional learning in the CCGPS based on needs revealed by student data which include surveys, interest inventories, and teacher observations (Why, 94). Administrators and faculty and staff will continue to receive training in administering, analyzing, and interpreting results in assessments in terms of literacy. EHES will continue program specific program learning each year for new and experienced teachers. All teachers will be encouraged to share information learned at professional learning sessions (Why, 67). Crucial professional learning sessions for staff could be videotaped for future use and review (How, 49).

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NEEDS Assessment, Concerns, and Root Cause Analysis (10 points)

Needs Assessment

Two different needs assessments were used: Georgia Literacy Plan Needs Assessment for Literacy 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. There are seven categories as follows: goals and objectives, assessment, instructional practices, instructional time, differentiated instruction, administration, and professional development. The survey was completed by 39 faculty and staff members at Euharlee Elementary School.

The school needs assessments were distributed to classroom teachers and other personnel at grade level staff meetings. All teachers completed and returned the surveys within the week to a member of the Leadership Literacy Team. The Leadership Literacy Team analyzed the results by grade and overall school levels were apparent from the results that each teacher completed the survey independently. Areas of agreement and disagreement were evident. The PET-R was completed using Survey Monkey and the results analyzed by the Rollins Center data evaluation specialist.

As students enter the next grade level, especially grades four and five at EHES, the lack of oral language fluency and comprehension become more apparent according to DIBELS Next and CRCT data. Choosing appropriate interventions becomes more crucial. According to the Bartow County School System PET-R survey, surveyed participants identified a need in further training in appropriate intervention selection for the students. In addition, survey participants identified a need for ongoing professional development in the assessment and instruction of reading priorities and effective practices. The survey also showed a need for further development in analyzing and summarizing student performance in order to provide differentiated instruction within the classroom as described in Georgia’s System of Tiered Intervention.

One hundred percent of all academic classroom teachers, special education teachers, connections teachers, media specialist, and support personnel participated in both surveys.

The following table identifies areas of concern as it relates to research-based practices found in the “What” document. Each is aligned to root causes and what we have or have not done to address the concerns.

| Area of Concern | Root Causes | Past Efforts | Next Steps |
|--|--|--|--|
| <p>Lack of Print Concepts and Oral Language, Fluency and Accuracy, Comprehension Commensurate with College and Career Readiness Standards (“What” Building Block 2: A2, B2 & C2, p. 7 & 8) (K and 1st grade – DIBELS Next</p> | <ul style="list-style-type: none"> • Literacy responsibilities are not shared outside of the reading class. • Insufficient training in literacy skills for content area teachers. • Insufficient technology, hardware, and software to access | <ul style="list-style-type: none"> • Protocols for team meetings • Scheduled time for regular collaboration and examination of student data • Specific, measurable student achievement goals aligned with grade-level expectations are shared by all subject teachers • Support students and families in need • Focus on social issues that prevent students from learning (e.g., nutrition, homelessness, attendance) • Evaluate the effectiveness of after-school tutoring | <ul style="list-style-type: none"> • Cross-disciplinary and vertical teams for literacy instruction (What, 6) • Plan for development of shared literacy responsibility across the curriculum (What, 7) • Avenues of communication active with out-of-school organizations and governmental agencies that support students and families (What, 7) • Technologies creatively and effectively utilized to support stakeholder engagement, i.e., blogs, Twitter, electronic newsletters (What, 7-8) • Academic vocabulary will be taught in a systematic process (What, 6) • Professional development needs to occur on utilizing Lexiles and text complexity along |

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|---|---|--|--|
| <p>Data)</p> | <p>materials, instructional tools, support, etc. and to expand communication with all the school's stakeholders</p> <ul style="list-style-type: none"> • Lack of materials and spoken language in the home • Lack of diagnostic phonics inventory and ability to select and implement interventions • Insufficient non-fiction text aligned to content standards | <p>programs</p> | <p>with CCGPS, integrating literacy strategies and skill development (What, 6)</p> <ul style="list-style-type: none"> • School-wide writing rubric aligned with the CCGPS needs to be developed and implemented (What, 6) • Student work samples will be shared and analyzed (What, 7) • Teach writing daily • Literacy Leadership Team analysis of accelerated gaps • Online library of professional resources |
| <p>System of Tiered Intervention (RTI) for All Students ("What" Building Block 5: 5B, 5C, p. 11 & 12) (Pre-K – 5th grades – DIBELS Next Data, Writing Assessments, and CRCT Data)</p> | <ul style="list-style-type: none"> • Teachers view interventions as a solution rather than as part of the problem-solving process. • Insufficient training in literacy skills for content area teachers. • Insufficient technology, hardware, and software to access materials, instructional tools, support, etc. • Insufficient | <ul style="list-style-type: none"> • Collect and examine data • Provide professional learning • Effectiveness of interventions is ensured by providing sufficient time, adequate space in environment conducive to learning and certified teachers. | <ul style="list-style-type: none"> • Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction in social studies, science, and math (What, 6) • Schedule time for instructional planning and student progress conversations (What, 5) • Implement a universal screening tool to identify the achievement level of all students (What, 8) • Strengthen T1 instruction of disciplinary literacy in each subject area (What, 12) • Participate in professional learning needs to occur in selecting appropriate interventions for struggling readers (What, 12) • Use technology to track and ensure the movement of students between T1 and T2 based on response to interventions (What, 11) |

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| | | | |
|---|---|--|---|
| | <p>training in the interpretation and application of data</p> <ul style="list-style-type: none"> • Alternative interventions are needed when initial interventions do not work. | | |
| <p>Improved Instruction through Professional Learning (“What” Building Block 6, 6A & 6B, p. 13) (Pre-K – 5th grades – CRCT Data)</p> | <ul style="list-style-type: none"> • Lack of training in delivery of content reading strategies including non-print, multiple modes, and graphic text features • Lack of sufficient reading in content texts and training in explicit literacy strategies • Insufficient technology, hardware, and software to access materials, instructional tools, support, etc. • Insufficient funds for professional development and redelivery • Needs Assessment Survey data does not align with formative or summative assessment data | <ul style="list-style-type: none"> • The school calendar includes protected time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice • Teachers’ instruction is monitored through classroom observations or walkthroughs tied to professional learning | <ul style="list-style-type: none"> • Participate in professional learning in the CCGPS based on the needs revealed by student data, surveys, interest inventories and teacher observations (What, 13) • Provide professional learning on oral language development (What, 13) |

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Analysis/Identification of Student and Teacher Data

CRCT Percentage Does Not Meet

| Reading | 2010 | | | 2011 | | | 2012 | | |
|-----------------------|------|-----|-----|------|-----|-----|------|-----|----|
| | All | SWD | ED | All | SWD | ED | All | SWD | ED |
| 3 rd Grade | 9.4% | 24% | 5% | 4% | 27% | 13% | 8% | 27% | 7% |
| 4 th Grade | 7% | 6% | 10% | 15% | 42% | 21% | 3% | 6% | 5% |
| 5 th Grade | 7.3% | 17% | 7% | 6% | 29% | 13% | 4% | 8% | 7% |

| ELA | 2010 | | | 2011 | | | 2012 | | |
|-----------------------|-------|-----|-----|------|-----|-----|------|-----|-----|
| | All | SWD | ED | All | SWD | ED | All | SWD | ED |
| 3 rd Grade | 15.5% | 37% | 20% | 9% | 33% | 14% | 4% | 27% | 11% |
| 4 th Grade | 6.2% | 23% | 12% | 17% | 46% | 22% | 5% | 12% | 7% |
| 5 th Grade | 6.6% | 22% | 13% | 6% | 29% | 5% | 4% | 17% | 7% |

| Science | 2010 | | | 2011 | | | 2012 | | |
|-----------------------|-------|-----|-----|------|-----|-----|------|-----|-----|
| | All | SWD | ED | All | SWD | ED | All | SWD | ED |
| 3 rd Grade | 26.1% | 46% | 40% | 20% | 29% | 29% | 24% | 36% | 28% |
| 4 th Grade | 18.1% | 17% | 27% | 27% | 57% | 40% | 12% | 31% | 20% |
| 5 th Grade | 25.5% | 45% | 20% | 21% | 29% | 20% | 21% | 62% | 26% |

| Social Studies | 2010 | | | 2011 | | | 2012 | | |
|-----------------------|-------|-----|-----|------|-----|-----|------|-----|-----|
| | All | SWD | ED | All | SWD | ED | All | SWD | ED |
| 3 rd Grade | 37.9% | 75% | 51% | 31% | 57% | 48% | 31% | 55% | 33% |
| 4 th Grade | 37% | 59% | 53% | 30% | 58% | 38% | 15% | 25% | 26% |
| 5 th Grade | 32.4% | 59% | 24% | 34% | 57% | 44% | 24% | 67% | 32% |

Disaggregation of data in subgroups: Gaps are comparisons with ALL subgroups

The data indicate that disciplinary literacy is a concern for all students. It is a critical need for students with disabilities. (Goal 3, objective 1-5)

Third Grade:

- 27% did not meet (19 point gap) standards in reading; 27% (21point gap) DNM in ELA. 36% (12 point gap) DNM standards in science and 55% (24 point gap) DNM in social studies. Fourth Grade:
- 6% did not meet (3 point gap) standards in reading; 12% (21point gap) DNM in ELA. 62% (41 point gap) DNM standards in science and 25% (43 point gap) DNM in social studies. Fifth Grade
- 8% did not meet (4 point gap) standards in reading; 17% (13 point gap) DNM in ELA. 31% (19 point gap) DNM standards in science and 67% (10 point gap) DNM in social studies.

DIBELS Next Data

Phoneme Segmentation Fluency Well Below Benchmark End of Year

| | 2010 | 2011 | 2012 |
|---------------------|------|------|------|
| Kindergarten | 2% | 8% | 8% |

Nonsense Word Fluency- Correct Letter Sounds Well Below Benchmark End of Year

A discrepancy exists between scores at the end of Kindergarten and scores at the beginning of first grade. Data is not available for whole words read. (Goal 1; objective 1, 2, 3)

| | 2010 | 2011 | 2012 |
|-----------------------------|------|------|------|
| Kindergarten | 10% | 13% | 5% |
| 1st Grade | 3% | 3% | 38% |

Nonsense Word Fluency Whole Words Read End 1st to Beginning of Second

Despite gains in first grade, a fifth of students remain at risk in second. (Goal 1; objective 1, 2, 3)

| | 2012 |
|------------------------------------|------|
| End of 1st | 20% |
| Beginning of 2nd | 20% |

Oral Reading Fluency “Intensive”

| | 2010 | 2011 | 2012 |
|---------------------------------|------|--------------|------|
| End 1st Grade | 6% | 12% | 32% |
| End 2nd Grade | 24% | 18% | 25% |
| End 3rd Grade | 19% | 20% | 16% |
| End 4th Grade | 19% | 23% | 16% |
| End 5th Grade | 13% | Missing Data | 29% |

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The number of students intensive decreases most years. The 29% represents 19 students with disabilities, a documented need for improvement. (Goal 5, objectives 1-5)

Oral Reading Fluency- Accuracy

| | 2010 | 2011 | 2012 |
|-----------------------|------|--------------|------|
| 1 st Grade | 6% | 12% | 30% |
| 2 nd Grade | 24% | 18% | 12% |
| 3 rd Grade | 19% | 20% | 11% |
| 4 th Grade | 19% | NA | 6% |
| 5 th Grade | 13% | Missing Data | 19% |

There is a need to improve oral reading accuracy (Goal 3, objective 1, 2)

Daze- Comprehension Percent Intensive

| | Fall 2011 | Spring 2012 | Change 2011/ 2012 |
|-----------------------|-----------|-------------|-------------------|
| 3 rd Grade | 15% | 15% | None |
| 4 th Grade | 15% | 17% | +2 |
| 5 th Grade | 21% | 24% | +3 |

Comprehension as measured on the DAZE decreases between third and fifth grades.

Summer Regression in DIBELS Scores

| Phoneme Segmentation Fluency Intensive | May | Sept. | Change May to Sept. |
|--|-----|-------|---------------------|
| Kindergarten 2009-2010 and 1 st Grade 2010-2011 | 2% | 4% | -2 |
| Kindergarten 2010-2011 and 1 st Grade 2011-2012 | 4% | 10% | -6 |
| Kindergarten 2011-2012 and 1 st Grade 2012-2013 | 8% | 8% | - |

| Nonsense Word Fluency- CLS Intensive | May | Sept. | Change May to Sept. |
|---|-----|-------|---------------------|
| Kindergarten 2009-2010 and 1 st Grade 2010-2011 | 10% | 16% | -6 |
| Kindergarten 2010-2011 and 1 st Grade 2011-2012 | 13% | 40% | -27 |
| Kindergarten 2011-2012 and 1 st Grade 2012-2013 | 5% | 27% | -22 |
| 1 st Grade 2009-2010 and 2 nd Grade 2010-2011 | 3% | 14% | -11 |
| 1 st Grade 2010-2011 and 2 nd Grade 2011-2012 | 38% | 16% | +16 |
| 1 st Grade 2011-2012 and 2 nd Grade 2012-2013 | 20% | 41% | -19% |

Nonsense Word Fluency –Whole Words Read Intensive

| | May | Sept. | Change May to Sept. |
|---|-----|-------|------------------------|
| 1 st Grade 2011-2012 and 2 nd Grade 2012-2013 | 20% | 20% | - |

5th Grade Writing

| Percentage Does Not Meet | 2010 | | 2011 | | 2012 | |
|--------------------------|------|-----|------|-----|------|-----|
| | All | SWD | All | SWD | All | SWD |
| Euharlee | 43% | 79% | 26% | 50% | 31% | 80% |

Strengths and Weaknesses

Although most of our students met or exceeded the standards in reading and language arts, the CRCT represents a very low achievement rate. In order to have all students be college and career ready, the ability to reason through research and inquiry across multiple types of texts, print and non-print, must be developed. Science and social studies requires higher level comprehension and reading skills and according to the third grade CRCT results, only 76% met or exceeded in the area of science and 69% met or exceeded in social studies. Disciplinary Literacy is a critical need for all students, and students with disabilities.

As indicated by the data writing is a major of concern at EHES. According to the 2012 GKIDs data, 32.8% of the kindergarten students did not meet standards in the area of writing. On the grade 5 Georgia Writing Assessment, 31% of our students did not meet standards. As the data reflects, our writing scores are lower than the remainder of the district across all grade spans, beginning in kindergarten.

Teacher Retention Data

| | 2012 | 2011 | 2010 | 2009 |
|---------------------|------|------|-------|------|
| Euharlee Elementary | 100% | 100% | 95.1% | 95% |

Teacher participation in professional learning

| Professional Learning Program 2010-2012 | % Attended |
|---|-------------------|
| CCGPS Rollout | 100% |
| Power Writing | 100% |
| K, 3-5 core reading program training | 4% |
| Promethean Software Board Training | 8% |
| Depths of Knowledge | 8% |
| DIBELS Next Training | 36% |
| Data Dig/CRCT Domain Strengths/Weaknesses | 20% |
| Thinking Maps | 100% |
| Gifted Infield Endorsement | 9% |
| Early Intervention in Reading | 12% |
| 4 th and 5 th Grade core program training | 10% |
| Kindergarten Phonics Training | 12% |

Project Plan-Procedures, Goals, Objectives & Support

Goal 1 Provide a summer “intervention-prevention” academy for students exiting kindergarten and first grade at risk and at some risk

Need: DIBELS Next results indicate an inconsistency in end of year scores in kindergarten and first grade beginning of year scores. This affects students’ ability to read fluently and accurately.

- Objective 1: Train teachers in evidence based literacy practices (**Why, 131**)
- Objective 2: Provide high quality instruction in vocabulary, oral language, and comprehension (**Dickinson, et al, (2003); Why, 61**)
- Objective 3: Screen students for receptive and expressive language difficulties as well as receive intense support in phonological and phonemic awareness, word recognition, decoding, and fluency (**Johnson, et al, 2011; Why, 102**)

Goal 2 Improve Oral Language Development and Print Concepts (What, 10-11 & Why, 22-23, 59-63)

Need: As indicated from DIBELS Next results, oral language development is a continued weakness at EHES. This affects students’ ability to read and communicate fluently and accurately. A result of this weakness permeates through students’ writing affecting written communication as well. This area of concern is evident through GKIDS data as well as grades three and grade five writing assessment results.

- Objective 1: Train teachers in evidence based literacy practices, with a focus on vocabulary, oral language, and text comprehension (**Why, 22, 23, 41-43, 46, 48-49, 55, 59-61, 63, 65, & 68**)
- Objective 2: Coordinate a plan for writing instruction across all subject areas (**What, 10 and Why 27-28, 44, 46, 66, 81-82, 87-88**)

Goal 3 Increase Student Achievement and Grade Level Accuracy in Fluency and Comprehension (What, 10-11 & Why, 49 & 105)

Need: DIBELS Next results indicate a continued weakness in fluency and comprehension as measured by the Oral Reading Fluency and Retell probes. This affects students’ ability to exceed standards on the CRCT.

- Objective 1: Students know and apply grade level phonics and word analysis skills (**What, 9-10**)
- Objective 2: Improve student Lexile levels so that all students exit grade level at or above the grade level range (**What, 6 and Why, 47-48**)
- Objective 3: Provide students with sufficient experiences reading content texts (**What, 6-7 & Why, 49-50, 58**)

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- Objective 4: Provide teacher training in explicit literacy strategies that support core and content reading (**What, p. 9 & Why, pgs. 41-43**)
- Objective 5: Provide classrooms and media center with multiple modes of non-fiction texts (**What, 6 & Why, 49-50, 58**)

Goal 4 Improve Understanding Data and Effectiveness of Intervention Selection and Application (Why, 94, 120, & 124)

Need: Grade level intervention blocks are utilized to provide remediation to at risk students. A Title I teacher also provides additional instruction in order for students to exceed grade level expectations as determined by the CRCT. A RTI Team consults with the teachers regarding strategies and interventions. Appropriate interventions are critical to ensure student success.

- Objective 1: Identify needs of the students through progress monitoring and diagnostic assessment tools (**What, p. 12 & Why, pgs. 97, 99-104, & 132**)
- Objective 2: Provide teachers with diagnostic assessments that confirm results of universal screenings and identifies root causes of student weaknesses (**What, 12**) (Funded by Title I)
- Objective 3: Train teachers to use data to diagnose student needs, place the student in the correct tier of instruction, implement and progress monitor interventions, and determine next steps (**Why, 133**)

Goal 5 Integrate literacy strategies and skill instruction in content areas (Why, 41-43, 46, 48-49, 55, 65, & 68)

Need: Disciplinary literacy is a critical piece of the CCGPS. Content area teachers (science, social studies, and math) need professional development in integrating literacy strategies and skill instruction in the content areas.

- Objective 1: Train teachers , especially science, social studies, and math teachers, using UDL principles, how to integrate reading strategies and skills in the content area during instruction (**What, 6-7 & Why, 26-27, 30, & 31**)
- Objective 2: Increase the number of students who meet standards on the CRCT in science and social studies (**What, 11 & Why, 29-30**)
- Objective 3: Provide teachers time to collaborate on horizontal and vertical teams to develop guiding expectations that will be used to gauge success in implementing reading, vocabulary, and writing cross-curricular goals (**What, p. 7**) (Funded by Title I)
- Objective 4: Provide additional non-fiction texts at various Lexile levels which support content standards in science and social studies (**What, 6 and Why, 49-50, & 58**)

Goal 6 Increase student and teacher access to 21st century technology.

Need: In order to increase student achievement, we must adjust our methods of instructional delivery and assessment practices.

- Objective 1: Provide more one-to-one technology access for students (**Getting Smart, Pullen, 2012; Center for Digital Education, 2004**)
- Objective 2: Increase opportunities for students to produce reading and writing assignments using a variety of technological resources (**What, 10**)

Anticipated Formative and Summative Assessment Outcomes Upon Implementation of Goals

- The intervention program will decrease summer regression of at-risk kindergarten and first grade students.
- With an increase of disciplinary literacy, 85% of our fifth graders will meet or exceed on the 2013 5th grade writing assessment.
- On the science portion of the 2013 CRCT, 83% of third through fifth grade students will meet or exceed the standards.
- On the social studies portion of the 2013 CRCT, 80% of the third through fifth grade students will meet or exceed the standards.
- As vocabulary acquisition and the use of literacy strategies improve, a minimum of 80% of second through fifth grade students will benchmark at the core level on the end of the year of the year Oral Reading Fluency.

Current Instructional Schedule

Kindergarten Schedule

7:55-9:00 Math
9:00-9:50 Special Areas
9:55-10:55 Math
10:55-11:20 Read Aloud
11:20-11:50 Lunch
11:50-1:45 Reading
1:45-2:00 Recess
2:00-2:38 Reading Intervention and Enrichment

First Grade Schedule

7:55-8:20 Calendar
8:20-9:00 Reading
9:00-9:45 Reading Interventions and Enrichment
9:45-10:50 Reading
10:50-11:40 Special Areas
11:40-12:05 Read Aloud

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12:05-12:35 Lunch
12:35-1:15 Math
1:15-1:30 Recess
1:30-2:00 Math
2:00-2:38 Science/Social Studies

Second Grade Schedule

7:55-8:15 Calendar
8:15-8:40 Read Aloud
8:40-9:50 Math
9:50-10:40 Reading
10:40-11:10 Lunch
11:10-11:25 Recess
11:25-12:30 Reading
12:30-1:20 Special Areas
1:20-1:40 Science/Social Studies
1:40-2:20 Intervention and Enrichment Block
2:20-2:38 Read Aloud

Third Grade Schedule

7:55-9:55 Reading
9:55-10:45 Special Areas
10:45-11:45 Science/Social Studies
11:45-12:15 Lunch
12:15-2:10 Math
2:10-2:25 Recess
2:25-2:38 Read Aloud

Fourth Grade Schedule

7:55-8:05 Calendar
8:05-8:55 Special Areas
8:55-10:30 Reading
10:30-11:05 Science
11:05-11:35 Lunch
11:35-11:50 Recess
11:50-1:40 Math
1:40-2:20 Social Studies
2:20-2:38 Read Aloud

Fifth Grade Schedule

7:55-9:25 Reading
9:25-10:55 Math
10:55-11:25 Lunch
11:25-11:40 Recess
11:40-1:25 Science/Social Studies
1:25-2:15 Special Areas

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2:15-2:38 Read Aloud

Future Instructional Schedule

Kindergarten Schedule

8:00-8:30 Intervention and Enrichment Block

8:30-10:30 Reading

10:30-11:00 Writing

11:00-11:15 Recess

11:15-11:45 Lunch

11:45-1:15 Math

1:15-1:25 Read Aloud

1:25-2:15 Special Areas

2:15-2:38 Science/Social Studies

1st Grade Schedule

8:00-8:30 Intervention and Enrichment Block

8:30-9:00 Writing

9:00-9:50 Special Areas

9:50-11:55 Reading

11:55-12:25 Lunch

12:25-1:55 Math

1:55-2:10 Recess

2:10-2:38 Science/Social Studies

2nd Grade Schedule

8:00-9:55 Reading

9:55-10:15 Science/Social Studies

10:15-10:30 Recess

10:30-11:00 Lunch

11:00-12:30 Math

12:30-1:20 Special Areas

1:20-1:35 Recess

1:35-2:00 Intervention and Enrichment Block

2:00-2:25 Writing

2:25-2:38 Read Aloud

3rd Grade Schedule

7:55-9:55 Reading

9:55-10:45 Special Areas

10:45-11:15 Lunch

11:15-12:45 Math

12:45-1:00 Recess

1:00-1:30 Intervention and Enrichment Block

1:30-2:00 Writing

2:00-2:30 Science/Social Studies

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2:30-2:38 Read Aloud

4th Grade Schedule

8:05-8:55 Special Areas

8:55-10:25 Block 1-Reading

10:25-11:00 Writing/Language Arts

11:00-11:30 Lunch

11:30-1:00 Block 2-Math

1:00-1:15 Recess

1:15-2:15 Science/Social Studies

2:15-2:38 Read Aloud

5th Grade Schedule

7:55-9:25 Block 1-Reading

9:25-10:50 Block 2-Math

10:50-11:40 Special Areas

11:40-12:10 Lunch

12:10-1:40 Block 3-Writing/Language Arts

1:40-1:55 Recess

1:55-2:38 Science/Social Studies

Assessment/Data Analysis Plan

Current Assessment Protocol

| Assessment | Purpose | Skills | Frequency | Grade Levels Assessed |
|----------------------|---|---|--|-----------------------------------|
| PALS | Screening and Progress Monitoring Outcome | Alphabetics, Phonemic Awareness, Concepts of Print, & Oral Language | 3 times a year | Pre-K |
| PPVT4 Form A/B | Screening and Progress Monitoring Outcome | Vocabulary and Oral Language | 2 times a year | Pre-K |
| CLASS | Teacher Student Interactions | Classroom Environment | 1 time a year | Pre-K |
| DIBELS Next | Screening and Progress Monitoring | Phonemic Awareness, Alphabetics, & Fluency | Screening 3 times a year/ PM as needed | K-5 |
| Benchmark Assessment | Progress Monitoring | ELA from CRCT | 3-4 times a year | 1 st – 5 th |
| CRCT | Outcome | ELA, Reading | Once annually | 3 rd - 5 th |
| Access for ELL | Screening | Language | Once annually | K-5th |

Current Data Analysis Protocol

| Assessment | Data Analysis Protocol |
|-------------------|--|
| PALS | Data is analyzed after each of the three screenings to evaluate effectiveness of the Pre-K literacy program and to determine small groups for differentiated instruction. |
| PPVT4 Form A/B | Data is analyzed after each of the two screenings. Based on outcome, the teacher adjusts vocabulary instruction and oral language development opportunities for individual students. |

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| | |
|-------------------------------------|--|
| <p>CLASS</p> | <p>The observer meets with the teacher to discuss strengths and weaknesses of the classroom learning environment.</p> |
| <p>DIBELS Next</p> | <p>DIBELS data is analyzed on an ongoing basis. The three yearly benchmark screenings are used by grade levels and administrators to analyze strengths and weaknesses of the core reading program and to determine student need for intervention. Progress monitoring data is examined weekly to determine the effectiveness of interventions selected. The principal uses DIBELS Next data to advise teachers on when students should move up and down the RTI pyramid.</p> |
| <p>Benchmark Assessments</p> | <p>OAS, Coach, and Study Island benchmark assessments are analyzed to determine effectiveness of CCGPS instruction. Teachers make adjustments to the instructional calendar based on data obtained from analysis. The data is broken down by subgroup to identify any gaps that may be developing as the year progresses.</p> |
| <p>CRCT</p> | <p>CRCT data is thoroughly analyzed by the School Improvement Team, grade level teams, and individual teachers to determine strengths and weaknesses of all subgroups. The test is broken down by content domains to determine areas of need for ongoing and incoming students.</p> |
| <p>Access for ELL</p> | <p>ACCESS data is analyzed by the ESOL teacher and the principal to determine the percentage of students who moved from one performance band to the next. Each year ACCESS and CRCT data is correlated to determine the best time to pull ELLs for ESOL class.</p> |

- The Literacy Leadership Team reviews the previous year's data. Historical and current data is disaggregated and analyzed for strengths, weaknesses, and achievement gaps. The Literacy Leadership Team completes a root cause analysis utilizing a definitive diagram and from this information SMART goals are created. From this information, data on individual students is analyzed. Students who are identified as intensive will be progress monitored by the classroom teacher in the area of need every one to two weeks. Students who are identified as strategic will be progress monitored every four weeks.
- Interventions at tier 2 through 4 are analyzed to determine efficacy of intervention. Efficacy is determined in two ways: 1) Students with three or more consecutive data points above the aimline are considered to be making sufficient progress. 2) Trend lines are constructed for students with three data points below the aimline. Intervention changes are based on the results of the data analysis, and insufficient progress results initially in either intervention in a smaller group, intervention for more time, or a change of intervention.

Comparison of Current Assessment Protocol with SRCL Assessment Plan

- Our current protocol aligns with that in the Striving Readers Comprehensive Literacy Grant assessment plan.
- There is a need to identify a gold standard, scientifically evidenced-based Informal Phonics Inventory, and train teachers in how to administer, analyze, and use the information to plan appropriate instruction.
- The assessment program aligns strongly to what is recommended by the research. Gaps exist in teacher's ability to analyze the data and use it to plan differentiated instruction. This was documented by our needs assessment.

How the New Assessment will be Implemented into the Current Assessment Schedule

- A universal screener will be administered to all students grades K-5 three times a year. Students who are "strategic" or "intensive" will be progress monitored using the screener.

Current Assessments that might be Discontinued as a Results of the Implementation of SRCL

- No assessments will be discontinued as a result of the implementation of the Striving Reader Grant.

Professional Learning Needs

Teachers Will Need to Implement New Assessments

- Teachers will require additional training in use of the IPI and data analysis.

How Data is Presented to Parents and Stakeholders

- Data is graphed with the DIBELS Next system and shared with parents at conferences as needed. Teachers explain the data, implication, and identify students needs to parents. Conferences are offered as needed to parents. Parents may request a conference at any time. School-wide data is presented annually at a faculty meeting. It is shared monthly at grade level meetings. Tier 2 and 3 student files are reviewed annually. The Student Support Team Coordinators have county-wide meetings four times annually.

How Data Will be Used to Develop Instructional Strategies as well as Determine Materials and Needs

- Data from the universal screener will be analyzed three times a year to identify areas of instruction with greatest needs (e.g., phonological awareness, word identification, fluency, vocabulary, word study, comprehension, motivation, and engagement).

Who will Perform the Assessments and How it will be Accomplished

- Teams of teachers within each grade level administer the DIBELS Next within each grade level. Teachers do not test their own students in order to assure validity and consistency of results. The teacher teams meet with the administration to review the student scores and identify gaps in achievement and instruction.

Resources, Strategies and Materials Including Technology to Support the Literacy Plan

Resources Needed to Implement Literacy Plan Including Student Engagement

- Updated classroom libraries, including nonfiction texts aligned to science, social studies, and math related to the CCGPS
- Research-based performance tasks in the area of math, science, and social studies
- Research-based writing program
- Classroom sets of leveled texts
- Digital media devices
- Additional computers in the media center
- Mobile laptop lab (24-30) for each grade to check out
- Document Cameras
- Interactive boards
- Nonfiction Lexile-leveled print material
- Flip cameras
- Editing devices
- Large screen prompt monitor
- Video Camera with counter
- Sound Equipment
- Video Camera
- Robotics program/resources to incorporate STEM into the classrooms

Activities Supporting Literacy Interventions

- Resources for Tier I instruction include the core reading program K-5; this resource is accompanied by a workshop kit and leveled texts that support each themed unit that are shared among common grade levels
- Early intervention classrooms at the K, 3rd, and 5th grade and have smaller student to teacher ratios
- FOCUS classrooms are placed at the 2nd and 4th grade levels and implement a specific intensive reading program
- Small group instruction
- Model by teacher
- After school tutoring program
- Center based instruction
- Peer tutoring
- Student Support Team meetings

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Shared Resources Available at each Building

- Small group differentiation kits
- Limited leveled text for science and social studies
- Limited professional development books
- Limited listening stations

Library Resources

- Lexile leveled texts (fiction and nonfiction)
- Referenced materials in print
- Content-related video programming
- Limited electronic assistive devices (i.e. listening stations and CD Players)
- Minimal access to computers (total number of computers is 6)
- Internet accessibility
- Overhead Projectors
- One data projector

Activities that Support Classroom Practices

- Small group instruction
- Model by teacher
- Center based instruction
- Peer tutoring
- Workshop
- Journaling
- Think Alouds
- Concept Maps
- Workshop

Strategies to Support Student Success

- Visualizing
- Making Connections
- Higher level questioning
- Predicting
- Inferring
- Determining Importance
- Synthesizing/Creating

Classroom Resources in Each Classroom

- Core Reading Program
- Phonics and Phonemic Awareness Kits

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- Intervention Phonemic Awareness Curriculum
- Leveled Texts for Science and Social Studies to support core

The school literacy team will ensure that all funding is fully aligned to our school and system literacy goals. District administrators will allocate funding equitably to ensure alignment and provide budgetary guidance for federal, state, and system funds.

Additionally, discretionary local school funds will continue to be provided to support classroom instruction and student literacy. Title I monies will support 21st century technology and site licenses. Title II monies will be coordinated to support professional learning, including substitutes.

How Proposed Technology Purchases Support RTI, Student Engagement, Instructional Practices, Writing

We are in the developmental stages of full implementation of a universal design for learning that (a) instills best practices for disciplinary literacy in every classroom, (b) embeds a school-wide writing focus, (c) provides a systematic process for identifying students' needs and (d) follows Georgia's RTI model to ensure every students' literacy learning. This requires 21st century technology in our classrooms. For example, the CAST website will be accessible to every student in our school, enabling teachers, students, and parents to build books, integrate writing in disciplinary literacy, and view multimodal demonstrations on a daily basis. Technology included in the Striving Reader Grant includes an array of tools, including free Web 2.0 tools, that support the development and implementation of curriculum (goals, methods, materials, and assessments) and that are accessible to ALL learners. Technology purchases support the three underlying principles of UDL and will enable teachers to provide multiple modes of text via technological resources and to provide multiple means of representation, multiple

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means of action and expression, and multiple means of engagement.

[<http://www.udlcenter.org/aboutudl>]

Professional Learning Strategies Identified on the Basis of Documented Needs

Teacher Participation in Professional Learning Communities

| Professional Learning Program 2011-2012 | % of Staff Attended |
|--|----------------------------|
| Reading and ELA Collaborative Planning for Common Unit and Assessment Development | 100% |
| Bartow County Gifted In-Field Endorsement | 9% |
| Sharpening the School Improvement Focus: Vertical Teaming | 100% |
| Schoolwide SIP Development – Data Trends and Digging Deeper | 20% |
| Depth of Knowledge Training | 8% |
| Early Intervention in Reading Training | 12% |
| Webinars were viewed to learn about the CCGPS in English Language Arts and Math | 27% |
| Thinking Maps Training | 2% |
| Thinking Maps Redelivery | 80% |
| Kindergarten Imagine It! Training | 12% |
| Promethean Board Training/Interactive Projectors | 8% |
| Artful Thinking | 2% |
| DIBELS Next: K-2nd Grade Teachers | 36% |
| Imagine It! 4th and 5th Grade Implementation Training | 10% |
| Imagine It! 3rd Grade Initial Training | 4% |
| Imagine It! Phonics Training for Kindergarten | 12% |
| Document Cameras | 6% |
| Dreambox Training | 8% |
| Edvation Training | 8% |

Detailed List of Ongoing Professional Learning Target to the Goals/Objectives Outlined in the Literacy Plan

- Utilizing Lexiles in classroom instruction (**Goal 3, Obj. 2, 3; 7 4; Goal 5, Obj. 1 & 4**): In order to improve fluency and comprehension, Lexiles need to be effectively utilized in classroom instruction.
- Text Complexity (**Goal 3, Obj. 2; Goal 5, Obj. 4**)
- CCGPS (**Goal 5, Obj. 1, 2, 3, & 4**)
- Integrating disciplinary literacy strategies using UDL with a focus on vocabulary, oral language, and text comprehension (**Goal 1, Obj. 1,2, & 3; Goal 2, Obj. 1; Goal 3, Obj. 1, 2, & 3; Goal 5, Obj. 3 & 4**)
- Research-based writing program with a rubric (**Goal 5, Obj. 3**)
- Selecting appropriate interventions (**Goal 4, Obj. 1, 2, & 3**)
- Oral language development (Goal 1, Obj. 2 & 3; Goal 2, Obj. 1; Goal 3 Obj. 1; Goal 5, Obj. 3)
- Differentiated Instructional Strategies (**Goal 4, Obj. 1 & 3**)
- How to teach writing (**Goal 3, Obj. 4**)
- Utilizing technology inside the classroom (**Goal 6, Obj. 1 & 2**)
- Building disciplinary literacy and reasoning through robotics program; training on how to implement (**Goal 6, Obj. 1 & 2**)

The goal and objectives from the literacy plan were used to develop the professional learning plan.

Programmatic Professional Learning Needs Identified in the Needs Assessment

According to 63.6% of the staff surveyed at EHES, there is a need for additional training on data interpretation in order to select appropriate interventions. According to the Needs Assessment survey, 57.6% of the staff at EHES responded that further training was needed in literacy strategies, including oral language development, in order to implement them with a high level of fidelity. Additional training in CCGPS, utilizing Lexiles, and text complexity is needed according to 68.8% of the staff at EHES so that flexible grouping within grade levels as well as outside of grade levels is used appropriately to maximize learning opportunities. Although 54.6% of the staff feel that professional development is linked to research-based practices and programs, further training is needed in the teaching of writing, utilizing technology effectively in a classroom, and incorporating STEM strategies and programs such as lego robotics as documented our assessment data.

Application Details the Process to Determine if Professional Development was Adequate and Effective Along with the Method

In order to determine if professional development was adequate and effective, (assessment data needs, assessment survey, DIBELS Next, CRCT, 5th writing assessment, and GKIDS) will be disaggregated and analyzed. Informal administrator observation through walk throughs with structured feedback will form one part of the process for determining

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effectiveness of professional learning. Application of professional learning in the classroom and student level will be monitored weekly in grade level meetings where individual student and class needs are discussed. Progress monitoring and diagnostic data will be applied and analyzed during these meetings. Formal assessment of professional learning will occur through annual teacher evaluations, the CRCT, and the data dig in which all assessment data is scrutinized to determine implications for professional learning needs.

Sustainability

The SRCL assessments will provide our focus on literacy that is crucial for identifying our struggling learners and designing interventions for them. As data are analyzed, we will strengthen the use of assessments for raising student-academic achievement. Teachers will receive professional-learning in how to use screening and diagnostic, assessment data to guide instruction. Professional learning will also be provided in utilizing disciplinary content literacy strategies. Each initiative requires professional learning, and the details of continuous professional learning for all staff is clear in our literacy plan and SRCL application and based on school data. The Principal will ensure that all teachers use data and learned strategies to design lessons and student tasks.

Community support is an integral part of student success. Our local business neighbor, Plant Bowen provides financial aid with many school improvement initiatives. By incorporating STEM projects and strategies in our instruction, a mutual relationship will be further strengthened. Funds from Title I, II, and III will also be used to assist cost commitments.

Our literacy plan will be an ongoing, living document incorporating school improvement goals, objectives, and strategies for ensuring our students' literacy needs are met. The school literacy team will meet at least twice a semester to review the progress of the grant plan. This will allow lessons learned to be discussed and plan for needed follow-up professional development. Model classrooms effectively utilizing the professional development will be established so new or "struggling" teachers will have access to "hands-on" instruction.

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Euharlee is committed to student literacy and strongly believes that literacy begins at birth. The SRCLG will provide means to align our school’s focus on literacy by providing 21st Century technology; supporting our STEM; and implementing tiered intervention programs to support students. SPLOST and local funds will support integration of technology with literacy as new materials are implemented.

Annually during Euharlee’s initial staff meeting, a summary of the Striving Readers grant plan will be given to all staff. An additional meeting to discuss the grant plan in detail will be held for all new staff members. All teachers will be given a copy of this grant highlighting instructional strategies, materials, and assessments to use in their classes. The literacy plan will be reviewed monthly at staff meetings and SRCLG practices will be embedded in the school.

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 professional learning. 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 literacy plan and fiscal accountability for the best use of federal, state, system, and local school funds.

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 I, II, III; IDEA Pre-School |
| Print Materials | | Title I, School Level Local Funds (Instructional Budget) |
| Tier 1 Materials | Universal screener/progress monitor; | State and Local funds |

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| | | |
|---------------------------------|---|---------------------------------------|
| Tier II Materials | Technological resources | SPLOST |
| Tier III/IV Materials | Supplemental intervention materials; technology resources | Title I, II, VI B |
| Formative/Summative Assessments | SRI | Title I, II, IV B (SWDs) |
| Instructional Technology | | SPLOST, Title I, District Local Funds |
| Parent/Family Communication | Updates to parents/families via website, school newsletter, newspaper articles, video library | Title I, III, IV |

Bartow County School System - Euharlee Elementary School

Budget Summary

The budget was prioritized according to gaps that existed in student achievement and increasing the school’s capacity to address the literacy priorities outlined in the Georgia State Literacy Plan (GSLP) and “The What” document. The SRCL funds will be used in the following ways:

Funds will provide essential literacy resources, both print and non-print for teachers and students to use in meeting increased literacy demands of the CCGPS. The GSLP calls for sustained research projects and interdisciplinary literacy instruction that supports reading, writing, listening, speaking and viewing skills. Full implementation of the GSLP will require extensive professional learning for all pertinent staff to ensure positive outcomes for all students, as outlined in Georgia’s State Literacy Plan from Birth to 12th Grade. To fully implement the GSLP, access to current and emerging technologies are needed. Communication with stakeholders and increased parent engagement will be enhanced through utilization of these 21st century technologies.

Resources will also be needed to strengthen tiered instruction (RTI) that meets identified student needs. Overarching needs include training of all pertinent staff in the identification of student literacy needs, acquisition of appropriate interventions, and implementation of interventions with fidelity, both during the day and in extended day tutorial. Finally, these resources will better equip teachers in meeting the needs and closing the achievement gap for all students, particularly those in Tiers 3 and 4.

Funding from the grant will also be used to purchase a writing curriculum, K-5. Based on the research from the National Commission on Writing (2004), writing ability is an employee’s “ticket to move up.” Writing demands for the 21st century are increasing along with demands for effective communication skills. Therefore, a consistent writing program will help build strong writing skills that are crucial to the literacy initiative. (“The Why”,p.45)

| Professional Learning | |
|---|-----------|
| RTI | TBD by CO |
| disciplinary literacy strategies | |
| intervention training | |
| use of classroom technologies | |
| writing program implementation | |
| effective strategies to bridge gap for SWD students | |
| STEM integration strategies | |

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| Budget | Summary | Description |
|---------------------|-------------------------------------|------------------------------------|
| 403,258.83 | 21 st Century Technology | |
| \$15,650.69 | Strategies for Writers program K-5 | 1) Writing program K-5=\$15,650.69 |
| \$418,909.52 | | |