

Bartow County School System

**GEORGIA DEPARTMENT OF EDUCATION  
Striving Readers Comprehensive Literacy  
Program**

**LEA Grant Application  
System Cover Sheet.**

<b>Please return to:</b> Georgia Dept. of Education Attn: 205 Jessie Hill Jr. Dr 1758 Twin Towers East Atlanta, GA 30344	<b>DOE Use Only</b> Date and Time Received:	<b>DOE Use Only:</b> Received By:
<b>Name of Applicant:</b> Bartow County School System Cartersville, Georgia	<b>Project Number:</b> (DOE Assigned)	
<b>Total Grant Request:</b> \$ 5,000,000	<b>System Contact Information:</b>	
	<b>Name:</b> Dr. John Harper	<b>Position:</b> Superintendent
<b>Number of schools</b> 10	<b>Phone:</b> (770) 606-5800	<b>Fax:</b> (770) 606-5857

Bartow County School System

<b>in system:</b> 20	<b>applying:</b> 10		
<b>Congressional District:</b>  11th		<b>Email:</b>  John.harper@bartow.k12.ga.us	

**Sub-grant Status**

- Large District (45,000 or more students)
- Mid-Sized District (10,000 to 44,999 students)
- Small District (0-9,999 students)

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

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

**Fiscal Agent/Applicant Required Signatures:**

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: \_\_\_\_\_

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*Dr. John D. Borge, State School Superintendent*  
*"Making Education Work for All Georgians"*

Position/Title of Fiscal Agent's Contact Person: Dr. Elizabeth Williams

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\_\_\_\_\_  
**Signature of Fiscal Agency Head (required)**  
Dr. John Harper

\_\_\_\_\_  
**Typed Name of Fiscal Agency Head (required)**  
Superintendent

\_\_\_\_\_  
**Typed Position Title of Fiscal Agency Head (required)**

December 16, 2011  
**Date (required)**

**Current Priorities**

Bartow County’s Comprehensive Literacy Plan is grounded in the recognition that literacy is an essential set of skills for success in life. Recent projections show that by 2018 sixty-three percent of all jobs will require at least some college education (Carnevale,Smith, & Strohl, 2010), implying that all students now need to graduate from high school, college, and be career ready. To prepare, Bartow County School System must deliver a high quality education for all students, with literacy across all contents and contexts as the foundation. Bartow County believes that success in literacy results from a combination of a quality early learning environment and formal education. For a system to involve these two settings, coordination and collaboration among many different stakeholders must exist.

The purpose of the Bartow County Striving Readers Comprehensive Literacy Grant (SRCLG) is to ensure that children from birth through grade twelve will receive a standards-based curriculum and graduate from high school ready for college and a career. A secondary, yet unintended benefit for our system has been the sense of commitment which has developed among those working together on the grant application and the system plan. A team spirit was established that will continue to benefit students as a result of “living” the process together. The following sections describe what Bartow County School System currently has in place within each area, what is needed to attain optimum student achievement in reading, and how Bartow County’s SRCLG could accomplish the identified needs. In applying for this grant the county Literacy Team has established the following priorities:

1. Improve learning outcomes for all students.
2. Improve use of data to drive instruction.
3. Improve student achievement in content literacy.
4. Develop an infrastructure for technology use and application in every school and classroom.

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These priorities translate into three goals and accompanying objectives. Bartow County has recognized the need to use writing and technology in the development of literacy skills. The use of writing and technology to reach our goals is implicit throughout the application.

- **Goal 1** Provide an annual **summer “intervention-prevention convention” academy** for students at risk in reading from Pre-k through 11<sup>th</sup> grade, beginning June, 2012.
  - Objective: Develop and implement an annual summer program for students in need of intervention in the area of literacy.
  - Objective: Partner with the Rollins Center - Atlanta Speech School to develop and implement a summer language immersion program for pre-K to grade 3.
  - Objective: Identify and provide training on gold standard interventions in reading aligned to the Georgia tiers. Teachers will learn how to use data to diagnose student needs, place the student in the correct tier of intervention, plan three week lessons aligned to student needs, implement and monitor progress of interventions, and determine next steps.
  - Objective: Improve student Lexile levels so that all students exit their grades at or above the appropriate grade level band range.
- **Goal 2 Develop oral language skills from pre-school age to third grade**
  - Objective: A partnership with the Atlanta Speech School at the Rollins Center to implement a summer program that focuses on improvement of oral language will be initiated. In order to meet the challenge of reading and understanding complex texts, students must have a sophisticated semantic and syntactic network, acquired through ample experience in receptive and expressive oral language.
  - Objective: Improve student achievement in grade level reading skills to insure students exit kindergarten and first grade with sufficient decoding skills to build accuracy and fluency in second grade and beyond. Our data indicates that students show substantial losses in these areas during the summer vacation. The partnership with the Atlanta Speech School at the Rollins Center and a summer program will provide continuation of growth in these skills for low achieving students in Pre-K through third grade.
- **Goal 3 Integrate literacy strategy and skill instruction in content areas**
  - Objective: Train teachers in the integration of reading strategies and skills in the content areas through extensive teacher training, as well as the purchase of additional leveled, nonfiction texts from kindergarten, first and up.
  - Objective: Increase the number of students who meet or exceed expectations on the CRCT in science and social studies by three percent annually through identifying a strategic instruction model for content enhancement, providing training to all teachers from fourth through twelfth grade in these strategies, and providing funding for three teachers to become certified as trainers in these models.
  - Objective: Increase the amount of diverse texts in classrooms that are aligned to content area standards.

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### **Management Structure**

We believe that Bartow County has the infrastructure to manage and implement the Striving Readers Comprehensive Literacy Grant. We are committed to using diagnosis and support for individual students within their learning environment. The structure that supports the grant is detailed below.

### **Vision, Mission, and Beliefs**

**This is aligned to Georgia Literacy Plan “The Why” Sections 3.B & 4.D.**

In 2008-2009 Bartow County School System reviewed the mission, vision, and beliefs. Developed by a team of school personnel, community stakeholders, and parents, these form the conceptual framework within which all education occurs within the county. Each school also reviewed their school vision and mission to check alignment with the system statement. ***Graduation and Beyond...Creating Lifelong Learners*** was added to brand the core beliefs and values. The system has chosen the theme “**LIFE**” for our Striving Readers Comprehensive Literacy Grant, reflecting the belief that **Literacy is for Everyone** and is critical to the creation of lifelong learners in our community.

#### Vision

The vision of Bartow County School System is to provide all students a world-class education focused on high academic standards and dedicated to creating lifelong learners who will become contributing members in a global society.

#### Beliefs

We believe:

1. We have the responsibility to educate each student academically, physically, socially, and emotionally.
2. We must develop each student’s potential to succeed in a global society.
3. We must hold high expectations that promote excellence.
4. The education of the student is most successful when it involves the school, home, and community.
5. Learning is a lifelong process.

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### Mission

*The mission of the Bartow County School System is to educate all students to understand the past, learn in the present, and flourish in the future as lifelong learners.*

Bartow County School System's vision, beliefs, and mission are articulated to members of the professional community, parents, students, and other stakeholders through the system webpage, newsletters, Board of Education meetings, and through displays in every school.

Infrastructure components supporting our management system include:

- A scientifically evidence-based core reading program in first through fifth grades.
- An initial four tiered continuum of literacy interventions grades K-12.
- An explicit four tiered response to intervention model.
- A Pre-K Center.
- Screening, Progress Monitoring, and Outcome Assessments.
- Benchmark Assessments in ELA.
- Classic Core Vocabulary Initiative.
- Thinking Map Trained Trainers in every building.
- Focus Classes to accelerate students at risk in reading who are entering 2<sup>nd</sup> and 4<sup>th</sup> grade.
- Depths of Knowledge Trained Trainers in every building.
- Middle School Reading Classes.
- Middle School Reading Intervention Programs.
- SACS CASI System Accreditation with Distinction.
- Approval as a PSC Reading and Gifted In-field Endorsement Provider.
  - Leadership that is in process of receiving reading endorsement.
- System Literacy Specialist.
  - Trained DIBELS Next Trainer and Mentor.
  - Trainer in training for new intensive, focused intervention program

### **Past Instructional Initiatives**

Bartow County School System has been supporting the development of literacy through state initiatives and through local funding and professional learning. The table on page 14 shows the development of literacy from 1996 to 2011.

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### **Literacy Curriculum**

- Bartow County School System has a literacy program aligned to the Georgia Performance Standards. During the past six years the curriculum has been standardized throughout the system to address the frequent moves of many students between schools. Kindergarten has the phonemic awareness and phonics component of the core program used in grades 1-5.
- The first through fifth grade literacy program is standardized throughout the system, and includes multiple leveled fiction and nonfiction texts, a differentiated instruction period daily, systematic, explicit instruction in phonics and decoding, as well as an intervention, challenge, and English Language Learners components. Teachers have had access to full day training on how to implement the program, with some additional training provided during the last 2 years, but a need remains for more training in the implementation of differentiated instruction, inquiry, and writing.
- Reading is being taught as a separate class in middle school through the study of novels and short stories. Lack of funding has resulted in a shortage of materials in sixth through twelfth grades and many of the current texts are written at a Lexile level that is far below that identified on the CCGPS. Funds were used to purchase some intervention programs that are available to support middle school students who are identified as having difficulty.

### **Literacy Assessments**

- In 2011 the system changed the screening and progress monitoring instrument from the DIBELS 6th Edition to DIBELS Next, because accuracy in scoring assessments is critical for data driven decisions. The Literacy Specialist holds certification as a DIBELS Next Trainer and Mentor, and she delivered official DIBELS Next Transition during the summer and fall of 2011 to teachers in grades K-5.
- The Scholastic Reading Inventory is used in one middle school. High Schools use the end of course tests.
- Universal screening and progress monitoring assessments are needed at every middle and high school.
- All schools' assessment outcomes are examined annually using the CRCT or the EOCT.

### **Need for a Striving Readers Project**

*LEA Process for Selecting Schools that Would Successfully Implement a Striving Reader Project*

### **Plan Components Aligned to Georgia SRCL Grant Standards Based Curriculum**

- Bartow County School System has implemented the Georgia Performance Standards. Standards-based classrooms are continuously evaluated through Focus Walks conducted by the building leadership and central office teams. Professional Learning opportunities are garnered from the Focus Walks as well as through an annual Needs Assessment conducted at all levels.

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As Georgia transitions to the Common Core Georgia Performance Standards, administrators and teachers will be trained following the Common Core Georgia Performance Standards Roll Out Plan for Bartow County (**Appendix C**). Elements of this plan will be integral to implementation of the Striving Readers Comprehension Literacy Grant. For example, Model classroom teachers in every school, whose selection was based on knowledge and skills, instructional expertise, and a willingness to deliver professional learning at their school site, will act as coaches in their grade level for the purposes of the grant and beyond.

**Literacy Assessments**

*Ongoing Formative and Summative Assessment Data to inform instructional decision making*

- Bartow County School System has a commitment to using ongoing formative and summative assessment data that is used to inform instructional decision making about the need and intensity of interventions, and to evaluate the effectiveness of instruction. To accomplish this purpose, the county has the following assessments and schedule in place:

<b>Assessment</b>	<b>Frequency</b>	<b>Purpose</b>
DIBELS Next Benchmark	3 times a year	Screening
DIBELS Next Progress Monitoring	As needed	Progress Monitoring
County Benchmark Assessments for LA	3 times a year	Benchmark Progress Monitoring
CRCT	once a year	Outcome
Scholastic Reading Inventory	3 times a year	Screening and Progress Monitoring
End of Course Tests	once a year	Outcome
ACCESS for ELL	1 time a year	Screening

- The Scholastic Reading Inventory will need to be purchased, and training provided for Cass Middle School, South Central Middle School, and Cass High School, as well as continued training and mentoring in DIBELS Next and informal reading inventories. The county developed, revised and expanded an aligned Continuum of Interventions in reading over the past 3 years. This continuum forms an integral part of the Literacy Plan.
- Needs Assessment data indicate that additional training on selecting and using interventions is necessary. The continuum needs to be expanded to clearly reflect interventions at the pre-K, middle, and high school levels.

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### **Dedicated Block for Literacy with Model Classrooms**

#### **Four Tier Response to Intervention**

- Bartow County has been implementing a four tier Response to Intervention model for several years, but needs assessments indicate that increased training and support is necessary in order to fully understand the response to intervention process. At the elementary level K-5 multiple assessments and interventions are available and are used to identify student needs and plan targeted instruction with in depth training on interventions still needed. Needs assessments from middle and high school indicate that teachers need much training on how to identify and use additional interventions, as well as how and when to progress monitor students.
- A summer Intervention Convention is planned to increase teacher understanding of when and how to use interventions. Teachers will use formative and progress monitoring assessments to determine student needs, then select and implement appropriate interventions. One administrator from each school will participate on a daily basis during the Intervention Convention.
- The Intervention Convention will involve every level. Identified struggling readers, in groups of 2 - 8 in accordance with their identified needs and interventions, will participate for one to two hours daily during the month of June.

#### **Leadership Committed to Improving Instruction**

- Bartow County School System has a System Literacy Team and a Steering Committee in place. (**Appendix C**) Both committees include representation from system leadership at all levels.

#### **High-Quality Materials to Support the GPS and the CCGPS**

- Bartow County School System has made a concerted effort to provide high-quality, leveled materials to support the implementation of the GPS and the transition to the CCGPS by providing every classroom in grades 1-5 a scientifically evidence-based core reading program. Some kindergartens have the complete scientifically evidence-based core program while others have the Phonological and Phonemic Awareness piece only. Project LIFE will enable the remaining components of the core to be purchased for every classroom. These varied components may include the leveled text for science and social studies that support the program during daily differentiated instruction, the differentiated support material work stations, and sufficient technology to enable the use of e-suite resources.
- To address oral language development and prior knowledge, the Bartow County School System inaugurated the Classic Core Vocabulary Read Aloud initiative in grades K-5 one year ago. One copy per school of two classic books to serve as read-alouds at each grade level were purchased and vocabulary activities (Beck, McGowan, Biemiller, Block) were developed to accompany each book. Grant monies would be used to purchase copies of the books for each class, the media center, and parent libraries so students and parents can check out the books to reread.

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- In a review of the selection of books used in the middle and high schools it was found that many of the books had Lexiles far below those indicated by Metametrics, so an updated, but unfunded, list of required and optional texts was developed by a committee. As monies permit the committee will reconvene to purchase texts and identify more that reflect the rigor of the CCGPS.
- The CCGPS require literacy embedded across the curriculum. Classroom libraries and texts at a variety of levels reflecting the CCGPS will enable in depth inquiry in every classroom, during and after reading about topics.

### **Technology**

- Bartow County Schools are committed to the integration of technology throughout the curriculum. At the K-5 level, the core program is accompanied by an e-suite, which aids teacher presentations, student practice in the form of e-fluency when reading decodables, access to e-texts at home, and access to multiple games supporting literacy. The e-inquiry allows students to explore topics of interest independently. In the middle schools, the intervention program has only an e-suite for teachers. Students' material is needed.
- Technology is a major need for our system and our use of technology is not reflective of 21st century classroom needs. The Striving Readers Comprehensive Literacy project will enable us to provide interactive boards, additional computers in all classrooms, training, document cameras, student response systems, as well as providing access to laptops for students. For the majority of our students, technology implies gaming systems and television. Most students are "digital natives," but economically disadvantaged students have limited access to technology out of school. Presently, limited integration and access to current technological devices is hampering the potential success of learners in Bartow County. Research indicates that failure to educate students in appropriate use of technology will inhibit their future success. Students need to understand how to use the tools to communicate effectively, to research, and to collaborate, in addition to simply typing a report.
- LIFE monies will be used to purchase interactive boards and tables, laptop computers at each school, and training in utilization of the new and existing technology.

### **High Quality Professional Learning**

- Professional learning opportunities are determined through the results of the needs assessment. Specific to the SRCLG Needs Assessments, professional learning in interventions, core implementation, use of data to plan instruction, and in strategy use across the curriculum will be implemented.
- Bartow County will hold an annual site-based Intervention Convention for the purpose of providing high quality professional learning in selecting, implementing, assessing interventions and practicing with a trainer. The Striving Readers Comprehensive Literacy Grant will enable Bartow County to put together the missing puzzle pieces necessary to fulfill the stated goals, objectives, and priorities.

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Eligibility of Schools

Elementary Schools	% FR	AYP Status	NDMN CRCT Grade 3	% NDMN CRCT Grade 3	NDMN CRCT Grade 5	% NDMN CRCT Grade 5
Adairsville	60.12%	Yes	13	12.70%	13	10.70%
Allatoona	79.14%	Yes-CI-SWD	4	5.00%	7	9.70%
Clear Creek	64.08%	Yes	8	8.20%	7	7.40%
Cloverleaf	68.07%	Yes	3	3.00%	5	5.30%
Emerson	76.77%	Yes	4	7.30%	2	3.20%
Euharlee	56.51%	No-SWD	11	8.70%	7	5.90%
Hamilton Crossing	55.22%	No- SWD	15	15.00%	6	5.80%
Kingston	83.75%	Yes	9	10.80%	6	6.40%
Mission Road	58.52%	Yes	6	5.80%	4	4.90%
Pine Log	65.26%	Yes	7	10.80%	4	5.10%
Taylorville	58.67%	Yes	1	1.50%	4	4.80%
White	59.68%	Yes	8	11.00%	2	2.10%
Pre-K Center	62.73%					

Middle Schools	% FR	AYP Status	NDMN CRCT Grade 8	% NDMN CRCT Grade 8
Adairsville Middle	58.19%	No-SED	23	9.20%
Cass Middle	63.32%	No-SED	38	12.00%
South Central Middle	74.36%	Yes	21	10.20%
Woodland Middle	51.09%	Yes-SH-SWD	19	6.50%

High Schools	% FR	AYP Status	Graduation Rate
Adairsville High School	51.64%	Yes-CI-ED	76.8%
Cass High School	57.11%	Yes-CO-ALL No-ED No-Black	76.2%
Woodland High School	48.73%	Yes-SH-SWD	75%

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**LEA Process for Selecting Schools that Would Successfully Implement a Striving Readers Project**

The Bartow County School District Literacy Team met to analyze longitudinal data for the purpose of identifying system strengths and weaknesses. The State of the System was reviewed by both the School and System Literacy Teams using current CRCT Data, End of Course Tests, and DIBELS Next. Because Cass High School has not made AYP for the past three years and is now in NI-2 status, data initially completed at schools feeding into Cass High School was presented to and reviewed by the system Literacy Team for further analysis of implications. Minutes of these meetings are attached in **Appendix A**.

**CRCT DATA: Number of Students in Grades 3, 5, and 8 not meeting standards based on current CRCT data 2011 is shown in the table below.**

<b>3rd Grade Reading</b>	<b>3rd Grade English Lan Arts</b>	<b>3rd Grade Math</b>	<b>3rd Grade Science</b>	<b>3rd Grade Social Studies</b>
78	89	189	229	239
<b>5th Grade Reading</b>	<b>5th Grade English Lan Arts</b>	<b>5th Grade Math</b>	<b>5th Grade Science</b>	<b>5th Grade Social Studies</b>
77	67	74	263	334
<b>8th Grade Reading</b>	<b>8th Grade English Lan Arts</b>	<b>8th Grade Math</b>	<b>8th Grade Science</b>	<b>8th Grade Social Studies</b>
44	101	257	355	378

All areas of the CRCT were analyzed, and include literacy in science and social studies. The study revealed a weakness in content literacy at all grades. A pattern was identified that showed increasing numbers of students not meeting standards in science and social studies as they progressed from grade five to grade eight. This is of particular concern for two reasons: 1) science will be the second indicator for the system beginning in 2012; 2) as Georgia transitions to the Common Core Georgia Performance Standards, content literacy is a priority.

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### **Improve student achievement in content literacy**

We hypothesize that lack of oral language development (receptive and expressive, vocabulary and syntax) is contributing to poor comprehension. Students' ability to call words exceeds their ability to comprehend, both on the DIBELS Next Assessment and on the CRCT. For example, at third grade 70% of students are "core," ready for instruction in the scientifically evidence-based core reading program in accuracy and only 56% are "core" for comprehension as measured by the DAZE. In fourth grade 64% are "core" for accuracy, and only 43% are "core" on the DAZE. By fifth grade, only 41% are "core" on the DAZE. This is confirmed in analysis of the CRCT scores. In science 229 students "Do Not Meet" in third grade, in fourth grade 253 students, and by fifth grade 355 students "Do Not Meet". This trend is also reflected in third, fifth, and eighth grade social studies. In third grade 239 students "Do Not Meet," in fifth grade 334, and in eighth grade 378 students "Do Not Meet".

### **Universal Screener Data**

Although the majority of students in Bartow County exit Kindergarten fully phonemically aware according to the DIBELS Next assessment, this is not maintained in first grade. In the schools selected for the SRCLG, between one-fifth and one-third of students are exiting first grade without the foundational skills necessary for reading to learn. An analysis of first grade data indicates that students at Clear Creek, Cloverleaf, Kingston and White Elementary Schools continue to enter first grade below district norms. The guide rule for screening using DIBELS Next is that 80-85% of students should be at or above the benchmark for this measure in order to meet the mid-year benchmark. The trend at Clear Creek (39% Intensive), Kingston (37% Intensive), and White Elementary (43% Intensive) indicates across the board weaknesses compared to other schools in the district in foundational literacy skills with specific weakness is in alphabetic understanding. In analyzing all first grade students 47% are strategic or intensive, and only 52% of first graders county wide enter for core instruction. **Appendix B** shows the screening data for the system and elementary schools in the Cass High School feeder pattern.

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The following table indicates the building blocks of elementary literacy and where weaknesses have been identified within the Cass High School feeder pattern. Comprehension difficulty is present at all levels in the feeder schools.

Building Block	Print Concepts	Phonological Awareness	Phonics and Word Recognition	Fluency	Comprehension
Clear Creek	K	K	K, 1, 2, 3	2, 3, 5	2, 3, 4, 5
Cloverleaf			1, 2, 3, 5		3, 5
Emerson	K		1, 2, 3, 4	2, 5	3, 4, 5
Hamilton Crossing	K		K, 2, 3, 4	2, 4	2, 3, 4
Kingston	K		1, 2, 4	2, 4, 5	3, 4, 5
White	K		1, 2, 4	2, 4	2, 4, 5

Before composing a formal Literacy Plan, Bartow County School System convened a System Literacy Team as well as a Steering Committee and school literacy teams. The PET-R analysis was conducted with the assistance of the Rollins Center. Analysis of these needs assessments (**Appendix B**) shaped the Literacy Plan at the school and system level. Analysis confirmed a pattern existed in feeders to Cass High School. Schools with the highest free/reduced and those in the pattern not meeting standards were selected. Schools feeding into Cass High School were deemed eligible for purposes of the grant.

**Assurances That All Guidelines Are Being Met**

Assurances that the system is meeting all requirements set forth by the federal grant and the Georgia DOE which include the assurance that the funds provided under this program will supplement, not supplant federal, state, and other local funds that the applicant would otherwise receive can be found in **Appendix F**.

**Experience of the Applicant**

**The application includes:**  
**Audit Findings for the past 5 years. (Not in Rubric but on page 26 of Grant Application) Included in Appendix G**

**a. A table describing 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	↔								

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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 program alignment begins	↔
Project Focus (system funded)	↔
System Literacy Specialist hired	↔
Schools begin to purchase scientifically evidence-based core and interventions (system funded)	↔
DIBELS Next (system funded)	>

**b. A description of initiatives the LEA has implemented internally and with no outside funding support.**

The table below shows the initiatives the LEA has implemented internally and with no outside funding support.

Action	1996	1998	2000	2003	2004	2006	2008	2010	2011
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 (system funded)									

*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

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monitoring showing progress in the RTI process, 3) CRCT Scores – Level I or marginal Level II.

- Teachers received intensive training both in the programs selected as well as professional learning courses leading to reading endorsement. Once the endorsement was obtained, further professional learning was conducted in advanced comprehension theory and strategies.
- During 2009-2010 the class size was increased by three students due to budget constraints.
- The results of the initial Project Focus initiative indicated a need for a fourth grade class.. These results are shown in **Appendix D**. Although a full one-fifth, 21%, of Focus students did not meet expectations in fourth and fifth grades, the number of students exceeding expectations increased. Results are shown in **Appendix D**.
- While the results of Project Focus have been promising, they also indicate that consistently 15% of students in second grade continue to not meet expectations on the CRCT and 21% of students in fourth grade, nearly one-fifth, did not meet expectations on the CRCT over the life of the initiative. The need to improve student achievement in this 21% of at-risk fourth graders is one reason we need this grant.
- Project Focus included a scientifically evidence-based intervention program and core program. The results of the project were so good that the system purchased the same core program for half of the first grades and half of the second grades in 2010. In 2011, the system purchased the same core for the remaining first and second grades as well as for third, fourth, and fifth grades. When system monies were not available, principals used their monies to put the core in place system wide from first through fifth grades.
- 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 a Reading Endorsement. Beginning in 2000, the county participated in the training of trainers for the Reading Endorsement through Northwest Georgia RESA. In the interim years, 120 teachers in the county were endorsed in the area of reading. In 2009-2010, when professional learning funds were cut for budgetary reasons, 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 20 teachers are completing the endorsement. This initiative has full sustainability beyond the life of the grant. In the past, 120 teachers have completed the reading endorsement. 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.

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

Executive Directors of Curriculum, Dr. Buffy Williams and Mr. Jim Gottwald have coordinated resources for system initiatives in the past, including the implementation of the elementary Focus program and the development and implementation of the separate reading class at the middle school, both described in this document. In each example, materials purchased, distributed, inventoried, and monitored with training provided. The Coordinator of Professional Learning has responsibility for approving all professional learning. The Administrative Assistant for Professional Learning posts all classes on PD Express, maintains records of class attendance, and monitors participant professional learning units. All budgets are reviewed by the chief financial officer. Program updates, including budgeted resources, are shared with our local board of education. Resources have been coordinated in accordance with all rules and regulations required by the Bartow Board of Education. Five years of audits are included. This grant will be in accordance with all rules and regulations required by the GaDOE/USED. The Fiscal Requirements of Internal, Operating, Accounting and Compliance Controls of this grant will be followed as a commitment to our project.

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

Bartow County School System has a demonstrated record of sustaining initiatives as demonstrated by the table on page 14. DIBELS was introduced as a universal screening and progress monitoring instrument in 2002 and has been sustained for nine years. The system has supported ongoing teacher and trainer workshops, sending the Literacy Specialist to four day transition training in order to effect a system wide change to the DIBELS Next. Project Focus was instituted in 2008 and is ongoing. This project requires acquisition of student materials annually, and these materials have consistently been provided. Curriculum Departments and local administrators conduct ongoing Focus Walks to assure fidelity of initiative implementations.

**Resources (10 Points)**

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The application includes:

- a. A clear plan alignment plan for SRCL and all other funding.
- b. A list of the resources available at each building.  
Appendix E shows a list of resources
- c. A plan to ensure that no supplanting takes place.
- d. A detail of how SRCL will add value to the existing resources in the schools.

*Align use of Federal and State funds* (GA Striving Reader Subgrant Application, page 21)

**Resources**

*Align use of Federal and State funds* (GA Striving Reader Subgrant Application, page 21)

	Title Funds – FY 2012	Title II Funds – FY 2012
LEA	\$2,798,349	\$329,342
Each School		
Adairsville Elementary	\$164,016	\$0
Allatoona Elementary	\$155,172	\$0
Clear Creek Elementary	\$132,660	\$0
Cloverleaf Elementary	\$180,900	\$0
Emerson Elementary	\$112,962	\$0
Euharlee Elementary	\$157,182	\$0
Hamilton Crossing Elementary	\$162,006	\$0
Kingston Elementary	\$173,664	\$0
Mission Road Elementary	\$123,816	\$0
Pine Log Elementary	\$104,520	\$0
Taylorsville Elementary	\$103,716	\$0
White Elementary	\$130,248	\$0
Adairsville Middle	\$98,124	\$0
Cass Middle	\$144,534	\$0
South Central Middle	\$106,522	\$0
Woodland Middle	\$93,925	\$0
Adairsville High	\$0	\$0
Cass High	\$0	\$0
Woodland High	\$0	\$0

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**School Title I/II Resources**

Materials and professional development in academic content areas of reading, language arts, math, science or social studies with the need being determined by data in each schools' needs assessment.

**System Title I/II Resources**

System data is analyzed in areas of focus that are determined annually. Literacy focus will align to specific content area where gap is indicated.

**Funds – Title I/II**

Title I and Title II funds are budgeted based on system and school data.

**Management Plan and Key Personnel (10 Points)**

**The application:**

**a. Details a clear plan for management of the grant implementation**

Upon notification of being a grant recipient, Bartow County will convene the Striving Literacy System team to review the implementation plan. The timeline will be as follows:

March – August 2012	System technology infrastructure will be complete at all ten grant schools
March – May 2012	Literacy materials will be reviewed and ordered
March – 2012	Summer Intervention Convention will be planned with partner organizations – Rollins Center and Annie E. Casey Foundation
March – June 2012	Technology orders (including laptops, interactive projectors, and digital camera projectors) and software loaded onto new laptops
June 2012	Yearly Report will be sent to the GDOE  Monthly professional learning will be planned and published for the year. This training will support new programs and literacy materials purchased with the grant
June and July 2012	Interactive Projectors and Tables will be installed in all classrooms  All content teachers at grant schools will attend Striving Readers Summer Institute  Issue computers to teachers
July 2012	Host Technology Conference and training on management system
August 2012	Training on Interactive Projectors for staff members
August - October 2012	Computers issued to students by grade level roll-out

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January 2013 Mid-Year System Literacy Conference for updates and needs assessment

January – June 2014 Continue with implementing each local literacy plan

**b. Lists the individuals responsible for the day to day grant operations**

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

**c. Lists the responsibilities of the people involved with the grant implementation**

**d. Clearly details that the individuals listed understand the goals and objectives as well as the implementation plan.**

Executive Directors of Curriculum, Dr. Buffy Williams and Mr. Jim Gotwald 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 we meet monthly. Monthly reports will be sent to the system level of how each school is progressing on their implementation timeline. The system committee 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.

**Sustainability Plan 10 Points**

**The application:**

**a. Details a clear plan for expanding the lessons learned through the SRCL project with other schools and new teachers to the LEA.**

- The Literacy Specialist, model classroom teachers, and assistant principals will redeliver all training to schools not included in the Striving Readers Comprehensive Literacy Grant. Trainings will be offered on PD Express and opened to participants on a first come first served basis. Trainings will be offered on an ongoing basis, so that teachers new to the system can receive training upon employment. When intervention programs are implemented that require training, system personnel will be identified to become certified trainers of those interventions. The “Intervention Prevention Convention”

## Bartow County School System

summer program will include opportunities for teachers from every system school to attend training, acquire skill in implementing and assessing interventions, and using progress monitoring assessments to plan and inform instruction.

### **b. Details a clear plan for extending the assessments protocol beyond the grant period.**

- Bartow County has a commitment to screening, progress monitoring, and outcome assessments. The system has a history of utilizing these practices and a process for this has been established. The Response to Intervention Coordinators and the Literacy Specialist currently monitor and will continue to monitor this data. The County already uses DIBELS Next, the Scholastic Reading Inventory, and several of the Pre-k screening, progress monitoring and outcome assessments.

### **c. Details a clear plan for extending the professional learning practices beyond the grant period and to new staff to the system.**

Bartow County Schools ensures new staff to the system has learning practices extended to them

through a number of avenues. In goal area three of the “System Strategic Improvement Planning

Report,” the following are included:

- Provide ‘New Teacher Orientation/Institutes’ and continuous professional learning in collaboration with teacher mentors. Each school in Bartow County holds the responsibility of mentoring for each new staff member.
- Recruit and retain a strong workforce.

Bartow County School’s **state approved ‘Equity Plan’** includes the following to ensure professional

learning practices for new and tenured staff:

- Induction of new staff is on-going at the individual schools which include the assignment of unofficial colleague-mentors and introductory staff/team meetings and staff development workshops. These are typically led by principals, assistant principals, subject matter specialists, and invited speakers or presenters.
- Bartow County addresses the retention of highly qualified, effective teachers within the written school improvement plan. New certified staff members are inducted into the work force via a two day orientation. This event introduces the new teaching staff to the curriculum, instructional design, as well as programs and procedures in the Bartow County Schools. The desired outcome of producing a teacher who can focus his/her attention on providing a superior student achievement opportunity without experiencing extraneous business-type distraction is the net objective.
- Opportunities for continuous professional learning are also provided through the system and may be located online in the catalog of PD Express (Professional Learning Database). PD Express also provides data as to the number of educators who are participating in continuous professional learning. In addition Bartow County Schools have data from Northwest Georgia RESA reflecting educator participation in professional learning from this agency.

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- Bartow County Schools made the decision to continue to keep transcripts for each educator on the number of professional learning units (PLUs) earned. This clearly reflects participation of **new staff** in professional learning opportunities provided by Bartow County Schools.
  - Within each school's 'School Improvement Plan,' the details of continuous professional learning for all school staff is clear and based on school data. This includes the **“what,”** as well as the **“how.”**
  - The Literacy Specialist, model classroom teachers, and assistant principals will redeliver all training to new personnel. Trainings will be offered on an ongoing basis, so that teachers new to the system can receive training upon employment. When intervention programs are implemented that require training, system personnel will be identified to become certified trainers of those interventions. The “Intervention Prevention Convention” summer program will include opportunities for teachers new to the system to attend training, acquire skill in implementing and assessing interventions, and using progress monitoring assessments to plan and inform instruction.
- d. Details a plan for sustaining technology that was implemented with the SRCL funds including site licenses.**
- The Director of the Bartow County Technology Department is part of the Striving Readers System team. Mark Bagnell is working with us diligently to make sure that all requested technology support materials can be maintained and supported by the technology department.
  - Infrastructure upgrades at each school will be supported locally and will be ready to support the technology grant requests as new materials are implemented. The technology department has a team of fourteen employees that support our schools with current hardware needs and instructional technology needs.
  - All materials purchased with this grant will be supported by our local technology team. The interactive projectors for each classroom and digital camera projectors will be maintained by each school technology team. The laptop conversion will be supported by the system technology staff. The laptops will be on a rotation in accordance with our system technology plan and the school system will purchase upgraded laptops as the system cycles the older laptops out of circulation. The older laptops will be refurbished or sold to another vendor, as Bartow County purchases newer computers in the rotation.
  - All site licenses will be maintained locally after the grant expires.

### **Budget Summary**

- Our budget priorities include the development of our summer program addressing oral language and reading in partnership with the Rollins Center. Other priorities are integration of strategy training in best practices in all content areas with a focus on response to intervention. Finally, engaging and motivating students through the integration of technology as a third priority.

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**Appendix A. Minutes of System Literacy Team, Steering Committee Meetings**

**Bartow County Literacy Steering Team**

**November 15, 2011**

The members met in the boardroom at 10:30. The committee was updated concerning the information that was given to the leadership team and each participating school. They were updated on comments and concerns of the schools.

Packets containing requirements and a rubric was given to each participant.

Information about school progress and plans were given to the committee.

A time of questions and answers was held.

It was announced that the next meeting date will be November 29<sup>th</sup> at 9:30.

**November 29, 2011**

The team met at 9:30 in the board room. We need each school to be as complete as possible by Friday. The Writing Team will clean up and align next week.

Feeder pattern to Cass High has been identified. We shared ideas starting with Cass High School.

<b>School</b>	<b>Ideas</b>	<b>Needs</b>	<b>Next Steps</b>
Cass High School	<ul style="list-style-type: none"> <li>• Reading Comp Strategy Instruction</li> <li>• Training in Assess</li> <li>• Vocabulary Strategy Instruction and common terms for instruction</li> <li>• Strategic Instructional Model for Content Enhancement Routine</li> </ul>	<ul style="list-style-type: none"> <li>• System 44</li> <li>• Response Systems</li> <li>• Mobile Labs</li> <li>• Training for Strategies/Vocabulary, Promethean Boards, Common Core</li> <li>• Consultants</li> <li>• Diverse Texts</li> </ul>	<ul style="list-style-type: none"> <li>• everyone in building must go to training</li> <li>• budget – what</li> <li>• schedules</li> <li>• cop</li> </ul>
South Central Middle School	<ul style="list-style-type: none"> <li>• Strategies</li> <li>• Common Language for strategies from elementary to middle school</li> </ul>	<ul style="list-style-type: none"> <li>• 15 Promethean Boards</li> <li>• Up Grade Computers</li> <li>• Laptops</li> <li>• Ereaders</li> <li>• Need for similar technology in all buildings (same brand)</li> </ul>	<ul style="list-style-type: none"> <li>• programs</li> <li>• informal phonics screener</li> <li>• in August put in Woodland High School feeder pattern</li> </ul>
Cass Middle School	<ul style="list-style-type: none"> <li>• Strategies across content areas and</li> </ul>	<ul style="list-style-type: none"> <li>• Training</li> <li>• Fusion</li> </ul>	<ul style="list-style-type: none"> <li>• schedule is key</li> </ul>

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School	Ideas	Needs	Next Steps
	vocabulary <ul style="list-style-type: none"> <li>• Training for all teachers in content reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>• More Read 180's</li> <li>• Libraries</li> <li>• Technology – different ereaders</li> <li>• Ipad/Netbooks</li> <li>• Netbooks with word processing may be better</li> <li>• Wireless printers</li> <li>• Promethean Boards</li> <li>• Ereaders, Ipad require emailing</li> <li>• Technology in student hands to increase writing</li> </ul>	
White Elementary School	<ul style="list-style-type: none"> <li>• Inquiry is key K-3 – 120 minutes</li> <li>• 4-5 105 minutes</li> <li>• Must go to two man teams</li> </ul>	<ul style="list-style-type: none"> <li>• Training for teachers</li> <li>• Promethean Boards K-2</li> <li>• Rave-O – 2 Kits</li> <li>• Corrective Reading to Supplement</li> <li>• Science/Social Studies books</li> </ul>	<ul style="list-style-type: none"> <li>• budget</li> <li>• lexile</li> <li>• fine tuning writing</li> </ul>
Emerson Elementary School	<ul style="list-style-type: none"> <li>• Data: summer regression results in 30-40 pt. loss.</li> <li>• Institute Read to Succeed Program</li> <li>• Scheduling uninterrupted block of time</li> <li>• Diagnosis skills for teachers</li> <li>• More training in Interventions</li> <li>• Classroom libraries of expository text</li> </ul>	<ul style="list-style-type: none"> <li>• Technology check out labs</li> <li>• Phonics screener needed</li> </ul>	<ul style="list-style-type: none"> <li>• Call Julie – Feeder pattern of schools poverty %</li> </ul>
Kingston Elementary School	<ul style="list-style-type: none"> <li>• Similar needs to Emerson Elementary mostly losing K-1</li> <li>• Phonics Screener for grades 1-2</li> <li>• Interventions -</li> </ul>	<ul style="list-style-type: none"> <li>• Training in multi-sensory Orton Gillingham</li> <li>• Reading Endorsement</li> <li>• Elmos</li> <li>• Ipad to be compatible</li> </ul>	<ul style="list-style-type: none"> <li>• just about done</li> <li>• budget</li> </ul>

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School	Ideas	Needs	Next Steps
	Training in how to select interventions <ul style="list-style-type: none"> <li>• Identification of root cause</li> </ul>	with promethean board 30.00 connection <ul style="list-style-type: none"> <li>• Technology for apps or Ipads isn't being used</li> </ul>	
Clear Creek Elementary School	<ul style="list-style-type: none"> <li>• Value of working with other schools</li> <li>• How to integrate literacy in science/social studies</li> <li>• Firm up teacher diagnostic skills</li> <li>• Summer Learning Loss K-1</li> </ul>	<ul style="list-style-type: none"> <li>• Portable Classroom Labs</li> <li>• 40 Ipads connections</li> <li>• Technology is a major need 200 comp/exp. Text libraries; 5 sets core reading program</li> <li>• Summer Program Intervention                             <ul style="list-style-type: none"> <li>○ Convention at Old Cass High School Pre –K – 12</li> <li>○ Dividing building so areas will be designated levels</li> <li>○ Transportation is what will be built in using 20 day funds</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• just about finished</li> <li>• schedule by grade K-3 (120 minutes); 4-5 (2-4 hours literacy)</li> </ul>
Hamilton Crossing Elementary School			<ul style="list-style-type: none"> <li>• just starting</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>			

General Comments and Discussions

- Writing committee will work to establish consistency
- Budget will be developed by Buffy and the Central Office
- Adjustments will be made after that
- 1<sup>st</sup> purchase:
  - Expository Text
  - Reading Programs
  - Training
- Gives us a focus and direction for what we're doing. Will resubmit in August if we don't get it.
- Supplement vs. supplanting - all federal monies.

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- Mark Bagnell will meet with Buffy to ensure coordination among technology with what system technology department supports for county.
  - System needs to put in infrastructure.
  - This grant support training and materials for literacy.
- Dr. Williams will visit a tech school in North Carolina next week to obtain more information

**Bartow County Leadership Committee Meeting**

**November 10, 2011**

The members met in the boardroom at 2:30 to share information about the grant, expectations and the timeline for completion.

Dr. Buffy Williams led the meeting. Packets were given to all members with directions for completing each school plan and a copy of the rubric was given out to each attendee.

There was a time for questions.

The date and time of the next meeting was announced.

**December 1, 2011**

The team met at 9:30 in the board room.

Buffy Williams received a status update from each school. The only school we need to focus on is Cloverleaf Elementary

Plans: All plans will be turned in tomorrow. The budget will be pulled out to make sure we aren't scattered and can afford to support the initiative.

Anne Marie and Janice will be working with the budget and Barbara will work to be sure all grants are consistent and meet the formats.

Buffy and Anne Marie will work on reading all of the grants.

ESOL will need to be addressed, Ms. Peck will write a blurb to include in all grants and identify ESOL needs.

Buffy reported that Dr. Harper, Dr. Hinsley, and the mayor will send letters to show community focus on literacy.

The grant is addressing all needs.

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**Appendix B. Screening Data for System and Elementary Schools in the Cass High School Feeder Pattern**

**Kindergarten and First Grade DIBELS Next Screening Fall 2011**

FSF and LNF Composite	Clear Creek	Cloverleaf	Emerson	Hamilton Crossing	Kingston	White
Intensive: 337 (31%)	31 (39%)	24 (24%)	39 (60%)	32 (30%)	30 (35%)	22 (28%)
Strategic: 204 (19%)	13 (16%)	16 (16%)	17 (26%)	24 (23%)	19 (22%)	15 (19%)
Core: 528 (49%)	36 (45%)	60 (60%)	9 (14%)	50 (37%)	26 (43%)	41 (53%)
Fall 2011 System First Grade NWF SC	Clear Creek	Cloverleaf	Emerson	Hamilton Crossing	Kingston	White
Intensive: 314 (30%)	31 (39%)	22 (21%)	10 (17%)	18 (18%)	28 (37%)	44 (43%)
Strategic: 180 (17%)	13 (16%)	13 (12%)	11 (19%)	14 (14%)	22 (29%)	16 (16%)
Core: 539 (52%)	36 (45%)	71 (67%)	38 (64%)	65 (66%)	26 (34%)	43 (42%)

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Second Grade DIBELS Next Screening Data Fall 2011

Measure	NWF CLS	NWF-WWR	ORF WC	DORF Accuracy	DORF Retell	Composite
District Totals	Intensive 22% Strategic 26% Core 52%	Intensive 31% Strategic 18% Core 51%	Intensive 29% Strategic 17% Core 67%	Intensive 20% Strategic 13% Core 67%	Intensive 20% Strategic 20% Core 60%	Intensive 25% Strategic 11% Core 64%
Clear Creek	Intensive 21% Strategic 31% Core 48%	Intensive 24% Strategic 27% Core 49%	Intensive 32% Strategic 18% Core 51%	Intensive 20% Strategic 13% Core 67%	Intensive 17% Strategic 17% Core 66%	Intensive 28% Strategic 10% Core 62%
Cloverleaf	Intensive 18% Strategic 17% Core 66%	Intensive 37% Strategic 12% Core 53%	Intensive 16% Strategic 10% Core 74%	Intensive 13% Strategic 8% Core 78%	Intensive 13% Strategic 32% Core 55%	Intensive 16% Strategic 7% Core 78%
Emerson	Intensive 15% Strategic 40% Core 45%	Intensive 30% Strategic 12% Core 58%	Intensive 30% Strategic 17% Core 53%	Intensive 22% Strategic 5% Core 73%	Intensive 23% Strategic 20% Core 57%	Intensive 22% Strategic 7% Core 72%
Hamilton Crossing	Intensive 19% Strategic 30% Core 51%	Intensive 27% Strategic 25% Core 49%	Intensive 40% Strategic 15% Core 46%	Intensive 26% Strategic 19% Core 55%	Intensive 34% Strategic 21% Core 46%	Intensive 32% Strategic 17% Core 51%
Kingston	Intensive 29% Strategic 29% Core 41%	Intensive 36% Strategic 14% Core 50%	Intensive 37% Strategic 22% Core 41%	Intensive 29% Strategic 12% Core 59%	Intensive 34% Strategic 15% Core 51%	Intensive 35% Strategic 9% Core 56%
White	Intensive 26% Strategic 23% Core 51%	Intensive 20% Strategic 24% Core 56%	Intensive 23% Strategic 24% Core 56%	Intensive Strategic 10% Core 78%	Intensive 11% Strategic 24% Core 65%	Intensive 18% Strategic 10% Core 73%

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Third Grade Screening Data

Measure	ORF WC	DORF Accuracy	DORF Retell	DORF RTQ	Daze	Composite
District Totals	Intensive 22% Strategic 15% Core 63%	Intensive 12% Strategic 18% Core 70%	Intensive 5% Strategic 19% Core 75%	Strategic 21% Core 78%	Intensive 23% Strategic 21% Core 56%	Intensive 19% Strategic 11% Core 67%
Clear Creek	Intensive 26% Strategic 12% Core 62%	Intensive 20% Strategic 10% Core 70%	Intensive 8% Strategic 16% Core 76%	Strategic 19% Core 81%	Intensive 32% Strategic 19% Core 48%	Intensive 24% Strategic 10% Core 66%
Cloverleaf	Intensive 20% Strategic 15% Core 64%	Intensive 13% Strategic 17% Core 69%	Intensive 6% Strategic 34% Core 61%	Strategic 31% Core 69%	Intensive 18% Strategic 20% Core 61%	Intensive 21% Strategic 13% Core 64%
Emerson	Intensive 31% Strategic 13% Core 51%	Intensive 15% Strategic 17% Core 68%	Intensive 3% Strategic 21% Core 76%	Strategic 43% Core 57%	Intensive 27% Strategic 29% Core 44%	Intensive 19% Strategic 19% Core 63%
Hamilton Crossing	Intensive 22% Strategic 13% Core 65%	Intensive 17% Strategic 20% Core 63%	Intensive 6% Strategic 25% Core 69%	Strategic 27% Core 73%	Intensive 21% Strategic 24% Core 54%	Intensive 23% Strategic 13% Core 64%
Kingston	Intensive 18% Strategic 20% Core 66%	Intensive 12% Strategic 18% Core 70%	Intensive 3% Strategic 16% Core 81%	Strategic 21% Core 79%	Intensive 32% S Strategic 19% Core 48%	Intensive 21% Strategic 9% Core 70%
White	Intensive 19% Strategic 15% Core 66%	Intensive 10% Strategic 11% Core 78%	Intensive 8% Strategic 13% Core 78%	Strategic 18% Core 82%	Intensive 17% Strategic 20% Core 63%	Intensive 14% Strategic 11% Core 75%

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Fourth Grade Screening Data

	ORF WC	ORF ACC	ORF RTF	ORF RTQ	DAZE	Composite
<b>District</b>	Intensive 31% Strategic 19% Core 50%	Intensive 20% Strategic 16% Core 64%	Intensive 9% Strategic 30% Core 62%	Strategic 20% Core 80%	Intensive 25% Strategic 33% Core 43%	Intensive 28% Strategic 14% Core 52%
Clear Creek	Intensive 27% Strategic 21% Core 52%	Intensive 20% Strategic 15% Core 65%	Intensive 5% Strategic 27% Core 68%	Strategic 22% Core 78%	Intensive 30% Strategic 33% Core 37%	Intensive 31% Strategic 12% Core 57%
Cloverleaf	Intensive 21% Strategic 19% Core 60%	Intensive 15% Strategic 13% Core 72%	Intensive 8% Strategic 40% Core 51%	Strategic 19% Core 81%	Intensive 17% Strategic 34% Core 50%	Intensive 23% Strategic 21% Core 56%
Emerson	Intensive 32% Strategic 27% Core 42%	Intensive 22% Strategic 15% Core 63%	Intensive 10% Strategic 32% Core 58%	Strategic 15% Core 85%	Intensive 24% Strategic 26% Core 50%	Intensive 28% Strategic 22% Core 47%
Hamilton Crossing	Intensive 34% Strategic 24% Core 41%	Intensive 20% Strategic 13% Core 67%	Intensive 9% Strategic 37% Core 54%	Strategic 20% Core 80%	Intensive 29% Strategic 26% Core 44%	Intensive 32% Strategic 19% Core 48%
Kingston	Intensive 33% Strategic 19% Core 48%	Intensive 25% Strategic 18% Core 57%	Intensive 8% Strategic 38% Core 54%	Strategic 21% Core 79%	Intensive 31% Strategic 35% Core 35%	Intensive 35% Strategic 17% Core 49%

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White	Intensive 39%	Intensive 24%	Intensive 9%	Strategic 18%	Intensive 35%	Intensive 41%
	Strategic 16%	Strategic 27%	Strategic 25%	Core 82%	Strategic 39%	Strategic 12%
	Core 45%	Core 49%	Core 63%		Core 26%	Core 45%

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Fifth Grade Screening Data

	ORF WC	ORF ACC	ORF RTF	ORF RTQ	DAZE	Composite
District Totals	Intensive 40% Strategic 16% Core 45%	Intensive 20% Strategic 29% Core 51%	Intensive 15% Strategic 26% Core 59%	Strategic 12% Core 88%	Intensive 33% Strategic 25% Core 42%	Intensive 21% Strategic 31% Core 41%
Clear Creek	Intensive 46% Strategic 12% Core 42%	Intensive 33% Strategic 31% Core 36%	Intensive 10% Strategic 15% Core 74%	Strategic 8% Core 92%	Intensive 39% Strategic 29% Core 32%	Intensive 27% Strategic 33% Core 39%
Cloverleaf	Intensive 32% Strategic 17% Core 42%	Intensive 25% Strategic 27% Core 47%	Intensive 12% Strategic 30% Core 58%	Strategic 23% Core 77%	Intensive 26% Strategic 27% Core 46%	Intensive 24% Strategic 27% Core 48%
Emerson	Intensive 46% Strategic 18% Core 35%	Intensive 20% Strategic 28% Core 52%	Intensive 20% Strategic 29% Core 51%	Strategic 15% Core 85%	Intensive 45% Strategic 12% Core 43%	Intensive 25% Strategic 38% Core 37%
Hamilton Crossing	Intensive 36% Strategic 13% Core 51%	Intensive 20% Strategic 27% Core 53%	Intensive 10% Strategic 26% Core 64%	Strategic 8% Core 92%	Intensive 24% Strategic 29% Core 47%	Intensive 21% Strategic 26% Core 51%
Kingston	Intensive 44% Strategic 10% Core 46%	Intensive 15% Strategic 16% Core 68%	Intensive 16% Strategic 39% Core 44%	Strategic 14% Core 86%	Intensive 27% Strategic 35% Core 38%	Intensive 18% Strategic 34% Core 47%
White	Intensive 40% Strategic 13% Core 48%	Intensive 19% Strategic 24% Core 57%	Intensive 7% Strategic 23% Core 70%	Strategic 3% Core 97%	Intensive 47% Strategic 27% Core 26%	Intensive 25% Strategic 31% Core 44%

**Appendix C System Literacy Team and Steering Committee**

**SYSTEM LITERACY LEADERSHIP TEAM**

Dr. Harper – Superintendent  
Dr. Buffy Williams – Director of Elementary Curriculum & Instruction  
Barbara Neslin – Literacy Specialist  
Jim Gottwald – Director of Secondary Curriculum & Instruction  
Phyllis Henry – Director of S.T.A.R.S Pre-K  
Phoebie Atkins – Coordinator of Elementary Exceptional Education  
Mike Nelson – Principal – Cass High School  
Tia Hawkins – Assistant Principal – South Central Middle School  
Amanda Butler – Teacher – Hamilton Crossing Elementary School  
Dr. Scott Smith – Director of Exceptional Education  
Stefany Howard – Principal – Kingston Elementary School  
Dr. Paul Sabin – Coordinator of Testing & Assessment  
Tammy Peck – ESOL Teacher – Clear Creek and Adairsville Elementary School  
Phyllis Johnson – Gifted Teacher – Emerson Elementary School  
Angie Corn – Babies Can’t Wait  
Kelly Whitmire – Homeless Liaison – Woodland Middle School

**System Comprehensive Literacy Steering Committee**

Stacy Barnett – Teacher – Kingston Elementary School  
Kathleen McKenzie – Teacher - Cass High School  
Sharon Collum – Parent – Euharlee Elementary School  
Anne Marie Wiseman – Director of School Improvement & Title I  
Janice Gordon – Coordinator for Professional Learning & Title II & RTI  
Julie Kittle – Parent – White Elementary School  
Kelly Wade – Principal – Clear Creek Elementary School  
Lynn Robertson – Principal – Hamilton Crossing Elementary School  
Robb Kittle – Principal – Emerson Elementary School  
Evie Barge – Principal – Cloverleaf Elementary School  
Donald Rucker – Principal – South Central Middle School  
Kristy Arnold – Principal – Cass Middle School  
Wanda McPherson – SST and Child Find Coordinator  
Amy Heater – Principal – White Elementary School

**Appendix D Project Focus Results**

- The results of Project Focus were promising. During 2009-2010 the class size was increased by three students due to budget constraints. The longitudinal results are shown in Table 1, below.

**Table I. Longitudinal Focus Results 2nd Grade**

<b>Initial Cadre Grade 2</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>Exceeds CRCT</b>	32 (21%)	16 (16%)	11 (10%)
<b>Meets CRCT</b>	99 (63%)	81 (66%)	76 (74%)
<b>Does Not Meet CRCT</b>	24 (15%)	17 (17%)	16 (16%)
<b>Cadre 2 Grade 2</b>		<b>2009-2010</b>	<b>2010-2011</b>
<b>Exceeds CRCT</b>		21 (13%)	16 (16%)
<b>Meets CRCT</b>		114 (70%)	66 (67%)
<b>Does Not Meet CRCT</b>		27 (16%)	17 (17%)

**Table II. Longitudinal Focus Results 4th Grade**

<b>Initial Cadre Grade 4</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>Exceeds CRCT</b>	6 (4%)	15 (15%)
<b>Meets CRCT</b>	116 (78%)	65 (64%)
<b>Does Not Meet CRCT</b>	32(31%)	21 (21%)
<b>Cadre 2 Grade4</b>		<b>2010-2011</b>
<b>Exceeds CRCT</b>		22 (15%)
<b>Meets CRCT</b>		98 (55%)
<b>Does Not Meet CRCT</b>		31 21%)

**Appendix E A List of Resources Available at each Building**

**Elementary Buildings**

Grade/Name of Resource	Clear Creek	Cloverleaf	Hamilton Crossing	Kingston	Emerson	White
<b>Kindergarten</b>						
Imagine It Phonics and Phonemic Awareness Kit for Kindergarten	X	X	X	X	X	X
SRA Phonemic Awareness Curriculum	X	X	X	X	X	X
SRA Read Aloud Program for Kindergarten	X	X	X	X	X	X
Classic Core Vocabulary Read Aloud titles and plans	X	X	X	X	X	X
<b>First Grade</b>						
Imagine It Core Program	X	X	X	X	X	X
Imagine It Leveled Texts for Science and Social Studies	50%	50%	50%	X	50%	50%
Quick Reads	X	X	X	X	X	X
Classic Core Vocabulary Read Aloud titles and plans	X	X	X	X	X	X
<b>Second Grade</b>						
Imagine It Core Program	X	X	X	X	X	X
Imagine It Leveled Texts for Science and Social Studies	50%	50%	50%	X	50%	50%
Quick Reads	X	X	X	X	X	X
Sound Partners	X	X	X	X	X	X
Classic Core Vocabulary Read Aloud titles and plans	X	X	X	X	X	X
<b>Third Grade</b>						
Imagine It Core Program	X	X	X	X	X	X
Imagine It Leveled Texts for Science and Social Studies	50%	50%	50%	50%	X	50%
Quick Reads	X	X	X	X	X	X
Classic Core Vocabulary Read Aloud titles and plans	X	X	X	X	X	X
Interactive Board	X		1/6	X	1/3	
Computers	1			1		
<b>Fourth Grade</b>						
Quick Reads	X	X	X	X	X	X
Classic Core Vocabulary Read Aloud titles and plans	X	X	X	X	X	X
Interactive Board	X		1/6	X	1/3	
Computers	1			1		
<b>Fifth Grade</b>						
Imagine It Core Program	X	X	X	X	X	X
Imagine It Leveled Texts for Science and Social Studies	50%	50%	50%	50%	50%	50%

**Middle and High School Buildings**

Resource	Cass Middle School	South Central Middle School
Novel Sets	6, 7, 8	6, 7, 8
Tier 3 Intervention	60 seats	60 seats
Tier 2 Intervention	X	X
Interactive Boards	X	X
Direct Instruction Program	X	X
Modern Computers		
Cass High School		
Interactive Boards	90	
Modern Computers		

**Appendix F – Assurances That All Guidelines Are Being Met**

**General Assurances**

As a condition of receiving the state and federal funds for which application is made in this Consolidated Application, the applicant's local board of education (Applicant) assures the following: Supplement Not Supplant Funds provided under these programs will supplement, not supplant federal, state, and other local funds that the applicant would otherwise receive. Legal Compliance/Debarment/Lobbying/Reporting

- Each program will be administered in accordance with all applicable federal and state statutes, regulations, program plans, and applications.
- The control of funds provided under each program and title to property acquired with program funds will be in a public agency.
- The applicant will administer funds and property to the extent required by the authorizing statutes.
- The applicant will adopt and use proper methods of administering each such program, including; a) The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and b) The correction of deficiencies in program operations that are identified through the audits, monitoring, or evaluation.
- The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary of Education or other Federal officials.
- The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal and state funds paid to applicant under each program.
- The applicant will make reports to the state educational agency and the Secretary of Education as may be necessary to enable the agency and the secretary to perform their duties under each program.
- The applicant will maintain such records, provide such information, and afford access to the records as the state educational agency or the Secretary of Education may find necessary to carry out the state educational agency's or the secretary's duties.
- In accordance with Part 85 of 34 CFR, neither the applicant nor its principals are presently debarred or suspended from participation in programs by any federal agency.
- In accordance with Part 82 of 34 CFR, funds will not be used for lobbying the executive or legislative branches of the federal government in connection with contracts, grants or loans and will report payments made with unappropriated funds for lobbying purposes.
- The applicant will comply with requirements of Sections 436 and 441 of the General Education Provisions Act (GEPA).
- The applicant will file reports in formats and at times specified by the Georgia Department of Education and/or the United States Department of Education.
- The applicant will cooperate in carrying out any evaluation of each program conducted by or for the State educational agency, the secretary or other Federal officials.

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- The applicant is in compliance with all required federal Civil Rights Statutes including: a) Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, creed, or national origin. b) Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender. c) Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which prohibits discrimination on the basis of disability.

The text of the entire bill is available online at: <http://www.ed.gov/legislation/ESEA02/>

**Program Specific Assurances:**

**Title I, Part E – Striving Reader Comprehensive Literacy Grant (SRCL)**

Each LEA funded under the Title I, Part E, Striving Reader Comprehensive Literacy Grant will have developed a project that addresses students in their community birth through grade twelve. Eligible public school systems along with partnerships from non-profit community agencies will implement the following project components:

- Students, birth through grade twelve will receive a standards-based curriculum.
- Teachers will have access to ongoing formative and summative assessment data to inform instructional decisions about the intensity of interventions and to evaluate the effectiveness of instruction.
- Students will receive a minimum of 90-120 minutes (K-5), 2-4 hours (6-12) of instruction in Literacy (Reading, Writing, Listening, Speaking, Viewing), English Language Arts (ELA) and content area (6-12)
- Applicants will employ a four-tiered Response to Intervention model for all students.
- Schools will have leadership that is committed to improving instruction.
- Students will have access to high-quality materials in both print and digital form, narrative and expository, that supports the Georgia Performance Standards as well as the Common Core Georgia Performance Standards in all content areas including Career, Technical and Agricultural Education (CTAE). Materials will be purchased on a variety of reading levels ensuring access for all students.
- Technology applications will be crucial and will take the form of presentation tools, e-texts, and assistive technology.
- Teachers and administrators will have access to high-quality professional learning to build their competence in evidence-based practices in literacy instruction, provided by the state in a variety of methods: face-to-face, through a synchronous polycom system, webinar, and through asynchronous online archives. Training will include, but not be limited to: instructional practices and strategies, assessment and data analysis, materials selection, and integration of technology.
- LEAs will provide a clearly articulated plan for curriculum and professional learning (PL) to include vertical and horizontal alignment for transitions between grades and schools.
- Teachers will use intentional strategies for developing and maintaining engagement as students progress through school.
- An updated sustainability plan will be submitted yearly with the annual evaluation reports.
- Funds will be used to expand implementation of the school and system literacy plan

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initiatives that are already in place:

- Programmatic professional learning and training;
- Consultants, subcontractors to assist with extended summer literacy programs;
- Salaries for extended Pre-K;
- All travel expenses for staff to professional learning and meetings;
- Intervention materials, assessment materials and training;
- Classroom equipment, materials, and supplies;
- Print materials for classroom, media centers, family literacy;
- Instructional technology to expand media titles for student’s access to print, increase student engagement, and add periodicals for student and teacher use for instruction.
- Mandatory trainings on budget and operational requirements, as related to the Educational Department General Administrative Regulations (EDGAR) and the Office of management and Budget (OMB) applicable circulars will be attended.
- An audit of financial statements will be submitted not later than six months after the end of each of the first two fiscal years.
- An end of year evaluation report will be prepared and submitted no later than the June 30<sup>th</sup> deadline.
- Expenditures will be monitored to ensure expenditures are appropriate, reasonable and necessary.
- Fiscal Requirements set forth by Georgia Online Reporting System (GAORS) and the Georgia Department of Education will be followed to ensure uniform, standard and accurate reporting of fiscal data on the Use of Funds.

**Professional Development**

The applicant has adopted a policy that provides for the preparation and implementation of a comprehensive program for staff development.

**Technical Assistance**

The applicant will provide technical assistance and support to programs identified in this application.

**Drug-Free Workplace and Community Act Amendments**

In accordance with the federal Drug-Free Workplace and Community Act Amendments of 1989, the Drug-Free Workplace Act of 1988 and State Board of Education Policy GAM, Staff Rights and Responsibilities: Drug and Alcohol Free Workforce, the applicant declares 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 this application. In addition, Policy GAM prohibits the unlawful possession, use, manufacture, distribution or sale of alcohol in the workplace.

Please the attached sheet of signatures related to the assurances.

**Appendix G – Experience of the Applicant**

Single Audit Report Information – Five Year Timeline				
Year	Project Title	Funded Amount	Is there an Audit?	Audit Results

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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

## **Cass High School's Striving Readers Grant Application**

### *School History*

Cass High School, one of three high schools in the Bartow County School System, was established in 1935. We have 1,412 students, 90 teachers, 10 paraprofessionals, and 4 administrators. Currently Cass High School is on Needs Improvement 2 status due to not meeting AYP for three years. Graduation rates and ELA subgroups in Students with Disabilities and Black students have contributed to Cass High's failure to reach their goals for achievement. Cass High School is comprised of 12.1% Students with Disabilities, 2.5% ESOL, 10.7% Remedial students, and 59% of our students are Economically Disadvantaged.

### *Administrative and Teacher Leadership Team*

Cass High School is led by Principal Mike Nelson and his administrative staff of Mr. Chris Masters, Mr. Charles Wilson, and Mrs. Teresa Ford. The Leadership Team and the Literacy Team each provide a means of collaboration and communication among the staff. The Leadership Team includes administrators and department heads; the Leadership Team meets regularly on a monthly basis with additional meetings called as needed. **(See Appendix A)** Department heads meet with their departments after each Leadership Team meeting to disseminate information among all faculty members. Within each department an administrator meets with members to make plans for improved instruction, to collect and share data, and to collaborate within specific courses.

We are representative of the personalities found in all high schools. We are committed to improvement in student achievement. With that in mind, this grant will assist us in moving with our students into the 21<sup>st</sup> century.

## Bartow County School System – Cass High School

The Literacy Team is comprised of a faculty member from each department, the principal, an assistant principal, and the Special Education lead teacher. The teachers on this team are a diverse group that represents all facets of Cass High School. This team was established two years ago and has been updated this school year. We currently meet twice a month to discuss the on-going process of building literacy. (See **Appendix B**)

### *Past Instructional Initiatives*

Two years ago we redesigned our structure to include a Freshman Academy to ease our students' transition from middle school to high school. At the same time the Literacy Team began to meet in an effort to initiate reading initiatives to address reading comprehension. The first initiative was a school-wide sustained silent reading block of ten minutes at the end of the lunch period each day. It was believed that the more students read, the better readers they become. This was limited to ten minutes and might have been more successful had it been longer. The data does not show that ten minutes of sustained silent reading has resulted in increased student achievement. We recognize the drastic need to make changes, and we feel we are ready to address them. Working on this grant helped us realize this need.

### *Current Instructional Initiatives*

Currently we offer Grade Recovery where each teacher provides an opportunity for failing students to master those standards which are deficient by coming in for additional help before and after school. Another program is NovaNet credit recovery where students may earn credit for classes that they previously failed with a 60 to 69. Students who are identified as being deficient in core areas are offered remediation opportunities both during and after the regular school day. Finally one month prior to the GHSGT a teacher from each department stays after school for developing College and Career Ready students.

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Teacher supports have been put in place as well. Each subject area has a common planning period each day. At weekly department meetings faculty identify students who are at-risk of not meeting standards or who are struggling with various issues. Teachers share strategies with their peers regarding methods that they have found to be effective with those students. For each new unit of instruction, teachers administer a pre-test and post-test of concepts that are traditionally difficult for students to master. Specific teaching strategies are listed and then determined to be effective or not based on post-test results. We have just started the pre-test and post-test process, and it is too soon to measure efficacy.

We recognize that although our Literacy Team implementations were based upon a strong belief that they would help students with reading achievement, these activities were put in place with no solid research to back such implementations and that they are not sufficient to increase student achievement and College and Career Readiness. In order to begin to resolve these drastic problems our plan includes the following:

- Identification of student skills through screening
- Progress monitoring of student growth
- Incorporation of technology to assist student growth
- Implementation of gold standard strategies in reading comprehension targeting non-fiction content

We will continue to modify our literacy plan as we receive further training.

*Professional Learning Needs*

The Planning and Evaluation Tool for Effective School-Wide Reading Programs - Revised Surveys (**Appendix C**) PET-R, adapted from: Kame'enui & Simmons, 2003) indicated that Cass High School staff identified a need to establish a clear literacy plan, beginning with literacy goals and an assessment system. Extensive professional development around assessment, differentiated instruction, and content literacy is needed.

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The Needs Assessment Survey (**See Appendix D**) conducted with the faculty members earlier this year supported the findings of the PET-R. While teachers believed that 29% of their peers understand and use strategy rubrics to improve comprehension, 69% responded with neutral/disagree/strongly disagree. Another key observation of responses indicated that teachers in our school do not effectively integrate literacy in math, technology, English, science, and social studies..

Much training is needed for us to achieve the goal of “Graduation and beyond...creating lifelong learners.” As we move toward new state standards, we are including Depth of Knowledge training to support implementation of the Common Core Georgia Performance Standards. Training is also necessary to prepare teachers in using content literacy strategies rubrics to improve comprehension, to effectively integrate literacy in content and technology areas, and to screen and progress monitor students to determine literacy needs, and to use the data to identify and plan instruction tailored to student needs. An additional need is training in understanding and implementing the RTI process. While the building has state-of-the-art technology, we need training on how to effectively use the technology of a 21<sup>st</sup> Century classroom.

#### *Need for a Striving Readers Project*

Last year 60% of students with disabilities failed to meet standards on the ELA portion of the GHSGT. The Literacy Team at Cass High School currently recognizes there is a major need for content literacy reform to enable our students to meet the challenges of the Common Core Georgia Performance Standards and graduate College and Career Ready.

System-wide data has been analyzed to show which students are most at-risk and have contributed to the school’s failure to meet AYP. These students need the support of cross-

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curricular strategies to accelerate their development as readers and to increase their reading comprehension abilities. Our Literacy Team has identified the following deficiencies:

- Limited access to non-fiction texts of diverse levels, formats, and content areas in both classroom libraries and in our media center.
- Limited access to community resources for students due to a lack of available transportation (we do not have public transportation in our county at this time) and a lack of spare funds for enriching activities.
- A number of students read below grade level; teachers are not trained in identification, testing, monitoring, or instruction in regards to poor readers.

**Cass High School Graduation Test Data 2010-2011**

<b>Content</b>	<b>% Below</b>	<b>% Basic</b>	<b>% Advanced</b>	<b>% Honors</b>
English Language Arts	19%	40%	31%	10%
Writing	7%	93%	NA	NA
Math	18%	37%	33%	12%
Science	17%	33%	42%	8%
Social Studies	25%	40%	18%	17%

Nearly one-fifth of the school population is below in all areas. The two largest areas are particularly literacy dense: English Language Arts and Social Studies. A core group of students across all areas that is performing below basic on End of Course Tests. Students with Disabilities are approximately 12% of our student population; however, 60% of these students fail to meet basic standards on these tests. We must learn to take children from where they are, when they come to us, and guide them to success. We hypothesize that students find the reading of technical charts and graphs is particularly difficult. Often they do not understand the academic language used in the text or on the test nor are they proficient extrapolating information from content area texts.

Student achievement data on the most recent End of Course Tests was also analyzed. The EOCT scores show two areas of concern; 1) the heavy reading required in some content courses: US History, Economics, Ninth Grade Literature, and American Literature, 2) moderate reading

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content courses: Math I, Math II, Biology, and Physical Science. Appearing in both areas are two distinct yet related problems: those who Do Not Meet and those who Exceed. While American Literature students performed near or at state averages, the other seven areas were below state scores for both Do Not Meet and Exceeds. We are failing not only to have students meet basic standards but also to exceed those basic standards. The data demonstrates that we are failing on both ends. Our wish is not simply that students pass a test—we want them to thrive. Tables for these tests are found in **Appendix E**.

**School Literacy Team**

*Literacy Team Structure*

- The Literacy Team is comprised of a faculty member from each department, the principal, an assistant principal, and the Special Education lead teacher. The teachers on this team are a diverse group that represents all facets of Cass High School. This team was established two years ago and has been updated this school year.

*Literacy Team Schedule*

- We currently meet twice a month to discuss the on-going process of building literacy.

*Literacy Team Initiatives*

- The Literacy Team proposed a school-wide silent reading program for ten minutes a day. This was initiated with the belief that this would improve reading comprehension. The Literacy Team also began a study of using graphic organizers in all classrooms.

**Analysis and Identification of Student and Teacher Data (5 points)**

**a. School student CRCT data—N/A**

**b. School High School Graduation data**

	<b>% FR</b>	<b>AYP Status</b>	<b>Graduation Rate</b>
Cass High School	57.11%	Yes-CO-ALL No-ED No-Black	76.2%

Our graduation rate fell from 2009-2010 (77.2%) to 2010-2011 (76.2%).

**End of Course Test Scores:**

Area	State	Cass High School	Difference
<b>Writing Test</b>			
<b>Did Not Meet</b>	4.5%	7.4%	+2.9 %
<b>Exceeded</b>	8.2%	2.7%	-5.5%
<b>English Language Arts</b>			
<b>Did Not Meet</b>	7%	11%	+4%
<b>Honors</b>	16%	8%	-8%
<b>Social Studies</b>			
<b>Did Not Meet</b>	19%	26%	+7%
<b>Honors</b>	18%	12%	-6%

As in the data analysis for the EOCT scores, Cass High is failing to raise students above basic skills and failing to raise students to exceed standards. (**Appendix H**)

**c. Early Learning Readiness—N/A**

**d. Disaggregation of data in subgroups**

- Although our numbers for Students with Disabilities is not high enough to qualify as a subgroup for AYP last year, only 38.7% of these students graduated.

	<b>Graduation Rate Subgroups</b>									
	Class Size	% All	% Asian	% Black	% Hispanic	% American Indian	% White	% Multi Racial	%SWD	% Economically
2009-2010	359	77.2	0	79.2	78.1	0	76.4	0	22.7	60.9
2010-2011	353	76.2	0	61.4	75.9	0	79.1	0	38.7	71

**e. Teacher retention data**

Teacher Retention Data	2011	2010
Cass High	92%	89%

**f. Teacher participation in professional learning communities or on-going professional learning at the school**

- Three teachers are currently taking courses through the county for the Reading Endorsement. Additional professional learning communities and on-going professional learning is documented in **Appendix F**.

*Teacher Professional Learning Needs*

- Based on the Needs Assessment, we have the following needs:
  - Collaborative literacy strategies using common language and routines for all content areas
  - Training on Screening and Progress Monitoring students
  - Intervention Strategies
  - Training on how to incorporate CCGPS into the classroom.
  
- Based on the school's EOCT results,
  - Training in reading strategies that can be used in all subject areas. These strategies can be taught as a way to prepare for the Core Curriculum focus on literacy across the curriculum.

*Curriculum Needs*

The Needs Assessment Survey indicated that there is little consistency within grade levels in our school-wide literacy program, there is little or no embedded program for writing in response to reading and learning in the content area daily, and there is general confusion as to what the literacy program is doing in regards to content area standards and College and Career Readiness standards. We recognize that these are weaknesses that must be addressed. We need to build capacity through training.

The system plan for implementation of the Common Core Georgia Performance Standards requires the establishment of model classrooms for every grade and content area. Model classroom teachers, with administrators, will attend all training provided for Striving Readers Grant participants and model classroom teachers will act as coaches. We will use this information to develop and implement a comprehensive literacy program at our high school. We recognize that we need the following:

- In order to prepare students at different reading levels to graduate College and Career Ready, diverse texts supporting multiple content standards are needed.

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- English Language Arts texts to support the implementation of the Common Core Georgia Performance Standards
- Electronic readers are needed to engage and motivate students.
- Audio tapes of texts

*Technology Needs*

- Interactive devices and response system devices to improve student engagement with multiple modes of text in all content areas and to improve instructional rigor.
- Training in use of response systems, e-texts, and effective use of interactive boards.
- Additional training on using technology effectively.

**Needs Assessment**

**a. A description of the materials used in the Needs Assessment**

- A Classroom Teacher Needs Assessment on-line (**See Appendix C**)
- A School Level Needs Assessment on-line (**See Appendix G**)
- The Planning and Evaluation Tool for Effective School-Wide Reading Programs (PET-R, adapted from: Kame'enui & Simmons, 2003) to evaluate language and literacy at individual schools. This tool identifies key elements of an effective school-wide reading program. There are five categories as follows: literacy achievement goals, assessment, curriculum and instruction, leadership, and professional development. This survey was completed by 82 faculty members at the high school. (**See Appendix I**)
- Assessment data (EOCT) (**See Appendix E**)
- Assessment data (GHSQT) (**See Appendix H**)

**b. A description of the Needs Assessment process**

- The Needs Assessments Surveys were emailed to faculty members through Survey Monkey. The responses appeared to be candid, especially in the area of comments, and there was consistency in areas of agreement and disagreement.
- The PET-R was emailed to all teachers and completed anonymously and results were compiled by the evaluation specialist at the Rollins Center.

**c. A listing of the individuals who participated in the Needs Assessment**

- All Certified staff members

**d. Analysis of Needs Assessment**

- The evaluation specialist at the Rollins Center summarized the results PET-R as indicating that Cass High School staff identified a need to establish a clear literacy plan, beginning with literacy goals and an assessment system. Extensive professional development around assessment, differentiated instruction, and content literacy is needed.
- The major findings of the Needs Assessments Surveys confirmed the findings of the PET-R. Training is needed in instructional strategies and activities

supporting content literacy, response to reading, literacy strategies, and intervention literacy strategies.

- **While teachers acknowledge the importance of literacy, the survey also indicated they are not sure about how to address these needs successfully in their classrooms.**
- Our End of Course Test data indicates that about one fifth of the students are not able to complete the assignments due to literacy factors. Only 50% of teachers report that they have their students write in response to reading 2 or more times a week and only 50% of teachers also report that they use graphic organizers to promote understanding more than twice a week.

### **Areas of Concern (5 points)**

#### **The Application:**

**a. Clearly identifies the areas of concern as they relate to the research-based practices found in the “What” document**

- **Area of Concern 1:** Reading Strategy Instruction to improve student comprehension of multiple modes of text across the content areas (Georgia What, page 7)
- **Area of Concern 2:** Literacy Program (Georgia What, page 9)
- **Area of Concern 3:** Universal Screening and Progress Monitoring (Georgia What, pages 12-14)
- **Area of Concern 4:** Selection and implementation of appropriate interventions (Georgia What, page 12)

**b. Identifies the specific age, grade levels, or content areas in which the concern originates.**

- The concerns extend to every grade, ninth through twelve, and all content areas.

**Area of Concern 1: Reading Strategy Instruction to improve student comprehension of multiple modes of text across the content areas (Georgia What, page 7). (Georgia What, pages 12-14).**

Our Needs Assessment has indicated that we need to increase our writing in response to text,

acquire diverse texts in multiple modes, and screening and progress monitoring of all students.

Teachers commented that they would prefer to have training in a structured program of strategies

that could be implemented in all content areas instead of an open-ended time for students to read.

Reading Strategy Instruction is a concern across all content areas—even mathematics

incorporates reading text in order to solve problems. Our concerns originate with the incoming

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students who are below grade level in reading comprehension and are exacerbated by our lack of strategies to correct the deficiencies. In addition we recognize that we are not serving our students at the other end of the spectrum—those who are able to exceed yet do not. We want to move all students upward in comprehension.

**Area of Concern 2: Literacy Program (Georgia What, page 9).** Our students need a specified plan with routines built-in to support our Literacy Program. This includes organizing our instructional time as well as implementing gold standard strategies that will most beneficial to our students. Although Cass High School has a literacy program, teachers are unsure of the expectations that administration has for them during this time. If we define the literacy program as what we do to teach reading and writing across the content areas, the literacy program at Cass High School currently involves ten minutes of silent reading between 4<sup>th</sup> and 5<sup>th</sup> periods. The program is not structured and therefore teachers report that they are unsure of what their role is and what they should be expecting of students during this time. As a result of this grant opportunity, we recognize the need clearly develop and articulate a literacy program for our school.

**Area of Concern 3: Universal Screening and Progress Monitoring (Georgia What, pages 11-12).**

The Needs Assessments indicate that we do not have an identified universal screening and progress monitoring assessment and that teachers do not have a clear understanding of how to monitor student progress.

**Area of Concern 4: Response to Intervention (Georgia What, page 15-16).**

Our concern is that too many of students are not achieving at levels commensurate with those of the state of Georgia. Our graduation rate is low. We currently have few interventions—and

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most teachers have not been completely trained on RTI. We recognize that we will need assistance in locating the best programs and training to properly implement them.

**c. Identifies the area of concern and details the steps the school has or has not taken to address the problems.**

**Area of Concern 1: Reading Strategy Instruction to improve student comprehension of multiple modes of text across the content areas (Georgia What, page 13).**

No specific reading strategy instruction has been implemented throughout the school. Ten minutes of silent reading at the end of 4<sup>th</sup> period was added to the school day, but teachers would like training on how to enhance effectiveness.

**Area of Concern 2: Literacy Program (Georgia What, page 1, 12-14).**

The analysis of the PET-R and local school needs assessments show that our school has a need to clearly put in place the infrastructure components to build a strong literacy program. We have begun a school-wide focus on literacy through the Literacy Team. As a result the school has implemented Word Walls in every classroom, is using graphic organizers, and has a built in time for self-selected reading daily. We need guidance as we build an infrastructure reflecting best practices, universal screening and progress monitoring, and acquire the professional learning we need to make a significant impact on student achievement through high quality teachers using best practices in instruction.

- **Area of Concern 3: Universal Screening and Progress Monitoring Georgia What 11-12).**

While our school has a Literacy Team in place, we need to identify a universal screener, determine a protocol for screening and progress monitoring students, and learn how to use the data to identify student needs. We need professional learning to enable us to interpret progress

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monitoring data so that we can identify and make necessary changes to support students to graduation and beyond.

- **Area of Concern 4: Response to Intervention (Georgia What, page 12-16).**

We currently have few intervention options at our high school. A Literary Types course is available to remedial students as a support class for ninth grade Literature and Composition. Teachers are not sure of how to effectively implement the Response to Intervention Process. We need training in screening and progress monitoring, and a menu of interventions for students who are struggling.

#### **Root Cause Analysis 5 points**

**The application clearly defines the Concern, the Root Cause, the Grade Levels, the Rationale for Determination, the Past Efforts, and the New Information:**

##### **Area of Concern 1: Reading Comprehension; Grades 9-12**

Root Cause:

- Teachers need professional learning in content strategies
- Students need support in content reading strategies, including non-print and graphic text features
- Reading comprehension is weak in all content and technology areas

Rationale for Determination:

- Poor test scores, failure to achieve basic standards, graduation rate

Past Efforts:

- Literacy Types class and Silent Sustained reading

New Information:

- The Needs Assessment indicates that teachers need training in comprehension strategy instruction to provide students with direct, explicit reading comprehension strategy instruction.

##### **Area of Concern 2: Literacy Program; Grades 9-12**

Root Cause:

- Lack of understanding of adolescent literacy needs
- Lack of teacher training in accuracy and fluency
- Lack of student motivation

Rationale for Determination:

- PET-R Needs Assessment and local school needs assessments

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Past Efforts:

- Establishment of a Literacy Team
- Silent reading for ten minutes a day

New Information:

- PET-R
- Teachers indicated that Literacy Time is not working for the School (**See Appendices C and G**)

**Area of Concern 3: Screening and Progress Monitoring; Grades 9-12**

Root Cause:

- Lack of universal screening and progress monitoring instrument

Rationale for Determination:

- Needs Assessments

Past Efforts:

- Response to Intervention and Student Support Team training

New Information:

- All Needs Assessments Survey indicate need for universal screening and progress monitoring instrument (**See Appendices C and G**)

**Area of Concern 4: Lack of Interventions, Intervention Strategies, and Training; Grades 9-12**

Root Cause:

- Students are not being universally screened and progress monitored to determine efficacy of the supports that are currently in place.

Rationale for Determination:

- PET-R and local school Needs Assessments

Past Efforts:

- Response to Intervention and Student Support Team training

New Information:

- PET-R and local school Needs Assessments (**See Appendices C and G**)

**School Literacy Team**

**The application includes:**

**a. A listing of the members of the site-based literacy team (Appendix B)**

**b. The function of the site based literacy team in terms of the Needs Assessment.**

The literacy team is comprised of a faculty member from each department, the principal, an assistant principal, and the Special Education lead teacher. The teachers on this team are a diverse group that represents all facets of Cass High School. It includes veteran teachers and new teachers. That combination provides the experience of the older teachers with the innovations of the younger ones. This team was established 2 years ago and has been updated this school year. We meet twice a month to discuss the on-going process of building literacy.

**c. Minutes of the meetings of the site based literacy team**

Minutes of all Literacy Team meetings are maintained and are available in **Appendix J**.

**d. How the site based literacy team communicates and includes all members of the staff in the decision making process.**

All faculty at Cass High School participated in the school-wide survey. The findings of the survey were presented to the school. All teachers will participate in the gold standard reading initiative training. Teachers are invited to share ideas and questions with the Literacy Team.

### **Project Goals and Objectives**

**The application includes the following: Goals related to Needs, Project Objectives for Implementation, Research-Based Practices, Practices in Place, and Goals to be Funded with Other Sources.**

**Goal #1:** Improve comprehension skills by integrating literacy strategies and skill instruction in content areas.

**Objective:** To raise students' comprehension of text in order to prepare students to become by providing professional learning for teachers in comprehension, including writing in response to reading.

- **Research-Based Practices:** Direct, explicit comprehension instruction, effective instructional principles embedded in content, motivation and self-directed learning, text-based collaborative learning, strategic tutoring, diverse texts, intensive writing, a technology component
- **Current Practices in Place:** Direct instruction, use of tutoring after school as needed to assist individual students, Credit Recovery
- **Funded from Other Source:** No initiatives

**Goal #2:** Develop a school-wide literacy program that provides in-depth professional learning in teaching content area reading.

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**Objective 1:** To identify and provide teachers with effective training on the six infrastructural components identified in the Georgia What on page 14, and to implement the recommendations from Writing Next.

**Objective2 :** Implement Best Practices in Literacy beginning with professional learning in direct, explicit comprehension instruction delivered through instructional principles embedded in content.

**Current Practices in Place:** Word walls in all classrooms, time for self-selected reading, school literacy team.

**Funded from Other Source: No initiatives**

**Goal #3:** Identify screening and progress monitoring instruments and provide training in using these to diagnose student needs and plan appropriate instruction.

**Objective:** To identify, purchase, and provide teachers with effective training on using screening and progress monitoring assessments.

- **Research-Based Practices:** Use of appropriate formative and summative assessments that reinforce goals for reading
- **Current Practices in Place:** This piece is currently not in place in our school.
- **Funded from Source:** No initiatives

**Goal #4: Response to Intervention** Identify and purchase gold standard, scientifically evidenced based interventions for Tier 2, Tier 3, and Tier 4 and provide teacher training and support to assure fidelity of implementation.

**Objective:** To identify, purchase, and provide teachers with effective training on using interventions.

- **Research-Based Practices:** This piece is currently not in place at our school.
- **Current Practices in Place:** This piece is currently not in place in our school.
- **Funded from Other Source:** No initiatives

### Goals to Be Funded By Striving Reader

#### Goal 1 Professional learning and implementation of content literacy strategies

- The Common Core Georgia Performance Standards demand content literacy. Content teachers, beginning with science and social studies teachers, need training in how to integrate reading strategies and skills in the content area during content instruction
- Objective 1: The objective is to identify a strategic instruction model with content enhancement routines and provide training and coaching on implementation of these strategies and routines.
- Objective 2: Select teachers to be trained as trainers of these strategies so that new staff can be trained as needed. The trainers will provide support as teachers implement these strategies in their classrooms. Substitutes will be hired when trainers are needed to support within the classrooms.

#### Goal 2: Develop a comprehensive and coordinated literacy program.

- Objective: Work with the architects from the Georgia Comprehensive Literacy Grant to evaluate every aspect of our infrastructure, identify areas in need of change, and to develop a timeline for implementation.

#### Goal 3: Purchase and implement a universal screening and progress monitoring instrument

- Students who are struggling need to be identified through screening and need to be progress monitored. The results of this will result in students moving into Tier 2 intervention for additional help. We will purchase the Scholastic Reading Inventory. This is included in the list of screening and progress monitoring instruments in the Georgia Striving Readers Grant. This is not unfamiliar in our system as one of the feeder middle schools currently is using it.
- Objective: The objective is to identify, purchase, and provide teachers with effective training on using screening and progress monitoring assessments.

#### Goal 4: Implement a comprehensive Response to Intervention Plan

- Objective 1: To obtain training in two areas: 1) intervention strategies interventions that can be implemented throughout content delivery and 2) based on the analysis of student needs following implementation of a universal screener, to research gold standard literacy interventions that meet the diagnosed needs of our students, obtain training and coaching in implementing the interventions with fidelity,

- Objective 2: Develop an intervention continuum for the high school identifying appropriate interventions and student supports for each tier. Train teachers in the use of the continuum.

**Scientific, Evidence-based Literacy Plan 10 points**

**Comment [km1]:** Isn't this White's information?

**The application includes the following: Proposes a plan to implement the goals and objectives identified, establishes who will implement, details the current instructional schedule, details a plan for tiered instruction, details the materials currently used for Tier 1 instruction, lists the time, personnel and strategies for II, III, and IV instruction, and includes a statement regarding conflict with other initiatives.**

While each of these goals is separate, we recognize that they will be most effective if all elements work together in concert. Therefore, while the materials may differ for each goal, the implementation, instructional schedule, the conflicts with other initiatives, and the time/personnel/strategies for Tiers 2, 3, and 4 are all closely tied together. All students will be screened three times a year to monitor progress from year to year.

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<b>Goal</b>	<b>Objective(s)</b>	<b>Practices</b>	<b>Responsible</b>	<b>Timeline</b>
Implementation and use content literacy strategies	<p>Identify a strategic instruction model with content enhancement routines and provide training and coaching on implementation of these strategies and routines.</p> <p>Select teachers to be trained as trainers of these strategies so that new staff can be trained as needed. The trainers will provide support as teachers implement these strategies in their classrooms.</p>	<p>Direct explicit comprehension instruction</p> <p>Focus on seven main strategies for readers</p> <p>Orchestration of strategies</p> <p>Text-based collaborative learning</p> <p>Intensive writing</p> <p>Effective instructional principles embedded in content</p>	Administration and Literacy Team	Summer of 2012 – Spring of 2013
Develop a comprehensive and coordinated literacy program	Work with the architects from the Georgia Comprehensive Literacy Grant to evaluate every aspect of infrastructure, identify areas in need of change, and to develop a timeline for implementation.	<p>Professional Learning</p> <p>Ongoing assessment of program implementation</p> <p>Extended time for literacy</p> <p>Teacher Teams</p>	<p>Jim Gottwald</p> <p>Administration and Literacy Team</p> <p>CSRLG architects</p>	Summer 2012-May 2014
Implement universal screening and progress monitoring school-wide	<p>Identify, purchase, and provide teachers with effective training on using screening and progress monitoring assessments.</p> <p>Screen all students three times annually</p> <p>Progress monitor students who are at some risk or at risk to determine effectiveness of interventions</p>	Ongoing formative and summative assessments to inform instructional decisions regarding the for and intensity of interventions and to evaluate the effectiveness of interventions	Principal	Summer 2012 ongoing

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Goal	Objective(s)	Practices	Responsible	Timeline
Implement a comprehensive Response to Intervention plan	<p>obtain training in intervention strategies interventions that can implemented throughout content delivery and based on the analysis of student needs following implementation of a universal screener, to research gold standard literacy interventions student needs of our students at various tiers, and obtain training and coaching in implementing the interventions with fidelity</p> <p>Develop an intervention continuum for the high school identifying appropriate interventions and student supports for each tier. Train teachers in the use of the continuum.</p>	<p>Longer or more frequent segments of instruction</p> <p>Smaller group sizes</p> <p>Explicit and systematic targeted instructional materials</p> <p>Specialized programs, methodologies, or instructional delivery</p>	Principal Coordinator for RtI	

d. The current instructional schedule can be found in **Appendix K**.

**e. Details a plan for tiered instruction**

Time, Personnel, and Strategies for Tier 1 Instruction

Tier 1 instruction will take place in every content area class. Teachers will implement content enhancement strategies and vocabulary strategies learned in training from the grant. Teachers will also be trained in Thinking Maps by the school's Trained Trainer. Materials will be purchased to support the implementation of Thinking Maps Training with fidelity. All teachers will also receive Depths of Knowledge Training from the department trained trainer. Strong instruction at Tier 1 is at the heart of our literacy plan.

Students who need additional intervention will receive small group assistance at the Tier 2 level.

If strategic initiatives do not help the student, the student will be moved to Tier 3 for more intensive instruction.

Students in Tier 2 and Tier 3 will be reassessed each month. Students who do not advance will be referred to Tier 4 for assessment and program placement if appropriate.

Time, Personnel, and Strategies for Tier 2 Instruction

Tier 2 instruction is carried out in the classroom using a variety of materials. Strategies will include small group instruction in content enhancement and vocabulary strategies, tiered Thinking Maps that support the students developmental needs, and clarify thinking, and support during advisement. We will maintain our four hour grade recovery program as a Tier 2 support. The advisement teacher will progress monitor students twice a month to ascertain student progress and coordinate Tier 2 instructional strategies with the content teachers.

Time, Personnel, and Strategies for Tier 3 Instruction

Tier 3 instruction takes place in a smaller group and instruction is more intense. Instruction will take place outside of the student's classroom. We will research, select, and purchase a gold

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standard literacy intervention that is targeted to high school students. Students in Tier 3 will continue to receive content enhancement and tiered thinking maps instruction in the content courses. Students in Tier 3 are progress monitoring weekly by the advisement teacher, and the information is shared with content teachers and will be used to plan appropriate intervention and identify next steps.

Time, Personnel, and Strategies for Tier 4 Instruction

Tier 4 instruction takes place either in an inclusion setting or in a resource room. Students receive instruction based on an Individualized Education Plan. They are progress monitored weekly by the case manager. They receive Tier 1 instruction, modified to meet their targeted IEP goals unless they are taking the GAA alternate assessment. There is a need to research, select, and purchase a Tier 4 literacy intervention program designed for high school students. Grant funds will be used to identify a program and provide training for designated teachers who will deliver the program with fidelity.

**f.** Details the materials currently used for Tier 1 instruction

The Common Core Georgia Performance Standards and the Georgia Performance Standards for content areas are main resources to support tier 1 instruction. Additional resources for Tier 1 instruction include textbook resources, the Thinking Maps participant guide, and onsite professional learning in strategic instruction and content enhancement routines.

**g.** Includes a statement regarding conflict with other initiatives

The content literacy program strategies and all interventions that are used at Cass High School will be directly correlated to the “What” identified in the Georgia Striving Readers Comprehensive Literacy Grant. This initiative will assist us as we refine our skills as literacy teachers.

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

Provide a generic (not title specific) listing of materials that support literacy, including instructional technology

Current classroom resources

- Content Textbooks
- Interactive boards
- Supplemental readings aligned to standards

Current shared resources

- Computer labs
- Media Center

Current library resources

- Our school media center provides over 16,000 books as well as teaching materials which can help boost literacy.
- 30 computers for student use
- Projector linked to the Internet for classroom instruction
- Two mobile mini-laptop labs
- Document readers
- 2 classroom sets of student response systems

Additional resources needed to ensure student engagement

- Updated classroom libraries of nonfiction texts aligned to science and social studies Georgia Performance standards
- Literature and nonfiction resources to support the Common Core Georgia Performance Standards in English/Language Arts and Literacy in Technology, Science, and Social Studies.
- Additional classroom sets of student response systems to interact with interactive boards.
- Interactive devices to engage students with word processing and research capabilities
- ELMOS-Electric Light Magnifying Objects
- Audio copies of student texts

Provide a generic listing of the activities that support literacy

- Strategic Instruction and Content Enhancement Routines to support literacy
- Tier 3 Intervention Program
- Tier 4 Intervention Program
- Scholastic Reading Inventory materials and training for screening and progress monitoring
- Daily collaborative planning periods
- Additional strategies needed to ensure student success
  - Training for teachers in effective vocabulary instruction
  - Expand the tiered intervention continuum to prevent layering of interventions and to reflect the gold standard

- Provide training in implementation of gold standard interventions aligned to the tiers of intervention
- Develop unit plans aligned to the Common Core Georgia Performance Standards for students in Tier 1 and Tier 2

**Project Procedures and Support**

- a. Provide a sample schedule by grade level showing the tiered instructional schedule.
- Each student will receive a minimum of two hours in literacy content strategies in English Language Arts, Science, Social Studies, and Mathematics. In addition, students in World Languages, Health/PE, CTAE, JROTC, and Fine Arts will include literacy content strategies for students taking those elective courses. The schedule below shows tentative plan for implementing tiered intervention. We will need assistance in revising this to best impact our students.

	<b>Daily Literacy Time Schedule</b>			
	Literacy-Based Learning in content area	Tier 2	Tier 3	Tier 4
<b>English</b>	40			
<b>Social Studies</b>	40			
<b>Science</b>	20			
<b>Math</b>	20			
<b>World Lang</b>	30			
<b>CTAE</b>	20			
<b>PE/Health</b>	10			
<b>Fine Arts</b>	10			
<b>Grade Recovery</b>		4 hours total within 3 weeks		Individualized through IEP
<b>Credit Recovery</b>			Extra academic class daily	
<b>Literacy types</b>			Extra academic class daily	
<b>Tier 3 Intervention Program</b>			Extra core class daily	
<b>Tier 4 Intervention Program</b>			Extra core class daily	

We recognize that the tentativeness of this proposed schedule. We need assistance to help develop an appropriate schedule.

- b. Explain how the schedule will be designed to allow an RTI model for students requiring additional literacy support.

Students in Tier 3 and Tier 4 will be progress monitored using the Scholastic Reading Inventory during Advisement. In lieu of a nonacademic elective, they will have an additional core class to address literacy.

**Professional Learning Content and Strategies Identified on the Basis of Documented Needs (see Appendix D)**

- a. A table of Professional Learning Activities, including hours and percentage of staff attending, is found in **Appendix F**.
- b. Below is a detailed list of on-going professional learning:

2011-2012		
Topic	Hours	% of Staff Attended
Active Inspire Training (Dalton State College)	5	100%
Math Workshop Model Training	10	14%
Reading Endorsement	200	2.7%
Depth of Knowledge Training	2	100%
Future Common Core Standards Practices Training	30	100%

- c. The preferred method of delivery of professional learning will be mainly small groups of direct instruction on-site (using model teachers and redelivery), with some webinars, book studies, and videos to supplement.
- d. The programmatic professional learning needs identified in the Needs Assessment include training for all teachers in gold standard, scientific evidence-based instructional methods dealing with reading comprehension and vocabulary as well as training teachers on screening and progress monitoring students and providing appropriate interventions. Teachers also need training of the Common Core Georgia Performance Standards and College and Career Readiness.
- e. Additional Professional Learning Needs
  - Implementation of Common Core Standard Practices training for all areas
  - Strategic instruction model with content enhancement routines training for all teachers
  - Scholastic Reading Inventory training

**Assessment/Data Analysis Plan**

**a. School’s current assessment protocol**

Students	Assessment	Purpose	Skills	Frequency
<b>11<sup>th</sup> Graders</b>	GHS GT in English Language Arts	Outcome	Literary Analysis and Reading Comprehension	If student does not meet standards, tested again in four months
<b>All Students</b>	Benchmark Assessment	Outcome	County-wide content assessments	3-4 times a year
<b>All Students</b>	EOCT	Outcome	Various Contents	Once annually
<b>ELLs</b>	ACCESS	Screening	Language	At least once annually

**b. How does the LEA or school/center’s current assessment protocol compare to what research has shown is necessary and effective? What are the gaps?**

- The assessment program is very weak in that we do not have a school-wide assessment available to identify students who need Tier 2 or Tier 3 intervention. A lack of student success allows teachers to convene and discuss the SST program, but not all students are easily identified as having difficulties with reading. Additionally teachers admit that they lack training in identifying best-practices in reading instruction. Gaps exist in teacher’s ability to analyze the data and use it to plan differentiated instruction. This was documented by our Needs Assessment.

**c. What steps will be taken to ensure that students are adequately assessed and teachers are well trained to both perform the assessments and to understand how to use the data to make instructional decisions for their students?**

- All teachers, grades 9-12, will receive mandatory training in the gold standards strategy program selected. Each advisement teacher will be trained in progress monitoring through the use of the Scholastic Reading Inventory. Additional assessments will be added, with training, as identified.

**d. A comparison of the current protocol with the Striving Readers Comprehensive Literacy assessment plan is as follows:**

- We will add the Scholastic Reading Inventory to our protocol. The new program will allow us to assess students, screening for diagnostic detriments, and progress monitor them.

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

- The new assessment will be administered to all students three times a year. Students who are Tier 2 or Tier 3 will be progressed monitored monthly or weekly. Assessments completed for interventions will be completed during Advisement.

**f. What current assessment might be discontinued as a result of the Striving Readers Comprehensive Literacy program?**

- None of our current assessments will be discontinued since they are related to either graduation/course completion or content specific per the county office.

**g. What new training will teachers need to implement any new assessments?**

- Teachers will be trained in the specifics of the Scholastic Reading Inventory so that they will understand the process and the results as well as being able to administer it three times a year to the general population. It is important that teachers are trained as soon as possible in order that students can be assessed and their schedules, if necessary, can be modified to allow for intervention classes.

**h. How will data be presented to parents and stakeholders?**

- While current assessment information is provided to each student and school information is available on the internet, this specific assessment's data needs to be presented to both parents and stakeholders in a more direct manner. Parents and stakeholders need to understand what the data means; this will require a letter of general information in addition to the specific scores for each student. The information will be available through the parent portal (where most parents can see current grades of students in each class) as well as letters sent home. Stakeholders will receive general school data through our webpage, and information will be made available in print for those who request it. All information will be made available in Spanish as well as in English.

### **Budget Summary**

**Each school application should have both a budget table (Attachment) as well as a budget summary. The budget summary will highlight how the school/center plans to use their SRCL grant funds. The readers will have access to the budget summary so they can get a sense of the completed project. The budget summary will not be scored by readers. The summary and budget table will be reviewed by a committee of GaDOE staff including: Federal Program managers, Grants Accounting Personnel, SRCL program staff and a member of the Audit team.**

Striving Readers Comprehensive Literacy Grant monies will be used to develop the following areas of our comprehensive school literacy program:

**Instruction**

Computer software to support intervention programs

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Technology supplies including response systems

Books and Periodicals: high-interest and diverse texts aligned to science and social studies content performance standards and the Common Core Georgia Performance Standards for College and Career Readiness, Reading in Science and Technology, Reading in History/Social Studies

Textbooks: Texts will be purchased aligned to the Common Core Georgia Performance Standards in English Language Arts.

### **Pupil Services**

Interactive devices allowing students access to books and periodicals will be purchased. Contracted consultants will be budgeted in order to provide identified training based on fidelity to programs selected for intervention and content instruction. Monies will be budgeted to provide for system trained trainers in strategic instruction model content enhancement routines in order to continue initiatives beyond the life of the grant.

### **Improvement of Instructional Services**

Stipends will be budgeted for teacher attendance at state level SRCL Grant training. Stipends will also be provided for summer or after hours training in strategies, interventions, and reading endorsement participation.

Monies will be budgeted for travel, registration, housing, and meals during attendance at state level SRCL grant training, and approved out-of-town workshops or trainings.

Certified substitutes will be budgeted to enable model classroom teachers to participate in state level SRCL grant training, scheduled group meetings, demonstration lessons, and focused training sessions.

### **Educational Media Services**

Additional books, periodicals, and software will be included in the budget with a focus on non-fiction books, high interest/lower level books, and electronic books.

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<b>Georgia Striving Reader Subgrant</b>	
<b>Cass High School</b>	
<b>Budget Breakdown and Narrative</b>	
Function Code 1000 - Instruction	Year 1
Object Codes	Amount Budgeted
300 - Contracted Special Instructors  Trained trainers in Strategy Instruction Technology Instruction	30,000
610 - Supplies	
611 - Technology Supplies Interactive response systems 45 classroom sets Interactive devices 1 per student	
612 - Computer Software Direct, explicit Tier 4 reading program Scholastic Reading Inventory Full Day Implementation Training	10,000 23,600 2899
615 - Expendable Equipment	
616 - Expendable Computer Equipment 1,412 laptops	847,200
641 - Textbooks Tier 3 scientifically evidence-based intervention	1,000
642 - Books and Periodicals	
Function Code 1000 - Instruction Narrative:	
Function Code 2100 - Pupil Services	Year 1
Object Codes	Amount Budgeted
300 - Contracted Services Contracted consultant for Tier 4 intervention Program Consultant for Tier 3 intervention	2,000
520 - Student Liability Insurance	
580 - Travel	
610 - Supplies	
641 - Textbooks	128,000
642 - Books and Periodicals High interest, diverse nonfiction texts and periodicals	50,000

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Function Code 2100 - Pupil Services Narrative:	
Function Code 2210 - Improvement of Instructional Services	Year 1
Object Codes	Amount Budgeted
113 - Certified Substitutes 2 per teacher per year	54,000
114 - Non-Certified Substitutes	
116 - Professional Development Stipends \$75.00 per day / 2 days training in summer per teacher	54,000
199 - Other Salaries and Compensation	
200 - Benefits	
300 - Contracted Services Coaching for Tier 3 intervention	2,000
580 - Travel lodging, food, and for summer SRCL Training	37,800
610 - Supplies	
810 - Registration Fees for Workshops for summer SRCL training	27,000
Function Code 2210 - Improvement of Instructional Services Narrative:	
Function Code 2220 - Educational Media Services	Year 1
Object Codes	Amount Budgeted
610 - Supplies	
642 - Books and Periodicals	
Function Code 2220 - Educational Media Services Narrative: The number of books and multiple modes of print materials in the media center, focusing on nonfiction and popular teen literature, is not sufficient to support diverse reading levels.	
Function Code 2500 - Support Services - Business	Year 1
Object Codes	Amount Budgeted
148 - Accountant	
200 - Benefits	
300 - Contracted Services	
580 - Travel	
880 - Federal Indirect Costs	
Function Code 2500 -Support Services - Business Narrative:	
<b>Total Budget for Year 1</b>	<b>\$ -</b>

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## **Appendix A**

### **Leadership Team**

Michael Nelson  
Chris Masters  
Charles Wilson  
Theresa Ford  
Christy Mason  
Sue Campbell  
Linda Dieterman  
Pat Sparks  
Jessica Wilson  
Judith Cunningham  
Joe Stauffer  
Danny Fairbanks  
John Finck  
Matt Allen  
Rick Silver

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## **Appendix B**

### **Literacy Team**

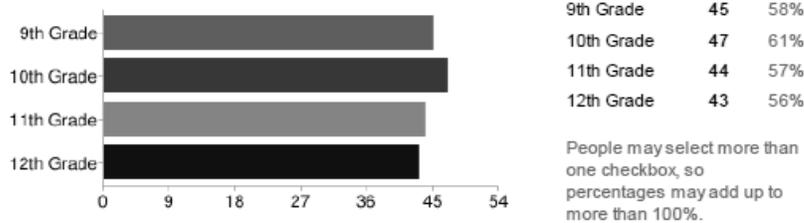
Michael Nelson Principal  
Rebecca Tucker Science Teacher  
Theresa Ford Assistant Principal  
Clarissa Bagwell Math Teacher  
Christy Mason Special Education Department Chair  
Brit Bunkley Social Studies Teacher  
Judith Cunningham Foreign Language  
Beth Hammond English Teacher  
Leigh Ann Carroll Special Education teacher  
Jessica Wilson Fine Arts

**Appendix C – Comprehensive Literacy Program Secondary School Level Needs 1**

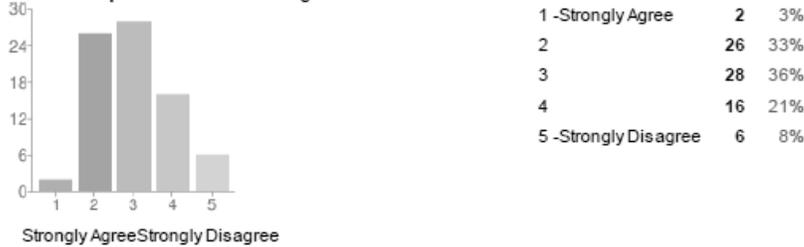
**78** responses

**Summary** [See complete responses](#)

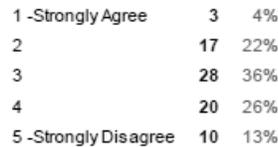
**Grade Level You Teach:**



**In our school, there is consistency within grade levels in our school wide literacy program; that is, teachers in the same content areas are covering mostly the same literacy strategies using the same explanations and modeling.**



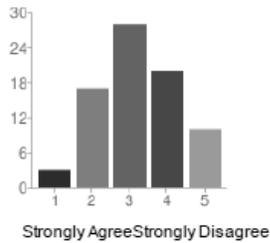
**In our school, there is consistency across contents and grades in the school wide literacy program; that is, teachers across grade levels are using direct, explicit comprehension instruction, diverse texts, text based collaborative learning, intensive writing, strategic tutoring, effective instruction principles embedded in content.**



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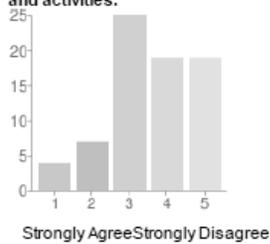
**In our school, there is consistency across contents and grades in the school wide literacy program; that is, teachers across grade levels are using direct, explicit comprehension instruction, diverse texts, text based collaborative learning, intensive writing, strategic tutoring, effective instruction principles embedded in content.**

1 -Strongly Agree	3	4%
2	17	22%
3	28	36%
4	20	26%
5 -Strongly Disagree	10	13%



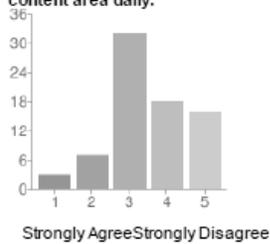
**Our school's literacy program allows for two to four hours daily of content literacy instruction and activities.**

1 -Strongly Agree	4	5%
2	7	9%
3	25	32%
4	19	24%
5 -Strongly Disagree	19	24%



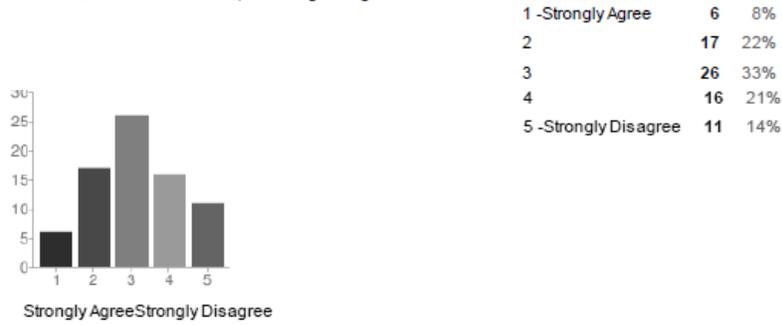
**Our school-wide literacy program embeds for writing in response to reading and learning in the content area daily.**

1 -Strongly Agree	3	4%
2	7	9%
3	32	41%
4	18	23%
5 -Strongly Disagree	16	21%



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**Our school-wide literacy program is consistent with Common Core Georgia Performance Standards for content areas, including College and Career Readiness Standards.**



**The content area resources we are currently using meet the content literacy needs of most students in our school.**

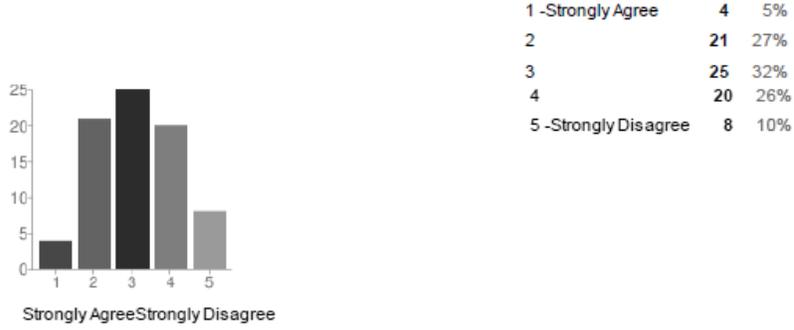


**Our school's comprehensive literacy program provides resources for meeting the needs of most students.**

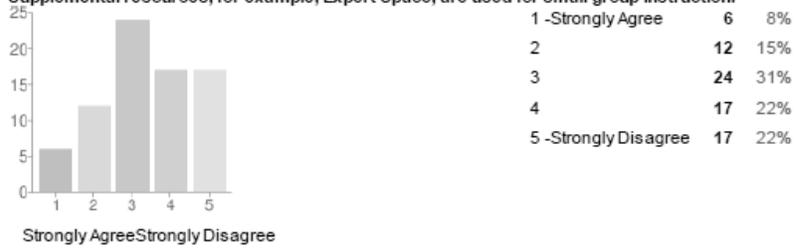


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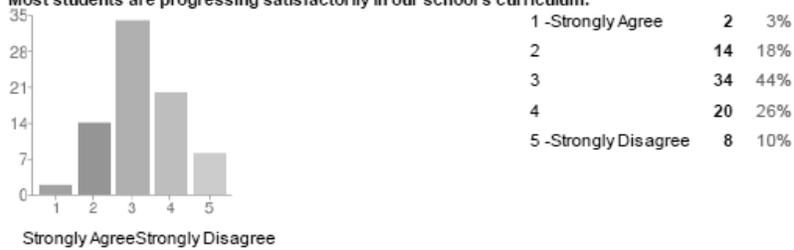
**Teachers in our school understand how to integrate the content standards efficiently and effectively to meet differentiated student needs.**



**Supplemental resources, for example, Expert Space, are used for small group instruction.**



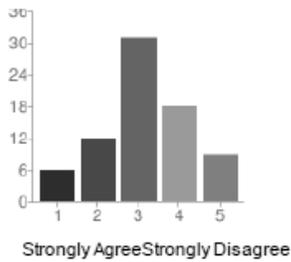
**Most students are progressing satisfactorily in our school's curriculum.**



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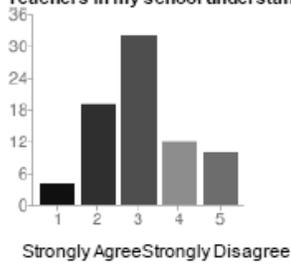
**Teachers in our school use screening and progress monitoring assessments, and formative and summative assessments effectively to identify student needs in literacy in the content area.**

1 -Strongly Agree	6	8%
2	12	15%
3	31	40%
4	18	23%
5 -Strongly Disagree	9	12%



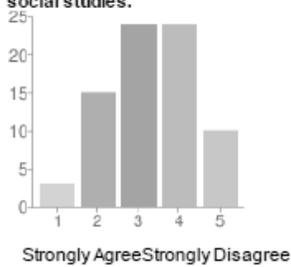
**Teachers in my school understand and use strategy rubrics to improve comprehension.**

1 -Strongly Agree	4	5%
2	19	24%
3	32	41%
4	12	15%
5 -Strongly Disagree	10	13%



**Teachers in our school effectively integrate literacy in math, technology, English, science and social studies.**

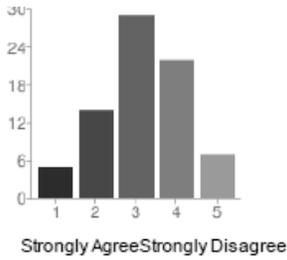
1 -Strongly Agree	3	4%
2	15	19%
3	24	31%
4	24	31%
5 -Strongly Disagree	10	13%



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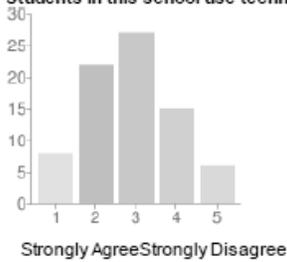
**Teachers in this school integrate technology and literacy activities across all content areas in a meaningful, engaging way.**

1 -Strongly Agree	5	6%
2	14	18%
3	29	37%
4	22	28%
5 -Strongly Disagree	7	9%



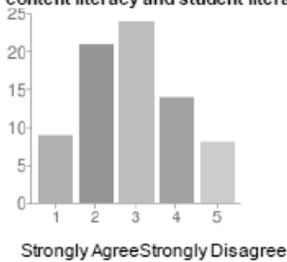
**Students in this school use technology independently for purposes of research and inquiry.**

1 -Strongly Agree	8	10%
2	22	28%
3	27	35%
4	15	19%
5 -Strongly Disagree	6	8%



**Teachers in our school have access to professional, research based literature in the fields of content literacy and student literacy.**

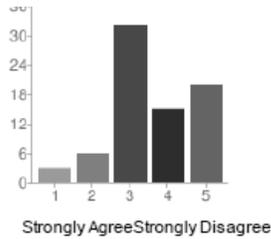
1 -Strongly Agree	9	12%
2	21	27%
3	24	31%
4	14	18%
5 -Strongly Disagree	8	10%



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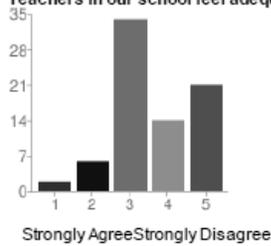
Teachers in our school feel adequately trained in the content literacy strategies such as DR-1A, GISTing, Questioning the Author, Reciprocal Teaching, Graphic Organizers

1 -Strongly Agree	3	4%
2	6	8%
3	32	41%
4	15	19%
5 -Strongly Disagree	20	26%



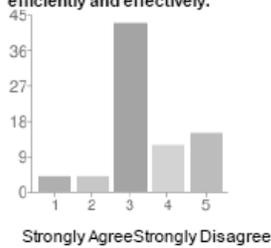
Teachers in our school feel adequately trained in the intervention literacy strategies.

1 -Strongly Agree	2	3%
2	6	8%
3	34	44%
4	14	18%
5 -Strongly Disagree	21	27%



Teachers in this school understand and implement the Response to Intervention Process efficiently and effectively.

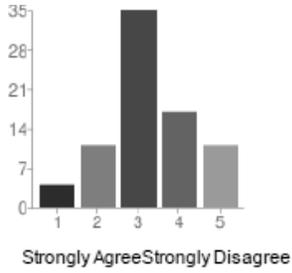
1 -Strongly Agree	4	5%
2	4	5%
3	43	55%
4	12	15%
5 -Strongly Disagree	15	19%



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Teachers in this school understand and use progress monitoring tools efficiently and effectively.

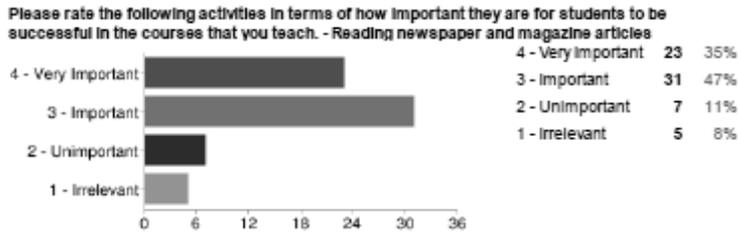
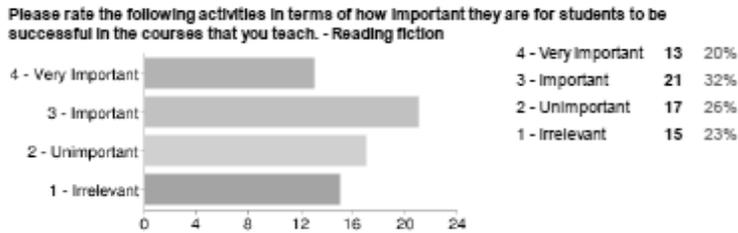
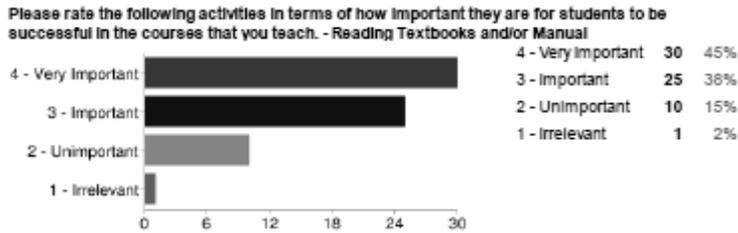
1 -Strongly Agree	4	5%
2	11	14%
3	35	45%
4	17	22%
5 -Strongly Disagree	11	14%



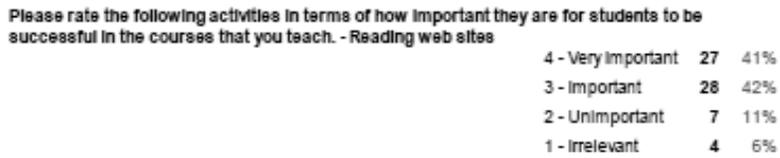
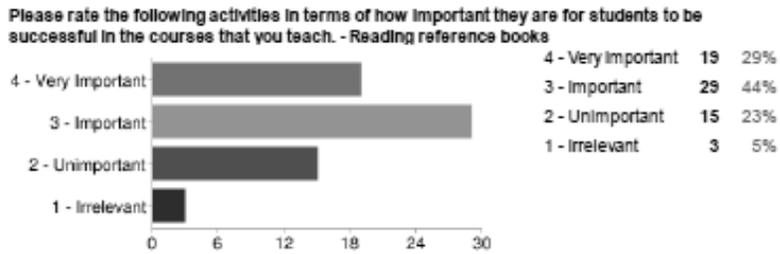
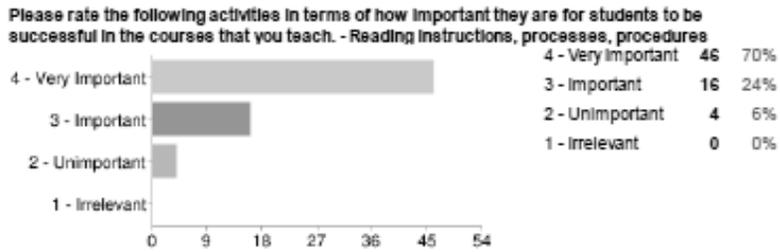
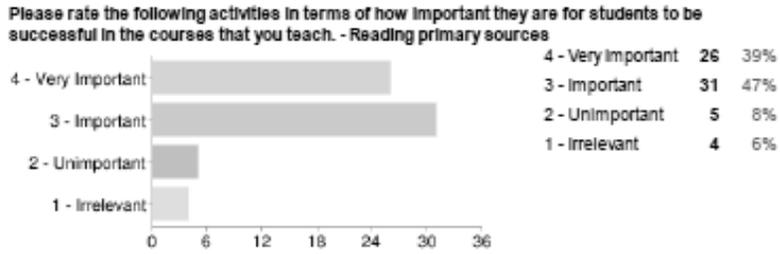
**Appendix D – Striving Readers Comprehensive Literacy Grant Secondary Teachers Needs Assessment 1**

**66** responses

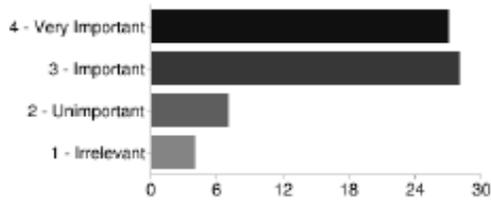
**Summary** [See complete responses](#)



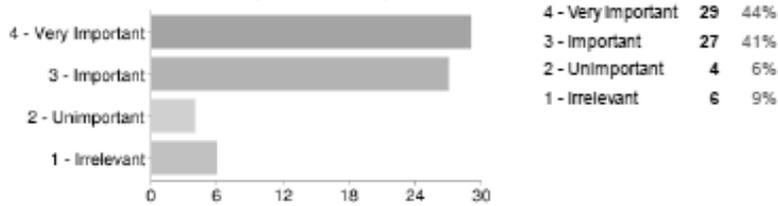
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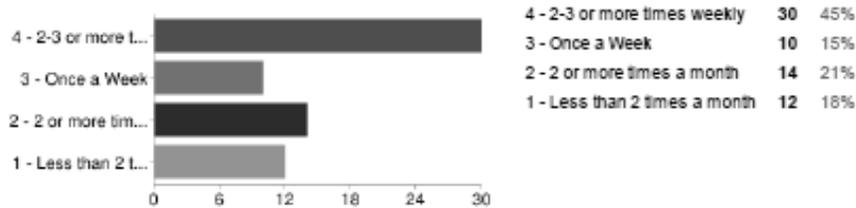
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Please rate the following activities in terms of how important they are for students to be successful in the courses that you teach. - Independent research



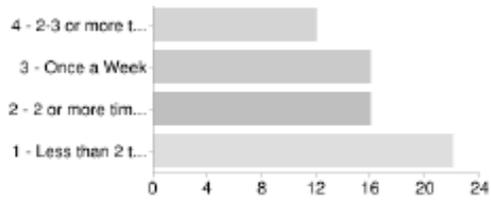
Please rate the following content literacy activities in terms of how frequently they are part of your instruction. - Teacher reads aloud



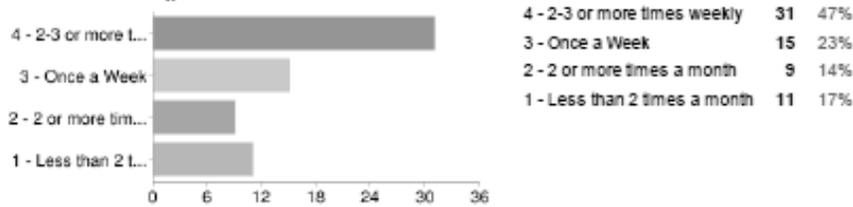
Please rate the following content literacy activities in terms of how frequently they are part of your instruction. - Students read aloud (whole class)

Frequency Level	Count	Percentage
4 - 2-3 or more times weekly	12	18%
3 - Once a Week	16	24%
2 - 2 or more times a month	16	24%
1 - Less than 2 times a month	22	33%

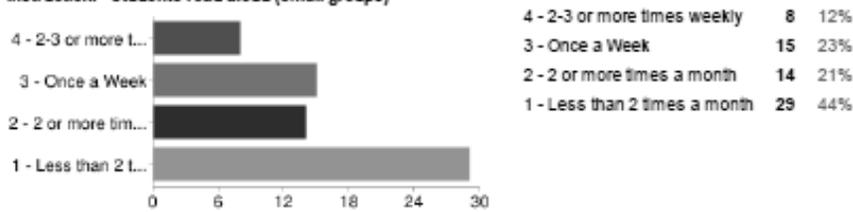
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Please rate the following content literacy activities in terms of how frequently they are part of your instruction. - Reading textbooks and/or manuals



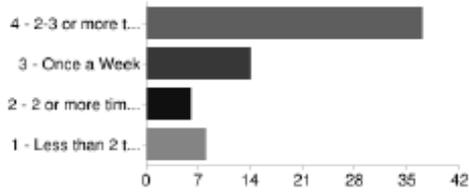
Please rate the following content literacy activities in terms of how frequently they are part of your instruction. - Students read aloud (small groups)



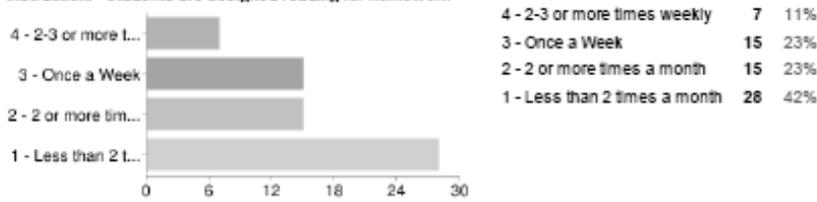
Please rate the following content literacy activities in terms of how frequently they are part of your instruction. - Students read silently in class

Frequency	Count	Percentage
4 - 2-3 or more times weekly	37	56%
3 - Once a Week	14	21%
2 - 2 or more times a month	6	9%
1 - Less than 2 times a month	8	12%

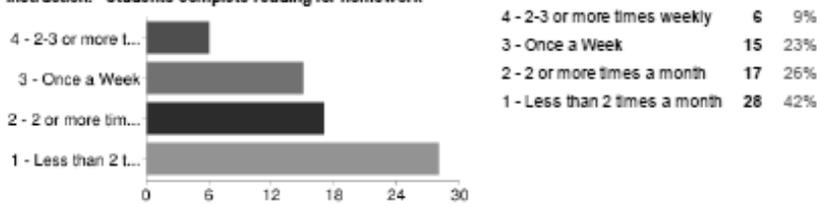
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Please rate the following content literacy activities in terms of how frequently they are part of your instruction. - Students are assigned reading for homework



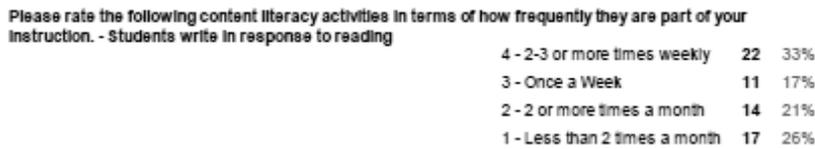
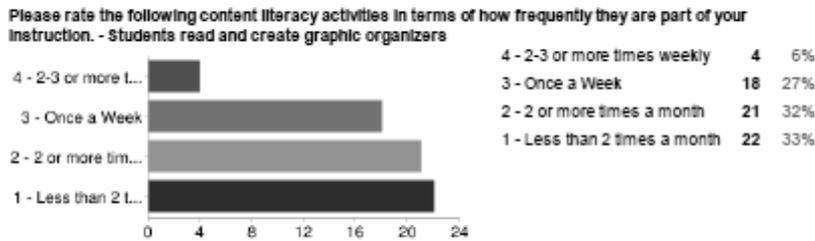
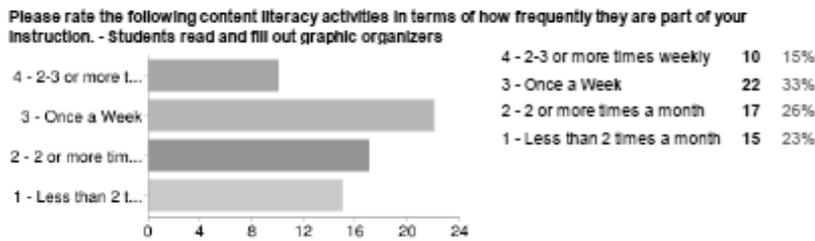
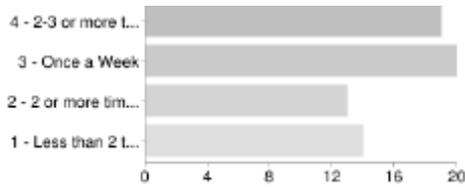
Please rate the following content literacy activities in terms of how frequently they are part of your instruction. - Students complete reading for homework



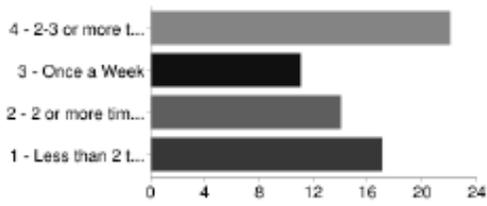
Please rate the following content literacy activities in terms of how frequently they are part of your instruction. - Students read and answer questions from textbook

Frequency	Count	Percentage
4 - 2-3 or more times weekly	19	29%
3 - Once a Week	20	30%
2 - 2 or more times a month	13	20%
1 - Less than 2 times a month	14	21%

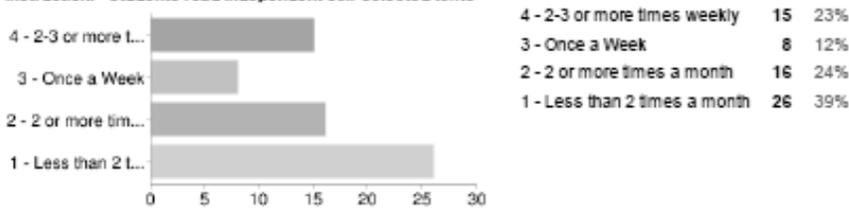
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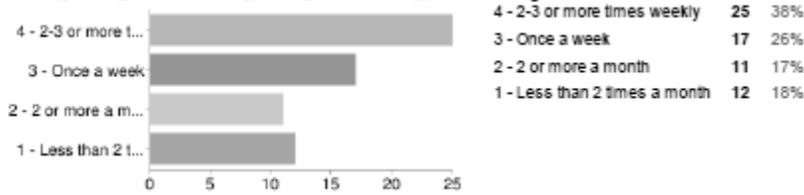


Please rate the following content literacy activities in terms of how frequently they are part of your instruction. - Students read independent self-selected texts

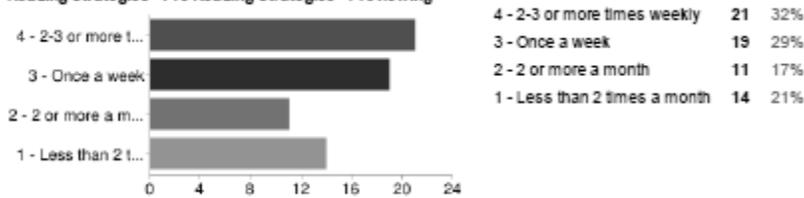


Reading Strategies

Reading Strategies - Pre Reading Strategies - Activating prior knowledge

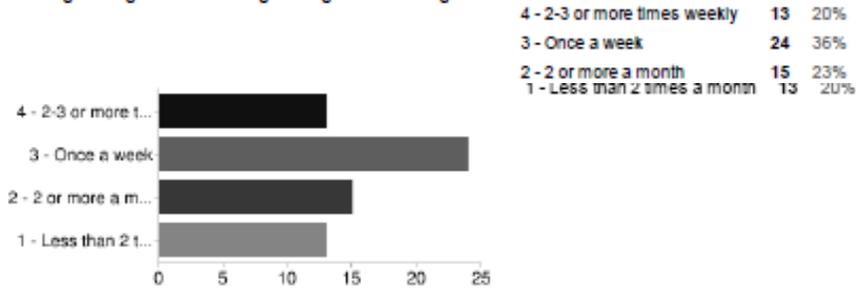


Reading Strategies - Pre Reading Strategies - Previewing

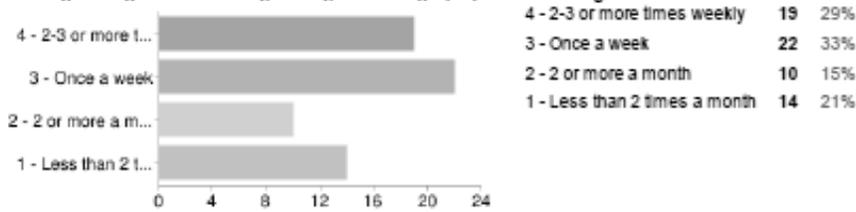


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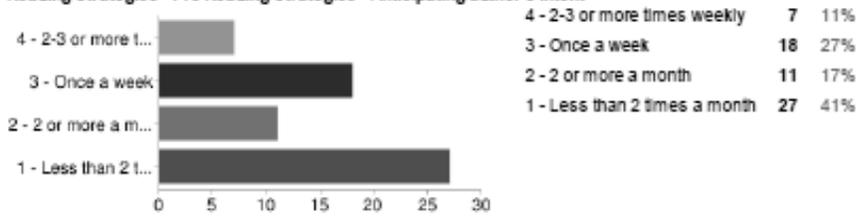
**Reading Strategies - Pre Reading Strategies - Predicting**



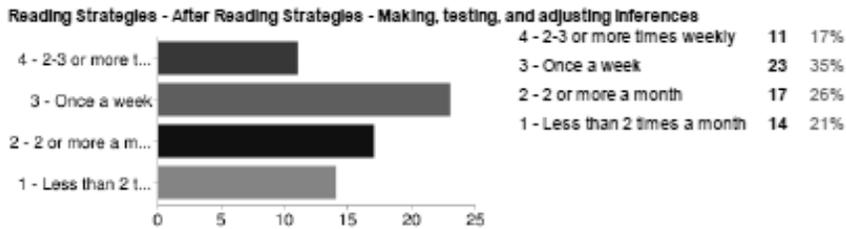
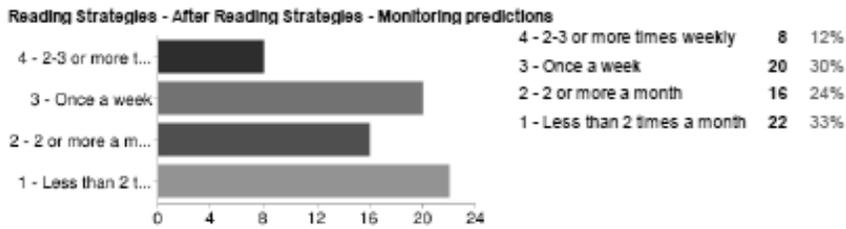
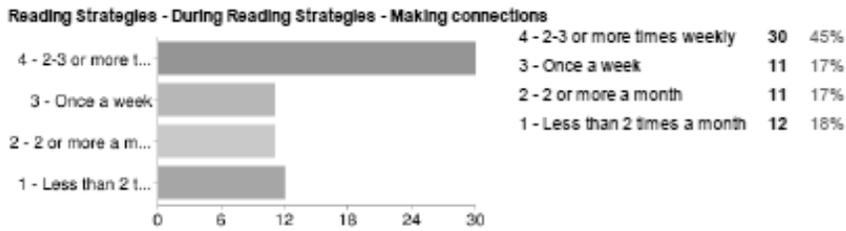
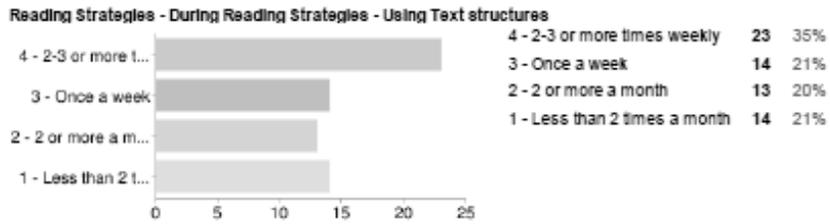
**Reading Strategies - Pre Reading Strategies - Setting a purpose for reading**



**Reading Strategies - Pre Reading Strategies - Anticipating author's Intent**



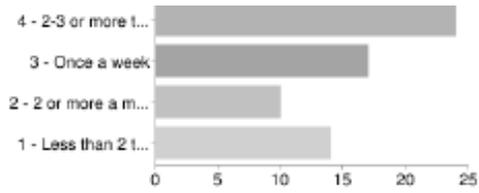
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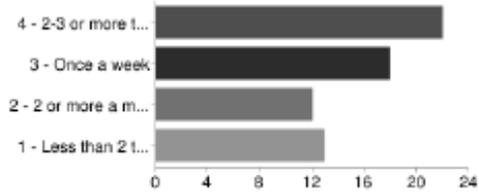
**Reading Strategies - After Reading Strategies - Distinguishing main ideas and supporting details**

4 - 2-3 or more times weekly	24	36%
3 - Once a week	17	26%
2 - 2 or more a month	10	15%
1 - Less than 2 times a month	14	21%



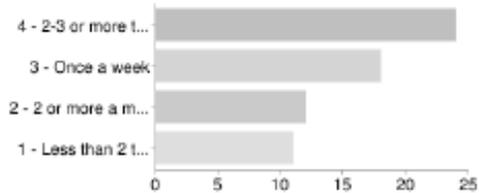
**Reading Strategies - After Reading Strategies - Making mental images**

4 - 2-3 or more times weekly	22	33%
3 - Once a week	18	27%
2 - 2 or more a month	12	18%
1 - Less than 2 times a month	13	20%

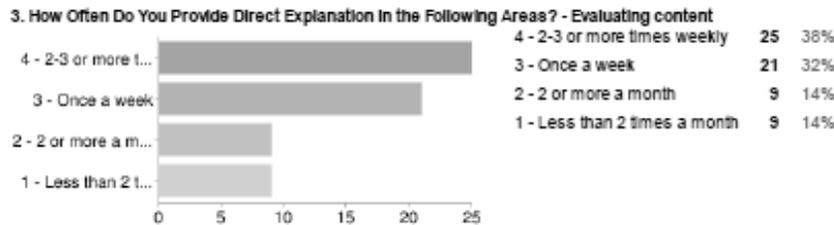
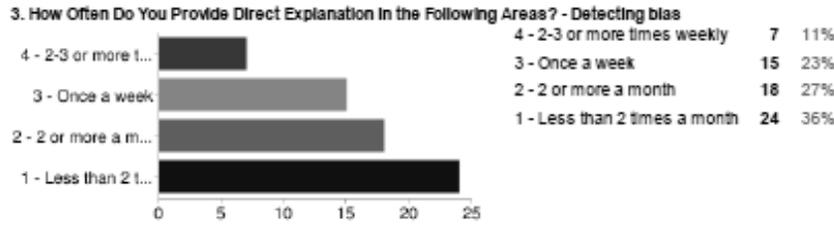
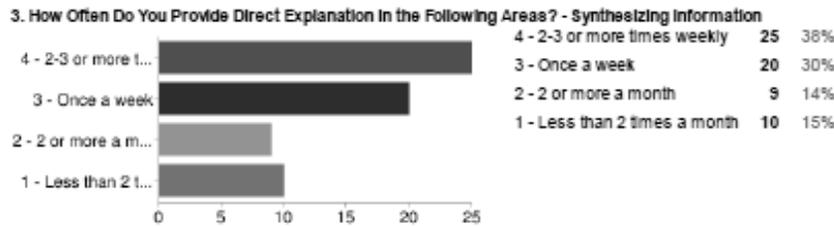
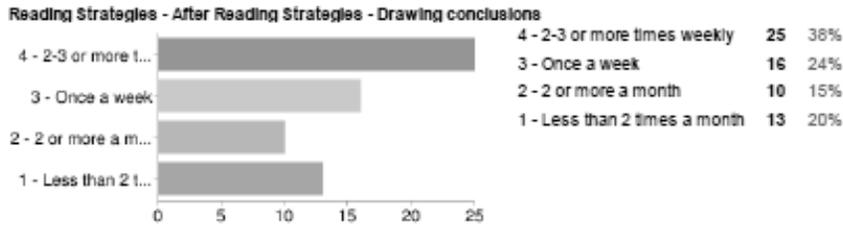


**Reading Strategies - After Reading Strategies - Summarizing and paraphrasing**

4 - 2-3 or more times weekly	24	36%
3 - Once a week	18	27%
2 - 2 or more a month	12	18%
1 - Less than 2 times a month	11	17%



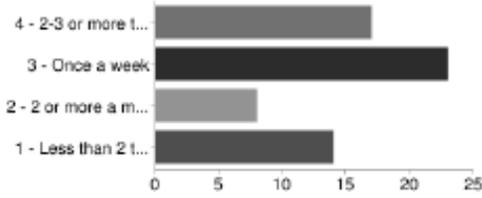
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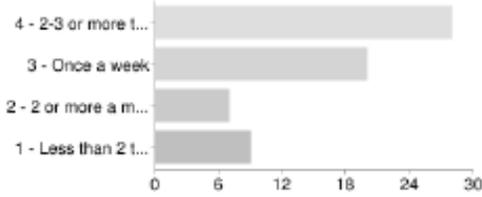
**3. How Often Do You Provide Direct Explanation In the Following Areas? - Evaluating technique**

4 - 2-3 or more times weekly	17	26%
3 - Once a week	23	35%
2 - 2 or more a month	8	12%
1 - Less than 2 times a month	14	21%



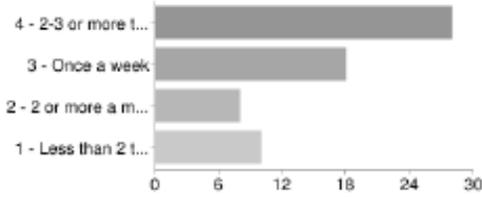
**3. How Often Do You Provide Direct Explanation In the Following Areas? - Identifying new learning**

4 - 2-3 or more times weekly	28	42%
3 - Once a week	20	30%
2 - 2 or more a month	7	11%
1 - Less than 2 times a month	9	14%



**3. How Often Do You Provide Direct Explanation In the Following Areas? - Identifying unanswered questions**

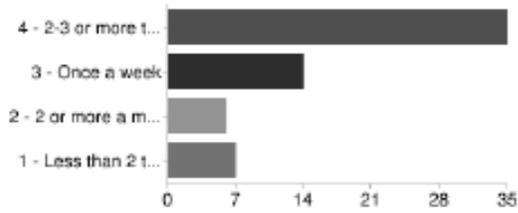
4 - 2-3 or more times weekly	28	42%
3 - Once a week	18	27%
2 - 2 or more a month	8	12%
1 - Less than 2 times a month	10	15%



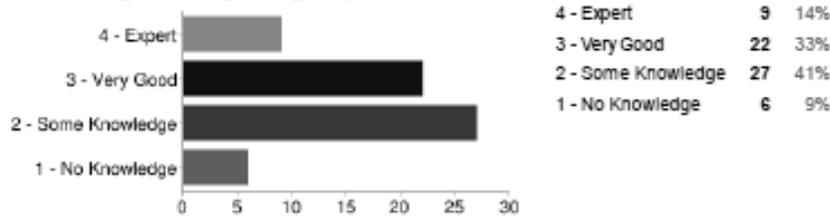
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**3. How Often Do You Provide Direct Explanation In the Following Areas? - Extending and applying new understanding**

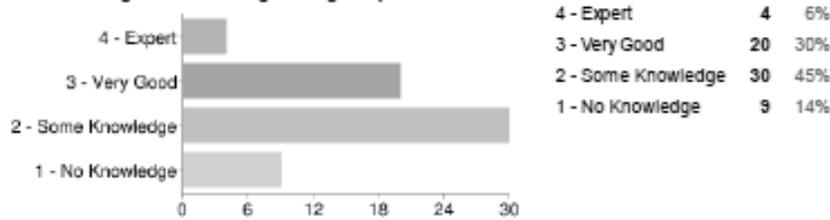
4 - 2-3 or more times weekly	35	53%
3 - Once a week	14	21%
2 - 2 or more a month	6	9%
1 - Less than 2 times a month	7	11%



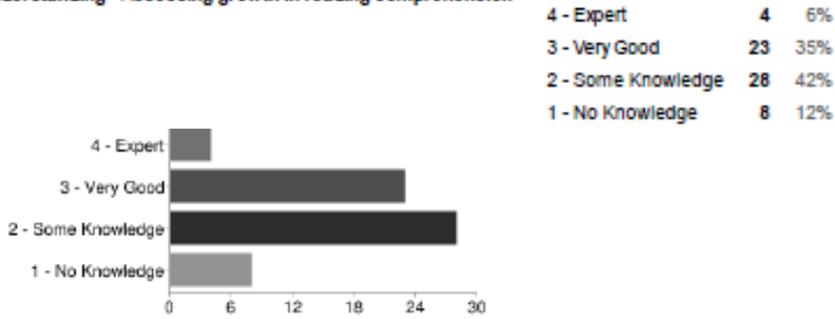
**4. Please rate the following comprehension assessment activities in terms of your knowledge and understanding - Assessing reading comprehension**



**4. Please rate the following comprehension assessment activities in terms of your knowledge and understanding - Pre-assessing reading comprehension**

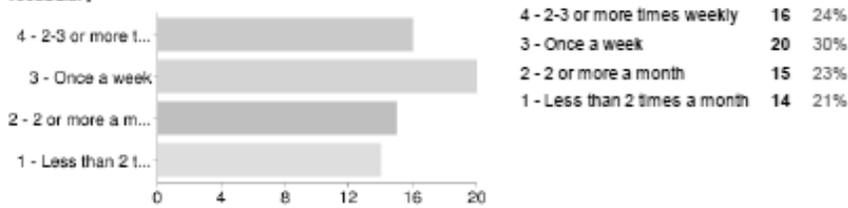


**4. Please rate the following comprehension assessment activities in terms of your knowledge and understanding - Assessing growth in reading comprehension**

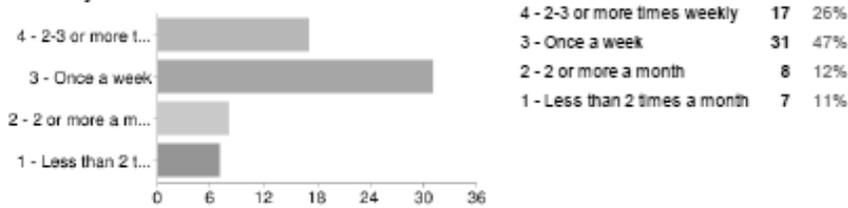


**Vocabulary: Assessment and Instruction**

**5. Please rate the following activities in terms of frequency of use during instruction - Pre-assessing vocabulary**

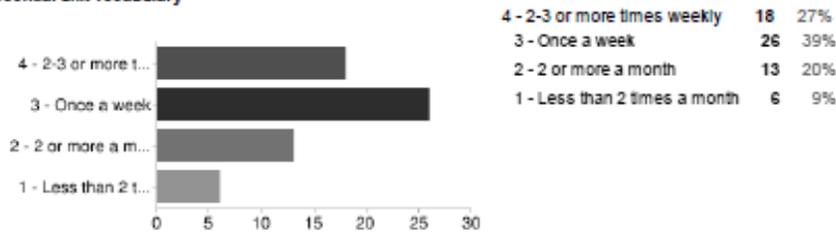


**5. Please rate the following activities in terms of frequency of use during instruction - Assessing vocabulary attainment**

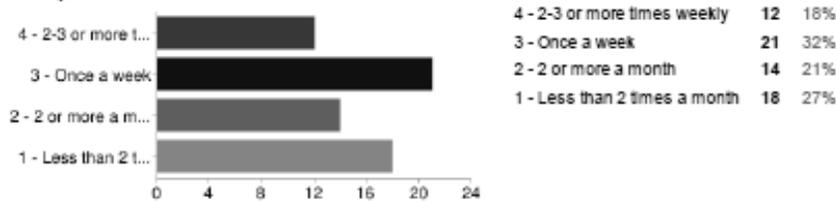


Bartow County School System – Cass High School

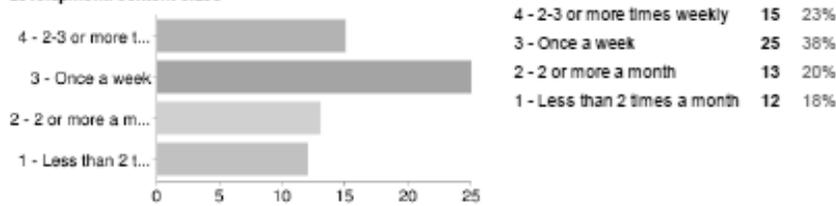
**5. Please rate the following activities in terms of frequency of use during instruction - Pre-teaching essential unit vocabulary**



**5. Please rate the following activities in terms of frequency of use during instruction - Teaching vocabulary development: root words and affixes**

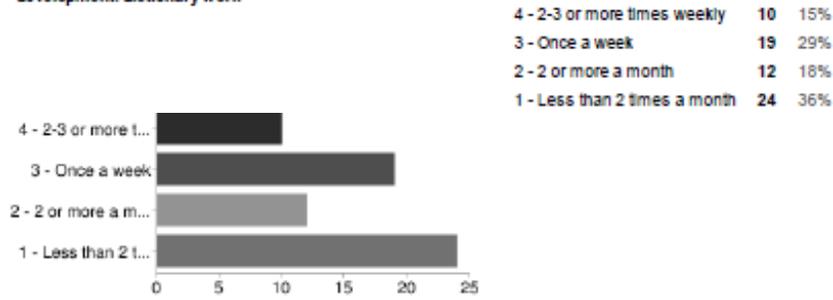


**5. Please rate the following activities in terms of frequency of use during instruction - Teaching vocabulary development: context clues**

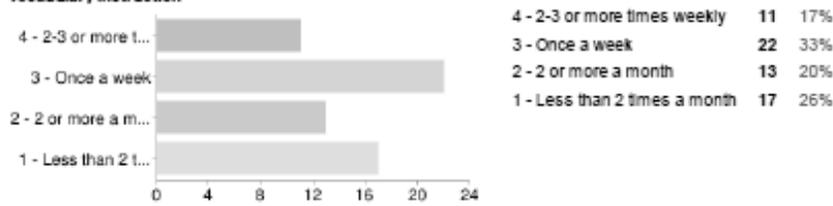


Bartow County School System – Cass High School

**5. Please rate the following activities in terms of frequency of use during instruction - Teaching vocabulary development: dictionary work**



**5. Please rate the following activities in terms of frequency of use during instruction - Differentiating vocabulary instruction**





**Appendix F - Professional Learning at Cass High School**

Professional Learning Activities		
Topic	Hours	% of Staff Attended
<b>2008-2009</b>		
Georgia Council Teachers of English Conference	20	.03%
Teacher Advisement Training	10	100%
Curriculum Mapping and Design	10	1%
New Teacher Training	5	1%
SST Training	3	90%
RTI Training	25	.05%
Model Schools Conference	5	.05%
<b>2009-2010</b>		
Advanced Placement Gifted Training	10	14%
Reading and Writing to Learn	10	.02%
Gifted Endorsement	200	.01%
Current Trends in Secondary Education	5	.05%
GPS Classroom Training	10	89%
Preparing for the GHSWT	3	12%
New Teacher Training	5	1%
SST Training	3	90%
RTI Training	25	.05%
School Budget Training	5	.01%
Data Trends for School Improvement	25	.01%
7 Period Day Planning Training	5	100%
<b>2010-2011</b>		
School-wide Plan Development Data Trends and Dig Deeper	10	14%
Sue Gunderman School Improvement Plan	2	100%
Secondary Curriculum Planning	35	.01%
SST Training	3	90%
RTI Training	25	.05%
New Teacher Training	5	1%
Book Study: <i>Understanding Poverty</i>	10	100%
<b>2011-2012</b>		
Active Inspire Training (Dalton State College)	5	100%
Math Workshop Model Training	10	14%
New Teacher Training	5	1%
SST Training	3	90%
RTI Training	25	.05%
Depth of Knowledge Training	2	100%
Future Common Core Standards Practices Training	30	100%
Reading Endorsement	200	2.7%

*Appendix G*

**Effective School-Wide Reading Programs Survey Results**

Cass High School  
Bartow County Schools

Bartow County used the Planning and Evaluation Tool for Effective School-Wide Reading Programs - Revised Surveys (PET-R, adapted from: Kame'enui & Simmons, 2003) to evaluate language and literacy at individual schools. This tool identifies key elements of an effective school-wide reading program. There are five categories as follows: literacy achievement goals, assessment, curriculum and instruction, leadership, and professional development. There are four to seven individual items within each of these six major categories.

Participants were asked to reflect on and rate all items as either “fully in place,” “partially in place,” or “not in place.” If an item is fully in place it is awarded 2 points. If it is partially in place it is awarded 1 point, and if it is considered not in place it is assigned a score of zero. This survey was completed by 82 faculty members at the high school.

The percentages listed below reflect the percentage of points awarded from the total possible points. For example, if all teachers gave each question in a category a rating of being fully in place, then the percentage for the category would be 100.

**Overall Survey results by Category**

The overall categories rated as most “in place” in descending order are listed below for all secondary faculty members:

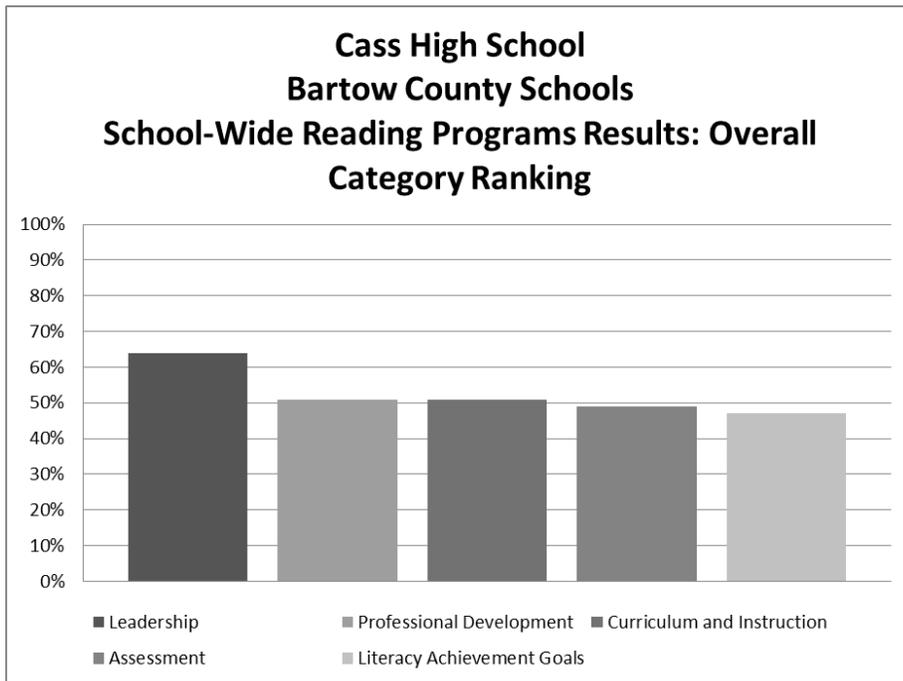
- Leadership 64%
- Professional Development 51%
- Curriculum and Instruction 51%
- Assessment 49%

Bartow County School System – Cass High School

- Literacy Achievement Goals 47%

The chart below reflects these percentages. It is unusual to see a rating for any category that is higher than about 85%. Ratings that are above 85% indicate that elements in that category are considered by staff to be mostly in place. None of the categories approached 85%, indicating a need to address all components of language and literacy at the high school.

*Figure A – County-Wide Reading Programs Survey Results: Overall Category Ranking*

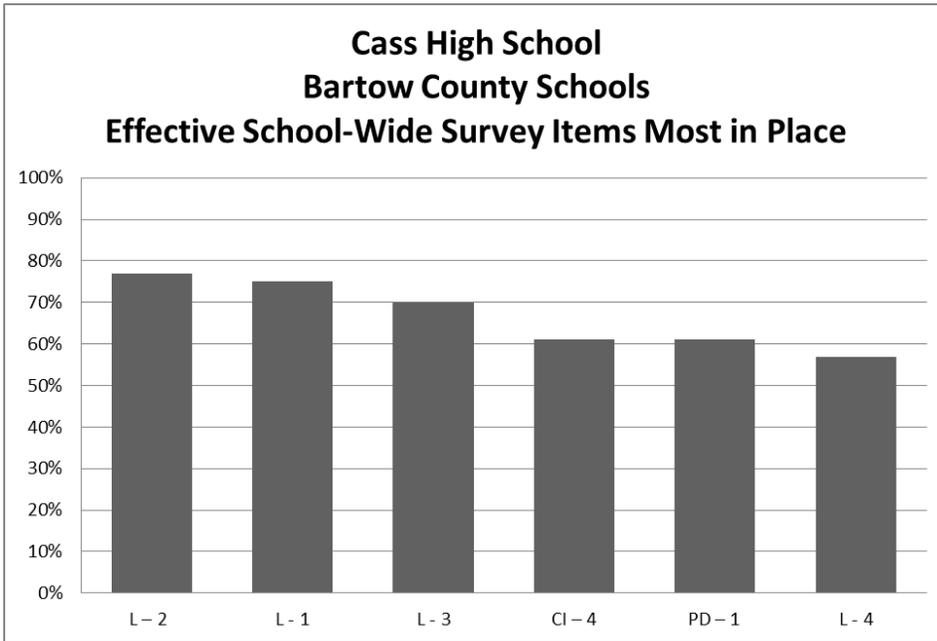


**Individual Survey Items**

The top six individual items ranked by school-level faculty/staff and administrators as *most in place* in descending order are represented in the charts below:

<b>Question</b>	<b># in Survey</b>	<b>%</b>
<b>Leadership</b> - The district superintendent or school principal understands current literacy issues and articulates literacy as a school or district wide priority for improving the achievement of all students.	<b>L – 2</b>	77%
<b>Leadership</b> - The district superintendent or school principal has knowledge of state standards, assessment measures and objectives, research supported instructional programs and materials, and through this knowledge provides leadership and support to design, implement and sustain efforts.	<b>L – 1</b>	75%
<b>Leadership</b> - There is a Building Literacy Leadership Team (including administrative leader) that provides focus on decisions related to literacy (scope and sequences, course offerings, tiers of support).	<b>L – 3</b>	70%
<b>Curriculum and Instruction</b> - A school wide plan is established to allocate sufficient reading time and coordinate resources to ensure optimal use of time.	<b>CI – 4</b>	61%
<b>Professional Development (Part 1)</b> - Teachers of reading and writing have thorough understanding and working knowledge of effective practices grounded in the components of secondary literacy supported by scientific research.	<b>PD–1</b>	61%
<b>Leadership</b> - There are building level instructional leaders who are persons with instructional and content knowledge focused on supporting and coaching individual teachers and their literacy instruction.	<b>L – 4</b>	57%

**Figure B - Individual Items Most in Place**



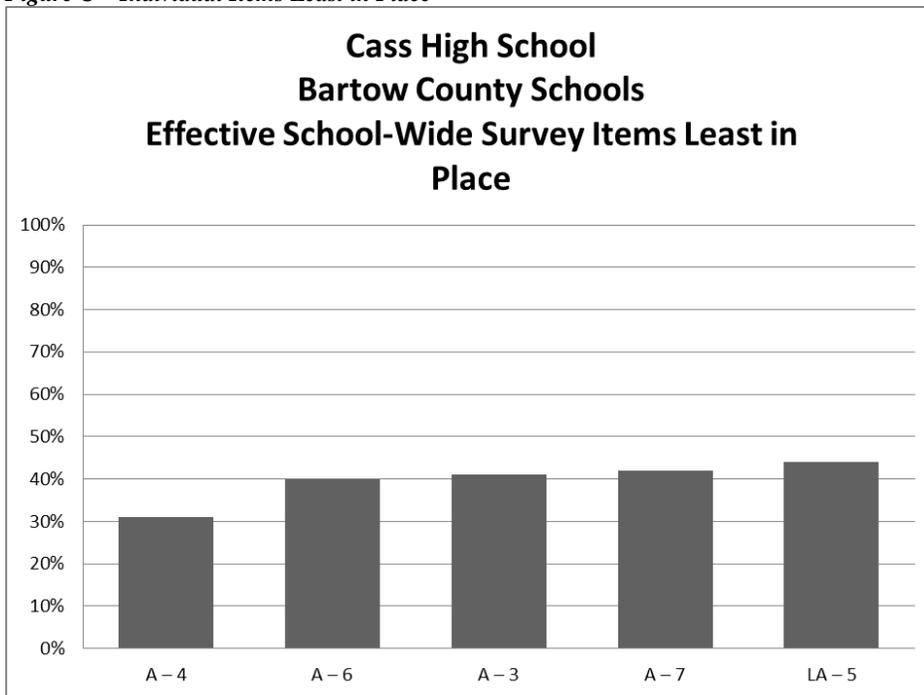
Individual items that were consistently ranked by school-level faculty/staff and administrators as *least in place* in ascending order are represented in the charts below:

Question	# in Survey	%
<b>Assessment</b> - All users receive training and follow-up on measurement administration, scoring, and data interpretation.	A - 4	31%
<b>Assessment</b> - There is a progress monitoring process used throughout the year to document and monitor student literacy performance.	A - 6	40%
<b>Assessment</b> - Measures are technically adequate (i.e., have high reliability and validity) as documented by research.	A - 3	41%

Bartow County School System – Cass High School

<p><b>Assessment</b> - Student Performance data are analyzed and summarized by grade-level, content area, and school problem solving teams to evaluate and adjust instruction and determine the need for diagnostic assessments.</p>	<p>A – 7</p>	<p>42%</p>
<p><b>Literacy Achievement Goals</b> - Goals for student achievement in literacy and key learning concepts are commonly understood and consistently used by staff within and between grades and content areas to evaluate and communicate student learning and improve practice.</p>	<p>LA – 5</p>	<p>44%</p>

Figure C – Individual Items Least in Place



Appendix H – GHS GT Data

Bartow County School System – Cass High School

**School High School Graduation Test Data 2010-2011**

<b>Content</b>	<b>% Below</b>	<b>% Basic</b>	<b>% Advanced</b>
English Language Arts	19%	40%	31%
Math	18%	37%	33%
Science	17%	33%	42%
Social Studies	25%	40%	18%

<b>Fall GHS GT</b>		<b>WRITING-GPS</b>				
<b>SCHOOL</b>	<b>Total</b>	<b>% Does Not Meet</b>	<b>% Meets the Standard</b>	<b>% Exceeds the Standard</b>	<b>% Total Passed</b>	<b>Mean Writing Scale Score</b>
<b>State</b>	95,661	4.5%	87.3%	8.2%	95.5%	223.76
<b>Bartow</b>	875	7.1%	89.5%	3.4%	92.9%	218.84
<b>Cass High</b>	297	7.4%	89.9%	2.7%	90%	217.64

<b>Spring GHS GT</b>		<b>LANGUAGE ARTS -GPS</b>				
<b>SCHOOL</b>	<b>Total</b>	<b>Below %</b>	<b>Basic %</b>	<b>Advanced %</b>	<b>Honors %</b>	<b>% Total Passed</b>
<b>State</b>	90,075	7%	32%	46%	16%	94%
<b>Bartow</b>	789	10%	39%	41%	11%	91%
<b>Cass High</b>	279	11%	44%	37%	8%	89%

<b>Spring GHS GT</b>		<b>SOCIAL STUDIES-GPS</b>				
<b>SCHOOL</b>	<b>Total</b>	<b>Below %</b>	<b>Basic %</b>	<b>Advanced %</b>	<b>Honors %</b>	<b>% Total Passed</b>
<b>State</b>	88,277	19%	41%	22%	18%	81%
<b>Bartow</b>	787	19%	44%	22%	16%	82%
<b>Cass High</b>	278	26%	43%	20%	12%	75%

<b>Spring GHS GT</b>		<b>SCIENCE-GPS</b>				
<b>SCHOOL</b>	<b>Total</b>	<b>Below %</b>	<b>Basic %</b>	<b>Advanced %</b>	<b>Honors %</b>	<b>% Total Passed</b>

Bartow County School System – Cass High School

<b>State</b>	89,965	7%	33%	42%	17%	92%
<b>Bartow</b>	790	10%	40%	39%	12%	91%
<b>Cass High</b>	280	10%	47%	35%	8%	90%

Spring GHSGT	MATH-QCC					
SCHOOL	Total	% Fail	% Total Pass	% Pass Plus	% Proficient	% Advanced
<b>State</b>	90,075	5%	95%	54%	78%	61%
<b>Bartow</b>	787	6%	94%	46%	74%	53%
<b>Cass High</b>	278	8%	92%	38%	70%	44%

**Appendix I - CASS HIGH ADMINISTRATORS, FACULTY AND STAFF**

**YEAR 2011-2012**

**Michael Nelson, Principal**  
**Chris Masters, Associate Principal**  
**Charles Wilson, Vice Principal**  
**Theresa Ford, Vice Principal**

**\* Indicates Department Head**

**Language Arts**

Amanda Ward  
Beth Hammond  
Brittney Holland  
Ida McCorkle  
Jandea Solomon  
Joy Leaphart  
Kathleen McKenzie  
Scott Salter

**Social Studies**

Adam Williams  
Alana Guilford  
Brit Bunkley  
David Bishop  
Jamie Horton  
Russell Tays

**Health/PE**

Brooke McDurmon  
D.L. Koontz  
Danny Fairbanks\*  
Jamey Gaddy  
Mike Durham  
Rick Casco (Athletic Director)  
Robert Hughes

**Foreign Language**

Judith Cunningham\*  
Leslie Hansard  
Valerie Barnes  
Gwen Rossi

**Fine Arts**

Chris Again  
Jarred Summey  
Jessica Wilson\*  
Katherine Jenkins  
Mack Roberts

**CTAE**

Ashley Lyle  
Cory Maddox  
Linda Dieterman\*  
Mark Zwillich  
Ryan Satterfield  
Wendy O'Brien

**Technology**

Henry Deramus

**NovaNet**

Tonya Poe (ParaPro)

**Mathematics**

Angela Patterson  
Caleen Simmons  
Clarissa Bagwell  
Joe Stauffer\*  
Lindsay Herndon  
Martha O'Dell  
Rachel Bine  
Stefanie Rolan

**Sciences**

Chuck Bohannon  
Erin Panter  
Ginger Yrabedra  
John Finck\*  
Kelly Adams  
Louis Fleck  
Randy Ash  
Todd Eubanks

**JROTC**

James Hornback  
Seamus O'Shea

**Nurse/UHP**

Nakia Amerson

**Police Officer**

Bob Meeks

Bartow County School System

**9th Grade Academy**

**Language Arts**

Sue Campbell\*  
Kelly Rudeseal  
Chad Clift

**Math**

Tammy Ragus  
Richard Morris  
Jaclyn Mason  
Chris Allen

**Science**

David Rawlins  
Krystal Schuessler  
Rebecca Tucker

**Social Studies**

Matt Allen\*  
Kyle Clayton

**Career Prep**

Edward Riddle

**Counselors**

Chris Bruton  
Kristy Long  
Ricky Silver\*

**Para Professionals**

Andrea Sundstrom  
Brent Perry (Sub Para)  
Caroline Austin  
Christy Granger  
Dee Smith (GNET)  
Konique Denmon  
Lori Kendrick  
Marsha Byess  
Ordell Banks  
Richard Newsome  
Sherry Weber

**Fine Arts**

Chris Again  
Jarred Summey  
Jessica Wilson\*  
Katherine Jenkins  
Mack Roberts

**CTAE**

Ashley Lyle  
Connie Collier  
Cory Maddox  
Darryl Jones  
Donna Mathias  
Jerome Black  
Kristi Nunez  
Linda Dieterman (Youth  
Apprenticeship)\*  
Mark Zwillich  
Pat Sparks\*  
Ryan Satterfield  
Wendy O'Brien

**Special Education**

Audrey Ellison  
Chris Overvold (GNET)  
Christy Mason\*  
Dean Vincent  
Frank Kunf  
Greg Scott  
Gregory Arvanitis  
Jerry Smith  
JoAnne Buffington  
John Landram  
Joseph Dean  
LeighAnn Carroll  
Lisa Hereth  
Randi Slye  
Sharon Estes  
Terry Gough  
Tim Ayers

**Media Center**

Michelle Herring  
Denise Roberson (Media Clerk)

**Office**

Angie Weeks (Lead Secretary)  
Debbie Turner (Bookkeeper)  
Mirannnda Garrett (Attendance)  
Sherrion Lee (Registrar)  
Sue Baker (Receptionist)

**Nurse/UHP**

Nakia Amerson

## Appendix J – Literacy Team Minutes

### Literacy Team Minutes 2010-2011

#### August 5, 2010

- ...born from the School Improvement Plan...
- Introduction to our purpose and the Dekalb notebook that Judy brought.
- Reading and Writing are “everybody’s business.” – should be cross-curricular
- We need to decide where we want to go and how we want to present our plan to the faculty/students...what’s best for CHS.
- Nelson bought a program from Brockton High School in Massachusetts for us to review.
- We are thinking about using the Study Hall time for implementation of these activities/lessons. Is there another time/better time? But does this send the message that this is only important during this time...as opposed to throughout the day, all the time. Coach Brady suggested a drop everything and read (DEAR) time like what his school in Florida did. All Administrators, secretaries, custodians, etc. participate. Mark Zwillich suggested a similar experience from a previous school that included community volunteers who came in and read too (on stools in a public location).
- Nelson wants us to all get on the “same page” with language/terminology to promote continuity within student body and their understanding of these concepts from classroom to classroom/instructor to instructor.
- Brittany Holland discussed Bill Delbrugge’s efforts to read 10-minutes per day and to require articles and article summaries from students in each class/each subject area. Scores were increasing at that point.
- Also revisited Gentry Hilger’s efforts to promote 25 books a year for increased reading levels.
- Nelson wants us to look for ideas that are “fun”...that the teachers will “buy in” to...to encourage a degree of accountability for the students and to not “create more work” for our teachers.
- We should be mindful of the fact that we are accountable for our course content, and to not allow this initiative to interfere with instruction.
- Zwillich wants us to be sure to encourage/promote a culture of reading for pleasure.
- Brady suggests building time for this into our bell schedule so that we can avoid making teachers feel that they are losing instructional time from Math etc. Holland suggested shaving one minute from each class and lunch shift.
- Carroll suggested making magazines available to students from a variety of interests: hunting, fishing, four-wheeling, sports, etc. (or let them bring their own).
- Our GPS includes an area of Reading Across the Curriculum. We need to look at promoting literacy and writing strategies in general...cross-curricular...(i.e. identifying reading success barriers).
- Promoting literacy within the faculty and reading skills within the student body.
- Judith will find out from Nelson about a “time” for implementing SSR 15-20 minutes preferred.
- Aug. 17 – in Holland’s room while Ms. Dot presents the Teacher Grant program.

## Bartow County School System

### Literacy Team Minutes Tuesday, August 17, 2010

1. Judith discussed a Brockton notebook, especially a CD and surveys that we may want to look at and consider giving to the staff/faculty (beginning and end of year).
2. Schedule change request seems to not be an option at present. Alternative seems to be working these objectives in during instructional time. Thus emphasizing the fact that this is everybody's job, and everyone should be incorporating these strategies cross-curricular.
3. Cunningham spoke a bit about her experiences with similar programs in other districts.
4. We discussed incentive-based ideas like Gentry's reading program or AR programs/computer-based programs at the secondary level, etc. This is a great idea, but how to promote? How to gain faculty support/buy-in?
5. Reading trees posted in room, a visual of what "we are reading" in class, allowing time in class for reading each week, etc.
6. Tays would like for us to consider making a template available for all teachers to use as a reading assessment method.
7. Departments might get together and select a reading list for each department from which they can assign books for outside reading.
8. We would like a list of books listed by category (subject-area) that is further broken down within each category by its lexile score. This would help departments better have books from which to draw.
9. Judith wants us to focus on awareness within the faculty for now, to get everyone thinking about literacy a bit, and "to be thinking about what they might already be doing in their classrooms."

### Literacy Team Minutes 9/28/10

Mr. Nelson has joined us. Sixteen surveys were received from our faculty. Judith discussed some of the comments written on the surveys. Judith is hopeful that we will receive more. "What literacy is" should be our first focus. Nelson suspects that our faculty is not realizing the global nature of our purpose regarding a school-wide literacy initiative. This really is something that applies to all students at all levels.

Nelson envisions not "another assignment" in each class but a true program that incorporates reading, writing and critical thinking strategies across the board within everyone's instruction, teaching general *strategies* and *tools*, teaching *processes* that every kid can use to navigate assignments in each of our classes or on the SAT, ACT, etc. He wants us all to be using the same language with regard to literacy, so that students see this continuity across "their board" from classroom to classroom, subject area to subject area

Barbara Neslin is the Reading Specialist for Bartow County Schools. She will be an excellent resource.

Mr. Nelson has no specific timeline for us to implement this initiative. We want to start first with reading, get comfortable with that, before we implement the writing and speaking components of our overall literacy initiatives.

## Bartow County School System

Judith would like to use Nov. 2 (our next teacher work day) to present the domains of literacy and the components of literacy to our faculty so that we can start building a common understanding of our ultimate goals.

Mr. Zwillich suggests that we pilot some of our strategies prior to approaching the faculty.

Tays suggest we cull through what we have available to us from other sources.

Our conversation then turned to acknowledgment of other concerns/potential obstacles, etc.

Gillogly suggest that helping our faculty see this as an opportunity to utilize a different array of instructional strategies might be helpful.

Nelson asked Cunningham to send for copies of materials for us to preview and discuss at our next meeting. Nelson will contact Neslin for more resources.

Our next meeting will be on Monday, October 11 at 3:45 in C302.

### Literacy Meeting Minutes 10/21/2010

Mr Z asked Ms. Cunningham to clarify the acronym that our guest kept referring to last week.

The WRAP program – University of Kansas – (quite good per Cunningham)

FYI – Cunningham reports that M Nelson is looking into changing the bell schedule next semester to allow for school-wide, silent reading.

Cunningham assures us that this school-wide initiative should help us achieve gains on all GHSQT scores. We should keep in mind, however, that these gains may be small for a while and to not get discouraged.

Coach Brady inquired about M Nelson's desire to create a form/handout that students can reference to navigate any reading assignment in any class. He then shared some ideas and terms he found online.

MsG reminded us to be mindful of faculty buy in and it's importance to our long-term effectiveness, our goals and our initiative

Cunningham wants us to meet again in two weeks. At that time we can peruse the materials and programs available to us. Perhaps each of us can look at these with an eye/lens for our own departmental needs and then come together to identify the common elements we can pull to create our universal form/handout.

### **Literacy Team Meeting 11/16/10**

**Focus:** creating graphic organizer that can be used “across the board”

#### Collective Suggestions for Organizers:

*ABCGrid*

*SG4R*

*Rock Around the Clock (p. 229)*

Carroll inquired about the description of an organizer on pp. 229 (*Rock Around the Clock*) in our packet because she thinks that organizer sounds like it will ask students to “do something [cognitively]” with what they are reading. Cunningham says she has copies of this specific graphic organizer in her other binder.

Regarding modified bell schedule, let's try to see the ten minutes as a “starting point”...even though we would like more in the future.

Bartow County School System

SG4R looks great, but we might need to modify the “look” of this form before introducing it to the faculty.

As literacy team members, let’s test run these organizers (at least twice each) in our classes and meet back in two work weeks to discuss results, ease of instructing student use, quality of student responses, etc.

We will meet on Tuesday, December 7<sup>th</sup> in B Holland’s room C302.

Literacy Team

MINUTES 10/19/2011 3:45 CONFERENCE ROOM

MEETING CALLED BY Michael Nelson

TYPE OF MEETING Informational meeting/Brainstorming

FACILITATOR Michael Nelson

NOTE TAKER Judith Cunningham

TIMEKEEPER n/a

ATTENDEES Michael Nelson, Judith Cunningham, Beth Hammond, Britt Bunkley, Clarissa Bagwell, Theresa Ford, Rebecca Tucker, Leigh Ann Carroll, Jessica Wilson, Christy Mason  
Agenda topics

INFORMATION MICHAEL NELSON

DISCUSSION Mr. Nelson told the committee about an opportunity to apply for a federal grant whose purpose is to improve the literacy rate of our school population.

CONCLUSIONS This is a great opportunity for Cass and we will start steps to apply for the grant.

SURVEY MICHAEL NELSON

DISCUSSION A survey was taken by the group. There was discussion amongst the group for each question to decide the answer questions in the survey.

CONCLUSIONS A survey will be given to the staff and faculty to measure our comprehensive literacy program and a survey will be given to certified personnel.

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
Survey dispersed to staff	Michael Nelson Michelle Herring	

Bartow County School System

Appendix K - Current Schedule

**2011-12 BELL SCHEDULES**

Regular Bell Schedule		
	Start	End
Locker Bell	8:00	
1st	8:12	9:09
2nd	9:13	10:00
3rd	10:11	11:01
4th	11:07	12:37
Lunch A	11:01	11:31
Lunch B	11:31	12:01
Lunch C	12:01	12:31
Literacy	12:37	12:47
5th	12:53	1:43
6th	1:49	2:39
7th	2:45	3:35

Senior Bell /Announcements at 3:33

1:30 p.m. Release Bell Schedule		
	Start	End
Locker Bell	8:00	
1st	8:12	8:49
2nd	8:53	9:24
3rd	9:30	9:59
5th	10:00	10:34
6th	10:40	11:09
4th	11:13	12:43
Lunch A	11:09	11:39
Lunch B	11:39	12:09
Lunch C	12:09	12:39
Literacy	12:43	12:53
7th	1:01	1:30

Ten-minute Advisement Schedule		
	Start	End
Locker Bell	8:00	
Advisement	8:12	8:22
1st	8:28	9:22
2nd	9:28	10:15
3rd	10:21	11:08
4th	11:14	12:38
Lunch A	11:08	11:38
Lunch B	11:38	12:08
Lunch C	12:08	12:38
Literacy	12:44	12:54
5th	1:00	1:47
6th	1:53	2:40
7th	2:47	3:35

Advisement Bell Schedule		
	Start	End
Locker Bell	8:00	
1st	8:12	9:03
Advisement	9:09	9:39
2nd	9:45	10:29
3rd	10:35	11:19
4th	11:25	12:49
Lunch A	11:19	11:49
Lunch B	11:49	12:19
Lunch C	12:19	12:49
Literacy	12:55	1:05
5th	1:11	1:55
6th	2:01	2:45
7th	2:51	3:35

Activity Bell Schedule		
	Start	End
Locker Bell	8:00	
1st	8:12	8:59
2nd	9:00	9:46
3rd	9:52	10:33
5th	10:39	11:20
4th	11:26	12:50
Lunch A	11:20	11:50
Lunch B	11:50	12:20
Lunch C	12:20	12:50
Literacy	12:56	1:06
6th	1:12	1:53
7th	1:59	2:40
Activity Period	2:40	3:35

**Appendix M- Budget Summary**

<b>Georgia Striving Reader Subgrant</b>	
<b>Budget Breakdown and Narrative</b>	
Function Code 1000 - Instruction	Year 1
Object Codes	Amount Budgeted
300 - Contracted Special Instructors Trainers for Explicit Strategy Instruction Teaching Vocabulary Trained trainers in Strategy Instruction Technology Instruction	80,000 30,000 20,000
610 - Supplies	
611 - Technology Supplies Interactive response systems 45 classroom sets Interactive devices 1 per student	
612 - Computer Software Direct, explicit Tier 4 reading program	45,000
615 - Expendable Equipment	
616 - Expendable Computer Equipment	
641 – Textbooks Tier 3 scientifically evidence-based intervention	6,000
642 - Books and Periodicals Materials for Professional book studies School memberships in professional organizations	4,000
Function Code 1000 - Instruction Narrative:	
Function Code 2100 - Pupil Services	Year 1
Object Codes	Amount Budgeted
300 - Contracted Services Contracted consultant for Tier 4 intervention Program Consultant for Tier 3 intervention	12,000
520 - Student Liability Insurance	
580 - Travel	
610 - Supplies	

Bartow County School System

641 - Textbooks	128,000
642 - Books and Periodicals High interest, diverse nonfiction texts and periodicals	50,000
Function Code 2100 - Pupil Services Narrative:	
Function Code 2210 - Improvement of Instructional Services	Year 1
Object Codes	Amount Budgeted
113 - Certified Substitutes 2 per teacher per year	54,000
114 - Non-Certified Substitutes	
116 - Professional Development Stipends \$75.00 per day / 2 days training in summer per teacher	54,000
199 - Other Salaries and Compensation	
200 - Benefits	
300 - Contracted Services Coaching for Tier 3 intervention	5,000
580 - Travel lodging, food, and for summer SRCL Training	37,800
610 - Supplies	
810 - Registration Fees for Workshops for summer SRCL training	27,000
Function Code 2210 - Improvement of Instructional Services Narrative:	
Function Code 2220 - Educational Media Services	Year 1
Object Codes	Amount Budgeted
610 - Supplies	10,000
642 - Books and Periodicals, including etexts	150,000
Function Code 2220 - Educational Media Services Narrative: The number of books and multiple modes of print materials in the media center, focusing on nonfiction and popular teen literature, is not sufficient to support diverse reading levels.	
Function Code 2500 - Support Services - Business	Year 1
Object Codes	Amount Budgeted
148 - Accountant	
200 - Benefits	
300 - Contracted Services	

Bartow County School System

580 - Travel	
880 - Federal Indirect Costs	
Function Code 2500 -Support Services - Business Narrative:	
<b>Total Budget for Year 1</b>	<b>\$ -</b>