

**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>Number of schools</b> 10	<b>Name:</b> Dr. John Harper	<b>Position:</b> Superintendent
	<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: \_\_\_\_\_

Bartow County School System



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

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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.

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.

## **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.

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.

### **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.

## Bartow County School System

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.

## **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.

## Bartow County School System

- 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.

Bartow County School System

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%

**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.

### **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.

## Bartow County School System

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	←————→								

Bartow County School System

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

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.

**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)**

Bartow County School System

**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)

	<b>Title Funds – FY 2012</b>	<b>Title II Funds – FY 2012</b>
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

**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

- 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”

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.

## Bartow County School System

- 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.

**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>• Ipads/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>• Ipads to be compatible</li> </ul>	<ul style="list-style-type: none"> <li>• just about done</li> <li>• budget</li> </ul>

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.

## Bartow County School System

- 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 sent letters to show community focus on literacy.

The grant is addressing all needs.

Bartow County School System

**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%)

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 11% 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
Kindergarten						
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
First Grade						
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
Second Grade						
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
Third Grade						
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		
Fourth Grade						
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		
Fifth Grade						
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.

- 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

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

Bartow County School System – Cass Middle School

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 Middle School’s Striving Readers Grant**

### *School History*

Cass Middle School one of four middle schools that make up the Bartow County School System (BCSS) and is one of two middle schools that feed into Cass High School. The Cass Middle has a total enrollment of 1028 and a demographic student make up that is 75.3% white, 12% African American, and 11% Hispanic. Cass Middle serves a population that is 63.32% economically disadvantaged (ED) and has a special education population of 10.5%.

### *The Administrative and Teacher Leadership Team*

At Cass Middle the administrative team consists of Principal Kristy Arnold and Assistant Principals Donnie Denson, Cindy Poteet, and Gregg Hedden. All four school leaders hold post-secondary degrees in Administrative Leadership. The school’s leadership team consists of all academic and exploratory department heads, all committee chairs, the media specialist, the RTI coordinator, the lead teacher for the Exceptional Education department, and all four administrators. **(See Appendix A)**

The Leadership Team meets monthly for the purpose of reviewing the school’s improvement plan. Decisions regarding instruction and interventions are based on data review, and adjustments are made to unit plans and classroom instruction.

### *Past Instructional Initiatives*

In the last three school years, the Bartow County School System has worked on vertical and horizontal curriculum alignment in middle schools throughout the system. Teacher committees worked to develop common curriculum maps, units, and assessments for all academic subjects. Those same teachers then redelivered information to all teachers at each of the schools.

## Bartow County School System – Cass Middle School

Bartow County has also committed to training within standards-based classrooms in the last three years. Rubrics were constructed to demonstrate appropriate evidence-based strategies, and all teachers were trained in implementation of an effective standards-based classroom. Focus walks were conducted to monitor the progress of implementation at each school.

We began offering professional development in researched based instructional strategies to address the needs of students identified through the RTI process. Teachers worked with the system level specialist in RTI and developed processes for identifying specific needs and appropriate interventions at each level of the RTI pyramid.

For the past three years, Cass Middle has implemented Read 180 as a reading intervention for students in need of additional help. Students participating in this program attend this class daily during one of their connections classes in addition to their grade level reading course. Read 180 provides each student with personalized instruction through adaptive instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. Progress was monitored on each student in the program.

Two years ago, Cass Middle implemented the Read to Achieve intervention for identified students. This course was offered in lieu of the regular reading class. Students participated in this course for a length of 60 minutes daily. Read to Achieve provides instruction in comprehension strategies that students can apply to content area classes such as texts, comprehension, decoding, vocabulary, and fluency.

### *Current Instructional Initiatives*

Cass Middle School continues to align curriculum and revise curriculum maps and units. A focus on standards-based classrooms is the expectation for all teachers as well. The RTI process continues to identify Tier 2, 3, and 4 students and provide individual interventions as

needed. This year, Cass is continuing with the Read 180 intervention along with the Read to Achieve reading courses for Tier 2 and 3 students.

*Professional Learning Needs*

Scientific evidence-based strategies for vocabulary and comprehension continue to be a need at Cass Middle. Our local school Needs Assessments Survey indicated that we need more training in supplemental resources in order to plan appropriate instruction and differentiate curriculum for all students. Sixty-three percent of teachers did not feel adequately trained in intervention literacy strategies. Additional training in strategy instruction, vocabulary, and content literacy strategies are the strongest areas of needs. All teachers use strategies, however, the needs assessment shows they are very inconsistent in which literacy strategies they understand and implement. A need exists for a comprehensive training in reading strategies so that all teachers use the same routines and language when integrating strategies into content area instruction.

*Need for a Striving Readers Project*

To keep up with our rapidly changing world, students must be able to retrieve and understand information and then disperse that learning through writing and a growing array of other delivery modes. The Striving Readers Comprehensive Literacy project will enable us to provide interactive boards to all instructors. Technology is a major need for our school. While we have interactive boards in math classrooms, there are very few in the reading and English classrooms. There is a need for training to utilize the boards, document cameras, student response systems, as well as to provide access to laptop computers so that students can use the technology. Because 63.3% of the students are economically disadvantaged, we conclude that there is limited access to technology out of school. Presently, limited integration and access to

current technological devices to support instruction and differentiate based on student needs 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 know how to type a report, but need to understand how to use the tools to communicate effectively, to conduct and report research, and to collaborate as a member of a community of learners. A need exists for students to access text electronically through interactive devices.

Cass Middle is located in a rural area with 63% of our students economically disadvantaged. Unemployment in Bartow County is over 13%. The majority of our students have limited access to resources, such as, the public library and museums that allow the student to make world connections. The ability to use Web resources that provide virtual field trips will help in the development of needed background knowledge.

Teachers at Cass Middle feel that student's content specific vocabulary needs to improve. In order for students to meet the common core state standards for college and career readiness, a strategic plan for development of academic vocabulary is essential.

Access to diverse text supporting specifically non-fiction aligned text that corresponds to the Georgia Performance Standards in Science, Social Studies, Math and Technology is another need. The media center needs additional texts available in multiple modes which support the Common Core Georgia Performance Standards in Literacy and Math as well as, the Georgia Performance Standards in Science and Social Studies.

### **School Literacy Team**

#### *Literacy Team Structure*

- The Literacy Team (**See Appendix B**) at Cass Middle School was convened three years ago and focused on vertical teaming and alignment of curriculum. The focus has expanded to include the 25 Book campaign. The team is composed of at least one

classroom teacher from each grade level, the Title I reading teacher, the media specialist, a special education teacher, an assistant principal, and the principal.

#### *Literacy Team Schedule*

- The Literacy Team meets on a monthly basis after school.

#### *Literacy Team Initiatives*

- Cass Middle Literacy Team has focused its efforts around the 25 Book standard, as outlined in the Georgia Performance Standards.
- This year the Literacy Team distributed a Needs Assessment for Classroom Teachers (**See Appendix C**) as well as a School Level Needs Assessment (**See Appendix D**).

### **Analysis and Identification of Student and Teacher Data**

#### *Teacher Professional Learning Needs*

Scientific evidence-based strategies for vocabulary and comprehension continue to be a need at Cass Middle. Our local school Needs Assessments Survey indicated that we also need more training related to supplemental resources in order to plan appropriate instruction and differentiate curriculum for all students. A need exists for a comprehensive training in reading strategies so that all teachers use the same routines and language when integrating strategies into content area instruction.

#### *Curriculum Needs*

Although we have some interventions, we have very limited number of materials to support effective delivery of interventions. The interventions are only as successful as the fidelity with which they are implemented. Teachers need to begin to assume responsibility for providing Tier 2 interventions in class before referring them for outside support. Until ownership of this responsibility is fully understood and practiced, interventions may not be as successful as studies may indicate. For this reason, we need not only to identify and purchase sufficient intervention materials aligned to student needs, but must provide training so that teachers feel they can use

them with fidelity. Without this curriculum change, we are concerned we will be unable to improve student achievement.

*Technology Needs*

- Technology needs to be updated to reflect the most recent versions of Shockwave and Adobe. This will enable teachers to access and use the e-components that support Read to Achieve and Read 180.
- Interactive boards need to be purchased for all classrooms that do not currently have one.
- Other technology needs include two or more classroom sets of laptops per grade level for checkout as portable labs to ensure adequate access to the e-suite materials that support the content literacy strategies in the classroom.
- Electronic document cameras and projectors (Electric Light Magnifying Objects) are needed to facilitate student engagement and improve instructional rigor. These will allow an image to be captured and saved to a laptop so that it may be used for instructional purposes. As the Common Core Georgia Performance Standards are rolled out, this technology will be important for sharing and analyzing student work at the classroom and grade level. Rigor of student work is increased as students can actively show their work during closing of lessons and lesson segments. This affords students the opportunity to effectively engage in reciprocal teaching using multiple modes.
- Computers in our school are over eight years old. Classrooms currently have at least one computer. Some classrooms have two computers; however, they do not have the upgrades to run current programs. Each classroom needs a minimum of six or more computers in order to engage students in multiple activities with multiple modes of text during content instruction.

**This application includes a completed student data table as described the in grant application that clearly documents the following:**

**a. School student CRCT data**

**CRCT 2010 – 2011**

2010-2011	ELA	Reading	Science	Social Studies	Math
6th grade					
Meet	57%	54%	56%	37%	52%
Exceed	27%	37%	14%	30%	23%
Does Not Meet	16%	9%	30%	32%	25%
7th grade					
Meet	63%	71%	52%	38%	51%
Exceed	31%	20%	28%	42%	38%
Does Not Meet	6%	9%	20%	20%	11%
8 <sup>th</sup> grade					
Meet	55%	66%	53%	49%	58%
Exceed	33%	30%	14%	18%	16%
Does Not Meet	12%	4%	32%	33%	26%

**b. School High School Graduation data: N/A**

**c. Early Learning Readiness: N/A**

**d. Disaggregation of data in subgroups (See Appendix F)**

- Ninety-three percent of students either met or exceeded in Reading on 2010-2011 CRCT. Over the last four years, a higher percentage of Cass Middle students have either met or exceeded the reading standards when compared to Bartow County and the State.
- Students with Disabilities (SWD) subgroup did not meet state expectations with only 29% of students meeting the standard.
- Only 21% of non-gifted students exceeded in Reading.
- Only 37% of SWD students met or exceeded in Science and 35% SWD met or exceeding in Social Studies.
- Thirty-seven percent of Economically Disadvantaged did not meet standards in Science and Social Studies.

**e. Teacher retention data**

- Cass Middle enjoys an above average teacher retention rate. Over the past five years, Cass has averaged 90% in teacher retention.

<b>Teacher Retention – Cass Middle</b>				
2007	2008	2009	2010	2011
88%	87%	86%	90%	94%

**f. Teacher participation in professional learning communities or ongoing professional learning at the school. See Appendix G**

**Needs Assessment**

The process for determining the school's / center literacy need was clearly articulated, including:

- **A description of the materials used in the need assessment.**
  - E-survey regarding Classroom Literacy Needs Assessment
  - E-survey regarding School Level Literacy Needs Assessment
  - Annual summative data (CRCT, Georgia Middle Grades Writing Assessment)
- **A description of the needs assessment process.**
  - CRCT data was disaggregated and analyzed by grade to determine the state of the school.

Three different Needs Assessment Surveys (**Appendix C , D, and E**) were used: the Planning and Evaluation Tool for Effective School-Wide Reading Programs-Revised Surveys (PET-R, adapted form 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. The survey was completed by 33 faculty members at Cass Middle School. A classroom teacher needs assessment and a school level needs assessment were also conducted by the School Literacy Team. All needs assessments were distributed via email to classroom teachers and other personnel. It was

requested that all teachers complete them and return to the Literacy Team. The Literacy Team analyzed the results by grade and overall school levels. The pattern of response varied by question. It was apparent that the majority of individuals responded candidly. On the PET-R the teachers identified a need for support in identifying literacy goals, in using assessment data, and in providing evidence-based literacy instruction.

- **A listing of individuals who participated in the needs assessment**
  - All certified staff (**Appendix H**)
- **Analysis of needs assessment**
  - The major finding of the needs assessments was that a substantial number of respondents, between 30% and 50%, consistently indicate that they have only some or no knowledge of pre-assessing comprehension, assessing growth in comprehension, and in vocabulary strategies. Although teachers recognize the importance of content literacy strategies, they can not effectively incorporating them into the classroom.
  - We anticipate that the change to the Common Core Georgia Performance Standards, specifically the change from the CRCT to the new assessment supporting the CCGPS, will require the ability to integrate and evaluate content, delineate and evaluate arguments and specific claims in a text, and analyze across similar themes or topics to build knowledge and compare approaches authors take. Moreover, students will need the ability to argue using valid reasoning, providing sufficient evidence to support claims, as well as, produce writing pieces that convey their perspective.

### **Areas of Concern**

#### **The Application:**

- a. **Clearly identifies the areas of concern as they relate to researched-based practices found in the “What” document.**
  - **Area of Concern 1: Comprehension across the board for all students** (Georgia What, pages 13-14)
  - **Area of Concern 2: Lack of screening and progress monitoring assessments** (Georgia What, pages 11-12)
  - **Area of Concern 3: Students with disabilities are not performing at grade levels.** (Georgia What, page 16)
  - **Area of Concern 4: Readiness for Common Core Georgia Performance Standards, particularly college and career readiness.** (Georgia What, pages 7-10)
- b. **Identifies the specific age, grade levels, or content areas in which the concern originates.**
  - **Area of Concern 1: Comprehension across the board for all students** (Georgia What, pages 13-14); This concern applies to all students at Cass Middle School in History / Social Studies, Science, technological subjects as well as English Language Arts. Data supporting this concern includes state outcome assessment data, high school graduation rate of students at Cass High, benchmarks, state writing test scores and analysis of student mastery of the common core state standards.
  - **Area of Concern 2: Lack of screening and progress monitoring assessments** (Georgia What, pages 11-12) Currently this concern applies to all Tier 1 students. While students in Tiers 2, 3

and 4 are screened three times a year using the Scholastic Reading Inventory, we have no screener for Tier 1, which is approximately 85% of each grade level.

- **Area of Concern 3: Students with disabilities are not performing at grade level.** (Georgia What, page 16) Georgia Department of Education set the annual measurable objective for the statewide achievement test for middle school reading and English at 80% for 2011 and increases it to 86.7% for the 2012 school year. Traditionally, Cass has met the annual measurable objective in reading and English every year. For the first time, in 2011, Cass Middle students were not able to achieve the English and reading goal of 80%, nor were we able to make the objective through the confidence interval or safe harbor. Given the increasing annual measurable objective over the next three years that will culminate with a goal of 100% of students meeting this objective, it is imperative that content literacy become a focus for Cass Middle. (See Appendix I)
  - **Area of Concern 4: Readiness for Common Core Georgia Performance Standards, particularly college and career readiness.** (Georgia What, pages 7-10) This area of concern applies to all Cass Middle Students in all academic areas, especially reading and comprehension of informational texts. Students must be able to draw conclusions, cite textual evidence and summarize findings effectively.
- 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: Comprehension across the board for all students** (Georgia What, pages 13-14) This year the Language Arts block of time has been separated into two distinct courses of English and Reading. The reading course is dedicated to improving student mastery of literacy concepts by incorporating best practices and comprehension strategies.
  - **Area of Concern 2: Lack of screening and progress monitoring assessments** (Georgia What, pages 11-12) Current progress monitoring and screening is limited to annual summative testing data for tier 1 students (approximately 85% of students). Scholastic screening and academic probes are administered to students identified through the Response to Intervention program as Tier 2, 3 and 4.
  - **Area of Concern 3: Students with disabilities are not performing at grade levels.** (Georgia What, page 16) Tier 4 students that are not performing at grade level are receiving additional instruction and resources through the exceptional education program based on their Individual Education Plans.
  - **Area of Concern 4: Readiness for Common Core Georgia Performance Standards, particularly college and career readiness.** (Georgia What, pages 7-10) Tier 2 and 3 students in all grade levels receive an additional 45 minutes of reading instruction through Scholastic Read 180. These students are also enrolled in Read to Achieve. This course is in lieu of the regular reading course and focuses on information reading strategies.

#### Root Cause Analysis

**The application clearly defines:**

- a. **The root or underlying causes of the areas of concern found in the needs assessment**
- Grade level appropriate literacy strategies are not taught consistently across the curriculum.
  - Content area teachers lack knowledge of content literacy instructional strategies.

- Integrating and evaluating content in diverse media formats is not a focus in the content classrooms.
  - Minimal expectations of students mastery is often present in classroom (Level 1 questioning and assessments are used)
  - Limited number of current informational texts available for students and teachers to access.
  - There are inadequate nonfiction resources that align to the content standards.
  - Although students not at grade level are identified, details of the specific area of deficiency are not evident. (i.e. fluency, comprehension)
- b. The specific grade levels that are affected.**
- All Cass Middle students in grades 6 through 8 are affected.
- c. A specific rationale for the determination of the cause.**
- Curriculum rationale - Although the majority of our students meet or exceed on the statewide achievement testing in reading and English, the number of students that exceed in these areas is lower than desired. Additionally, the number of students that meet or exceed in History/Social Studies and Science is traditionally lower than the other areas. We believe these results show that although students may be fluent in reading, they are not literate, particularly with informational texts.
  - Professional Learning rationale – Seventy-three percent of the teachers do not feel adequately trained in intervention literacy strategies and about 46% do not feel adequately trained in content literacy strategies. This implies that students are not being taught reading content area texts skillfully. Almost 50% of teachers believe we are not meeting the content literacy needs of most students in this school. Integration of these strategies is not consistently evident during observations, focus walks, and administrative walk through observations. A need exists for a comprehensive training in reading strategies so that all teachers use the same routines and language when integrating strategies into content area instruction.
  - Resources rationale - We have class sets of books, but we also need access to nonfiction texts that support the Common Core Georgia Performance Standards and the GPS that are current with information. There are limited technology resources available to teachers and students in the content areas; one computer lab in school and one wireless check out cart for school. Research indicates that failure to educate students in appropriate use of technology will inhibit their future success. Students know how to type a report, but need to understand how to use the tools to communicate effectively, to conduct and report research, and to collaborate as a member of a community of learners. A need exists for students to access text electronically via interactive devices.
- d. What has been done in the past to address the problem.**
- Implementing Response to Intervention has allowed for the initial identification of students that struggle in reading.
  - Teacher awareness of Lexile levels and interventions offered has increased through professional learning opportunities in literacy interventions (Read 180, Read to Achieve)

## Bartow County School System – Cass Middle School

- Standards based classrooms and lessons are incorporated more consistently across the content areas with focus on performance standards and formative assessments.
- Additional time for Tier 2 and Tier 3 students in reading has been built into the daily schedule.
- This year the Language Arts block of time has been separated into two distinct courses of English and Reading.

### **e. New information the needs assessment uncovered.**

- Content area teachers are not adequately trained in content literacy strategies.
- Literacy screening for all students is not available.
- Interventions are not being implemented with fidelity.
- The lack of technology has a direct impact on student achievement in the content area with regards to access to current informational texts.
- Content teachers assumed that fluency as the same as literacy. This lead to minimal expectations in the way students demonstrated their mastery of the standards.

## School Literacy Team

### **This application includes:**

**a. A listing of the members of the site based literacy team.**

- The team is composed of at least one classroom teacher from each grade level, the Title I reading teacher, the media specialist, a special education teacher, the assistant principal, and the principal. (**Appendix B**)

**b. The function of the site based literacy team in terms of the needs assessments.**

- The Literacy Team at Cass Middle School was convened three years ago and focused the implementation of the new core reading program. Vertical teaming and alignment of curriculum was the initial focus of the team. Alignment of the Cass reading curriculum with the district curriculum was important due to the transient population at our school. The focus has expanded to include the 25 Book campaign.
- The Literacy Team meets on a monthly basis after school.
- Literacy Team Initiatives.
  - Cass Middle Literacy Team has focused their efforts around the 25 Book standard, as outlined in the Georgia Performance Standards.
  - This year the Literacy Team distributed a Needs Assessment Survey for Classroom Teachers (**Appendix D**) as well as a School Level Needs Assessment Survey (**Appendix E**).
  - The team’s future focus will be the development and implementation of the Striving Readers Comprehensive Literacy Grant.

**c. Minutes of the meetings of the site-based literacy team. (See Appendix J)**

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

- Minutes of the Literacy team meetings are distributed to the staff
- Literacy team member works with Leadership and Administration teams to guide decision making.
- Distribute and analyze literacy Needs Assessments as requested.

## Project Goals and Objectives

### **The application includes:**

- a. A clear list of project goals directly related to the identified needs.**
- b. A clear list of project objectives that relate to implementing the goals identified.**
- c. The research-based practices in the “What and Why” document as a guide for establishing goals and objectives.**
- d. Considers practices already in place when determining goals and objectives.**
- e. Goals to be funded with other source**

<b>Goals</b>  (see a.)	<b>Objectives</b>  (see b.)	<b>Research-Based Practices</b>  (see c.)	<b>Current Practices in Place</b>  (see d.)	<b>Funded from Other Source</b>  (see e.)
To increase literacy comprehension in all content areas.	Train teachers in evidence-based literacy practices.  Provide high quality instruction in vocabulary & comprehension using informational texts.  Extended time for literacy.	Intensive Writing  Students will write about the texts they read in all content areas.  Students will access a global community to read and comprehend complex literary and informational texts.	Offer additional reading instruction and resources to Tier II, III, and IV students.	No initiatives
Improve comprehension commensurate with Anchor Standards for College & Career Readiness	Provide students with sufficient experiences reading content texts  Provide teacher training in explicit literacy strategies that support core and content reading  Provide classrooms and media center with multiple modes of non-fiction text aligned to content standards  Provide school wide access to 21 <sup>st</sup> century technology resources	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.  Direct instruction, modeling, and practice (reading comprehension strategies)  Use of writing (to extend and reinforce reading)  Use of technology (to reinforce skills and keep students motivated)  Structuring content area  (instruction of reading assignments)	Teachers implement scientifically evidenced- based core (first year)	No initiatives

Increase student achievement in grade level literacy standards.	Improve student comprehension skills so that all students exit grade level at or above state benchmark levels.	Differentiation of instruction based on student needs within the core.  Progress monitoring supported by tiered interventions.  Use of appropriate, formal, formative and summative assessments.	Progress monitoring	No initiatives.
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**Scientific, Evidence-based Literacy Plan**

**This application:**

**a. Proposes a plan to implement the goals and objectives identified**

- College and Career Readiness Anchor Standards for reading from Common Core Georgia Performance Standards.
  - Key Ideas and Details: To ensure students are proficient in the areas delineated in the College and Career Readiness Anchor Standards for reading, writing, speaking, listening and language. Cass Middle School will take the following steps.

**b. Establishes who will implement**

**c. Clearly defines what will take place in the project based on the “What” document**

Goal 1: Increase literacy comprehension in all content areas. Improve student achievement in content literacy through scientifically evidence-based comprehension strategies and instructional routines.				
Action (See c)	Activities (See c)	Resources (See f)	Person Responsible (See b)	Evidence
Teachers will be trained in evidenced based literacy practices.	- Students will write responses to informational texts.	Substitute teachers to be used in lieu of teachers at training.	Administration  Classroom teachers	Benchmarks  Written Responses
Content literacy strategies will be incorporated into lessons plans daily for Science	- Students will integrate and evaluate information that is presented	Lesson Plan / Rubric that will assess the writing responses.		Administrator observations – focus walks

and History / Social Studies classes.	through diverse media.	Class sets of information texts		
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Goal 2: Improve comprehension commensurate with Anchor Standards for College & Career Readiness				
Action (See c)	Activities (See c)	Resources (See f)	Person Responsible (See b)	Evidence
<p>Provide students with sufficient experiences reading informational texts</p> <p>Provide common language and scientifically evidence based strategy instruction</p> <p>Provide classrooms and media center with multiple modes of non-fiction text aligned to content standards</p> <p>Provide school-wide access to 21<sup>st</sup> century technology resources</p>	<p>Provide grade level training and coaching in explicit literacy strategies incorporated in the core</p> <p>Provide content teachers with training in strategic instruction model content enhancement routine strategies</p> <p>Purchase classroom libraries with multiple modes of non-fiction texts</p> <p>Provide teacher training in Common Core Georgia Performance Literacy Standards</p> <p>Equip classrooms with computer work stations and student response systems</p> <p>Equip grade levels with two portable computer labs for check out</p>	<p>Staff development</p> <p>Program/Training materials</p> <p>Substitute teachers</p> <p>Interactive devices for multiple modes of diverse media</p> <p>Student response systems</p> <p>Mobile computer labs</p>	<p>Administration</p> <p>Classroom teachers</p> <p>Technology support specialist</p>	<p>Sign in sheets / PLU's for staff development</p> <p>Administrative focus walks</p>



Goal 3: Increase student achievement in grade level literacy standards.				
Action (See c)	Activities (See c)	Resources (See f)	Person Responsible (See b)	Evidence
<p>Raise the percentage of students that met/exceed in areas of Science and History / Social Studies.</p> <p>Provide more dedicated time to include literacy content strategies</p>	<p>Teachers will instruct a literacy strategy daily in all core areas.</p> <p>Students will write across the curriculum and provide written responses to informational text.</p> <p>Comprehension skills will be assessed a minimum of three times a year – progress monitoring</p>	<p>Professional development in content literacy instructional strategies.</p> <p>Informational texts</p> <p>Rubrics</p> <p>Benchmark assessments</p> <p>Substitute teachers</p>	<p>Administration</p> <p>Classroom teachers</p> <p>Technology specialist</p>	<p>Administrative observations of teacher practices.</p> <p>Samples of student writing.</p> <p>Statewide outcome testing data.</p> <p>Progress Monitoring data</p>

**d. Details the current instructional schedule**

- Students at Cass Middle operate on a seven period day. Students take five academic courses; English, Reading, Science, Social Studies and Math that last 60 minutes. Students also take two additional elective courses that are 45 minutes in length daily. (Appendix K)

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

- At this time, identified students receive targeted, tiered intervention in their area of need. Students who are in tier 1 are not offered any additional literacy support. Tier 2 and 3 students are placed in a reading curriculum that focuses on informational text strategies, in addition to an enrichment course of Read 180, which focuses on vocabulary and fluency. Tier 4 students are given additional time and resources as dictated by their Individual Education Plan.
- Currently, the Read to Achieve program and the Read 180 program are literacy initiatives that would be funded by other sources. In the past, we had a dedicated extended learning time of 60 minutes in literacy skills. Currently, over 110 students receive targeted, tiered intervention in their area of need. A need exists for further training in selecting and implementing interventions. Progress monitoring of the interventions needs to be a higher priority.

**f. Details the materials and curriculum used for Tier 1 instruction**

- Tier 1 students follow the Georgia Performance frameworks for Reading. They receive 60 minutes of instruction daily. The focus of the classroom instruction centers on literary elements of reading. Students explore author’s perspective and intent. Although Cass students are encouraged to participate in the 25 book campaign, there is little effort to ensure that the students are selecting texts to read that includes informational and fictional texts in a variety of genres. In the middle grades, students self select reading materials based on personal interest. Outside of the course textbook, there are a limited number of resources of informational texts available to students. The current reading benchmark is not a valid indicator of content literacy skills, which leads to not only under identified students, but also, but no specific areas to target for improved student achievement.

**g. Time, Personnel, and Strategies for Tier 2, 3, and 4 Instruction**

- Tier 2 instruction is carried out in the classroom using a variety of materials. Strategies implemented include a scientifically evidence-based tier intervention program, the intervention component of the core program, and several interventions in fluency. Title 1 personnel support the classroom teacher in Tier 2 interventions. Intervention strategies include additional time for fluency, pre-teaching and post-teaching of missing skills using the program intervention component, use of various level readers for fluency and comprehension support, and access to technology based texts and games on the core program esuite.
- Tier 3 instruction takes place in a smaller group and instruction is more intense. Instruction may take place outside of the student’s classroom. Multiple resources are available to provide Tier 3 intervention, including a recently published gold standard scientifically-evidence based intervention, as well several direct instruction programs. Students continue to receive instruction in the core using the intervention component. Students in Tier 3 are progress monitoring weekly and the information is used to plan appropriate intervention and next steps.
- 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. They receive Tier 1 instruction, modified to meet their targeted Individualized Education Plan goals, unless they are taking the GAA alternate assessment.

**h. Include a statement regarding conflict with other initiatives.**

- The core reading program and all interventions that are used at Cass Middle are 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**

**This application contains:**

- a. A general list of current classroom resources for each classroom in the school**
  - Laptop computer
  - Projector
  - White Board
  - Some rooms have an additional computer for student use
- b. A generic list of shared resources**
  - Class set of textbooks
  - Common unit plans and assessments
  - Computer lab (one for the school to check out)
  - Collaborative planning time built into daily schedule.
- c. A generic list of library resources or a description of the library as equipped**
  - A wireless notebook computer cart (one for school to check out)
  - Novel sets
  - 12 computers available for student use
  - Various periodicals, books and reference material.
- d. A list of resources needed to implement the literacy plan including student engagement**
  - Technology ( to make classrooms 21<sup>st</sup> century)
  - E-readers (to provide multiple means of current up to date informational text)
  - Training in scientific evidence based content literacy instructional strategies (training, materials to implement strategies and substitute teachers)
- e. A generic list of activities that support classroom practices**
  - Daily collaborative planning time.
  - Students arranged into teams (a school within a school)
- f. A generic list of activities that support literacy intervention programs**
  - Additional time built into schedule to allow for intervention
  - Benchmarking (for identification)
- g. A generic list of additional strategies needed to support student success.**
  - Evidence-based content literacy instructional best practices
  - Multiple means of accessing diverse media to obtain and present informational text

**Project Procedures and Support**

**a. Details a sample schedule b grade level indicating a tiered instructional schedule. (See Appendix J)**

**b. Show that students in middle school will receive 2-4 hours through the content areas.**

- Daily, each student will receive a minimum of 2 hours in literacy content strategies in reading, English, science, and history courses.
  - Reading course 60 minutes
  - English course 30 minutes
  - Science course 15 minutes
  - Social Studies 15 minutes

**c. Show a schedule that is designed for RTI**

<u>Tier 1 Schedule</u>	<u>Tier 2 Schedule</u>
Reading	Reading Core Reading Support
English	English
Math	Math
Science	Science
Social Studies	Social Studies
Band	Chorus
Careers	PE
<u>Tier 3 Schedule</u>	<u>Tier 4 Schedule</u>
Integrated reading program	Reading – supported instruction
English	English – supported instruction
Math	Math – supported instruction
Science	Science – supported instruction
Social Studies	Social Studies – supported instruction
Direct Reading Instruction	Direct Reading Instruction
PE	PE

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

**This application includes:**

- a. A table indicating the professional learning activities that staff have attended in the past year.**
- b. The number of hours of professional learning that staff have attended**
- c. The % of staff attending professional learning,**
- d. A detailed list of on-going professional learning.**

<b>Professional Learning Activities 2010 - 2011</b>		
<b>Topic</b>	<b>Hours</b>	<b>% of Staff Attended</b>
Math Vertical Alignment	40 hours	15% (7 teachers, 2 admin)
English Vertical Alignment	40 hours	15% (7 teachers, 2 admin)
Read to Achieve	18 hours	8% (4 teachers)
Gifted Endorsement	200 hours	12% (7 teachers)
Reading Endorsement	150 hours	6% (3 teachers)
Co- Teaching Instructional Strategies	1 hour weekly	100% (All teachers)
	1 hour weekly	100% (All teachers)
Response to Interventions	½ hour weekly	100% (All teachers)
Differentiation in the Classroom	4 hours a month	100% (All teachers)
Common Core State Standards		

<b>On-Going Professional Learning 2011 - 2012</b>		
<b>Topic</b>	<b>Hours</b>	<b>% of Staff Attended</b>
Depth of Knowledge	24 hours completed	25% (8 teachers, 4 admin)
Math Inquiry Workshop Model	24 hours completed	33% (12 teachers, 3 admin)
	32 hours completed	15% (7 teachers, 2 admin)
Math Vertical Alignment	1 hour a week	100% (All teachers)
Co- Teaching Instructional Strategies	1 hour a week	100 % (All teachers)
Book Study: How the Best Teachers Avoid the 20 Most Common Teaching Mistakes	1 hour a week	100% (All teachers)
Response to Interventions	½ hour a week	100% (All teachers)
Differentiation in the	16 hours completed	100% (All teachers)

Classroom		
Read 180		

**e. The preferred method of delivery of professional learning.**

- A variety of methods have been used to deliver professional development to staff at Cass Middle. Both on site and off site training has occurred with direct instruction and guided practice taking place at the training. Webinars, train the trainer (redelivery models), book studies and videos are also methods of professional learning that have been utilized.
- Results of training seem to increase when teachers receive direct instruction as well as have more staff participation. However, the budget constraints drive the methods of professional learning with the redelivery models being the most prevalent at this time.

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

- Scientifically evidence-based strategies for vocabulary and comprehension continue to be a need at Cass Middle. Our local school Needs Assessments Survey indicated that we need more training in supplemental resources in order to plan and differentiate instruction. Sixty-three percent of teachers did not feel adequately trained in intervention literacy strategies. Additional training in strategy instruction, vocabulary, and content literacy strategies are the strongest areas of needs. All teachers use strategies, however, the needs assessment shows they are very inconsistent in which literacy strategies they understand and implement. A need exists for a comprehensive training in reading strategies so that all teachers use the same routines and language when integrating strategies into content area instruction.

**Assessment/Data Analysis Plan**

**This application includes:**

**a. A detailed listing of the school’s current assessment protocol**

<b>Students</b>	<b>Assessment</b>	<b>Purpose</b>	<b>Skills</b>	<b>Frequency</b>
All students	Benchmark Assessment	Progress Monitoring	Reading, ELA	3-4 times a year
All students	CRCT	Outcome	ELA, Reading	Once annually
Tier 2 and 3 students	Scholastic Reading Inventory	Progress Monitoring	Fluency and comprehension	Every 4-5 weeks
Tier 3 and 4 students	AIMS / WEBS	Progress Monitoring	Comprehension	Every 3 weeks
ELL	ACCESS		Language	Annually

**b. An explanation of the current data analysis protocol.**

- Classroom teachers are responsible for the universal benchmark screening of all students. Tier 2 assessments are administered and recorded by the reading teacher implementing the literacy intervention. The case managers for the individual students work with the reading teachers to manage the progress monitoring of Tier 3 and 4 students.

**c. A comparison of the current protocol with the SRCL assessment plan.**

- Administrators and teachers agree that the current universal screener for all students is not a valid indicator of literacy skills. Although fluency is measured there is a noted lack of measurement of other literacy skills. The benchmark also does not specify what area is needed to be targeted for improvement. One of the main objectives of this exercise is to research and identify a valid literacy screener and have the training and resources available to implement it to fidelity.

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

- The new assessment will be administered to all students three times a year, from September to February. Additionally, this assessment will be given to every student at the end of the year to gain baseline data for the upcoming year. It is imperative that training and technology are utilized in order this assessment to be done with as little disruption to the school year as possible.

**e. A narrative listing current assessments that might be discontinued as a result of the SRCL**

- Cass Middle will replace the current benchmark screener for Tier 1 students with a new assessment that will not only better identify students that are at risk in content literacy, but also give a targeted area to focus.

**f. A listing of training teachers will need to implement any new assessments.**

- Teachers will need to be trained in administration and results analysis of all new assessments that will be implemented. It is imperative that the teachers are trained and implementation plan be in place before the school year begins in order for the results of the assessment to be beneficial for the students, teachers and stakeholders. Results of the assessments will affect scheduling, interventions and guide instruction.

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

- All statewide testing results are given to parents. An analysis of the statewide testing results is given to stakeholders. Parents of Tier 2, 3 and 4 students are offered the results at all scheduled meetings throughout the year. All students receive their score on the universal screener. The school improvement plan also includes results of the various assessments. This plan is posted on website and is available to parents if requested. Spanish versions of the plan are also available.

**Budget Summary**

Cass Middle School will use the funds received from the Striving Readers Grant to purchase technology such as lap top computers, tablets, interactive boards, electronic texts, and electronic readers to prepare students for college and careers. A universal screener is also a major purchase that will occur.

Teacher training in content area literacy strategies will also be funded from this grant. Money will be used to pay for substitutes, pay stipends, and hire consultants for the training.

The funds from the Striving Readers Grant will be handled and monitored by the Cass Middle Leadership Team and Literacy Team.

Bartow County School System – Cass Middle School

<b>Georgia Striving Reader Subgrant</b>	
<b>Cass Middle School</b>	
<b>Budget Breakdown and Narrative</b>	
Function Code 1000 - Instruction	Year 1
Object Codes	Amount Budgeted
300 - Contracted Special Instructors	2,000
Train the Trainers for Strategy Instruction	2,899
Scholastic Reading Inventory full day training	
610 - Supplies	
611 - Technology Supplies	
Interactive response systems 45 classroom sets	
Interactive devices 1 per student	
612 - Computer Software	6,000
Direct, explicit Tier 4 reading program	8,850
Scholastic Reading Inventory (600 seats)	
615 - Expendable Equipment	76,671
37 interactive boards	left to spend on this area
37 projectors	
37 laptops to link to projectors	
616 - Expendable Computer Equipment	360,000
600 lap top computers	
641 – Textbooks	600
Tier 3 scientifically evidence-based intervention	
Ebooks	
642 - Books and Periodicals	

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Materials for Professional book studies	
School memberships in professional organizations	
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	
520 - Student Liability Insurance	
580 - Travel	
610 - Supplies	
641 - Textbooks	
642 - Books and Periodicals	
Classroom libraries for nonfiction reading	
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	
114 - Non-Certified Substitutes	
116 - Professional Development Stipends \$75.00 per day / 2 days training in summer per teacher + 3days	10,050
199 - Other Salaries and Compensation	
200 - Benefits	
300 - Contracted Services	

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Coaching for Tier 3 intervention	
580 - Travel lodging, food, and for summer SRCL Training	19,430
610 - Supplies	
810 - Registration Fees for Workshops for summer SRCL training	20,100
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, including etexts	
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>	\$ 423,329 -

## Bartow County School System

### **Appendix A - Cass Middle School Leadership Team**

- Kristy Arnold Principal
- Donnie Denson Assistant Principal
- Gregg Hedden Assistant Principal
- Cindy Poteet Assistant Principal
- Tracy Moore Counselor
- Nikki Cox 8<sup>th</sup> grade Reading teacher
- April Harris 7<sup>th</sup> grade Reading teacher
- Jamie Harrison 6<sup>th</sup> grade Reading teacher
- Marty Moore Connections teacher
- Amber Crumpton 7<sup>th</sup> Social Studies teacher
- Joe Baker 8<sup>th</sup> Science teacher
- Rhonda Craig 8<sup>th</sup> Math teacher
- Deborah Hanenkrat Media Specialist
- Teresa Gray SST Coordinator
- Katie McKenzie Lead Exceptional Education Teacher

## Bartow County School System

### **Appendix B - Literacy Team**

- Kristy Arnold                      Principal
- Cindy Poteet                      Assistant Principal
- Deborah Hanenkrat Media Specialist
- Katie McKenzie                      Lead Exceptional Education teacher
- Teresa Gray                      SST Coordinator
- Nikki Cox                      8th Grade Reading/ELA Teacher
- April Harris                      7th Grade Reading/ELA Teacher
- Jamie Harrison                      6th Grade Reading/ELA Teacher
- Harriet Windsor                      Interventionist

## Appendix C - Effective School-Wide Reading Programs Survey Results

Bartow County

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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 4 – 7 individual items within each of these six major categories.

Participants are 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 84 faculty members at the middle schools and 33 faculty members the Cass Middle 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 middle school staff:

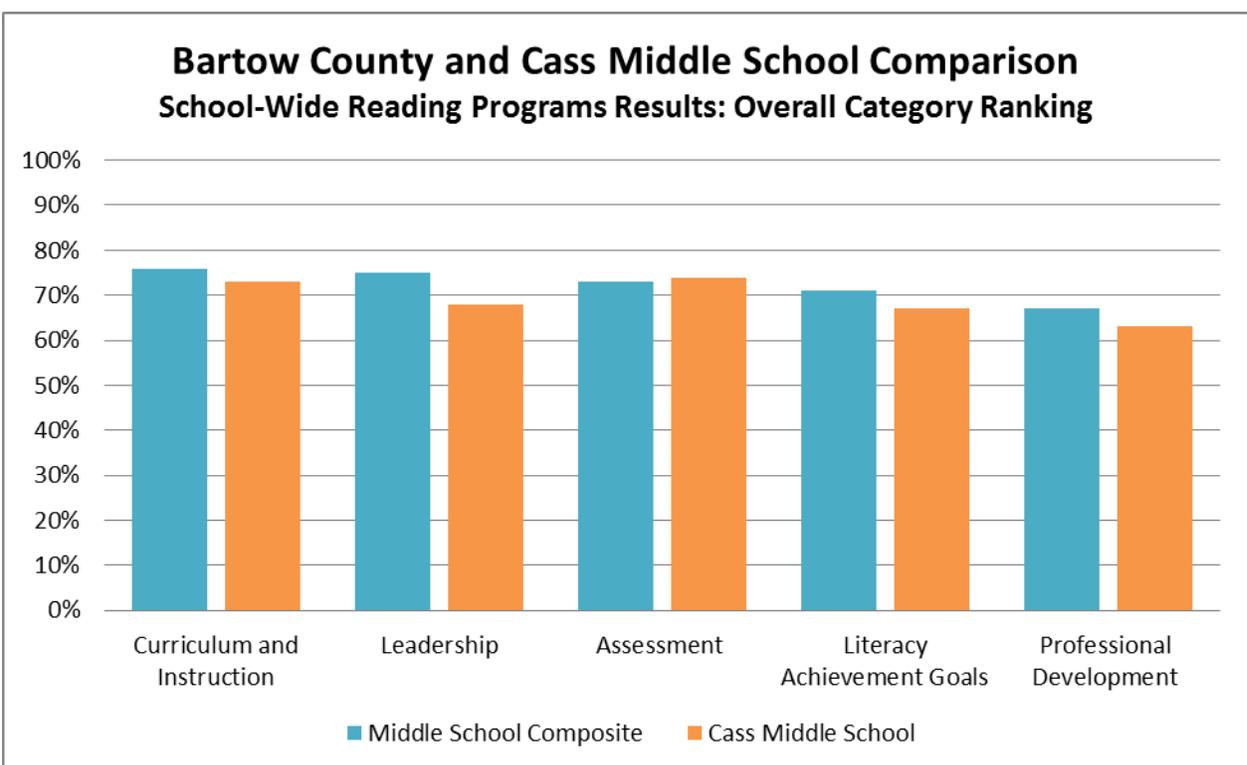
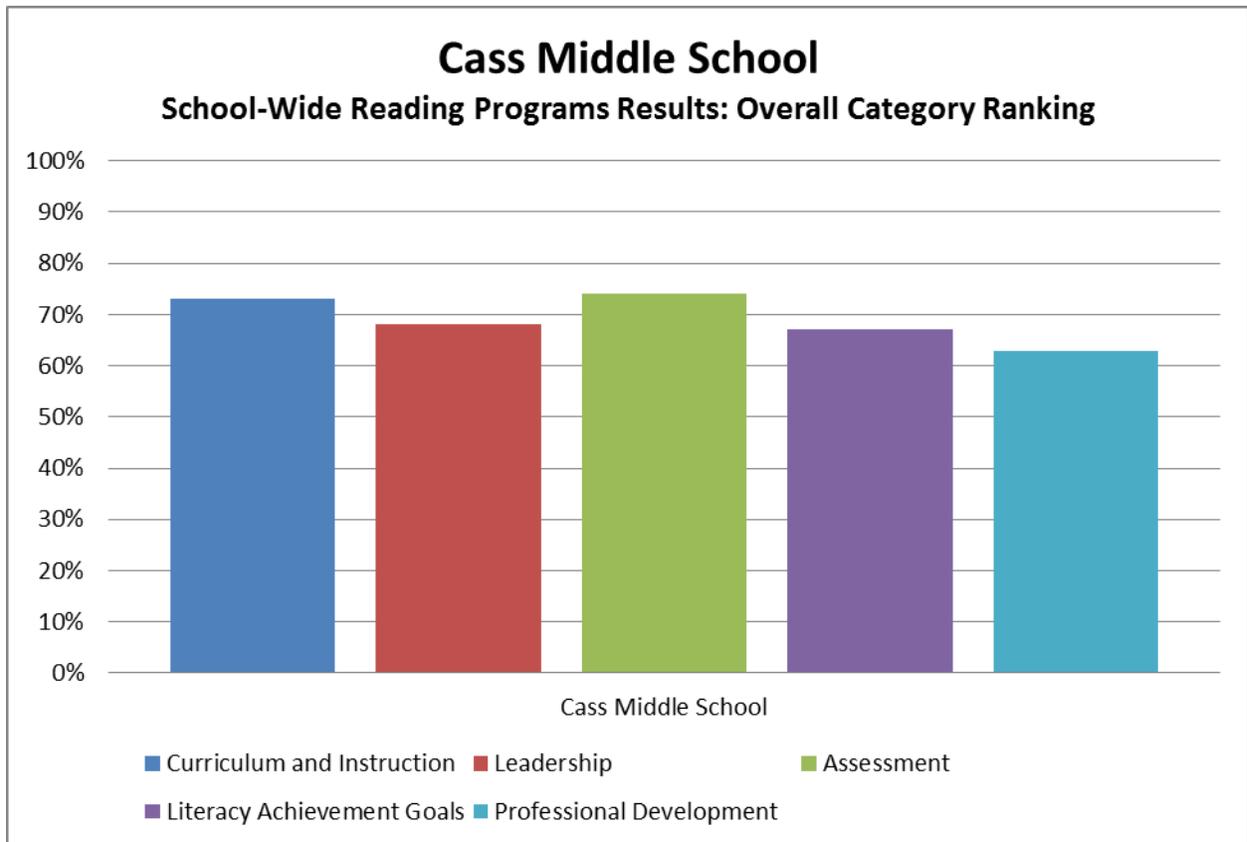
CATEGORY	Middle School Composite	Cass Middle
Curriculum and Instruction	76%	73%
Leadership	75%	69%
Assessment	73%	74%
Literacy Achievement Goals	71%	67%
Professional Development	67%	63%

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

## Bartow County School System

staff to be mostly in place. None of the categories were at the 85% mark indicating a need to address all components of language and literacy at the middle schools. There were 2 categories within 15 points of the 85% goal.

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

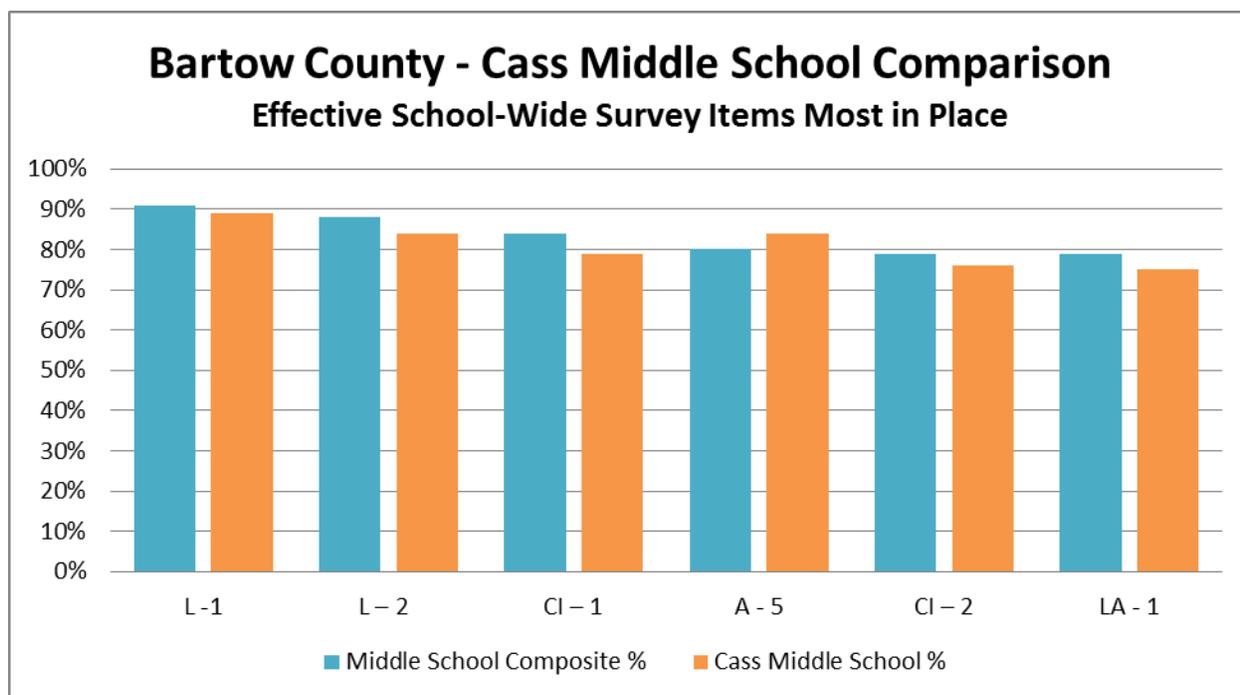


Bartow County School System

**Middle School Survey Item Analysis**

The top 6 individual items ranked by school-level faculty/staff and administrators county-wide as *most in place* in descending order are represented in the charts below::

Question	# in Survey	% in County	% in Cass MS
<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.	L - 1	91%	89%
<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.	L - 2	88%	84%
<b>Curriculum and Instruction</b> - A comprehensive or core literacy (language arts) program that includes comprehension, (literacy and expository text), vocabulary (roots, etymology, structural analysis) and writing (grammatical structure, syntax, parts of speech) is implemented school wide.	CI - 1	84%	79%
<b>Assessment</b> - There is a progress monitoring process used throughout the year to document and monitor student literacy performance.	A - 5	80%	84%
<b>Curriculum and Instruction</b> - Targeted and intensive literacy interventions are in place to support students who are not progressing adequately in the comprehensive literacy (language arts) program.	CI - 2	79%	76%
<b>Literacy Achievement Goals</b> - Goals for student achievement in literacy are clearly defined, quantifiable and prioritized at each grade level and in each content area.	LA - 1	79%	75%



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

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

Question	# in Survey	% in County	% in Cass MS
<b>Assessment</b> - All users receive training and follow-up on measurement administration, scoring, and data interpretation.	A - 4	60%	58%
<b>Literacy Achievement Goals</b> are prioritized and related to components of secondary literacy [i.e., decoding (phonemic awareness, phonics and word study), fluency, vocabulary, comprehension, and writing].	LA - 3	61%	54%
<b>Professional Development</b> - Ongoing professional development is established to support staff in the assessment and instruction of literacy.	PD - 2	62%	56%
<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.	L - 4	65%	57%
<b>Professional Development</b> - Ongoing Professional development efforts are based on the on-going building needs and explicitly linked to practices and programs that have been shown to be effective through documented scientific research.	PD - 4	65%	61%

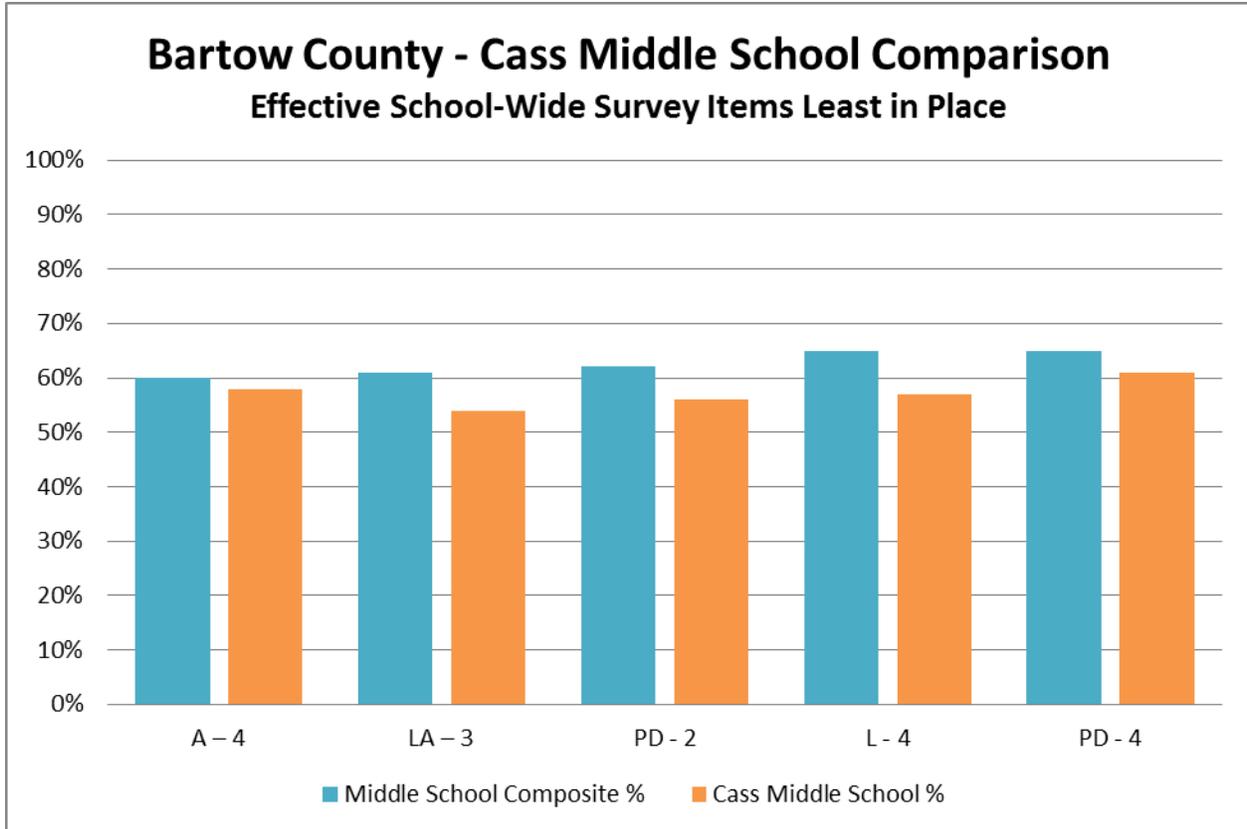


Figure C – Individual Items Least in Place

**Appendix D: Comprehensive Literacy Program Secondary School Level Needs Assessment**

School Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_

<b>Comprehensive Literacy Program: Instructional Practices</b>				
<b>Strongly Agree</b>	<b>Agree</b>	<b>Unknown/Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<p>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.</p>				
1	2	3	4	5
<p>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.</p>				
1	2	3	4	5
<p>Our school's literacy program allows for two to four hours daily of content literacy instruction and activities.</p>				
1	2	3	4	5
<p>Our school-wide literacy program embeds for writing in response to reading and learning in the content area daily.</p>				
1	2	3	4	5
<p>Our school-wide literacy program is consistent with Common Core Georgia Performance Standards for content areas, including College and Career Readiness Standards.</p>				
1	2	3	4	5
<p>The content area resources we are currently using meet the content literacy needs of most students in our school.</p>				
1	2	3	4	5
<p>Our school's comprehensive literacy program provides resources for meeting the needs of most students.</p>				
1	2	3	4	5

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

1                      2                      3                                      4                                      5

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

1                      2                      3                                      4                                      5

**Appendix E Comprehensive Literacy Program: Instructional Practices**

**Strongly Agree      Agree      Unknown/Unsure      Disagree      Strongly Disagree**

**1                      2                      3                                      4                                      5**

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

1                      2                      3                                      4                                      5

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                      2                      3                                      4                                      5

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

1                      2                      3                                      4                                      5

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

1                      2                      3                                      4                                      5

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

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1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

Comments:

**Appendix E - Needs Assessment Survey**

<b>Striving Readers Comprehensive Literacy Grant</b>				
<b>Secondary School Teacher Needs Assessment</b>				
1. Please rate the following activities in terms of how important they are for students to be successful in the courses that you teach.				
<b>Check under the indicator that reflects your rating.</b>	<b>Very Important 4</b>	<b>Important 3</b>	<b>Unimportant 2</b>	<b>Irrelevant 1</b>
Reading textbooks and/or manuals				
Reading fiction				
Reading newspaper and magazine articles				
Reading primary sources				
Reading instructions, processes, procedures				
Reading reference books				
Reading web sites				
Independent research				
2. Please rate the following content literacy activities in terms of how frequently they are part of your instruction.	<b>2-3 or more times weekly 4</b>	<b>Once a week 3</b>	<b>2 or more times a month 2</b>	<b>Less than 2 times a month 1</b>
Teacher reads aloud				
Students read aloud (whole class)				
Reading textbooks and/or manuals				
Students read aloud (small groups)				
Students read silently in class				
Students are assigned reading for homework				
Students complete reading for homework				

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Students read and answer questions from textbook				
Students read and fill out graphic organizers				
Students read and create graphic organizers				
Students write in response to reading				
Students read independent self-selected texts				
Students read aloud (small groups)				
<b>Content Literacy Activities, continued</b>	<b>2-3 or more times weekly 4</b>	<b>Once a week 3</b>	<b>2 or more times a month 2</b>	<b>Less than 2 times a month 1</b>
Students are assigned reading for homework				
Students complete reading for homework				
Students read and answer questions from textbook				
Students read and fill out graphic organizers				
Students read and create graphic organizers				
Students write in response to reading				
Students read independent self-selected texts				
<b>Reading Strategies</b>				
<b>Pre Reading Strategies</b>	<b>2-3 or more times weekly 4</b>	<b>Once a week 3</b>	<b>2 or more times a month 2</b>	<b>Less than 2 times a month 1</b>

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Activating prior knowledge				
Previewing				
Predicting				
Setting a purpose for reading				
Anticipating author's intent				
<b>During Reading Strategies</b>				
Using text structure				
Making connections				
<b>After Reading Strategies</b>				
Monitoring predictions				
Making, testing, and adjusting inferences				
Distinguishing main ideas and supporting details				
Making mental images				
Summarizing and paraphrasing				
Drawing conclusions				
3. How Often Do You Provide Direct Explanation In the Following Areas?	<b>2-3 or more times weekly</b>  <b>4</b>	<b>Once a week</b>  <b>3</b>	<b>2 or more times a month</b>  <b>2</b>	<b>Less than 2 times a month</b>  <b>1</b>
Synthesizing information				
Detecting bias				
Evaluating content				
Evaluating technique				
Identifying new learning				

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Identifying unanswered questions				
Extending and applying new understanding				
4. Please rate the following comprehension assessment activities in terms of your knowledge and understanding	Expert 4	Very Good 3	Some Knowledge 2	No Knowledge 1
Assessing reading comprehension				
Pre-assessing reading comprehension				
Assessing growth in reading comprehension				
<b>Vocabulary: Assessment and Instruction</b>				
5. Please rate the following activities in terms of frequency of use during instruction	<b>2-3 or more times weekly</b>  4	<b>Once a week</b>  3	<b>2 or more times a month</b>  2	<b>Less than 2 times a month</b>  1
Pre-assessing vocabulary				
Assessing vocabulary attainment				
Pre-teaching essential unit vocabulary				
Teaching vocabulary development: root words and affixes				
Teaching vocabulary development: context clues				
Teaching vocabulary development: dictionary work				

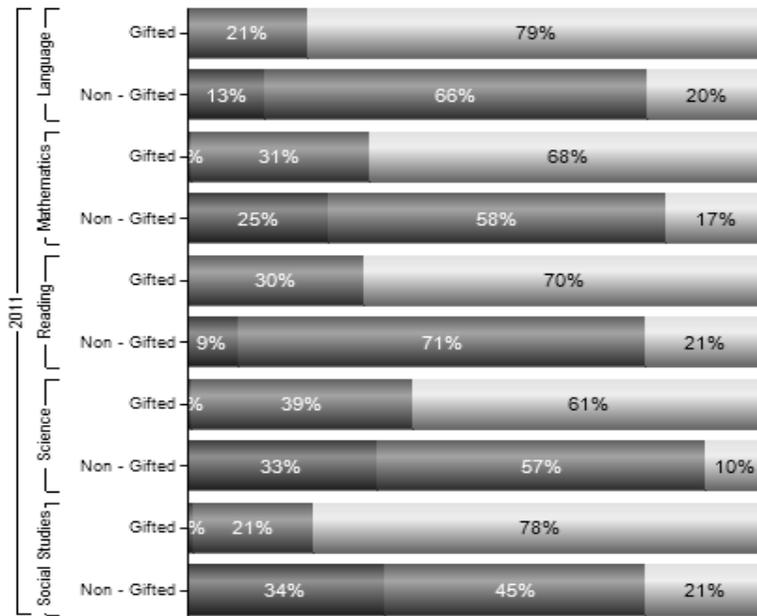
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Differentiating vocabulary instruction				
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**Appendix F**

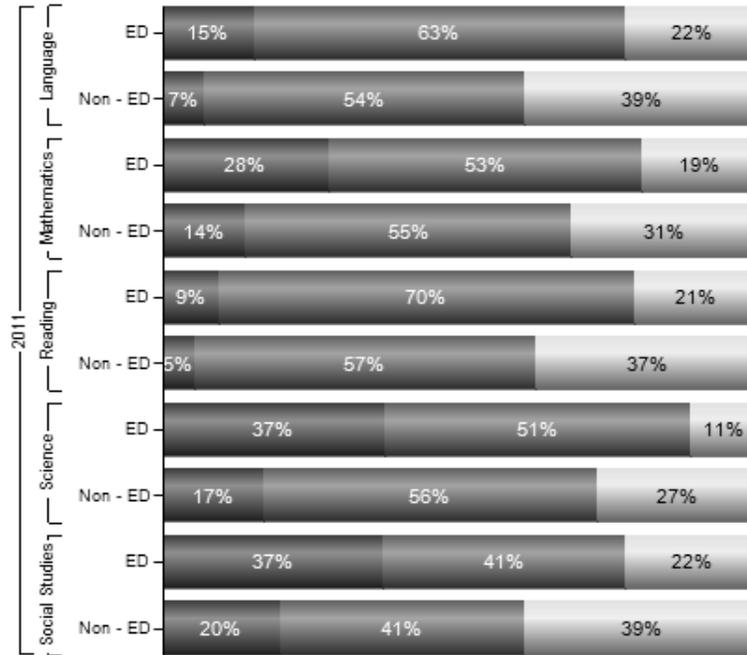
**Disaggregated Data**

**Gifted CRCT Results**

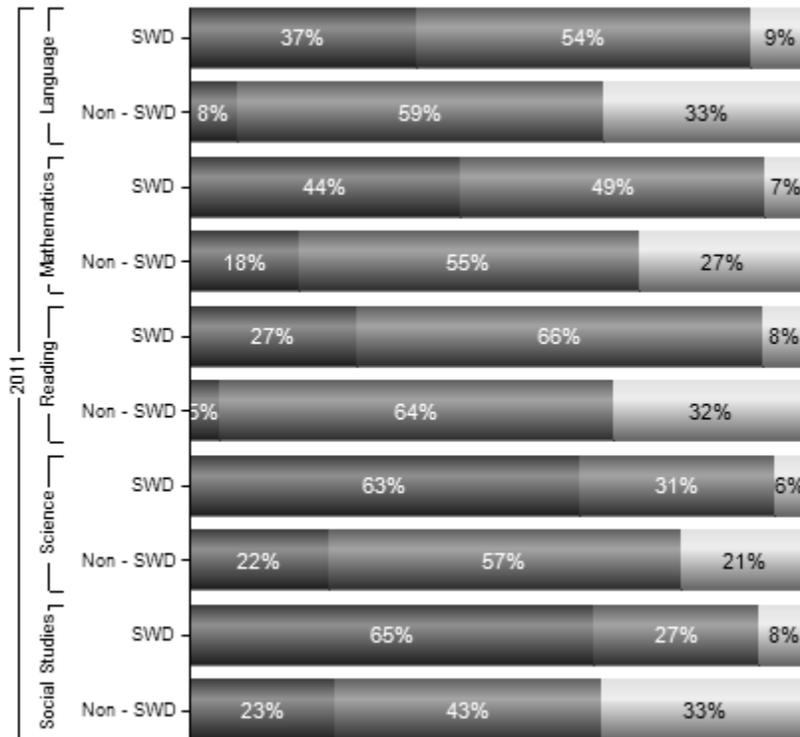


**Economically Disadvantaged CRCT Results**

# Bartow County School System



## Students with Disabilities CRCT Results



**Appendix G - Professional Development History**

<b>Professional Development – Cass Middle</b>					
<b>Year</b>	<b>Topic</b>	<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>	<b>Status</b>
2011 -2012	Depth of Knowledge	5 teachers	5 teachers	5 teachers	Currently on-going
	Math Inquiry Workshop Model	All math teachers	All math teachers	All math Teachers	Currently on-going
	Math Vertical Alignment	3 math teachers	3 math teachers	3 math teachers	Currently on-going
	Co- Teaching Instructional Strategies	All teachers	All teachers	All teachers	Completed Dec. 2011
	Book Study: How the Best Teachers Avoid the 20 Most Common Teaching Mistakes	All teachers	All teachers	All teachers	On – going through May 2012
	Response to Interventions	SST Coordinator	SST Coordinator	SST Coordinator	Sept. 2011
	Differentiation in the Classroom	All teachers	All teachers	All Teachers	Aug – Oct. 2011
	Read 180	Reading Enrichment teacher	Reading Enrichment teacher	Reading Enrichment teacher	March – May 2011
School Improvement	Leadership Team	Leadership Team	Leadership Team	June 2011	
<b>2010- 2011</b>	Math Vertical Alignment	3 teachers	3 teachers	3 teachers	January - May 2011
	English Vertical	3 teachers	3 teachers	3 teachers	August – Dec. 2010

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	Alignment				
	Read to Achieve	2 teachers	2 teachers	2 teachers	May 2011
	Co- Teaching Instructional Strategies	All teachers	All teachers	All teachers	August – May (monthly)
	Response to Interventions	All teachers	All teachers	All teachers	August – May (monthly)
	Differentiation in the Classroom	All teachers	All teachers	All teachers	August – May (monthly)
	School Improvement	Leadership team	Leadership team	Leadership team	June 2011
<b>2009 - 2010</b>	English Vertical Alignment	3 teachers	3 teachers	3 teachers	August 2009 – May 2010
	Response to Interventions	All teachers	All teachers	All teachers	August – May (monthly)
	Co – teaching Instructional Strategies	All teachers	All teachers	All teachers	August – May (monthly)
	Reciprocal Teaching	All teachers	All teachers	All teachers	August – May (monthly)

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## Appendix H - Certified Staff

<b>6th</b>	Amy Moyer	Natalie McCleary	Ann Bond
	Cheryl Watts	Cassie Pichon	Jamie Harrison
	Daniel Cowart	Sheryl Brown	Kim Rafferty
	Lindsay McFry-	Tisha Lowe	Richard Harwood

<b>7th</b>	Angela Neal	Beth Kendricks	Michelle Madden
	Hal Bierce	Greg Smith	Hannah Kilgore
	Kevin Butler	Susan Caldwell	Amber Crumpton
	Miranda James	Janet Johns	Vickie Cronon

<b>8th</b>	Tammie Stewart	Perry Rentz	Rhonda Craig
	Nikki Cox	Eric Ruggles	April Harris
	Blayne West	Pat Murphy	
	Blake Fallin	Joseph Baker	
	Nichole Woodard	Kendra Goad	

### Connections:

Casey Miller  
Joanie Catron  
Sam Edwards  
Margaret Mera  
Phyllis Bickford  
Ginger Thompson  
Teresa Gray  
Kathy White

### Special Education:

Sara Chambley  
Jennifer Bailey  
Scott Evans  
Bob Mackessy  
Heather Hill  
Clay Heath  
Eric Elrod  
Harriet Windsor

### Administrators

Kristy Arnold  
Donnie Denson  
Greg Hedden  
Cindy Poteet

### Counselors:

Tracey Moore

## Bartow County School System

Sydney Hughes

Krista Jackson

**Media Specialist**

Burt Jackson

Marie Lalla

Deb Hanenkrat

Marty Moore

Blair Mathison

Brandon McPherson

**Appendix I - Students with Disability Test Results**

8<sup>th</sup> grade  
ELA

Total Tested	34	
Meet s/ Exceeds	22	64.7%
Did Not Meet	12	35.3%

Reading

Total Tested	35	
Meet s/ Exceeds	31	88.5%
Did Not Meet	4	11.4%

7<sup>th</sup> grade  
ELA

Total Tested	24	
Meet s/ Exceeds	17	79.8%
Did Not Meet	7	21.2%

Reading

Total Tested	24	
Meet s/ Exceeds	10	41.6%
Did Not Meet	14	58.3%

6<sup>th</sup> grade  
ELA

Total Tested	24	
Meet s/ Exceeds	14	58.3%
Did Not Meet	10	41.7%

Reading

Total Tested	24	
Meet s/ Exceeds	17	70.8%
Did Not Meet	7	29.2%

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All – ELA

Total Tested	83	
Meet s/ Exceeds	54	63.8%
Did Not Meet	29	34.9%

Reading

Total Tested	83	
Meet s/ Exceeds	58	69.8%
Did Not Meet	25	30.2%

**Appendix J - Literacy Team Minutes**  
**Sample of Literacy Minutes**

September 17, 2011

**Attendance:**

All team members present

**Review of School Improvement Plan and Goals:**

School Improvement Plan was read and goals were evaluated. Student achievement from April of 2011 was discussed. The following items were noted in the discussion of student achievement:

- For first time, Reading objectives were not met in the students with disability subgroup. This was particularly noted in the 7<sup>th</sup> grade group. The vast majority of the students served in this setting did not meet state expectations on the CRCT.
- All other subgroups met the absolute bar for Reading.
- 8<sup>th</sup> grade reading, students with disability subgroup scored well above the state expectations. It was noted that 8<sup>th</sup> grade did not serve any students in reading in a resource setting.
- Goals developed by leadership team for reading for school year 2012 were appropriate.

**Writing Across the Curriculum**

It was noted that all core subjects needed to be writing across the curriculum. Five paragraph essays should be the expectation of all teachers in all academic courses. There was a standard rubric that all teachers could use to ensure consistency in grading.

**25 Book Campaign**

This incentive was put into place to meet the state's reading standard. All students are encouraged to read 25 books during the school year. Although we have many students that are participating in the program, there is little effort to ensure that students are

## Bartow County School System

reading a variety of genres (as the standard states.) Additionally, there is little follow up to assess the comprehension of the reading selections.

### **Read 180**

The courses are set up and being used in an enrichment setting during grade level connections class time. Ms. Miller is teaching all the Read 180 courses. A concern is that there is only 60 seats available for our entire school population of 1050 students. That is only 20 students per grade level. We need to find a way to purchase more seats for the students that need this intervention.

### **Read to Achieve**

This intervention is being used in the 6<sup>th</sup> and 7<sup>th</sup> grades. There are two courses being taught at each level. The course enrollment maximum is 20, which does allow Cass to obtain remedial monies for each section. This course is offered in lieu of the grade level reading course. The focus of read to Achieve is to work on literacy skills with informational texts.

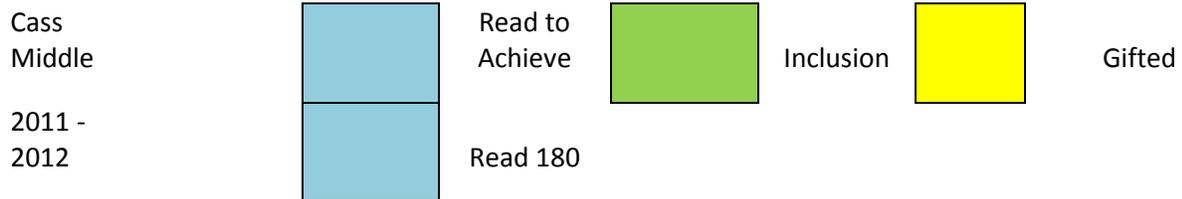
### **Curriculum Alignment**

All grade levels will use common assessments and unit plans. The benchmark used by all teachers will be the county generated benchmark answered and scored by a scantron.

**Appendix K - Instructional Schedule**  
**Bell Schedule**

6th	HR	1st	2nd	3rd	4th	5th	6th	7th
	8:00-8:20	8:20-9:25	9:25-10:30	10:30-11:35	11:35-1:05	1:05-2:10	2:10-2:50	2:50-3:35
					Lunch		Planning	
7th	HR	1st	2nd	3rd	4th	5th	6th	7th
	8:00-8:20	8:20-9:25	9:25-10:30	10:30-12:00	12:00-12:40	12:40-1:25	1:25-2:30	2:30-3:35
				Lunch	Planning			
8th	HR	1st	2nd	3rd	4th	5th	6th	7th
	8:00-8:20	8:20-9:25	9:25-10:05	10:05-10:50	10:50-11:55	11:55-1:25	1:25-2:30	2:30-3:35
			Planning			Lunch		
Connect	HR	1st	2nd	3rd	4th	5th	6th	7th
	8:00-8:20	8:20-9:25	9:25-10:05	10:05-10:50	12:00-12:40	12:40-1:25	2:10-2:50	2:50-3:35
			8th Grade		7th Grade		6th Grade	

**Master Schedule**



6th Schedule      1st      2nd      3rd      4th      5th      6th      7th

Harrison	S. Studies	Read	Read	Read	Read	Planning	
Bond	ELA	ELA	ELA	S. Studies	ELA	Planning	

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Rafferty	Math	Math	S. Studies	Math	Math	Planning
Harwood	Science	S. Studies	Science	Science	Science	Planning

Lowe	Read	Read	Read	Read	S. Studies	Planning
Brown	ELA	ELA	ELA	S. Studies	ELA	Planning
Cook	Math	Math	S. Studies	Math	Math	Planning
Pichon	Science	S. Studies	Science	Science	Science	Planning

Watts	Read	Read	Read	Read	Science	Planning
Moyer	ELA	ELA	ELA	Science	ELA	Planning
Bone	Math	Math	Science	Math	Math	Planning
Cowart	S. Studies	Science	S. Studies	S. Studies	S. Studies	Planning

7th

Schedule	1st	2nd	3rd	4th	5th	6th	7th
Madden	Read	Read	Read	Planning	Planning	Read	Read
Cronon	ELA	ELA	ELA	Planning	Planning	ELA	ELA
Kilgore	Math	Math	Math	Planning	Planning	Math	Math
Crumpton	Science	Science	Science	Planning	Planning	Science	Science
Cunningham	S. Studies	S. Studies	S. Studies	Planning	Planning	S. Studies	S. Studies

Kendrick	Read	Read	S. Studies	Planning	Planning	Read	Read
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Caldwell	ELA	ELA	S. Studies	Planning	ELA	ELA
Smith	Math	Math	S. Studies	Planning	Math	Math
Johns	Science	Science	S. Studies	Planning	Science	Science

James	Read	S. Studies	Read	Planning	Read	Read
Bierce	ELA	S. Studies	ELA	Planning	ELA	ELA
Neal	Math	S. Studies	Math	Planning	Math	Math
Butler	Science	S. Studies	Science	Planning	Science	Science

8th grade	1st	2nd	3rd	4th	5th	6th	7th
Murphy	Read	Planning	Read	Read	Read	Read	Read
Rentz	ELA	Planning	ELA	ELA	ELA	ELA	ELA
Delgado	Math	Planning	Math	Math	Math	Math	Math
Baker	Science	Planning	Science	Science	Science	Science	Science
Ruggles	S. Studies	Planning	S. Studies				

Cox	Read	Planning	Read	Read	Read	Read
Pinckney	ELA	Planning	ELA	ELA	ELA	ELA
Stewart	Math	Planning	Math	Math	Math	Math
McGiven	Science	Planning	Science	Science	Science	Science
Fallin	S. Studies	Planning	S. Studies	S. Studies	S. Studies	S. Studies

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Craig	Math 1	Planning	Math 1	Science 1	Math 2	Science 2
Harris	Read 1	Planning	S. Studies 2	ELA	Read	S. Studies 1

SPED

Jackson	S. Stu. 819	Planning		S. Stu. 819	S. Stu. 806	Science 811	Science 814
Mathison	Math 804	Planning		Reading 809	Math	Math 818	Math
Lalla	Reading 816	Planning		ELA	ELA 817	ELA 807	ELA
Hill	ELA 603	ELA 615	ELA	Science 618	Science 606	Planning	
Evans	Math 604	Math 617	Read 606	Math	Math	Planning	
Mackessy	Read	Read	S. Studies 617	S. Studies 605	Read 614	Planning	
Windsor	Read 706	Reading	ELA 703	Planning		ELA 717	ELA
Elrod	S. Stu. 716	S. Stu. 705	Science 713	Planning		Science 705	Read 715
Heath	Math 714	S. Stu. 716	Math 704	Planning		Math	Math

Connections

Bickford	Planning	8th Art	8th Art	7th Art	7th Art	6th Art	6th Art
Edwards	Planning	8th Math AR	8th Math AR	7th Math AR	7th Math AR	6th Math	6th Math AR

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						AR	
Miller	8th Reading	Planning	Planning	7th Reading	7th Reading	6th Reading	6th Reading
Thompson	Planning	8th Careers	8th Careers	7th Careers	7th Careers	6th Careers	6th Careers
White	8th Science	Planning	Planning	7th Sci. AR	7th Sci. AR	6th Sci. AR	6th Sci. AR
Moore	Planning	8th Health	8th Health	7th PE	7th PE	6th PE	6th PE
McPherson	Planning	8th PE	8th PE	7th Health	7th Health	6th PE	6th PE
Jackson	Planning	8th PE	8th PE	7th PE	7th PE	6th Health	6th Health
Hughes	Planning	8th PE	8th PE	7th PE	7th PE	6th PE	6th PE
Mera	Planning	Study Skills	8th ESOL	7th ESOL	7th ESOL	6th ESOL	6th ESOL