

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

**LEA Grant Application**  
**System Cover Sheet.**

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

<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%

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 – Clear Creek Elementary

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

## ***Clear Creek Elementary School Striving Readers Comprehensive***

### ***Literacy Grant***

#### *School History*

Clear Creek Elementary School (CCES) opened at the beginning of the 2004-2005 school year as the twelfth elementary school in Bartow County and was established to relieve overcrowding from two neighboring elementary schools. CCES serves 580 students residing in rural area. The school is 62% Economically Disadvantaged, 2% English Language Learners, and 8.7% Special Education. The demographic population comprised is of 88% white, 3% African American, 6% Hispanic, and 2% Multiracial.

Clear Creek students and staff who incorporate the school came from various Bartow County Elementary Schools. For the first five years, we only served students in Kindergarten – Fifth Grade. However, beginning in 2009-2010, one Pre-K class has also been housed in our building. Clear Creek was a Targeted Title I School for the first two years of its existence. We became school-wide Title I in 2006-2007.

#### *Administrative and Teacher Leadership Team*

Clear Creek Elementary School is led by Dr. Kelly Wade, who is in his first year as principal. CCES has a part-time Assistant Principal, Mrs. Tracy Mulkey who is also new to the school. Our Leadership & Literacy teams consists of both administrators, the counselor, one representative from special areas, grade level chairpersons, the title math and reading teacher, the lead special education teacher, the media specialist, and Local School Council members. This ensures all stakeholders have representation on the leadership team. The team discusses school data, determine expectations, revises school improvement plans and analyzing student information. During preplanning the School Improvement Plan was shared with school personnel. Subsequently the plan was shared with all stakeholders, including parents and the school council.

#### *Past Instructional Initiatives*

Each year, we seek to find ways to improve student achievement by analyzing and disaggregating data and evaluating our School Improvement Plan. Student data was analyzed and revealed academic concerns in reading comprehension in all grades, writing in grades 3 and 5, and ELA in grades 2-5. This led to the development of goals and initiatives to promote student achievement.

## Bartow County School System – Clear Creek Elementary

Strategies and initiatives were developed and implemented to drive instructional practices in order to meet our school improvement goals. These initiatives include:

- Weekly collaborative planning for teachers
- Focus and monitoring of rigor
- Universal screening given to all students enrolled to determine strengths and weaknesses to appropriately use the pyramid of interventions
- Differentiation of instruction at the core level
- Pre-determined guidelines for progress monitoring based on level and tier of interventions provided
- Site-based writing training
- Vertical teaming for ongoing data analysis aligning assessment outcomes to interventions
- Writing Literacy Committee
- Target Lab to serve at-risk students in reading and/or math in 1<sup>st</sup>-5<sup>th</sup> grade materials, many of our teachers received training in using these materials
  
- Extended Learning Time (ELT) providing remediation/enrichment daily to all students
- 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grade Focus Classrooms-Early Intervention Program
- Implementation of Common Core Vocabulary in all grades
- Use of ELA frameworks across grade levels
- Professional learning and development in the areas of reading, writing, and ELA instruction

In addition to the above stated goals we have continued our acquisition and use of some of the modern technology available to today's classroom. Interactive boards are in place in all regular education, special areas, and title classrooms.

### *Current Instructional Initiatives*

Teachers across the grade levels have received specialized training to improve instructional practices in the classroom. Teachers have also received training in differentiated instruction to increase rigor and relevance and to promote student engagement.

Many of the past instructional initiatives continue with minor revisions. These revisions were made based on annual summative assessment data and student achievement goals.

- Target Lab revisions and instructional practices to include pull-out and push-in models to assist students at-risk in reading, writing, and math.
- Best standards based classroom instructional practices
- Reading comprehension training to include teaching reading comprehension in science and social studies
- Scientifically evidence-based core for small group needs based differentiation
- Assessment and progress monitoring in reading

### *Professional Learning Needs*

According to the Needs Assessment Survey, teachers emphasized a need for additional training in using data driven instruction. Teachers also called for strategies in content area literacy instruction, as well as training in the seven habits of effective readers.

### *Need for a Striving Readers Project*

The Striving Readers Comprehensive Literacy Grant will enable us to receive comprehensive training in comprehension strategies, differentiation within the core as well as using gold standard intervention programs. There is a need for diverse nonfiction texts aligned to science and social studies standards. We need to equip our kindergarten classrooms with all components of the scientifically evidence-based core used in the system beginning this year.

This project will enable us to provide comprehensive access to updated technology. While we have interactive boards in most classrooms, they are starting to be outdated. We will need additional interactive boards and tables, document cameras, student response systems, and interactive electronic devices. Teachers will also need training in the use of these devices. This will allow student centers during differentiated instructional group time. For the majority of our students, technology implies gaming systems and television. Students are “digital natives.” Due to the fact that 62% of the students are economically disadvantaged and lack financial resources, they have limited access to technology and resources outside 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. Failure to educate students in the appropriate use of technology will cause educational difficulty in the future.

### **School Literacy Team**

#### *Literacy Leadership Team Structure*

- The Literacy Leadership Team (**Appendix B**) at Clear Creek Elementary School was convened last year and focused on improving literacy instruction and student achievement in all academic content areas. The team is composed of 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.

*Literacy Leadership Team Schedule*

- The Literacy Team will meet on a monthly basis after school beginning in January.

*Literacy Leadership Team Initiatives*

- Two years ago the Literacy Team instituted a school wide fluency initiative in third through fifth grades that has been continued during the past year.
- Improving writing instruction was the focus of the team last year. This initiative involved gaining input from all writing teachers and determining a consistent model and amount of time to be devoted to writing instruction.
- This year the Literacy Team distributed a Needs Assessment for Classroom Teachers as well as a School Level Needs Assessment Survey. The analysis of the Needs Assessment has formed the bulk of the work for the team this year.

**Analysis and Identification of Student and Teacher Data Student Achievement Needs**

*Teacher Professional Learning Needs*

A Needs Assessment Survey was administered to teachers, and the following professional learning needs were identified and are prioritized below:

- Differentiation of the scientifically evidence based core
- Comprehension strategies, particularly in the content areas, as this will correlate to the Common Core Georgia Performance Standards
- Training incorporating scientifically evidence based core's 45 minute to one hour period for small group differentiated instruction
- Building rigor and relevance
- Intervention training
- Assessment training
- Inquiry

*Curriculum Needs*

At the Kindergarten level we currently have the phonological and phonemic awareness piece of the core program used in the county. In order to comprehensively address fluency, vocabulary, and comprehension, the complete comprehensive core reading program is needed for five classrooms. This is the first year that our core program has been fully implemented in third through fifth grades. Therefore, we are still lacking in some core materials. We need two sets of leveled readers for the core reading program in third grade. Currently, five classrooms are sharing three sets of leveled readers. We also need an additional set of the core reading program for fifth grade, because we will have a much larger group in fifth grade next year and we will be using two-man teams instead of departmentalization among three teachers. While we have a variety of interventions, we still need multiple copies of some interventions, as well as some supplemental pieces for interventions, ex. leveled readers, workbooks, etc. On our Needs Assessment, many teachers recognized a need for additional training in implementing interventions. Another need that was identified from our Needs Assessment and data

analysis is the need for at least 500 expository texts at a variety of reading levels in each classroom to increase student comprehension of nonfiction texts and to allow them opportunities to apply reading strategies in the content areas.

*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 multiple etexts, teach students to read the Web, as well as access the ecomponents that support the core reading program.
- In order to accommodate additional new class sections, two more rooms will need interactive boards. An additional Interactive board and projector are also needed for Kindergarten.
- There is a technology lab dedicated classroom for teacher use on the intermediate wing. A dedicated lab is needed on the primary wing.
- Other technology needs include interactive device to access technology for eSuite materials that support the core reading program.
- 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 an interactive device so that it may be used for instructional purposes. As the Common Core State Standards are rolled out these cameras and projectors are 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.
- The computers in our school are eight years old. Every classroom currently has four eight year old computers, some of which do not work on a consistent basis. Computers are needed in order to provide optimal technology support during student engagement during the differentiated instructional group time of the core reading program, inquiry, and writing.

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

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

**a) School Student CRCT data**

Grade	ELA	Reading	Science	Social Studies
3 2010-2011				
Meet	54.5%	46.5%	41.4%	57.1%
Exceed	42.6%	49.5%	50.5%	31.6%
Does Not Meet	3%	4%	8.1%	11.2%
4 2010-2011				
Meet	55.1%	54.4%	39.7%	56.4%
Exceed	32.1%	32.9%	35.9%	19.2%
Does Not Meet	12.8%	12.7%	24.4%	24.4%
5				

Meet	60%	43.6%	50%	55.1%
Exceed	32.6	48.9%	29.6%	13.3%
Does Not Meet	7.4%	7.4%	20.4%	31.6%

**b) High School Graduation Rate: N/A**

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

**d) Disaggregation of Data (See Appendix C)**

We disaggregated the data by Students with Disabilities (SWD), Gifted, Economically Disadvantaged (ED), and Race/Ethnicity. The most glaring differences were in the Does Not Meet Categories for Science and Social Studies for Students with Disabilities and Race/Ethnicity Hispanic. Thirty-eight percent of Students with Disabilities fell into the Did Not Meet level for Science and 53.1% Did Not Meet in Social Studies. Of the Hispanic students, 35.7% Did Not Meet in Science and 28.6% Did Not Meet in Social Studies. Gifted students also were not exceeding at the same rate in Science and Social studies as in reading. Ninety-five percent of gifted students exceeded in Reading and only 83.7% exceeded in Science and only 60.5% exceeded in Social Studies. This is alarming, since the CRCT represents a very low achievement rate. In order to have all students College and Career Ready, depth of knowledge and ability to reason through research and inquiry across multiple types of text, print and non-print, must be developed.

**e) Teacher Retention Data**

**Clear Creek Elementary School**

<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>96%</b>	<b>93%</b>	<b>95%</b>	<b>98%</b>	<b>98%</b>

**f) Teacher participation in professional learning**

Ongoing professional learning opportunities are available to teachers at Clear Creek Elementary. These opportunities are conducted during grade level meetings, faculty meetings, and/or at the district level. These opportunities are evidenced below:

- Math Vertical Alignment
- Reading Endorsement Training
- Gifted Endorsement Training

- Common Core State Standards Webinars
- Advanced Reading Comprehension Training
- Collaboration for Rigor, Relevance, and Relationship in the Elementary School
- RtI training
- Write Out Loud and CoWriter Training
- Power Writing Training
- On-going Data Analysis: Excellence-One Child at a Time.

#### **Needs Assessment**

**The process for determining the school’s literacy need was clearly articulated, including:**

**a) A description of the materials used in the needs assessment**

- School DIBELS Next and CRCT data were analyzed by grade to determine the state of the school. (**Appendix C**)
- PET-R 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 seven categories as follows: goals and objectives, assessment, instructional practices, instructional time, differentiated instruction, administration, and professional development. There are 4 to 8 individual items within each of these seven major categories. The survey was completed by 55 faculty and staff members at Clear Creek Elementary School. (**Appendix D**)
- School Level Needs Assessment Survey Classroom Teacher and Needs Assessment Survey (**Appendix E and F**)

**b) A description of the needs assessment process**

- Three different needs assessments were used: the PET-R a School Level Needs Assessment Survey (**Appendix D**) and a Classroom Teacher Needs Assessment Survey (**Appendix E**) and a School Level Needs Assessment Survey (**Appendix F**). All surveys were distributed via email to classroom teachers and other personnel. It was requested that all teachers complete and return to the Literacy Leadership Team. The Literacy Leadership Team analyzed the results by grade and overall school levels. It was apparent that the majority of individuals responded candidly. Rather than complete the surveys as a group, it was apparent from the results that each teacher completed the survey independently. Areas of agreement and disagreement were evident. Many stakeholders included their name so that follow-up would be possible.

**c) A listing of the individuals who participated in the needs assessment.**

- **Appendix G** shows a listing of all personnel at the school who completed the surveys.

#### **Areas of Concern**

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

- Based on the research found in the “What” document, CCES identified 4 overall Areas of Concern. Data charts and tables to support these areas of concern are located in **Appendix H** and analyzed below.

- Area of Concern 1 and 3 address FOUNDATIONAL SKILLS IN LITERACY INSTRUCTION AT THE K-5 GRADE LEVELS FROM COMMON CORE GEORGIA PERFORMANCE STANDARDS, as found on pages 6-7 of the “What” document.
- Area of Concern 2 is referenced on page 12 in the “What” document addressing systematic and explicit targeted differentiated instruction.
- Area of Concern 4 according to the “What” document states “some skills and concepts must be systematically and explicitly taught by the teacher to students, especially in the areas of reading and language arts. Students cannot be expected to learn these skills and concepts naturally just by being exposed to them. Schools should select scientifically research-based programs that include systematic and explicit instruction.” (“What”p. 13)

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

- These problems are evident across the grade levels.

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

- Many initiatives have been implemented over the past several years to help address literacy. These initiatives are located under past instructional strategies. Current instructional strategies have also been noted above to assist in addressing these concerns. Initiatives have focused on developing a curriculum map to successfully implement the Georgia Performance Standards and Common Core State Standards. This implementation is monitored to ensure students are receiving rigorous, standards-based classroom instruction. Teachers have received training on co-teaching, differentiated strategies, effective and explicit intervention strategies, and progress monitoring to analyze student achievement through formative assessment. According to the Needs Assessment Survey, there is a high demand for professional development training and coaching in instruction and assessment.

**Area of Concern 1: Maintaining foundational skills during the summer between all grade levels.**

- Analysis of data indicates that students are not maintaining grade level skills over extended breaks in the school year, which could be due to lack of access and exposure to grade level text. Student informal surveys at the beginning of the school year revealed students are spending minimum or no time reading during the summer months.
  - Nonsense Word Fluency Sounds Correct, 56% were established and 36% were emerging; 8 % were deficit at the end of first grade last year. This year at the beginning of second grade CLS: 21% Intensive, 31% Strategic, and 48% were at benchmark. Only 49% of entering second graders could read the 13 whole words required to be at benchmark.
  - The current second graders exited first grade with 14% at risk, 18% some risk, and 68% benchmark in Oral Reading Fluency.
  - Oral Reading Fluency at the beginning of the current year, 32% were intensive in words correct per minute, 18% were strategic, and 51% were benchmark. Accuracy is equally important, with 11% of students intensive, 0% strategic, and 89% at benchmark.

**Area of Concern 2: Differentiation of core program.**

- Analysis of data indicates the core supports 62-70% of students. The goal is that the core supports 80%-85% of students in reaching grade level benchmarks. Teacher needs assessments indicate that the majority of teachers need training in differentiation to support small groups that occur daily. Providing training on differentiation within the core should support teachers as they differentiate for students.
- Based on the results of the PET-R, analyzed by the evaluation specialist at the Rollins Center, The Clear Creek staff recognizes the need for additional professional learning around differentiated instruction, flexible grouping, and use of data. In addition, they express the concern that the schedule may not allow for adequate time to work with students in small groups.

**Area of Concern 3: Fluency and accuracy in calling words in connected text**

- Teacher Needs Assessment Surveys and DIBELS Next data suggested a strong need for increasing student's fluency and accuracy.
- At the end of second grade in 2010-2011, Oral Reading Fluency results indicated 24% were at risk in words correct per minute, 13% were some risk, and 64% were benchmark. Accuracy data from last year shows 11% of students were at risk and 89% were at or above benchmark.
- At the beginning of third grade, Oral Reading Fluency results showed 26% of the students were intensive in words correct per minute, 12% were some risk, and 62% were benchmark. Accuracy, which is equally important, indicated 20% were intensive, 10% were strategic, and 70% were at benchmark.
  - Less learning loss occurs between second and third. Second grade teachers were confident in their use of interventions and differentiation. They felt that the core resulted in students making improvement. Two second grade teachers had used the program for a full year before the others implemented it.
- At the end of third grade, Oral Reading Fluency results showed 14% were at risk in words correct per minute, 31% were some risk, and 55% were benchmark. These students entered fourth grade with 27% intensive, 21% some risk, and 52% benchmark. Accuracy was 20% intensive, 15% were strategic, and 65% were benchmark.
  - The core tends to maintain between 62% and 70% of students at benchmark.
- At the end of fourth grade, Oral Reading Fluency results showed 20% were at risk in words correct per minute, 30% were some risk, and 50% were benchmark. Only half the students were benchmark at the end of fourth grade. These students entered fifth grade with 46% intensive, 12% some risk, and only 42% benchmark. Accuracy was 33% intensive, 31% were strategic, and 36% were benchmark.
- Upon entering third grade 32% were intensive, 19% strategic, and 48% were benchmark for comprehension using the DIBELS Daze measure.
- Upon entering fourth grade 30% were intensive, 33% strategic, and 37% were benchmark for comprehension using the DIBELS Daze measure.
- Upon entering fifth grade 39% were intensive, 29% strategic, and 32% were benchmark for comprehension using the DIBELS Daze measure.

- The core tends to maintain between 62% and 70% of students at benchmark.

**Area of Concern 4: Selection and implementation of appropriate interventions**

- The objective is to provide training on gold standard interventions in reading aligned to the Georgia tiers.

**Area of Concern 5: Increase the teachers understanding of comprehension strategies of grade level band fiction and nonfiction texts.**

- The object is to provide training on comprehension strategies of grade level fiction and nonfiction texts.

**College and Career Readiness Anchor Standards for Reading and Writing from Common Core Georgia Performance Standards**

Based on analysis of the CRCT data and local system benchmarks, students at Clear Creek are able to answer and respond to lower level questions. Analyzing and summarizing single texts is evident in students who meet expectations on the CRCT. The areas of Craft, Integration of Knowledge and Ideas and Range of Reading and Text Complexity are all areas for improvement. There is a need to move more students from Meets to Exceeds. In Reading, Science, and Social Studies too few non-gifted students are exceeding expectations. 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 to support claims, provide sufficient evidence to support claims, produce writing pieces that convey their perspective, and conduct sustained research projects based on focused questions.

Our scientifically evidence-based core provides an in depth inquiry piece and embeds ample nonfiction texts. When delivered with fidelity by teachers making good choices from the plethora of activities, the core provides a solid introduction to the research inquiry processes from forming a conjecture to gathering and analyzing relevant information, and presenting knowledge and ideas in multiple modes. (“What” document p. 8-9)

**Root Cause Analysis**

- a) The root or underlying causes of the areas of concern found in the needs assessment
- b) The specific grade levels that are affected
- c) A specific rationale for the determination of the cause.
- d) What has been done in the past to address the problem.
- e) New information the needs assessment uncovered.

Area of Concern (rubric a)	Root Cause (rubric a)	Grade Level(s) (rubric b)	Rationale for Determination (rubric c)	Past Efforts (rubric d)	New Information (rubric e)
Maintaining literacy skills during the summer	Lack of access and exposure to multiple modes of print We hypothesize low level academic language in the home setting	K-5	Needs Assessment Survey and DIBELS Scores	Summer Reading Lists  Grade level texts provided for struggling readers  Summer reading programs offered locally	Lexile bands from Common Core GPS  Lack of growth in exceeds category on CRCT  College & Career Readiness standards
Differentiation of Core Program	Insufficient training with scientifically evidenced-based core for small group instruction	K-5	Needs assessment and DIBELS scores	Co-teaching training  Rigor, Relevance and Relationship in the Elementary School	Lack of growth in students who exceed on CRCT Writing Assessment Scores Lexile bands from Common Core for GPS
Fluency and accuracy in calling words in connected text	Lack of phonic screener	K-5	DIBELS Next scores	School-wide fluency initiative Fluency reads 2-3 times a day	Fluency and accuracy declines if not monitored appropriately  Scheduling issues
Selection and implementation of appropriate interventions	Insufficient training to identify deficits and place students in appropriate interventions	K-5	RtI documentation CRCT scores DIBELS Next Scores	RtI training  SST coordinator training	Inadequate student growth with selected interventions

### **School Literacy Team**

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

- **See Appendix B**

**b) The function of the site based literacy team in terms of the needs assessment**

- The Literacy Leadership Team at Clear Creek Elementary School was convened last year and writing instruction was an initial focus. Full implementation of the core in grades 1-5 is the focus of this year's team. The team has reconvened and the future focus will be the goals identified in the Striving Readers Comprehensive Literacy Grant. This year the Literacy Team distributed a Needs Assessment for classroom teachers as well as a School Level Needs Assessment. The team will now use the results of the assessments to drive their work.

**c) Minutes of the meetings of the site-based literacy team**

- **See Appendix I**

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

- Minutes of the Literacy Team meeting are available to all staff and are shared at grade level meetings.

**Project Goals and Objectives**

- 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 researched-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 objective**
- e) Goals to be funded with other sources**

Based on the identified needs of Clear Cleek Elementary, project goals and objectives have been developed.

<b>Goals (see a.)</b>	<b>Objectives (see b.)</b>	<b>Research-Based Practices (see c.)</b>	<b>Current Practices in Place (see d.)</b>	<b>Funded from Other Source (see e.)</b>
To provide a summer “Intervention Prevention” academy for all students	Provide evidenced-based literacy practices  Provide high quality instruction in vocabulary, oral language, & comprehension	Listen to and talk about stories, songs, and poems. Follow multiple-step directions Understand complex and varied vocabulary Use of tutors as needed to assist individual students (see practices listed)	Implement county classic core vocabulary initiative	No initiatives
Provide differentiation at the core level	Improve student achievement in grade level skills, including word recognition, phonics, and decoding.  Improve student Lexile levels so that all students exit grade level at or above the grade level band range.	Use appropriate formative assessments that reinforce goals for reading Strategic tutoring Direct explicit instruction Extended time for literacy	Teachers implement scientifically evidenced-based core	No initiatives

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Goals (see a.)	Objectives (see b.)	Research-Based Practices (see c.)	Current Practices in Place (see d.)	Funded from Other Source (see e.)
Integrate literacy and comprehension skills in content areas	Increase the number of students who meet expectations on the CRCT in science and social studies and to increase the number of students moving from meet to exceeds in these areas.	Structuring of group work and rigorous peer discussions to reinforce the notion of reading for a purpose and to encourage a classroom social environment that values reading to learn  Use and availability of diverse texts	Teachers implement scientifically evidenced-based core	No initiatives
Increase teacher understanding of how to select and implement interventions aligned to student needs	Identify and provide training on gold standard interventions in reading aligned to the Georgia Tiers.	Tailor interventions to small groups and the individuals  Use specific research-based practices to address the groups reading needs while keeping a clear focus on CCPS, grade level expectations in the content areas  Choose interventions based on evidence-based protocols  Progress monitor student’s response to intervention and the transfer of learning	Professional Development in Interventions Bartow County Reading Intervention Continuum	No initiatives

**Scientific, Evidence-based Literacy Plan**

**a) Proposes a plan to implement the goals and objectives identified. For a complete detailed list of the Literacy Plan see Appendix J**

**b) Establishes who will implement**

<b>Scientific, Evidence-based Literacy Plan</b>					
<b>Goals</b>	<b>Objectives</b>	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Assessment</b>
<b>See rubric a.</b>	<b>See rubric a.</b>	<b>See rubric c.</b>	<b>See rubric b.</b>	<b>See rubric d.</b>	
Integrate literacy strategy and skill instruction in content areas	Science and social studies teachers need training in how to integrate reading strategies and skills in the content area during content instruction. (see obj. 1) Increase the number of students who meet expectations on the CRCT in science and social studies and to increase the number of students moving from meet to exceeds in these areas.	Provide classroom libraries with multiple modes of non-fiction texts Provide teacher training in Common Core Georgia Performance Standards Equip classrooms with computer work stations & Electronic Light Magnifying Object, and student response systems Equip grade levels with two portable computer labs for check out	Classroom Teachers  Model Classroom Teachers and Literacy Team  Literacy Team, Media Specialist, Content Teachers  Striving Readers Grant Architects for Professional Learning  Literacy Team, Media Specialist, Technology Director, Technology Specialists	2012-2014	Formative: Scientifically evidence-based core unit and benchmark assessments  DAZE 3-5  Summative: CRCT Scores in Reading, Language Arts, Science, Social Studies, and Math  Writing Test Scores

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

<b>Scientific, Evidence-based Literacy Plan</b>					
<b>Goals</b>	<b>Objectives</b>	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Assessment</b>
<b>See a.</b>	<b>See a.</b>	<b>See c.</b>	<b>See b.</b>	<b>See d.</b>	
To provide a summer “Intervention Prevention” academy for at-risk students at all grade levels	Train teachers in evidence-based literacy practices (see obj. 1) Provide high quality instruction in vocabulary, oral language, & comprehension (see obj. 2)	Expanded response to student comments Scaffolded read alouds Retelling of stories Phonological and phonemic awareness activities	Atlanta Speech School  Kindergarten and first grade teachers	June 2012	DIBELS Next  GKIDS  School Screeners
Provide differentiation at the core level	Improve student achievement in grade level skills, including word recognition, phonics, and decoding. (see obj. 1) Improve student Lexile levels so that all students exit grade level at or above the grade level band range.	Provide grade level training and coaching in differentiated literacy strategies incorporated in the core Provide teacher training in understanding and using Lexiles	Model Classroom Teachers and Literacy Team  Striving Readers Grant Architects for Professional Learning	2012-2014	CRCT  DIBELS Next

**Scientific, Evidence-based Literacy Plan**

<b>Goals</b>	<b>Objectives</b>	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Assessment</b>
<b>See rubric a.</b>	<b>See rubric a.</b>	<b>See rubric c.</b>	<b>See rubric b.</b>	<b>See rubric d.</b>	
Increase teacher understanding of how to select and implement interventions aligned to student needs	Identify and provide training on gold standard interventions in reading aligned to the Georgia tiers.	Provide training in data analysis and tiered interventions	Model Classroom Teachers and Literacy Team	2012-2014	Benchmark Assessments  DAZE 3-5  Annual Summative Assessment
Increase teacher understanding of comprehension strategies of grade level band fiction and nonfiction texts.	Provide training on comprehension strategies of grade level fiction and nonfiction texts.	Provide grade level training and coaching in explicit literacy strategies incorporated in the core  Provide content teachers with training in strategic instruction model content enhancement routine strategies  Provide classroom libraries with multiple modes of non-fiction texts  Provide teacher training in Common Core Georgia Performance Standards  Equip classrooms with computer work stations & Electronic Light Magnifying Object, and student response systems	SRA Contracted Consultant  Strategic Instruction Model Trainers  Literacy Team, Media Specialist, Content Teacher	2012-2014	Benchmark Assessments  DAZE 3-5  Annual Summative Assessment

**d) Details the current instructional schedule (See Appendix K)**

**e) Details a plan for tiered instruction (See Appendix L)**

**f) Details the materials currently used for Tier I instruction**

- Tier 1 Instruction includes the core adopted reading program in grades 1-5. This resource is accompanied by 45 minute scientific evidence-based differentiated instructional kit and leveled texts that support each themed unit that are shared among common grade levels. The core program is supported by technology that at times is not accessible due to insufficient access to technology school-wide. Additional resources for Tier 1 instruction include a core phonological and phonemic awareness program in Kindergarten.

**g) List the time, personnel and strategies for Tier 2, 3, and 4 instruction.**

- Tier 2 instruction is carried out in the classroom and is administered by classroom or support teachers using a variety of scientific research based programs. Tier 2 students receive a minimum of an additional thirty minutes of reading instruction to supplement the core program. A Bartow County Reading Intervention Continuum was developed to assist teachers in using student data to plan and implement appropriate interventions. Strategies implemented include a scientifically evidence-based Tier intervention program, the intervention component of the core program, and several interventions in phonemic awareness, phonics and decoding, fluency, vocabulary, and comprehension. Typically, Tier 2 programs last four – six weeks with progress monitoring assessment taking place every two weeks. Progress monitoring results are used to determine whether students are making adequate reading progress and to plan appropriate interventions and next steps.
- Tier 3 instruction is for students who are not making adequate progress in Tiers 1 and 2. This instruction takes place outside of the student's classroom in a smaller group setting is provided by support teachers. 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 monitored weekly and the information is used to plan appropriate intervention and next steps.
- Tier 4 instruction is provided by classroom teachers, Special Education personnel, and other support teachers 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 IEP goals, unless they are taking the GAA alternate assessment.

**English Language Learners**

- A Home Parent Survey is used as a determining factor for ELL (English Language Learners) placement. Based on information from the survey, students receive additional services through the ELL program. Students are assessed annually to determine continued service per Georgia guidelines for ELL. A variety of scientific research based programs are used to address vocabulary, language, phonics, fluency, and comprehension.
- 2% of students in the school are Hispanic and qualify for ESOL services.

**h) Includes a statement regarding conflict with other initiatives**

- The core reading program and all interventions that are used at Clear Creek 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**

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

Grade/Name of Resource	
Kindergarten	First Grade
Phonics and Phonemic Awareness Kits	Core Program
Intervention Phonemic Awareness Curriculum	Leveled Texts for Science and Social Studies to support core 50%
Read Aloud Program for Kindergarten	Supplemental Fluency intervention
Classic Core Vocabulary Read Aloud titles and plans	Classic Core Vocabulary Read Aloud titles and plans
Computers-2	Computers-2
Second Grade	Third Grade
Core Program	Core Program
Leveled Texts for Science and Social Studies	Leveled Texts for Science and Social Studies -50%
Supplemental Fluency intervention	Supplemental Fluency intervention
Phonics intervention	Classic Core Vocabulary Read Aloud titles and plans
Computers -2	Computers -2
Classic Core Vocabulary Read Aloud titles and plans	Interactive Board
Fourth Grade	Fifth Grade
Core Program	Core Program
Quick Reads	Leveled Texts for Science and Social Studies 50%
Classic Core Vocabulary Read Aloud titles and plans	Computers-2
Interactive Board	Interactive Board

Computers-2	Classic Core Vocabulary Read Aloud titles and plans
Supplemental Fluency intervention	Supplemental Fluency intervention

**b) A generic list of shared resources**

- Classic Core Vocabulary Read Aloud books by grade
- Read Aloud Library for Kindergarten

**c) A general list of library resources or a description of the library as equipped**

- 8,216 books
- Reading Interventions Available for Checkout
- Professional Development Books relating to Literacy
- Novel studies book sets
- Professional publications and periodicals

**d) A list of resources needed to implement the literacy plan including student engagement**

- Updated classroom libraries, including nonfiction texts aligned to science and social studies Common Core Georgia Performance Standards
- Classroom sets of leveled texts to support the core reading program

**e) A generic list of activities that support classroom practices**

- Daily collaborative planning time
- Uninterrupted literacy instruction
- Pacing guide and curriculum map aligned with GPS and CCGPS

**f) A generic list of activities that support literacy intervention programs**

- Classroom practices
- Intervention programs
- Additional strategies needed to ensure student success

**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 by grade level indicating a tiered instructional schedule**

<u>Tier 1 Schedule</u>	<u>Tier 2 Schedule</u>
Reading Core	Reading Core Reading Support
English/Writing	English/Writing
Math	Math
Content Reading in Science	Content Reading in Science

Content Reading in Social Studies	Content Reading in Social Studies
Special Areas	Specials Areas
<b><u>Tier 3 Schedule</u></b>	<b><u>Tier 4 Schedule</u></b>
Intergrated Reading Core Program	Reading
English/Writing	English-supported instruction
Math	Math-supported instruction
Content Reading in Science	Content Reading in Science-supported instruction
Content Reading in Social Studies	Content Reading in Social Studies- supported instruction
Personalized/Direct Reading Instruction	Personalized/Direct Reading Instruction
PE	PE

**b) Shows that students in elementary will receive at least 90 minutes of tiered instruction (See Appendix L)**

**c) Shows a schedule that is designed for RTI**

- The four Tier instructional model is used at Clear Creek Elementary and is designed to provide individualized instruction for all ability levels  
(See Appendix L)

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

**a) A table indicating the professional learning activities that staff have attended in the past year. (See Appendix M)**

**b) The number of hours of professional learning that staff have attended.**

- Teachers at Clear Creek Elementary have completed 1,677 hours of professional learning training in curriculum, instruction, and technology over the past three year.

**c) The percent of staff attending professional learning**

- Teachers at CCES continuously seek professional learning opportunities. At this time 10% of the teachers are enrolled in Reading Endorsement and Gifted Endorsement programs. Over the past year, 100% of the staff has participated in School Improvement Professional learning opportunities.

**d) A detailed list of on-going professional learning**

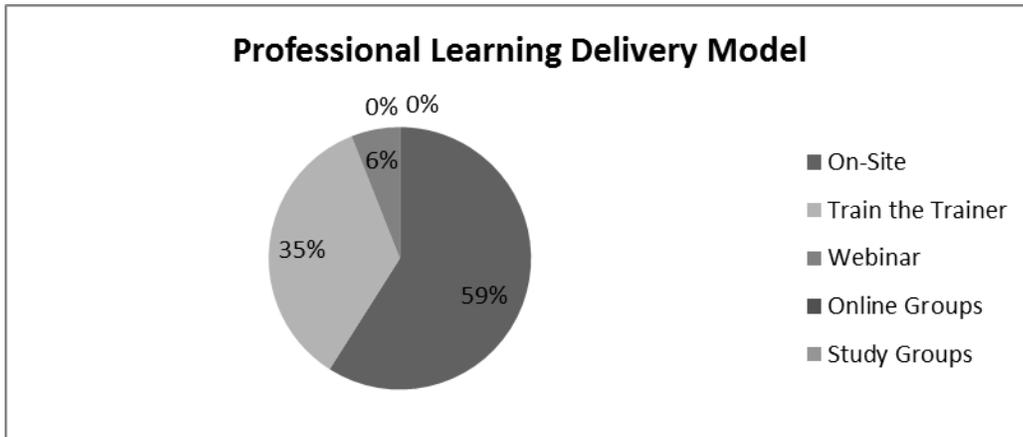
Professional Learning	Personnel Involved
Imagine It Training	All Teachers K-5
Dibels NEXT	All Teachers K-5
Rave-O	Select Teachers 2-5

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Advanced Reader Comprehension	All teachers 3-5
Depth of Knowledge	All teachers K-5
Thinking Maps	All teachers K-5
Power Writing	All teachers K-5
Write OutLoud and CoWriter	All teachers

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

Teachers were surveyed to determine the preferred delivery method for professional learning: On-Site, Train the Trainer, Webinar, Online Groups, and Study Groups.



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

Workshop	Inquiry	Comprehension	Comprehension Strategies	Differentiation
32%	50%	40%	36%	36%

- Grade Level and Teacher Survey results show an awareness of our individual and group strengths and weaknesses. Overall, teachers feel confident in their knowledge of the reading program. However, teachers feel they need additional training in differentiation and comprehension strategies. Student data shows that students are not able to transfer their reading skills to the content areas. Therefore, teachers need training to help students achieve in the content areas. DIBELS and DIBELS Next data for Clear Creek Elementary illustrates our students’ need for additional Tier II and Tier III interventions in reading. In September, 46% of fifth grade students were in the Intensive level for Oral Reading Fluency. We consistently have 30% or more of our students at each grade level who have below grade level reading skills and reading comprehension abilities. The Striving Readers Grant can provide our school with the needed interventions, training, and technology to help our students achieve.

**Assessment/Data Analysis Plan 5 Points**

**The application includes:**

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

<b>Assessment</b>	<b>Purpose</b>	<b>Skills</b>	<b>Frequency</b>
DIBELS Next K-5	Screening and Progress Monitoring	Phonemic Awareness, Alphabetics, Fluency	Screening 3X year PM as needed
Benchmark Assessment	Progress Monitoring	ELA from CRCT	3-4 times a year
CRCT	Outcome	ELA, Reading	Once annually

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

- After each assessment benchmark is performed, teachers meet to analyze data and group students for interventions. Also, teachers have weekly Grade Level Meetings where data is shared and analyzed, as needed. At the end of each school year, the Leadership Team meets to analyze data to form goals for the School Improvement Plan.

**c) A comparison of the current protocol with the Striving Readers Comprehensive Literacy Grant (SRCLG) assessment plan.**

- The assessment program aligns strongly to what is recommended by the research. Gaps exist in teacher’s ability to analyze the data and use it to plan differentiated instruction. This was documented by the Needs Assessment Survey. Our school assessment protocol aligns in all but one area to that identified by the SRCLG. A need exists to identify an informal phonics inventory and to train teachers in how to administer and use this inventory.

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

- Our current assessment protocol is very similar to the protocol for the SRCLG. The only addition we will need to make to our assessment protocol is the administration of the Informal Phonics Inventory three times a year, with progress monitoring, as needed.

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

- We will not have to discontinue any current assessments as a result of the implementation of the SRCLG.

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

- Teachers will need training in how to administer and use the Informal Phonics Inventory.

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

- School achievement data is shared with parents during our School Improvement Planning Meetings and during our Annual Title I Meeting. Parents receive a copy of their student's CRCT scores. Many teachers also distribute individual student data updates two to three times a year detailing student achievement on benchmark assessments. Report Cards are sent home every 9 weeks. Progress Reports are sent home midway between each 9 week grading period. Feedback by means of student agendas and Power School Parent Portal are also available. Teachers are available to discuss student data in conferences during teacher's planning time, and before or after school when attendance is possible by all parties involved. Arrangements for conferences with any staff member can be made by contacting the teacher directly or by making arrangements through the front office with the appropriate staff member. Bartow County School System also has two scheduled Late Night Conference events each year.

**Budget Summary**

Clear Creek Elementary School plans to spend the money from the Striving Readers Grant to meet the needs of our staff and students as discovered in the needs assessment surveys. Instructional initiatives include the purchase of a universal literacy screener for use with all students. It also includes interactive boards, electronic text readers, electronic informational texts for use with the readers, and other electronic media. Additional print non-fiction texts rounds out the need for instructional tools.

The rest of the funds from the grant would be used to provide professional learning for staff. Stipends would be paid, substitute teachers utilized, and consultants hired to deliver the instruction.





**Appendix A - Clear Creek Elementary School Leadership Team**

<b>Member Name</b>	<b>Title / Role</b>
Kelly Wade	Principal
Tracy Mulkey	Assistant Principal
Amy Southerland	Kindergarten Teacher/K Rep.
Shelly Abernathy	First grade teacher/1 <sup>st</sup> grade Rep.
Kristy Mitchell	Second grade teacher/2 <sup>nd</sup> grade Rep.
Laura Hughes	Third grade teacher/3 <sup>rd</sup> grade rep/School Council Rep.
Mandi Cullifer	Fourth grade teacher/4 <sup>th</sup> grade Rep.
Carla Bowen	Fifth grade teacher/School Council Rep.
Jane Gasior	Fifth grade teacher/5 <sup>th</sup> grade Rep.
Holly Bishop	Counselor/SST/RTI Coordinator
Laurie Henchey	Lead Special Ed Teacher
Alecia Bearden	Art Teacher/Special Areas Rep.
Pam Wilson	Media Specialist
Lynn Dennison	Gifted Teacher
Susan Gilmore	Fifth grade teacher/Math Rep.
Misty Milam	Title I Reading Teacher/Reading Rep.
Robin Morrow	Title I Math Teacher/Math Rep.
Martha Beltran (2010-12)	School Council Member/parent

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Darin Hardin (2010-12)	School Council Member/parent-business person
Kevin Stephenson (09-11)	School Council Member/parent-business person
Belinda Kimsey	School Council Member/parent

**Appendix B - Clear Creek Elementary Literacy Team**

Chairperson: Misty Milam, Reading Interventionist/Title 1 Reading Teacher

Co-Chairperson- Pam Wilson, Media Specialist

**Literacy Team Members**

Dr. Kelly Wade, Principal

Tracy Mulkey, Assistant Principal

Keri Hughes, Kindergarten Teacher

Kimberly Bowman, 1<sup>st</sup> Grade Teacher

Pam Barnette, 2<sup>nd</sup> Grade Teacher

Anne Dekoker, 3<sup>rd</sup> Grade Teacher

Jennifer Harris, 4<sup>th</sup> Grade Teacher

Carla Bowen, 5<sup>th</sup> Grade Teacher

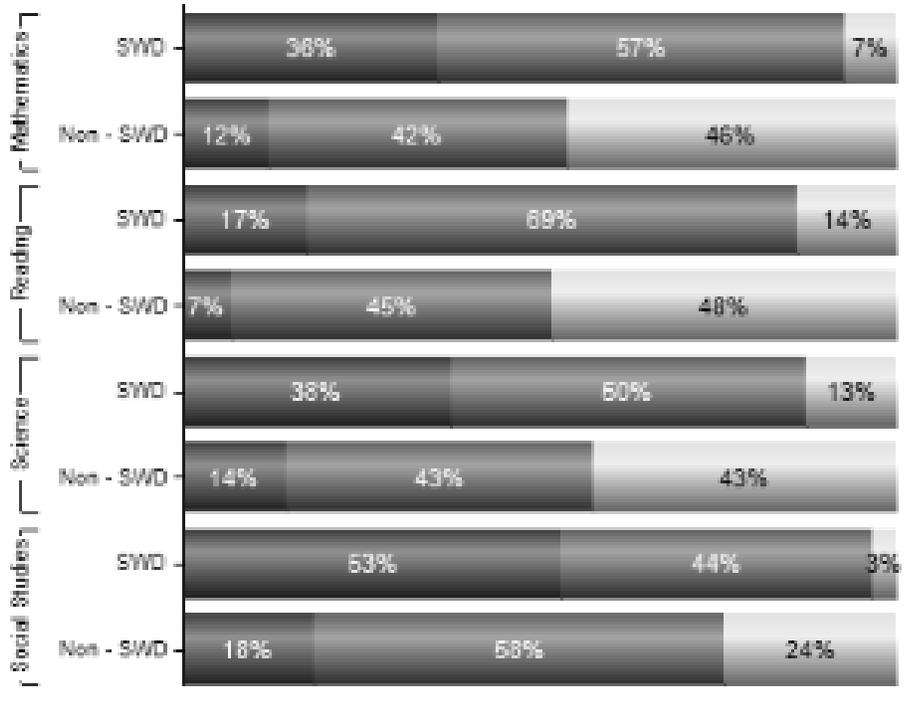
Christy Camp, Special Education Teacher K-5

Lisa Ikard, Title 1 Paraprofessional

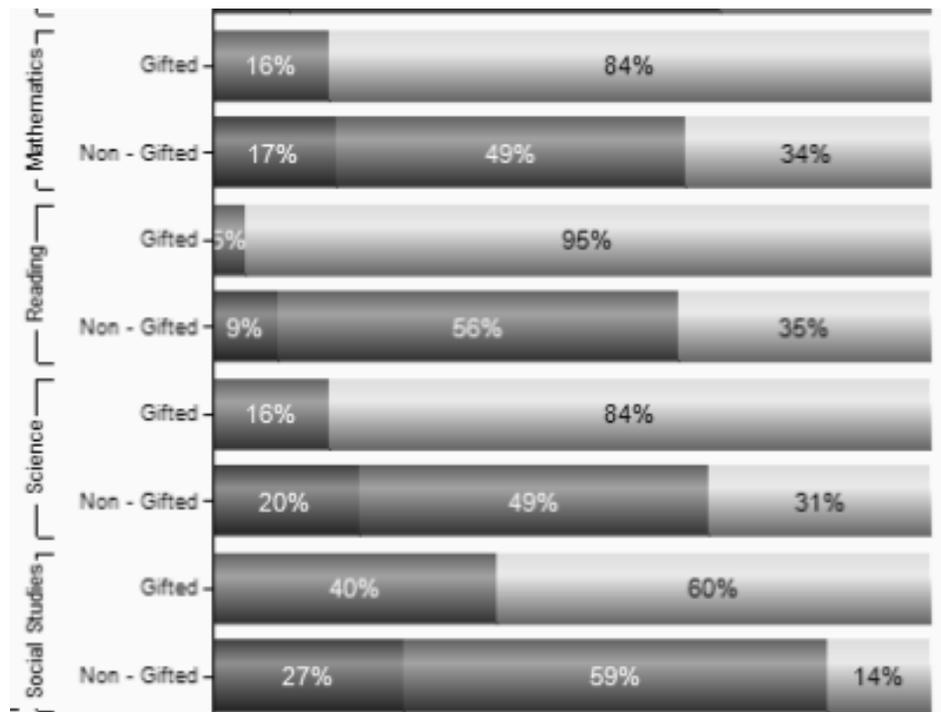
Julie Hardin, Parent

**Appendix C - Disaggregation of Data**

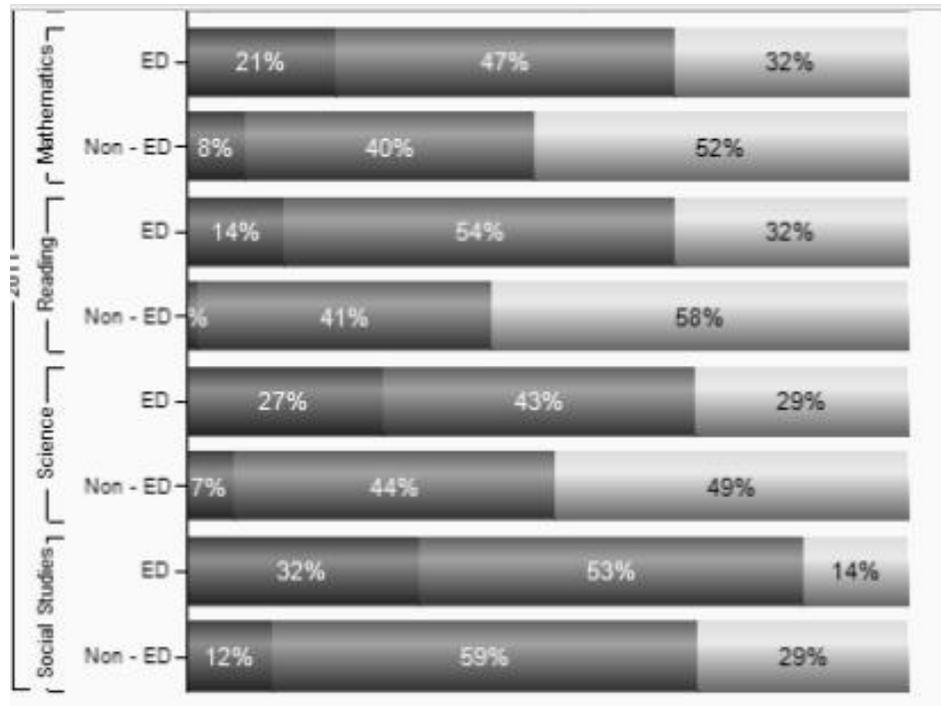
**CRCT Students with Disabilities**



**CRCT Gifted**

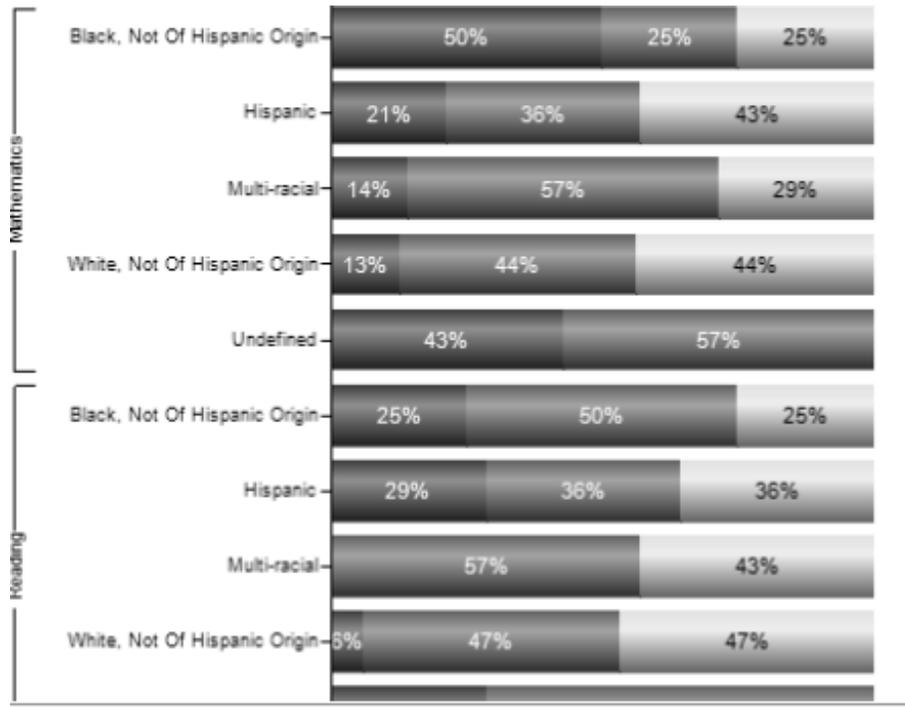


**Economically Disadvantaged**



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**Race/Ethnicity**



**Clear Creek ES Lexile Levels CRCT 2010-2011 Grades 3-5:**

Grade	Mean Lexile Score	Range	Lowest: Highest	Median	Defined Low	Number Students under “Defined Low”
3	728	580	310:890	755	500	9
4	782	650	325:990	775	650	20
5	926	670	415:1085	980	750	18

## Appendix D - PET-R

### Clear Creek Elementary School

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 seven categories as follows: goals and objectives, assessment, instructional practices, instructional time, differentiated instruction, administration, and professional development. There are 4 – 8 individual items within each of these seven 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. The survey was completed by 281 elementary faculty and staff members and by 55 faculty and staff members at Clear Creek Elementary 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 elementary staff and the school specifically:

CATEGORY	Elementary School Composite	Clear Creek Elementary
Instructional Programs and Materials	89%	92%
Administration/Organization/Communication Overall	88%	92%
Goals, Objectives, Priorities	88%	91%
Assessment	86%	92%
Professional Development	83%	89%
Instructional Time	83%	86%
Differentiated Instruction/Grouping/Scheduling	79%	85%

## Bartow County School System – Clear Creek Elementary

The chart below reflects these percentages. It is unusual to see a rating for any category that is higher than about 85%. Ratings that are above 85% indicate that elements in that category are considered by staff to be mostly in place. It is noteworthy that in the composite score there are 4 categories are rated above 85%. Additionally, the other three categories are within 10 percentage points of the 85% mark. At Clear Creek Elementary all of the scores are 85% or above.

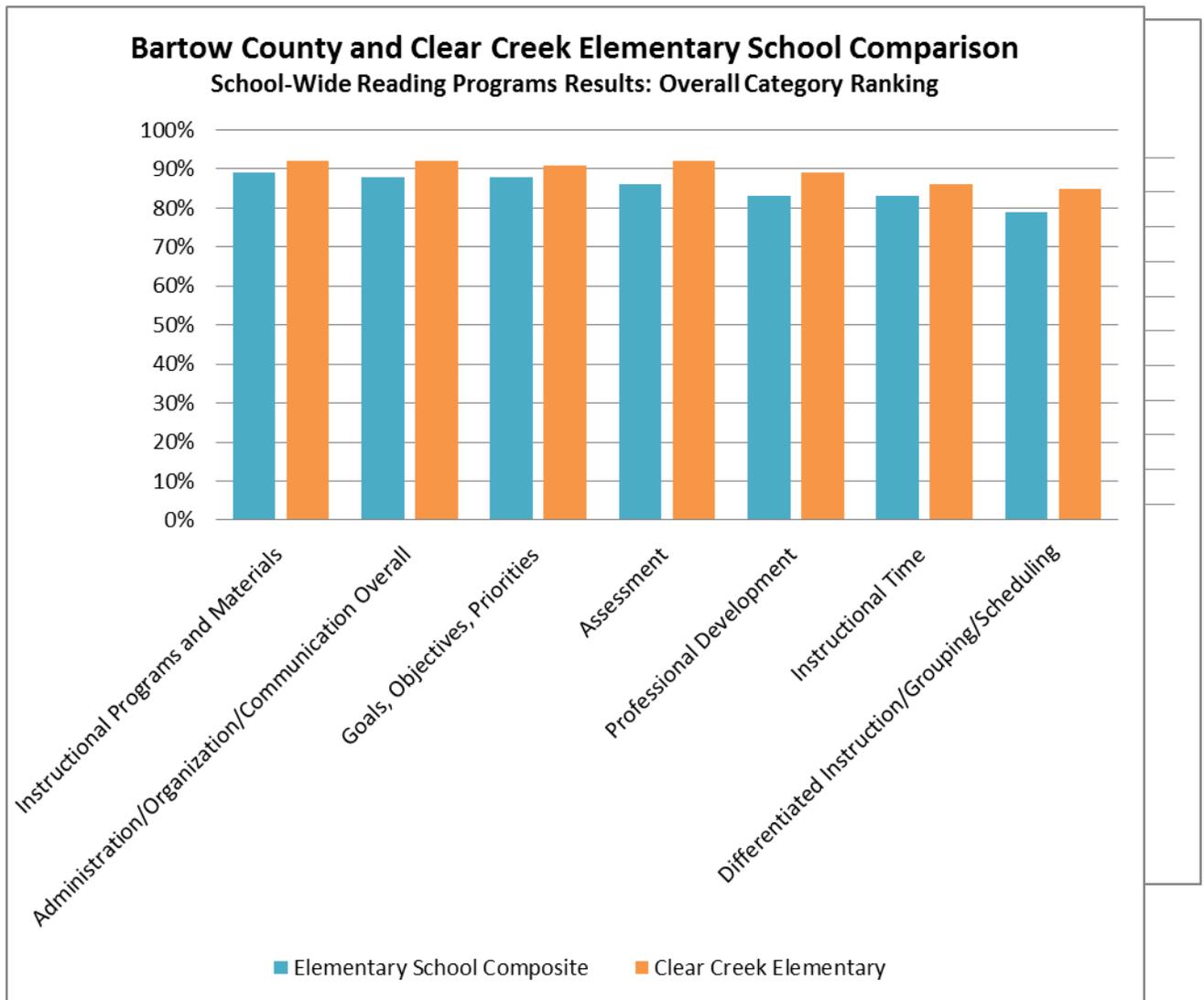


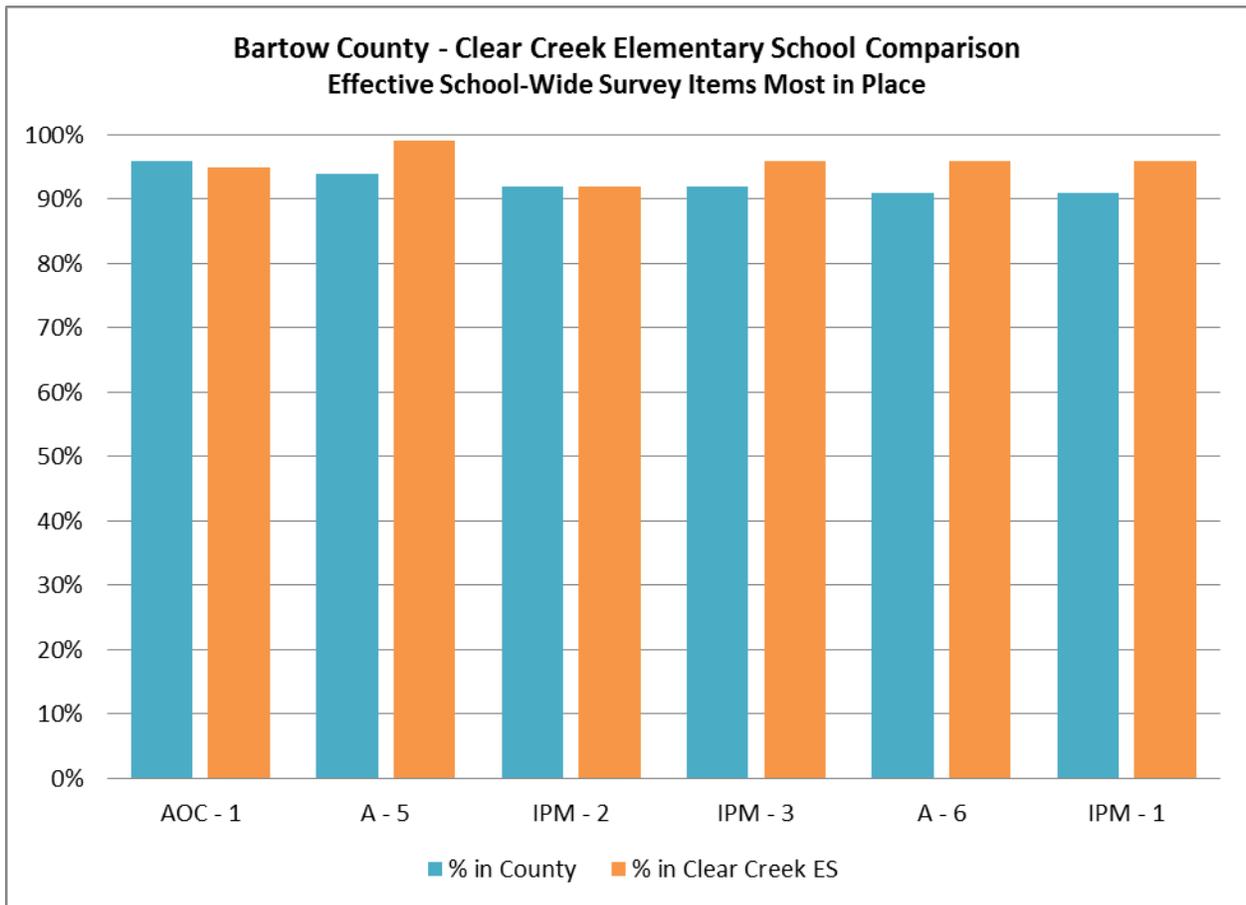
Figure A

**Elementary 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 Clear Creek ES
<b>Administration/Organization/Communication:</b> Administrators or the leadership team are knowledgeable of state standards, priority reading skills and strategies, assessment measures and practices, and instructional programs and materials.	<b>AOC - 1</b>	96%	95%
<b>Assessment:</b> At the beginning of the year, screening measures identify students' level of performance and are used to determine instructional needs.	<b>A - 5</b>	94%	99%
<b>Instructional Programs and Materials:</b> The instructional program and materials provide explicit and systematic instruction and critical reading priorities.	<b>IPM - 2</b>	92%	92%
<b>Instructional Programs and Materials:</b> The instructional materials and program align with and support state standards/scientifically based practices and provide sufficient instruction in essential elements to allow the majority of students to reach learning goals.	<b>IPM - 3</b>	92%	96%
<b>Assessment:</b> Progress monitoring measures are administered formatively throughout the year to document and monitor student performance (i.e., quarterly for all students; every 4 weeks for students at risk).	<b>A - 6</b>	91%	96%
<b>Instructional Programs and Materials:</b> A comprehensive or core reading program with documented research-based efficacy is adopted for use school wide.	<b>IPM - 1</b>	91%	96%

Figure B - Individual Items Most in Place

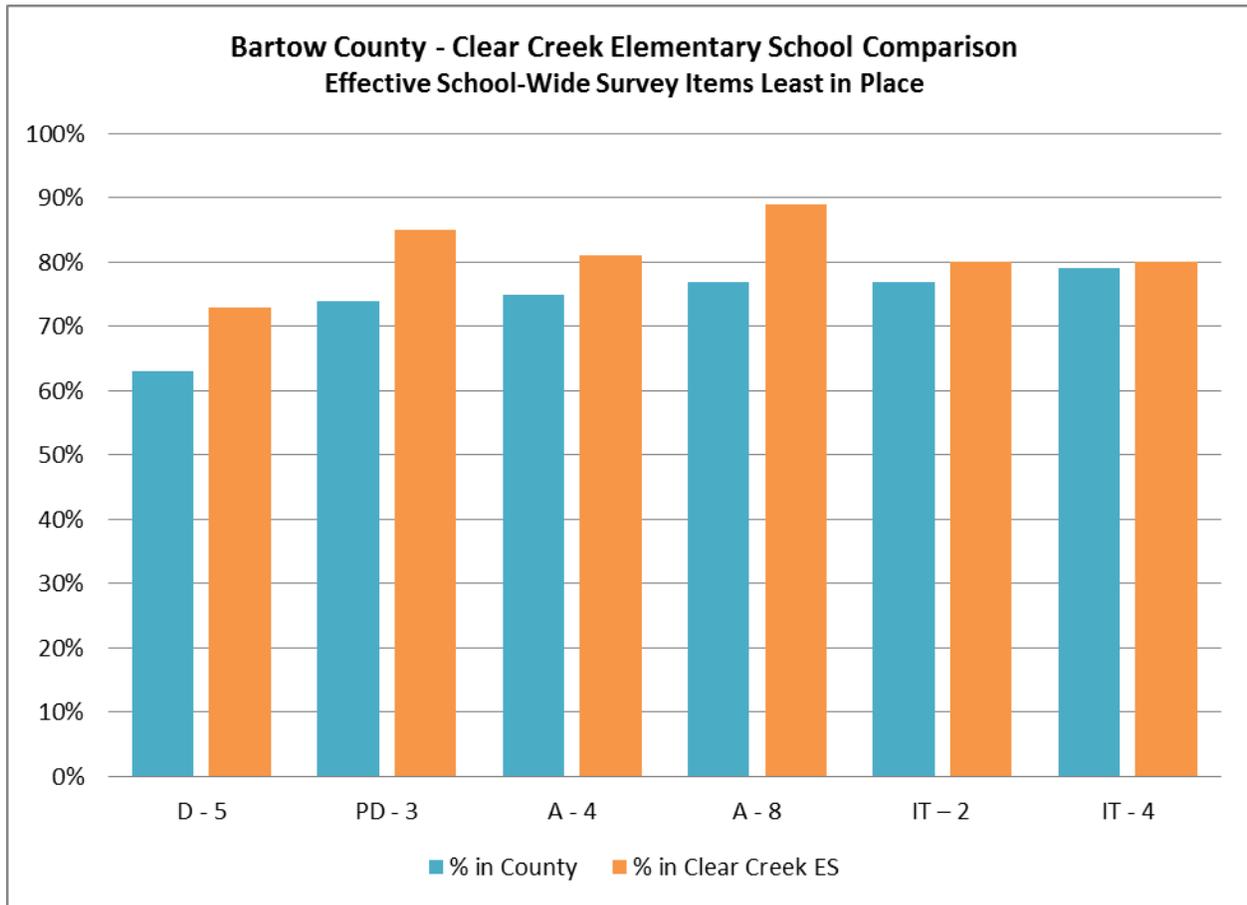


Bartow County School System – Clear Creek Elementary

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 Clear Creek ES
<b>Differentiated Instruction/Grouping/Scheduling:</b> Cross-class and cross-grade grouping is used when appropriate to maximize learning opportunities.	D - 5	63%	73%
<b>Professional Development:</b> Time is systematically allocated for educators to analyze, plan, and refine instruction.	PD - 3	74%	85%
<b>Assessment:</b> All users receive training and follow-up on measurement administration, scoring, and data interpretation.	A - 4	75%	81%
<b>Assessment:</b> The building has a “resident” expert or experts to maintain the assessment system and ensure measures are collected reliably, data are scored and entered accurately, and feedback is provided in a timely fashion.	A - 8	77%	89%
<b>Instructional Time:</b> Reading time is prioritized and protected from interruption.	IT – 2	77%	80%
<b>Instructional Time:</b> Students in grades K-3 receive a minimum of 30 minutes of small-group teacher-directed reading instruction daily.	IT - 4	79%	80%

Figure C – Individual Items Least in Place



The staff at Clear Creek Elementary School believes that they are delivering an effective literacy program. Although their PET-R scores are somewhat higher than the aggregate elementary school data, their concerns mirror those of the district. The Clear Creek staff recognizes the need for additional professional learning around differentiated instruction, flexible grouping, and use of data. In addition, they express the concern that the schedule may not allow for adequate time to work with students in small groups.

## Appendix E - Comprehensive Literacy Program School 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>
1	2	3	4	5
In our school, there is consistency within grade levels in our school wide literacy program; that is, teachers in the same grade are covering mostly the same reading/language arts content using the same sequence and pace.				
1	2	3	4	5
In our school, there is consistency across grade levels in our school wide literacy program; that is, teachers across grade levels are using similar teaching methods and approaches.				
1	2	3	4	5
Our school’s literacy program allows for an uninterrupted reading block daily (90-120 minutes K-3, 60-90 minutes 4-6).				
1	2	3	4	5
Our school-wide literacy program allows for an uninterrupted writing block daily				
1	2	3	4	5
Our school-wide literacy program is consistent with the Common Core Georgia Performance Standards for Reading.				
1	2	3	4	5

Our school-wide literacy program integrates the College and Career Anchor Standards for Reading to incorporate key ideas and details, craft, integration of knowledge and ideas, range of reading and text difficulty,

1                      2                      3                                      4                                      5

Our school-wide literacy program integrates the College and Career Anchor Standards for Writing to incorporate a variety of texts and purposes, production and distribution of writing, research, and range of writing.

1                      2                      3                                      4                                      5

The core literacy program we are currently using meets the literacy needs of most students in our school.

1                      2                      3                                      4                                      5

Our school’s literacy program provides resources for meeting the needs of most learners.

1                      2                      3                                      4                                      5

**Comprehensive Literacy Program: Instructional Practices**

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unknown/Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1	2	3	4	5

Teachers in our school understand how to integrate the components of our core program efficiently and effectively to meet differentiated student needs.

1                      2                      3                      4                      5

A range of texts, including informational texts, are used for small group instruction.

1                      2                      3                      4                      5

K-3 grade teachers in my school understand and use decodable texts with fidelity and expertise.

1                      2                      3                      4                      5

Most students are progressing satisfactorily in our school's literacy program.

1                      2                      3                      4                      5

Teachers in our school use screening and progress monitoring assessments effectively to identify student needs in reading.

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 science and social studies in literacy.

1                      2                      3                      4                      5

Teachers in this school integrate technology and literacy in a meaningful, engaging way.

1                      2                      3                      4                      5

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

1                      2                      3                      4                      5

Bartow County School System – Clear Creek Elementary

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

1                      2                      3                      4                      5

Teachers in our school feel adequately trained in the components of the core reading program.

1                      2                      3                      4                      5

Teachers in our school feel adequately trained in the intervention reading programs.

1                      2                      3                      4                      5

Teachers in our school have adequate classroom libraries, incorporating a range of complex literary and informational texts.

1                      2                      3                      4                      5

Comments:

**Appendix F - Comprehensive Literacy Program Classroom Level**

**Needs Assessment Survey**

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>
1	2	3	4	5
I understand how to integrate the components of our core program efficiently and effectively to meet differentiated student needs.				
1	2	3	4	5
All students are progressing satisfactorily in our school’s literacy program.				
1	2	3	4	5
I feel confident in my ability to identify, plan, implement, and evaluate appropriate differentiated instructional activities during workshop.				
1	2	3	4	5
I feel confident in my ability to provide literacy instruction for all students in my classroom including struggling readers and writers.				
1	2	3	4	5
I feel confident in my ability to use screening and progress monitoring assessments to identify student needs in reading.				
1	2	3	4	5
I feel confident in my ability to provide literacy instruction for all students in my classroom including struggling readers and writers.				
1	2	3	4	5
I feel confident in my ability to use the Bartow County Reading Intervention Continuum to provide needs based instruction for students in my classroom struggling in reading and writing.				
1	2	3	4	5
I feel confident in this school’s ability to schedule appropriate interventions for all students in my				

classroom.

1 2 3 4 5

I understand and feel confident implementing the RTI Process for students in my classroom.

1 2 3 4 5

I feel confident that I effectively use screening and progress monitoring assessments to identify student needs in reading.

1 2 3 4 5

I have the instructional materials I need for providing in-class intervention for struggling readers and writers.

1 2 3 4 5

I have the instructional materials I need for providing in-class intervention for struggling readers and writers.

1 2 3 4 5

My classroom contains a sufficient amount of instructional materials, including leveled and non-fiction text, to meet the instructional level of all my students.

1 2 3 4 5

I integrate Imagine It Inquiry and inquiry into my reading/literacy on an ongoing basis.

1 2 3 4 5

I integrate the Classic Core Vocabulary read alouds into my classroom (check appropriate)

\_\_\_ daily \_\_\_ 3-4 times a week \_\_\_ 2 times a week \_\_\_ once a week \_\_\_ rarely

My students read **each** new decodable in Imagine It a minimum of five times (K-3 only)

1 2 3 4 5

I would like additional professional learning in the following components of Imagine It. (x all that

apply)

Phonemic Awareness     Phonics and Decoding     Fluency     Writing

Vocabulary                       Comprehension                       Inquiry     Workshop

I would like additional professional learning in the following areas of assessment (check all that apply).

Administering and Scoring DIBELS Next     Interpreting DIBELS Next

Administering and Scoring Running Records     Analyzing Running Records

Using the Continuum of Interventions to plan instruction

Planning and assessment for differentiated instruction groups

Intervention Training, please check all that apply.

Phonemic Awareness Curriculum     Road to the Code

Early Reading Tutor                       Early Intervention in Reading 1, 2

Sound Partners     RAVE-O     Comprehension Strategies

Comments:

**Appendix G - Clear Creek Elementary Personnel Involved in Needs Assessment Survey**

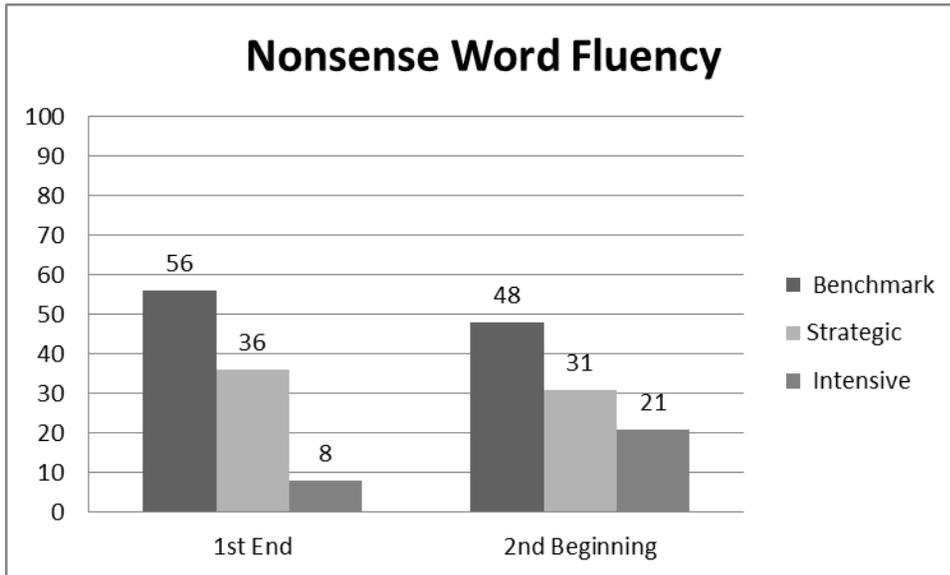
<b>Kindergarten</b>	<b>Fifth Grade</b>
Erica Cornett	Carla Bowen
Macy Fowler	Jane Gasior
Keri Hughes	Susan Gilmore
Marchell Scurry	
Amy Southerland	<b>Special Education</b>
	Christy Camp
<b>First Grade</b>	Laurie Henchey
Christy Abernathy	Stormy Ruff
Shelly Abernathy	Sandy Wilbanks
Kimberly Bowman	April Woodring
Amy Burnett	
	<b>Media Specialist</b>
<b>Second Grade</b>	Pam Wilson
Pam Barnette	
Marilyn Frieling	<b>Title I Reading</b>
Kristy Mitchell	Misty Milam
Natalie Taylor	
Megan Teems	<b>Principal</b>
	Dr. Kelly Wade
<b>Third Grade</b>	
Anne DeKoker	<b>Assistant Principal</b>
Allison Hale	Tracy Mulkey
Beverly Hancock	
Laura Hughes	

Bartow County School System – Clear Creek Elementary

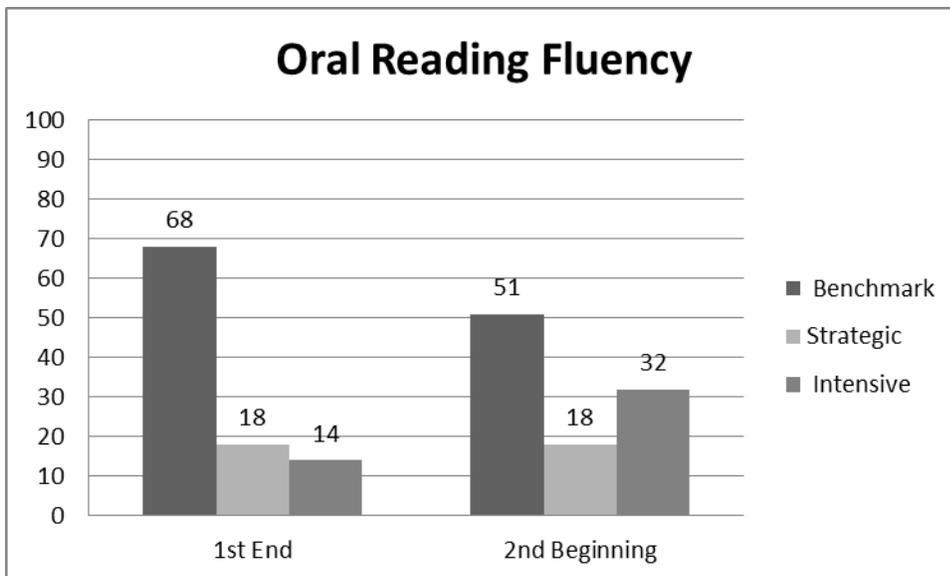
Kimberly Mosteller	
<b>Fourth Grade</b>	
Mandi Cullifer	
Jennifer Harris	
Lauren Layng	
Lori McGill	
Naomi Strickland	

### Appendix H - Area of Concern

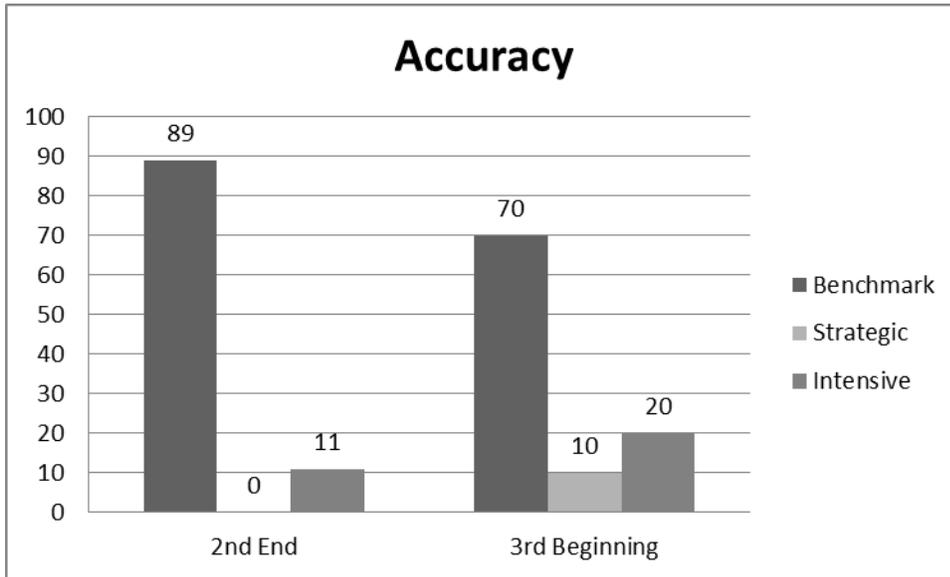
#### Phonics and Word Recognition End of 1<sup>st</sup> Grade– Beginning of 2<sup>nd</sup> Grade



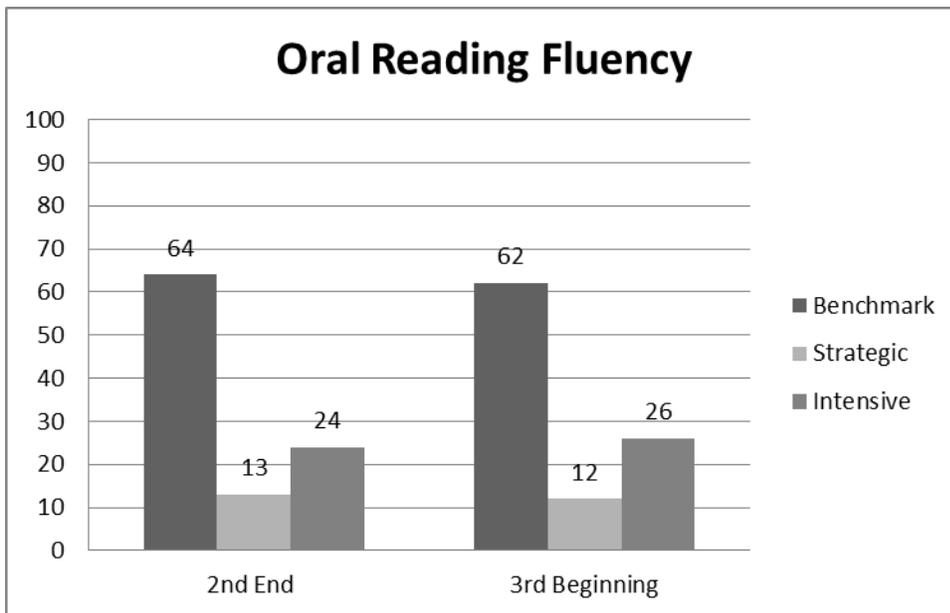
#### Oral Reading Fluency End of First Grade-Beginning of Second Grade



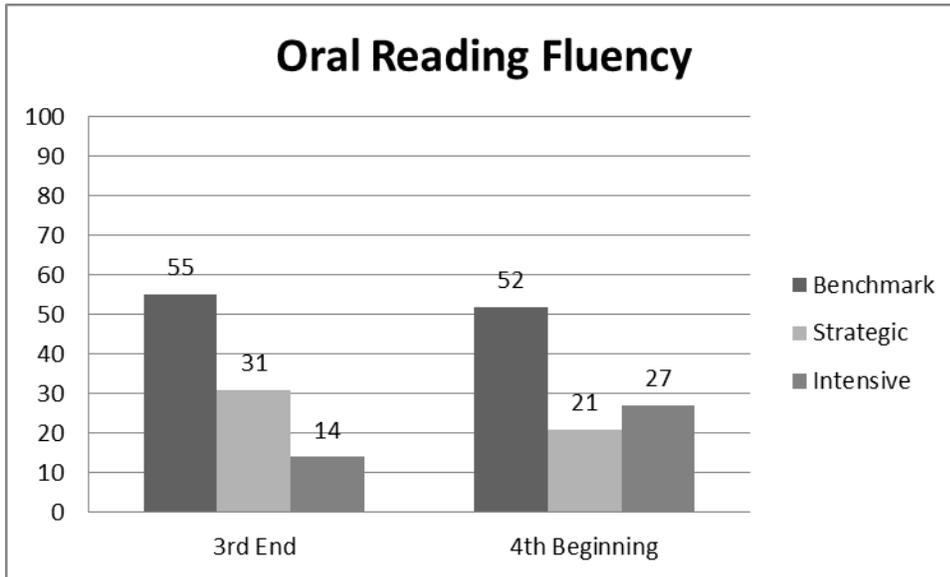
**Accuracy End of 2<sup>nd</sup>-Beginning of 3rd**



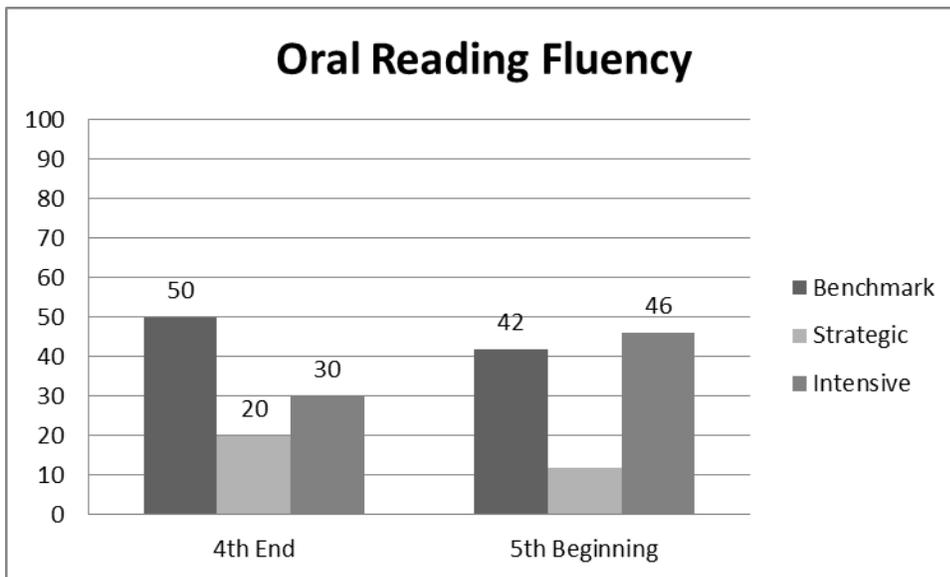
**Oral Reading Fluency End of 2<sup>nd</sup>- Beginning of 3rd**



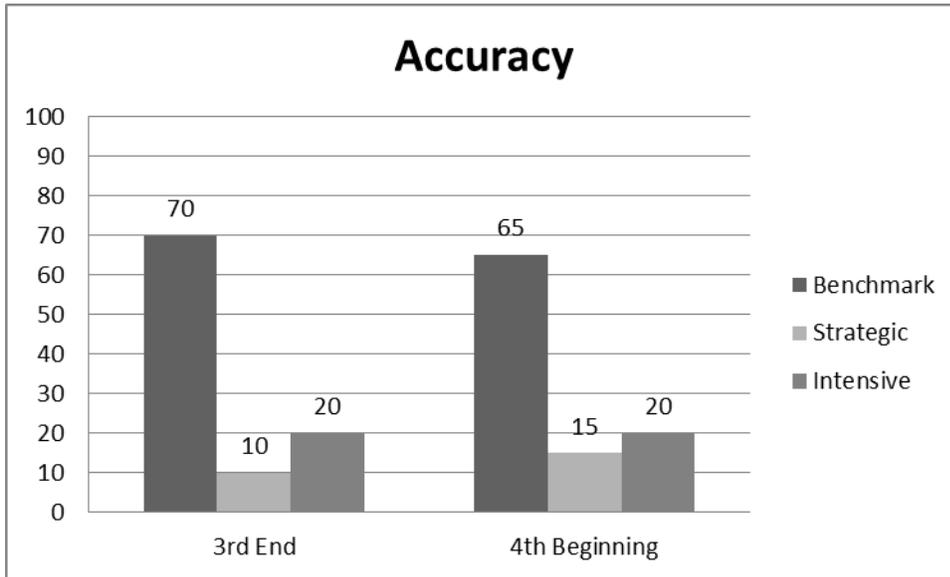
**Oral Reading Fluency End of 3<sup>rd</sup> Grade-Beginning of 4th**



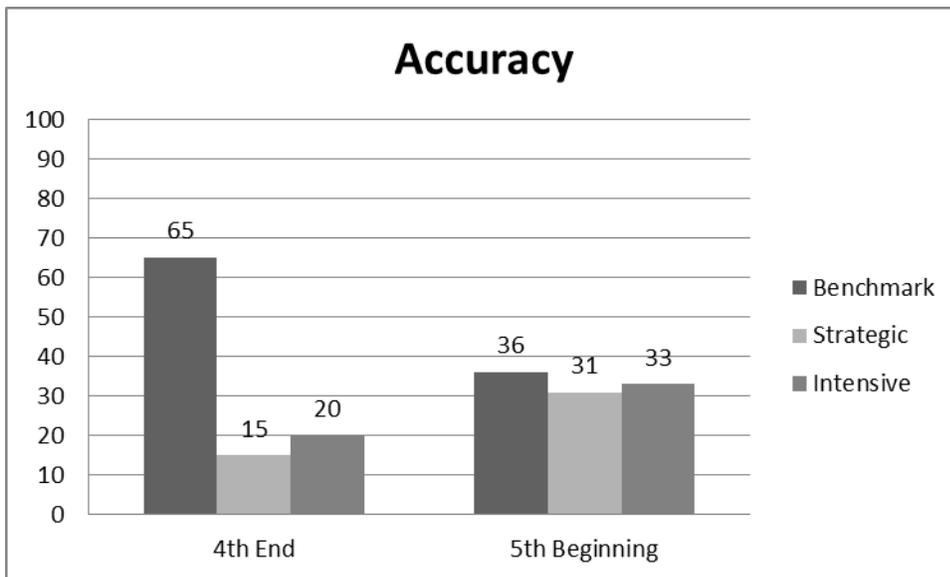
**Oral Reading Fluency End of the 4<sup>th</sup> and Beginning of 5th**



**Accuracy End of 3<sup>rd</sup> – Beginning of 4th**



**Accuracy End of 4<sup>th</sup> - Beginning of 5th**



## **Appendix I - Literacy Committee Meeting Minutes from August 17, 2010**

### **Members Present:**

Dr. Kelly Wade – Assistant Principal

Carla Bowen - Writing Committee Co-Chair & Fifth Grade Representative

Misty Milam - Writing Committee Co-Chair & Target Lab Representative

Erica Cornett – Kindergarten Representative

Amy Burnett – First Grade Representative

Anne DeKoker – Third Grade Representative

### **Members Absent:**

Marilyn – Frieling – Second Grade Representative – Was attending Pirate Math training at Central Office at the same time

Mandi Cullifer – Fourth Grade Representative – Was at home with her sick child

- Each grade level representative compiled a list of the resources their grade level is currently using to teach writing. They then presented this list to the committee.
  
- After every representative had read their list, it became apparent that school-wide there is no alignment of how writing is being taught. (Some are using Imagine It. While others are following the Writer’s Workshop Model and using the GPS for writing to guide their writing instruction.)
  
- Perhaps, the committee needs to further explore Imagine-It, because most first and second grade teachers do seem to like it. From what we have heard, while it does introduce all of the required genres, there was concern that the genres were not taught thoroughly before moving onto the next genre and that the explanation of the writing product was very vague instead of being based on particular standards.
  
- It is the committee’s recommendation that school-wide, we all follow and implement the Writer’s Workshop Model using the GPS writing standards as our method for writing instruction.
  
- The reasons for this are the following: 1. This would require an allotted daily writing time for every student in the school. 2.. There would be a consistency among the language the students were hearing and using regarding writing. 3. Consistency in

instruction normally results in students with greater writing abilities which will yield better results on the Third and Fifth Grade Writing Assessments.

- The following time frames are recommended for teaching Writer’s Workshop daily:  
Grades K – 2: 30 – 45 min.

Grades 3 – 5: 45 min. – 1 hour

- There was a concern about the limited amount of time that Mrs. Cullifer has in fourth grade to devote to writing. She has 1 hour and 15 minutes each day to teach reading, writing, and language arts. It was recommended that Mrs. Layng only devote 45 min. of her block to Science and Social Studies and spend the rest of the time assisting Mrs. Cullifer by integrating writing and fluency into Science and Social Studies. Another idea would be for Mrs. Layng to spend those 30 min. focusing on Language Arts, so that Mrs. Cullifer can spend 40 min. on reading and 35 min. on writing every day.
- It was recommended that there be more collaboration among the grade level when it comes to interpreting and teaching the elements of the standard. This discussion will lead to more quality and more consistent instruction. (Ex. Different teachers at a grade level interpret what the element means about spacing or creating an engaging beginning, and therefore, they teach the meaning of the element differently.)
- Another recommendation is that we have trainings for how to teach elements of the standard. Perhaps, a good place for this would be during Tuesday Grade Level Meetings with Mrs. Glaze and Dr. Wade. That way each grade level can focus on their standards.
- It was decided that we would send these minutes on to Dr. Wade so that he could determine the best way to implement the changes we are recommended.
- No future meeting dates have been set yet.

**Appendix J - Literacy Plan**

**Whole Group Instruction Core Program**  
**Phonological Awareness, Alphabet, Big Book, Model Comprehension Strategies, Sight Words, etc.**

Listening

Pocket Chart

Alphabet

Overhead

Writing

Teacher  
Small Group



This is where small group instruction using the interventions will take place.

**Whole Group Instruction**  
**Shared Writing**

### **Kindergarten**

At the Kindergarten level we currently have the phonological and phonemic awareness piece of the core program used in the county. In order to comprehensively address fluency, vocabulary, and comprehension, the complete comprehensive core reading program aligned to the materials we currently have in place, not only in Kindergarten, but in grades 1-5, is needed. Research documents that fluency is built by repeated readings of text. Predecodable and decodable texts for each classroom are needed to develop this basic skill. Initial training was provided in using the phonological and phonemic awareness program.

The Big Books we are currently using in Kindergarten to support vocabulary and model text comprehension strategies are over eight years old. The themes and topics do not align to the words and topics introduced during the phonological and phonemic awareness lessons. Purchasing a scientific evidence-based core program (for example, OWL) with accompanying Big Books and teacher training/coaching will allow a more evidence based approach to instruction in Kindergarten.

Additional training, supported by in class coaching is also needed to ensure fidelity of program implementation.

In order to accomplish this, the following materials are needed:

- **Core Reading Program for Kindergarten**
- **Kindergarten Library, including predecodable and decodable texts aligned to core phonological and phonemic awareness program**
- **Training in implementation of the core**

Developmentally, students are arriving in Kindergarten with fewer and weaker foundational skills than in past years. For example, in the 2010-2011 school year 14% of Kindergarteners were at risk on the DIBELS when beginning Kindergarten. In 2011-2012, 24%

of kindergarteners are at risk. A screener for vocabulary and oral language development is needed to identify which specific students require support in this area.

Every kindergarten student is screened three times a year using DIBELS Next. Teachers were trained at the beginning of the year by the system literacy specialist, who attended the DIBELS Next Transition and Mentor Training. Additionally, students are given a school screening assessment upon entry to Kindergarten. This informal screener is used to identify students in possible need of EIP services.

Instructionally, the diverse needs of Kindergartens at Clear Creek implies the need for multiple, tiered interventions. In Kindergarten, classroom interventions are provided during small group instructional time.

- **Screening instrument for oral language**
- **Training for teachers in expanding oral language, including syntax and vocabulary**
- **Expand the Tiered intervention continuum to prevent layering of interventions and to reflect the gold standard.**
- **Provide training in implementation of gold standard interventions aligned to the Tiers of intervention.**
- **Develop enrichment unit plans aligned to the Common Core Georgia Performance Standards for students in Tier 1 and Tier 2.**

## First Grade

In first grade students are screened at the beginning of the year using DIBELS Next. Students receive instruction from the scientific evidence-based core reading program. This program includes phonological and phonemic awareness, direct explicit phonics instruction aligned to decodable texts which are read five times each day in some format by all students. Dictation supports the phonemic encoding and is used to identify students in need of additional support. Differentiated instruction is provided to all students as part of the core program during a differentiated instructional group time. Students work in centers designed to allow them to practice skills they have learned but need to firm up. The teacher works with students in small groups based on needs identified during core instruction as well as needs identified through screening and progress monitoring. In addition to activities provided in the core program, students engage in Florida Center for Reading Research activities based on need for additional practice. Progress monitoring using DIBELS occurs on an as needed basis. The results are analyzed and used to plan and revise small group instruction.

Inquiry is ongoing in every first grade classroom. Initially modeled by the teacher, the process of inquiry is actively demonstrated to all students who learn how to form a conjecture, revise the conjecture as needed, and conduct an investigation into a compelling topic. Students work as a class under the guidance of the classroom teacher to investigate a topic and present the results to another class. The inquiry process comes full cycle as students form a new conjecture at the end of the process. The inquiry process is gradually released to students during differentiated instructional group time over the course of the year. Students move into independent inquiry based on readiness. Multiple nonfiction texts support students in inquiry and are available for students to read independently as well as in small teacher directed groups.

In order to support this, the following materials and training are needed:

- **Training in administering and analyzing running records in order to better identify student needs, plan, and implement instructional interventions.**
- **Additional training in implementing the core program, particularly in the areas of differentiated instruction, comprehension strategy instruction, and writing.**
- **Review and purchase additional interventions for Tier 3 in the area of phonics and blending.**
- **Purchase sufficient intervention materials to support the number of teachers and students using the intervention.**
- **Training in implementing inquiry for every teacher.**
- **Promethean ACTIVBoard and projector for 1 classroom.**
- **Interactive devices to support instruction in all first grade classrooms.**
- **Classroom copies of read aloud books for 5 classrooms.**
- **Updated versions of shockwave and adobe for each computer.**

In the past, we had a dedicated extended learning time of 35 minutes in which students received targeted, Tiered interventions in their area of need. While we no longer have a designated intervention time, teachers still provide intervention instruction. First grade teachers have a number of interventions to choose from based on an aligned intervention continuum. A need exists for further training in selecting and implementing interventions. Although first grade teachers have access to multiple interventions, often these materials need to be shared. This results in several problems: 1) groups are sometimes larger than recommended by the developers of the programs; 2) students are placed at the incorrect lesson for intervention, which impedes progress; 3) lessons are not delivered with consistent fidelity when shared resources are misplaced. Lost instructional time occurs when materials are not able to be located quickly. This often results in lack of fidelity in implementation. There is a need to purchase sufficient intervention resources so that each instructional group has access to needed materials. While students in Tiers 2, 3, and 4 are receiving interventions, students who are in Tier 1 are provided with enrichment activities. This is to align with the system goal of moving increasing numbers of students from Meets to Exceeds on the CRCT in grades 3 and 5

### **Second Grade**

In second grade students are screened at the beginning of the year using DIBELS Next. Students receive instruction from the scientific evidence-based core reading program. This includes direct explicit phonics instruction aligned to decodable texts which are read five times each day in some format by all students. Dictation supports the phonemic encoding and is used to identify students in need of additional support. Differentiated instruction is provided to all students as part of the core program during a differentiated instructional group time. Students work in centers designed to allow them to practice skills they have learned but need to firm up. The teacher works with students in small groups based on needs identified during core instruction as well as needs identified through screening and progress monitoring. In addition to activities provided in the core program, students engage in Florida Center for Reading Research activities based on need for additional practice. Progress monitoring using DIBELS occurs on an as needed basis. The results are analyzed and used to plan and revise small group instruction. All second grade students at Clear Creek are screened three times a year using DIBELS Next. Progress monitoring occurs on an as needed basis in the student's classroom.

In order to support this, the following materials and training are needed:

- **Training in administering and analyzing running records in order to better identify student needs, plan, and implement instructional interventions.**
- **Additional training in implementing the core program, particularly in the areas of differentiated instruction, comprehension strategy instruction, and writing.**
- **Review and purchase additional interventions for Tier 3 in the area of phonics and blending.**
- **Purchase sufficient intervention materials to support the number of teachers and students using the intervention.**
- **Training in implementing inquiry for every teacher.**

- **Interactive devices to support instruction in all second grade classrooms.**
- **Classroom copies of read aloud books for 5 classrooms.**
- **Updated versions of Shockwave and Adobe for each computer.**

In the past, we had a dedicated extended learning time of 35 minutes in which students received targeted, Tiered intervention in their area of need. While we no longer have a designated intervention time, teachers still provide intervention instruction. Second grade teachers have a number of interventions to choose from based on an aligned intervention continuum. A need exists for further training in selecting and implementing interventions. Although second grade teachers have access to multiple interventions, often these materials need to be shared. This results in several problems:

1) groups are sometimes larger than recommended by the developers of the programs; 2) students are placed at the incorrect lesson for intervention, which impedes progress; 3) lessons are not delivered with consistent fidelity when shared resources are misplaced. Lost instructional time occurs when materials are not able to be located quickly. This often results in lack of fidelity in implementation. There is a need to purchase sufficient intervention resources so that each instructional group has access to needed materials. While students in Tiers 2, 3, and 4 are receiving interventions, students who are in Tier 1 are provided with enrichment activities. This is to align with the system goal of moving increasing numbers of students from Meets to Exceeds on the CRCT in grades 3 and 5.

### **Third Grade**

In third grade students are screened at the beginning of the year using DIBELS Next. Students receive instruction from the scientific evidence-based core reading program. Differentiated instruction is provided to all students as part of the core program during a differentiated instructional group time. Students work in centers designed to allow them to practice skills they have learned but need to firm up. The teacher works with students in small groups based on needs identified during core instruction as well as needs identified through screening and progress monitoring. In addition to activities provided in the core program, students engage in Florida Center for Reading Research activities based on need for additional practice. Progress monitoring using DIBELS occurs on an as needed basis. The results are analyzed and used to plan and revise small group instruction. All third grade students at Clear Creek are screened three times a year using DIBELS Next. This year in third grade, we have one Early Intervention Program classroom which has 13 students. The Title I Reading Teacher administers progress monitoring to the EIP students. The classroom teacher and a trained paraprofessional provide reading interventions to these students based on their performance on the intervention placement test. Third grade students who scored in the Intensive and Strategic Levels on DIBELS Next were administered an intervention placement test. They were then placed into the appropriate intervention group. Two third grade teachers, the Title I teacher, and the parapro provide these interventions while the rest of the students go to the remaining third grade teachers for grade level instruction and acceleration, when appropriate. Students receive their interventions and/or enrichment in addition to Tier 1 instruction.

In order to support this, the following materials and training are needed:

- **Training in administering and analyzing running records in order to better identify student needs, plan, and implement instructional interventions.**
- **Additional training in implementing the core program, particularly in the areas of differentiated instruction, comprehension strategy instruction, and writing.**
- **Review and purchase additional interventions for Tier 3 in the area of phonics and comprehension.**
- **Purchase sufficient intervention materials to support the number of teachers and students using the intervention.**
- **Training in implementing inquiry for every teacher.**
- **Interactive devices to support instruction in all second grade classrooms.**
- **Classroom copies of read aloud books for 5 classrooms.**
- **Updated versions of shockwave and adobe for each computer.**

In the past, we had a dedicated extended learning time of 35 minutes in which students received targeted, Tiered intervention in their area of need. Even though the school no longer has a designated time for an intervention block, third grade teachers have continued with their own intervention time. They have a number of interventions to choose from based on an aligned intervention continuum. A need exists for further training in selecting and implementing interventions. Although third grade teachers have access to multiple interventions, often these materials need to be shared. This results in several problems:

1) groups are sometimes larger than recommended by the developers of the programs; 2) students are placed at the incorrect lesson for intervention, which impedes progress; 3) lessons are not delivered with consistent fidelity when shared resources are misplaced. Lost instructional time occurs when materials are not able to be located quickly. This often results in lack of fidelity in implementation. There is a need to purchase sufficient intervention resources so that each instructional group has access to needed materials. While students in Tiers 2, 3, and 4 are receiving interventions, students who are in Tier 1 are provided with enrichment activities. This is to align with the system goal of moving increasing numbers of students from Meets to Exceeds on the CRCT in grades 3 and 5

#### **Fourth Grade**

In fourth grade students are screened at the beginning of the year using DIBELS Next. Students receive instruction from the scientific evidence-based core reading program. Differentiated instruction is provided to all students as part of the core program during a differentiated instructional group time. Students work in centers designed to allow them to practice skills they have learned but need to firm up. The teacher works with students in small groups based on needs identified during core instruction as well as needs identified through screening and progress monitoring. In addition to activities provided in the core program, students engage in Florida Center for Reading Research activities based on need for additional practice. Progress monitoring using DIBELS occurs on an as needed basis. The results are analyzed and used to plan and revise small group instruction. All fourth grade students at Clear Creek

are screened three times a year using DIBELS Next. This year in fourth grade, we have one Early Intervention Program (EIP) classroom / FOCUS classroom which has 14 students. The Title I Reading Teacher administers progress monitoring to the EIP students. The classroom teacher and the Title I teacher provide reading interventions to these students based on their performance on the intervention placement test. Students receive their interventions in addition to Tier 1 instruction.

In order to support this, the following materials and training are needed:

- **Training in administering and analyzing running records in order to better identify student needs, plan, and implement instructional interventions.**
- **Additional training in implementing the core program, particularly in the areas of differentiated instruction, comprehension strategy instruction, and writing.**
- **Review and purchase additional interventions for Tier 3 in the area of phonics and comprehension.**
- **Purchase sufficient intervention materials to support the number of teachers and students using the intervention.**
- **Training in implementing inquiry for every teacher.**
- **Interactive devices to support instruction in all fourth grade classrooms.**
- **Classroom copies of read aloud books for 3 classrooms.**
- **Updated versions of Shockwave and Adobe for each computer.**

In the past, we had a dedicated extended learning time of 35 minutes in which students received targeted, Tiered intervention in their area of need. While we no longer have a designated intervention time, teachers still provide intervention instruction. Fourth grade teachers have a number of interventions to choose from based on an aligned intervention continuum. A need exists for further training in selecting and implementing interventions. Although fourth grade teachers have access to multiple interventions, often these materials need to be shared. This results in several problems: 1) groups are sometimes larger than recommended by the developers of the programs; 2) students are placed at the incorrect lesson for intervention, which impedes progress; 3) lessons are not delivered with consistent fidelity when shared resources are misplaced. Lost instructional time occurs when materials are not able to be located quickly. This often results in lack of fidelity in implementation. There is a need to purchase sufficient intervention resources so that each instructional group has access to needed materials. While students in Tiers 2, 3, and 4 are receiving interventions, students who are in Tier 1 are provided with enrichment activities. This is to align with the system goal of moving increasing numbers of students from Meets to Exceeds on the CRCT in grades 3 and 5

### **Fifth Grade**

In fifth grade students are screened at the beginning of the year using DIBELS Next. Students receive instruction from the scientific evidence-based core reading program. Differentiated instruction is provided to all students as part of the core program during a differentiated instructional group time. Students work in centers designed to allow them to practice skills they have learned but need to firm up. The teacher works with students in small groups based on needs identified during core instruction as

well as needs identified through screening and progress monitoring. In addition to activities provided in the core program, students engage in Florida Center for Reading Research activities based on need for additional practice. Progress monitoring using DIBELS occurs on an as needed basis. The results are analyzed and used to plan and revise small group instruction. All fifth grade students at Clear Creek are screened three times a year using DIBELS Next. This year in fifth grade, we have 87 students. Therefore, we only have three fifth grade teachers: one teaches reading, one teaches writing, one teaches math, and they all teach social studies and science. To make instruction easier with such large groups, they have ability-grouped their classes. The group of intensive students consists of 25 non-Special Education students. The Title I Reading Teacher administers progress monitoring to these students. The classroom teacher and the Title I teacher provide reading interventions to these students based on their performance on the intervention placement test. Students receive their interventions in addition to Tier 1 instruction. Next year, we should be able to return to two-person departmentalized teams in fifth grade to allow for more time to be devoted to the differentiated group work time as part of the core.

In order to support this, the following materials and training are needed:

- **Training in administering and analyzing running records in order to better identify student needs, plan, and implement instructional interventions.**
- **Additional training in implementing the core program, particularly in the areas of workshop centers, differentiated instruction, comprehension strategy instruction, and writing.**
- **Review and purchase additional interventions for Tier 3 in the areas of phonics and comprehension.**
- **Purchase sufficient intervention materials to support the number of teachers and students using the intervention.**
- **Training in implementing inquiry for every teacher.**
- **Interactive devices to support instruction in all fifth grade classrooms.**
- **Classroom copies of read aloud books for 3 classrooms.**
- **One additional interactive board and projector for a classroom.**
- **Updated versions of shockwave and adobe for each computer.**

In the past, we had a dedicated extended learning time of 35 minutes in which students received targeted, Tiered intervention in their area of need. While we no longer have a designated intervention time, teachers still provide intervention instruction. Fifth grade teachers have a number of interventions to choose from based on an aligned intervention continuum. A need exists for further training in selecting and implementing interventions. Although fifth grade teachers have access to multiple interventions, often these materials need to be shared. This results in several problems: 1) groups are sometimes larger than recommended by the developers of the programs; 2) students are placed at the incorrect lesson for intervention, which impedes progress; 3) lessons are not delivered with consistent fidelity when shared resources are misplaced. Lost instructional time occurs when something is not able to be located quickly. This often results in lack of fidelity in implementation. There is a need to purchase sufficient intervention resources so that each instructional group has access to needed materials. While students in Tiers 2, 3, and 4 are receiving interventions, students who are in

## Bartow County School System – Clear Creek Elementary

Tier 1 are provided with enrichment activities. This is to align with the system goal of moving increasing numbers of students from Meets to Exceeds on the CRCT in grades 3 and 5.

**Appendix K - Clear Creek Elementary 2011-2012 Schedules**

<b>Kindergarten</b>	<b><u>First Grade</u></b>	<b><u>Second Grade</u></b>
<p>7:35-8:00 Morning Work</p> <p>8:00-9:30 Math</p> <p>9:30-10:30 Writer’s Workshop</p> <p>10:30-10:45 Mountain Math/Language</p> <p>10:45-11:15 Lunch</p> <p>11:15-12:40 Centers/Phonics</p> <p>12:30-12:50 Recess</p> <p>12:40-1:30 Specials</p> <p>1:30-2:25 SS/Science/Health/Vocab</p> <p>2:25 Dismissal</p>	<p>First Grade Schedule</p> <p>8:00-8:40 Calendar Math</p> <p>8:40-9:20 Phonics (blending board, dictation journal, decodables)</p> <p>9:20-9:50 Imagine It Reading +Ikard</p> <p>9:50-10:50 Math +Ikard</p> <p>10:55/11:05-11:35 Lunch</p> <p>11:35-12:00 Recess/Water/Restroom</p> <p>12:00-12:30 Imagine It Grammar/Skills (Mtn Lang, DOL, Vocab)</p> <p>12:30-1:00 Writers Workshop</p> <p>1:00-1:30 Guided Reading/Centers (kdg paras &amp; Ikard will come at 12:40 &amp; start interventions)</p> <p>1:30-2:20 Special Areas</p> <p>2:20-2:25 Pack up/Dismiss</p>	<p>8:00 - 10:00 Reading/ELA +Ikard til’ 9:15</p> <p>10:00 - 10:50 Special Areas</p> <p>10:50 - 11:15 Reading/ELA</p> <p>11:15 - 11:45 Lunch</p> <p>11:45 - 12:05 Recess</p> <p>12:05 - 12:40 Reading/ELA</p> <p>12:40 - 1:55 Math +Ikard @1:30</p> <p>1:55 - 2:20 Science/SS</p> <p>2:20 – 2:25 Dismiss</p>
<b><u>Third Grade</u></b>	<b><u>Fourth Grade</u></b>	<b><u>Fifth Grade</u></b>
<p>7:50-8:00 Morning Work</p> <p>8:00-9:00 Writing/ELA +Milam</p> <p>9:00-9:50 Special Areas</p> <p>9:50-11:30 Reading +Milam @ 10:15</p> <p>11:30-12:05 Lunch</p> <p>12:05-12:25 Recess</p> <p>12:25-1:50 Math +Morrow</p> <p>1:50-2:20 Science/SS</p> <p>2:25 Dismissal</p>	<p>7:50-9:50 Block 1 +Morrow</p> <p>Focus w/McGill; Avg. w/Cullifer</p> <p>Gateway w/Strickland; Sped w/Layng</p> <p>9:50-10:50 Block 2a</p> <p>Focus w/Cullifer; Avg w/McGill</p> <p>Gateway w/Layng; Sped w/Strickland</p> <p>10:50-11:40 Special Areas</p> <p>11:45-12:15 Lunch</p> <p>12:15-12:50 Recess &amp; Restroom</p> <p>12:50-2:20 Block 2b +Milam</p> <p>Focus w/Cullifer; Avg w/McGill</p> <p>Gateway w/Layng; Sped</p>	<p>7:35-7:55 Morning Work</p> <p>7:55-8:45 Special Areas</p> <p>8:45-10:15 Block 1 (incl 30 min interv)</p> <p>Focus w/Bowen</p> <p>Gateway w/Gilmore</p> <p>Average+SpEd w/Gasior</p> <p>10:15-11:45 Block 2 (incl 30 min interv)</p> <p>Focus w/Gilmore +Morrow</p> <p>Gateway w/Gasior</p> <p>Average +SpEd w/Bowen</p> <p>11:45-12:05 Recess</p> <p>12:05-12:35 Lunch</p> <p>12:40-1:50 Block 4</p> <p>Focus w/Gasior</p> <p>Gateway w/Bowen</p>

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	w/Strickland 2:25 Dismissal	Avg+SpEd w/ Gilmore 1:50-2:20 Science/SS in Homeroom 2:25 Dismissal
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**Appendix L - Clear Creek Elementary School Schedule 2012-2013**

<p><b>Kindergarten Schedule:</b></p> <p>8:00-10:20 – Reading (140)</p> <p>10:20-10:40 – Calendar Math (20)</p> <p>10:40-11:26 – Lunch (46)</p> <p>11:30-1:10 – Math Workshop (100)</p> <p>1:10-1:30 – Recess (20)</p> <p>1:30-2:10- Special Areas (40)</p> <p>2:10-2:25- Read Aloud (15)</p>	<p><b>Third Grade Schedule:</b></p> <p>8:00-8:45- Intervention Block (45)</p> <p>8:45- 9:30 – Special Areas (45)</p> <p>9:30-11:45 – Reading (135)</p> <p>11:50-12:25- Lunch (35)</p> <p>12:25-12:40-Recess (15)</p> <p>12:40-1:35-Math Workshop (55)</p> <p>1:35-2:10-Math Stations (35)</p> <p>2:10-2:25-Read Aloud (15)</p>
<p><b>First Grade Schedule:</b></p> <p>8:00-8:45- Intervention Block (45)</p> <p>8:45-10:45-Reading (120)</p> <p>10:45-11:00-Read Aloud (15)</p> <p>11:00-11:46- Lunch (46)</p> <p>11:50-12:25- Math Stations (35)</p> <p>12:25-12:45 –Recess (20)</p> <p>12:45-1:30- Special Areas (45)</p> <p>1:30-2:25- Math Workshop (55)</p>	<p><b>Fourth Grade Schedule:</b></p> <p>8:00-8:40- Intervention Block (40)</p> <p>8:40-10:30 – BLOCK 1 (Reading/Math) (110)</p> <p>10:30-10:45 – Recess (15)</p> <p>10:45-10:50 –Change Classes (5)</p> <p>10:50-11:10 – Read Aloud (20)</p> <p>11:10-11:55- Special Areas (45)</p> <p>12:00-12:40- Lunch (40)</p> <p>12:45-2:25- BLOCK 2 (Reading/Math) (100)</p>
<p><b>Second Grade Schedule:</b></p> <p>8:00-8:45 – Intervention Block (45)</p> <p>8:45-9:30 – Math Stations (45)</p> <p>9:30-10:15 – Special Areas (45)</p> <p>10:15-11:00 – Math Workshop (45)</p> <p>11:00-11:20 – Recess (20)</p> <p>11:20- 12:00 – Lunch (40)</p> <p>12:05 – 2:05 – Reading (120)</p>	<p><b>Fifth Grade Schedule:</b></p> <p>8:00-8:40- Intervention Block (40)</p> <p>8:40-10:25 –BLOCK 1 (Reading/Math) (105)</p> <p>10:25-11:10 – Special Area (45)</p> <p>11:10 – 11:30 – Continue BLOCK 1 (20)</p> <p>11:30 – 11:35- Change classes (5)</p> <p>11:35-12:00 – BLOCK 2 (25)</p> <p>12:00-12:15 – Recess (15)</p>

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2:05 – 2:25 – Read Aloud (20)	12:15- 12:50 – Lunch (35) 12:50-2:25 –BLOCK 2 (95)
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**Appendix M - Professional Development-Clear Creek Elementary**

Year	Topic	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Other	Status
2011	Schoolwide plan Development -Data Trends and Digging Deeper	1	1	1	1	1	1	3	Meet twice in the summer, and monthly during school year
	Dibels Next	5	4	5	4	4	3	3	Completed Sept. 2011
	Early Interventions in Reading Training	1	1	1				1	Completed Sept. 2011
	SRA Corrective Reading				1	1	1	3	Completed Sept. 2011
	Second Grade Imagine It! training			4					Completed Dec. 2011
	Promethean Board Training	1 teacher	1 teacher	1 teacher	1 teacher	1 teacher	1 teacher	1 teacher	Completed Sept 2011
	Collaboration for Rigor, Relevance, and Relationships in the Elementary School	5 teachers	4 teachers	4 teachers	5 teachers	4 teachers	4 teachers		Current, Ongoing

Bartow County School System

Professional Development-Clear Creek Elementary									
Year	Topic/Hours	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Other/ Support	Status
2010	Sharpening the School Improvement Focus Vertical Teaming	5 100%	4	5	4	4	3		Meet twice in the summer, and monthly during school year
	Vocabulary Development for Classic Core Vocabulary Part 2			1	1	1	1		Completed Sept. 2010
	Early Reading Invention Training	1	1	1				1	Completed Sept. 2010
	SRA Corrective Reading				1	1	1	2	Completed Oct. 2010
	Second Grade Imagine It! training			4					
	Promethean Board Training	1	1	1	1	1	1	3	Completed Oct 2010
	Advanced Focus Training 2 <sup>nd</sup> and 4 <sup>th</sup> Grade			1	1				Current ongoing
	Kindergarten Academy	5							Summer 2010, monthly meeting Completed April 2011
	Teacher Comprehensi	5	4	4	5	4	4		Completed Sept. 2010

Bartow County School System

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Bartow County School System

Professional Development-Clear Creek Elementary									
Year	Topic	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Other/ Support	Status
2009-2010	Writing Conference	1	1	1	1	1	1		June 2010
	Phonics, Fluency, and Vocabulary	5	4	4	5	4	4		Completed Sept. 2010
	Kindergarten Center Training	5							
	Schoolwide Plan Development : Digging Deeper	1	1	1	1	1	1		Completed May 2010
	2 <sup>nd</sup> Grade and 4 <sup>th</sup> Focus Advance Diagnosis and Correction of Reading Comprehension			1		1			Completed May 2010
	Writing Destinations				1	1	1		Sept. 2009
	Collaborative Planning for Curriculum, Instruction, and Assessment	5	4	4	5	4	4		Weekly meeting Complete May 2010
2009-2010	Reading Mastery							3	Completed 2009
	Work Sampling System Training		4						Completed 2009

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Professional Development-Clear Creek Elementary									
Year	Topic	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Other-Support Teachers	Status
2008-2009	ELA Performance Matters			1	1	1	1		Completed Feb. 2010
	Response to Intervention	4	4	4	5	4	4	5	Completed Sept. 2009
	Reading ELA Standards Training	4	4	4	5	4	4	5	Completed Oct. 2009
	Sharpening the School Improvement Focus	1	1	1	1	1	1	3	3 day training in Summer, Completed May 2009
	Connecting GPS and KES Resources	4	4	5	4	4	4	5	Completed Nov. 2008
	The Fab Five: Overview of Essential Reading Components	4	4	5	4	4	4	5	Completed Dec. 2008
	Phonological and Phonemic Awareness			4	2	2	1	1	Completed Jan. 2009
	Phonics, Fluency, and Vocabulary	1	1	1	1	1	1	1	Completed Feb. 2009
	Effective Strategies	1	1	1	1	1	1	1	Completed Mar. 2009
	Writing Across the Curriculum	1	1	1	1	1	1	1	Completed Mar. 2009
	Teaching Little Ones to Write	4	4						Completed Mar. 2009
	SACS CASI Committee	1	1	1	1	1	1	3	Completed Sept. 2008

