

GEORGIA DEPARTMENT OF EDUCATION
Striving Readers Comprehensive Literacy
Program

LEA Grant Application
System Cover Sheet.

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

in system: 20	applying: 10		
Congressional District: 11th		Email: 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"

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

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Signature of Fiscal Agency Head (required)

Dr. John Harper

Typed Name of Fiscal Agency Head (required)

Superintendent

Typed Position Title of Fiscal Agency Head (required)

December 16, 2011

Date (required)

Current Priorities

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

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

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

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 11th 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 2nd and 4th 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:

Assessment	Frequency	Purpose
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.

3rd Grade Reading	3rd Grade English Lan Arts	3rd Grade Math	3rd Grade Science	3rd Grade Social Studies
78	89	189	229	239
5th Grade Reading	5th Grade English Lan Arts	5th Grade Math	5th Grade Science	5th Grade Social Studies
77	67	74	263	334
8th Grade Reading	8th Grade English Lan Arts	8th Grade Math	8th Grade Science	8th Grade Social Studies
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)

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

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 29th 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.

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

Bartow County School System

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

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

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
- 1st 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%

Bartow County School System

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
District	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%

Bartow County School System

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%

Bartow County School System

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

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

Table II. Longitudinal Focus Results 4th Grade

Initial Cadre Grade 4	2009-2010	2010-2011
Exceeds CRCT	6 (4%)	15 (15%)
Meets CRCT	116 (78%)	65 (64%)
Does Not Meet CRCT	32(31%)	21 (21%)
Cadre 2 Grade4		2010-2011
Exceeds CRCT		22 (15%)
Meets CRCT		98 (55%)
Does Not Meet CRCT		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 30th 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 – Cloverleaf Elementary School

2006	LEA Grants	Title IA	\$2,005,305	yes	*Procurement and suspension and debarment – not considered to be a material weakness *Schoolwide program not fully implemented (non-material –non-compliance)
		Title IIA	\$421,327	Yes	None
		Title III	\$54,238	No	N/A
		Special Ed. Cluster		Yes	none
		SPL	\$306,828	no	N/A
2007		Title IA	\$1,985,399	Yes	None
		Title IIA	\$414,594	No	N/A
		Title III	\$80,073	No	N/A
		Special Ed. Cluster	\$2,648,330	No	N/A
		SPL	\$324,690	no	N/A
2008		Title IA	\$1,931,307	No	N/A
		Title IIA	\$411,351	No	N/A
		Title III	\$110,089	No	N/A
		Special Ed. Cluster	\$2,830,364	yes	none
		SPL	\$333,938		N/A
2009		Title IA	\$2,538,166	No	N/A
		Title IIA	\$466,043	Yes	Semi-annual Time and Effort Sheets
		Title III	\$110,840	No	N/A
		Special Ed. Cluster	\$2,868,141	Yes	none
		SPL	\$342,944	no	N/A
2010		Title IA	\$2,564,690	Yes	none
		Title IIA	\$432,464	no	N/A
		Title III	\$110,074	no	N/A
		Special Ed. Cluster	\$2,862,075	yes	Semi-annual Time and Effort Sheets
		McKinney Vento	\$31,214	No	N/A
		SPL	\$345,478	no	N/A

Cloverleaf Elementary School’s Striving Readers Grant

School History

Cloverleaf Elementary School (CLES) was first established in 1954 in Cartersville, Georgia. Originally Cloverleaf served grades 1-8 with 300 students and 10 teachers. Currently Cloverleaf serves grades K-5 with 700 students. We are currently serving a population that is approximately 69.5% economically disadvantaged, qualifying us to Title I status.

Administrative and Teacher Leadership Team

Cloverleaf Elementary School is led by Mrs. Evie Barge (principal) and Mrs. Beth Tuck (assistant principal). Both school leaders hold post-secondary degrees in Leadership with the assistant principal also holding a degree in leadership with curriculum. Cloverleaf started the 2011-2012 school year with a new administration (both principal and assistant principal) thus implementing great change within the structure of the school. Our Teacher Leadership team consists of a representative from each grade level, media specialist, school counselor, special education teacher, ESOL teacher, parent representatives, as well both building administrators.

The Leadership Team meets from a weekly to monthly basis for the purpose of identifying areas of weakness and ways to improve student achievement and engage the community and stakeholders as partners in academic and other initiatives that impact student achievement. Cloverleaf’s Leadership Team has student achievement as the highest priority. The team believes this is the result of camaraderie on the part of all stakeholders. For this reason, the Leadership Team strives to create and maintain an environment that educates all students to understand the past, learn in the present, and flourish in the future as lifelong learners. Due to the low socio economic nature of our student population, the relationship factor is a critical piece of student success.

Past Instructional Initiatives

Over the last three years our school has recognized identification, support, and relationships as key components to student achievement. Through our professional development collaboration and our school council we focused on building and maintaining appropriate relationships with stakeholders, especially our families. We revitalized our Parent Teacher Organization (PTO) through a recruitment of parent leadership who reached out to all families and encouraged their participation in school activities. Through evening literacy events and other functions Cloverleaf has seen an increase in parent participation of 35-40%. As parents and grandparents felt more comfortable and welcomed in the school, they volunteered more time in PTO projects/events and seemed to be more involved in day-to-day school activities such as eating lunch with their child and volunteering in the classroom. The implementation of the relationship piece of rigor and relevance set the stage for parent and family support for instruction.

Interactive boards were placed in several classrooms three years ago. Additional interactive boards have been purchased for third through fifth grade math classrooms as funding has become available. The computer lab also has an interactive board, which allows all students to have access to this technology. This was important as it allows teachers to engage students in multiple experiences that support literacy, including instruction in how to access and use multiple types of print and non print resources. It enables the scientifically evidence-based core reading program to be delivered using all the multiple resources provided through the e-suite links. Every student is provided with a username and password enabling them to access current and past texts, to support independent inquiry projects, and to practice and review skills and strategies.

Data became an imperative component to meeting the needs of students through identification of children at risk as well as providing the support for these students to see improvement and individual success. Teachers were trained in the use of data and how data can determine interventions within the classroom for success in curriculum. We also began to use teachers in non-traditional roles to build relationships that formed the foundation for learning. For example, the Physical Education teacher no longer simply teaches PE. He also works with small groups in reading interventions.

Response to Intervention (RTI) became prevalent in the last few years. Cloverleaf approached RTI with limited initial response due to teachers not feeling comfortable with the concept therefore requiring a need for further training for staff.

Current Instructional Initiatives

This year we began to use DIBELS Next to screen all students three times a year and to progress monitor students that are struggling. We are using system developed literacy benchmark assessments to guide differentiated instruction in reading/language arts. We are viewing Common Core Georgia Performance Standard vignettes as grade level teams so that teachers are prepared for a smooth transition from the GPS to the CCGPS. Cloverleaf Elementary recognized a gap and implemented an aligned, evidence-based reading program that incorporates explicit strategy instruction, inquiry, and nonfiction texts. This year teachers are excited about the implementation of the scientifically evidence-based core in multiple grades.

We are working diligently to build a collaborative climate to strengthen our internal relationship as a faculty family. Each grade level has a common planning, and are beginning to work together to improve as professionals. A plan was put into place this year to implement a common collaboration day. The teachers submit a plan of action prior to this day as well as a list

of what was accomplished after the collaboration. The students benefit from instruction pertaining to the content being delivered by special area teachers. This gives the students an opportunity to receive delivery of the content from another source rather than the usual classroom teacher.

To address the needs of students more thoroughly Cloverleaf is working through the leadership team to build an intervention block for the 2012-2013 school year. We recognize the need for adequate intervention time, training in the use of appropriate interventions, and how to match the intervention to identified student needs. The school leadership team is completing a book study on Gerald Anderson's book Closing the Achievement Gap: No Excuses in order to understand the need and process in implementing school wide tutorials with interventions and enrichment blocks throughout the school.

The use of vertical teaming is carried over to Cloverleaf from the district level. A contracted expert is training a vertical team from our school in effective vertical teaming.

Professional Learning Needs

Additional training is needed to better implement the evidence-based core reading program used by the district with fidelity.

Training is needed for all teachers using reading intervention programs to serve the needs of students who are struggling with the content of the core reading program. Teachers also need to be trained in strategies to differentiate instruction to reach all students on their current level of instruction as well as to provide challenges to help students strive to be successful beyond their current level of learning.

Need for a Striving Readers Project

Cloverleaf is in year one of implementing the system wide scientifically based core reading program. Training is needed to deliver it with fidelity particularly the 45 minutes allocated with the scientifically based core for small group differentiation.

Training is needed in identifying and implementing scientifically based interventions with fidelity based on student needs.

Access to diverse texts, including nonfiction, is another need. Research indicates that classroom libraries need a minimum of 300-600 titles, of which 40-60% are nonfiction texts (American Library Association, 1993). Our classroom libraries also need to have an alignment to science and social studies. We currently do not have classroom libraries that meet this standard. We would like to see our classroom libraries contain expository texts that align to science and social studies.

The Striving Readers Comprehensive Literacy project will enable us to enhance and improve technology at Cloverleaf. Our technology need would be effectively addressed through the purchase of laptops for students. In addition to these laptops, we also have a need for six modern computers in every classroom. We have been fortunate to have interactive Boards in many classrooms for the past few years with teachers feeling successful with this technology. Our concern lies with the individual student and his relationship with technology outside of a video game system and a cell phone. Due to 69.5% of our students being economically disadvantaged, having limited access to technology outside of school is an everyday challenge for students, teachers, and parents. Presently, limited integration and access to current technological devices to support, and differentiate instruction is hampering the potential success of learners in Bartow County. Added technology afforded to our school through this grant will

allow us to strongly integrate technology into our school plan for improvement as well as nurturing the caliber of graduate needed by today's job market.

Because Cloverleaf is located in a rural area, the majority of our students have limited access to resources such as the public library and museums due to financial constraints as well as a lack of a public transportation system. The ability to use Internet resources to provide virtual field trips will help in the development of needed background knowledge.

School Literacy Team

Literacy Team Structure

- The Leadership Literacy Team (**Appendix A**) at Cloverleaf Elementary School is a newly convened team under the new administration. This group is focused on overall student achievement. The team is focused on the use of interventions (or enrichment) to aid students on all levels in becoming successful learners. Due to a lack of focus on allotting a dedicated time for gold standard interventions at Cloverleaf in past years, the team has discussed identifying a dedicated intervention block. The team is composed of one classroom teacher from each grade level, the school counselor, the ESOL teacher, the media specialist, a special education teacher, the assistant principal, and the principal.

Literacy Team Schedule

- The Leadership Literacy Team meets on a monthly basis after school. Copies of the minutes can be found in **Appendix B**.

Literacy Team Initiatives

- Assist teachers in determining the interventions based on student need and data.
- Demonstrate how data can be used to plan, implement and evaluate differentiated instruction.
- Strengthen reading and writing across the content area.
- Analysis and Identification of Student and Teacher Data

In order to exceed on the grant rubric, each component is identified throughout this document with the corresponding letter of the alphabet from the section of each rubric.

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

a. School/Student CRCT Data 2010-2011

Grade	ELA	Reading	Science	Social Studies
3 2010-2011				
Meet	54%	51%	45%	70%
Exceed	43%	46%	30%	11%
Does Not Meet	3%	3%	24%	19%
4 2010-2011				
Meet	46%	55%	50.0%	72%
Exceed	47%	40%	25%	4%
Does Not Meet	7%	5%	25%	25%
5				
Meet	39%	48%	33%	46%
Exceed	56%	47%	41%	29%
Does Not Meet	5%	4%	26%	26%

b. School High School Graduation Data N/A

c. Early Learning Readiness N/A

d. Disaggregation of Data and Subgroups (Appendix C)

e. Cloverleaf Elementary Teacher Retention Data

2011	2010	2009	2008	2007
98%	98%	94%	94%	96%

f. Teacher Participation in Professional Learning Communities

Professional Learning Program	Hours	% of Staff Attended
Corrective Reading	10 hours	8%
Imagine It	10 hours	20%
DIBELS Next	5 hours	100%
Power Writing	10 hours	12%
Thinking Maps	25 hours	2%
Rave-O	10 hours	8%
Advanced Reading	15 hours	5%
Common Core	1 hour	100%
Depths of Knowledge	5 hours	15%
Imagine It Compacting	10 hours	5%

Professional Learning

Teacher Professional Learning Needs

According to our school level needs assessment surveys, there is a specific and definite need for professional learning in the areas of scaffolding of instruction and the planning and implementing of instruction for small targeted groups of students. Teachers also need additional training on the core reading program in order to increase fidelity of the research based components.

Curriculum Needs

Because both members of the administration team are new to the school this year, and a separate intervention block had not been developed, we do not currently have a dedicated intervention time in place. This is a top priority for the 2012-2013 year, as plans are already being developed to support this addition to the school day. With the support of three Title I paraprofessionals, the teachers are responsible for planning and implementing all levels of tiered instruction on their own within the limitations of their class time. The school has a multitude of researched based materials available for use; however, training, time management, and proper placement of students are ongoing concerns that will be addressed within the upcoming school year.

Percentage of teachers self-identifying additional training needs by interventions:

Gold Standard Interven.	Comprehension Strategies	Phonemic Awareness and Phonics	Phonics	Phonological Awareness	Evidence-based tier 2/3 intervention	Phonemic Awareness Intervention
16%	44%	28%	28%	20%	24%	24%

Technology Needs

Beginning with the 2012-2013 school year, we will be relocating into a new school building with completely updated technology-ready classrooms. This provides us with the unique opportunity to build on to an already fully functional, technological setting. The items that we are looking to add to our school are as follows:

- Lap top computers in each grade level to provide adequate access for all students to access the e-suite materials that support the core reading program.
- Electric Light Magnifying Objects that are needed to enhance student engagement and improve instruction. These devices allow the image to be captured and saved onto a laptop to that it may be used for instruction with students. With the new Common Core Georgia Performance Standards being introduced to Georgia schools, this technology will be crucial in sharing and reviewing student work at both the classroom and grade level. Students will be able to actively show their work during the close of the lesson or lesson segment allowing for effective engagement in reciprocal teaching using multiple modes.
- Student response systems to be used in conjunction with interactive boards.

Needs Assessment

The process of determining the school’s literacy need was clearly articulated to include:

- a. A description of the materials used in the needs assessment.**
 - Three different needs assessments (**Appendix D, E, and F**) were used. Bartow County used the Planning and Evaluation Tool for Effective School-Wide Reading Programs - Revised Surveys (PET-R, adapted from: Kame’enui & Simmons, 2003) (**Appendix D**) 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. The survey was completed by 59 faculty and staff members at Cloverleaf Elementary School.
 - The Literacy Team conducted a school level and a classroom teacher based needs assessment in order to determine specific teacher and school needs. (**Appendix E and F**)
- b. A description of the needs assessment process.**
 - The school and classroom assessments were distributed during grade level meetings to classroom teachers. Teachers were told the assessment was a required document to be submitted anonymously to administration. The Leadership Literacy Team studied results by overall school level as well as by individual grade level. Findings include:
 - Incorporation of technology
 - Training in scientific-based interventions

- A need for classroom libraries, incorporating a range of complex literary and informational texts need to be strengthened school wide
 - Uninterrupted blocks of literacy time
 - Additional and/or advanced training in understanding and using the county intervention continuum
 - The PET-R was completed online using Survey Monkey and the results were compiled by the Rollins Center. Findings include that:
 - The staff at Cloverleaf Elementary School believes that they have a core literacy program in place. The Cloverleaf staff recognizes the need for additional professional learning around differentiated instruction, flexible grouping, and use of data for both teachers and leaders. In addition, they express the concern that reading time needs to be protected.
 - School wide DIBELS Next and CRCT data was disaggregated and analyzed by grade to determine the state of the school.
- c. A listing of individuals who participated in the needs assessment is found in Appendix G.**

Areas of Concern

The application:

- a. Compared with the Georgia “What” documents, the following areas are of concern for our school.**
- b. Identifies the specific content area or grade level in which the concern originates.**
- c. Identifies the areas of concern and details the steps the school has or has not taken to address the problem.**

FOUNDATIONAL SKILLS IN LITERACY INSTRUCTION AT THE K-5 GRADE LEVELS FROM COMMON CORE GEORGIA PERFORMANCE STANDARDS (Georgia “What” document pgs. 6-7)

For 2011-2012 the DIBELS Next, replaced the (DIBELS 6th Edition) that had been used in previous years. The DIBELS Next provides more effective and accurate data to use in demonstrating student needs in the components of reading.

Area of Concern 1: Extended Time for Literacy

Cloverleaf GKIDS Data Table 2011-2012
(Percent of Students Not Meeting Standards)

Tracks Left to Right, Top to Bottom	Writes First Name Correctly	Speaks in Complete Sentences	Communicates Effectively
42%	73%	48%	30%

- When students enter kindergarten print awareness is assessed. 42% of students did not enter kindergarten with adequate print awareness. 73% were not able to write their first name correctly. 48% are not able to speak in complete sentences and 30% are not able to communicate effectively. We hypothesize that this may be due to a lack of parental involvement as well as a lack of exposure to print materials in the home

Steps Taken

- In an effort to improve print concepts and oral language and to build phonological awareness Cloverleaf participated in the system Classic Core Read Aloud initiative. Using classic rhymes and fairy tales, teachers directly and explicitly modeled print awareness concepts.

The following charts demonstrate either growth or deficit using data derived from the May 2011 DIBELS 6th Edition and the August 2011 DIBELS Next.

	Benchmark (1st Grade August 2010)	Benchmark (1st Grade May 2011)	Growth or Deficit	Benchmark (2nd Grade August 2011)	Growth or Deficit
CLS (Correct Letter Sounds)	83%	84%	+81%	66%	-18%
ORF (Oral Reading Fluency) Words Correct		87%	NA	74%	-13%
ORF (Oral Reading Fluency) Accuracy		78%	NA	78%	0%

	Benchmark (2nd Grade August 2010)	Benchmark (2nd Grade May 2011)	Growth or Deficit	Benchmark (3rd Grade August 2011)	Growth or Deficit

ORF (Oral Reading Fluency) Words Correct		63%		64%	+1%
ORF (Oral Reading Fluency) Accuracy	57%	90%	33%	69%	-21%

There was no screening administered at the end of 3rd grade for the 2010-2011 year. The following core scores are for the beginning of 4th grade 2011-2012.

Oral Reading Fluency (Words Correct)	Oral Reading Fluency (Accuracy)	DAZE
60%	72%	50%

There was no screening administered at the end of 4th grade for the 2010-2011 year. The following core scores are for the beginning of 5th grade 2011-2012.

Oral Reading Fluency (Words Correct)	Oral Reading Fluency (Accuracy)	DAZE
51%	47%	46%

Area of Concern 2: Fidelity of instruction of research based core reading program-including the differentiation of material as it is intended.

- Analysis of data indicates the core reading program is a successful support for 59-70% of students as indicated by the benchmark scores on the 2011-2012 fall DIBELS scores. The goal is that the core reading program support 80%-85% of students in reaching grade level benchmarks. According to teacher surveys, more training is needed to better implement the components of the CCGPS as well as the core reading program currently in use in the county. Teachers feel that in order to better serve all students, adequate differentiating is needed in the classroom. Additionally, support and training is essential for success to fully reach the 80-85% of students at the grade level benchmarks as well as to aid in improvement of the 15-20% that will need assistance in achieving the goals of the CCGPS and the core reading program.

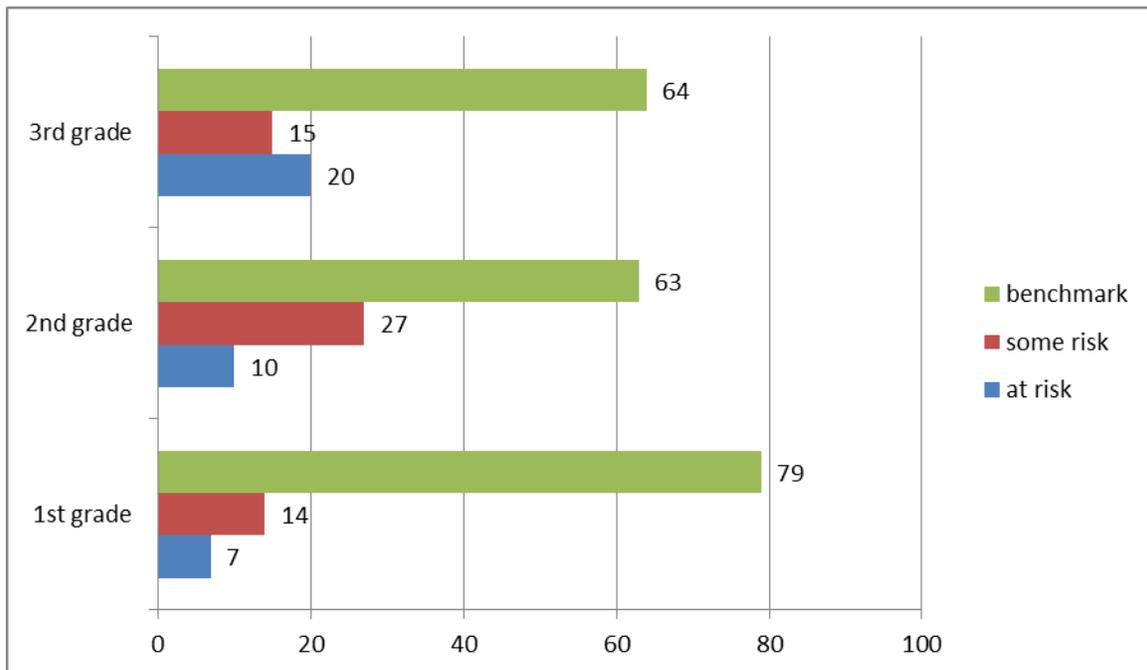
Area of Concern 3: Formative assessments.

- At the end of second grade in 2010-2011, student performance on Oral Reading Fluency showed 10% were at risk in words correct per minute, 27% were at some risk, and 63% were benchmark. At the third grade, these same children scored 20% intensive, 15% strategic, and 69% benchmark.

- This is an area of concern and is in the process of correction for the 2011-2012 school year under the new administration. Another area of concern is lack of screening and progress monitoring to accurately identify students at risk and students needing extra support.
- At the beginning of third grade in the current school year on Oral Reading Fluency 20% were intensive in words correct per minute, 15% were some risk, and 64% were at benchmark level. When looking at accuracy 13% were intensive, 17% were strategic, and 69% were at benchmark.
- Fluency and accuracy in third grade are tied together with 35% and 30% respectively. With a third of students being at risk in both areas there is concern for identification of students in need and in implementing the needed interventions that are appropriate for each child. This is essential for student success on the CRCT and for gaining basic reading skills necessary for fourth grade.
 - This core should maintain between 80% and 85% of students at benchmark.

Area of Concern 4: Selection and implementation of appropriate research based interventions

- At the end of first grade for the 2009-2010 year, students demonstrated Oral Reading Fluency scores of 7% were at risk in words correct per minute, 14% were some risk, and 79% were benchmark. Students showed a decline in proficiency in Oral Reading Fluency by the end of second grade in 2010-2011 with 10% at risk, 27% at some risk, and 63% benchmark. These students entered third grade this year with 20% intensive, 15% some risk, and only 64% benchmark. Accuracy was 13% intensive, 17% were strategic, and 69% were benchmark. As demonstrated in the graph below, appropriate interventions were needed in second grade to assist at risk students due to the continued growth of at risk and some risk from 2009 to 2011.



- Interventions are needed in upper grades as well in lower grades as demonstrated in the earlier table. Only 60% of entering fourth graders this year are considered at core level for Oral Reading Fluency words correct and 72% in Oral Reading Fluency accuracy. Entering fifth grade students are performing at 51% core in Oral Reading Fluency words correct and 46% in Oral Reading Fluency accuracy. These students need appropriate interventions to prepare them for middle school.
- The core tends to maintain between 62% and 70% of students at benchmark.
- 22.2% of Students with Disabilities (SWD) did not meet on the CRCT Reading assessment in the spring 2011 administration. There is a continued need for interventions with the SWD group along with regular education students but the interventions must be appropriate and executed correctly. A brand new gold standard scientifically based intervention is one such intervention that Cloverleaf would like to purchase to help all students, both regular and special education. Appropriate and thorough training would need to be provided for personnel. Cloverleaf would like to order three additional kits presently and would like to purchase three more within three years.
- Focus and EIP classes will be continued at Cloverleaf and will help at risk students to better grasp material by providing a smaller class size atmosphere. These teachers are heavily involved in interventions and need training to support delivery of material and to provide appropriate interventions that address learning deficits accordingly.
- In order to address these concerns, the administration and grade level teachers have compiled a list of individual students who are in need of intensive academic attention. This list is revisited and updated frequently. Other strategies are planned for the upcoming school year. These include a period of time each day dedicated to meeting the individual needs of each student. This includes both interventions for struggling learners as well as enrichment time for those students who are ready and capable.

Area of Concern 5: Professional Learning

- At the beginning of fourth grade, students demonstrate a composite DIBELS Next score of 24% of students are intensive, 20% strategic, and 57% are benchmark. For the DAZE adjusted score for comprehension to further identify needs, 17% are intensive, 33% are strategic, and 50% are benchmark. In order to meet standards on the CRCT in third grade, a student must answer 30% of the questions correct. In order for a student to exceed on the CRCT, a student must answer 55% of the questions correctly. The CRCT represents the bare minimum. Half of our fourth grade students entered this year at risk per the DAZE. While there is no previous year data to demonstrate growth or lack of growth through the years, it is concerning that half of our fourth grade students are at risk. Due to this information provided by our universal screener and shared with the teacher, the staff requested professional development in the differentiation of the core as well as selection and implementation of appropriate interventions.
- Staff requires training in developing three week differentiated plans for small group instruction aligned to student needs,
- To further investigate other areas of staff concerns, two different needs assessment were used: a classroom teacher needs assessment and a school level needs assessment. The two needs assessment surveys were disseminated to the entire faculty and collected anonymously by the administration. Based on the results, it is the opinion of the administration that some

of the responses may have been inflated due to the recent turnover of administrative staff. However, areas of agreement and disagreement were evident.

- The greatest of the areas of concerns (indicated by greater than 15% Disagree/Strongly Disagree) were expressed were as follows:
 - Adequate training in the area of reading intervention programs
 - Lack of confidence in the ability to effectively provide differentiated reading instruction. This involves both the training of key components of the core reading program, identification of students in need of specific interventions, and appropriate intervention strategies.
 - Lack of confidence in the implementation of a quality intervention program using appropriate assessments, curriculum resources, and scheduling.

Below are tables indicating specific training needs as indicated by the teachers on the Classroom Level Needs Assessment Survey.

Area of Core	Percentage of Teacher requesting training in areas
Fluency	6 %
Phonics	5 %
Comprehension	7 %
Writing	13 %
Differentiation	0 %
Inquiry	14 %
PA	5 %
Workshop	12 %
Vocabulary	9 %

Interventions	Percentage of Teachers requesting training in intervention
Phonemic Awareness & Phonics	8 %
Phonemic Awareness Intervention	9 %
New gold standard vocabulary, orthography and processing intervention	4 %
Tier 2/3 early intervention	5 %
Phonics intervention	7 %
Phonological Awareness Intervention	5 %
Comprehension Strategies	10%

Assessment Training Needs	Percentage of teachers requesting training in intervention

DIBELS Next	0%
Use DIBELS Next	8%
Use Continuum of Interventions	15%
Plan/Diff Instruction	9%

In order to address the professional development concerns and needs of the staff, the administration is working with the Georgia Department of Education (GaDoe) and the webinars they have developed to raise the awareness and understanding of the new CCGPS. There are still significant concerns in the areas of differentiated instruction, interventions, and creating a successful program for those students. Currently, the school leadership team is completing a book study regarding the implementation of a successful school intervention program (Closing the Achievement Gap by Gerald Anderson). This will lead to the creation and implementation of the school wide intervention/enrichment program for the 2011-2012 school year.

College and Career Readiness Anchor Standards for Reading, Writing, Speaking and Listening, and Language from Common Core Georgia Performance Standards

- The CRCT Scores were examined to determine needs. In order to determine need in the area of key ideas and details, craft, integration of knowledge and ideas, and range of reading and level of text complexity in reading we examined fluency and accuracy in grade level text; the Lexile scores on the CRCT in grades 3, 4, and 5; CRCT scores in reading, science, and social studies; and student writing samples from the system writing benchmarks, and student needs as identified on the grade level system Benchmarks for ELA. We analyzed the data by Students with Disabilities (SWD), Gifted, Economically Disadvantaged (ED), and Race/Ethnicity. The most evident differences were in the Do Not Meet Categories for Science and Social Studies for students in the category of Black/non-Hispanic and all accommodated students (Section 504, ELL, and SWD).

Black non-Hispanic Students Does Not Meet

	3 rd	4 th	5 th
Science	38%	45%	64%
Social Studies	31%	18%	71%

All Accommodated Students Does Not Meet

	3 rd	4 th	5 th
Science	38%	29%	71%
Social Studies	38%	35%	63%

A possible implication is a need to strengthen instruction in content performance standards and increase the amount of reading in nonfiction text. 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.

Based on analysis of the CRCT data and local system benchmarks, Cloverleaf students in third grade have more difficulty answering questions pertaining to reading for information. Fourth and fifth grade students had difficulty with questions pertaining to information and media literacy. Analyzing and summarizing single texts is evident in students who meet expectations on the CRCT. There is a need to move more students from meets to exceeds. Meeting on the CRCT actually represents obtaining a raw score of 30% correct. To exceed, 55% of the questions must be answered correctly. 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. Students will have to be able to share and support their views, use reasoning and provide evidence to support their claims and produce a writing piece that conveys their perspective based on the focused question.

Lexile Levels:

Grade	Mean Lexile Score	Range	Lowest: Highest	Median	Low	Number Students under “Defined Low
3	727	635	255:890	755	500	12
4	820	635	355:990	865	650	14
5	924	560	525:1085	980	750	21

Fifth grade teachers at Cloverleaf have worked diligently to close the achievement gap between low and high students but they also have the largest number of students considered “low.” Third and fourth grade teachers still have more work in order to close the gap.

Our school still has a large number of students who are reading below average to be able to successfully meet the text reading requirements of the Common Core Georgia Performance Standards. This statement lends itself to the need for additional non-fiction texts in order for students to improve in Lexile scores to not be considered low. While students appear to have little trouble comprehending narrative books, children have difficulty in constructing meaning from expository texts. As a result, teachers should be encouraged to include more diverse and appropriate informational books in their classrooms.

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 should provide 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.

Root Cause Analysis

- a. The root or underlying causes of the areas of concern found in the needs assessment.**
 - Summer learning loss in first and second grade as determined by DIBELS Next. The Leadership Literacy team will now analyze data to determine gaps.
- b. The specific grade levels that are affected.**
 - All grade levels are affected by summer learning loss with specific concern in grades K-2 as these are crucial years for reading awareness and learning.
- c. A specific rationale for the determination of the cause.**
 - Insufficient differentiation within the core (Needs Assessments and DIBELS Next scores). This is the second year of using the core reading program in grades one and two and the first year in grades three through five. More training is needed in proper execution of the program which will be monitored through the DIBELS Next.
 - Insufficient training in identifying and implementing interventions (Needs Assessments). There is a lack of prioritization of finding and administering appropriate interventions with training to implement them. Data from CRCT and DIBELS Next shows a need for more intervention use. We will be implementing an intervention block for next school year to assist students in need.
 - A lack of materials available in the homes as well as parental involvement with the child during summer and throughout the school year.
- d. What has been done in the past to address the problem.**
 - Interventions and a FOCUS class were used to correct this problem in the past.
- e. New information the needs assessment uncovered.**
 - Science and social studies are reading based subjects. Despite a strong start in grade three, students in grades four and five are not meeting and exceeding in science and social studies at level commensurate with success on the Common Core Georgia Performance Standards.
 - Students are not being exposed to grade-level science and social studies texts.
 - Students need support in content reading strategies, including non-print, multiple modes, and graphic text features in order to be college and career ready.
 - Teachers' Needs Assessment Survey shows teachers do not feel they have sufficient nonfiction text aligned to content standards; it is possible this is an issue. There was not funding to address this in the past. With the awarding of this grant teachers will have access to a 500 volume library of Lexile based nonfiction text.

School Literacy Team

- a. A listing of the members of the site-based Leadership Literacy Team (Appendix A)**
- b.** The function of the site-based literacy team is to distribute and collect the surveys and analyze the data to determine implications. When questions arose, team members met to discuss the issues and resolutions made were shared with grade levels during grade level meetings.
- c. Minutes of the meetings of the site-based Leadership Literacy Team (Appendix B)**
- d.** Members communicate with the staff by each grade level representative sharing with team members as well as communication within the grade level team meeting with the administration,

Project Goals and Objectives

In order to exceed on the Rubric, the application includes:

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

The table on the following pages indicates project goals and objectives, practices from the Georgia “What” and “Why” document, practices already in place when determining goals and objectives, and goals to be funded with other sources.

Project Goals and Objectives

Goals (see Rubric A)	Objectives (see Rubric B)	Research-Based Practices (see Rubric C)	Current Practices in Place (see Rubric D)	Funded from Other Source (see Rubric E)
To provide a summer “Intervention Prevention” academy for kindergarten	Train teachers in evidence-based literacy practices Provide high quality instruction in vocabulary, oral language, &	Listen to & talk about stories, songs, & poems. Follow multiple-step directions Understand complex & varied vocabulary	Implement county classic core vocabulary initiative	No initiatives
Improve the fidelity of instruction of the core reading program	Train teachers on the key components of the program and follow up to insure proper delivery. Provide the necessary program components	Differentiation of instruction based on student needs within the core Progress monitoring supported by tiered interventions Selection of texts for students to	Progress monitoring	No initiatives
Implement a successful, school-wide intervention program in order to address the	Provide the research based materials and training needed so teachers can successfully identify and address the reading needs of all	Appropriate, formal, formative and summative assessments that properly identify student needs. Differentiation of instruction based on student needs within the core and research based intervention	Progress monitoring	No initiatives
Improve comprehension commensurate with Anchor Standards for College & Career Readiness	Provide students with sufficient experiences reading content texts Provide teacher training in explicit literacy strategies that support	Strategic use of digital media & visual displays of data to express information & enhance understanding of presentations. Direct instruction, modeling, and practice (reading comprehension	Teachers implement scientifically evidenced-based core (first year)	No initiatives

Goal 1: To provide a summer “Intervention Prevention” academy for kindergarten through second grade students

- Objective 1: The objective is to create and implement a summer program for students transitioning from kindergarten to first and first to second grades. A summer intervention program addressing intervention needs of kindergarten through second grade students who are at risk would provide a needed educational bridge from one school year to the next with the reinforcement of a smaller group and more individualized instruction.
- Objective 2: As a component of this academy students will be screened for receptive and expressive language difficulties and will receive intense support in phonological and phonemic awareness, word recognition, decoding, and fluency.

Goal 2: Improve the fidelity of instruction of the core reading program

- Objective 1: It is vital for the classroom teacher to feel comfortable with the core program because it is the foundational piece of the educational puzzle. Students must be able to read and understand texts at varying levels of complexity to be college and career ready.
- Objective 2: We also need to improve student Lexile levels so that all students are at or above the grade level band range. Improving Lexile scores will work with in improvement within the core. This can also be addressed through integrating reading instruction within other content areas. Science and social studies teachers will need additional training in ways to integrate reading strategies and skills in the content area during regular instruction. They will need nonfiction texts at varying Lexile levels that support the content. Each classroom library will require approximately 500 books. We also want to 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 exceed in these areas while also increasing reading fluency and comprehension.

Goal 3: Implement a successful, school-wide intervention program in order to address the individual learning needs of every student

- Objective 1: According to teacher input, additional training is needed for teachers to implement appropriate scientifically based interventions that are necessary for student improvement.
- Objective 2: Provide the instructional and support time in the day to allow for appropriately sized student groups. A designated intervention is to be implemented for the 2012-2013 school year which will allow the time needed for appropriate interventions.

Goal 4: Increase student and teacher access to technology using multiple sources

- Objective 1: Provide school wide access to multiple technology resources to help students utilize aspects of the core reading program that are technology based.
- Objective 2: Provide technology that will assist in implementation of interventions as well as be advantageous to all genres of learners as well as prepare students for College and Career Readiness.

Practices to Support Objectives

- Integrate literacy strategies and skill in all content areas.

- Initiate and respond appropriately in conversation and discussions with adults and peers.
- Listen to and discuss a variety of fiction and non-fiction books and poetry.
- Show growing interest in reading-related activities such as reading a favorite book with a peer, choosing to look at a book, going to the library, drawing pictures related to stories read, etc.
- Retell and dictate stories from books.
- Perform Interventions with accurate charting of progress data.
- Use technology to support reading core program and demonstrate student learning and success.

Scientific, Evidence-based Literacy Plan

a. Proposes a plan to implement the goals and objectives

The Administration along with the Leadership Literacy Team worked to create the school’s literacy plan based on the county’s core reading program. Our plan is designed to include the goals and objectives stated within this document and also addresses the areas of concern of each grade level. The focus of the plan spanning all grade levels is to implement curriculum based on the Georgia Performance Standards and the Common Core Georgia Performance Standards. Our goal is to differentiate instruction within the core as well as to provide solid research based interventions for learners in need.

b. Establishes who will implement.

The Administration will work with the Leadership Literacy Team to supervise the implementation of the literacy plan. Members of the team will provide support as well as any redeliver discussion from the Leadership Literacy Team. Success of this model will be measured through ongoing assessments and disaggregation of the data.

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

Scientific Evidence-based Literacy Plan Cloverleaf Elementary School				
Goals and Objectives (see a.)	Action: What will Take Place (see c.)	Who (see b.)	When	Assessment

Bartow County School System – Cloverleaf Elementary School

Summer “Intervention Prevention” academy	Train teachers in evidence-based literacy practices Provide high quality instruction in vocabulary, oral language, & comprehension	Classroom Teachers Administrators	June 2012	DIBELS Next GKIDS School Universal Screener
Improve student achievement through differentiation	Training teachers in differentiation integrated within the core program Train teachers in appropriate interventions Determine appropriate intervention for need of the child Provide adequate uninterrupted instruction time for literacy	Classroom Teachers	2012- 2013	Progress Monitoring Tools DIBELS Next Annual Summative Data Writing Test Scores Informal Benchmark Assessment
Integrate literacy strategy and skill instruction in content areas	Increase number of students who meet expectations on the CRCT in science and social studies and to increase the number of moving from meet to exceeds Students will write about the text they read in Science and Social Studies Students will access a global community to read and comprehend text	Classroom Teachers	2012- 2013	DAZE 3-5 CRCT Scores in Reading, Language Arts, Science, Social Studies, and Math

d. Details the current instructional schedule (Appendix H)

e. Details a plan for tiered instruction (Appendix I)

f. Details the materials currently used for Tier I instruction. (Appendix J)

g. What will be done to ensure that there are no conflicts, in terms of philosophy, time commitments, and allocation of resources, between Striving Reader and other initiatives and/or existing reform efforts?

The core reading program and all interventions that are used 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 generic list of current classroom resources for each classroom in the school.

Grade/Description of Resource	Percentage of School Classrooms in building with resource
Kindergarten	
Phonics and Phonemic Awareness Kits	100%
Intervention Phonemic Awareness Curriculum	100%
Read Aloud Program for Kindergarten	100%
Classic Core Vocabulary Read Aloud titles and plans	100%
First Grade	
Core Program	100%
Leveled Texts for Science and Social Studies to support core	50%
Supplemental Fluency intervention	100%
Classic Core Vocabulary Read Aloud titles and plans	100%
Second Grade	
Core Program	100%
Leveled Texts for Science and Social Studies	50%
Supplemental Fluency intervention	100%
Phonics intervention	100%
Classic Core Vocabulary Read Aloud titles and plans	100%
Third Grade	
Core Program	100%
Leveled Texts for Science and Social Studies	100%
Supplemental Fluency intervention	100%
Classic Core Vocabulary Read Aloud titles and plans	100%
Interactive Board	33%
Computers	
Fourth Grade	
Quick Reads	100%
Classic Core Vocabulary Read Aloud titles and plans	100%
Interactive Board	33%
Computers	
Fifth Grade	
Core Program	100%
Leveled Texts for Science and Social Studies	50%

- 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. (Appendix K)**
- 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 Georgia Performance standards
 - Classroom sets of leveled texts to support the core reading program
 - Additional computers in the library
 - Mobile laptop lab (25 per set) with 2 sets per grade level for check out
 - Document cameras at each grade level for check out
 - Additional nonfiction Lexile-leveled print material for student and staff checkout
- e. A generic listing of the activities that support classroom practices.**
 - Resources for Tier I instruction include the core adopted reading program in grades 1-5. This resource is accompanied by a workshop kit and leveled texts that support each themed unit that are shared among common grade levels.
 - EIP (early intervention) classrooms are put in place at the K, 1st, 3rd, and 5th grades and have a smaller student to teacher ratio. Focus classrooms are placed at the 2nd and 4th grade levels and implement a specific intensive reading program.
- f. A generic list of activities that support literacy intervention programs.**
 - Small group instruction
 - Center based instruction
 - Assessment to correctly place students in appropriate intervention
- g. A generic list of additional strategies needed to support student success.**
 - After school tutoring options
 - Student Support Team meetings

Project Procedures and Support

- a.** A sample schedule by grade level showing the tiered instructional schedule, b) including 90 minutes of tiered instruction c) designed specifically for RTI, and are placed in **Appendix I.**

Professional learning strategies on the basis of documented needs

A table indicating the professional learning activities that staff have attended in the past year.

- The number of hours of professional learning that staff has attended.
- The % of staff attending professional learning.
- A detailed list of on-going professional learning.

Professional learning strategies on the basis of documented needs

Professional Learning Program (rubric c)	Hours (rubric a)	% of Staff Attended (rubric b)
Corrective Reading	10 hours	8%
Imagine It	10 hours	20%
DIBELS Next	5 hours	100%
Power Writing	10 hours	12%
Thinking Maps	25 hours	2%
Rave-O	10 hours	8%
Advanced Reading	15 hours	5%
Common Core	1 hour	100%
Depths of Knowledge	5 hours	15%
Imagine It Compacting	10 hours	5%

• **A Detailed List of Ongoing Professional Learning**

Vocabulary, Orthography, & Processing	Comprehension Strategies	PA and Phonics	Phonics	Phonological Awareness	Early Interventions in Reading	Phonemic Awareness
16%	44%	28%	28%	20%	24%	24%

b. The preferred method of delivery of professional learning.

A survey showed that teachers preferred on site workshops.

Assessment/Data Analysis Plan

c. A detailed listing of the school’s current assessment period.

Assessment	Purpose	Skills	Frequency
DIBELS Next K-5	Screening and Progress Monitoring	Phonemic Awareness, Alphabets, 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
Informal Phonics Inventory	Screening	Word Recognition	3 times a year PM as needed

d. An explanation of the current data analysis protocol.

- Data is interpreted and analyzed by the administrative staff, grade level chairs, and the Leadership Literacy Team. Students who are at risk are progress monitored by the classroom teacher every 1-2 weeks.
- Interventions used at Tier II-IV have been a weak source for our school due to an inability to match the intervention to the need as well as inadequate training. Interventions that have been used are graphed to show at least three consecutive data points to determine if progress has been made. Interventions are modified or changed as a result of this data. When there is no sufficient progress demonstrated the student either adds an intervention, changes interventions, or more time is made for the intervention.

e. A comparison of the current protocol with the Striving Readers Comprehensive Literacy Grant assessment plan.

- The current protocol aligns with the Striving Readers Comprehensive Literacy Grant assessment plan with the exception of an Informal Phonics Screener. There is a need to identify a gold standard, scientifically evidence-based Informal Phonics Screener, and train teachers in how to administer, analyze, and use the information to plan appropriate instruction. The assessment program aligns strongly to what is recommended by the research. There are gaps in teachers’ abilities to analyze the data and use it to plan differentiated instruction.

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

- An informal phonics inventory will be administered to all students grades K-5 three times a year. Students who are strategic or intensive in this area will be progress monitored using the screener.

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

- Running Records are used by some teachers. These might be discontinued as a result of the Striving Readers Comprehensive Literacy Grant.

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

- Teachers will require additional training in data analysis as well as how to administer, score, analyze, and use the informal phonics inventory.

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

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

Budget Summary

Cloverleaf will use funds from the Striving Readers Grant to enhance not only the training of our teachers but also our technology so that the growth of the students and the teachers will be an ongoing process. School leadership, through the administration and the Leadership Team, will serve as the facilitators of the growth of new achievement through enhanced literacy involvement using reading in all content areas, technology, and interventions provided by well trained teachers.

The Striving Readers Grant will allow the economically challenged children of our school to have a leveled advantage to succeed when compared to resources provided in more affluent school systems throughout our state. The teacher training, technology, and materials provided by the Striving Readers Grant will help Cloverleaf children to become successful readers and prepare them for College and Career Readiness.

Appendix A School Literacy Team

2011-2012 Cloverleaf School Literacy Team Members

1. Evie Barge, Principal
2. Beth Tuck, Assistant Principal
3. Niki Patterson, Counselor
4. Suzanne Hogan, Media Specialist
5. Kelly Arnold, Teacher
6. Amanda Kemp, Teacher
7. Annette Kelley, Teacher
8. Robin Perry, Teacher
9. Jennifer Martel, Teacher
10. Vicky Vagase, Teacher
11. Jimmi Hale, Teacher

Appendix B: Minutes of Literacy Team Meetings

Literacy Meeting

Nov. 15, 2011

- Watching ELA Webinar
- Discussion concerning the timeline for the CCGS
- Questions about the connection between literacy, CCGPS, workshop method, DOK, and College and Career Readiness Standards
- Brainstormed ideas about literacy and content areas
- Talked about Lexile levels and how to move towards these measures
- Next Steps:
 - Text Complexity/teaching of writing
 - Crosswalks (Coach Books)
 - Explore GSO website

Literacy Meeting (As part of Grade Level Meetings)

11-17

- Applying for a grant to strengthen the literacy program
- County wide—school wide
- What are our Strengths/Weaknesses
 - School?
 - Grade Level?
 - Classroom teacher?
- What is going to happen to those when CCGPS comes along?
- Interventions
 - What are we doing well?
 - What do we need to improve on?
 - Designated time block next year?
- Debrief of Webinar

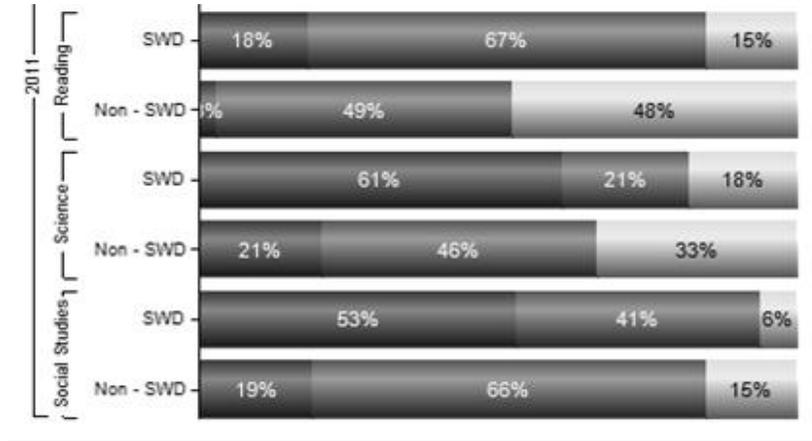
Literacy Meeting

November 30, 2011

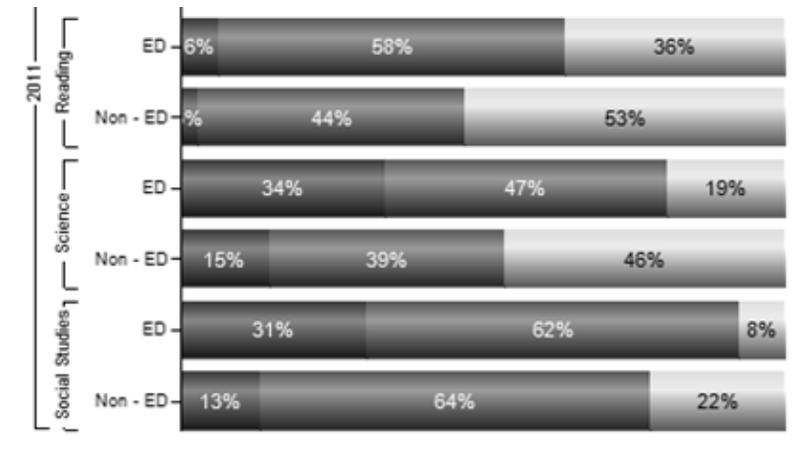
- We have read the book by Gerald Anderson (*Closing the Achievement Gap*) and discussed his method of setting tutorials with interventions and enrichment for literacy.
- Different schedules were examined to see what would work best for CLES.
- Reading interventions were discussed:
 - CLES currently uses: Imagine It interventions, Quick Reads, Reader's Theater, Reading Mastery, Road to the Code, RAV-O, and SRA Corrective Reading
- In Tier I, most primary grades use centers that are differentiated and some still use guided reading
- Time seems to be a big issue and interventions are done during the regular class time.
- Next Step is to discuss with other teachers about implementing a tutorial block of interventions.

Appendix C: Disaggregation of Subgroup Data

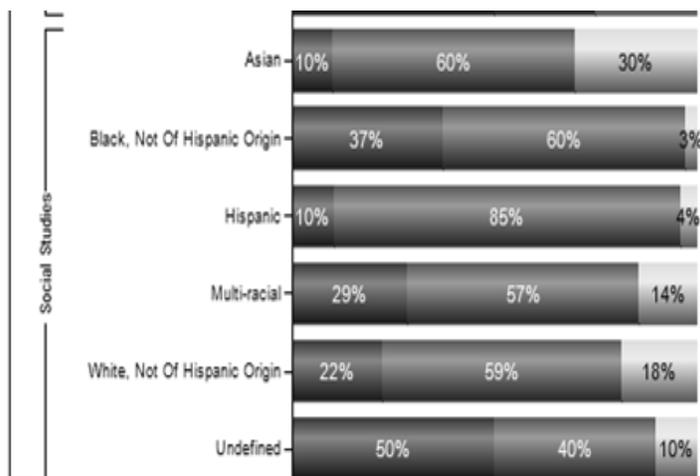
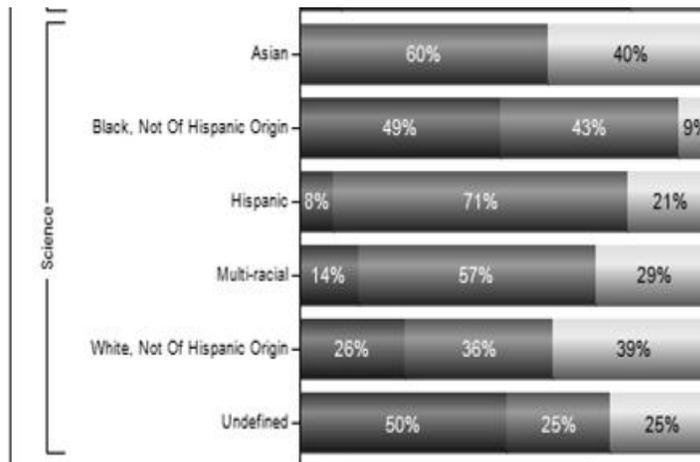
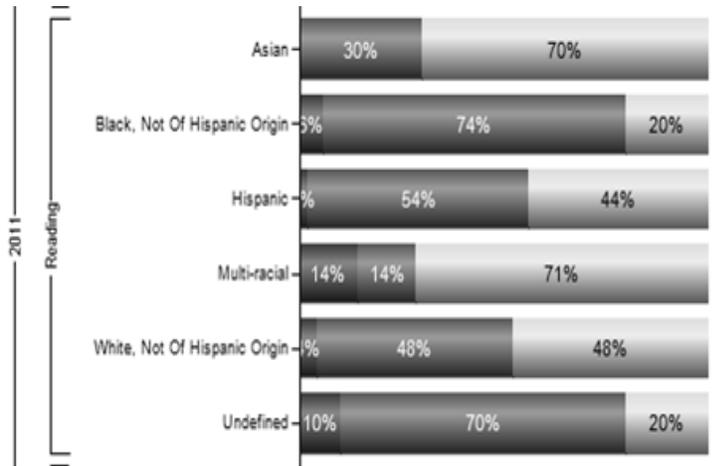
CRCT SWD



CRCT ED



CRCT Race/Ethnicity



**Appendix D Needs Assessments
Assessment 1: PET-R**

Effective School-Wide Reading Programs Survey Results

Bartow County

Cloverleaf 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 59 faculty and staff members at Cloverleaf 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

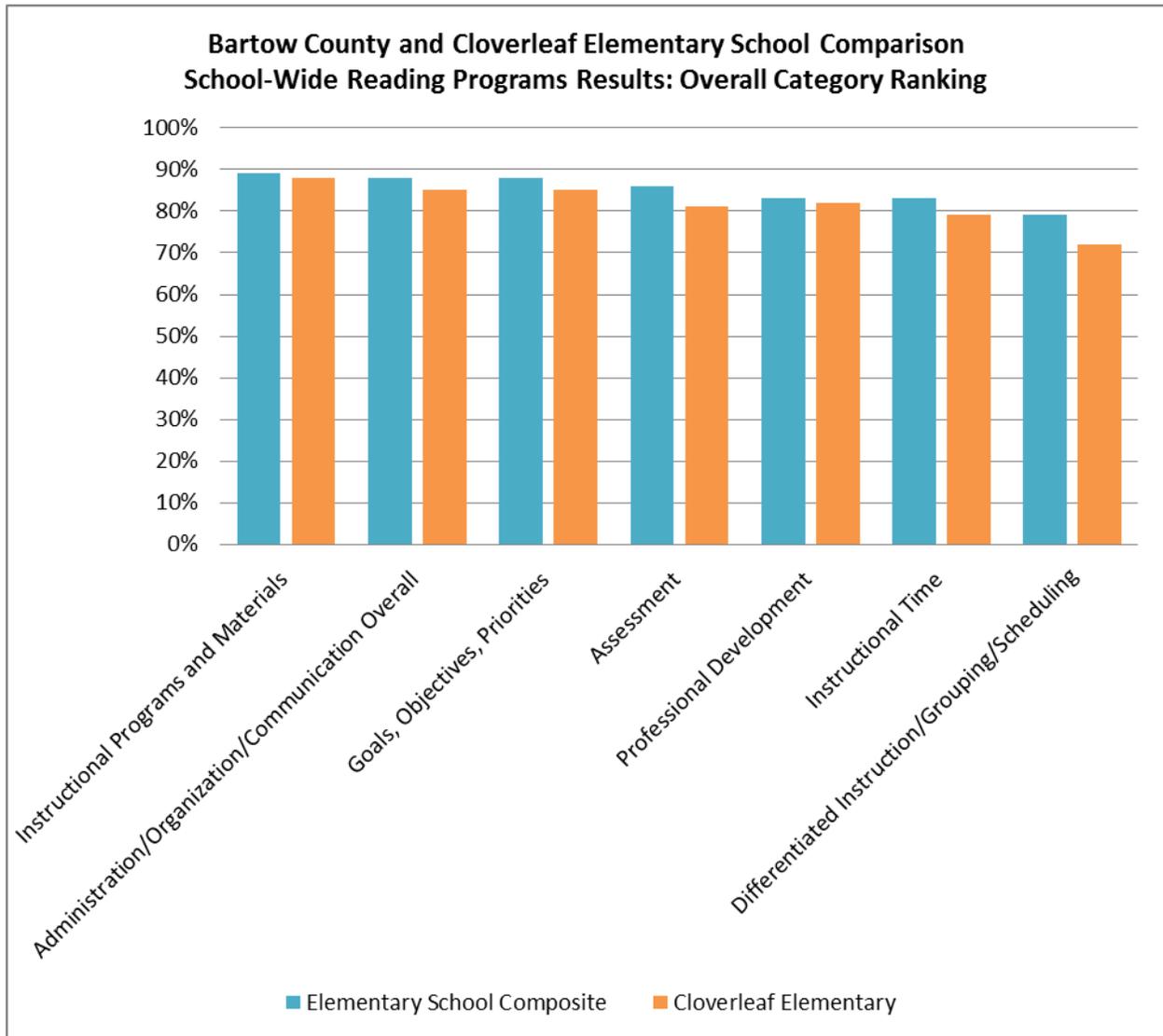
The overall categories rated as most “in place” in descending order are listed below for all elementary staff and the school specifically:

CATEGORY	Elementary School Composite	Cloverleaf Elementary
Instructional Programs and Materials	89%	88%
Administration/Organization/Communication Overall	88%	85%
Goals, Objectives, Priorities	88%	85%
Assessment	86%	81%
Professional Development	83%	82%
Instructional Time	83%	79%
Differentiated Instruction/Grouping/Scheduling	79%	72%

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

Bartow County School System – Cloverleaf Elementary School

points of the 85% mark. At Cloverleaf Elementary 3 of the scores are 85% or above, but all are below the county elementary school composite average. Figure A – County-Wide Elementary Reading Programs Survey Results: Overall Category Ranking

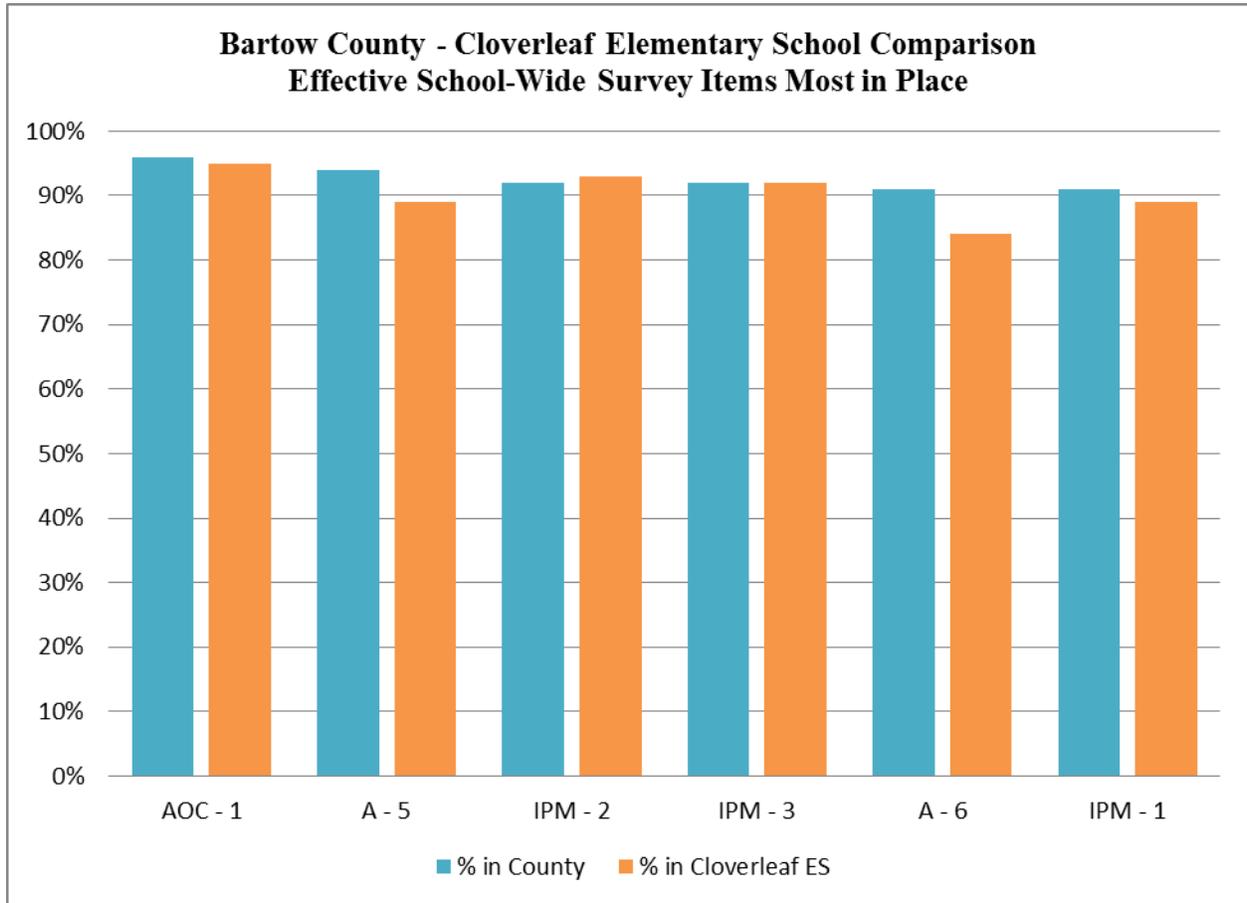


Elementary School Survey Item Analysis

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 Cloverleaf ES
<p>Administration/Organization/Communication: Administrators or the leadership team are knowledgeable of state standards, priority reading skills and strategies, assessment measures and practices, and instructional programs and materials.</p>	AOC - 1	96%	72%
<p>Assessment: At the beginning of the year, screening measures identify students' level of performance and are used to determine instructional needs.</p>	A - 5	94%	89%
<p>Instructional Programs and Materials: The instructional program and materials provide explicit and systematic instruction and critical reading priorities.</p>	IPM - 2	92%	93%
<p>Instructional Programs and Materials: 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.</p>	IPM - 3	92%	92%
<p>Assessment: 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).</p>	A - 6	91%	84%
<p>Instructional Programs and Materials: A comprehensive or core reading program with documented research-based efficacy is adopted for use school wide.</p>	IPM - 1	91%	89%

Figure B - Individual Items Most in Place



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

Bartow County School System – Cloverleaf Elementary School

Question	# in Survey	% in County	% in Cloverleaf ES
Differentiated Instruction/Grouping/Scheduling: Cross-class and cross-grade grouping is used when appropriate to maximize learning opportunities.	D - 5	63%	44%
Professional Development: Time is systematically allocated for educators to analyze, plan, and refine instruction.	PD - 3	74%	73%
Assessment: All users receive training and follow-up on measurement administration, scoring, and data interpretation.	A - 4	75%	70%
Assessment: 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%	66%
Instructional Time: Reading time is prioritized and protected from interruption.	IT - 2	77%	73%
Instructional Time: Students in grades K-3 receive a minimum of 30 minutes of small-group teacher-directed reading instruction daily.	IT - 4	79%	81%

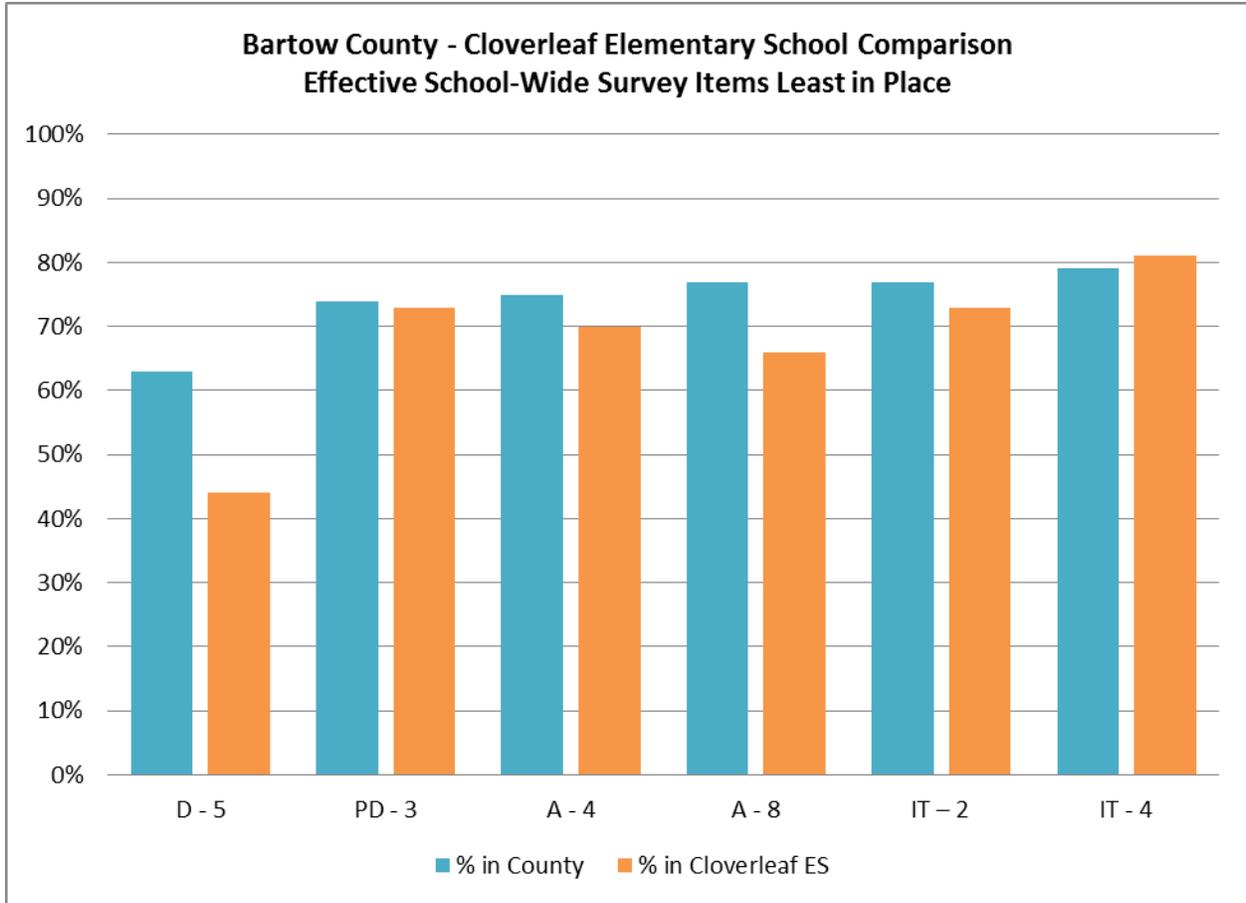


Figure C – Individual Items Least in Plan

The staff at Cloverleaf Elementary School believes that they have a core literacy program in place. The Cloverleaf staff recognizes the need for additional professional learning around differentiated instruction, flexible grouping, and use of data for both teachers and leaders. In addition, they express the concern that reading time needs to be protected.

Appendix E Assessment 2: Instructional Practices

School Name: _____ Grade Level: _____

Comprehensive Literacy Program: Instructional Practices				
Strongly Agree	Agree	Unknown/Unsure	Disagree	Strongly Disagree
1	2	3	4	5
<p>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.</p>				
1	2	3	4	5
<p>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.</p>				
1	2	3	4	5
<p>Our school’s literacy program allows for an uninterrupted reading block daily (90-120 minutes K-3, 60-90 minutes 4-6).</p>				
1	2	3	4	5
<p>Our school-wide literacy program allows for an uninterrupted writing block daily</p>				
1	2	3	4	5
<p>Our school-wide literacy program is consistent with the Common Core Georgia Performance Standards for Reading.</p>				
1	2	3	4	5
<p>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,</p>				
1	2	3	4	5
<p>Our school-wide literacy program integrates the College and Career Anchor Standards for</p>				

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 meet 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

Bartow County School System – Cloverleaf Elementary School

Strongly Agree	Agree	Unknown/Unsure	Disagree	Strongly Disagree
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
Teachers in our school have access to professional, research based literature in the fields of reading and student literacy.				

Bartow County School System – Cloverleaf Elementary School

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 Needs Assessment: Classroom Level Needs Assessment

School Name: _____ Grade Level: _____

Comprehensive Literacy Program: Instructional Practices				
Strongly Agree	Agree	Unknown/Unsure	Disagree	Strongly Disagree
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

Strongly Agree	Agree	Unknown/Unsure	Disagree	Strongly Disagree
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)				
<input type="checkbox"/> daily <input type="checkbox"/> 3-4 times a week <input type="checkbox"/> 2 times a week <input type="checkbox"/> once a week <input type="checkbox"/> 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

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

Appendix G: Participants in the Needs Assessment

Kelly Arnold	Kindergarten
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Bartow County School System – Cloverleaf Elementary School

Pam Nealey	Kindergarten
Kendall Payne	Kindergarten
Stacey Rogers	Kindergarten
Vicki Seigler	Kindergarten
Susan Smith	Kindergarten
Lauran Tatum	Kindergarten
Andrea Clayton	1 st Grade
Ellen Goode	1 st Grade
Amanda Kemp	1 st Grade
Sherry Jackson	1 st Grade
Rhonda Martin	1 st Grade
Faye Messer	1 st Grade
Michelle Baxter	2 nd Grade
Martha Brumbeloe	2 nd Grade
Tammy Croft	2 nd Grade
Jennifer Davis	2 nd Grade
Deb Delaino	2 nd Grade
Sonya Woodham	2 nd Grade
Annette Kelley	2 nd Grade
Kari Cunningham	3 rd Grade
Carol Kuhn	3 rd Grade
Tami Pechfelder	3 rd Grade
Robin Perry	3 rd Grade
Melissa Snyder	3 rd grade

Bartow County School System – Cloverleaf Elementary School

Stan Bates	4th Grade
Jennifer Lawrence	4th Grade
Kim Lee	4th Grade
Jennifer Martel	4th Grade
Matt Williams	4th Grade
Greg Glover	5th grade
Sue Hudson	5th Grade
Becky Smith	5thGrade
Vicki Vagase	5th Grade
Paula Guy	ESOL
Paige Bennett	Gifted
Amelia Powers	Special Ed.
Jim Mros	Special Ed.
Cindy Stewart	Special Ed.
Jimmi Hale	Special Ed.
Shirley McConnell	Special Ed.
Bobbie Allen	Special Ed.
Niki Patterson	Counselor

Appendix H: Current Instructional Schedule

Kindergarten

8:00-8:30	Morning message
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Bartow County School System – Cloverleaf Elementary School

8:30-9:00	Calendar
9:00-9:40	Reading
9:40-10:30	Special Areas
10:30-11:30	Reading
11:30-12:00	Lunch and bathroom
12:00-12:30	Math
12:30-1:00	Science
1:00-1:15	Handwriting
1:15-1:30	Recess
1:30-1:45	Read aloud library
1:45-2:15	Social Studies/Health
2:15-2:30	Review/Story

1st Grade

8:00-9:00	Calendar
9:00-10:25	Reading
10:25-11:05	Reading Groups
11:05-11:25	Lunch
11:25-11:55	Recess
11:55-12:45	ELA
12:45-1:35	Special Areas
1:35-2:30	Science & Social Studies

2nd Grade

8:00-8:30	Morning Work
8:30-10:30	Reading & ELA
10:35-11:00	Lunch
11:00-11:20	Recess
11:20-11:55	Reading & ELA
11:55-12:45	Special Areas
12:45-2:00	Math
2:00-2:30	Science & Social Studies

3rd Grade

8:00-8:15	Journal
8:15-9:30	Reading
9:30-10:30	ELA
10:30-11:20	Special Areas

Bartow County School System – Cloverleaf Elementary School

11:20-11:40	Read Aloud
11:40-12:20	Lunch
12:20-1:30	Math
1:30-2:25	Science & Social Studies

4th Grade (schedule rotation of the reading/ELA teacher)

8:00-8:50	ELA
8:50-9:40	Special Areas
9:40-11:05	Reading
11:10-12:00	ELA Section 2
12:00-12:25	Lunch
12:25-12:55	Recess
12:55-2:25	Reading and ELA Section 2

5th Grade (4 teacher rotation with time segments listed)

8:00-9:10	Block 1
9:10-10:20	Block 2
10:20-11:15	Recess & lunch
11:15-12:25	Block 3
12:25-1:35	Block 4
1:35-2:25	Special Areas

Appendix I: Detailed Plan for Tiered Instruction

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. Pre-decodable and decodable texts for each classroom are needed to develop this basic skill..

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 with accompanying Big Books and teacher training/coaching will allow a more evidence based approach to instruction in kindergarten.

Although initial county-wide training was provided, thorough training in the implementation of this curriculum at Cloverleaf is needed to insure fidelity of the program components.

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

- **Core Reading Program for kindergarten**
- **Kindergarten Library, including pre-decodable 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 our students at Cloverleaf implies the need for multiple, tiered interventions. In class interventions in kindergarten are provided during small group instructional time in the student's classroom. (See Appendix D, Bartow County Kindergarten Instructional Framework)

- **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 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. Progress monitoring using DIBELS occurs on an as needed basis.

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 workshop 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 various student assessments 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 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.
- Two classroom sets of laptops to use as a mobile computer lab to support instruction at the grade level.
- Classroom copies of read aloud books for all classrooms.

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 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. 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

All second grade students at Cloverleaf are screened three times a year using DIBELS Next. Progress monitoring occurs on an as needed basis in the student's classroom.

- Current school/center instructional schedule
- Plan for Tiered Literacy Instruction
 - Tiered literacy instructional activities take place in the student's classroom and in the EIP kindergarten. 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.
- Resources for Tier I Instruction
 - Resources for Tier I instruction include the core adopted reading program in grades 1-5. This resource is accompanied by a workshop 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.
- Time, Personnel, and Strategies for Tier II Instruction
 - Tier II instruction is carried out in the classroom using a variety of materials. Strategies implemented include a scientifically evidence-based tier intervention program, the intervention component of the core program, and several interventions in fluency. Title 1 personnel support the classroom teacher in tier 2 interventions. Intervention strategies include providing additional time for fluency, pre-teaching and post teaching of missing skills using the program intervention component, use of approaching level readers for fluency and

comprehension support, and providing access to technology based texts and games on the core program esuite.

- Time, Personnel, and Strategies for Tier III Instruction
 - Tier III instruction takes place in a smaller group and instruction is more intense. Instruction may take place outside of the student’s classroom. Multiple resources are available to provide Tier III intervention, including a recently published gold standard scientifically evidence-based intervention, as well as several direct instruction programs. Students continue to receive instruction in the core using the intervention component. Students in Tier III are progress monitored weekly and the information is used to plan appropriate intervention and next steps.
- Time, Personnel, and Strategies for Tier IV Instruction
 - Tier IV instruction takes place either in an inclusion setting or in a resource room. Students receive instruction based on an Individualized Education Plan (IEP). They are progress monitored weekly. They receive Tier I instruction, modified to meet their targeted IEP goals, unless they are taking the Georgia Alternative Assessment (GAA).
- What will be done to ensure that there are no conflicts, in terms of philosophy, time commitments, and allocation of resources, between Striving Reader and other initiatives and/or existing reform efforts?
 - The core reading program and all interventions that are used at Cloverleaf 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.

Third-Fifth Grade

All third-fifth grade students at Cloverleaf will be screened three times a year using DIBELS Next. Progress monitoring occurs on an as needed basis in the student’s classroom,

- Current school/center instructional schedule.
- Plan for Tier I Instruction
 - Tiered literacy instructional activities will occur in the classroom. Student performance on the spring CRCT as well as the May administration of the DIBELS Next will determine placement into EIP classrooms for the following school year.
- Resources for Tier I Instruction
 - The adopted core reading program will be used in grades 3-5. This resource is accompanied by a workshop kit and leveled texts that support each unit. The core program is supported by technology that is not accessible to our school due to insufficient access to school-wide technology.

- Time, Personnel, and Strategies for Tier II Instruction
 - Tier II instruction is provided in the classroom using a variety of materials. A scientific evidence-based tier intervention program is included with the intervention core reading program. Tier II interventions are supported by Title I personnel. Intervention use is determined by student performance on the DIBELS Next. The intervention piece included with the core reading program.

- Time, Personnel, and Strategies for Tier III Instruction
 - Tier III instruction is provided in smaller groups and the instruction within these groups is more intense. This instruction often takes place outside of the student’s classroom. There are multiple resources available for Tier III interventions including a recently published gold standard scientifically evidence-based intervention, as well as several direct instruction programs. Students receive interventions in addition to receiving the instruction of Tier I students in the core reading program. These students are also progress monitored weekly or bi-weekly. Data gathered is used to determine the success of the intervention and if additional interventions are needed.

- Time, Personnel, and Strategies for Tier IV Instruction
 - Tier V instruction occurs in either the inclusion setting or in a resource room. Students receive instruction based on an Individualized Education Plan (IEP). They are progress monitored weekly while receiving the Tier I instruction which is modified to meet their targeted IEP goals. This does not apply to students taking the Georgia Alternative Assessment (GAA).

- What will be done to ensure that there are no conflicts, in terms of philosophy, time commitments, and allocation of resources, between Striving Reader and other initiatives and/or existing reform efforts?
 - The core reading program and all interventions that are used at Cloverleaf 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.

Appendix J: Materials Currently Used for Tier 1

Grade/Description of Resource	Percentage of School Classrooms in building with resource
Kindergarten	
Phonics and Phonemic Awareness Kits	100%
Intervention Phonemic Awareness Curriculum	100%
Read Aloud Program for Kindergarten	100%
Classic Core Vocabulary Read Aloud titles and plans	100%
First Grade	
Core Program	100%
Leveled Texts for Science and Social Studies to support core	50%
Supplemental Fluency intervention	100%
Classic Core Vocabulary Read Aloud titles and plans	100%
Second Grade	
Core Program	100%
Leveled Texts for Science and Social Studies	50%
Supplemental Fluency intervention	100%
Phonics intervention	100%
Classic Core Vocabulary Read Aloud titles and plans	100%
Third Grade	
Core Program	100%
Leveled Texts for Science and Social Studies	100%
Supplemental Fluency intervention	100%
Classic Core Vocabulary Read Aloud titles and plans	100%
Interactive Board	33%
Computers	
Fourth Grade	
Quick Reads	100%
Classic Core Vocabulary Read Aloud titles and plans	100%
Interactive Board	33%
Computers	
Fifth Grade	

Core Program	100%
Leveled Texts for Science and Social Studies	50%

Appendix K: Current Library Resources

- Lexile leveled texts (fiction and nonfiction)
- Referenced materials in print
- Class set of fiction books
- Content-related video programming
- Internet accessibility
- Access to computers

Appendix L Future Schedule – Cloverleaf Elementary School Schedule 2012-2013

Kindergarten

Time	Minutes	Content
8:00 – 10:25	145	Reading Block/SS/SC
10:20 – 10:40	20	Calendar Math
10:45 – 11:30	45	Lunch/RR
11:35 – 11:50	15	Recess
11:55 – 12:55	60	Math Workshop
1:00 – 1:45	45	Special Areas
1:45 – 12:15	35	Intervention Block
12:15 – 12:25	15	Recess

First Grade

Time	Minutes	Content
8:00 – 8:45	45	Intervention Block
8:45 – 10:45	120	Reading Block
10:45 – 11:00	15	Read Aloud
11:00 – 11:45	30	Lunch/RR
11:55 – 12:05	15	Recess
12:10 – 12:50	45	Special Areas
12:50 – 2:25	95	Math Block Workshop/Skills

Second Grade

Time	Minutes	Content
8:00 – 8:45	45	Intervention
8:45 – 9:25	45	Reading Block 1a
9:30 – 10:10	45	Special Areas
10:15 – 11:25	70	Reading Block 1b Read Aloud
11:25 – 12:20	45	Lunch/RR
12:10 – 12:25	15	Recess
12:25 – 2:25	120	Math Block

		Math Workshop/Skills
--	--	----------------------

Third Grade

Time	Minutes	Content
8:00 – 8:45	45	Intervention Block
8:45 – 9:25	45	Special Areas
9:30 – 11:25	115	Reading Block
11:25 – 11:45	15	Recess
11:45 – 12:25	45	RR/Lunch
12:25 – 2:25	120	Math Block Math Workshop/Skills

Fourth Grade

Time	Minutes	Content
8:00 – 8:45	45	Intervention Block
8:45 – 10:10	95	Block 1a
10:15 – 11:00	45	Special Areas
11:00 – 11:15	15	Recess
11:15 – 11:45	30	Block 1b
11:45 – 12:25	45	Lunch/RR
12:25 – 2:25	120	Block 2

Fifth Grade

Time	Minutes	Content
8:00 – 8:45	45	Intervention Block
8:45 – 10:40	115	Block 1
10:40 – 11:00	15	Recess
11:00 – 12:00	60	Block 2a
12:00 – 12:45	45	Lunch
12:45 – 1:45	60	Block 2b
1:45 – 2:25	45	Special Areas

Bartow County Kindergarten Sample Instructional Framework

Kindergarten 120 Minute Reading Block Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Total Minutes each group per week
Group 1: Phonological Awareness and Letter Knowledge (Phonics) Instruction	25	25	25	25	25	125
Group 2: Phonological Awareness and Phonics Instruction	20	15	20	15	20	85
Group 3: Phonological Awareness and Phonics Instruction	15	15	15	15	15	75
Group 4: Phonics and Fluent Decoding Instruction	0	15	15	15	0	45
Total minutes per day in small teacher led skill groups	60	70	70	70	70	
Total minutes per day in whole group reading instruction	60	50	50	50	50	

Bartow County School System – Cloverleaf Elementary School

Georgia Striving Reader Subgrant	
Budget Breakdown and Narrative	
Function Code 1000 - Instruction	Year 1
Object Codes	Amount Budgeted
300 - Contracted Special Instructors	\$10000
610 - Supplies	\$10000
611 - Technology Supplies	\$5000
612 - Computer Software	
615 - Expendable Equipment	\$72500
616 - Expendable Computer Equipment	\$93000
641 - Textbooks	\$150000
642 - Books and Periodicals	\$39000
Function Code 1000 - Instruction Narrative: The following items for (616) will be purchased with the grant: 12 mobile laptop labs (2 per grade level), 74 desk top computers (2 per classroom), 7 interactive kindergarten tables (\$49000) and 40 document cameras. For code 611, ink cartridges will be purchased. Under code 610, 3 gold standard intervention kits per year for the next 3 years.	
Function Code 2100 - Pupil Services	Year 1
Object Codes	Amount Budgeted
300 - Contracted Services	
520 - Student Liability Insurance	
580 - Travel	
610 - Supplies	
641 - Textbooks	\$3000
642 - Books and Periodicals	
Function Code 2100 - Pupil Services Narrative: To purchase additional texts so that each classroom has leveled readers in science and social studies that support the core and additional texts to support the core.	
Function Code 2210 - Improvement of Instructional Services	Year 1
Object Codes	Amount Budgeted
113 - Certified Substitutes	\$6000
114 - Non-Certified Substitutes	
116 - Professional Development Stipends	\$15000
199 - Other Salaries and Compensation	
200 - Benefits	
300 - Contracted Services	
580 - Travel	\$17200
610 - Supplies	
810 - Registration Fees for Workshops	\$12000

Bartow County School System – Cloverleaf Elementary School

Function Code 2210 - Improvement of Instructional Services Narrative: Under code 300 we will need the following services: contracted training for RAVE-O, Specific reading interventions, Corrective Reading, Language for Learning, Road to the Code, and PALS. Code 810: Registration for 50 teachers to attend training in Athens. Code 580: mileage for travel to Athens in June. Code 116: Stipends for teachers attending the conference in Athens. Code 199 to pay teachers to teach summer school. Code 200 for their benefits. Code 595 for busing costs related to summer school transportation.	
Function Code 2220 - Educational Media Services	Year 1
Object Codes	Amount Budgeted
610 - Supplies	\$5000
642 - Books and Periodicals	\$150000
Function Code 2220 - Educational Media Services Narrative: This is to purchase books and periodicals to update the media center to reflect adequate non-fiction texts to support all content standards to include electronic texts.	
Function Code 2500 - Support Services - Business	Year 1
Object Codes	Amount Budgeted
148 - Accountant	
200 - Benefits	
300 - Contracted Services	
580 - Travel	
880 - Federal Indirect Costs	
Function Code 2500 -Support Services - Business Narrative:	
Total Budget for Year 1	\$ -

