

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: <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td data-bbox="594 884 948 1012"> Name: Dr. John Harper </td> <td data-bbox="948 884 1304 1012"> Position: Superintendent </td> </tr> </table>		Name: Dr. John Harper	Position: Superintendent
Name: Dr. John Harper	Position: Superintendent			
Number of schools 10	Phone: (770) 606-5800	Fax: (770) 606-5857		

Bartow County School System

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

Address: 65 Gilreath Road

City: Cartersville Zip: 30121

Telephone: (770) 606-5800 Fax: (770) 606-5166

E-mail: buffy.williams@bartow.k12.ga.us

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.

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

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

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

Assurances That All Guidelines Are Being Met

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

Experience of the Applicant

The application includes:

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

a. A table describing other initiatives with which the LEA has been involved.

Action	1996	1998	2000	2003	2004	2006	2008	2010	2011
Participated in initial Georgia Reading First	←————→								
Participated in Georgia's Choice; Literacy	←————→								

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

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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.

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- Mark Bagnell will meet with Buffy to ensure coordination among technology with what system technology department supports for county.
- System needs to put in infrastructure.
- This grant support training and materials for literacy.

Dr. Williams will visit a tech school in North Carolina next week to obtain more information

Bartow County Leadership Committee Meeting

November 10, 2011

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

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

There was a time for questions.

The date and time of the next meeting was announced.

December 1, 2011

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

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

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

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

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

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

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

The grant is addressing all needs.

Bartow County School System

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

Kindergarten and First Grade DIBELS Next Screening Fall 2011

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

Second Grade DIBELS Next Screening Data Fall 2011

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

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Third Grade Screening Data

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

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Fourth Grade Screening Data

	ORF WC	ORF ACC	ORF RTF	ORF RTQ	DAZE	Composite
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%

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

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 – Emerson Elementary

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

Emerson Elementary School's Striving Readers Grant

School History

Emerson Elementary School was first established in 1825 as Stegall Station in Emerson, Georgia. Emerson Elementary School is one of 12 elementary schools that make up the Bartow County School System. Emerson Elementary School is one of 6 elementary schools that feed into South Central Middle School and then Cass High School. Emerson Elementary School serves 401 students. Emerson Elementary School student population is 77% are economically disadvantaged, qualifying Emerson Elementary School as a Title I school.

Administrative and Teacher Leadership Team

Emerson Elementary School is led by Mr. Robb Kittle (principal) and Mrs. Teri Marley (half-time assistant principal). Both school leaders hold post-secondary degrees. Our Leadership and Literacy Teams consist of a representative from each grade level, counselor, media specialist, paraprofessional representative, parent representative, as well as both building administrators.

The Leadership and Literacy Teams meet monthly for the purpose of identifying areas of weakness and ways to improve student achievement and engage the community and stakeholders as partners in academic and other initiatives that impact student achievement. Emerson's Leadership and Literacy Team has student achievement as the highest priority. We believe this is the result of camaraderie on the part of all stakeholders. For this reason, our leadership 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 our strong relationship, our student population is more able to achieve success despite their low socioeconomic status.

Past Instructional Initiatives

Based on the data and evaluation of our 2010 School Improvement Plan we determined our instructional needs to be a strengthening of reading comprehension in all grades, a focus on English Language Arts in grades 2 and 4, and a renewed effort in targeting and delivering scientifically evidence-based interventions for all students. Poverty has become an integral factor impacting our students' literacy goals. Strategies and initiatives identified and implemented to drive our instruction and meet our goals as follows:

- a. Frequent and effective collaborative planning for teachers
- b. Universal screenings given to all students to determine strengths and weaknesses and quickly begin or continue the pyramid of interventions process
- c. Monitoring of instruction with the intent to determine level of differentiation and implementation of standards-based instruction so that appropriate professional learning will be planned and attended
- d. Pre-determined guidelines for progress monitoring based on level and tier of interventions provided
- e. Site-based writing training
- f. Vertical teaming to analyze data
- g. Continued focus on desired rigor as determined in the Georgia Performance Standards and the Common Core Georgia Performance Standards
- h. A more intensive focus on expressive language activities that include sentence combining, sentence expansion, or sentence modeling techniques supported by research in all grade levels
- i. Use of English Language Arts frameworks across grade levels
- j. Implementation and focus on sustained silent reading across grade levels
- k. Professional learning and development in the areas of reading instruction and best practices

In addition to the above stated goals we have continued our acquisition and use of some of the available modern technology.

- Interactive boards were placed in some classrooms allowing 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. These assistive technologies enabled the scientifically evidence-based core reading program to be delivered using all the multiple resources provided through the e-suite links.

Finally, because we are a severely impoverished school, the need for parental involvement is crucial to the success of our students. We have targeted an increase in parental involvement

by planning and executing activities such as: Back to School Night, Academic Night, Grandparents’ Book Fair/Reading Night, Conference Nights, Fall Ball, Spring Fling, Holiday Luncheons, Title I Literacy Nights, and Grandparents’ Luncheons.

With a focused effort on welcoming and involving parents and community members, we have increased participation in Emerson activities by 28% in one year. Parents and community members have volunteered their time to help in classrooms by reading to students, by making materials to support classroom instruction, and by working during special school promotions.

Professional Learning Needs

Our local school needs assessments indicate that we need more training on the diagnosis of specific reading difficulties and the implementation of scientifically evidence-based interventions. Data indicates that our teachers would also like to receive further training in implementation of the core program, in utilizing the time allotted with the scientifically evidence-based core for needs-based differentiated instruction, as well comprehension, inquiry, and writing.

Need for a Striving Readers Project

The Striving Readers Comprehensive Literacy project would enable us to target bringing our classrooms technologically into the 21st century. A literate student is one who knows how to use reading, writing, viewing, and listening, speaking and presenting, and critical thinking skills in order to learn content and can use those skills to communicate learning. By bringing our school up to modern standards in technology, we could prepare our students for increased levels of literacy and curricular understanding required in upper level academics and continued success.

Items for which we have determined a need are the following:

- a. Interactive boards for all classrooms along with student response systems. Teachers will be required to attend training for the optimal use of interactive boards.

- b. Document cameras with required training.
- c. Modern laptops which allow for student centers during differentiated instruction periods. Additionally, students will have access to laptops for writing and research assignments.

Access to the Internet is extremely limited due to poverty. This lack of access to Internet, interactive devices, and laptops may impede student achievement. Presently due to current economic constraints, our school has limited integration and access to technological devices. These are needed in order to support instruction and differentiation based on student needs. Students may know how to type a report but need to understand how to use the tools to communicate effectively, to research thoroughly, and to learn collaboratively as a member of a community. Because Emerson students have limited access to adequate resources; for example, students lack public transportation and funds to access the public library and museums to make real-world connections. The ability to use Internet resources to provide virtual field trips would assist in the development of required background knowledge. Access to diverse texts, including nonfiction, is another need. Classrooms have limited libraries with few non-fiction texts.

Literacy Team Structure

The Literacy Team (**Appendix A**) at Emerson Elementary School was convened three years ago and focused on the implementation of the new core reading program. Vertical teaming and alignment of curriculum were the initial foci of the team. Alignment of the Emerson reading curriculum with the district curriculum was important due to the transient population at our school. The team is composed of grade level chairpersons, a Title I teacher, the media specialist, the counselor, a special education representative, the assistant principal, and the principal.

Literacy Team Schedule

The Literacy Team meets monthly after school as well as other occasions as necessary.

Literacy Team Functions and Initiatives

- Three years ago the team aligned the literacy curriculum vertically and horizontally.
- Two years ago the Literacy Team instituted a school wide fluency initiative.
- The team promoted the Reading Endorsement Program to provide targeted interventions for struggling readers.
- The team identified the need for continuity in reading and writing instruction through our school with specific literacy foci including plot, theme, research skills which have been included in our media instruction and vocabulary in our read aloud program.
- This year the Literacy Team distributed three needs assessments: The Pet-R (**Appendix B**), a school level survey for Classroom Teachers (**Appendix C**) as well as a School Level Needs Assessment (**Appendix D**). The analysis of the Needs Assessment has formed the bulk of the work of the team this year.
- Minutes of Literacy Team meetings are located in **Appendix E**.

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

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

School CRCT Data 2010-2011

Grade	ELA	Reading	Science	Social Studies
3 2010-2011				
Meet	69.1%	52.7%	57.1%	60.7%
Exceed	23.6%	34.5%	17.9%	8.9%
Does Not Meet	7.3%	12.7%	25.0%	30.4%
4 2010-2011				
Meet	56.6%	59.6%	49.2%	64.7%
Exceed	21.0%	21.0%	18.0%	4.0%
Does Not Meet	22.4%	19.4%	32.8%	31.3%
5 2010-2011				
Meet	67.7%	68.4%	54.6%	53.5%
Exceed	29.0%	30.0%	26.0%	11.0%
Does Not Meet	3.3%	1.6%	19.4%	35.5%

b. School High School Graduation Data

- Not applicable for elementary per Georgia DOE

c. Early Learning Readiness (From Kindergarten Screener and GKIDS)

Tracks Left to Right, Top to Bottom	Writes First Name Correctly	Speaks in Complete Sentences	Communicates Effectively
58%	45%	10%	11%

d. Disaggregation of data in subgroups (Appendix F)

e. Emerson Elementary Teacher Retention Data

	2011	2010	2009	2008	2007
Emerson Elementary	97%	94%	91%	92%	92%

f. Teacher participation in professional learning communities

Professional Learning Program 2010-2011	Hours	% of Staff Attended
Imagine It! Phonics Training for Kindergarten	10 hours	100% of kindergarten teachers
Schoolwide Plan Development-Data Trends and Digging Deeper - 2010	20 hours	20%
Early Intervention in Reading Training	10 hours	100% of kindergarten teachers
Second Grade Imagine It! Training	3 hours	100% of second grade teachers
Promethean Board Training	25 hours	7%
Sharpening the School Improvement Focus: Vertical Teaming	40 hours	100%
Vocabulary Development for Classic Core Vocabulary Part 2 – All grades	40 hours	10%
Advanced FOCUS training for grades 2 & 4	40 hours	100% of 2 nd & 4 th FOCUS teachers
DIBELS Next: K-2 grade teachers	5 hours	100%
Imagine It! 4 th and 5 th grade implementation training	3 hours	100% of 4 th and 5 th grade reading teachers
Imagine it! Inquiry and Writing	5 hours	100% of 1 st and 2 nd grade reading teachers
Imagine It! 3 rd grade Initial Training	5 hours	100% of 3 rd grade reading teachers
Bartow County Gifted In-Field Endorsements	200 hours	5%

Achievement Needs

Teacher Professional Learning Needs

Differentiated Instruction Methodology	Comprehension	Inquiry	Writing
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35%	21%	21%	21%
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According to the recent Needs Assessment, teachers need professional learning in differentiation, planning and implementing instruction for small groups. Teachers indicate a need for additional training in implementing successful inquiry and writing into their instruction.

Curriculum Needs

Although we have some interventions, we have a very limited number of materials to support effective delivery of interventions. We do not currently have a dedicated intervention block. Teachers should begin providing tier 2 interventions in class by using the intervention or ESOL component of the core before requesting additional support. Until teachers have a complete understanding of how and when to implement specific interventions, they may not be as successful as desired.

We need not only to identify and purchase sufficient intervention materials aligned to student needs, but we must provide adequate training so that teachers use these materials with fidelity. Without this concerted effort to change, we will be unable to reduce the number of students reaching tiers 3 and 4 of the pyramid of interventions.

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

Orthography & Vocabulary	Comprehension Strategies	Phonemic Awareness & Phonics	Phonics	Phonological Awareness	Phonics, and Fluency	Phonemic Awareness
26%	21%	18%	12%	12%	9%	3%

Technology Needs

- Technology needs to be updated to reflect the most recent versions of Shockwave and Adobe. This will enable teachers to access and use the e-components that support the core reading program.
- In order to accommodate additional new class sections, two more rooms will need interactive boards. An additional interactive board, a projector, and five interactive tables are needed for Kindergarten.
- Other technology needs include laptops for each student.

- Electronic document cameras and projectors (Electric Light Magnifying Objects) are needed to facilitate student engagement and improve instructional rigor. These will allow an image to be captured and saved to a laptop so that it may be used for instructional purposes. As the Common Core Georgia Performance Standards are rolled out, this technology will be important for sharing and analyzing student work at the classroom and grade level. Rigor of student work is increased as students can actively show their work during closing of lessons and lesson segments. This affords students the opportunity to effectively engage in reciprocal teaching using multiple modes.
- Computers in our school are over eight years old. Classrooms currently have at least one computer. Some classrooms have only two computers; however, they do not have the upgrades to run current programs. More computers are needed in order to engage students in multiple activities with multiple modes of text during literacy instruction.

Needs Assessment

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

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

- Three different needs assessments (**Appendix B, C and D**) were used: The Planning and Evaluation Tool for Effective School-Wide Reading Programs - Revised Surveys (PET-R, adapted from: Kame’enui & Simmons, 2003) was used evaluate language and literacy at Emerson Elementary. 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. The survey was completed by 59 faculty and staff members at Emerson Elementary School.
- A classroom teacher needs assessment and a school level needs assessment. The needs assessments were distributed personally to classroom teachers and other personnel. Teachers were required to complete and return the assessments to the administration. The Literacy Team analyzed results by grade and overall school levels. Areas of agreement and disagreement were evident.

b) A description of the needs assessment process

The Needs Assessments were analyzed to determine school needs. School DIBELS Next and CRCT data were disaggregated and analyzed by grade level to determine the state of the school. The major findings of the needs assessments are:

- PET-R The staff Emerson Elementary School believes that they are delivering an effective literacy program. The Emerson staff recognizes the need for additional professional learning around differentiated instruction, flexible grouping, and use of data. In addition, they express the concern that reading time needs to be protected.

- School Level and Classroom Needs Assessment:
 - longer uninterrupted blocks of literacy time
 - incorporation of technology
 - training in scientific-based interventions
 - creation of classroom libraries, incorporating a range of complex literary and informational texts need to be strengthened school wide
 - advanced training in understanding and using the county intervention continuum

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

Every teacher and administrators participated in the needs assessments.

Areas of Concern

- a. Clearly identifies the areas of concern as they relate to the research-based practices found in the “What” document.
- b. Identifies the specific age, grade level, or content areas 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.

*Table shown below clearly evidences a, b, & c and is also seen in root cause analysis.

Area of Concern	Grade Levels (Rubric B)	Past Efforts (Rubric D)
Lack of Print Concepts/Oral Language	Kindergarten	Implementation of Kindergarten Academy along with Classic Core vocabulary from read alouds
Summer Learning Loss	All grades	Summer reading program
Fluency & Accuracy	Grades 3-5	District-wide fluency initiative & professional development in fluency
Comprehension commensurate with College & Career Readiness Standards	Grades 3-5	Initial year of scientifically, evidence-based core along with Classic Core vocabulary from read alouds

Foundational Skills In Literacy Instruction At The K-5 Grade Levels From Common Core Georgia Performance Standards (Georgia “What” document pgs. 6-7)

Print concepts

- Demonstrate understanding of the organization and the basic features of print.

Emerson 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
58%	45%	10%	11%

- When students enter kindergarten print awareness is assessed using the GKIDS. This year 58% of students did not enter kindergarten with print awareness. Last year, approximately 50% of kindergarten students were not established in this area.
- We hypothesize that this deficit is due to lack of exposure to print and to oral language experiences at home prior to entering kindergarten as reflected by the above table.
- Institute a classic core read aloud program and teachers explicitly model print concept during instruction

Area of Concern 1: Foundational Skills Lack of exposure to print/language experiences prior to entering Kindergarten (Rubric a, b, & c)

Phonological Awareness Kindergarten and First Grade

A. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Emerson DIBELS Data 2010-11 and 2011-12

	Benchmark (Kindergarten August 2010)	Benchmark (Kindergarten May 2011)	Growth or Deficit	Benchmark (1 st Grade August 2011)	Growth or Deficit
K – 1 st Grade	44%	89%	+45%	64%	-25%

Area of Concern 2: Summer Learning Loss (Rubric A)

Phonics and Word Recognition

A. Know and apply grade-level phonics and word analysis skills in decoding words

Emerson DIBELS Data 2010-11 and 2011-12

	Benchmark (1 st Grade August 2010)	Benchmark (1 st Grade May 2011)	Growth or Deficit	Benchmark (2 nd Grade August 2011)	Growth or Deficit
NWF CLS (Correct Letter Sounds)	64%	72%	+8%	45%	-27%
NWF WWR (Nonsense Word Fluency – Whole Words Read)	6.5	16.2	+9.7	16.1	-0.1%
ORF (Oral Reading Fluency) Words Correct	NA	72%	NA	53%	-19%
ORF (Oral Reading Fluency) Accuracy	NA	75%	NA	73%	-2%

Bartow County School System – Emerson Elementary

- Due to our low socio-economic and rural setting, we hypothesize that limited access to books, other print materials and technology results in a loss of fluency. Students have an inability to practice learned skills during the summer, therefore, losing the skills gained during the previous school year.

Area of Concern 3: Fluency (Continued Summer Learning Loss)

A. Read with sufficient accuracy and fluency to support comprehension. (Rubric A)
Emerson DIBELS Data 2010-11 and 2011-12

	Benchmark (2 nd Grade August 2010)	Benchmark (2 nd Grade May 2011)	Growth or Deficit	Benchmark (3 rd Grade August 2011)	Growth or Deficit
ORF (Oral Reading Fluency) Words Correct	45.8	81.9	+36.1	67.9	-14
ORF (Oral Reading Fluency) Accuracy	NA	97%	NA	68%	-29%

Emerson DIBELS Data 2010-11 and 2011-12

	Benchmark (3 rd Grade August 2010)	Benchmark (3 rd Grade May 2011)	Growth or Deficit	Benchmark (4 th Grade August 2011)	Growth or Deficit
ORF (Oral Reading Fluency) Words Correct	66.3	95.5	+29.2	78.8	-16.7
ORF (Oral Reading Fluency) Accuracy	92.3%	98.7%	+6.4%	94.2%	-4.5%

Emerson DIBELS Data 2010-11 and 2011-12

	Benchmark (4 th Grade August 2010)	Benchmark (4 th Grade May 2011)	Growth or Deficit	Benchmark (5 th Grade August 2011)	Growth or Deficit
ORF (Oral Reading Fluency) Words Correct	80.2	105.5	+25.3	96.8	-8.7
ORF (Oral Reading Fluency) Accuracy	93.4%	96.7%	+3.3%	96.3	-0.4%

Area of Concern 4: Comprehension due fluency and accuracy in calling words in connected text (Rubric A)

- Implication A. Need to identify and select a phonics screener
- Implication B. Selection and implementation of appropriate interventions

College and Career Readiness Anchor Standards for Reading, Writing, Speaking and Listening, and Language from Common Core Georgia Performance Standards (from the Georgia “What” document pgs. 7-10)

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, data was examined in order to determine needs utilizing the following assessments:

- Lexile levels for grades 3, 4, and 5 CRCT
- CRCT scores in reading, language arts, science, and social studies
- Student writing samples from system level prompts
- Benchmark assessments in reading and language arts

We disaggregated the data by subgroups including students with disabilities (SWD), gifted, economically disadvantaged (ED), and race/ethnicity. We identified our areas of greatest concern to be:

- 61% of our students with disabilities did not meet in the area of science
- 57% of our students with disabilities did not meet in the area of social studies
- 38% of our economically disadvantaged did not meet in the area of social studies
- 79% of our non-gifted students did not exceed in the areas of reading, science, or social studies

Lexile Levels:

Grade	Mean Lexile Score	Range	Lowest: Highest	Median	Low	Number Students under “Defined Low”
3 rd	665	725	165:890	690	500	13
4 th	721	685	305:990	705	650	27
5 th	908	490	595:1085	925	750	8

At fifth grade, the disparity between the highest and lowest students is 490. When comparing data, we realize that we still have many students scoring below the average in order to meet the text complexity demands of the Common Core Georgia Performance Standards. Due to the fact that 30% of our current fifth graders are considered “low,” students must make significant gains in Lexile scores. Thus, we recognize the need for additional access to non-fiction texts.

Emerson DIBELS Daze Scores 2011-2012

Grade	Core	Strategic	Intensive
3 rd	63%	19%	19%
4 th	47%	22%	28%
5 th	37%	38%	25%

The percent of students who fall below the core increases each year. As text complexity increases, we hypothesize that lack of conceptual background knowledge and vocabulary may be contributing factors to lack of comprehension in all content areas, particularly in science and social studies. Our CRCT data and Lexile scores further document this.

The areas of Craft, Integration of Knowledge and Ideas, and Range of Reading and Text Complexity are all areas for improvement. Transitioning to the Common Core Georgia Performance Standards, specifically the change in outcome assessments, will require increased rigor in the classroom. This will include 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 used by authors. Students will need the ability to argue using valid reasoning to support claims, provide sufficient evidence to support those claims, produce writing pieces that convey their perspective, and conduct sustained research projects based on focused questions.

Our scientifically evidence-based core provides an in depth inquiry piece and should embed adequate nonfiction texts. When delivered with fidelity, the core should provide a solid introduction to the research inquiry process. Students learn to form conjectures, to gather and analyze relevant information, and to present knowledge and ideas in multiple modes based on collected data. However, in this first year of implementation, teachers have identified a need for supplemental training in the inquiry process.

Area of Concern 5: Comprehension Commensurate with College & Career Readiness Standards

Reading ability is a strength that did not transfer to other curricular areas as indicated on the CRCT. A possible implication is a need to strengthen instruction in content performance standards and increase the amount of reading and writing of nonfiction text. Since the CRCT represents a very low achievement rate, in order to have all students be 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. Science and social studies requires higher level comprehension and reading skills. Despite a strong start in Kindergarten and an extremely solid second grade reading program that ameliorates regression during the summer prior to first grade, students in grades three, 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.

Root Cause Analysis

Area of Concern	Root Cause (Rubric A)	Grade Levels (Rubric B)	Rationale for Determination (Rubric C)	Past Efforts (Rubric D)	New Information (Rubric E)
Lack of Print Concepts/Oral Language	Lack of materials & spoken language in the home	Kindergarten	GKIDS and entrance assessment	Implementation of Kindergarten Academy along with Classic Core vocabulary from read alouds	Decrease in Pre-K participation due to declining economy
Summer Learning Loss	Lack of materials and spoken language in the home	All grades	DIBELS comparison between May & August scores	Summer reading program	Literacy team analysis of accelerated gaps
Fluency & Accuracy	Lack of a diagnostic phonics inventory & ability to select/implement interventions	Grades 3-5	DIBELS comparison between May & August scores	District-wide fluency initiative & professional development in fluency	Literacy team analysis of accelerated gaps
Comprehension commensurate with College & Career Readiness Standards	Lack of sufficient reading in content texts & lack of training in explicit literacy strategies Lack of training in delivery of content reading strategies including non-print, multiple modes, & graphic text features Insufficient non-fiction text aligned to content standards	Grades 3-5	CRCT Data & Lexile scores	Initial year of scientifically, evidence-based core along with Classic Core vocabulary from read alouds	Lexile bands from Common Core GPS College & Career Readiness standards from Common Core GPS

The needs identified by teachers in the Needs Assessment align to those needs identified by data analysis. Two additional problems were identified by teachers. These include:

- Insufficient differentiation within the core (Needs Assessments and DIBELS scores)
- Insufficient training in identifying and implementing interventions (Needs Assessments)

School Literacy Team

The application includes:

a. A listing of the members of the site-based Literacy Team (Appendix A)

b. The function of the site-based literacy team in terms of the needs assessment.

The function of the literacy team was to distribute and collect the surveys and analyze the data to determine implications. When questions arose, team members met with grade levels to clarify implications.

c. Minutes of the meetings of the site-based Literacy Team (Appendix E)

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

Members of the Literacy Team distributes minutes from meetings to all staff members through grade level and faculty meetings allowing for discussion and input.

Project Goals and Objectives

The table on page 19 clearly delineates project goals and objectives.

a. A clear list of project goals directly related to the identified needs

b. A clear list of project objectives that relate to implementing the goals identified

c. The 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

Project Goals & Objectives

<p>Goals (see Rubric A)</p>	<p>To provide a summer “Intervention Prevention” academy for kindergarten and first grade students</p>	<p>Increase student achievement in grade level accuracy & fluency</p>	<p>Improve comprehension commensurate with Anchor Standards for College & Career Readiness</p>
<p>Objectives (see Rubric B)</p>	<p>Train teachers in evidence-based literacy practices (see obj. 1) Provide high quality instruction in vocabulary, oral language, & comprehension (see obj. 2)</p>	<p>Students know & apply grade level phonics & word analysis skills Improve student Lexile levels so that all students exit grade level at or above the grade level band range.</p>	<p>Provide students with sufficient experiences reading content texts Provide teacher training in explicit literacy strategies that support core & content reading Provide classrooms & media center with multiple modes of non-fiction text aligned to content standards</p>
<p>Research-Based Practices (see Rubric C)</p>	<p>Listen to and talk about stories, songs, & poems. Follow multiple-step directions Understand complex & varied vocabulary Use of tutors as needed to assist individual students (see practices listed)</p>	<p>Differentiation of instruction based on student needs within the core Progress monitoring supported by tiered interventions Use appropriate, formal, formative and summative assessments Selection of texts for students to read in a way that builds motivation & persistence Use multiple diverse texts in all content areas</p>	<p>Make strategic use of digital media & visual displays of data to express information & enhance understanding of presentations. Direct instruction, modeling, & practice (reading comprehension strategies) Use of writing (to extend & reinforce reading)</p>
<p>Current Practices in Place (see Rubric D)</p>	<p>Implement county classic core vocabulary initiative</p>	<p>Progress monitoring</p>	<p>Teachers implement scientifically evidenced-based core (first year)</p>
<p>Funded from Other Source (see Rubric E)</p>	<p>No initiatives</p>	<p>No initiatives</p>	<p>No initiatives</p>

Goal 1: To provide a summer “Intervention Prevention” academy for Kindergarten through Third Grade students

- Objective 1 – Partner with the Atlanta Speech School to train teachers in evidence-based literacy practices, with a focus on vocabulary, oral language and text comprehension. Published curricula using evidence-based methods that address the needs of the children in the school system are identified and purchased. Teachers receive professional learning in the pillars vocabulary and comprehension while simultaneously receiving training in the published curricula.
- Objective 2 - To provide high quality instruction matched to the needs of students through analysis of assessment data to preclude summer learning loss and advance the learning of students whose literacy achievement is below grade level. The Summer Learning Program will intervene with children who, during the school year, demonstrate that they are not on track to read at grade level due to vocabulary and oral language development. The needs of the children will be identified through screening, progress monitoring, and diagnostic assessment tools.

Practices to Support Objectives:

- Develop increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes
- Initiate and respond appropriately in conversation and discussions with peers and adults
- Show increasing ability to discriminate and identify sounds in spoken language
- Show growing awareness of beginning and ending sounds of words.
- Progress in recognizing matching sounds and rhymes in familiar words, games, songs, stories and poems
- Show growing ability to hear and discriminate separate syllables in words
- Associates sounds with written symbols
- Listen to and discuss a variety of fiction and non-fiction books and poetry
- Show growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children
- Retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story

Goal 2: Increase student achievement in grade level accuracy & fluency

- Objective 1: Students know and apply grade level phonics & word analysis skills.
- Objective 2: Improve student Lexile levels so that all students exit grade level at or above the grade level band range.

Goal 3: Integrate literacy strategy and skill instruction in content areas (derived from teacher surveys)

- Objective 1: Science and social studies teachers require additional training in how to integrate reading strategies and skills in the content area during instruction. The Common Core Georgia Performance Standards demand content literacy. This will

require extensive teacher training as well as use of additional nonfiction texts at different Lexile Levels that support the content standards in science and social studies.

- Objective 2: 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 exceeds in these areas

Goal 4: Increase teacher understanding of how to select and implement interventions aligned to student needs (derived from teacher surveys)

- Objective: To identify and provide training on gold standard interventions in reading that is aligned to the Georgia tiers. Teachers will learn how to use data to diagnose student needs, place students in the correct tier of intervention, implement and progress monitoring interventions, and determine next steps.

Goal 5: Increase student and teacher access to multiple modes of text via technological sources

- Objective: Infrastructure exists system-wide to support a greater integration of technological resources. Our intent is to expand hardware and software, and increase professional development and training to enhance the curriculum, engage students, and maximize rigor for the attainment of literacy skills for the 21st century.

Scientifically Evidence-Based Literacy Plan

Table on page 41 (Appendix H) shows the plan for a, b, & c.

d) Details the current instructional schedule (Appendix I)

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

f) Details the materials currently used for Tier 1 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 at Emerson 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.

Goals	Objectives	What	Who	When	Assessment
To provide a summer “Intervention Prevention” academy for kindergarten & first grade students	-Train teachers in evidence-based literacy practices (see obj. 1) Provide high quality instruction in vocab, oral language, & comprehensions (see obj. 2)	Expanded response to student comments Scaffolded read alouds Retelling of stories Phonological and phonemic awareness activities	Atlanta Speech School Kindergarten & first grade teachers	2012	DIBELS Next GKIDS School Screeners
Increase student achievement in grade level accuracy & fluency	-Students know & apply grade level phonics & word analysis skills -Improve student Lexile levels so that all students exit grade level at or above the grade level band range.	Develop three-week differentiated lesson plans based on student needs Select appropriate, gold-standard scientific, evidence-based interventions Provide teacher training in understanding and using Lexiles	Classroom Teachers Model Classroom Teachers & Literacy Team GA DOE	2012-2013	DIBELS Next
Improve comprehension commensurate with Anchor Standards for College & Career Readiness	-Provide students with sufficient experiences reading content texts -Provide teacher training in explicit literacy strategies that support core & content reading to provide common language & scientifically evidence based strategy instruction -Provide classrooms & media center with multiple modes of non-fiction text aligned to content standards -Provide school-wide access to 21 st century technology resources	Provide grade level training and coaching in explicit literacy strategies incorporated in the core Provide content teachers with training in strategic instruction model content enhancement routine strategies Provide classroom libraries with multiple modes of non-fiction texts Provide teacher training in Common Core Georgia Performance Standards	SRA Contracted Consultant Strategic Instruction Model Trainers	2012 – 2014 2012 – 2014 2012 – 2013 2013 – 2015	Formative: Scientifically evidence-based core unit & benchmark assessments DAZE 3-5 Summative: CRCT Scores in Reading, Language Arts, Science, Social Studies, & Math Writing Test Scores
		Equip classrooms with computer work stations & Electronic Light Magnifying Object, & student response systems & grade levels with two portable computer labs for check out	Literacy Team, Media Specialist, Content Teachers	2012 – 2013	

f) Details the materials currently used for Tier 1 instruction

- Tier 1 instruction includes the core adopted reading program in grades K-5. This resource is accompanied by a scientifically evidenced-based 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.
- Tier 1 instruction is provided by the classroom teacher for a minimum of 90 minutes per day with assessments administered three times a year.

g) Lists the time, personnel and strategies for Tier II, III, and IV instruction

We use a three Tiered reading model for literacy instruction. Assessment data is used to plan and match instructional groups to student ability.

Tier 2

- Tier 2 instruction is carried out in the classroom and is administered by classroom or support teachers using a variety of scientific research-based programs.
- Tier 2 students receive a minimum of an additional thirty minutes of reading instruction to supplement the core program.
- A Bartow County Reading Intervention Continuum was developed to assist teachers in using student data to plan and implement appropriate interventions.

Strategies and Materials (Existing and Proposed) Including Technology to Support the Literacy Plan (5 points)

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

a) Current classroom Resources

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) Current shared resources

- Classic Core Vocabulary Read Aloud books by grade
- Leveled text for science and social studies
- Computers
- Small group differentiation kits
- Read Aloud Library for Kindergarten

c) Current library resources (Appendix K)

d) Additional resources needed to ensure student engagement

- Updated classroom libraries, including nonfiction texts aligned to science and social studies Common Core Georgia Performance Standards
- Classroom sets of leveled texts to support the core reading program
- Additional modern computers in the library
- Modern laptops (24 – 30 count) for check out
- Document cameras at each grade level
- Interactive board for library/media center
- Additional nonfiction Lexile-leveled print material for student and staff checkout
- Listening devices for each grade level for check out

e) Provide a generic listing of the activities that support literacy

- 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.
- Early intervention classrooms are put in place at the K, 1st, 3rd, and 5th grades and have smaller student to teacher ratios. Focus Classrooms are placed at the 2nd and 4th grade levels and implement a specific intensive reading program.
- Additional strategies needed to ensure student success:
 - Small group instruction
 - Direct explicit instruction
 - Individual tutoring options
 - Comprehension instruction
 - Scaffolding to enhance learning
 - Student Support Team meetings

Project Procedures and Support (5 points)

(Rubric a, b, & c) Sample schedule by grade level showing the tiered instructional schedule, designed specifically for Response to Intervention, and including 90 minutes of tiered instruction are placed in **Appendix L**

Professional Learning Strategies on the Basis of Documented Needs (a, b, c, d)

- a) A table indicating the professional learning act that the staff has attended in the past year**
- b) Number of hours in professional learning activity**
- c) Percent of staff attended**

Professional Learning Program 2010-2011	Hours	% of Staff Attended
Imagine It! Phonics Training for Kindergarten	10 hours	100% of Kindergarten teachers
Schoolwide Plan Development-Data Trends and Digging Deeper - 2010	20 hours	20%
Early Intervention in Reading Training	10 hours	100% of Kindergarten teachers
Second Grade Imagine It! Training	3 hours	100% of 2 nd grade teachers
Interactive Board Training	25 hours	7%
Sharpening the School Improvement Focus: Vertical Teaming	40 hours	100%
Vocabulary Development for Classic Core Vocabulary Part 2 – All grades	40 hours	10%
Advanced FOCUS training for grades 2 & 4	40 hours	100% of 2 nd & 4 th FOCUS teachers

DIBELS Next: K-2 grade teachers	5 hours	100%
Imagine It! 4 th and 5 th grade implementation training	3 hours	100% of 4 th and 5 th grade reading teachers
Imagine it! Inquiry and Writing	5 hours	100% of 1 st and 2 nd grade reading teachers
Imagine It! 3 rd grade Initial Training	5 hours	100% of 3 rd grade reading teachers
Bartow County Gifted In-Field Endorsements	200	5%

*2009 – 2010 professional development is included in **Appendix L**

e)The preferred method of delivery of professional learning

A survey showed that teachers preferred on site workshops.

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

Percentage of teachers self-identifying additional training needs by program

Orthography Vocabulary & Processing	Comprehension Strategies	Phonemic Awareness & Phonics	Phonics	Phonological Awareness	Early Interventions	Phonemic Awareness
26%	21%	18%	12%	12%	9%	3%

Assessment/Data Analysis Plan (5 points)

a) The application includes a detailed listing of the school’s current assessment protocol

Assessment	Purpose	Skills	Frequency
DIBELS Next K-5	Screening and Progress Monitoring	Phonemic Awareness, Alphabetics, Fluency	Screening 3 times per year Progress monitor as needed
Benchmark Assessment	Progress Monitoring	ELA from CRCT	3-4 times per year
CRCT	Outcome	ELA, Reading	Once annually
Informal Phonics Inventory	Screening	Word Recognition	3 times per year Progress monitor as needed
ACCESS	Screening	Language	At least annually

b) An explanation of the current data analysis protocol

- Data is interpreted by the administrative staff as well as grade level chairs and the entire Literacy Leadership Team. Students who are intensive are progress monitored by the classroom teacher in the area of need every 1-2 weeks. Students who are strategic are progress monitored every four weeks.
- Interventions at tier 2 through 4 are analyzed to determine efficacy of intervention. Efficacy is determined in two ways: 1) students with three or more consecutive data points above the aimline are considered to be making sufficient progress. 2) Trend lines are constructed for students with three data points below the aimline. Intervention changes are based on the results of the data analysis, and insufficient progress results initially in either intervention in a smaller group, intervention for more time, or a change of intervention.

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

- With the exception of an informal phonics screener, the current protocol aligns with that in the Striving Readers Comprehensive Literacy Grant assessment plan.
- There is a need to identify a gold standard, scientifically evidenced-based informal phonics 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. Gaps exist in teacher's ability to analyze the data and use it to plan differentiated instruction. This was documented by our needs assessment.

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

- Informal phonics screeners will be administered to all students grades K-5 three times a year during DIBELS Next benchmark assessments. Students who are 'strategic' or 'intensive' will be progress monitored using the screener.

e) 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 will be discontinued as a result of the Striving Readers Comprehensive Literacy Grant.

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

- Teachers will require additional training in data analysis. Teachers will need training in how to administer, score, analyze, and use the Informal Phonics Inventory.

g) 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 2 and Tier 3 student files are reviewed annually. The Student Support Team Coordinators have county wide meetings four times annually.

Budget Summary

Instruction Narrative: Emerson Elementary School will need to complete the acquisition on the scientifically evidence-based core reading program for all grade levels kindergarten through fifth grade. Technology, such as interactive boards and tables, modern computers and headphones with microphones, are needed to fully implement all of the components of the scientifically evidence-based core program. Data indicates a weakness in phonemic awareness in the early grades and an overall weakness in comprehension school wide. There are gaps in achievement with the students with disabilities subgroup compared to all students. Leveled readers in science, social studies and math libraries will assist in incorporating literacy across the curriculum. DIBELS Next scores indicated regression in reading skills from May to August; therefore a summer reading program would be beneficial to reduce the amount of regression seen due to the summer break.

Technology

- 9 Interactive boards to have interactive boards in every classroom
- 75 computers are needed to update computers in each classroom or laptops will be used for student checkout. This will include 12 laptops for classrooms to go with the interactive boards in each classroom. Classrooms that currently have interactive boards may have laptops that are not modern or the interactive boards are attached to desk top computers instead of laptops.
- Laptops for each grade level for students to use for writing and research.
- 12 classroom sets of student response devices
- 25 electronic magnifying object cameras (docu-cameras)
- 21 classroom sets of interactive devices with cart and laptop (electronic device classroom lab)
- Digital cameras-still and video (1 per grade level)
- Software or subscriptions to websites
 - Encyclopedia for Science
- Supplies for technology
 - Bulbs for projectors & electronic magnifying object cameras & projectors
 - Replacement pens for interactive boards
 - Ink and toner for copiers and printers
 - Batteries
 - Paper

Material for Core

- Kindergarten - 4 classroom core programs aligned to adopted scientific evidenced-based core
 - 4 sets each of Big Books/Little Books
 - 4 sets each of Phonemic Awareness and Phonics Kits
 - 4 sets each of Language Arts Big Books
 - 4 sets each of Pre-decodable and Decodable Stories (reusable)
 - 4 class sets each of Skills Workbooks Books 1 and 2
 - 4 sets of Teacher's Editions (10 books per set)
 - 4 sets each of small group needs-based differentiation kit

Bartow County School System – Emerson Elementary

- 4 Benchmark Assessments
- 2 Exploring Sound and Letters Kit (EIP class)
- 2 Intensive Vocabulary Kits (EIP class and ELL)
- 2 Oral Language Development Kit (EIP class)
- First Grade
 - 3 sets each of leveled readers for science and social studies
 - 3 sets each of leveled readers for fluency, vocabulary and comprehension
 - 4 sets each of pre-decodable and decodable stories (reusable)
 - 3 sets each of small group needs-based differentiation kit
 - 2 Intensive Vocabulary Kit (EIP class and ELL)
- Second Grade
 - 3 sets each of leveled readers for science and social studies
 - 3 sets each of decodable stories
 - 3 sets each of leveled readers for fluency, vocabulary and comprehension
- Third Grade
 - 2 sets each of leveled readers for science and social studies
 - 2 sets of decodable stories
 - 2 sets each of leveled readers for fluency, vocabulary and comprehension
- Fourth Grade
 - 2 sets each of leveled readers for science and social studies
 - 2 sets each of small group needs-based differentiation kit
 - 2 sets each of leveled readers for fluency, vocabulary and comprehension
 - 1 class set each of texts (novels and nonfiction) that correlate to core
- Fifth Grade
 - 2 sets each of leveled readers for science and social studies
 - 2 sets each of small group needs-based differentiation kit
 - 2 sets each of leveled readers for fluency, vocabulary and comprehension
 - 1 classroom start up set of the system scientifically evidence-based core
 - 1 class set each of texts that correlate to core

Other Materials

- Classroom Sets of “Battle of Books” ongoing reading initiative
- Classroom sets of read alouds for grades
- 7 (two for each grade level) grades 2-5 only, new gold-standard, scientifically evidence-based intervention in orthography, vocabulary and processing
- Student texts and workbooks for scientifically evidenced-based Tier 3 early intervention in reading
- Leveled science and social studies reading books

Summer Literacy Program

- Contracted instructors
- Transportation
- Materials for program

Function Code 2220 - Educational Media Services

Educational Media Services Narrative: Periodicals and books will be available for staff to support ongoing learning and professional development (i.e. educational periodicals).

Function Code 2210 - Improvement of Instructional Services

Improvement of Instructional Services Narrative: Training will be needed for the technology that will be bought for the school. Results of the needs assessment survey indicated that teachers wanted more training in using the Imagine It! reading program, using the continuum of intervention to plan instruction, and planning for differentiated groups. Training is also needed for writing across the curriculum as both third and fifth grade writing scores are below the county average.

- Substitutes for Training
 - Expenses for 51 certified staff members to attend summer trainings
 - Stipends - \$75.00 per day
 - Registration fEmerson Elementary School - \$300. per participant
 - Travel
 - Lodging - \$165.00 per night
 - Meals - \$45.00 per day
- Contracted Services
 - Support for implementation of scientifically evidenced-based core with fidelity
 - Comprehension Strategies - \$20,000
 - Differentiated Literacy Strategies Instruction
 - Co-Teaching Support
 - Writing Training
 - Interactive Board Training
 - Intervention program Training & Coaching - \$20,000
- Materials/Books – Professional Books
- Materials/Supplies
 - Charts, markers, index cards, copy paper

Bartow County School System – Emerson Elementary

Georgia Striving Reader Subgrant	
Emerson Elementary School	
Budget Breakdown and Narrative	
Function Code 1000 - Instruction	Year 1
Object Codes	Amount Budgeted
300 - Contracted Special Instructors	
Trained trainers in RAVE-O	5,000
Imagine It coaching	2,500
Contracted Consultants	5,572
610 - Supplies	
611 - Technology Supplies	10,000
612 - Computer Software	
615 - Expendable Equipment	
616 - Expendable Computer Equipment	186,564
311 computers	12,500
25 ELMOS	44,000
12 student response systems	63,000
9 interactive boards	24,000
6 interactive tables	6,000
6 projectors	
641 – Textbooks	12,990
Imagine It Kindergarten Program 4	3,900
Class sets of decodable text 4	900
Kindergarten Read alouds x 4	18,550
Intensive Vocabulary Kits x 2	735
Intensive Oral Language Development Kits x 2	735

Bartow County School System – Emerson Elementary

Georgia Striving Reader Subgrant	
Emerson Elementary School	
Budget Breakdown and Narrative	
Class sets of decodable text first x 4	10,600
First grade science leveled reader x3	1,100
First grade social studies leveled reader x3	1,100
3 differentiation kits	1524
2 Intensive Vocabulary Kits	735
Class sets of decodable text 2 nd x 6	4,374
2nd grade science leveled reader x3	1100
2nd grade social studies leveled reader x3	1100
3 sets of leveled readers for fluency, vocabulary, and comprehension	2,400
2 nd Intensive Vocabulary Instruction Kit x 2	795
3 rd grade class sets of decodable readers x 2	1468
3rd leveled science readers x 2	733
3 rd leveled social studies readers x 2	733
4 th grade leveled science and social studies readers x 2	1468
4 th grade Novel Challenge Guide x 2	264
4 th grade novel challenge packs 6 units x 2	720
2 differentiation kits	940
2 sets leveled readers for science and social studies	2500
5 th grade novel challenge guides x 2	264
5 th grade novel challenge packs 6 units x 2	264

Bartow County School System – Emerson Elementary

Georgia Striving Reader Subgrant	
Emerson Elementary School	
Budget Breakdown and Narrative	
	720
642 - Books and Periodicals Classroom Libraries	35,605
Function Code 1000 - Instruction Narrative:	
Function Code 2100 - Pupil Services	Year 1
Object Codes	Amount Budgeted
300 - Contracted Services	
520 - Student Liability Insurance	
580 - Travel	
610 - Supplies	
641 - Textbooks	
642 - Books and Periodicals High interest, diverse nonfiction texts and periodicals	
Function Code 2100 - Pupil Services Narrative:	
Function Code 2210 - Improvement of Instructional Services	Year 1
Object Codes	Amount Budgeted
113 - Certified Substitutes 2 per teacher per year (34)	5100
114 - Non-Certified Substitutes	
116 - Professional Development Stipends \$75 per day / 2 days training in summer per teacher	5100
199 - Other Salaries and Compensation	
200 - Benefits	

Bartow County School System – Emerson Elementary

Georgia Striving Reader Subgrant	
Emerson Elementary School	
Budget Breakdown and Narrative	
300 - Contracted Services	
	12,410
580 - Travel lodging, food, and for summer SRCL Training	
610 - Supplies	
810 - Registration Fees for Workshops for summer SRCL training	10,200
Function Code 2210 - Improvement of Instructional Services Narrative:	
Function Code 2220 - Educational Media Services	Year 1
Object Codes	Amount Budgeted
610 - Supplies	
642 - Books and Periodicals	
Function Code 2220 - Educational Media Services Narrative: The number of books and multiple modes of print materials in the media center, focusing on nonfiction and popular teen literature, is not sufficient to support diverse reading levels.	
Function Code 2500 - Support Services - Business	Year 1
Object Codes	Amount Budgeted
148 - Accountant	
200 - Benefits	
300 - Contracted Services	
580 - Travel	
880 - Federal Indirect Costs	
Function Code 2500 - Support Services - Business Narrative:	
Total Budget for Year 1	\$ 500,000

Appendix A: Literacy Team Members

Robb Kittle, Principal

Teri Marley, Half-time Assistant Principal

Michelle Reece, School Counselor

Connie McSwain, Media Specialist

Julie Morris, Kindergarten Grade Level Chair

Shelley Harger, First Grade Level Chair

Lisa McKay, Second Grade Level Chair

Madonna Harris, Third Grade Level Chair

Alecia Mecum, Fourth Grade Level Chair

Barbara Partain, Fifth Grade Level Chair

Cheryl Turo, Special Education Grade Level Chair

Lee Perry, Title One

Appendix B - PET-R

Effective School-Wide Reading Programs Survey Results

Bartow County

Emerson 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. 59 faculty and staff members at Emerson 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.

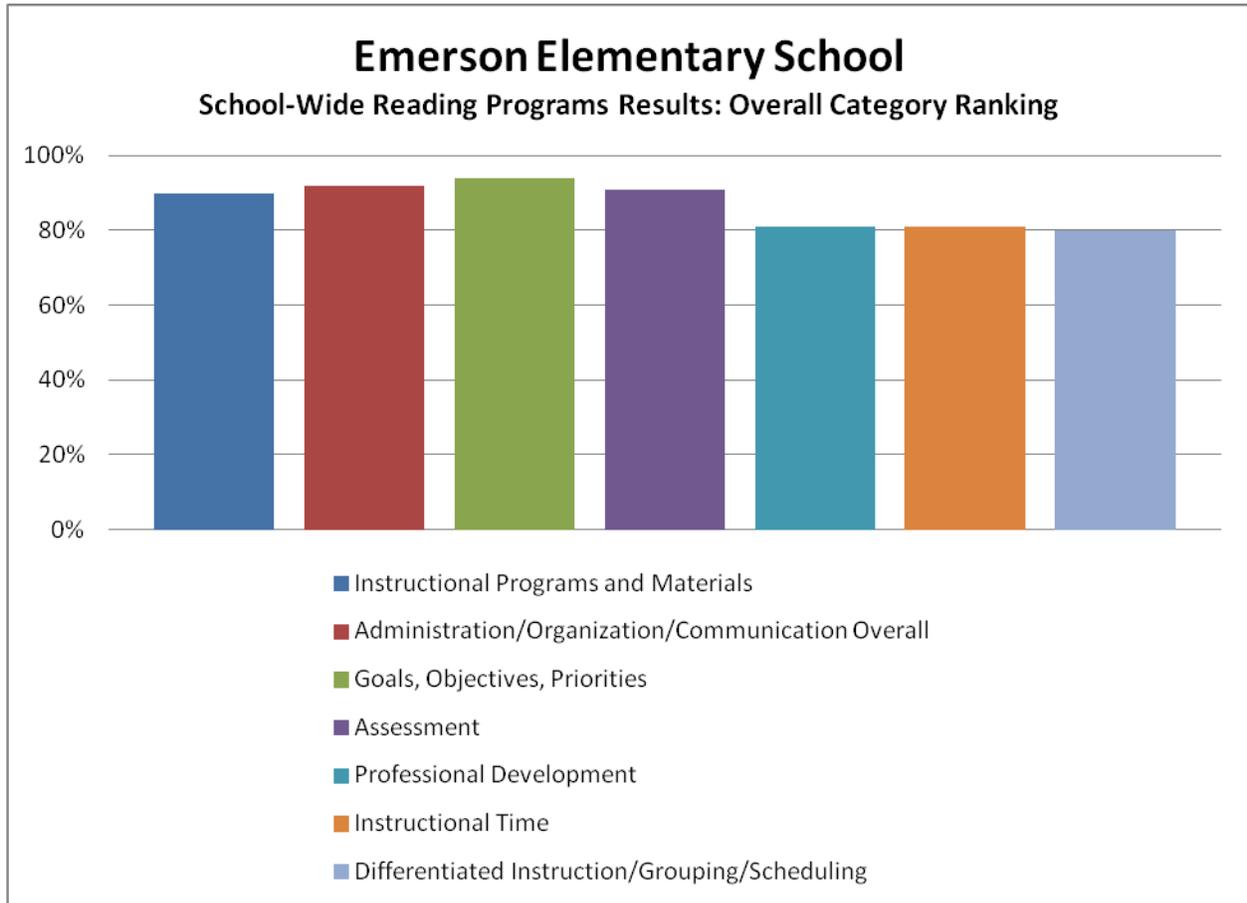
Overall Survey results by Category

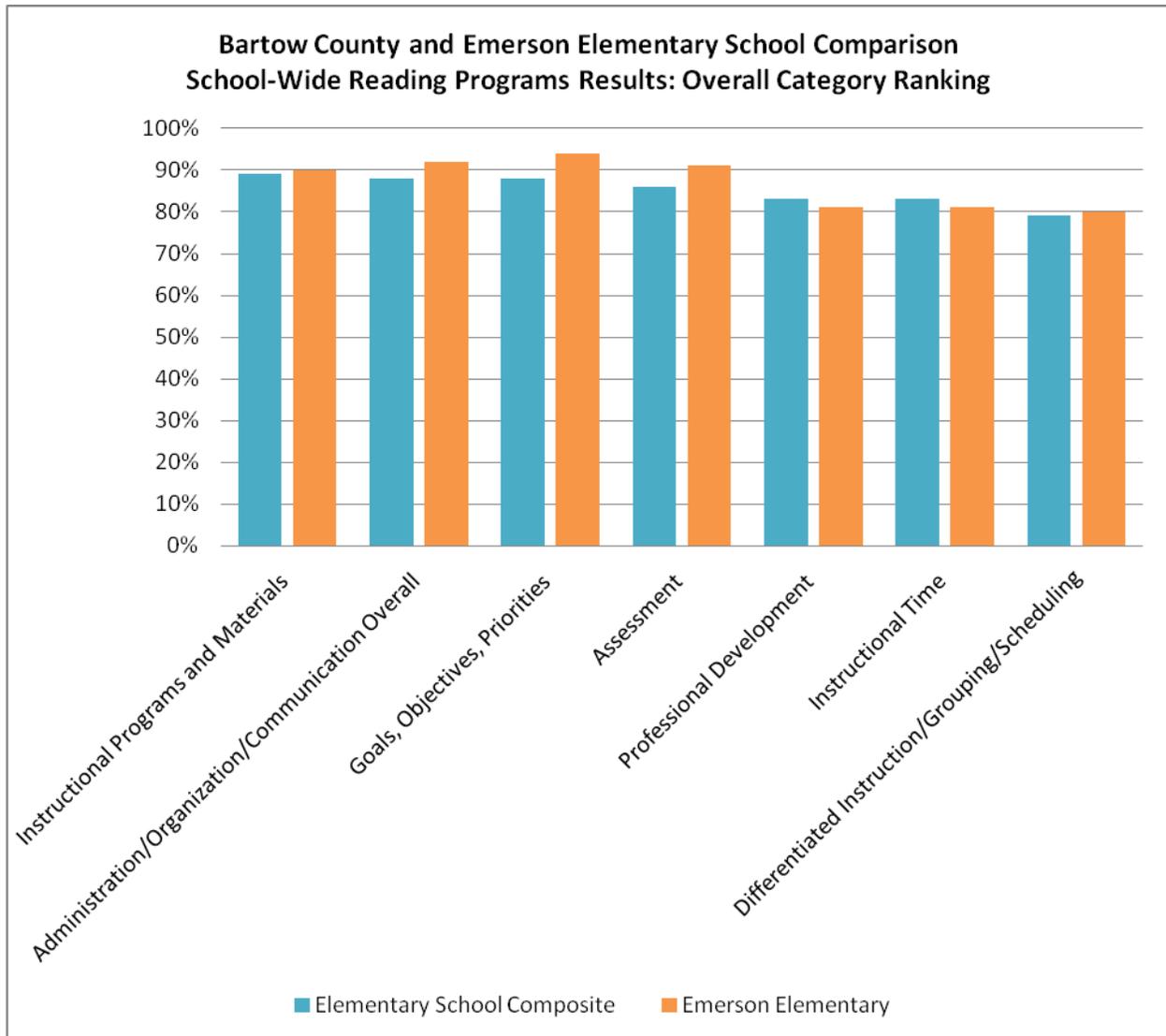
The overall categories rated as most “in place” in descending order are listed below for all elementary staff and the school specifically:

CATEGORY	Elementary School Composite	Emerson Elementary
Instructional Programs and Materials	89%	90%
Administration/Organization/Communication Overall	88%	92%
Goals, Objectives, Priorities	88%	94%
Assessment	86%	91%
Professional Development	83%	81%
Instructional Time	83%	81%
Differentiated Instruction/Grouping/Scheduling	79%	80%

The chart below reflects these percentages. It is unusual to see a rating for any category that is higher than about 85%. Ratings that are above 85% indicate that elements in that category are considered by staff to be mostly in place. It is noteworthy that in the composite score there are 4 categories are rated above 85%. Additionally, the other three categories are within 10 percentage points of the 85% mark. At Emerson Elementary 4 of the scores are 85% or above and over half are above 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 Emerson ES
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.	AOC - 1	96%	99%
Assessment: At the beginning of the year, screening measures identify students' level of performance and are used to determine instructional needs.	A - 5	94%	99%
Instructional Programs and Materials: The instructional program and materials provide explicit and systematic instruction and critical reading priorities.	IPM - 2	92%	96%
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.	IPM - 3	92%	99%
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).	A - 6	91%	93%
Instructional Programs and Materials: A comprehensive or core reading program with documented research-based efficacy is adopted for use school wide.	IPM - 1	91%	89%

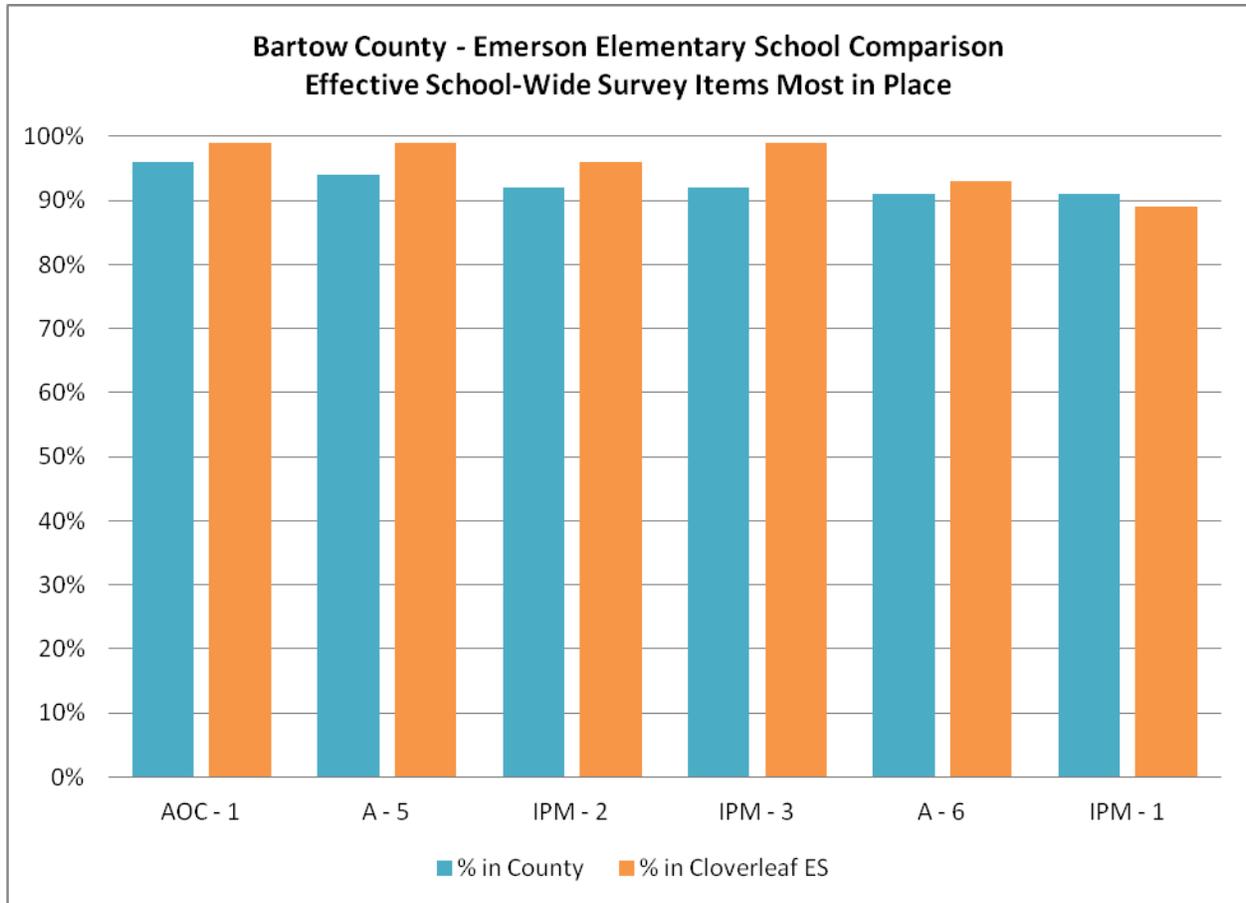


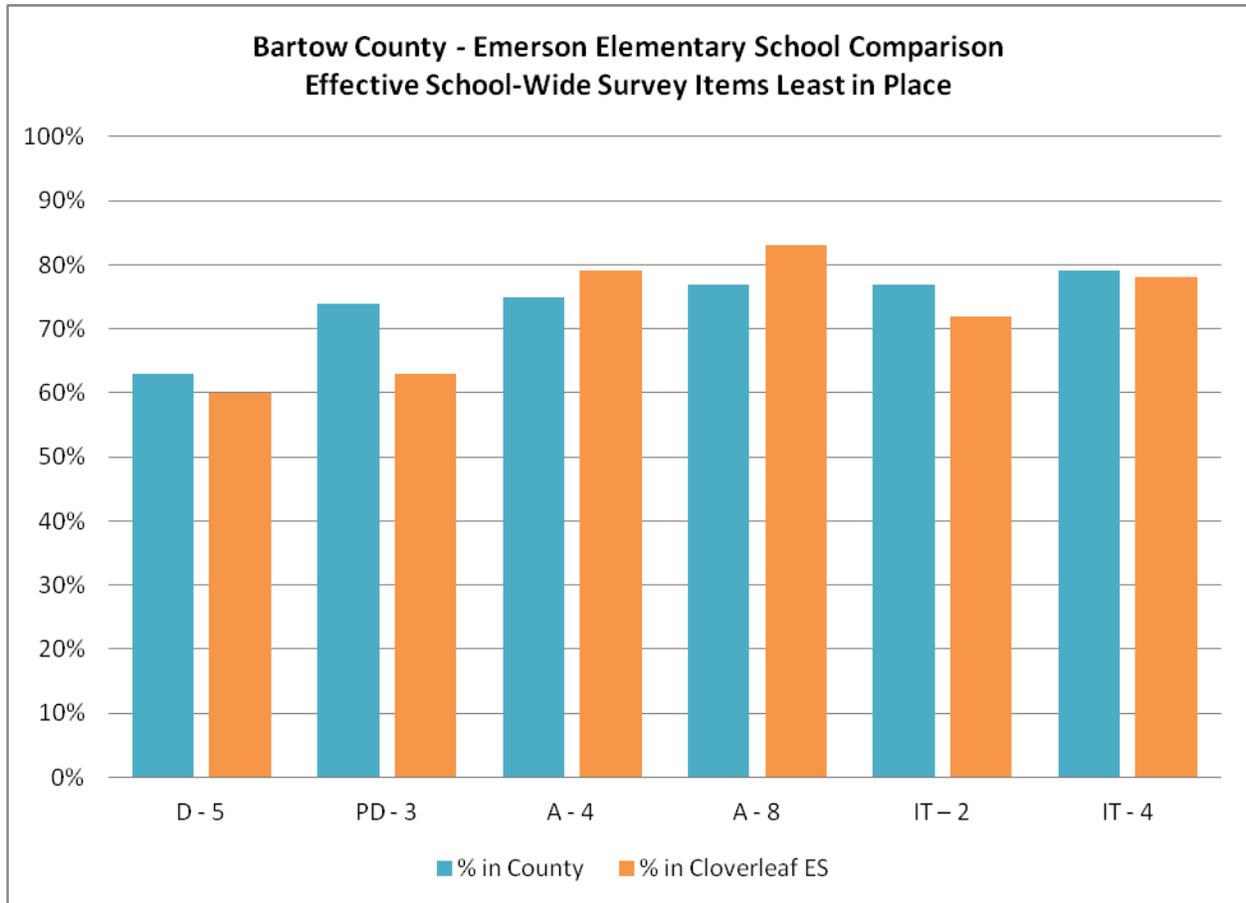
Figure B - Individual Items Most in Place

Bartow County School System – Emerson Elementary

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

Question	# in Survey	% in County	% in Emerson ES
Differentiated Instruction/Grouping/Scheduling: Cross-class and cross-grade grouping is used when appropriate to maximize learning opportunities.	D - 5	63%	60%
Professional Development: Time is systematically allocated for educators to analyze, plan, and refine instruction.	PD - 3	74%	63%
Assessment: All users receive training and follow-up on measurement administration, scoring, and data interpretation.	A - 4	75%	79%
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%	83%
Instructional Time: Reading time is prioritized and protected from interruption.	IT – 2	77%	72%
Instructional Time: Students in grades K-3 receive a minimum of 30 minutes of small-group teacher-directed reading instruction daily.	IT - 4	79%	78%

Figure C – Individual Items Least in Place



The staff Emerson Elementary School believes that they are delivering an effective literacy program. Although their PET-R scores are somewhat higher than the aggregate elementary school data, their concerns mirror those of the district. The Emerson staff recognizes the need for additional professional learning around differentiated instruction, flexible grouping, and use of data. In addition, they express the concern that reading time needs to be protected.

Appendix C: Needs Assessment Survey for Classroom Teachers

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

Comprehensive Literacy Program Instructional Practice

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.

Bartow County School System – Emerson Elementary

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

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

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

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

1 2 3 4 5

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

Phonemic Awareness Phonics and Decoding Fluency Writing

Vocabulary Comprehension Inquiry Workshop

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

Administering and Scoring DIBELS Next Interpreting DIBELS Next

Using the Continuum of Interventions to plan instruction

Planning and assessment for differentiated instruction groups

CONTINUE TO NEXT PAGE

Intervention Training, please check all that apply.

Phonemic Awareness

Phonological Awareness

Phonemics Awareness and Phonics Early Intervention

Phonics Vocabulary, Orthography, and Processing

Comprehension Strategies

Comments:

Appendix D: School 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
<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 Writing to incorporate a variety of texts and purposes, production and distribution of writing, research, and range of writing.</p>				
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

Comprehensive Literacy Program: Instructional Practices

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 & expertise.

1 2 3 4 5

Bartow County School System – Emerson Elementary

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.

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 E: Minutes of Literacy Team Meetings

Eagle Eye Meeting 10-13-09

Members Present: Robb Kittle, Beth Tuck, Kelly Roberts, Michelle le Roux, Connie McSwain, Gina Scarambolo, Julie Morris, Madonna Harris, Fabiola Herrera, Jennifer Clements, Hays Dunnam, Dawn Gray, Phyllis Johnson

1. New Motto decided upon: We are Eagles and we SOAR- Study, Organize, Achieve, and Respect
2. Grade levels need to come up with a Mission Statement
3. Dismissals will be done by graduating year beginning 10-14-09
4. County-wide School Improvement Planning/ Co-Teaching strategies were addressed (System not meeting AYP in the area of SWD (Students with Disabilities): Training for specific disabilities, Same planning times, Looping with students for 2 year cycle, Allow for transition time between classes, Determining role of the Parapro

School Improvement Plan:

5. Math incentive program- Individual grade level competition and school-wide competition in the area of learning math facts (grade level specific). Students will earn Ice Cream Sundae Party and they will go up in the Hall of Fame
6. Language Arts- Everyone should have a Daily Oral Language Book; Let Mr. Kittle know if you need one. Continue with Writer's Workshop.

Parental Involvement:

7. Turn out for PTCO/Title 1 Night was disappointing. Need suggestions to increase participation.
8. FALL BALL- October 29 from 6-8. There will be a sign up sheet for all Certified Staff (Mandatory. Non-certified not required but welcome. Staff may bring children. Flyers will be sent home. Students may dress in Halloween costume. Gym- Dance/DJ and concessions; Lunchroom- arts and craft activities (paper pumpkin and scarecrow decorating, balloon animals, face painting, tattoos, and coloring contest
9. Next Leadership Meeting: Friday, October 23, all day at Central Office
10. Next Eagle Eye meeting: Wednesday, October 28, bring ideas for the Mission Statements and Parental Involvement

Eagle Eye Meeting 12-3-09

Bartow County School System – Emerson Elementary

Members Present: Robb Kittle, Beth Tuck, Kelly Roberts, Michelle le Roux, Connie McSwain, Gina Scarimbolo, Julie Morris, Madonna Harris, Fabiola Herrera, Jennifer Clements, Hays Dunnam, Dawn Gray, Phyllis Johnson, Lee Perry

1. New Mission Statement decided upon: **Emerson Elementary is dedicated to ensuring that all students show academic gain and instilling a love for learning which will continue through *Graduation and Beyond*.**

2. Benchmark testing Dec.8-10

Tuesday – Reading

Wednesday – ELA

Thursday - Math

3. CrossPointe Kick-off – this will be the new student information system rolling out second semester

4. DIBELS window is open. We will work with SWAT team to complete K-2 all and 3-5 Tier III and IV.

School Improvement Plan:

5. Math incentive program- Individual grade level competition and school-wide competition in the area of learning math facts (grade level specific). Students will earn Ice Cream Sundae Party and they will go up in the Hall of Fame. This will begin in January of second semester.

6. Language Arts- Need to continue to focus on ELA goals. Grade levels need to be planning together and strategically to improve this area.

Parental Involvement:

7. Great turnout for Thanksgiving. Next year, we will do a grandparents' luncheon since we have many second generation parents. All SST meetings are up to date with at least one as of now.

8. PTCO will have Santa's Workshop next week in the portable. Please work with PTCO parents to allow students to visit and shop. They will try not to interfere with instructional periods.

9. Next Eagle Eye meeting: Wednesday, February 9, 2010

Eagle Eye Meeting 2-3-10

Members Present: Robb Kittle, Beth Tuck, Kelly Roberts, Michelle le Roux, Connie McSwain, Gina Scarimbolo, Julie Morris, Madonna Harris, Fabiola Herrera, Jennifer Clements, Hays Dunnam, Dawn Gray, Phyllis Johnson, Lee Perry

1. SST – Mrs. Tuck wants to make sure everyone is implementing the pyramid of interventions as we place students in SST. We have to have the data. Get with her if you need AIMS Web support.

2. Benchmark testing Feb.9-11

Bartow County School System – Emerson Elementary

Tuesday – Reading

Wednesday – ELA

Thursday – Math

We will do data analysis with admin, to decide areas of weakness for focus of instruction over the next six weeks.

3. School Improvement Plan:

4. Math – This still an area of weakness across the school as we try to find “things” that will work. Continue to work horizontally and vertically gaining ideas and looking for bets practices. You have Hands-On Standards and Van de Walle books in the upper grades.

5. Language Arts- Need to continue to focus on ELA goals. Grade levels need to be planning together and strategically to improve this area. Last benchmark did show growth. Continue implementing a DOL program or Mountain Language. See Mr. Kittle if you are interested in ML.

6. Reading – Continue to implement interventions we have been trained on in current sessions. Road to the Code, Sound Partners, Language for Learning. See admin. or Mr. Perry for assistance or questions. Gather data and progress monitor once you begin the interventions. Just doing them is not enough.

Parental Involvement:

7. Spring Disco – Feb. 26. Make sure to sign up for a shift. Encourage parents and students to come out and have some fun.

8. March 9 – Emerson Celebrates Reading – Make sure your door is decorated in your favorite book. Prizes for a winner at each grade level. All staff will participate.

9. Next Eagle Eye meeting: TBA

Eagle Eye Meeting June 23 & 24, 2010

Members Present: Robb Kittle, Beth Tuck, Michelle le Roux, Connie McSwain, Gina Scrimbolo, Julie Morris, Madonna Harris, Fabiola Herrera, Jennifer Clements, Hays Dunnam, Phyllis Johnson, Lee Perry

We meet in the summer to analyze and through specific grade level data and use this data to create a school improvement plan to drive and focus our instruction for the coming year.

Eagle Eye Meeting 9-15-10

Members Present: Robb Kittle, Beth Tuck, Michelle le Roux, Connie McSwain, Julie Morris, Lisa McKay, Dee Smith, Madonna Harris, Jennifer Clements, Hays Dunnam, Dawn Gray, Phyllis Johnson, Lee Perry

1. Benchmark testing Sept. 27-30

This year the county has created our benchmark tests off of Performance Matters to help us have data at our fingertips. Mrs. Tuck will take specific grade sheets to C.O. to be scanned. Data will

be available within 24 hours. Grade levels will have to create schedules as we will only receive one set of tests per subject per grade.

3. School Improvement Plan:

4. Math – We received the Math Notebooks created by B. Nelsin and a committee. These must be used to guide your instruction and create a common path for all BCSS schools.

5. Language Arts- Writing prompt next week. This marries right into our school improvement goal with writing. Make sure you use this piece to discuss with the students and build on strengths and weaknesses.

6. Reading – Classic Common Core books are in grade level hands (at least one). These must be used to build strong vocabulary, especially here at EMERSON ELEMENTARY SCHOOL. If you have questions or need further support, see admin.

7. Collaboration Days: Oct. 5 – 3rd – 5th; Oct. 7th – K- 2nd (Special Areas and ESE will rotate through as available.) This is to create units of instruction through data collected after the first nine weeks.

Parental Involvement:

8. Grandparents Luncheon went very well. Over 200 people were in attendance. Look forward to Thanksgiving.

9. Fall Ball – Oct. 28 – Everyone will work a shift. We expect a big turnout much like last year. We will have stations in the gym and cafeteria. Please share ideas with admin. or PTCO for stations that are entertaining but easy.

10. Next Eagle Eye meeting: 12-1-10

Eagle Eye Meeting 12-1-10

Members Present: Robb Kittle, Beth Tuck, Michelle le Roux, Connie McSwain, Julie Morris, Lisa McKay, Dee Smith, Madonna Harris, Jennifer Clements, Hays Dunnam, Dawn Gray, Phyllis Johnson, Lee Perry

1. Benchmark testing Dec. 2-8

The first time was rocky. We have to work together with all areas to make this successful and useful. If you have a situation, please see Mr. Kittle or Mrs. Tuck.

3. School Improvement Plan:

4. Math –Math Notebooks created by B. Neslin and a committee are apparent in classrooms. Feedback is consistent that it needs more meat. We are working in vertical teaming to do this as we look at math specifically.

Bartow County School System – Emerson Elementary

5. Language Arts- Writing prompt next week. Remember this is an unassisted piece on the specific topic assigned. The rubric is a guide, but if you have something the students better understand, use it. This is for them and you.

6. Reading – Classic Common Core books are in grade level (all have been received). Positive comments thus far, except 4th with “White Fang.” Make sure your teams are utilizing them. These are not very evident in the schedule or where they are stated to be taking place. These must be used to build strong vocabulary, especially here at EMERSON ELEMENTARY SCHOOL. If you have questions or need further support, see admin.

7. Christmas Parties: Dec. 16: K-2nd, Dec. 17: 3rd-5th. You may tie in a movie on your party day but it should be associated with the curriculum.

Parental Involvement:

8. Thanksgiving Luncheon went very well. Over 300 people were in attendance in both days. Thanks to everyone who pitched into help. Lots of positive comments.

9. Next Eagle Eye meeting: 2-9-11

Eagle Eye Meeting 2-9-11

Members Present: Robb Kittle, Beth Tuck, Michelle le Roux, Connie McSwain, Julie Morris, Lisa McKay, Dee Smith, Madonna Harris, Jennifer Clements, Hays Dunnam, Dawn Gray, Phyllis Johnson, Lee Perry

1. Benchmark testing Feb. 22-25

We are going to use the Coach books again. Do an inventory at your grade level. If you have a situation where you are short or have a problem, please see Mrs. Tuck. This will be going along with ESE or ESOL pull out groups. We want to model for third-fifth grades as closely as possible. Admin. will meet with small group testers next week to establish groups and guidelines.

We will conduct another benchmark right before Spring Break in late March.

3. School Improvement Plan:

4. Math –Math Committee will begin meeting in April/May to discuss common assessments and “meat” for the units. If you would like to participate, please let Mr. Kittle know.

5. Language Arts - Writing in the hallways is looking good. 5th grade will have their state writing assessment in the coming weeks – March. Remember this is a test for every grade level as we all contribute to the success of these students.

6. Parental Involvement:

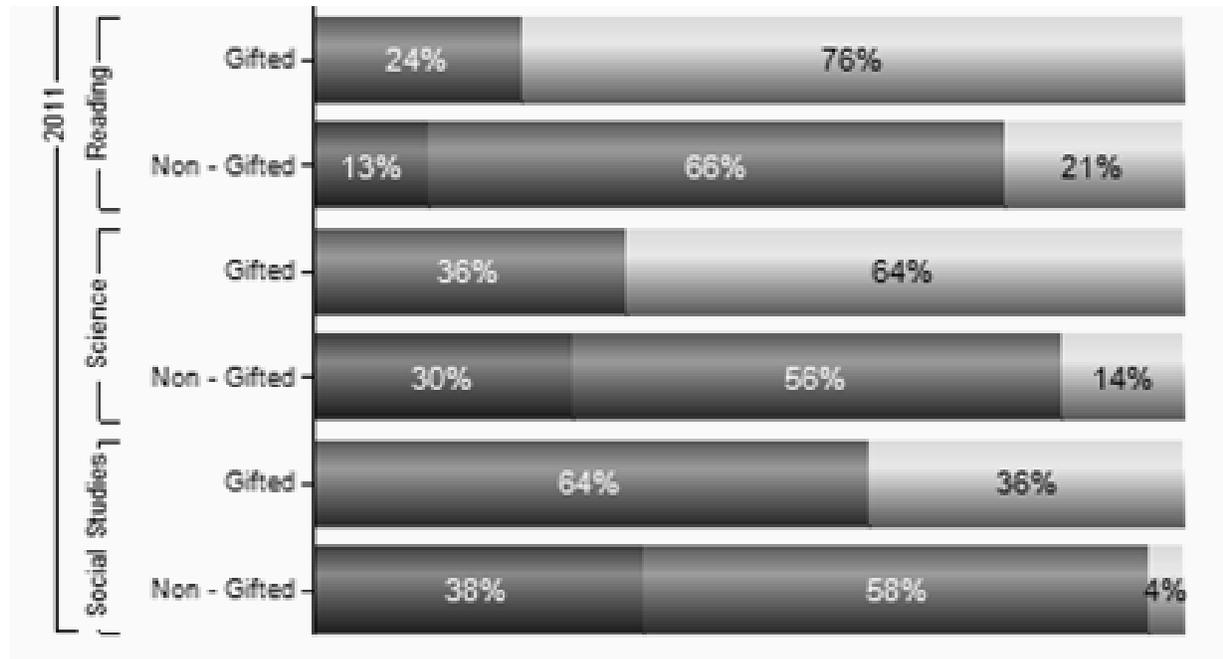
Bartow County School System – Emerson Elementary

7. Academic Night – Feb. 24 *Each grade level will prepare an agenda for the meeting including CRCT preparation, Study Island log ins, and general testing information.

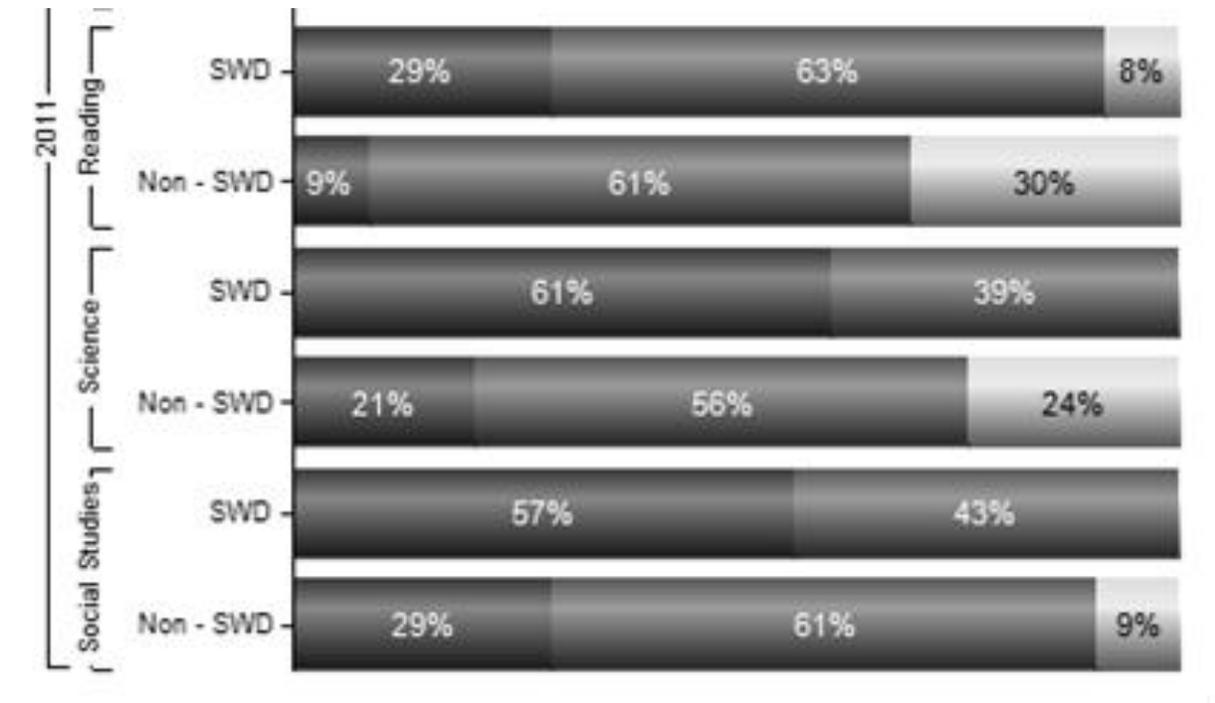
8. Next Eagle Eye meeting: TBA

Appendix F: Disaggregation of Subgroup Data

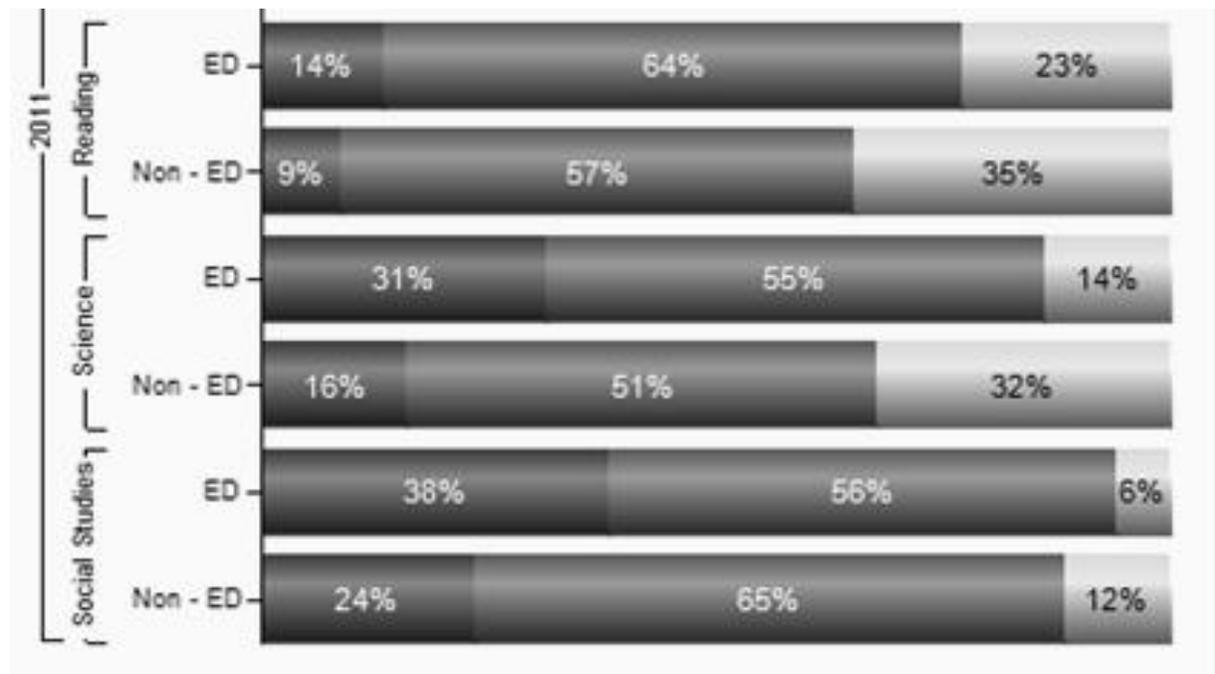
CRCT Gifted EMERSON ELEMENTARY SCHOOL



CRCT SWD

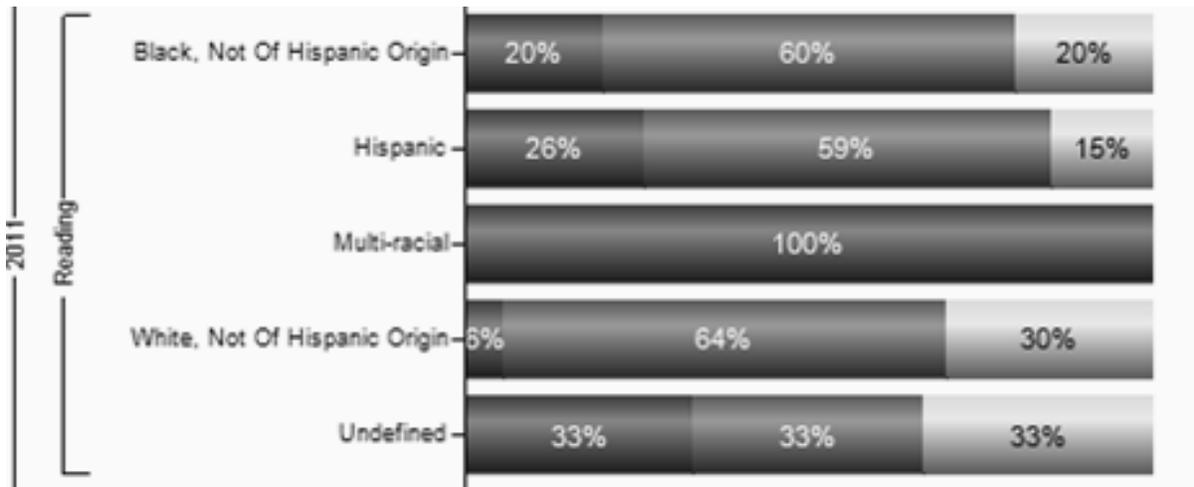


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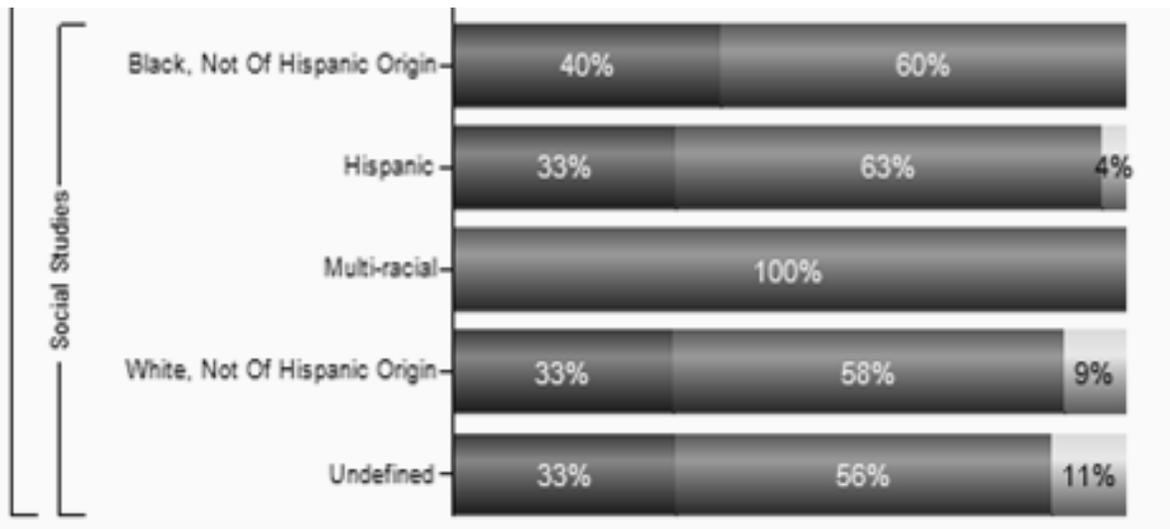
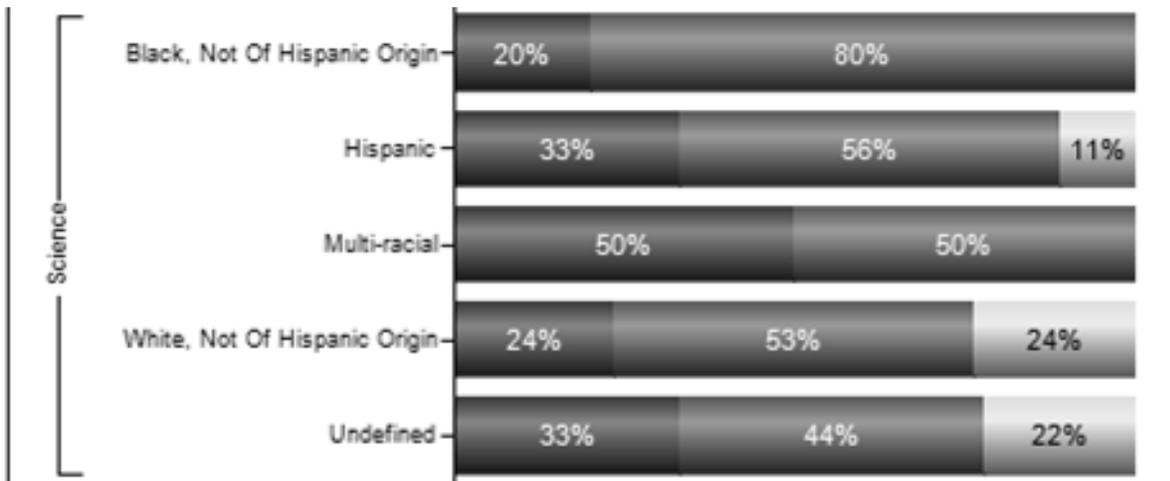


CRCT Race/Ethnicity

Bartow County School System – Emerson Elementary



CRCT Race Ethnicity (cont.)



Appendix H: Scientific, Evidence-based Literacy Plan (Narrative on p 42 – 52)

Scientific, Evidence-based Literacy Plan

Goals	Objectives	What	Who	When	Assessment
To provide a summer “Intervention Prevention” academy for kindergarten & first grade students	-Train teachers in evidence-based literacy practices (see obj. 1) Provide high quality instruction in vocab, oral language, & comprehensions (see obj. 2)	Expanded response to student comments Scaffolded read alouds Retelling of stories Phonological and phonemic awareness activities	Atlanta Speech School Kindergarten & first grade teachers	2012	DIBELS Next GKIDS School Screeners
Increase student achievement in grade level accuracy & fluency	-Students know & apply grade level phonics & word analysis skills -Improve student Lexile levels so that all students exit grade level at or above the grade level band range.	Develop three-week differentiated lesson plans based on student needs Select appropriate, gold-standard scientific, evidence-based interventions Provide teacher training in understanding and using Lexiles	Classroom Teachers Model Classroom Teachers & Literacy Team GA DOE	2012-2013	DIBELS Next
Improve comprehension commensurate with Anchor Standards for College & Career Readiness	-Provide students with sufficient experiences reading content texts	Provide grade level training and coaching in explicit literacy strategies incorporated in the core	SRA Contracted Consultant	2012 – 2014	Formative:
	-Provide teacher training in explicit literacy strategies that support core & content reading to provide common language & scientifically evidence based strategy instruction	Provide content teachers with training in strategic instruction model content enhancement routine strategies	Strategic Instruction Model Trainers	2012 – 2014	Scientifically evidence-based core unit & benchmark assessments
	-Provide classrooms & media center with multiple modes of non-fiction text aligned to content standards	Provide classroom libraries with multiple modes of non-fiction texts		2012 – 2013	DAZE 3-5
	-Provide school-wide access to 21 st century technology resources	Provide teacher training in Common Core Georgia Performance Standards	Literacy Team, Media Specialist, Content Teachers	2013 – 2015	Summative: CRCT Scores in Reading, Language
		Equip classrooms with computer work stations & Electronic Light Magnifying Object, & student response systems & grade levels with two portable computer labs for check out		2012 – 2013	Arts, Science, Social Studies, & Math Writing Test Scores

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 address fluency, vocabulary, and comprehension, a complete comprehensive core reading program should be in place and aligned to the materials we currently have in place. This is needed not only in Kindergarten, but in grades 1-5, as needed. Research documents that fluency is built by repeated readings of text. Decodable texts for each classroom are needed to develop this basic skill.

The Big Books we currently use in Kindergarten to support vocabulary and model text comprehension strategies are over 8 years old. Purchasing a scientific evidence-based core program with accompanying Big Books along with teacher training/coaching will allow a more evidence-based approach to instruction in Kindergarten. Additional training, supported by in-class coaching is also needed to insure fidelity of program implementation.

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
 - Continued training in implementation of the core
- With regards to development, students are arriving in Kindergarten with fewer and

weaker foundational skills than in past years. For example, in the 2010-2011 school year 24% of kindergarteners were at risk on the DIBELS when beginning Kindergarten. In 2011-2012, 60% 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 with the possible need of EIP services.

e) Due to the diverse needs of kindergarteners at Emerson, multi-tiered interventions are necessary. Interventions in Kindergarten are provided during small group instructional time in the classroom. (See **Appendix N**, LEA Sample Instructional Framework for Kindergarten). An additional intervention time occurs each morning for a half hour and during recess when needed. At this time, students receive targeted, tiered intervention in their area of need. Students are provided with enrichment activities in an effort to increase the percentage exceeding the expectations on the outcome assessments in future grades.

Students who are in tier one receive enrichment during differentiation in an effort to increase the percent of students exceeding expectations on the outcome assessment.

Needs for Tier 1:

- Universal screening instrument for oral language

Needs for Tier 1 & 2:

- Develop enrichment unit plans aligned to the Common Core Georgia Performance Standards for students in tier 1 and tier 2

Need for Tier 2, 3, & 4:

- Training for teachers in expanding oral language, including syntax and vocabulary
- Training for teachers and team members to effectively problem solve and implement needed interventions and to use progress monitoring data to determine intervention effectiveness
- 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

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. Differentiated instruction is provided to all students as part of the core program during a workshop period. Students work in centers designed to practice skills they have learned, but need to increase. The teacher works with small groups of students based on needs identified during core instruction as well as needs identified through screening and progress monitoring. In addition to activities provided in the core program, students engage in Florida Center for Reading Research activities based on need for additional practice. Progress monitoring using DIBELS occurs on an as needed basis. The results are analyzed and used to plan and revise small group instruction. 35% of teachers indicate that they would benefit from additional training in planning and implementing differentiated instruction.

Inquiry is ongoing in every first grade classroom. Inquiry is 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 their results. 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. A minimal amount of nonfiction texts support students in inquiry and are available for students to read independently as well as in small teacher directed groups. We recognize the need for additional print materials to support the inquiry process.

In order to support both code-based instruction and the inquiry model that supports reading comprehension, the following materials and training are needed:

- Training in analyzing specific data, to include Lexile levels, 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
- Interactive boards and projectors for each classroom
- Classroom sets of laptops to use as a mobile computer lab to support instruction for checkout (a minimum of one set per grade level)
- Classroom copies of read aloud books for all classrooms
- Updated versions of shockwave and adobe for every computer

We have an extended learning time of targeted, tiered intervention in students' areas of need. First grade teachers have a number of interventions to choose from based on an aligned intervention continuum. A need exists for further training in selecting and implementing interventions. Although first grade teachers have access to multiple interventions, these materials must be shared. This results in several problems:

- groups are sometimes larger than recommended by the developers of the programs
- students are placed at the incorrect lesson for intervention, which impedes progress
- lessons are not delivered with consistent fidelity when shared resources are misplaced
- lost instructional time occurs when components of the intervention are not available (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 materials. Students who are in Tier 1 are provided with enrichment activities.

Students who are in Tier 1 receive enrichment during differentiation in an effort to increase the percent of students exceeding expectations on the outcome assessment.

Second Grade

All second grade students at Emerson are screened three times a year using DIBELS Next. Students who fall in the ‘strategic’ or ‘intensive’ performance categories are progress monitored on a weekly to bi-weekly basis. 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 into 2nd grade. This informal screener is used to identify students in possible need of EIP services. 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.

Tier 2 instruction is carried out in the classroom using a variety of materials. Strategies implemented include a scientifically evidence-based tier intervention program, the intervention component of the core program, and several interventions in fluency. Title 1 personnel support the classroom teacher in Tier 2 interventions. Intervention strategies include additional time for fluency, preteaching and post teaching of missing skills using the program intervention component, use of readers for fluency and comprehension support, and access to technology based texts and games on the core program esuite.

Tier 3 instruction takes place in a smaller group and instruction is more intense. Instruction may take place outside of the student’s classroom. Multiple resources are available to provide Tier 3 intervention, including a recently published gold standard scientifically-evidence based intervention, as well several direct instruction programs. Students continue to receive instruction in the core using the intervention component. Students in Tier 3 are progress monitored weekly and the information is used to plan appropriate intervention and next steps.

Tier 4 instruction takes place either in an inclusion setting or in a resource room. Students receive instruction based on an Individualized Education Plan. They are progress monitored weekly. They receive Tier 1 instruction, modified to meet their targeted IEP goals, unless they are taking the GAA alternate assessment.

Third Grade

All third grade students at Emerson are screened three times a year using DIBELS Next. Students who fall in the ‘strategic’ or ‘intensive’ performance categories are progress monitored on a weekly to bi-weekly basis. Tiered literacy instructional activities take place in the student’s classroom and in the Title I pull-out classroom. The state-adopted EIP rubric is used to identify students in possible need of EIP services. 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.

Tier 2 instruction is carried out in the classroom in a small group setting using a variety of materials. Strategies implemented include a gold-standard, scientifically evidence-based tier intervention program, the intervention component of the core program, and several interventions in fluency. Title I personnel support the classroom teacher in Tier 2 interventions. Intervention strategies include additional time for fluency, pre-teaching and post teaching of missing skills using the program intervention component, use of readers for fluency and comprehension support, and access to technology-based texts and games on the core program e-suite. Title I personnel also support the classroom teachers in progress monitoring Tier 2 students on a bi-weekly basis.

Tier 3 instruction takes place in a smaller group and instruction is more intense. Instruction may take place outside of the student's classroom. Multiple resources are available to provide Tier 3 intervention, including a recently published gold standard scientifically-evidence based intervention, as well several direct instruction programs take place on daily basis outside of the core classroom instruction. Students continue to receive instruction in the core using the intervention component. Students in Tier 3 are progress monitored weekly, and the information is used to plan appropriate intervention and next steps.

Tier 4 instruction takes place either in an inclusion setting or in a resource room. Students receive instruction based on an Individualized Education Plan. They are progress monitored weekly. They receive Tier 1 instruction, modified to meet their targeted IEP goals, unless they are taking the GAA alternate assessment.

In order to support both code-based instruction and the inquiry model that supports reading comprehension, the following materials and training are needed:

- Training in analyzing specific data, to include Lexile levels, 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 comprehension
- Purchase sufficient intervention materials to support the number of teachers and students using the intervention
- Training in implementing inquiry for every teacher
- Interactive boards and projectors for each classroom
- Classroom sets of laptops to use as a mobile computer lab to support instruction for checkout (a minimum of one set per grade level)
- Classroom copies of read aloud books for all classrooms
- Updated versions of shockwave and adobe for every computer

Fourth Grade

All third grade students at Emerson are screened three times a year using DIBELS Next. Students who fall in the ‘strategic’ or ‘intensive’ performance categories are progress monitored on a weekly to bi-weekly basis. Tiered literacy instructional activities take place in the student’s classroom and in the Title I pull-out classroom. The state-adopted EIP rubric is used to identify students in possible need of EIP services. 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.

Tier 2 instruction is carried out in the FOCUS classroom using a variety of materials. Students are served in a small group setting for classroom instruction. The FOCUS classroom provides a literacy-focused environment using a scientifically evidence-based program which includes explicit phonics and comprehension strategies. There are also scientifically evidence-based interventions in fluency. Title I personnel support the classroom teacher in Tier 2 interventions. Intervention strategies include additional time for fluency, pre-teaching and post teaching of missing skills using the program intervention component, use of readers for fluency and comprehension support, and access to technology-based texts and games on the core program e-suite.

Tier 3 instruction takes place in a smaller group and instruction is more intense. Instruction may take place outside of the student’s classroom. Multiple resources are available to provide Tier 3 intervention, including a recently published gold standard scientifically-evidence based intervention, as well several direct instruction programs. Students continue to receive instruction in the core using the intervention component. Students in Tier 3 are progress monitored weekly and the information is used to plan appropriate intervention and next steps.

Tier 4 instruction takes place either in an inclusion setting or in a resource room. Students receive instruction based on an Individualized Education Plan. They are progress monitored weekly. They receive Tier 1 instruction, modified to meet their targeted IEP goals, unless they are taking the GAA alternate assessment.

In order to support both code-based instruction and the inquiry model that supports reading comprehension, the following materials and training are needed:

- Training in analyzing specific data, to include Lexile levels, 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 comprehension
- Purchase sufficient intervention materials to support the number of teachers and students using the intervention

- Training in implementing inquiry for every teacher
- Interactive boards and projectors for each classroom
- Classroom sets of laptops to use as a mobile computer lab to support instruction for checkout (a minimum of one set per grade level)
- Classroom copies of read aloud books for all classrooms
- Classroom libraries of leveled texts
- Updated versions of shockwave and adobe for every computer

Fifth Grade

All fifth grade students at Emerson are screened three times a year using DIBELS Next. Students who fall in the ‘strategic’ or ‘intensive’ performance categories are progress monitored on a weekly to bi-weekly basis. Tiered literacy instructional activities take place in the student’s classroom and in the Title I pull-out classroom. The state-adopted EIP rubric is used to identify students in possible need of EIP services. 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.

Tier 2 instruction is carried out in the classroom using a variety of materials. Strategies implemented include a scientifically evidence-based tier intervention program, the intervention component of the core program, and several interventions in fluency. Use of a scientifically evidence-based program which includes explicit phonics and comprehension strategies is also implemented in fifth grade. Title I personnel support the classroom teacher in Tier 2 interventions, including the implementation of the explicit phonics program. Intervention strategies include additional time for fluency, pre-teaching and post teaching of missing skills using the program intervention component, and use of readers for fluency and comprehension support. Title I personnel also assist in progress monitoring Tier 2 students on a bi-weekly basis.

Tier 3 instruction takes place in a smaller group and instruction is more intense. Instruction may take place outside of the student’s classroom. Use of a scientifically evidence-based program which includes explicit phonics and comprehension strategies continues to be implemented at a more frequent pace and/or duration. Students continue to receive instruction in the core using the intervention component. Students in Tier 3 are progress monitored weekly and the information is used to plan appropriate intervention and next steps.

Tier 4 instruction takes place either in an inclusion setting or in a resource room. Students receive instruction based on an Individualized Education Plan. They are progress monitored weekly. They receive Tier 1 instruction, modified to meet their targeted IEP goals, unless they are taking the GAA alternate assessment. In order to support both code-based instruction and the inquiry model that supports reading comprehension, the following materials and training are needed:

Bartow County School System – Emerson Elementary

- Training in analyzing specific data, to include Lexile levels, in order to better identify student needs, plan, and implement instructional interventions
- Additional training in implementing the core program 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 comprehension
- Purchase sufficient intervention materials to support the number of teachers and students using the intervention
- Training in implementing inquiry for every teacher
- Interactive boards and projectors for each classroom
- Classroom sets of laptops to use as a mobile computer lab to support instruction for checkout (a minimum of one set per grade level)
- Classroom copies of read aloud books for all classrooms
- Updated versions of shockwave and adobe for every computer

Appendix I: Current Instructional Schedule

Kindergarten Schedule:

8:00-10:10 – Reading

10:10-10:55 – Special Areas

10:55-11:40 – Lunch

11:40-12:40 – Reading, cont.

12:40-1:00 - Recess

1:00-2:25 - Math

First Grade Schedule:

8:00-8:35 - Intervention Block

8:35-9:20 – Language/Writing

9:20-10:05 – Special Areas

10:05-11:15 – Reading

11:15-11:55 – Lunch

11:55-1:25 – Math

1:25-1:40 – Recess

1:40-2:10 – Science/Social Studies

2:10-2:25 – Read Aloud

Second Grade Schedule:

8:00-8:35 – Intervention Block

8:35-9:20 – Special Areas

9:20-10:35 – Reading

10:35-11:20 – Language/Writing

11:20-11:30 – Read Aloud

11:30- 12:10 – Lunch

Bartow County School System – Emerson Elementary

12:10 – 12:25 – Recess

12:25 – 1:55 – Math

1:55-2:25 – Science/Social Studies

Third Grade Schedule:

8:00-9:05 – Block 1 (Reading A, Math B, Language/Writing C, Science/Social Studies D)

9:05-10:10 – Block 2 (Reading B, Math C, Language/Writing D, Science/Social Studies A)

10:10-11:20 – Block 3 (Reading C, Math D, Language/Writing A, Science/Social Studies B)

11:20-11:40 – Recess

11:40-12:25 - Lunch

12:30-1:15 – Block 3 (Reading D, Math A, Language/Writing B, Science/Social Studies C)

Fourth Grade Schedule:

8:00-9:30 – Block 1 (Reading/Writing A, Math B, Language/Science/Social Studies C)

9:30-11:00 – Block 2 (Reading/Writing B, Math C, Language/Science/Social Studies A)

11:00-12:00 – Block 3 (Reading/Writing C, Math A, Language/Science/Social Studies B)

12:00-12:40 – Lunch

12:40-1:10 – Block 3, cont. (Reading/Writing C, Math A, Language/Science/Social Studies B)

1:15-2:00 – Special Areas

2:00-2:15 – Recess

2:15-2:25 – Read Aloud

Fifth Grade Schedule:

8:00-9:30 – Block 1 (Reading/Writing A, Math B, Language/Science/Social Studies C)

9:30-11:00 – Block 2 (Reading/Writing B, Math/Social Studies C, Language/Science A)

11:00 – 11:10 – Read Aloud

11:10 – 11:55 – Special Areas

11:55-12:10 – Recess

Bartow County School System – Emerson Elementary

12:10-12:25 – Block 3 (Reading/Writing C, Math/Social Studies A, Language/Science B)

12:25-1:05 – Lunch

1:05-2:25 – Block 3, cont. (Reading/Writing C, Math/Social Studies A, Language/Science B)

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
- Limited electronic assistive devices (i.e. listening stations)
- Minimal access to computers (total number of computers is 6)
- Internet accessibility

Appendix L: Future Schedule - Emerson Elementary School Schedule 2012-2013

Kindergarten Schedule:	1:55-2:25	– Science/Social Studies
8:00-10:55	– Reading	
10:55-11:40	- Lunch	Third Grade Schedule:
11:40-12:00	- Recess	8:00-8:30 - Intervention Block
12:00-12:30	- Calendar Math	8:30- 10:30 - Block 1 (Reading/ELA & Math/Science/Social Studies – Team A)
12:30-1:15	- Special Areas	Block 1 (Reading/ELA – Individual)
1:15-2:25	- Math Workshop	10:30-11:15 - Special Areas
		11:15-11:30 - Recess
First Grade Schedule:		11:30 – 11:40 - Read Aloud
8:00-8:35	- Intervention Block	11:40-12:20 - Lunch
8:35-10:35	- Reading	12:25-2:25 - Block 2 (Reading/ELA & Math/Science/Social Studies – Team A)
10:35-10:50	- Read Aloud	Block 2 (Math/Science/Social Studies – Individual)
10:50-11:15	- Science/Social Studies	
11:15-11:55	- Lunch	
11:55-12:10	- Recess	Fourth Grade Schedule:
12:10-1:40	- Math	8:00-9:30 - Block 1 (Reading/Writing – A, Math – B, Language/Science/Social Studies – C)
1:40-2:25	- Special Areas	9:30-10:15 - Special Areas
		10:15-11:45 - Block 2 (Reading/Writing – B, Math – C, Language/Science/Social Studies – A)
Second Grade Schedule:		11:45-12:00 - Read Aloud
8:00-8:35	- Intervention Block	12:00-12:40 - Lunch
8:35-9:20	- Special Areas	12:4-2:10 - Block 3 (Reading/Writing – C, Math – A, Language/Science/Social Studies – B)
9:20--11:20	- Reading & Language	2:10-2:25 - Recess
11:20-11:30	- Read Aloud	
11:30- 12:10	- Lunch	
12:15- 12:25	- Recess	
12:25 – 1:55	– Math	

Bartow County School System – Emerson Elementary

Fifth Grade Schedule:

	11:15 – 12:00 – Special Areas
8:00-9:30 - Block 1 (Reading/Writing – A, Math – B, Language/Science/Social Studies – C)	12:00 – 12:15 - Recess
	12:20-1:00 – Lunch
9:30-11:00 – Block 2 (Reading/Writing – B, Math – C, Language/Science/Social Studies – A)	1:00-2:30 – Block 3 (Reading/Writing – C, Math – A, Language/Science/Social Studies – B)
11:00-11:15 - Read Aloud/Restroom	

Appendix M

Professional Learning Program 2009-2010	Hours	% of Staff Attended
Kindergarten Academy	10 hours	100% of kindergarten teachers
DIBELS I: Administration and Scoring of DIBELS	10 hours	12%
Teaching Comprehension	10 hours	10%
DIBELS II	10 hours	10%
Phonics, Fluency and Vocabulary	10 hours	10%
Kindergarten Center Training	10 hours	100% of kindergarten teachers and paraprofessionals
Schoolwide Plan Development: Digging Deeper	20 hours	100%
2 nd Grade FOCUS Advanced Diagnosis and Correction of Reading Difficulty	30 hours	100% of second grade FOCUS teachers
Imagine It!	30 hours	100% of 1 st and 2 nd grade teachers
Writing Destinations: Elementary	30 hours	100% of 3 rd – 5 th grade writing teachers
Imagine It! Support	10 hours	100% of 1 st and 2 nd grade teachers
4 th Grade FOCUS Support	10 hours	100% of fourth grade FOCUS teachers
Corrective Decoding Training	30 hours	100% of special education teachers
Sharpening Our School Improvement Focus	30 hours	100% of administration and one 5 th grade teacher
Reading Mastery (for special education teachers)	10 hours	100% of special education staff
Imagine It! Unit Planning (Grade 2)	10 hours	100% of second grade teachers
Developing Florida Centers	10 hours	100% of kindergarten teachers and staff
1 st Grade Imagine It! Training	10 hours	100% of first grade teachers

Appendix N: 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	

Whole Group Instruction Core Program

Phonological Awareness, Alphabet, Big Book, Model Comprehension Strategies, Sight Words, etc.

Listening

Pocket Chart

Alphabet

Overhead

Writing

Teacher
Small Group

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

Whole Group Instruction

Shared Writing

Read Aloud (Classic Core Vocabulary and Purchased Library)