

GEORGIA DEPARTMENT OF EDUCATION
Striving Readers Comprehensive Literacy
Program

LEA Grant Application
System Cover Sheet.

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

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

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Signature of Fiscal Agency Head (required)

Dr. John Harper

Typed Name of Fiscal Agency Head (required)

Superintendent

Typed Position Title of Fiscal Agency Head (required)

December 16, 2011

Date (required)

Current Priorities

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

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

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

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

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

Management Structure

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

Vision, Mission, and Beliefs

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

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

Vision

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

Beliefs

We believe:

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

Mission

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

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

Infrastructure components supporting our management system include:

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

Past Instructional Initiatives

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

Literacy Curriculum

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

Literacy Assessments

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

Need for a Striving Readers Project

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

Plan Components Aligned to Georgia SRCL Grant Standards Based Curriculum

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

Bartow County School System

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

Literacy Assessments

Ongoing Formative and Summative Assessment Data to inform instructional decision making

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

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

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

Dedicated Block for Literacy with Model Classrooms

Four Tier Response to Intervention

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

Leadership Committed to Improving Instruction

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

High-Quality Materials to Support the GPS and the CCGPS

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

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

Technology

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

High Quality Professional Learning

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

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.

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

Budget Summary

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

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.

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

Kindergarten and First Grade DIBELS Next Screening Fall 2011

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

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%

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Fifth Grade Screening Data

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

Appendix C System Literacy Team and Steering Committee

SYSTEM LITERACY LEADERSHIP TEAM

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

System Comprehensive Literacy Steering Committee

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

Appendix D Project Focus Results

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

Table I. Longitudinal Focus Results 2nd Grade

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 – Hamilton Crossing Elementary School

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

Hamilton Crossing Elementary School’s Striving Readers Grant

School History

Hamilton Crossing Elementary serves students in Kindergarten through Fifth grade.

Hamilton Crossing is a school wide Title I school. Hamilton Crossing has a diverse school population consisting 66% White (Non-Hispanic) students, 19% Hispanic students, 9% African American students,

Bartow County School System – Hamilton Crossing Elementary School

3% Multiracial, and 2% Asian students. For the 2010-2011 school year, 55% of the students at Hamilton Crossing were eligible for free or reduced lunches, 15% of the student population are English Language Learners, 13% are Students with Disabilities, 7% participate in the Early Intervention Program and 11% participate in the Gifted Program.

Administrative and Teacher Leadership Team

The Leadership Team is composed of grade level representatives, special area and support staff representatives, parents, and members of the school administration. Each grade level, Special Area, Special Education and ESOL department selects a representative to serve as a member of the Leadership Team. The Leadership Team also includes a member of the office staff and other support areas, along with parent representatives, and functions as the School Improvement Team. The Leadership Team meets several times during the school year. They meet for two days in June to analyze the current year's data, to review the School Improvement Plan, and to revise the plan as needed based on the data analysis. During pre-planning, the draft of the School Improvement Plan is presented to the school staff for review and input. A final draft is completed based on input from all stakeholders, including parents and the local school council.

Bartow County School System – Hamilton Crossing Elementary School

Past Instructional Initiatives

At the end of each school year, we analyze student data and develop goals and initiatives to promote student achievement. CRCT data for the last three years indicates that 90% of all students met or exceeded performance levels in Reading/ELA; however, during this same time period, our subgroups performed below this level and our Students with Disabilities did not meet the AMO for Reading/ELA. HCES students have also struggled on the Third and Fifth Grade Georgia Writing Assessments. With one exception, our Fifth Grade Writing scores have been below 75% for the past five years. As a result, one of the initiatives in our 2009-2010 School Improvement Plan was the development of a Writing Committee, consisting of a member from each grade level, the gifted teacher, a special education teacher and an ESOL teacher. A review of how writing is taught across the grades levels and determine how we could become more consistent in teaching writing is still a goal in the School Improvement Plan.

We have a school-wide intervention block for 45 minutes at the beginning of the school day. The intervention block was designed to provide reading remediation or enrichment based on the students' needs. We have two teachers who provide support for students in reading throughout the day. One teacher provides reading interventions for students in Kindergarten through Second Grade on a daily basis in a pull-out setting. A second teacher provides reading interventions for grades 3 through 5 during intervention, special area time, and through inclusion. The students are seen in small groups on a daily basis.

Current Instructional Initiatives

Hamilton Crossing Elementary has recognized the need for common planning time for each grade level to effectively prepare for remediation, intervention, and accelerated instruction. The 2011-2012 school year began with collaboration days. Each grade level is given one planning day together per grading period. HCES will continue the morning intervention block in order to address reading and math needs. HCES will also continue to utilize a pull-out reading teacher to support Kindergarten through

Second Grade students in reading. The Writing Committee will continue to meet, analyze data, and discuss strategies for improvement. Teachers were trained in DIBELS Next as Bartow County made the transition from DIBELS to DIBELS Next to better meet the needs of our students.

Classroom teachers of the advanced students work in collaboration with the gifted teacher to provide acceleration and enrichment as needed. The Early Intervention Program is being implemented in Kindergarten, First, and Third Grade to support struggling students in the grade levels that do not currently have a Focus class. Inclusion classes are created on every grade level every year to ensure least restrictive environment for Students with Disabilities.

Need for a Striving Readers Project

The Striving Readers Comprehensive Literacy project will enable us to provide comprehensive access to technology. HCES has interactive boards in 14 classrooms and the Media Center. Twenty-five classrooms do not have interactive boards or tables. There is a need for training to utilize the boards, tables, document cameras, and student response systems. Some classrooms have modern computers. Laptops are needed so that students access to technology for writing and web-based information. Since over half (55%) of the student body is economically disadvantaged, we hypothesize they have limited access to technology out of school.

Leadership Literacy Team

Literacy Team Structure

- The Literacy Team (**Appendix A**) is composed of one classroom teacher from each grade level, the Title I reading teacher, the media specialist, a special area teacher, a gifted teacher, an ESOL teacher, a special education teacher, the assistant principal, and the principal.

Literacy Team Initiatives

- The team establishes goals and objectives based on data collected.
 - Two years ago the Literacy Team instituted a school wide fluency initiative in Third through Fifth Grades that has been continued during the past year.

- Writing instruction has been identified as an area of need. This prompted staff development for writing instruction this year. The Literacy team is also establishing writing expectations and guidelines for each grade level.
- This year, the Literacy Team distributed a Needs Assessment 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.

Literacy Team Schedule

- The Literacy Leadership Team meets on a quarterly basis and sometimes more as needed during after school hours. Minutes of the Literacy Team Meetings are included in **Appendix E**.
- The team communicates information with grade level teachers and reports to administration with feedback and suggestions accordingly.

Analysis and Identification of Student and Teacher Data Needs 5 points

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

a. School Student CRCT Data (Appendix F)

- The CRCT scores, system level benchmarks and writing scores were examined to determine areas of strength and areas of needs. The CRCT and writing data was disaggregated by Students with Disabilities (SWD), Gifted, Economically Disadvantaged (ED), and Race/Ethnicity subgroups. When reviewing scores for the AYP subgroups, all subgroups except Students with Disabilities (SWD) met the absolute bar for Reading/ELA and math. All subgroups, except for students with disabilities, met the AMO for Reading/ELA. Reading scores for students with disabilities decreased by 7%, which caused them to not meet the AMO and not reach the goal set in the SIP. There was no change in the scores for economically disadvantaged students. Third grade students performed below the system and state averages on a majority of the areas for all genres of writing on the Third Grade Writing Assessment. Fifth grade students performed below par with the system (76%) and below the state (79%) averages with a 69% passing rate on the Writing Assessment. This score is consistent with the 2010 performance.

b. School High School Graduation Data: N/A

c. Early Learning Readiness: N/A

d. Disaggregation of Data in Subgroups (Appendix G)

Below is a summary of the information in Appendix G, disaggregation of data in subgroups.

Hispanic students:

- The Hispanic subgroup of students (an AYP subgroup for HCES) met the absolute bar in Reading/ELA with 86 % of the students meeting or exceeding standards. This was an **increase** of 1% compared to 2010 results. This subgroup met the absolute bar without second look.

SWD students:

- The scores for students with disabilities increased in math, but decreased in reading/ELA.
- The percentage of SWD's who met or exceeded standards in Reading/ELA **decreased** from 69% in 2010 to 62% this year. This group **did not meet** the AMO for Reading/ELA.

ELL students:

- English Language Learners (ELL) students met the absolute bar for AYP in Reading/ELA with 86% of the students in this subgroup meeting or exceeding standards. This is a 3% **increase** compared to 2010 scores. The AMO was met.

Economically Disadvantaged students:

- Economically disadvantaged students met the absolute bar for Reading/ELA with 86% of the students meeting or exceeding standards. Scores for this group showed no increase when compared to 2010. The absolute bar was met without a second look.

Black students:

- Although the Black subgroup of students did not comprise an AYP subgroup (less than 40 students), 90% of the students in the Black subgroup met or exceeded standards for Reading/ELA. This is an overall **increase** of 2% compared to 2010 results.

Students with disabilities representing 13% of the student body, HCES has identified students who were eligible to take the CRCT-M (**Appendix H**) that were not calculated in the above data. Of the students that were assessed with the CRCT-M in Fourth and Fifth grade, 88% of the students did not meet the passing requirements in ELA and 69% did not meet the passing requirements in Reading. This data indicates there is a critical need for assistance in providing support for students with disabilities in the area of ELA.

Hamilton Crossing Elementary School Lexile Levels:

Grade	Mean Lexile Score	Range	Lowest: Highest	Median	Defined Low	Number Students under “Defined Low”
3 rd	662	835	55:890	690	500	21
4 th	852	685	305:990	915	650	10
5 th	921	770	315:1085	980	750	17

The above table reports Lexile data for Third through Fifth Grade from the spring CRCT scores in 2011. Third grade scores include an outlier score of 55 that decreases the mean Lexile from 690 to 662. This student had recently moved into the country with no knowledge of the English language, but was not awarded a state waiver for testing. Scores reported without the outlier score of 55 are reported below.

Grade	Mean	Range	Highest:Lowest	Median	Defined Low	Number of Students Under “Defined Low”
3	690	635	255:890	690	500	20

This data indicates that ELL students can have high impact on scores. HCES not only has a diverse population, but a transient one as well. The data also indicates that the achievement gap gets larger with each grade level. Third grade scores fall below the county and state with low and high achievers.

e. Teacher Retention Data

2007	2008	2009	2010	2011
95%	95%	96%	94%	96%

f. Teacher participation in professional learning

- **Hamilton Crossing is currently participating in professional learning in the following areas:**
 - Common Core GPS
 - Thinking Maps
 - Data Digs
 - Depth of Knowledge
 - Literacy Acceleration
 - Advanced Reading Comprehension
 - Reading Endorsement
 - Gifted Endorsement

Curriculum Needs

According to the results of the Professional Learning Needs Survey, there is a need for additional training in scientifically evidence-based core in the specific areas of inquiry and writing. There is a high demand for a new gold standard scientifically evidence-based program focusing on vocabulary, orthography, and processing, a scientifically evidence-based program that supports the core, and a major need for in-depth training in reading comprehension strategies. The county has recently transitioned from DIBELS 6th edition to DIBELS Next, which is a better assessment of student literacy in all grade levels and therefore requires additional training for all teachers.

Technology Needs

- Technology needs to be updated to reflect the most recent versions of Shockwave and Adobe. This will enable teachers to access and use multiple e-texts, teach student to read the Web, as well as access the e-components that support the core reading program.
 - Twenty-five additional rooms will need interactive boards.
 - Six Kindergartens need interactive tables.
 - Other technology needs include laptops for students at each grade level.
 - Electronic document cameras and projectors (Electric Light Magnifying Objects) are needed in every classroom 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 State Standards are rolled out these cameras and projectors are important for sharing and analyzing student work at the classroom and grade level. Rigor of student work is increased as students can actively show their work during closing of lessons and lesson segments.
 - The computers in our school are eight years old. Every classroom currently has four 8 year old computers, some of which do not work on a consistent basis. Each classroom needs six computers in order to provide optimal technology support during student engagement during the differentiated instructional group time, inquiry, and writing.

Needs Assessment 5 points

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

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

- School DIBELS Next and CRCT data were analyzed by grade to determine the state of the school.

- PET-R Survey
 - 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.
- Comprehensive Literacy Program Classroom Level (Literacy Team)
- School Level Literacy Needs (Literacy Team)

b. A description of the needs assessment process

Three different needs assessments (**Appendix B and C, and D**) were used: The Planning and Evaluation Tool for Effective School-Wide Reading Programs - Revised Surveys was distributed electronically to all teachers. Results were scored and analyzed by the evaluation specialist at the Rollins Center. The Literacy Team also distributed a classroom teacher needs assessment and a school level needs assessment. The needs assessments were distributed via email to classroom teachers and other personnel. It was requested that all teachers complete them and return to the Literacy Team. The Literacy Team analyzed the results by grade and overall school levels, and it was apparent that the majority of individuals responded candidly. Rather than complete the surveys as a group, it was apparent from the results that each teacher completed the survey independently. Areas of agreement and disagreement were evident.

Analysis of Needs

- The PET-R indicates that staff at Hamilton Crossing Elementary School believes that their leadership is knowledgeable about evidence-based practices and standards in literacy. They identify their greatest needs in the areas of assessment and differentiated instruction.
- A clear majority of stakeholders strongly agree that all students are not making adequate progress in the school's literacy program. Teachers feel confident in their ability to screen and progress monitor students, they were not confident in identifying areas in which students were having difficulty and also were not confident in identifying interventions to correct underlying student problems, despite the existence of an intervention continuum.
- The literacy team (**Appendix A**) analyzed school DIBELS Next and CRCT data, including subgroups. All stakeholders completed the school level needs assessment. All classroom teachers completed the classroom level needs assessment.

c. A listing of the individuals who participated in the needs assessment (Appendix H).

Areas of Concern 5 points

FOUNDATIONAL SKILLS IN LITERACY INSTRUCTION AT THE K-5 GRADE LEVELS FROM COMMON CORE GEORGIA PERFORMANCE STANDARDS (Georgia What, pages 6-9)

Area of Concern 1: Foundational Skills in Literacy (Summer Learning Loss) (Appendix J)

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

An area of concern related to the “What” document includes students’ summer learning loss of “foundational skills in literacy instruction at the K-5 grade levels from Common Core Georgia Performance Standards” in the areas of phonological awareness, phonics, word recognition, and fluency (“What,” pages 6-7).

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

As seen in the charts below, the problem is evident across all grade levels.

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

- Areas of concern by analyzing the results of graphs from **Appendix K** indicate:
 - A decrease over the summer between exiting Kindergarten and entering First Grade with the number of students at Core decreasing in the area of phoneme segmentation fluency and nonsense word fluency. The same pattern continues from First to Second Grade in the area of nonsense word fluency and oral reading fluency. A concern is summer learning loss.
 - There is tremendous concern across all grade levels regarding the increased number of at-risk students after the summer break.
 - We hypothesize there is a lack of access to multiple modes of print and oral language, particularly at the Kindergarten and First Grade levels that contributes to this. In the upper grades, a lack of materials to read contributes to the decrease in fluency. Fifty-five percent of the student population is economically disadvantaged.
- Steps to correct:
 - Students participate in May-mester, meaning students are seen in small needs-based groups in order to review and firm up foundational skills in reading in the month of May.
 - A trained interventionist provides targeted instruction using scientifically evidence-based intervention programs in a pull-out format takes place daily for 30-45 minutes.
 - A school-wide fluency initiative for the purpose of improving fluency and accuracy in connected text.
 - A 60 minute after-school program is offered to students who struggle in all areas of literacy.
 - A need has been identified to provide interventions in specific areas of need during the month of June.

- Last year, the majority of kindergarten students exited at benchmark (91%), while 6% were strategic, and 3% were intensive at the end of the year. However, upon entering first grade, 8% of those children were intensive, 34% were strategic, and 58% were benchmark on the DIBELS Next phonemic awareness probe.
- In the same group, 82% benchmarked, 10% were strategic, and 7% were intensive on NWF CLS at the end of Kindergarten last year. This year, 21% were intensive, 11% were strategic, and only 68% were at benchmark at the beginning of first grade. This is a significant drop in constrained skills between Kindergarten and first grade.
- On the Nonsense Word Fluency Sounds Correct probe, 71% were established, 23% were emerging, and 6% were deficit at the end of first grade last year. This year, at the beginning of second grade CLS, 19% of students were intensive, 30% were strategic, and 51% were at benchmark. This means that only half of entering second graders could read the 13 whole words required to be at benchmark.
- The current second graders exited first grade with 19% at risk, 27% some risk, and 54% at benchmark in Oral Reading Fluency. The data for Oral Reading Fluency at the beginning of the current year showed the same group at 40% intensive in words correct per minute, 15% were strategic, and 46% were at benchmark.
- At the end of second grade in 2010-2011, on Oral Reading Fluency 18% were at risk in words correct per minute, 11% were at some risk, and 71% were benchmark. Accuracy data was from last year shows 26% of students were at risk and 74% were at or above benchmark.
- At the beginning of third grade this year, on Oral Reading Fluency 22% were intensive in words correct per minute, 13% were some risk, and 65% were benchmark. Accuracy is equally important. On this important reading measure 40% were intensive, 15% were strategic, and 45% were at benchmark.
- At the end of third grade last year, data on Oral Reading Fluency shows that 21% of students were at risk in words correct per minute, 37% were some risk, and 42% were benchmark. These same students entered fourth grade with 34% intensive, 24% some risk, and 41% benchmark. Accuracy data at the end of third grade showed that 6% were intensive, 12% were strategic, and 82% were benchmark. Upon entering fourth grade, 20% of these students were at risk, 13% were strategic, and 67% were benchmark.
- At the end of fourth grade last year, on Oral Reading Fluency 24% were at risk in words correct per minute, 23% were some risk, and 53% were benchmark. This means that about half the students were benchmark at the end of fourth grade. These students entered fifth grade with 36% intensive, 13% some risk, and 51% benchmark. Accuracy at the end of fourth grade was 19% intensive, 27% were strategic, and 54% were benchmark. At the beginning of fifth grade, 20% were intensive, 27% were strategic, and 53% were at benchmark.

Area of Concern 2: Comprehension across the content areas

- a. **Clearly identifies the areas of concern as they relate to the research-based practices found in the “What” document (page 9).**

An area of concern related to the “What” document details students’ abilities to “comprehend more fully when reading or listening.”
- b. **Identifies the specific age, grade levels, or content areas in which the concern originates.**

The problem is evident across all grade levels.
- c. **Identifies the areas of concern and details the steps the school has or has not taken to address the problems.**
 - CRCT data indicates that students’ scores in science and social studies decrease from third to fifth grades. We hypothesize that this is caused due to lack of transfer of reading skills to the content area. An additional hypothesis is that lack of oral language skills, specifically in the area of receptive vocabulary, may contribute to this problem.
 - The DIBELS cross-year comparison is shown in the table found in **Appendix K**. Analysis of the data from the DIBELS and DIBELS Next probes across grade levels consistently shows a loss of student skill from the end of one grade level to the beginning of the next grade level. At Hamilton Crossing, that loss for those students who exited the school year at benchmark ranged from 1% to as much as 33%.
 - Comprehension was measured this fall using the DIBELS DAZE (**Appendix L**). DAZE is a timed maze test requiring students to select the best word choice to complete a passage. The percent of students who score at the Core Program level is fairly consistent across third, fourth, and fifth grades, as is the percent of students at some risk and at risk. 45% of students enter third grade at risk or at some risk for comprehension, and that percent doesn’t change in fourth or fifth grades. This indicates that comprehension instruction meets the needs of about 48% of students in our school.
 - Our core program incorporates multiple scientifically evidenced based reading strategies, leading to the hypothesis that teachers require more training in implementing the comprehension strategy component of the core.

Area of Concern 3: Student with Disabilities meeting grade level standards

- a. **Clearly identifies the areas of concern as they relate to the researched-based practices found in the “What” document (page 16).**
 - According to the “What” document (p. 16), students involved in the Response to Intervention process “may benefit from specialized programs, methodologies, or instructional deliveries.” Students who qualify for needing additional services due to a disability need additional support targeted to fit their individual needs.
- b. **Identifies the specific age, grade levels, or content areas in which the concern originates.**
 - Students with disabilities are included in the population of each grade level.

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

- Students with disabilities (SWD) are performing below the general student population, including all other subgroups, i.e., English-Language Learners and Economically Disadvantaged. It is of great concern that the SWD subgroup did not meet AMO in 2010-2011, in addition to declining CRCT scores in Reading/ELA. Even with the support the CRCT-M provides students with disabilities, students are failing to meet the state’s requirements.
- Only 21% of SWD students passed the writing exam in the 2010-2011 school year. Research has shown that some skills and concepts must be systematically and explicitly taught by the teacher to students, especially in the areas of reading and language arts. Students cannot be expected to learn these skills and concepts naturally just by being exposed to them.
- Steps the school has taken to address this problem include a daily intervention block, individualized instruction, and after-school tutoring; however, it is clear these steps are insufficient in helping students achieve academic success.

Area of Concern 4: Writing Across Content Areas

a. Clearly identifies the areas of concern as they relate to the researched-based practices found in the “What” document (pages 8, 14-15).

- Areas of concern can be found in the College and Career Readiness Anchor Standards for Writing from Common Core Georgia Performance Standards. As described in the “What” documents (p. 8), it states students must be able to meet the following writing standards: (a) types of texts and purposes; (b) production and distribution of writing; (c) research to build and present knowledge; and (d) range of writing. In the upper elementary grades, students should be able to respond to text using various styles of writing and use appropriate skills and processes to create text (“What” pages 14-15).

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

Writing is an area of concern across all grade levels and each content area.

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

- Writing across content areas is a persistent problem, as teachers struggle to find adequate instructional time in their daily routines. Students are not receiving the intensive writing instruction they need, thus, performing poorly on writing assessments. Within the past five years, students’ scores have ranged between 68% and 88%, though most scores have remained below the state’s requirements. Students are failing to learn the conventions of writing, in addition to writing for specific purposes, tasks, and audiences.
- After the data analysis of the Fifth Grade Writing Assessment (**Appendix M**), an improvement in writing instruction was included as part of the 2011-2012 School Improvement Plan; however, time and cohesive teaching methods continue to hinder students’ progress.

Area of Concern 5: Selection and Implementation of Appropriate Interventions

a. Clearly identifies the areas of concern as they relate to the researched-based practices found in the “What” document (page 13).

The “What” document conveys, “Research has shown that some skills and concepts must be systematically and explicitly taught by the teacher to students, especially in the areas of reading and language arts. Students cannot be expected to learn these skills and concepts naturally just by being exposed to them. “Schools should select scientifically research-based programs that include systematic and explicit instruction” (p. 13).

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

The area of concern affects all grades and content areas.

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

- Teachers feel untrained about selecting and implementing appropriate interventions to struggling learners. Teachers want professional development training and coaching available in order to choose appropriate, research-based interventions.

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

Based on analysis of the CRCT data and local system benchmarks, students at Hamilton Crossing are able to answer and respond to lower level questions. Analyzing and summarizing single texts is evident in students who meet expectations on the CRCT. The areas of Craft, Integration of Knowledge and Ideas and Range of Reading and Text Complexity are all areas in need of improvement. There is a need to move more students from Meets to Exceeds. In Reading, Science, and Social Studies too few non-gifted students are exceeding expectations. We anticipate that the change to the Common Core Georgia Performance Standards, specifically the change from the CRCT to the new assessment supporting the CCGPS, will require the ability to integrate and evaluate content, delineate and evaluate arguments and specific claims in a text, and analyze across similar themes or topics to build knowledge and compare approaches authors take. Moreover, students will need the ability to argue using valid reasoning to support claims, provide sufficient evidence to support claims, produce writing pieces that convey their perspective, and conduct sustained research projects based on focused questions.

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

Root Cause Analysis 5 points

1. Summer Learning Loss (Need to support transitions between grade levels)

a. The root or underlying causes of the areas of concern found in the needs assessment.

- Based on the DIBELS data, there is significant summer learning loss in reading.

b. The specific grade levels that are affected.

- This is found across all grade levels.

c. A specific rationale for the determination of the cause.

- Students do not have opportunities to practice their reading skills. Many students do not have access to reading materials or lack motivation due to poor parental involvement. Poor modeling of oral language and an overall low level of language development also may impact this loss.

d. What has been done in the past to address the problem?

- In recent years, faculty members have delivered books to neighborhoods during the summer to promote reading and provide students with books to encourage summer reading habits.

e. New information the needs assessment uncovered.

- There is a dramatic drop in DIBELS Next scores from the time students leave for the summer to when they return in the fall.

2. Comprehension

a. The root or underlying causes of the areas of concern found in the needs assessment.

- Poor comprehension is due to insufficient instructional time and implementation of higher-order thinking strategies. Teachers need additional training in explicit, direct comprehension strategy instruction.

b. The specific grade levels that are affected.

- Comprehension is a concern across all grade levels.

c. A specific rationale for the determination of the cause.

- Based on the DIBELS DAZE scores and low CRCT scores, students are struggling to comprehend text they encounter.

d. What has been done in the past to address the problem?

- Increasing both rigor and relevance of instruction has been noted as a method to increasing student achievement, including comprehension. The Rigor/Relevance framework was developed based on the research of the International Center for Leadership in Education and is a visual means to express the knowledge (content) and the application of the knowledge.

e. New information the needs assessment uncovered.

- Based on the Needs Assessment information (above), teachers need indepth training in teaching comprehension strategies. In addition, many teachers feel the scientifically evidence-based core is not being implemented with fidelity due to missing components of the program.

3. Writing Instruction

a. The root or underlying causes of the areas of concern found in the needs assessment.

- Inconsistencies in writing instruction exist from one grade level to another, as well as a lack of time dedicated to writing and the writing process.

b. The specific grade levels that are affected.

- All grade levels are affected.

c. A specific rationale for the determination of the cause.

- This is evident in poor writing assessment scores.

d. What has been done in the past to address the problem?

- Collaborative planning occurred this year to afford grade level teachers the opportunity to plan for instruction.

e. New information the needs assessment uncovered.

- Based on the Professional Needs Learning Survey, there is a high demand from teachers to receive instruction and coaching in writing strategies.

4. Oral Language

a. The root or underlying causes of the areas of concern found in the needs assessment.

- Poor oral language skills plague students' academic growth, especially in literacy.

b. The specific grade levels that are affected.

- Currently, the Speech-Language Pathologists serve 54 students on language. In addition, Kindergarten paraprofessionals whom have received training in Language for Learners provide small group assistance to many students. Children are entering school with alarmingly low basic language skills, which dramatically affects students' ability to learn. By administering an oral language screener, students could be identified more quickly. In grades Kindergarten through Second Grade, 29 students receive language therapy. In Third Grade through Fifth Grade, 25 students receive language therapy, meaning students are being identified late in their elementary careers.

c. A specific rationale for the determination of the cause.

- Students are not receiving exposure to language that is necessary to attain proper language skills.

d. What has been done in the past to address the problem?

- Students are being identified through the Response to Intervention process and referred to the school's Speech-Language Pathologists for language screenings and interventions.

e. New information the needs assessment uncovered.

- Literacy scores are low, which may be attributed to the low oral language skills students possess.

5. Reading

- a. The root or underlying causes of the areas of concern found in the needs assessment.**
 - There is a lack of focus on specific deficit skills in reading, especially for students with disabilities.
- b. The specific grade levels that are affected.**
 - All grade levels are affected.
- c. A specific rationale for the determination of the cause.**
 - Additional training in identifying and implementing interventions (needs assessment).
- d. What has been done in the past to address the problem?**
 - During pre-planning and throughout the school year, teachers are involved in making decisions regarding individual students through the analysis and use of their assessment data. Teachers are given data on the students they will be teaching for the upcoming school year, and they work with the data in their grade level teams to identify students that did not meet expectations on the CRCT and to analyze the domains that were low for each student. From this data analysis, teachers plan for instruction, remediation, and additional instructional programs that will be relevant for each student.
- e. New information the needs assessment uncovered.**
 - Although teachers felt confident in their ability to screen and progress monitor students, they were not confident in identifying areas in which students were having difficulties. In addition, teachers lacked confidence in identifying interventions to correct underlying student problems, despite the existence of an intervention continuum.

6. Co-Teaching

- a. The root or underlying causes of the areas of concern found in the needs assessment.**
 - The co-teaching model is not implemented school-wide with fidelity.
- b. The specific grade levels that are affected.**
 - Most classes that participate in the co-teaching model are affected.
- c. A specific rationale for the determination of the cause.**
 - Teachers need further instruction and coaching in how to implement the co-teaching model effectively. Active classroom training is needed with follow-up support services.
- d. What has been done in the past to address the problem?**
 - Co-teaching Roles and Responsibilities training was arranged during grade levels for all staff. This training took place over the course of several months.
- e. New information the needs assessment uncovered.**
 - Students with disabilities did not perform well on the CRCT-M and, as a subgroup, did not make AYP in Reading and English/Language Arts. Teachers need training on how to best teach students in a co-teaching environment.

School Literacy Team 5 points

- 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 Literacy team meets to discuss areas of need throughout the school within ELA and writing. The team establishes goals and objectives based on data collected.

- This year, the Literacy Team distributed a Needs Assessment 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.
- 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.**
 - Minutes are distributed to all stakeholders.
 - Several members of the Literacy Team are also on the Leadership Team
 - There was 100% staff participation in the Needs Assessment Survey.

Project Goals and Objectives 5 points

Goals to Be Funded By Striving Reader (Appendix N)

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

The following goals and objects are our top priority. Writing and technology will be integrated across all areas of the goals and objectives:

- **Goal 1: Decrease the effects of “summer learning loss” for students entering kindergarten through fifth grades.**
 - Objective 1: The objective is to partner with the Atlanta Speech School and the Annie E. Casey Foundation to provide a summer “intervention-prevention” academy for at risk students transitioning from one grade level to the next in primary and elementary grades. As a component of this academy, students will be screened for receptive and expressive language difficulties as well as receive intense support in phonological and phonemic awareness, word recognition, decoding, and fluency.
- **Goal 2: Improve skill instruction to support students with disabilities in literacy content areas.**
 - Objective 1: Improve teacher selection and implementation of appropriate interventions through the RTI process. Through training, teachers will learn how to use data to diagnose students’ needs, place students in the correct tier of intervention, use appropriate progress monitoring tools, and determine next steps.
 - Objective 2: Co-teaching strategies will be improved and implemented through training for inclusion and special education teachers.
- **Goal 3 Improve literary comprehension skills across content areas in all grade levels.**
 - Objective 1: Science and social studies teachers need training in how to integrate reading strategies and skills in the content area during content instruction as well as additional nonfiction texts at different Lexile Levels that support standards in science and social studies.

- **Objective 2:** Improve student Lexile levels so that all students exit grade level at or above the grade level band range.
- **Objective 3:** Improve language skills through teacher training and support. Professional leaders will be invited to train teachers on current methods of teaching language, reading, and writing skills as well as higher-order thinking skills, time-management, and appropriate co-teaching strategies.

e. Goals to Be Funded with Other Revenue Sources: N/A

Scientific, Evidence-based Literacy Plan 10 points

- a. Proposes a plan to implement the goals and objectives identified (see below)**
- b. Establishes who will implement (see below)**
- c. Clearly defines what will take place in the project based on the “What” document**
- d. Details the current instructional schedule (Appendix O)**
- e. Details a plan for tiered instruction (page 27)**
- f. Details the materials currently used for tier 1 instruction. (page 28)**

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Scientific, Evidence-based Literacy Plan					
Goals (rubric a)	Objectives (rubric a)	Who (rubric b)	What (rubric c)	When	Assessment
To provide a summer “Intervention Prevention”	Train teachers in evidence-based literacy practices Provide high quality instruction in vocabulary, oral language	County Office Atlanta Speech School Classroom Teachers	Expressive and receptive language screenings Phonological and phonemic awareness activities Word recognition and decoding, and fluency activities	June, 2012 on	DIBELS Next GKIDS School Screeners
Provide additional, specific support to students with disabilities in the area of literacy	Train teachers in identifying and implementing appropriate interventions Provide on-site Co-teaching strategies training	Classroom Teachers	Use of formative assessment Learn how to use data to diagnose students’ needs, place students in the correct tier of intervention, use appropriate progress monitoring tools, and determine next steps Effective principles embedded in instruction	2012-2013	Progress Monitoring Tools DIBELS Next CRCT and CRCT-M Scores Writing Test Scores
Improve literacy comprehension skills across content areas and grade levels	Integrate reading strategies across the curriculum Improve lexile levels Improve students’ language skills through training and support	Classroom Teachers	Diverse texts Direct, explicit comprehension instruction Intensive writing Training in using multi-leveled expository texts to support standards in Science and Social Studies Training on current teaching strategies on language, reading, intensive writing and co-teaching strategies	2012-2013	DAZE 3-5 CRCT Scores in Reading, Language Arts, Science, Social Studies, and Math

Kindergarten

At the Kindergarten level we currently have the phonological and phonemic awareness piece of the core program used in the county. In order to comprehensively address fluency, vocabulary, and comprehension, the complete scientifically evidence-based comprehensive core reading program is needed. Initial training was provided in using the phonological and phonemic awareness program. 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.

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

Developmentally, students are arriving in kindergarten with fewer and weaker foundational skills than in past years. For example, in the 2010-2011 school year 14% of kindergarteners were at risk on the DIBELS when beginning kindergarten. In 2011-2012, 24% of kindergarteners are at risk. A screener for vocabulary and oral language development is needed to identify which specific students require support in this area.

In class interventions in kindergarten are provided during small group instructional time in the student's classroom and by the Title I teacher through a pull-out model. An additional intervention time occurs during after school tutoring, two times a week. In 2011, HCES enrollment reported 33% kindergarten students that are of Hispanic ethnicity who receive ESOL services. The Striving Readers Grant would allow for the following to be implemented at Hamilton Crossing:

- Screening instrument for oral language
- Training for teachers in expanding oral language, including syntax and vocabulary
- Expand the tiered intervention continuum to prevent layering of interventions and to reflect the gold standard.
- Provide training in implementation of gold standard interventions aligned to the tiers of intervention.

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

First Grade

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. The teacher works with small groups of students in small groups based on needs identified during core instruction as well as needs identified through screening and progress monitoring. Progress monitoring using DIBELS occurs on an as needed basis. The results are analyzed and used to plan and revise small group instruction. Fifty percent of teachers indicate that they would benefit from additional training in administering, scoring, and interpreting DIBELS Next scores.

Fifty percent of the teachers have expressed desire in Inquiry training. In order to support these needs, the following materials and training are needed:

- Training in administering and analyzing running records in order to better identify student needs, plan, and implement instructional interventions.
- Additional training in implementing the core program, particularly in the areas of instructional 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 for 4 classrooms.
- Laptops to use to support instruction in all first grade classrooms.
- Classroom copies of read aloud books for 5 classrooms.
- Updated versions of Shockwave and Adobe for each computer.

Second Grade

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All classes use the scientifically evidence-based core program for Tier 1, however, the program is not complete within each classroom. Half of the classrooms have the phonics kit, which includes the literacy stations, letter cards, leveled readers and Science/Social Studies activity set. One classroom has an interactive board which allows access to the e-Inquiry and online text and games. Classroom libraries are commonly used through small group teaching and literacy centers. There is a need to update the classroom libraries to align to the Common Core Georgia Performance Standards. Writing is a shared weakness across the grade levels. We recognize a need for further training in writing to provide consistency amongst the grade level and school-wide. The following materials will support this effort:

- Differentiated instruction kits
- Leveled Readers for Fluency, Vocabulary, Comprehension, and Science/Social Studies
- Training in writing instruction
- Benchmark Assessments
- Completed Core Curriculum packages
- 6 class sets of bound decodable books
- Training in implementing Inquiry for every teacher
- Interactive boards for 4 classrooms and interactive table for six kindergartens
- Modern computers for each classroom
- Laptops to support instruction in all first grade classrooms
- 6 electronic magnifying object projectors for writing instruction

Third Grade

Third grade is departmentalized at Hamilton Crossing. They are currently utilizing gold standard intervention programs, in addition to the core reading program. The grade level needs additional training and resources in writing across the curriculum. Classroom libraries, leveled readers, electronic readers, and read aloud books are needed to support the literacy needs of third grade. The following materials will support these needs:

- Electronic readers for student reading
- 5 class sets of read aloud books
- Training in comprehension strategies
- Training in core program components
- Training in implementing inquiry for every teacher
- Interactive boards for 4 classrooms

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- 6 modern computers per classroom
- laptops to support instruction in all classrooms
- 5 electronic magnifying object projectors

Fourth Grade

The Fourth grade teachers have recognized the need for comprehension strategies and are currently trying to meet these needs of these programs. They also use interactive language program to help ELL students with reading and vocabulary. Fourth grade has identified the following needs:

- Class sets of leveled readers
- Class sets of texts suggested in the scientifically evidence-based core program and the CCGPS
- Science/Social Studies classroom libraries, including all *Battle of the Books* titles
- Interactive language programs for all classrooms
- Electronic readers for student reading
- 6 modern computers for each classroom
- Training in comprehension strategy instruction
- Interactive boards for 2 classrooms
- Laptops to support instruction
- 5 electronic magnifying object projectors

Fifth Grade

The Fifth Grade writing assessment scores show that we need intensive training and additional resources to help support all of our students. Writing across the curriculum is a priority. Several scientifically research-based interventions are in place for students identified as struggling readers. Next year, we plan to cluster our fifth grade team to 2 teams. Each teacher will focus on science and math or social studies and reading, while all teachers will be integrating writing throughout the curriculum. Fourth and Fifth Grade participates in *Battle of the Books*, which promotes independent reading, comprehension, and retention of literacy skills. This program motivates students to read, and supports literacy throughout the year. It is important to have these books available for students to read at any given time. The following will support project implementation:

- Diverse leveled text

- Class sets of texts suggested in the scientifically evidence-based core program and the Common Core Georgia Performance Standards
- Science/Social Studies classroom libraries, including all Battle of the Books titles
- Interactive language programs for all classrooms
- Electronic readers for students
- 6 modern computers for each classroom
- Training on comprehension skill acquisition
- Interactive boards for 1 classroom
- Laptops to support instruction
- 5 electronic magnifying object projectors for writing instruction

Rubric e. Details a plan for tiered instruction

Plan for Tiered Literacy Instruction

- We are currently dedicating extended learning time to 237 students who are receiving targeted, tiered interventions in their area of need. This accounts for 37% of the student population. 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 teachers have access to multiple interventions, often these materials need to be shared. This results in several problems: 1) groups are sometimes larger than recommended by the developers of the programs; 2) students are placed at the incorrect lesson for intervention, which impedes progress; 3) lessons are not delivered with consistent fidelity when shared resources are misplaced. Lost instructional time occurs when something is not able to be located quickly. This often results in lack of fidelity in implementation. There is a need to purchase sufficient intervention resources so that each instructional group has access to needed materials. Students who are in Tier 1 are provided with enrichment activities. This is to align with the system goal of moving increasing numbers of students from Meets to Exceeds on the CRCT in grades 3 and 5.
- Tiered literacy instructional activities take place in the student’s classroom and in the EIP and Focus classes. Students are given a school screening assessment upon entry to Kindergarten. This informal screener is used to identify students in possible need of EIP services.

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

- Resources for Tier 1 instruction include the core reading program in grades 1-5. This resource is accompanied by a differentiated instructional kit and leveled texts that are shared among common grade levels. Additional resources for Tier 1 instruction include a core phonological and phonemic awareness program in Kindergarten.
- The core reading program and all interventions that are used at Hamilton Crossing 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.

Rubric g: Time, Personnel, and Strategies for Tier 2, 3 and 4 Instruction

- Tier 2 instruction is carried out in the classroom using a variety of materials. Strategies implemented include a scientifically evidence-based tier intervention program, the intervention component of the core program, and several interventions in fluency. Title 1

personnel support the classroom teacher in Tier 2 interventions. Intervention strategies include additional time for fluency, preteaching and post teaching of missing skills using the program intervention component, use of approaching level 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 students' classroom. Multiple resources are available to provide Tier 3 intervention, including a recently published gold standard scientifically-evidence based intervention, as well several direct instruction programs. Students continue to receive instruction in the core using the intervention component. Students in Tier 3 are progress monitoring weekly and the information is used to plan appropriate intervention and next steps.
- Tier 4 instruction takes place either in an inclusion setting or in a resource room. Students receive instruction based on an Individualized Education Plan. They are progress monitored weekly. They receive Tier 1 instruction, modified to meet their targeted IEP goals, unless they are taking the GAA alternate assessment.

Rubric h: 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 Striving Readers grant initiatives will support our current goals and objectives of Hamilton Crossing Elementary School.

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

- a. A general list of current classroom resources (Appendix Q)**
 - Scientifically evidence-based core reading program in grades 1-5 with school, home, and inquiry technology piece
 - Systematic, explicit phonological and phonemic awareness program at Kindergarten
 - Read Aloud Lessons for Kindergarten
- b. A generic list of shared resources**
 - Shared leveled texts and center resources support the program.
 - Classic Core Vocabulary Read Aloud books and plans grades K-5
 - Read Aloud Library for Kindergarten
- c. Library resources**
 - Interactive board
 - Teacher resource center and work station
 - Parent resource center
 - Scanner
 - Eleven student computers in need of updates
- d. A list of resources needed to implement the literacy plan, including student engagement**
 - Updated classroom libraries, including nonfiction texts aligned to science and social studies Georgia Performance standards and Common Core standards
 - Classroom sets of leveled texts to support the core reading program
- e. Provide a generic listing of the activities that support classroom practices.**

- Extended time for literacy
- Strategic tutoring
- Teacher teams
- f. A generic list of activities that support literacy intervention programs**
 - Scientifically evidence-based literacy interventions for small groups
 - After-school tutoring
 - Additional time allotted to students in support of literacy intervention programs
- g. A generic list of additional strategies needed to support student success.**
 - Co-teaching training
 - Intervention Prevention Academy
 - Additional training in writing, vocabulary, oral language, and comprehension instructional strategies

Project Procedures and Support

- a. Provide a sample schedule by grade level showing the tiered instructional schedule (Appendix R)**
- b. Explain how the schedule will be designed to allow a Response to Intervention model for students requiring additional literacy support.**
 - An intervention block is scheduled for small group, pull out, and whole group literacy support above and beyond the Tier 1 program. We have 2 Title I teachers that are able to pull students out of special area times and/or other times to add additional literacy blocks as needed. We offer after-school tutoring to students in constant need of additional support.
- c. Shows a schedule that is designed for Response to Intervention (Appendix S)**

Professional Learning Strategies Identified on the Basis of Documented Needs 5 points

- a. A table indicating the professional learning activities that staff have attended in the past 2 years. (Appendix S)**
- b. The number of hours of professional learning staff has attended.**

Hamilton Crossing has participated in a total of 482 hours of professional development hours dedicated to enhancing literacy instruction during the past two years.

- c. The percent of staff attending professional learning**
 - **Appendix S** details the percentage of staff attending each professional learning opportunity depending on its application.
- d. A detailed list of on-going professional learning**
 - Schoolwide plan Development – Data Trends and Digging Deeper
 - DIBELS Next Training and Implementation
- e. The preferred method of delivery of professional learning**

	Webinar	Redelivery Train the Trainer	Book/Group Study	Site-Based Person to Person
First Choice	10 (19%)	6 (11%)	2 (4%)	35 (66%)
Second Choice	11	20	13	9
Third Choice	13	15	18	7
Fourth Choice	19	12	20	2

- Hamilton Crossing staff was surveyed on their preference of professional learning delivery. Of the 53 respondents, 35 of them (66%) chose “Site-Based: Person to Person” as their most preferred choice. The Book/Group Study was the least desired form of delivery with only 2 (4%) people choosing this as their number one choice. With “Site-Based: Person to Person” training being the most popular, yet most expensive preference due to funding the trainer, substitutes, and/or stipends.

f. The programmatic professional learning needs identified in the needs assessment (Appendix)

- Teachers feel they need additional training in differentiation and comprehension strategies. Student data shows that students are not able to transfer their reading skills to the content areas. Teachers need training to help students achieve in the content areas. DIBELS and DIBELS Next data for Hamilton Crossing Elementary illustrates our students’ need for additional Tier 2 and Tier 3 interventions in reading.
- Additional Professional Learning Needs include:
 - Content and strategies for implementation of the core program
 - Training for teachers in expanding oral language, including syntax and vocabulary for grades K-2
 - Comprehension strategies for grades 3-5
 - Small group differentiation strategies for grades 1-5
 - Training and coaching on effective intervention strategies
 - Training and coaching on writing strategies for all grades
 - Administering and analyzing running records and benchmark assessments
 - Implementing Inquiry for grades 3-5
 - Training and coaching on effective co-teaching strategies
 - Training on use and implementation of interactive boards

Assessment/Data Analysis Plan 5 points

The application includes:

a. 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 3X year PM as needed
Benchmark Assessment	Progress Monitoring	ELA from CRCT	3-4 times a year
CRCT	Outcome	ELA, Reading	Once annually
ACCESS	Screening	Language	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 four 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 with the DIBELS Next. Students who are strategic or intensive in this area 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 might be discontinued as a result of the Striving Readers Comprehensive Literacy Grant.

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

- Teachers will need training in how to administer, score, analyze, and use the information provided by 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.

Budget Summary

Technology

- 25 Interactive boards
- 6 interactive tables
- Lap tops for student use
- 40 classroom sets of student response devices
- 300 headphones with microphones so that the e-fluency piece of Imagine It! can be utilized in all classrooms including both computer labs.
- 5 electronic tablets for resource and speech language teachers
- 6 scientifically evidence-based intervention program teacher and student materials for special needs students; Training and coaching to support the identified programs
 - Programs to be determined
- 40 electronic magnifying object projectors
- Software or subscriptions to websites
 - Digital curriculum resources that enable students to access and deepen content-area knowledge through 21st century technology
- Supplies for technology
 - Bulbs for projectors
 - Replacement pens for interactive boards
 - Ink and toner for copiers and printers
 - Batteries
 - Paper

Material for Scientifically Evidence-based Core

Instruction Narrative: HCES will need to complete the acquisition on Imagine It! for Kindergarten through Fifth Grade. Technology, such as interactive boards, modern computers and headphones with microphones, are needed to fully implement all of the components of the Imagine It! 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

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subgroup and economically disadvantaged subgroup compared to all students. Diverse leveled text are needed to support instruction in content area standards.

Other Materials

- Classroom Sets of Battle of the Books
- Copy of each read alouds to support system Classic Core Vocabulary Initiative for each classroom
- 4 gold standard scientifically evidence-based intervention program
- Student texts and materials for Tier 2/3 scientifically evidence-based reading program
- Classroom libraries of science and social studies books at diverse levels aligned to Georgia Performance Standards

Summer Literacy Program

- Contracted consultants for intervention training and coaching
- Transportation
- Materials for program

Educational Media Services Narrative: Periodicals and books will be available for staff to support ongoing learning and professional development.

- Professional journals
- Professional books

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 scientifically evidence-based core reading program, using the system continuum of intervention to plan instruction, and developing three week plans for differentiated groups. Training is also needed county-wide.

Appendix A Literacy Team

Literacy Leadership Team Members

Deborah Vandegriff- Kindergarten

Regina Miller- First

Kathy Morris- Second

Vickie Elrod- Third

Sarah Daniell- Fourth

Katie Cline- Fifth

Beth Gill- Music

Cheryl Ayers- Special Ed.

Erika Knowles- ESOL

Jen Colston- Gifted

Cindy Phillips- Bookkeeper

Sandy Couey- Technology Specialist

Teresa Lovingood- Counselor

Amanda Butler- Title I Reading Teacher

Ann Godfrey- Media Specialist

Amy Goff- Assistant Principal

Lynn Robertson- Principal

Appendix B PET-R Results

Effective School-Wide Reading Programs Survey Results

Bartow County

Hamilton Crossing Elementary School

Bartow County used the Planning and Evaluation Tool for Effective School-Wide Reading Programs - Revised Surveys (PET-R, adapted from: Kame’enui & Simmons, 2003) to evaluate language and literacy at individual schools. This tool identifies key elements of an effective school-wide reading program. There are seven categories as follows: goals and objectives, assessment, instructional practices, instructional time, differentiated instruction, administration, and professional development. There are 4 – 8 individual items within each of these seven major categories.

Participants are asked to reflect on and rate all items as either “fully in place,” “partially in place,” or “not in place.” If an item is fully in place it is awarded 2 points. If it is partially in place it is awarded 1 point, and if it is considered not in place it is assigned a score of zero. The survey was completed by 281 elementary faculty and staff members and by 59 faculty and staff members at Hamilton Crossing 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	Hamilton Crossing Elementary
Instructional Programs and Materials	89%	85%
Administration/Organization/Communication Overall	88%	86%
Goals, Objectives, Priorities	88%	85%
Assessment	86%	79%
Professional Development	83%	77%
Instructional Time	83%	82%
Differentiated Instruction/Grouping/Scheduling	79%	78%

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.

Bartow County School System – Hamilton Crossing Elementary School

At Hamilton Crossing Elementary 3 of the scores are 85% or above and all of the ratings are below the county elementary school composite average.

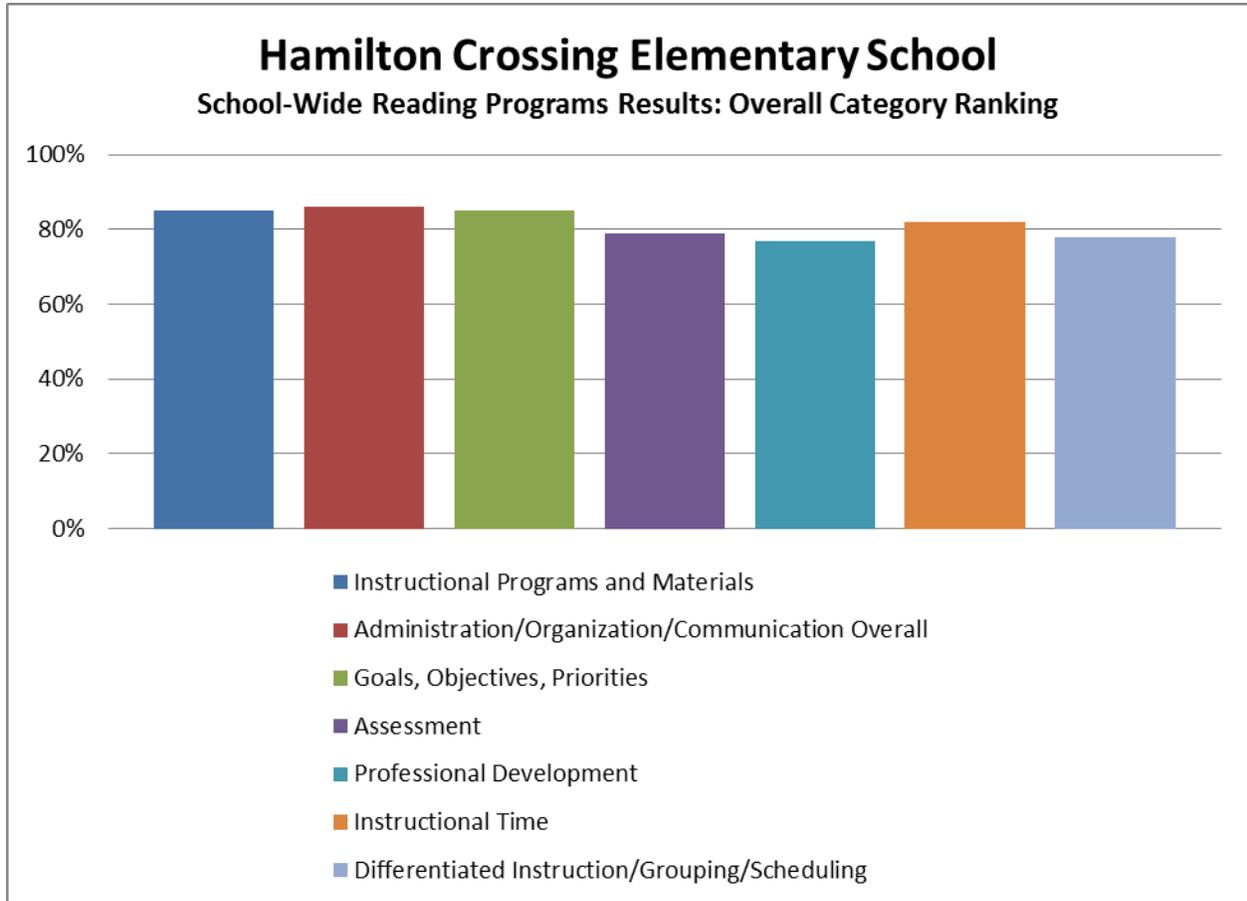


Figure A – County-Wide Elementary Reading Programs Survey Results: Overall Category Ranking

Elementary School Survey Item Analysis

The top 6 individual items ranked by school-level faculty/staff and administrators county-wide as *most*

Question	# in Survey	% in County	% in Hamilton Crossing 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%	95%
Assessment: At the beginning of the year, screening measures identify students' level of performance and are used to determine instructional needs.	A - 5	94%	89%
Instructional Programs and Materials: The instructional program and materials provide explicit and systematic instruction and critical reading priorities.	IPM - 2	92%	87%
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%	83%
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%	88%
Instructional Programs and Materials: A comprehensive or core reading program with documented research-based efficacy is adopted for use school wide.	IPM - 1	91%	92%

in place in descending order are represented in the charts below:

Figure B - Individual Items Most in Place

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

Bartow County School System – Hamilton Crossing Elementary School

Question	# in Survey	% in County	% in Hamilton Crossing ES
Differentiated Instruction/Grouping/Scheduling: Cross-class and cross-grade grouping is used when appropriate to maximize learning opportunities.	D - 5	63%	62%
Professional Development: Time is systematically allocated for educators to analyze, plan, and refine instruction.	PD - 3	74%	70%
Assessment: All users receive training and follow-up on measurement administration, scoring, and data interpretation.	A - 4	75%	63%
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%	67%
Instructional Time: Reading time is prioritized and protected from interruption.	IT – 2	77%	74%
Instructional Time: Students in grades K-3 receive a minimum of 30 minutes of small-group teacher-directed reading instruction daily.	IT - 4	79%	81%

Figure C – Individual Items Least in Place

The staff at Hamilton Crossing Elementary School believes that their leadership is knowledgeable about evidence-based practices and standards in literacy. They identify their greatest needs in the areas of assessment and differentiated instruction.

**Appendix C
Comprehensive Literacy Program Classroom Level
Needs Assessment Survey**

School Name: _____ Grade Level: _____

Comprehensive Literacy Program: Instructional Practices				
Strongly Agree	Agree	Unknown/Unsure	Disagree	Strongly Disagree
1	2	3	4	5
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				

Bartow County School System – Hamilton Crossing Elementary School

Strongly Agree 1	Agree 2	Unknown/Unsure 3	Disagree 4	Strongly Disagree 5
I have the instructional materials I need for providing in-class intervention for struggling readers and writers.				
1	2	3	4	5
I have the instructional materials I need for providing in-class intervention for struggling readers and writers.				
1	2	3	4	5
My classroom contains a sufficient amount of instructional materials, including leveled and non-fiction text, to meet the instructional level of all my students.				
1	2	3	4	5
I integrate Imagine It Inquiry and einquiry into my reading/literacy on an ongoing basis.				
1	2	3	4	5
I integrate the Classic Core Vocabulary read alouds into my classroom (check appropriate)				
<input type="checkbox"/> daily <input type="checkbox"/> 3-4 times a week <input type="checkbox"/> 2 times a week <input type="checkbox"/> once a week <input type="checkbox"/> rarely				
My students read each new decodable in Imagine It a minimum of five times (K-3 only)				
1	2	3	4	5
I would like additional professional learning in the following components of Imagine It. (x all that apply)				
<input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Phonics and Decoding <input type="checkbox"/> Fluency <input type="checkbox"/> Writing				
<input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension <input type="checkbox"/> Inquiry <input type="checkbox"/> Workshop				
I would like additional professional learning in the following areas of assessment (check all that apply).				
<input type="checkbox"/> Administering and Scoring DIBELS Next <input type="checkbox"/> Interpreting DIBELS Next				
<input type="checkbox"/> Using the Continuum of Interventions to plan instruction				
<input type="checkbox"/> Planning and assessment for differentiated instruction groups				
CONTINUE TO NEXT PAGE				
<input type="checkbox"/> Intervention Training, please check all that apply.				

Bartow County School System – Hamilton Crossing Elementary School

<input type="checkbox"/> Phonemic Awareness	<input type="checkbox"/> Phonological Awareness
<input type="checkbox"/> Phonemic Awareness & Phonics	<input type="checkbox"/> Early interventions
<input type="checkbox"/> Phonics	<input type="checkbox"/> Vocabulary, Orthography, & Processing
<input type="checkbox"/> Comprehension Strategies	

Comments:

**Appendix D
Comprehensive Literacy Program School
Needs Assessment**

School Name: _____ Grade Level: _____

Comprehensive Literacy Program: Instructional Practices				
Strongly Agree 1	Agree 2	Unknown/Unsure 3	Disagree 4	Strongly Disagree 5
In our school, there is consistency within grade levels in our school wide literacy program; that is, teachers in the same grade are covering mostly the same reading/language arts content using the same sequence and pace.				
1	2	3	4	5
In our school, there is consistency across grade levels in our school wide literacy program; that is, teachers across grade levels are using similar teaching methods and approaches.				
1	2	3	4	5
Our school’s literacy program allows for an uninterrupted reading block daily (90-120 minutes K-3, 60-90 minutes 4-6).				
1	2	3	4	5
Our school-wide literacy program allows for an uninterrupted writing block daily				
1	2	3	4	5
Our school-wide literacy program is consistent with the Common Core Georgia Performance Standards for Reading.				
1	2	3	4	5
Our school-wide literacy program integrates the College and Career Anchor Standards for Reading to incorporate key ideas and details, craft, integration of knowledge and ideas, range of reading and text difficulty,				
1	2	3	4	5
Our school-wide literacy program integrates the College and Career Anchor Standards for Writing to incorporate a variety of texts and purposes, production and distribution of writing, research, and range of writing.				
1	2	3	4	5
The core literacy program we are currently using 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				

Bartow County School System – Hamilton Crossing Elementary School

Strongly Agree	Agree	Unknown/Unsure	Disagree	Strongly Disagree
1	2	3	4	5
Teachers in our school understand how to integrate the components of our core program efficiently and effectively to meet differentiated student needs.				
1	2	3	4	5
A range of texts, including informational texts, are used for small group instruction.				
1	2	3	4	5
K-3 grade teachers in my school understand and use decodable texts with fidelity and expertise.				
1	2	3	4	5
Most students are progressing satisfactorily in our school's literacy program.				
1	2	3	4	5
Teachers in our school use screening and progress monitoring assessments effectively to identify student needs in reading.				
1	2	3	4	5
Teachers in my school understand and use strategy rubrics to improve comprehension.				
1	2	3	4	5
Teachers in our school effectively integrate science and social studies in literacy.				
1	2	3	4	5
Teachers in this school integrate technology and literacy in a meaningful, engaging way.				
1	2	3	4	5
Students in this school use technology independently for purposes of research and inquiry.				
1	2	3	4	5
Teachers in our school have access to professional, research based literature in the fields of reading and student literacy.				
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	

Appendix E

Literacy Team Minutes

April 15, 2010

The committee discussed the significance of vertical team meetings for each subject area including writing/ELA. The team reviewed the writing standards and genres for each grade level. Each team member shared how they teach ELA and writing including time spent, materials used, and instructional strategies. The team spent time aligning the general writing (W-1 and W-3) standards and elements in the upper grades. The standards and elements were color-coded for new, continued, and ending concepts. The team followed up with a discussion about how to prepare lower grades for upper grades’ writing expectations. Team members were asked to take information from this meeting back to their grade level meetings and report back with noted consistencies and inconsistencies for writing instruction. The following table was completed by each grade level and compiled by administration.

School Name: Hamilton Crossing ES						
Grade / Teacher	K	1st	2nd	3rd	4th	5th
Time spent on teaching writing process (weekly)	75 min/weekly (15 min daily)	75 min/weekly (15 min daily)	75 min/weekly (15 min daily)	1 hour	45 min weekly	30 minutes daily
Time students spend practicing the writing process (weekly)	3 hours/week Most do 30-45 min/4 days a week	Aug. – Dec. 30 min daily Jan. – May 45 min daily	30 min daily	10-15 daily 75 min weekly	90 min weekly with integration into content	2.5 hours weekly
What writing skills do you teach in your grade level?	-Punctuation -Capitalization -Spacing -Writing complete sentences -Phonics & sight word use -GPS	Standards	Standards	-Standards -Genres -Writing Process	- GA Standards -Paragraph formation -Main Idea -Sentence Variety -Genres	-Persuasive writing genre -High level use of figurative language -Letter Writing -Reports with bibliography (and footnotes discussion)
Primary strategy/ strategies used for teaching writing	-Teacher modeling -Think Alouds -Writer’s Workshop	Writer’s Workshop	Writer’s Workshop	-Writer’s Workshop - Daily Journaling -Colored Pencil Check -Partner	-Writing Process -Writing integrated through other content	-Start the year with scaffolding -Scholastic Writing Lesson -Modeling

Bartow County School System – Hamilton Crossing Elementary School

				Check	areas	steps of the writing process
Primary resource(s)/ teaching tool(s) used to teach writing.	-Standards -Artifacts -Word Walls -GaDOE Frameworks -Books: <i>Phonics</i> by Pinnell & Fountas <i>Growing Up Writing</i> by Dierking	-Standards -Word Walls - <i>Learn to Write</i> Creative Teaching Press -Nonfiction & Fiction books - Internet	-Standards -County Curriculum Map -Books: <i>10 Easy Writing Lessons that Get ready for the Writing Assessment</i> <i>The Write Direction</i>	- Writing Destinations -Workshop Method -Writing Folders -Writing Process	-Writing Destinations -Writing Process kits (SF)	-Powerpoints (MS & HS level) -Flip Charts -GaDOE websites -Writing Destinations - Writing Folders
Other information	Students not ready to write narrative until after they have mastered fundamentals (writing name, drawing picture, etc.)		-Incorporates grammar skills into writing -2 classes use writing from Imagine It		Uses one intervention block (30 min) to journal focusing on current skills/ strategies	-Uses DOE websites of other states -Uses papers from websites to edit

May 4, 2010

The committee discussed the fact that 3rd and 5th grades are gateway assessment years, but the CRCT state standardized test does not assess writing. Fifth grade students take the writing assessment, but our scores at Hamilton Crossing have consistently been low. The committee discussed root causes for the lack of progress in writing scores. The committee reviewed the information compiled in the table above and agreed that there is inconsistency throughout the school with writing philosophies, teaching strategies, resources, and training. It was also agreed upon that there is inconsistency with the amount of time spent on writing. There are also noted discrepancies between county and state expectations (curriculum map and frameworks). The team is in agreement that writing across the curriculum is not evident throughout the school, but necessary to improve student achievement. School-wide consistencies in writing were noted to be the GPS writing standards, the *Writing Destinations* program for grades 3-5, and prior staff training in *Writers Workshop*. The team will share this table of information with their grade levels, brainstorm ideas for improvement, and will report suggestions back to administration. In addition, 2 teachers and 1 administrator will attend the Georgia Reading and Writing Conference in Perry, GA this summer to gain further insight about a direction for our school in the area of ELA.

August 1, 2011

Amy Goff, Jen Colston, and Vickie Elrod attended a Reading and Writing Conference in Perry, GA over the summer break. Redelivery of the information gained from the conference was the focus of this meeting. The committee discussed the difference between “formula” writing and “formulaic” writing and how it applies to our school. Grammar was addressed as an important building block that lacks

appropriate instructional resources. Jeff Anderson was one of the speakers at this conference that suggested literary texts to be the source of grammar instruction rather than programs such as *Daily Oral Language (DOL)* and *Daily Grammar Practice (DGP)*. He stressed the importance of teaching students correct grammar through literature and text. The team discussed funds for books by Jeff Anderson and considered a book study on his instructional methods.

Administration launched a new initiative for teacher collaboration this year. Each grade level will have a full day of collaboration each grading period. This Collaboration Day will be used to plan and prepare for the following grading period. This initiative is in response to teacher concerns expressed for not having enough common planning time. Feedback and implementation suggestions were requested. The team will discuss with their grade levels and report back to administration.

August 29, 2011

Feedback and suggestions for Collaboration Day were reviewed. The faculty and staff seem very excited about this initiative and offered support. Collaboration Day implementation plan and expectations were developed as follows:

- The day is for collaboration of all teachers for the grade level.
- Activities should include, but are not limited to:
 - Long range planning (at least for the next 9 weeks)
 - Sharing of resources
 - Analyzing data for flexible grouping and instruction
 - Planning for differentiated instruction (gifted, average, remedial)
 - SST and Tier 2 folders reviewed and data updated
- Prior to Collaboration Day, the grade level chair will submit a To Do list to Mrs. Robertson.
- After the Collaboration Day, the grade level chair will submit a summary of what the grade level accomplished.
- The day is for planning—no IEP, SST, parent meetings etc.--will be scheduled for this day.
- You can go to the TRC; however, you must plan at school at least until 12:00. You must work at the TRC until at least 3:00.
- If you go to lunch outside the building, lunch should be no longer than 1 hour.
- The extra 45 minutes will be used for additional instruction based on the needs of the students for that grade level.

Cross-curricular writing was discussed as well as ways to promote writing across content areas. Math journals, science notebooks, performance tasks should be included through all classes. The team decided that a mandatory 30 minutes of uninterrupted writing will be implemented per day. Consistency in writing rubrics are needed school-wide. Jen Colston, Mandy Ingram, Vickie Elrod, and Debbie Autry offered to work on this initiative together.

All grade levels will do a writing prompt on each genre throughout the year with a total of 4 writing pieces to be analyzed by the teacher. 4th and 5th grade writing prompts will be sent off to *Write Score* to be analyzed by an independent company that will provide scores and feedback to the school. This data will help us with writing instruction. The writing prompt dates will be:

- September 26-30, 2011: Descriptive Narrative
- November 28-December 2, 2011: Information Explanatory
- January 23-27, 2012: Informational Explanatory Procedural
- February 27-March 2: Persuasive

October 24, 2011

During this team meeting, Many Ingram and Donna Garland redelivered Power Writing Training (grades 1-2), while Rachel Thompson, Vickie Elrod, Rena Jarvis, and Gale Weber redelivered information they received at the RESA Writing Protocols training (grades 3-5). The team will bring this information back to grade level meetings to discuss implementation and request further resources or other needs.

Intervention needs, resources, and schedules were discussed. Reading intervention must be time above and beyond the established 2 hour literacy block. After school tutoring for ELA is also offered to students in Tier 2, Tier 3, and Tier 4 at no cost to the students. Resources and lesson plans were shared and distributed to benefit these groups.

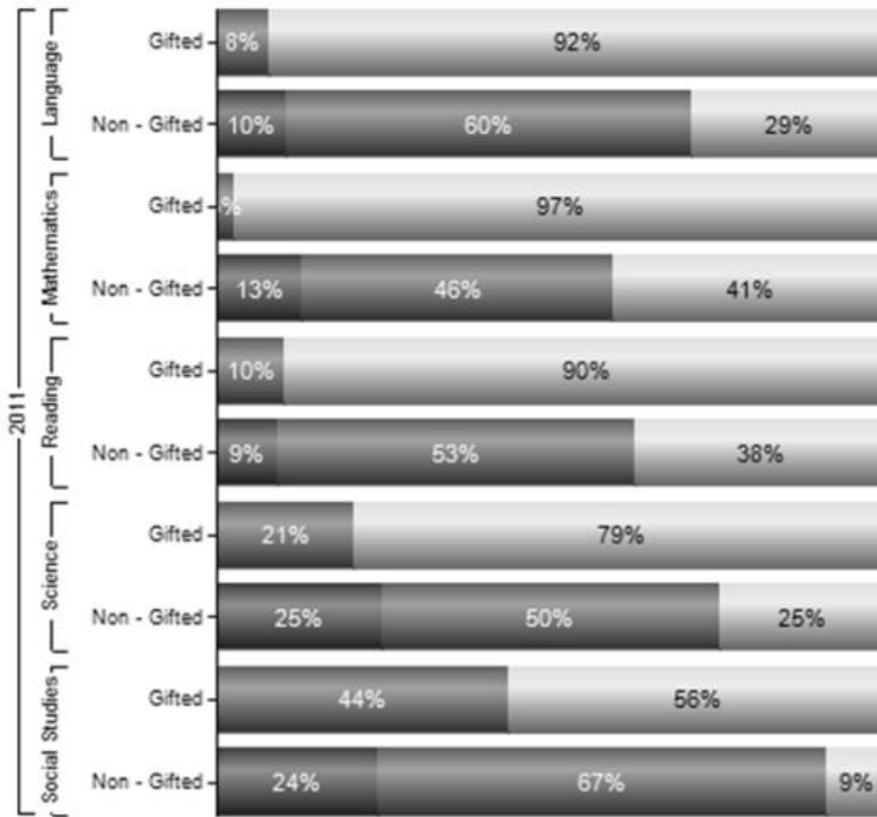
Teacher collaboration with the Media Specialist takes place every month. Lesson plans and curriculum guides should be available on the S: drive for easy access and quick reference. The team will meet on January 2, 2012, the professional development day, to further discuss writing protocols and school improvement goals for writing.

Appendix F CRCT Data

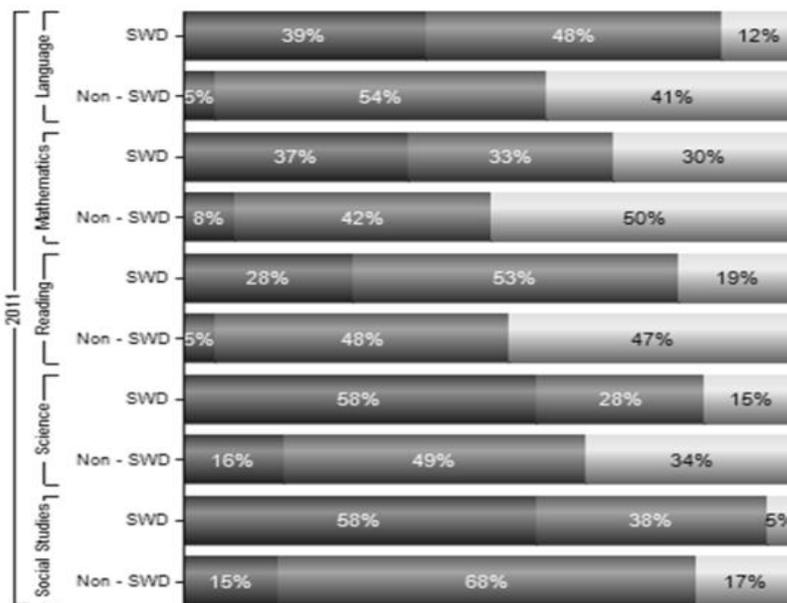
CRCT Results by Grade Level					
School Year	Subject	Grade Level	Did Not Meet	Meets	Exceeds
2010-2011	Language	03	<u>15.0%</u>	<u>52.0 %</u>	<u>33.0 %</u>
		04	<u>6.4 %</u>	<u>53.2 %</u>	<u>40.4 %</u>
		05	<u>5.8 %</u>	<u>54.8 %</u>	<u>39.4 %</u>
		Combined	<u>9.1 %</u>	<u>53.4 %</u>	<u>37.6 %</u>
	Mathematics	03	<u>20.8 %</u>	<u>46.5 %</u>	<u>32.7 %</u>
		04	<u>4.3 %</u>	<u>33.7 %</u>	<u>62.0 %</u>
		05	<u>7.5 %</u>	<u>42.1 %</u>	<u>50.5 %</u>
		Combined	<u>11.0 %</u>	<u>41.0 %</u>	<u>48.0 %</u>
	Reading	03	<u>10.7 %</u>	<u>54.4 %</u>	<u>35.0 %</u>
		04	<u>6.4 %</u>	<u>40.4 %</u>	<u>53.2 %</u>
		05	<u>6.5 %</u>	<u>49.5 %</u>	<u>43.9 %</u>
		Combined	<u>7.9 %</u>	<u>48.4 %</u>	<u>43.8 %</u>
	Science	03	<u>23.8 %</u>	<u>51.5 %</u>	<u>24.8 %</u>
		04	<u>15.3 %</u>	<u>45.9 %</u>	<u>38.8 %</u>
		05	<u>25.2 %</u>	<u>42.3 %</u>	<u>32.4 %</u>
		Combined	<u>21.6 %</u>	<u>46.5 %</u>	<u>31.9 %</u>
	Social Studies	03	<u>22.0 %</u>	<u>60.0 %</u>	<u>18.0 %</u>
		04	<u>15.5 %</u>	<u>73.2 %</u>	<u>11.3 %</u>
		05	<u>24.8 %</u>	<u>59.6 %</u>	<u>15.6 %</u>
		Combined	<u>20.9 %</u>	<u>64.1 %</u>	<u>15.0 %</u>

Appendix G Disaggregation of CRCT Data into subgroups

CRCT Gifted

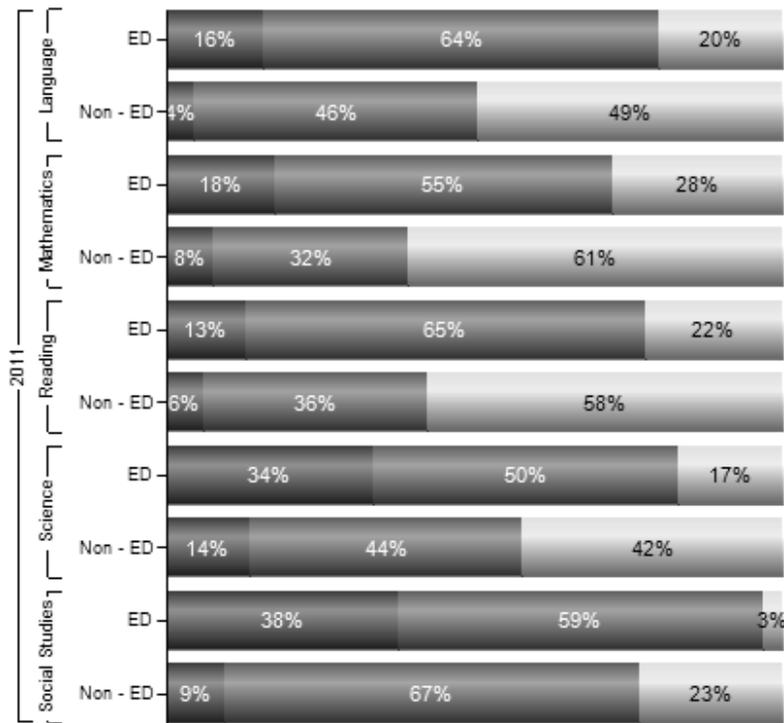


CRCT SWD



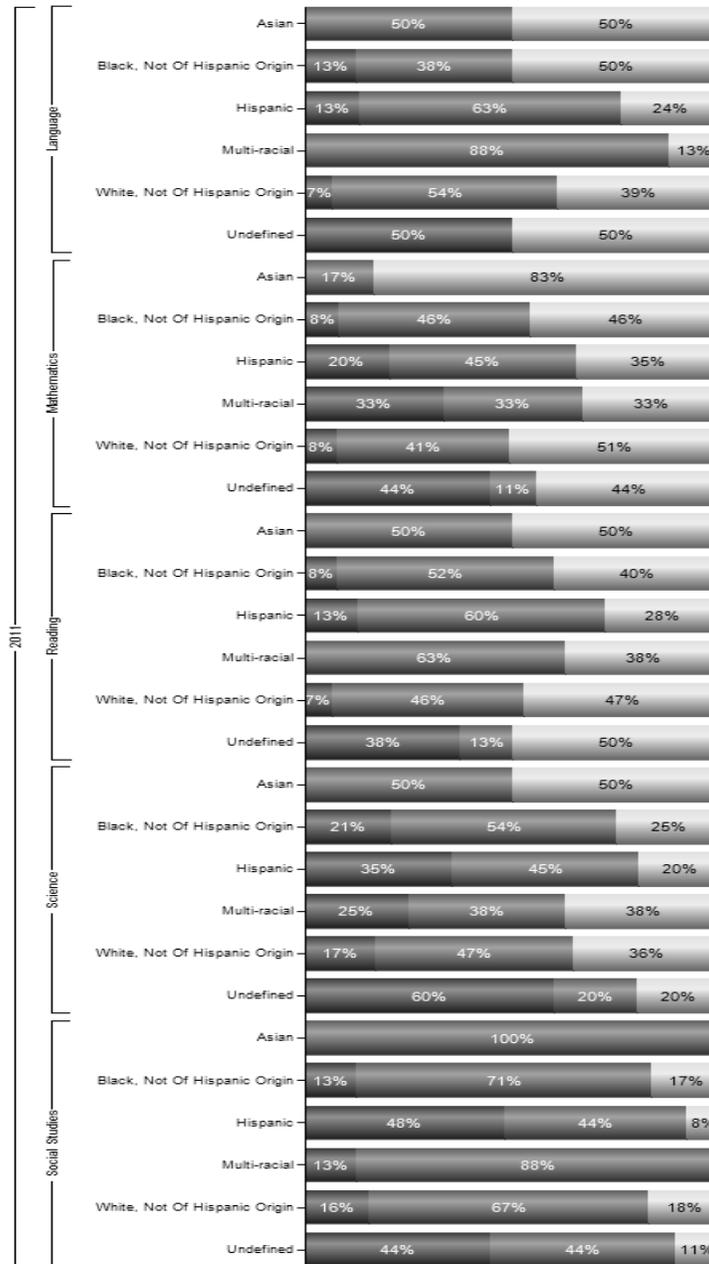
Bartow County School System – Hamilton Crossing Elementary School

CRCT ED

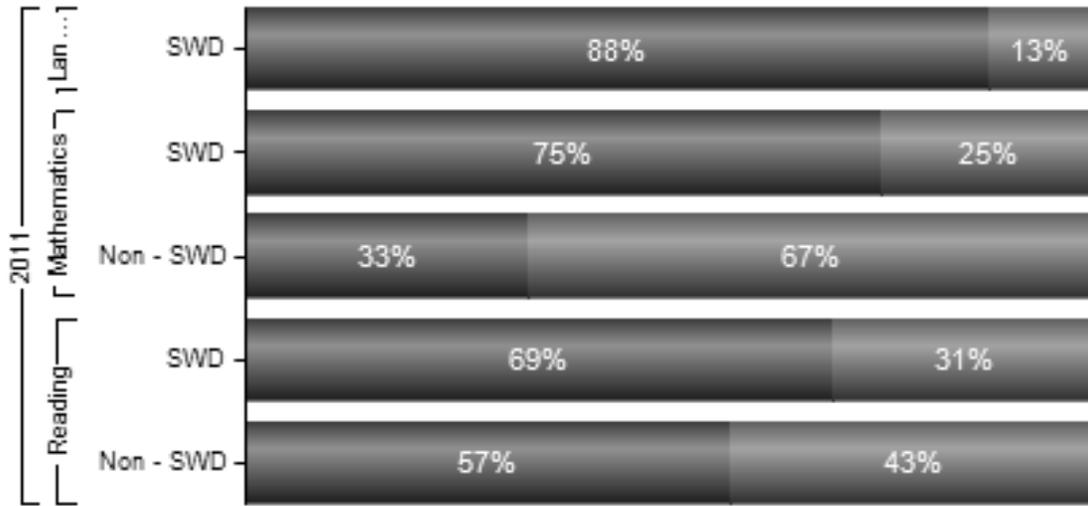


Bartow County School System – Hamilton Crossing Elementary School

CRCT Race/Ethnicity



Appendix H CRCT-M Data



Appendix I Certified Staff Roster 2011-2012

PRINCIPAL

Lynn Robertson

COUNSELOR

Teresa Lovingood

MEDIA SPECIALIST

Ann Godfrey

GIFTED

Jennifer Colston

SUPPORT TEACHERS

Cheryl Ayers, Inclusion

Cynthia Clark, Inclusion

Kara Horton, Inclusion

Todd Koch, Inclusion

Debbie Autry , Resource

Debbie Rhinehart, Self-Contained

Andrea Scheblein, SLP

Jamie Caraway, SLP

Erica Knowles, ESOL

Lydia McCurdy, ESOL

Amanda Butler, Intervention Specialist

Mimi York, Intervention Specialist

KINDERGARTEN

Misty Bell

Rebekah Davidson

Penny Davis

Mia Gilstrap

Lynn Harper

Deborah Vandegriff

FIRST GRADE

Lindsay Higgins

Mandy Ingram

Juliane Johnson

Gina Miller

Amanda Moore

Jennifer Steed

ASSISTANT PRINCIPAL

Amy Goff

LEAD SUPPORT TEACHER

Amelia Powers

SPECIAL AREAS

Art – Rachel Arents

Music – Beth Gill

P. E. – Mark Hibbard

Computer – Cathy Bishop

SECOND GRADE

Dawn Crane

Donna Garland

Kisha Kiser

Patricia Knowles

Kathy Morris

Tracy Taylor

THIRD GRADE

Randi Burlison

Vickie Elrod

Brittany Jones

Natalie King

Rachel Thompson

FOURTH GRADE

Holly Childers

Sarah Daniell

Rena Jarvis

Sissy Nance

FIFTH GRADE

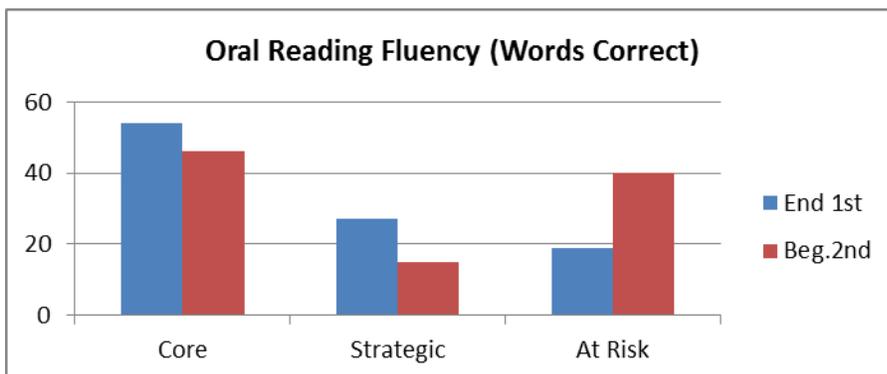
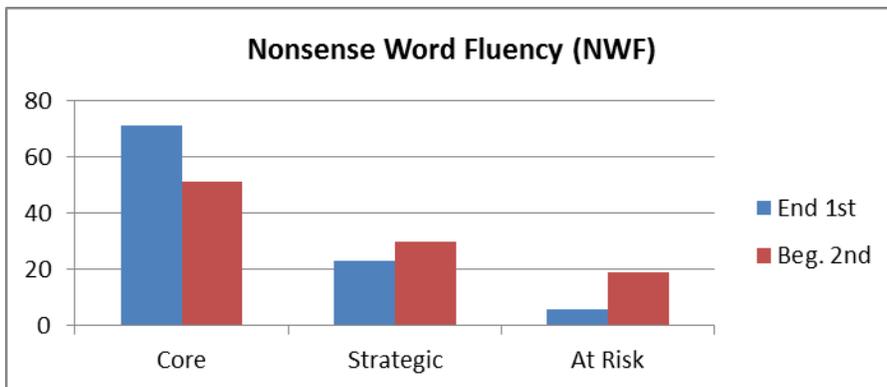
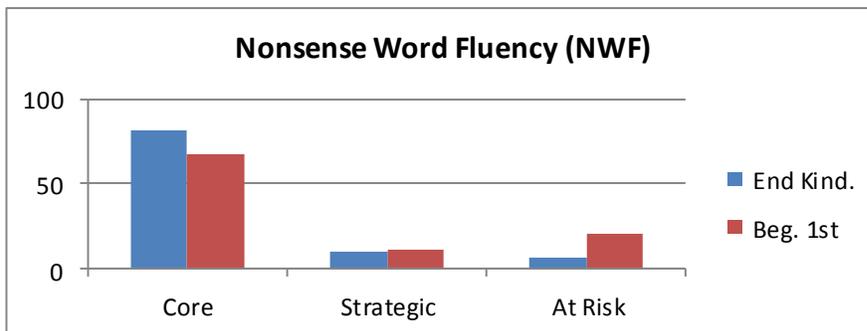
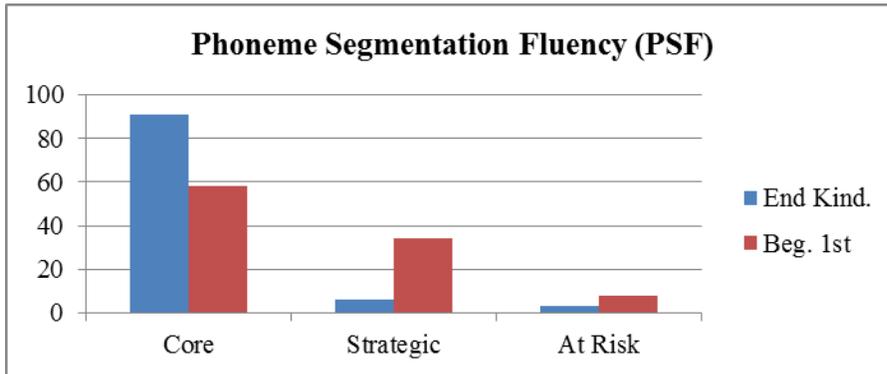
Katie Cline

Robby Epps

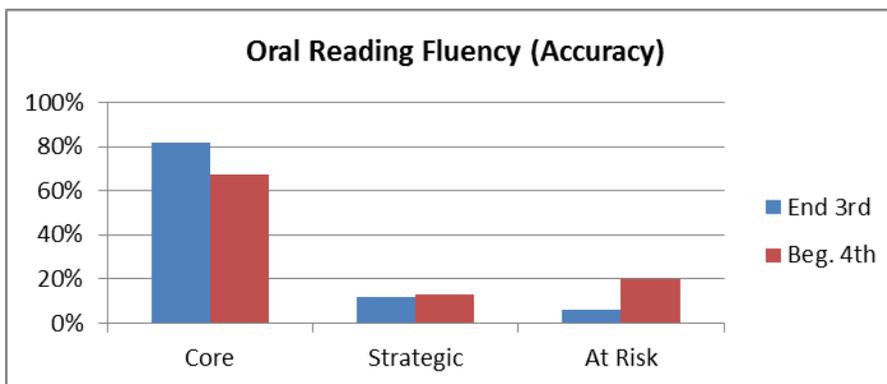
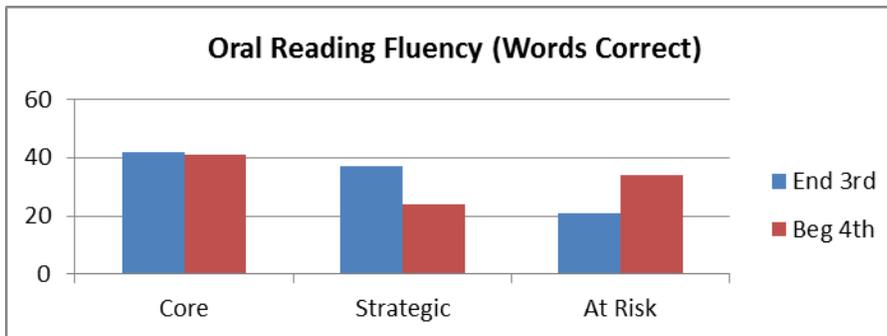
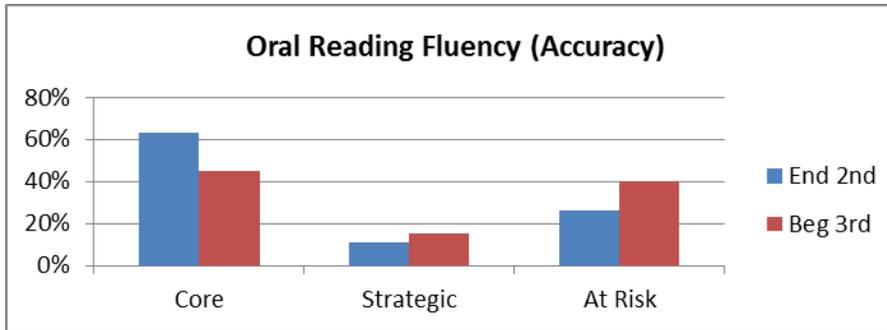
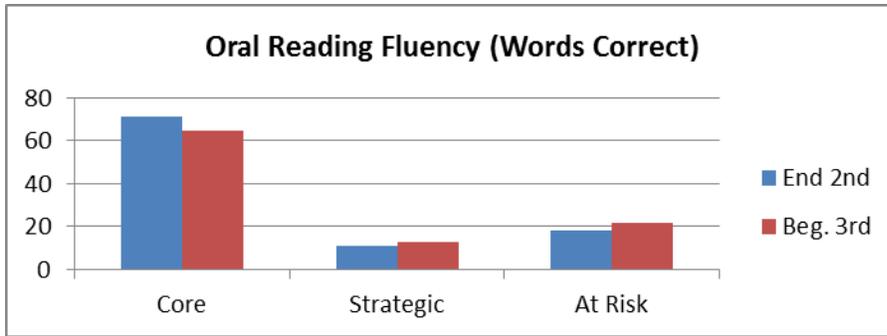
Carla Smith

Gale Weber

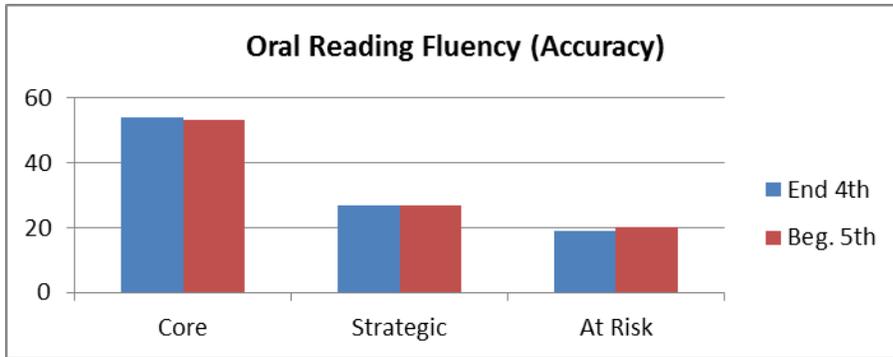
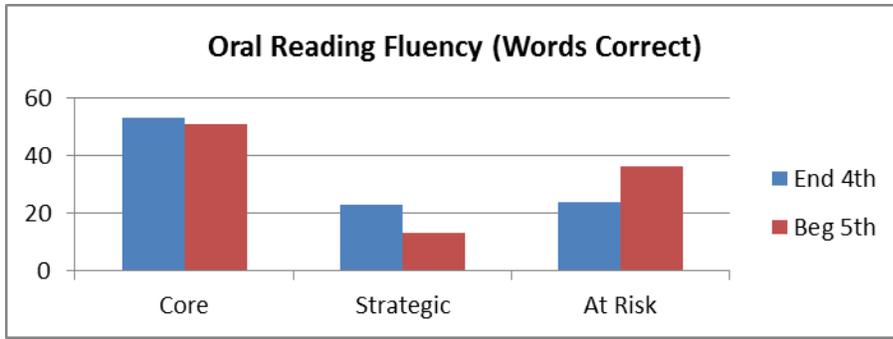
Appendix J DIBELS Data to Show Summer Learning Loss



Bartow County School System – Hamilton Crossing Elementary School



Bartow County School System – Hamilton Crossing Elementary School



Appendix K

DIBELS Cross Year Comparison May 2011-Fall 2011					
Grade/Year	Measure	Core	Some Risk	At Risk	Gain/Loss
K 10-11 End	PSF	91%	6%	3%	-33%
1 st 11-12	PSF	58%	34%	8%	
K 10-11	NWF	82%	10%	7%	-14%
1 st 11-12	NWF	68%	11%	21%	
First to Second					
1 st 10-11	NWF SC	71%	23%	6%	-20%
2 nd 11-12	NWF SC	51%	30%	19%	
1 st 10-11	ORF WC	54%	27%	19%	-8%
2 nd 11-12	ORF WC	46%	15%	40%	
Second to Third					
2 10-11	ORF WC	71%	11%	18%	-6%
3 11-12	ORF WC	65%	13%	22%	
2 10-11	ORF Acc	63%	11%	26%	0%
3 11-12	ORF Acc	63%	20%	17%	
Third to Fourth					
3 10-11	ORF WC	42%	36%	21%	-1%
4 11-12	ORF WC	41%	24%	34%	
Strategic drop to At Risk					
3 10-11 End	ORF Acc	82%	12%	6%	-15%
4 11-12 Beginning	ORF Acc	67%	13%	20%	
Fourth to Fifth					
4 10-11	ORF WC	53%	23%	24%	-2%
5 11-12	ORF WC	51%	13%	36%	
4 10-11	ORF Acc	54%	27%	19%	-1%
5 11-12	ORF Acc	53%	27%	20%	

Appendix L

DAZE

Grade	Core	Some Risk	At Risk
3	54%	24%	21%
4	43%	26%	29%
5	47%	29%	24%

Retell Fluency

Grade	Core	Strategic	At Risk
2	46%	21%	34%
3	69%	25%	6%
4	54%	37%	9%
5	64%	26%	10%

Appendix M Writing Assessment

5th Grade State Writing Assessment														
Percent of students on Target and Exceeds Performance Levels														
Subgroups														
	Grade 5 Enrollment	% All 5th Graders	% Asian	% Black	% Hispanic	% American Indian	% White	% Multi-Racial	% Male	% Female	% SWD	%LEP/ELL	% Econ. Dis.	% Migrant
2006-2007	90	74%	NA	NA	50%	NA	81%	NA	65%	85%	20%	NA	NA	NA
2007-2008	95	68%	NA	NA	64%	NA	70%	NA	64%	75%	41%	NA	NA	NA
2008-2009	105	88%	NA	NA	89%	NA	87%	NA	79%	96%	NA	NA	NA	NA
2009-2010	116	70%	NA	57%	61%	NA	69%	NA	62%	77%	40%	NA	NA	NA
2010-2011	106	69%	NA	82%	67%	NA	69%	NA	52%	83%	0%	38%	NA	NA

Appendix N

Project Goals & Objectives

<p>Goals (see Rubric A)</p>	<p>Decrease the effects of “summer learning loss” for students entering kindergarten through fifth grades</p>	<p>Improve skill instruction to support students with disabilities in literacy content areas.</p>	<p>Improve literary comprehension skills across content areas in all grade levels.</p>
<p>Objectives (see Rubric B)</p>	<p>The objective is to develop and implement a summer “intervention-prevention” academy for at risk students transitioning from one grade level to the next in primary and elementary grades.</p>	<p>Objective 1: Improve teacher selection and implementation of appropriate interventions through the RTI process. Objective 2: Co-teaching strategies will be improved and implemented through training for inclusion and special education teachers.</p>	<p>Objective 1: Integrate literacy skills through science and social studies. Objective 2: Improve student Lexile levels so that all students exit grade level at or above the grade level band range. Objective 3: Improve language</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</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</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) Use of technology (to reinforce skills</p>
<p>Current Practices in Place (see Rubric D)</p>	<p>Use of tutors as needed to assist individual students (see practices listed)</p>	<p>Selection of texts for students to read in a way that builds motivation & persistence Progress monitoring</p>	<p>Teachers implement scientifically evidenced-based core (first year)</p>
<p>Funded from Other Source (see Rubric E)</p>	<p>Implement county classic core vocabulary initiative No initiatives</p>	<p>No initiatives</p>	<p>No initiatives</p>

Appendix O HCES School Schedule 2011-2012

Kindergarten Schedule:

7:35-8:00	Wake-up Work
8:00-8:45	Writing
8:45-9:15	Math Small Groups
9:15-9:45	Math Whole Group
9:45-10:30	Reading Whole Group
10:45-11:15	Lunch
11:20-12:15	Special Areas
12:15-1:15	ELA & Reading Small Groups
1:15-1:45	Science/Social Studies
1:45-2:00	Recess
2:00-2:30	Reading/ELA Review

First Grade Schedule:

7:35-8:00	Morning Activities
8:00-8:40	Math Intervention
8:40-9:40	Reading-Whole Group (Shared Reading/Phonics/Spelling/Vocabulary)
9:40-10:40	Reading Workshop- Small Group (Guided Reading/Small Group Literacy Centers)
10:40-11:00	Writer's Workshop/ Daily Oral Language
11:00-11:30	Lunch
11:30- 12:40	Calendar and Math Workshop
12:40-1:30	Special Areas
1:30-1:45	Teacher Read Aloud
1:45-2:00	Recess
2:00-2:30	Social Studies/Science

Second Grade Schedule:

Math Intervention	8:00-8:45
Math	8:45-10:00
Reading	10:00-11:00
ELA/Writing	11:00-11:26
Lunch/Recess	11:26 – 12:15
Workstation	12:15-12:45
Science/Social Studies	12:45-1:35
Special Areas	1:35 – 2:20

Third Grade Schedule:

7:35 – 8:00	Homeroom/Arrival and Unpack
8:00 – 8:40	Intervention (McCurdy/Elrod)
8:40 – 9:30	Special Areas
9:30 – 10:50	Block 1 (Elrod)
10:50 – 11:50	Block 2 (Burlison)
11:50 – 12:15	Lunch
12:15 – 12:30	Recess
12:30 – 1:10	Block 2 (Burlison)

Bartow County School System – Hamilton Crossing Elementary School

1:10 – 2:30 Block 3 / Dismissal (Jones)

Fourth Grade Schedule:

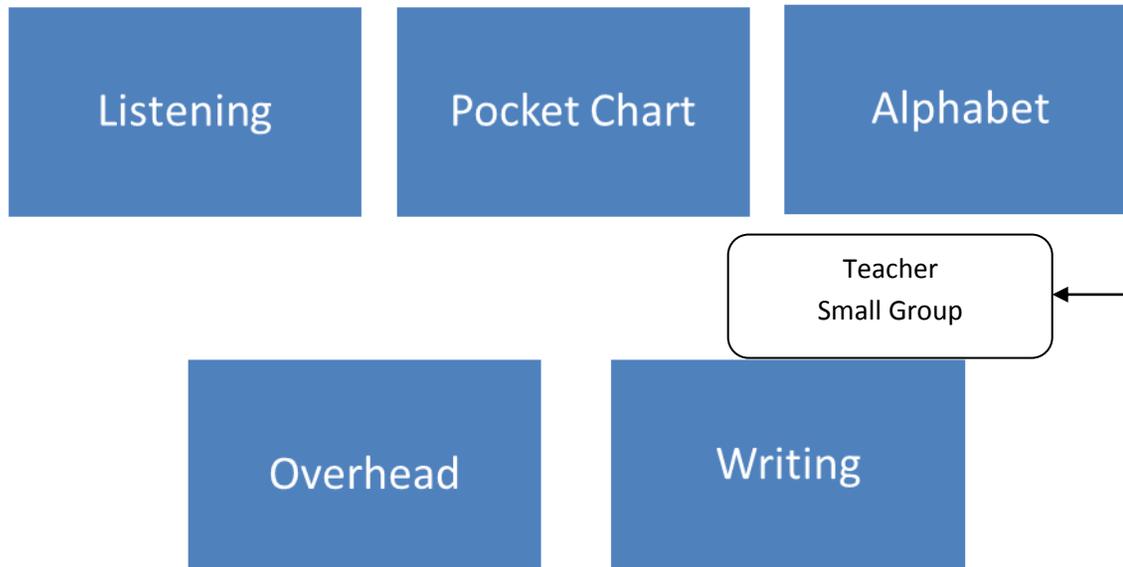
8:00-8:45	Intervention
8:45-10:30	1 st Period
10:30-11:20	Special Areas
11:20-11:40	Bathroom Break/Switch Classes
11:45-12:00	Recess
12:02-12:27	Lunch
12:30-2:25	2 nd Period
2:25-2:30	Homeroom

Fifth Grade Schedule:

7:30-8:00	Homeroom
8:00-8:30	Math Intervention
8:30-9:30	1 st Block
9:35-10:30	Special Areas
10:30-11:30	2 nd Block
11:30-1:00	3 rd Block Lunch
1:00-2:20	4 th Block
2:20-2:30	Homeroom

Appendix P

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



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)

Bartow County School System – Hamilton Crossing Elementary School

Appendix Q Classroom Resources

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

Appendix R HCES School Schedule 2012-2013

Kindergarten Schedule:

8:00-10:20 – Literacy Block
10:20-10:40 – Calendar Math
10:40-11:26 – Lunch
11:30-1:10 – Math Workshop
1:10-1:30 - Recess
1:30-2:10- Special Areas
2:10-2:25- Read Alouds

First Grade Schedule:

8:00-8:45- Intervention Block
8:45-10:45-Literacy Block
10:45-11:00-Read Alouds
11:00-11:46- Lunch
11:50-12:25- Math Block
12:25-12:45 -Recess
12:45-1:30- Special Areas
1:30-2:25- Math

Second Grade Schedule:

8:00 - 9:30 – Math
9:30-10:15 – Special Areas
10:15-11:00 – Intervention Block
11:00-11:18 – Recess
11:20- 12:02 – Lunch
12:05 – 2:05 – Literacy Block
2:05 – 2:25 – Read Alouds

Third Grade Schedule:

8:00-8:45- Intervention Block
8:45- 9:30 – Special Areas
9:30-11:30 – BLOCK 1 (Reading/ Math)
11:30-11:40 - Change classes
11:40-12:22- Lunch
12:25-2:20 – BLOCK 2 (Reading/ Math)

Fourth Grade Schedule:

8:00-8:45- Intervention Block
8:45-10:30 – BLOCK 1 (Reading/Math)
10:30-10:45 – Recess
10:45-10:50 –Change Classes
10:50-11:10 – Read Alouds
11:10-11:55- Special Areas
12:00-12:42- Lunch
12:45-2:25- BLOCK 2 (Reading/Math)

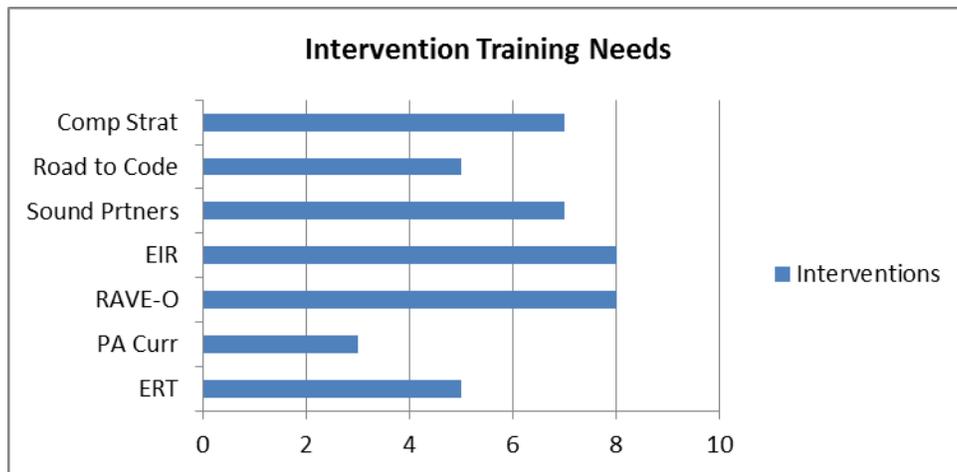
Fifth Grade Schedule:

8:00-8:45- Intervention Block
8:45-10:25 –BLOCK 1 (Reading/Math)
10:25-11:10 – Special Area
11:10 – 11:30 – Continue Block 1
11:30 – 11:35- Change classes
11:35-11:50 – Recess
11:50-12:15 – BLOCK 2
12:15- 1:00 – Lunch
1:00-2:25 –Continue Block 2

Appendix S Teacher participation in professional learning (2010-2011)

Topic	Hours	% of Staff Attended
Imagine It Phonics Training for Kinder.	8	13% of certified teachers
Schoolwide plan Development – Data Trends and Digging Deeper 2010	16	95% of certified teachers
DIBELS I: Administration and Scoring of DIBELS Next	8	4% of certified teachers
Early Intervention in Reading Training	16	2% of certified teachers
Second Grade Imagine It Training	8	4% of certified teachers
Promethean Board	8	9% of certified teachers
Sharpening the School Improvement Focus Vertical Teaming	16	4% of certified teachers
Vocabulary Development for Classic Core Vocabulary Part 2 2 nd and 3 rd	8	4% of certified teachers
Vocabulary Development for Classic Core Vocabulary Part 2 4 th and 5 th	8	4% of certified teachers
DIBELS Next K-2	8	31% of certified teachers
Imagine It 4 th and 5 th Grade Implementation Training	8	4% of certified teachers
Bartow County Gifted In-Field Endorsements	200	11% of certified teachers
Bartow County Reading In-Field Endorsement	150	2% of certified teachers
Rigor Book Training	10	99% of certified teachers
Co-teaching Roles and Responsibilities	10	99% of certified teachers

Appendix TTeacher Professional Learning Curriculum Needs



Appendix U Budget Table

Georgia Striving Reader Subgrant	
Budget Breakdown and Narrative	
Function Code 1000 – Instruction	Year 1
Object Codes	Amount Budgeted
300 - Contracted Special Instructors	
610 – Supplies	
611 - Technology Supplies	
612 - Computer Software	
615 - Expendable Equipment	
616 - Expendable Computer Equipment	
641 – Textbooks	
642 - Books and Periodicals	
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	
Function Code 2100 - Pupil Services Narrative:	
Function Code 2210 - Improvement of Instructional Services	Year 1
Object Codes	Amount Budgeted
113 - Certified Substitutes	
114 - Non-Certified Substitutes	
116 - Professional Development Stipends	
199 - Other Salaries and Compensation	
200 – Benefits	
300 - Contracted Services	
580 – Travel	
610 – Supplies	
810 - Registration Fees for Workshops	
Function Code 2210 - Improvement of Instructional Services Narrative:	
Function Code 2220 - Educational Media Services	Year 1

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Object Codes	Amount Budgeted
610 – Supplies	
642 - Books and Periodicals	
Function Code 2220 - Educational Media Services Narrative:	
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	\$ -