

GEORGIA DEPARTMENT OF EDUCATION
Striving Readers Comprehensive Literacy
Program

LEA Grant Application
System Cover Sheet.

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

in system: 20	applying: 10		
Congressional District: 11th		Email: John.harper@bartow.k12.ga.us	

Sub-grant Status

Large District (45,000 or more students)

Mid-Sized District (10,000 to 44,999 students)

Small District (0-9,999 students)

Check the one category that best describes your official fiscal agency:

<input checked="" type="checkbox"/>	School District	Community-based Organization or other Not-for-Profit Organization
<input type="checkbox"/>	Regional/Intermediate Education Agency	Nationally Affiliated Nonprofit Agency- other

Fiscal Agent/Applicant Required Signatures:

I hereby certify that I am the an authorized signatory of the fiscal agent for which grant application is made and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable federal, state, and local laws and regulations, application guidelines and instructions, assurances, and certifications. I also certify that the requested budget amounts are necessary for the implementation of the program described in the attached application.

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: _____

Bartow County School System



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

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

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Signature of Fiscal Agency Head (required)

Dr. John Harper

Typed Name of Fiscal Agency Head (required)

Superintendent

Typed Position Title of Fiscal Agency Head (required)

December 16, 2011

Date (required)

Current Priorities

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

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

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

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

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

Management Structure

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

Vision, Mission, and Beliefs

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

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

Vision

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

Beliefs

We believe:

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

Mission

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

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

Infrastructure components supporting our management system include:

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

Past Instructional Initiatives

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

Literacy Curriculum

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

Literacy Assessments

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

Need for a Striving Readers Project

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

Plan Components Aligned to Georgia SRCL Grant Standards Based Curriculum

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

Bartow County School System

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

Literacy Assessments

Ongoing Formative and Summative Assessment Data to inform instructional decision making

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

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

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

Dedicated Block for Literacy with Model Classrooms

Four Tier Response to Intervention

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

Leadership Committed to Improving Instruction

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

High-Quality Materials to Support the GPS and the CCGPS

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

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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.

Bartow County School System

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

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

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

Assurances That All Guidelines Are Being Met

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

Experience of the Applicant

The application includes:

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

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

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

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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%

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 – Kingston 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

Kingston Elementary School’s Striving Readers Comprehension Literacy Grant

School History

Kingston Elementary School (KES) formally known as Kingston High and Grammar School was established in the late 1840s. Kingston School has been housed in various locations in the Kingston area over the past 154 years and was moved to its present location in October of

Bartow County School System – Kingston Elementary School

1995. Kingston Elementary is one of 12 elementary schools that make up the Bartow County School System (BCSS). Kingston Elementary is one of 5 elementary schools that feed into Cass Middle School and Cass High School. Kingston currently serves 478 students.

Twenty-nine percent of the faculty members hold Reading Endorsement Certification. The current student demographics include 67% White, 14% African American, 14% Hispanic, 83.75% Economically Disadvantaged, 11% English Language Learners, and 15% Students with Disabilities.

Administrative and Teacher Leadership Team

Kingston Elementary School is led by Mrs. Stefany Howard (principal) and Mrs. Tracy Mulkey (half-time assistant principal). Both school leaders hold post-secondary degrees in Curriculum and Leadership. The Teacher Leadership Team consists of a teacher representative from each grade level, the media specialist, the counselor, a paraprofessional representative, a parent representative, as well both building administrators. (**See Appendix A**)

The Leadership Team attends a retreat for two days in the summer to analyze and evaluate student assessment outcomes from the current year's data. They also review and revise the School Improvement Plan goals and initiatives. The Leadership Team meets monthly to analyze ongoing assessment data in an effort to monitor student achievement. Information is shared with community and stakeholders at the beginning of the school year to gain input. Kingston's Leadership Team has student achievement as their highest priority. The Leadership Team is also in the process of preparing all teachers as we transition from the current Georgia Performance Standards to the more rigorous Common Core State Standards and assessments. Due to the nature of our low socio-economic student population, with 83.75% economically

disadvantaged, the relationship factor is a critical piece of student success. Without the support and camaraderie of all stakeholders, our desired outcome would not be achievable.

Past Instructional Initiatives

During the past three years our instructional model for literacy incorporated a scientifically evidence-based core program that emphasized rigor, relevance, and relationships. Using this instructional model in conjunction with interactive boards, teachers gained the capability to engage students in a multitude of activities that support literacy. The administrative team redesigned the instructional day to include an uninterrupted reading block and to allot time for small group needs based differentiated instruction. Specialized Focus classes were developed in grades two and four to assist struggling learners.

Our professional development collaboration efforts and our school council have focused on building and maintaining appropriate relationships with stakeholders, especially our families. As a result we revitalized our Parent Teacher Organization and developed a volunteer/mentor program for parents to assist in classrooms by reading to students and making materials to support instruction. The implementation of the relationship piece of rigor, relevance, and relationships set the stage for parent and family support for instruction.

Current Instructional Initiatives

Kingston Elementary continues many of the past instructional initiatives focusing on a rigorous, standards-based classroom. There is an increased emphasis on the RTI process to identify Tier 2, 3, and 4 students and provide appropriate interventions and instructional support as needed. The following instructional initiatives include:

- Committees were created to develop common curriculum maps, units, and assessments in Reading, ELA, and Math
- Schedule changes were made to implement uninterrupted 120 minute reading block
- Focus classes and additional training in 2nd and 4th grade

Bartow County School System – Kingston Elementary School

- Extended learning programs after school, 60 minutes twice weekly
- Site-based writing training
- Weekly collaborative planning for teachers and professional learning in Rigor, Relevance, and Relationships as determined in the Georgia Performance Standards and the Common Core Georgia Performance Standards
- Bi-weekly data analysis to monitor student performance to determine appropriate instructions and interventions
- Professional learning and development using the Pyramid Response to Intervention model
- Differentiation and co-teaching training
- Professional learning and training on the RtI process and intervention strategies
- Parent Teacher Organization monthly meetings
- Professional learning and development in the areas of reading instruction and best practices
- Thinking Map training provided teachers with strategies to implement and embed heuristic research-based methods into classroom instruction and across content areas.

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

Professional Learning Needs

The Needs Assessments Survey administered to teachers and staff at Kingston School indicated that additional training of implementing the core program, planning and implementing differentiated instruction, and incorporating inquiry is needed. Supplementary training is needed for teachers to utilize the time included in the scientifically evidence-based core for small group needs-based differentiation. The Needs Assessment Survey revealed that teachers would benefit from training in planning and incorporating literacy strategies across the curriculum.

Need for a Striving Readers Comprehensive Literacy Grant

The Striving Readers Comprehensive Literacy Grant will enable Kingston to provide interactive boards to all instructors. Technology is a major need for our school. While we have interactive boards in most classrooms, they are not reflective of 21st century classroom needs. There is a need for training to utilize the interactive boards effectively. Additionally, document cameras, student response systems, and interactive devices are needed to implement the core program with fidelity and to prepare students for Common Core State Standards.

Today's students are "digital natives." Because 84% of our students are economically disadvantaged and having limited access to technology outside of school, the increase in the accessibility to technology will allow these students to stay current in the use of technology. Limited integration and access to current technological devices to support instruction and differentiation based on student needs is hampering the potential success of students. Students need to understand how to utilize technology tools to communicate effectively, to research thoroughly, and to learn to collaborate as part of a community.

Students at Kingston are unable to utilize local resources due to a lack of public transportation and necessary funds. This lack of technology hampers students from making world connections. The ability to use Web resources will enable instructors to provide virtual field trips, helping to develop needed background knowledge.

A concern among teachers is the deficient oral language skills students possess. This grant will assist teachers in acquiring the resources needed to develop and plan appropriate instructional activities to support and accelerate acquisition of vocabulary and syntax. The core provides oral language instructional activities; however, it is not sufficient for our population.

We need for an oral language assessment to assess individual students' need in this area.

Professional learning in this area is critical for Kingston School.

Access to diverse texts, including nonfiction, is another need. Classroom libraries need a minimum of 300 - 600 titles, of which 40-60% should be nonfiction text. None of our classroom libraries meet this standard.

School Literacy Team

Literacy Leadership Team Structure

The Literacy Team (**Appendix B**) at Kingston was convened three years ago with the initial focus on vertical teaming and alignment of curriculum. The goal was to ensure that students were reading on grade level by the end of third grade. The Literacy Team is composed of one classroom teacher from each grade level, the Title I reading teacher, the media specialist, a special education teacher, a parent representative, the assistant principal, and the principal.

Literacy Leadership Team Schedule

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

Literacy Leadership Team Initiatives

- Three years ago the Literacy Team aligned the literacy curriculum vertically and horizontally.
- Two years ago the Literacy Team instituted a school wide reading fluency initiative in third through fifth grades that has been continued during the past year.
- Sponsored the Reading Endorsement Practicum to provide targeted interventions for struggling readers at key grade levels, including third and fifth.
- The team identified the need for Orton-Gillingham training and had nine teachers in grades kindergarten, first, second, and fourth trained in Orton-Gillingham multi-sensory methods.
- This year the Literacy Team distributed a Needs Assessment Survey for Classroom Teachers (**Appendix C**) as well as a School Level Needs Assessment Survey (**Appendix D**). The analysis of the Needs Assessment Surveys has formed the bulk of the work for the team this year.
- The Literacy Team encourages all certified staff members to become Reading Endorsed. The Bartow County School System sponsors the Reading Endorsement Practicum allowing the training to be delivered at a reduced cost to system employees.

Analysis and Identification of Student and Teacher Data Student Achievement Needs

Teacher Professional Learning Needs

According to the recent Needs Assessment Survey, teachers need professional learning in planning and implementing differentiated instruction for small targeted groups. Teachers also need additional training in implementing successful inquiry into their instruction and additional training in implementing activities to support and accelerate the growth of oral language. There is also a high demand for administering universal screening and researched-based interventions to assist struggling learners.

Curriculum Needs

Although we have sufficient interventions, we have a limited number of student and teacher materials to support effective delivery of these interventions. Kingston School currently does not have a dedicated intervention block. The interventions are only as successful as the fidelity with which they are implemented. Teachers need to begin to assume responsibility for providing tier 2 interventions in class, using the intervention or ELL component of the core, before referring them for outside support. We need not only to identify and purchase sufficient intervention materials aligned to student needs, but also to provide training so that teachers can use them with fidelity.

Technology Needs

- Technology needs to be updated to reflect the most recent versions of Shockwave and Adobe. This will enable teachers to access and use the ecomponents that support the core reading program.
- In order to accommodate additional new class sections, four more rooms will need instructional boards.
- Other technology needs include interactive devices to ensure adequate access to the e-suite materials that support the core reading program.

- Electronic document cameras and projectors (Electric Light Magnifying Objects) are needed to facilitate student engagement and improve instructional rigor. These will allow an image to be captured and saved to a laptop so that it may be used for instructional purposes. As the Common Core Georgia Performance Standards are rolled out, this technology will be important for sharing and analyzing student work at the classroom and grade level. Rigor of student work is increased as students can actively show their work during closing of lessons and lesson segments. This affords students the opportunity to effectively engage in reciprocal teaching using multiple modes.
- The majority of computers in our school are over eight years old. Classrooms currently have a minimum of one computer. Each classroom needs multiple computers in order to engage students in activities with multiple modes of text during literacy instruction.

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

a) School Student CRCT Data 2010 - 2011

Grade	ELA	Reading	Science	Social Studies
3 2010-2011				
Meet	72.3%	64.7%	51.8%	69%
Exceed	16.9%	27.1%	17.6%	4.8%
Does Not Meet	10.8%	8.2%	30.6%	26.2%
4 2010-2011				
Meet	53.8%	56.3%	42%	55.6%
Exceed	30%	33.8%	33.3%	22.2%
Does Not Meet	16.3%	10%	24.7%	22.2%
2010-2011				
Meet	56.4%	55.8%	46.9%	58.8%
Exceed	37.2%	36.8%	21.4%	9.3%
Does Not Meet	6.4%	7.4%	31.6%	32%

b) High School Graduation Rate: N/A

c) Early Learning Readiness: N/A

d) Disaggregation of Data in Subgroups (See Appendix E)

CRCT Scores were examined to determine the needs of each subgroup by subject area. In Reading, we examined fluency and accuracy in grade level text, the Lexile scores on the CRCT in grades 3, 4, and 5, CRCT scores in Reading, Science and Social Studies, student writing samples from the system writing benchmarks, and the State Writing Test.

We disaggregated the data by Students with Disabilities (SWD), Gifted, Economically Disadvantaged (ED), and Race/Ethnicity. The largest discrepancies were in the Do Not Meet categories for Science and Social Studies for Students with Disabilities and Race/Ethnicity (Hispanic).

- 62% of Students with Disabilities Did Not Meet (DNM) level for Science and 64% DNM in Social Studies
- ELL students, 36% Did Not Meet in Science and 20% Did Not Meet in Social Studies
- 84% of the ELL students met the standard in reading and 16% exceeded. This did not transfer to other curricular areas. A possible implication is a need to strengthen instruction in content performance standards and increase the amount of reading in nonfiction text.
- 87% of the Gifted students exceeding in Reading; however, 78% exceeded in Science and only 56% exceeded in Social Studies. This is alarming, since the CRCT represents a very low achievement rate.
- Substantial gains were noted on the 5th grade State Writing Scores but must be maintained

Student Lexile scores from the 2010-2011 CRCT results were also analyzed and it was noted that student’s Lexile levels in grades 3rd, 4th, and 5th were below the districts average.

e) Teacher Retention Data

	2011	2010	2009	2008	2007
Kingston Elementary	93%	95%	96%	96%	97%

f) Teacher participation in professional learning communities

Teachers at Kingston Elementary participate in on-going professional learning activities, which take place on-site during grade level meetings. Professional learning activities are also provided by central office personnel or outside consultants.

Needs Assessment

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

a) A description of the materials used in the Needs Assessment Survey.

- 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. The survey was completed by 59 faculty and staff members at Kingston Elementary School. This survey was completed electronically and analyzed by the evaluation specialist at the Rollins Center.

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

b) A description of the needs assessment process

- The PET-R (**Appendix C-1**) and two school assessments were used: a Classroom Teacher Needs Assessment Survey and a School Level Needs Assessment Survey (**Appendix C-2 and D**). The Needs Assessment Surveys were distributed via email to classroom teachers and other personnel. The Leadership and Literacy Teams reviewed the results of these surveys.

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

- It was requested that all teachers (**Appendix F**) complete the surveys and return to the Literacy Team.

Areas of Concern

Compared with the Georgia “What” documents, what are the major areas of concern for this school? (See Appendix G)

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

Based on the research found in the “What” document, Kingston School identified 4 Areas of

Concern. - Data charts and tables to support these areas of concern are located in **Appendix G**

and analyzed below:

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

- These problems are apparent 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.

Numerous initiatives have been implemented over the past several years to help address literacy. These initiatives are located under past instructional strategies. Current instructional strategies are also noted above to assist in addressing these concerns. Initiatives have focused on developing a curriculum map to successfully implement the Common Core State Standards. The administrative team continuously monitors the implementation of a rigorous standards-based classroom. Teachers have received training on co-teaching, differentiated strategies, effective and explicit intervention strategies, and progress monitoring to analyze student achievement through formative assessment. According to the Needs Assessment Survey, there is a strong desire for professional development training and coaching in differentiation and implementation of inquiry.

Area of Concern 1: Maintaining foundational literacy skills during extended school breaks in all grade levels (Appendix G)

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

- Related to the “What” document a concern is knowledge of phonics and word analysis (p. 6-7). Nonsense Word Fluency Sounds Correct, 66% of students were benchmark and 26% were strategic; 58 % were intensive at the end of first grade last year. This year at the beginning of second grade CLS: 29% of students were Intensive, 29% Strategic, and 41% were at benchmark. Only 43% of entering second graders could read the 13 whole words required to be at benchmark.
- The current second graders exited first grade in Oral Reading Fluency with 14% of students intensive, 21% strategic, and 61% benchmark.
- Oral Reading Fluency and Accuracy at the beginning of the current year; 37% of students were intensive in words correct per minute, 22% were strategic, and 41% were benchmark. Accuracy is equally important. 29% of students were intensive, 12% were strategic, and 59% were at benchmark.
- At the end of second grade in 2010-2011, on Oral Reading Fluency and Accuracy 18% of students were intensive in words correct per minute, 21% were strategic, and 52% were benchmark.

- At the third grade, these same children, 18% intensive, 20% strategic, and 70% benchmark.
- At the end of third grade, only 4 students were DIBELed.
- By the beginning of fourth grade, 33% are intensive, and 48% are benchmark. For accuracy, 25% are intensive, 18% strategic, 57% benchmark.
- For the DAZE adjusted score for comprehension to further identify needs, 31% are intensive, 35% are strategic, and 35% are benchmark.
- At the beginning of third grade, Oral Reading Fluency and Accuracy 26% of students were intensive in words correct per minute, 12% were strategic, and 62% were benchmark.
- Less learning loss consistently occurs between second and third grade
- At the end of third grade, the current school year, on Oral Reading Fluency and Accuracy, 14% of students were intensive in words correct per minute, 31% were strategic, and 55% were benchmark. These students entered fourth grade with 27% intensive, 21% some risk, and 52% benchmark. Accuracy was 20% intensive, 15% were strategic, and 65% were benchmark.
- At the end of fourth grade last year, on Oral Reading Fluency and Accuracy, 20% of students were intensive in words correct per minute, 30% were strategic, and 50% were benchmark. Only half the students were benchmark at the end of fourth grade. These students entered fifth grade with 46% intensive, 12% strategic, and only 42% benchmark. Accuracy was 33% intensive, 31% were strategic, and 36% were benchmark.
- On entering fifth grade, 39% of students were intensive, 29% strategic, and 32% were benchmark for comprehension using the DIBELS Daze measure.
- The core tends to maintain between 62% and 70% of students at benchmark in grades 3-5.

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

- The problem is evident across the grade levels; especially 1st – 3rd grades.

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

In order to remedy concerns we took the following steps:

- Implemented timed fluency reads twice daily. A goal has been set to increase timed reads to three times daily.
- Training has been provided for teachers in scientifically evidence based interventions; however, more training is necessary in implementation.
- Maymester was implemented for students needing remediation and enrichment.

Area of Concern 2: Differentiation of core program

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

- Related to the “What” document another area of concern is teachers ability to provide target differentiate instruction of the core program (p. 16).
- Analysis of data indicates the core supports 59-70% of students. The goal is that the core support 80-85% of students in reaching grade level benchmarks.
- The Teacher Needs Assessment Survey indicates that the majority of teachers feel they need training in differentiation to support small groups that occur daily.
- Providing training on differentiation within the core should support teachers as they differentiate for students.

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

- The problem is evident across grade levels.

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

- Early intervention classrooms and Focus Classrooms
- Scheduling to provide adequate time for differentiation is needed

Area of Concern 3: Integrating literacy skills in all content areas

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

In correspondence to the “What” document, students should be involved in listening to and discussing a variety of fiction and non-fiction books (p. 3)

- Science and Social Studies are all embedded into reading. Despite a strong start in Kindergarten and an extremely solid second grade reading program, students in grades three, four, and five are not meeting and exceeding in Science and Social Studies at levels commensurate with success on the Common Core Georgia Performance Standards.
- Students are not being exposed to grade-level Science and Social Studies texts.
- Students need support in content reading strategies, including non-print, multiple modes, and graphic text features in order to be college and career ready.
- Insufficient nonfiction text aligned to content standards

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

- This is evident across grade levels.

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

- Nonfiction texts have been purchased at some grade levels, but scheduling has not allowed for appropriate implementation.

Area of Concern 4: Selection and implementation of appropriate interventions

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

- The “What” document states “some skills and concepts must be systematically and explicitly taught by the teacher to students, especially in the areas of reading and language arts. Students cannot be expected to learn these skills and concepts naturally just by being exposed to them. Schools should select scientifically researched-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.

- This problem is evident across the grade levels.

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

- According to the Needs Assessment Survey, there is a high demand for professional development training and coaching.

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 Kingston Elementary School are able to answer and respond to lower level questions. Analyzing and summarizing single texts is evident in students who meet expectations on the CRCT. The areas of Craft, Integration of Knowledge and Ideas, and Range of Reading and Text Complexity are all areas for improvement. There is a need to move more students from meet to exceeds. Meeting on the CRCT actually represents obtaining a raw score of 30% correct. To exceed, 55% of the questions must be answered correctly. In Reading, Science, and Social Studies too few non-gifted students are exceeding expectations. We anticipate that the change to the Common Core Georgia Performance Standards, specifically the change from the CRCT to the new assessment supporting the CCGPS, will require the ability to integrate and evaluate content, delineate and evaluate arguments and specific claims in a text, and analyze across similar themes or topics to build knowledge and compare approaches authors take. 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 should provide a solid introduction to the research inquiry processes from forming a conjecture, to gathering and analyzing relevant information, presenting knowledge and ideas in multiple modes.

Root Cause Analysis

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

Bartow County School System – Kingston Elementary School

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

School Literacy Team

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

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

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

- The Literacy Team at Kingston Elementary School was convened three years ago with the initial focus on vertical teaming and alignment of curriculum. Their goal was to ensure that students were reading on grade level by the end of third grade.
- The Literacy Team meets on a monthly basis after school
- Literacy Team Initiatives
 - Focus has been on the development of literacy skills across the grade levels as outlined in the Georgia Performance Standards .
 - This year the Literacy Team distributed a Needs Assessment Survey for Classroom Teachers (**Appendix C**) as well as a School Level Needs Assessment Survey (**Appendix D**).
 - The team’s focus in the future will be on the development and implementation of the Striving Readers Comprehensive Literacy Grant.

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

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

- Minutes are shared with the entire staff via email and are stored on the school’s shared drive.
- Many of the members of the Literacy Team also serve on the Leadership Team.
- Distribute and analyze literacy Needs Assessments Survey as requested.

Project Goals and Objectives

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

Project Goals and Objectives are listed in the table below and also referenced in **Appendix I**.

Goals (see a.)	Objectives (see b.)	Research-Based Practices (see c.)	Current Practices in Place (see d.)	Funded from Other Source (see e.)
Summer “Intervention Prevention” academy	Train teachers in evidence-based literacy practices Provide high quality instruction in vocabulary, oral language, & comprehension	Listen to and talk about stories, songs, and poems. Follow multiple-step directions Understand complex and varied vocabulary Use of tutors as needed to assist individual students	Implement county classic core vocabulary initiative	No initiatives
Improve student achievement through differentiation	Training teachers in differentiation integrated within the core program	Differentiation of instruction based on student needs within the core Progress monitoring supported by Tiered interventions Use appropriate, formal, formative and summative assessments Selection of multiple texts in all content areas	Progress monitoring	No initiatives

Bartow County School System – Kingston Elementary School

Goals (see a.)	Objectives (see b.)	Research-Based Practices (see c.)	Current Practices in Place (see d.)	Funded from Other Source (see e.)
Integrate literacy strategy and skill instruction in content areas	Increase number of students who meet expectations on the CRCT in science and social studies and to increase the number of moving from meet to exceeds	Students will write about the text they read in Science and Social Studies Students will access a global community to read and comprehend text	Time is allotted to teach comprehension strategies through Science and Social Studies	No initiatives
Increase teacher understanding of how to select and implement interventions aligned to student needs	Identify and provide gold standard interventions in reading	Teacher training on how to use data to diagnosis student needs, place in appropriate interventions, implement and progress monitor interventions, and determine next steps	The RtI process already in place System wide literacy intervention continuum	No initiatives
Increase student and teacher access to multiple modes of text via technological sources	Expand hardware, software, and professional development and training to enhance the curriculum, engage students, and increase rigor in attainment of literacy skills for the 21 st century	Make strategic use of digital media and visual displays of data to express information Use of technology to reinforce skills and keep students motivated	Interactive boards are used to support core curriculum but capability to all aspects of core is limited. One computer lab is available for 25 classrooms. Teachers are limited to the time available for research and inquiry projects.	No initiatives

Scientific, Evidence-based Literacy Plan

- a) Proposes a plan to implement the goals and objectives**
 - b) Establishes who will implement**
 - c) Clearly defines what will take place in the project based on the “What” document**
- School Literacy Plan**

This chart outlines our School Literacy Plan and is also evidenced in **Appendix J**.

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

Bartow County School System – Kingston Elementary School

Goals (see a.)	Action (see c.)	Who (see b.)	When	Assessment
Increase teacher understanding of how to select and implement interventions aligned to student needs	Identify and provide gold standard interventions in reading Teacher training on how to use data to diagnosis student needs, place in appropriate interventions, implement and progress monitor interventions, and determine next steps	Classroom Teachers Interventionists	2012-2013	Progress Monitoring DIBELS Next
Increase student and teacher access to multiple modes of text via technological sources	Expand hardware, software, and professional development and training to enhance the curriculum, engage students, and increase rigor in attainment of literacy skills for the 21 st century Make strategic use of digital media and visual displays of data to express information Use of technology to reinforce skills and keep students motivated	Classroom Teachers Media Specialist	2012-2013	Annual Summative Data

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

e) Details a plan for Tiered instruction

<u>Tier 1 Schedule</u>	<u>Tier 2 Schedule</u>
Reading Core	Reading Core Reading Support
English/Writing	English/Writing
Math	Math
Content Reading in Science	Content Reading in Science
Content Reading in Social Studies	Content Reading in Social Studies
Special Areas	Specials Areas
<u>Tier 3 Schedule</u>	<u>Tier 4 Schedule</u>
Intergraded Reading Core Program	Reading
English/Writing	English-supported instruction
Math	Math-supported instruction
Content Reading in Science	Content Reading in Science-supported instruction
Content Reading in Social Studies	Content Reading in Social Studies- supported instruction
Personalized/Direct Reading Instruction	Personalized/Direct Reading Instruction
PE	PE

f) Details the materials currently used for Tier 1 instruction

- Tier 1 instruction includes the core adopted reading program in grades K-5. This resource is accompanied by a scientifically evidenced-based kit and leveled texts that support each themed unit that are shared among common grade levels. The core program is supported by technology that at times is not accessible due to insufficient access to technology school-wide. Additional resources for Tier 1 instruction include a core phonological and phonemic awareness program in Kindergarten.
- Tier 1 instruction is provided by the classroom teacher for a minimum of 90 minutes per day with assessments administered three times a year.

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

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

Tier 2

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

- Strategies implemented include a scientifically evidence-based Tier intervention program, the intervention component of the core program, and several interventions in phonemic awareness, phonics and decoding, fluency, vocabulary, and comprehension.
- Typically, Tier 2 programs last four – six weeks with progress monitoring assessment taking place every two weeks. Progress monitoring results are used to determine whether students are making adequate reading progress and to plan appropriate interventions and next steps.

Tier 3

- Tier 3 instruction is for students who are not making adequate progress in Tiers 1 and 2. This instruction takes place outside of the student’s classroom in a smaller group setting and is provided by support teachers. Multiple resources are available to provide Tier 3 intervention, including a recently published gold standard scientifically-evidence based intervention, as well as, several direct instruction programs. Students continue to receive instruction in the core using the intervention component. Students in Tier 3 are progress monitored weekly and the information is used to plan appropriate interventions and next steps.

Tier 4

- Tier 4 instruction is provided by classroom teachers, Special Education personnel, and other support teachers; either in an inclusion setting or in a resource room.
- Students receive instruction based on an Individualized Education Plan. They are progress monitored weekly.
- Students receive Tier 1 instruction, modified to meet their targeted IEP goals, unless they are taking the GAA alternate assessment.

ELL

- Fourteen percent of students in KES are Hispanic and qualify for ESOL services. In grades K-3 a cross-curricular researched-based program is used and provides language, phonics, fluency, vocabulary, and comprehension. Collaboration takes place between the general education teacher and the ELL teacher to ensure students are progressing in the core program.
- In 4th and 5th grade, ELL is provided using an inclusion model.

h) Includes a statement regarding conflict with other initiatives

- The core program and all interventions that are used at Kingston are directly correlated to the “What” identified in the Georgia Striving Readers Comprehensive Literacy Grant. The initiative will assist us as we refine our skills as literacy teachers.

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

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

Grade/Name of Resource	
Kindergarten	First Grade
Phonics and Phonemic Awareness Kits	Core Program
Intervention Phonemic Awareness Curriculum	Leveled Texts for Science and Social Studies to support core
Read Aloud Program for Kindergarten	Supplemental Fluency intervention
Classic Core Vocabulary Read Aloud titles and plans	Classic Core Vocabulary Read Aloud titles and plans
Second Grade	Third Grade
Core Program	Core Program
Leveled Texts for Science and Social Studies	Leveled Texts for Science and Social Studies 50%
Supplemental Fluency intervention	Supplemental Fluency intervention
Phonics intervention	Classic Core Vocabulary Read Aloud titles and plans
Classic Core Vocabulary Read Aloud titles and plans	Interactive Board
Computer-1	Computers-1
Fourth Grade	Fifth Grade
Quick Reads	Core Program
Classic Core Vocabulary Read Aloud titles and plans	Leveled Texts for Science and Social Studies- 50%
Interactive Board	
Computers-1	

b) A generic list of shared resources

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

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

- Current library resources
 - 8, 036 books available for student and teacher check-out
- 6 computers available for student’s use
- Novel sets

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

- Technology - Interactive electronic devices
- Training in scientific evidence-based content literacy instructional strategies

- Scientifically evidence-based literacy strategies and scientifically evidence-based interventions

e) A generic list of activities that support classroom practices

- Daily collaborative planning time
- Extended time for literacy
- Uninterrupted literacy instruction
- Scaffolded pacing guide and curriculum map aligned with GPS and CCGPS
- Professional learning

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

- Additional time built into schedule to allow for intervention
- Scheduling changes necessary for literacy instruction
- Strategic tutoring
- Professional learning

g) A generic list of additional strategies needed to support student success.

- Evidence-based content literacy instructional best practices
- Multiple means of accessing diverse media to obtain and present informational text
- Direct, explicit comprehension instruction
- Diverse texts
- Intensive writing
- Technology components

Project Procedures and Support

**a) Details a sample schedule by grade level indicating a Tiered instructional schedule
See Appendix K.**

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

c) Shows a schedule that is designed for RtI.

<u>Tier 1 Schedule</u>	<u>Tier 2 Schedule</u>
Reading Core	Reading Core Reading Support
English/Writing	English/Writing
Math	Math
Content Reading in Science	Content Reading in Science
Content Reading in Social Studies	Content Reading in Social Studies
Special Areas	Specials Areas
<u>Tier 3 Schedule</u>	<u>Tier 4 Schedule</u>
Intergraded Reading Core Program	Reading
English/Writing	English-supported instruction
Math	Math-supported instruction
Content Reading in Science	Content Reading in Science-supported instruction
Content Reading in Social Studies	Content Reading in Social Studies- supported instruction
Personalized/Direct Reading Instruction	Personalized/Direct Reading Instruction
PE	PE

Professional Learning Strategies Identified on the Needs Assessment Survey

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

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

- Over the past 3 years, teachers at Kingston teachers have participated in 562 hours of professional learning

c) The percent of staff attending professional learning.

- Twenty percent of the teachers at Kingston School are involved in ongoing professional learning at the district level in the areas of reading comprehension and math.
- All teachers and support staff at Kingston School participate in an ongoing professional learning effort to increase rigor, relevance, and relationships in a standards-based classroom.
- Four teachers at Kingston School are currently pursuing Reading Endorsement Certification.
- Eight teachers are enrolled in advanced degree classes.

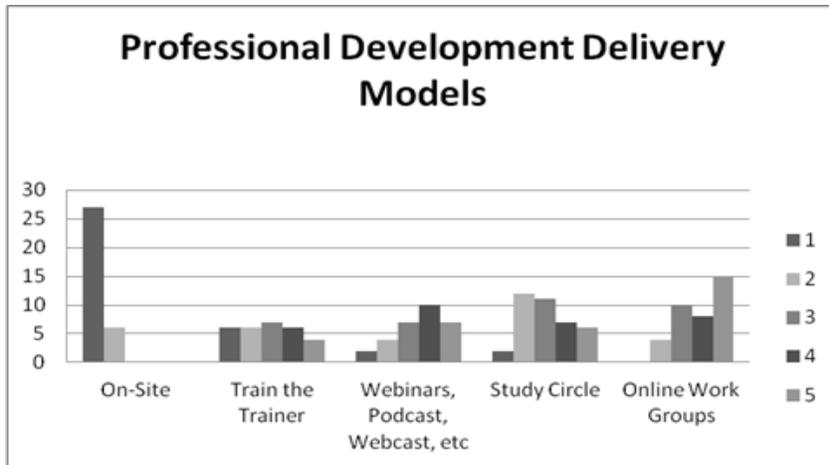
d) A detailed list of ongoing professional development.

- All teachers at Kingston Elementary are currently participating in Rigor, Relevance and Relationships in the Elementary School, Math Vertical Teaming and Unit Development, Power Writing, Common Core State Standards Training, Advanced Reading Comprehension Training, Science Unit Development, Curriculum Mapping and Alignment in all grade levels.

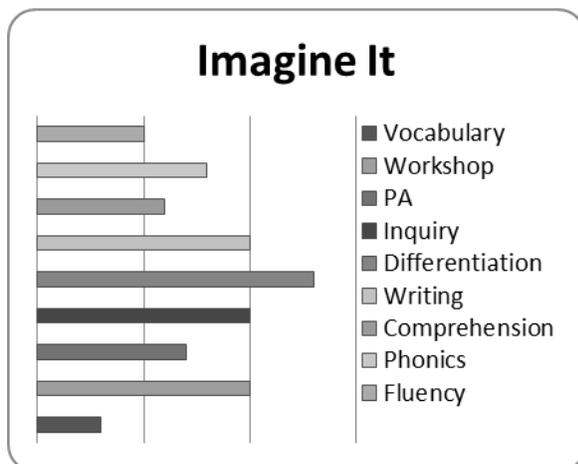
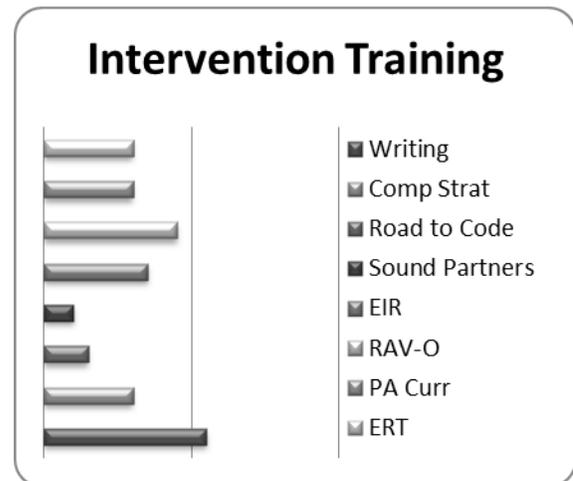
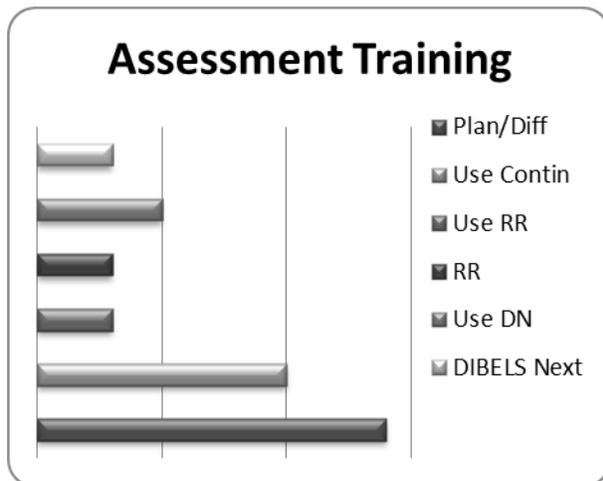
e) The preferred method of delivery of professional learning

Teachers were surveyed to determine their preferred method of professional development.

Certified staff had a choice of 5 delivery modes in which they ranked each by preference. Staff ranked each mode using 1 thru 5; 1 being the choice most preferred, while 5 was the choice least preferred.



f) The programmatic professional learning needs identified in the needs assessment Survey results were as follows:



Assessment/Data Analysis Plan

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, Alphabets, Fluency	Screening 3X year PM as needed
Benchmark Assessment	Progress Monitoring	ELA from CRCT	3-4 times a year
CRCT	Outcome	ELA, Reading	Once annually
ACCESS	Screening	ELL language	At least once a year

b) An explanation of the current data analysis protocol

- After each benchmark assessment is performed, teachers must analyze data and plan instruction to meet the student’s needs. During grade level meetings teachers share their student data. Data is analyzed for accuracy and correct protocols. Each year as the school year ends, the Literacy Team and the Leadership Team both analyze data to create new goals for the School Improvement Plan.

c) A comparison of the current protocol with the SRCL 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. 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 that teachers will need to implement any new assessments.

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

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

- Data is graphed within the DIBELS Next system and shared with parents at conferences and as needed. Teachers explain the data, implications, and identify student needs to parents. Conferences are offered as needed to parents. Parents may request a conference at any time.
- School-wide data is presented annually at a faculty meeting. It is shared monthly at grade level meetings. Tier 2 and Tier 3 student files are reviewed annually. The Student Support Team Coordinators have county wide meetings four times annually.

Budget Summary

Kingston Elementary School plans to spend the money from the Striving Readers Grant to meet the needs of our student and staff as discovered in the Needs Assessment Surveys. This grant will help to establish an extended school year program for struggling learners. Grant money will also include non-fiction classroom libraries, computers, interactive boards, and interactive electronic devices. The rest of the funds from the grant will be used to provide professional learning for staff including; stipends, substitute teachers and hired consultants.

Appendix A
Kingston Elementary School Leadership Team

Stefany Howard – Principal

Tracy Mulkey – Part-time Assistant Principal

Dana Moore-Kindergarten Teacher

Dawn Dougharty-First Grade Teacher

Kristy Walker – Second Grade Teacher

Haley Turner-Third Grade Math Teacher

Ginger Land – Fourth Grade Math Teacher

Molly Bearden – Fifth Grade Reading/ELA/Writing Teacher

Pamela Fitzgerald – Special Education Teacher

Stacy Barnette – RTI Coordinator/Title I Reading Interventionist

Marcia Kraut – Title I Math Interventionist

Paige Jenkins – Special Areas Teacher

Lori Pilgrim – Media Specialist

Claudia Adams – Counselor

Burt Dougharty – Parent

Carrie Stephens – Parent

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Appendix B
Kingston Elementary School's Literacy Team

Principal – Stefany Howard

Assistant Principal – Tracy Mulkey

K – Dana Moore

1st – Angie Garrard

2nd – Kristy Walker

3rd – Beth Anderson

4th – Debra Cline

5th – Molly Bearden

Paraprofessional – Paige Jenkins

Media Specialist – Lori Pilgrim

Title I Reading – Stacy Barnette

SPED – Pamela Fitzgerald

Parent – Carey Stevens

Appendix C-1:
Effective School-Wide Reading Programs Survey Results
 Bartow County
 Kingston 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 Kingston 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	Kingston Elementary
Instructional Programs and Materials	89%	88%
Administration/Organization/Communication Overall	88%	90%
Goals, Objectives, Priorities	88%	85%
Assessment	86%	87%
Professional Development	83%	84%
Instructional Time	83%	81%
Differentiated Instruction/Grouping/Scheduling	79%	77%

Bartow County School System

The chart below reflects these percentages. It is unusual to see a rating for any category that is higher than about 85%. Ratings that are above 85% indicate that elements in that category are considered by staff to be mostly in place. It is noteworthy that in the composite score there are 4 categories are rated above 85%. Additionally, the other three categories are within 10 percentage points of the 85% mark. At Kingston Elementary 3 of the scores are 85% or above and all of the ratings are below the county elementary school composite average.

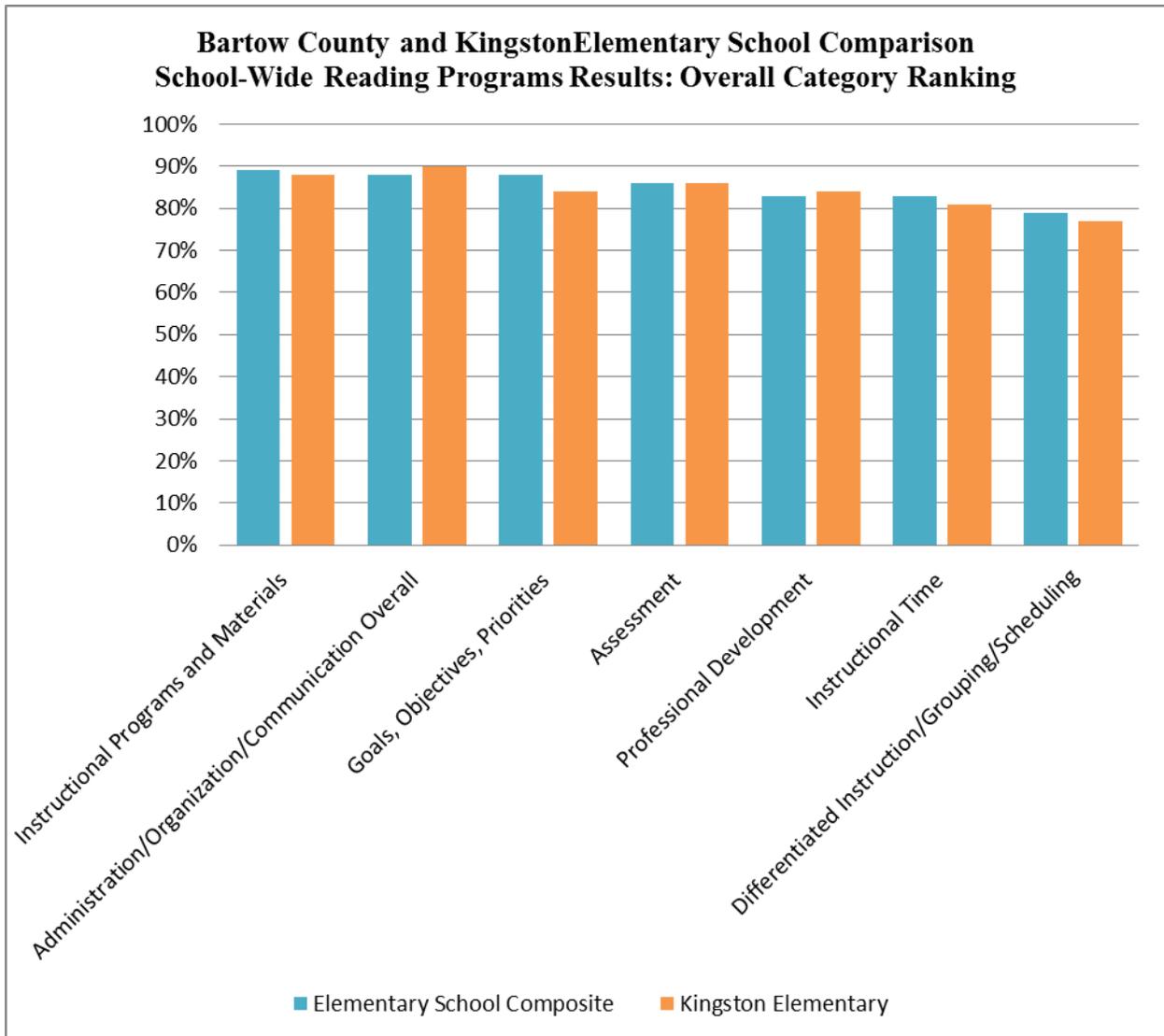


Figure A – County-Wide Elementary Reading Programs Survey Results: Overall Category Ranking

Elementary School Survey Item Analysis

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

Question	# in Survey	% in County	% in Kingston Elementary ES
<p>Administration/Organization/Communication</p> <p>Administrators or the leadership team are knowledgeable of state standards, priority reading skills and strategies, assessment measures and practices, and instructional programs and materials.</p>	AOC - 1	96%	97%
<p>Assessment: At the beginning of the year, screening measures identify students' level of performance and are used to determine instructional needs.</p>	A - 5	94%	92%
<p>Instructional Programs and Materials: The instructional program and materials provide explicit and systematic instruction and critical reading priorities.</p>	IPM - 2	92%	91%
<p>Instructional Programs and Materials: The instructional materials and program align with and support state standards/scientifically based practices and provide sufficient instruction in essential elements to allow the majority of students to reach learning goals.</p>	IPM - 3	92%	91%
<p>Assessment: Progress monitoring measures are administered formatively throughout the year to document and monitor student performance (i.e., quarterly for all students; every 4 weeks for students at risk).</p>	A - 6	91%	95%
<p>Instructional Programs and Materials: A comprehensive or core reading program with documented research-based efficacy is adopted for use school wide.</p>	IPM - 1	91%	90%

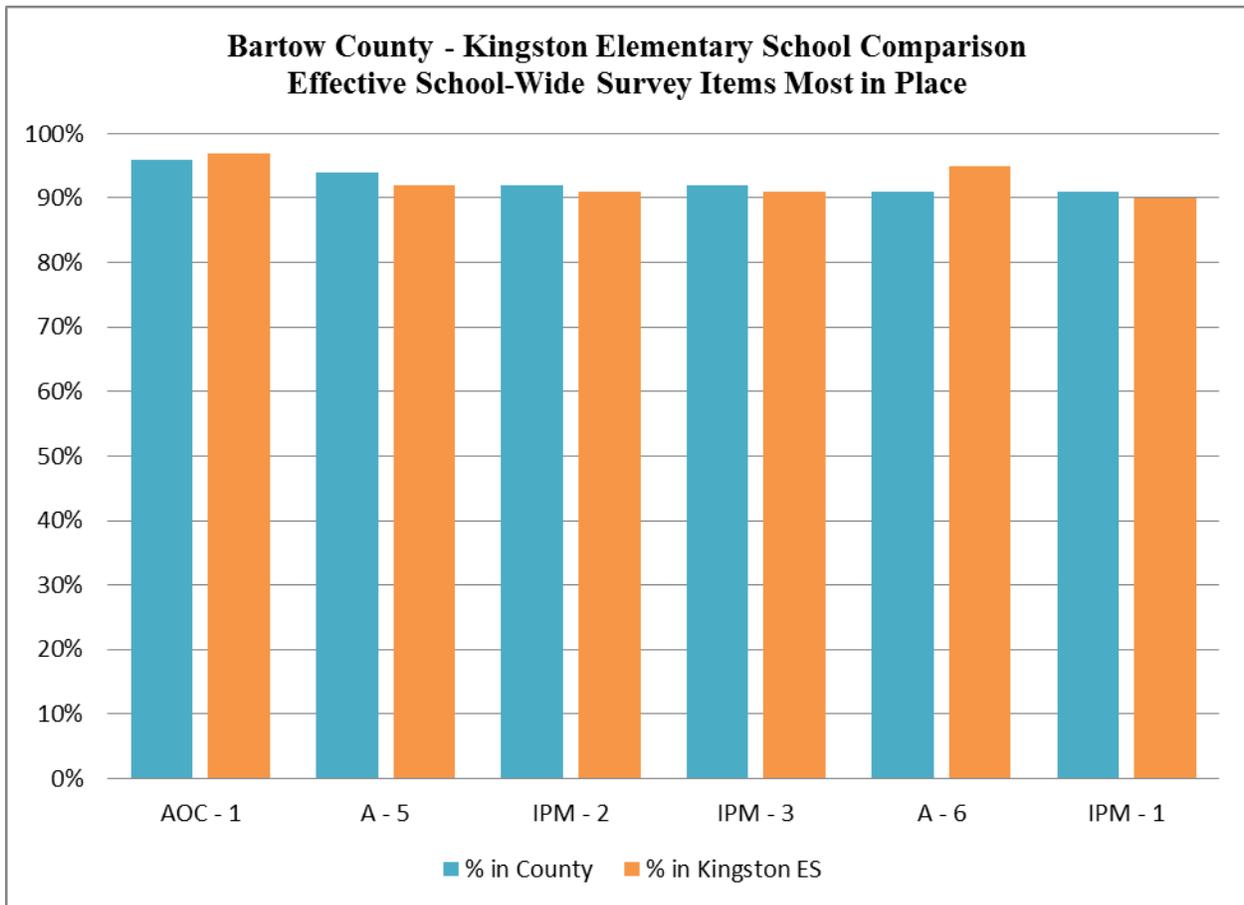


Figure B - Individual Items Most in Place

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

Question	# in Survey	% in County	% in Kingston Elementary 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%	71%
Assessment: All users receive training and follow-up on measurement administration, scoring, and data interpretation.	A - 4	75%	80%
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%	87%
Instructional Time: Reading time is prioritized and protected from interruption.	IT - 2	77%	77%
Instructional Time: Students in grades K-3 receive a minimum of 30 minutes of small-group teacher-directed reading instruction daily.	IT - 4	79%	75%

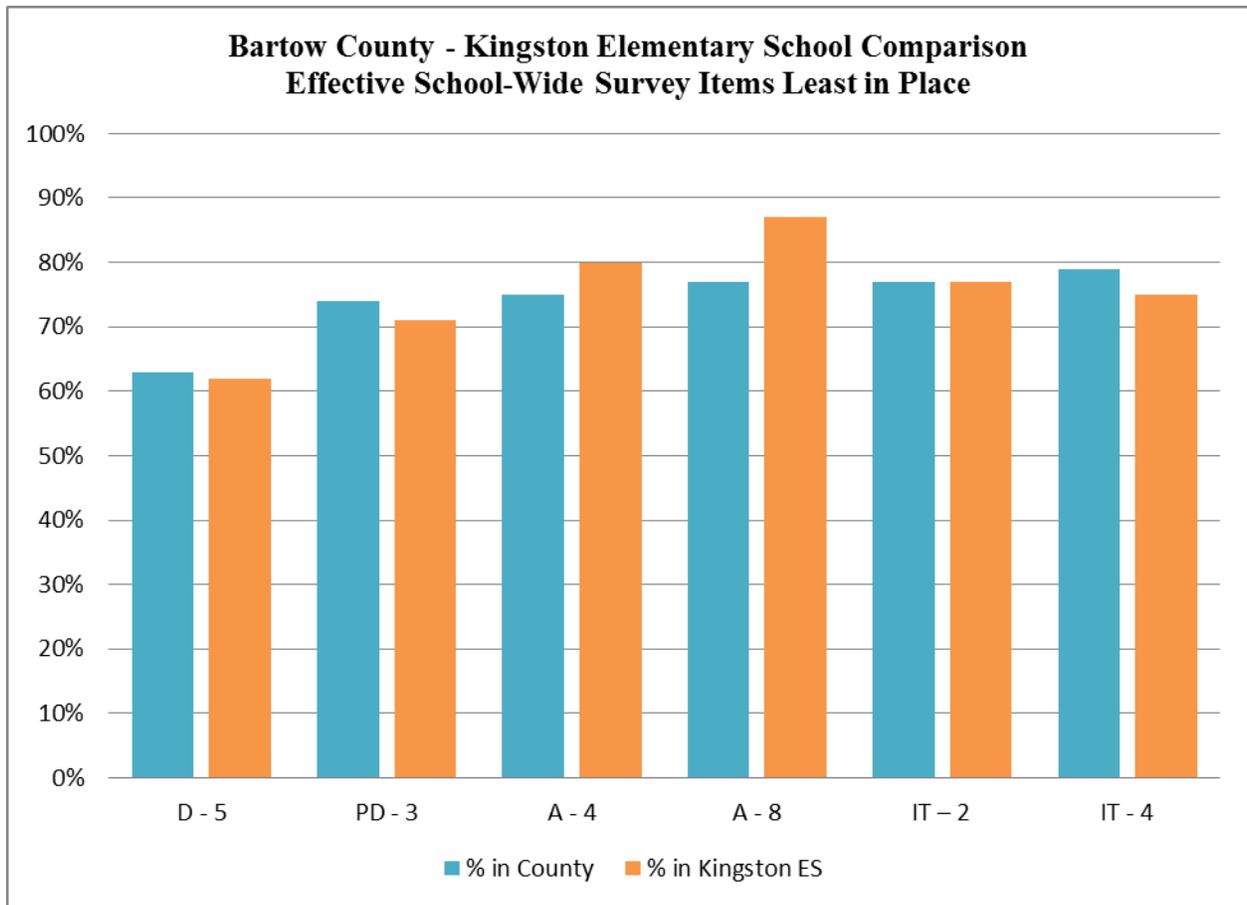


Figure C – Individual Items Least in Place

The staff at Kingston Elementary School believes that they are delivering an effective literacy program. They consistently rank their leadership and knowledgeable of standards and evidence-based practices. Their PET-R scores are equal to or somewhat higher than the aggregate elementary school data, and their concerns mirror those of the district. The Kingston staff recognizes the need for additional professional learning around differentiated instruction and flexible grouping.

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

Comprehensive Literacy Program Instructional Practice				
Strongly Agree	Agree	Unknown/Unsure	Disagree	Strongly Disagree
1	2	3	4	5
I have the instructional materials I need for providing in-class intervention for struggling readers and writers.				
1	2	3	4	5
I have the instructional materials I need for providing in-class intervention for struggling readers and writers.				
1	2	3	4	5
My classroom contains a sufficient amount of instructional materials, including leveled and non-fiction text, to meet the instructional level of all my students.				
1	2	3	4	5
I integrate Imagine It Inquiry and inquiry into my reading/literacy on an ongoing basis.				
1	2	3	4	5
I integrate the Classic Core Vocabulary read alouds into my classroom (check appropriate)				
<input type="checkbox"/> daily	<input type="checkbox"/> 3-4 times a week	<input type="checkbox"/> 2 times a week	<input type="checkbox"/> once a week	<input type="checkbox"/> rarely
My students read each new decodable in Imagine It a minimum of five times (K-3 only)				
1	2	3	4	5
I would like additional professional learning in the following components of Imagine It. (x all that apply)				
<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"/> Administering and Scoring Running Records	<input type="checkbox"/> Analyzing Running Records			
<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				

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Intervention Training, please check all that apply.

Phonemic Awareness Curriculum Road to the Code

Early Reading Tutor Early Intervention in Reading 1, 2

Sound Partners RAVE-O Comprehension Strategies

Comments:

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

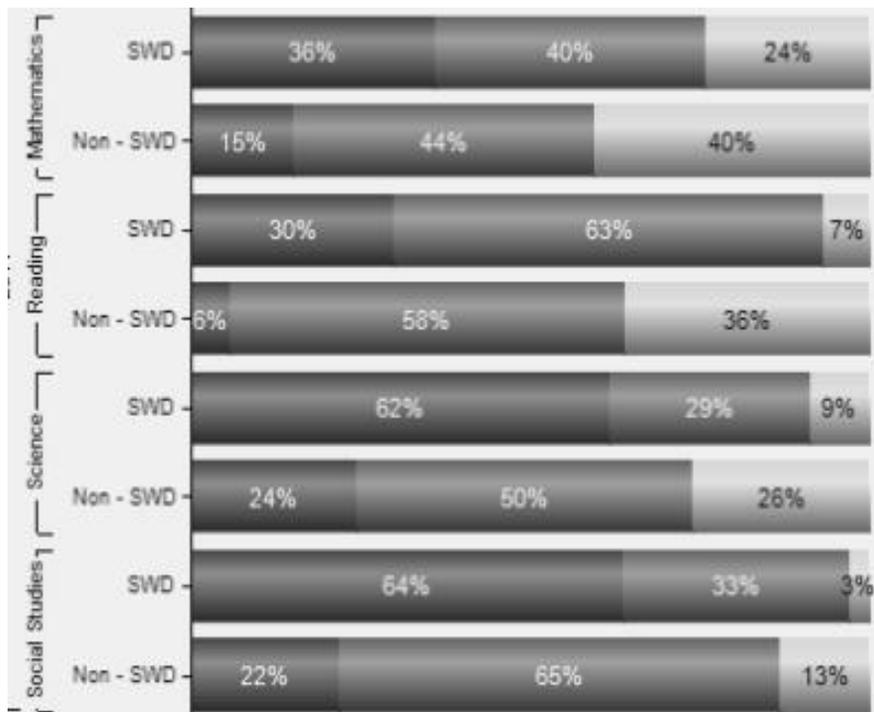
School Name: _____ Grade Level: _____

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

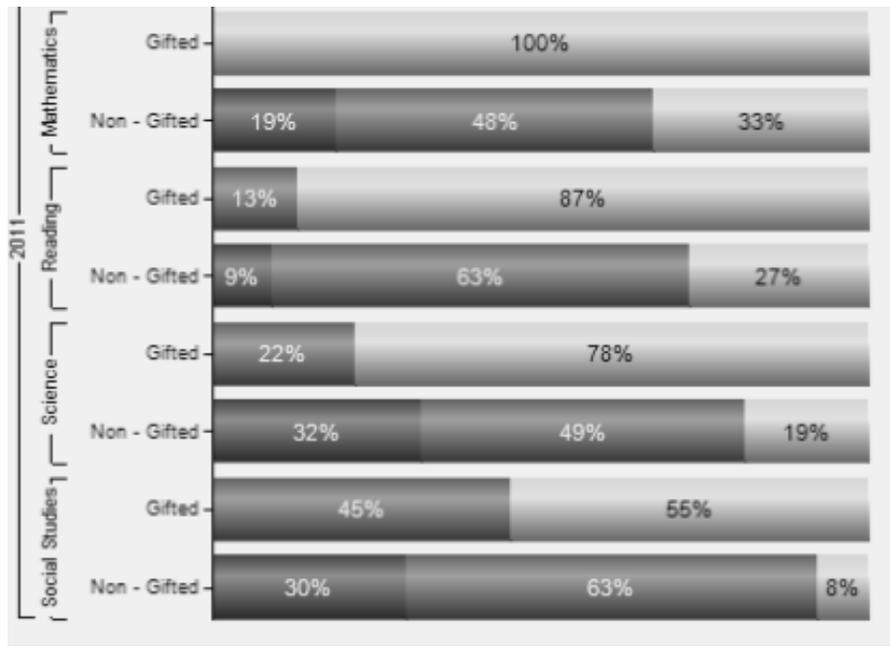
1	2	3	4	5
Our school's literacy program provides resources for meeting the needs of most learners.				
1	2	3	4	5
Comprehensive Literacy Program: Instructional Practices				
Strongly Agree	Agree	Unknown/Unsure	Disagree	Strongly Disagree
1	2	3	4	5

**Appendix E
Disaggregated Data**

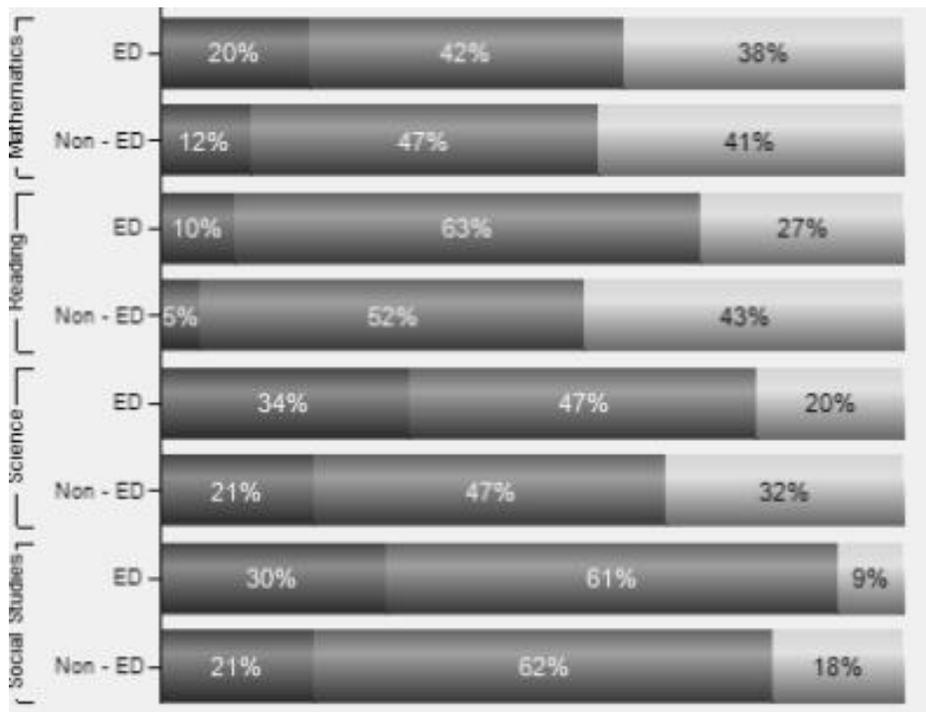
CRCT Students with Disabilities



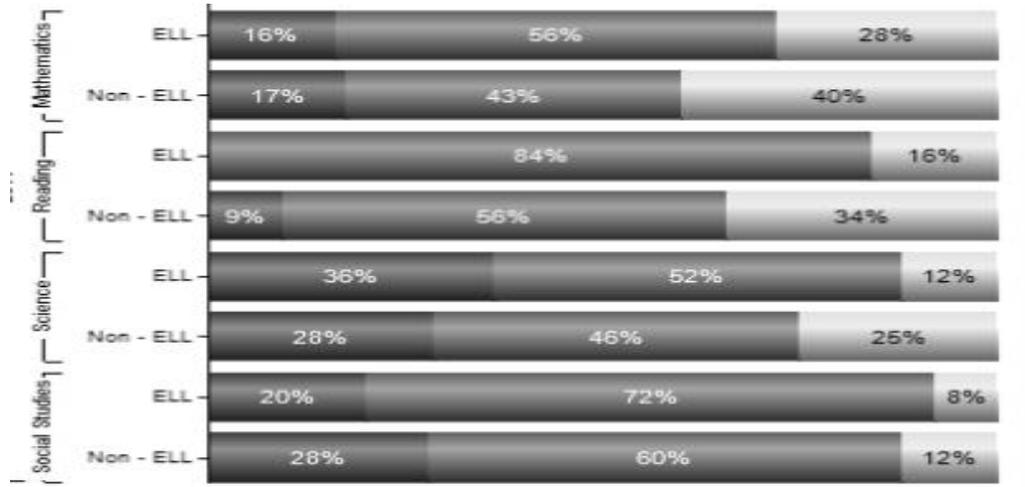
CRCT Gifted



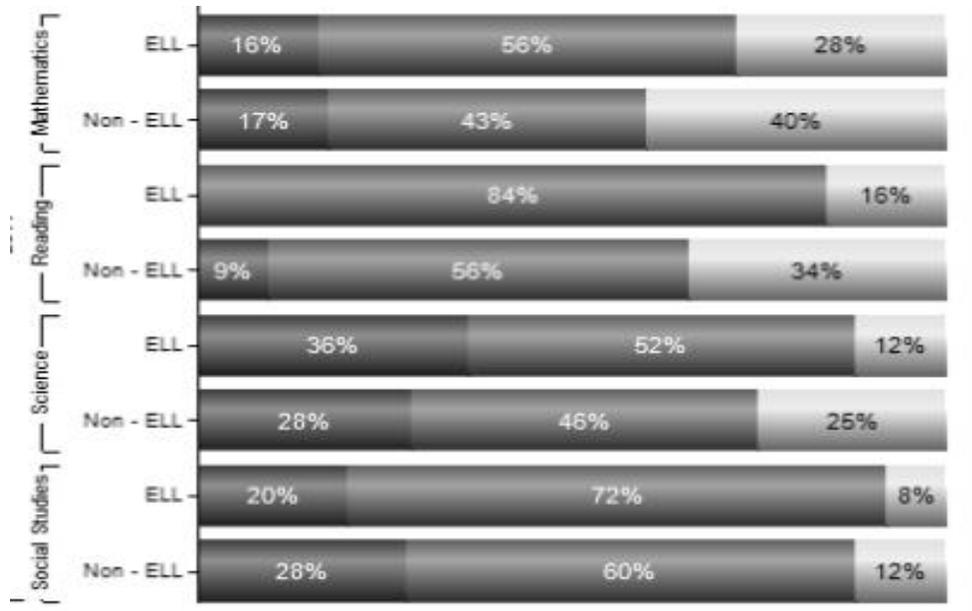
CRCT Economically Disadvantaged



CRCT English Language Learners



CRCT Race/Ethnicity



5th Grade Writing Assessment

Percent of students meeting the standard

Year	Enrollment	% All	% Black	% Hispanic	% White	% Male	% Female	% SWD
2006-2007	114	64%	65%	NA	62%	53%	74%	23%
2007-2008	102	63%	48%	47%	69%	50%	74%	19%
2008-2009	96	67%	42%	79%	68%	59%	73%	18%
2009-2010	97	53%	77%	60%	47%	45%	61%	18%
2010-2011	91	83%	93%	73%	95%	93%	96%	73%

Kingston ES Lexile Levels:

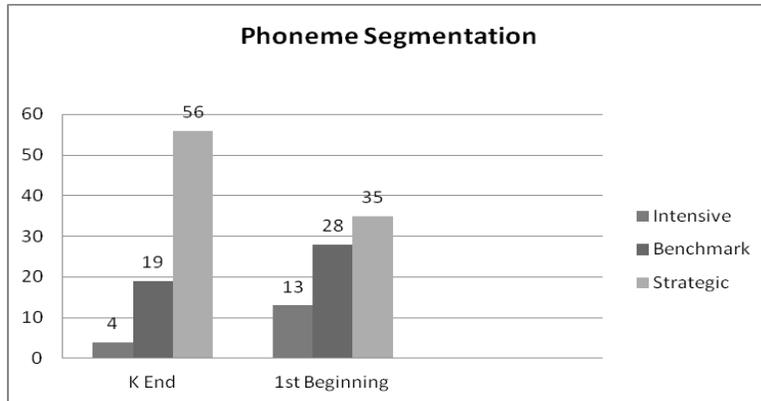
Grade	Mean Lexile Score	Range	Lowest: Highest	Median	Defined Low	Number Students under "Defined Low"
3	648	635	255:890	660	500	21
4	792	635	355:990	830	650	17
5	902	580	505:1085	925	750	19

Appendix F
Kingston Elementary School Personnel Involved in the Needs Assessment Process

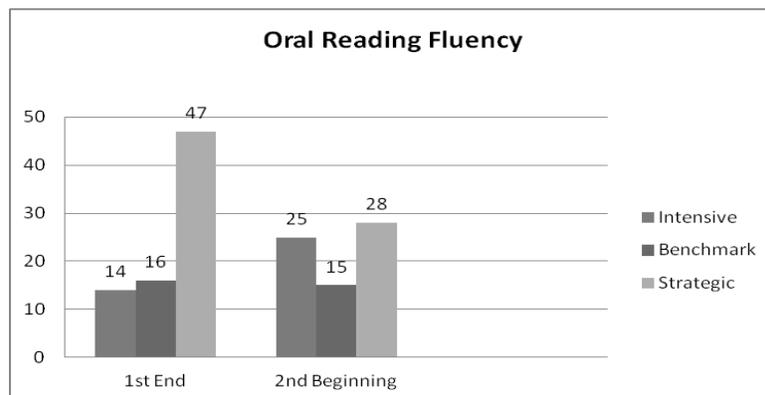
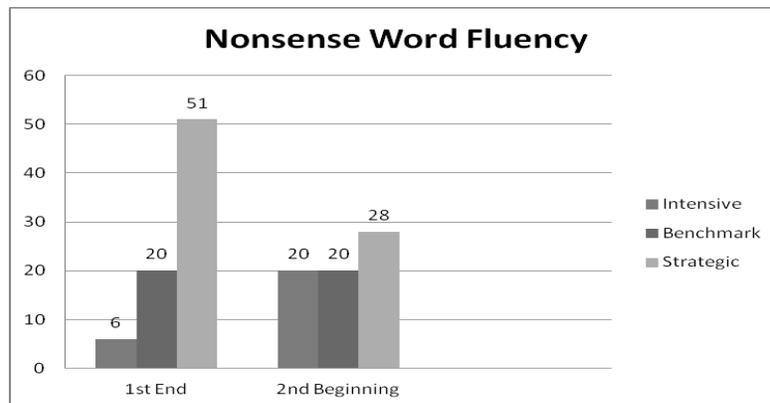
Kindergarten	Fifth Grade
Kenitha Davis	Molly Bearden
Candice Herod	Vickie Kennedy
Stacy Jacobs	Lindsay Rainey
Dana Moore	Special Education
Kayla Simpson	Teresa Cain
First Grade	Pamela Fitzgerald
Carla Barnes	Amanda Hudson
Dawn Dougharty	Katie McKenzie
Angie Garrard	Miriam Robinson
Tiffany Heatherly	Media Specialist
Second Grade	Lori Pilgrim
Kay Jacobs	
Patsy Meyers	Title I Reading
Brandi O'Tinger	Stacy Barnette
Kristy Walker	
Third Grade	Principal
Beth Anderson	Stefany Howard
Donna Bentley	
Ashley Hoban	Assistant Principal
Brock Pyle	Tracy Mulkey
Haley Turner	
Fourth Grade	
Debra Cline	
Ginger Land	
Shannon Hyde	
Shirley Rutledge	

Appendix G Areas of Concern

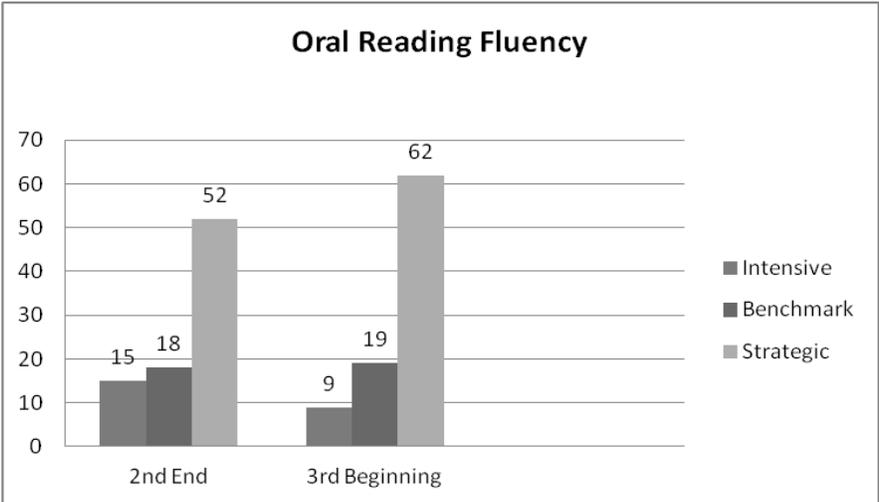
Area of Concern 1



Area of Concern 2



Area of Concern 4



Appendix H
Literacy Team Meeting
December 1, 2011

Members: Lori Pilgrim; Claudia Adams; Beth Anderson; Stacy Barnette; Molly Bearden; Teresa Cain; Kenitha Davis; Dawn Dougharty, and Kristy Walker

Agenda:

- 1) **Polar Express:** There was discussion as whether or not to do the Polar Express day again this school year. Everyone decided that the kids look fun to the program so it will once again take place on Friday, December 16th at 10:00 am. The time was changed due to many classes holding breakfast parties. Mrs. Riaz will once again be asked to help with hot chocolate and kids will be allowed to wear pajamas.
- 2) Discussion was held as to ideas for next year. This will be addressed again at the beginning of next school year.
- 3) Reading Counts continues. Mrs. Pilgrim stated that circulation counts are up to record high and students are constantly checking out books and taking Reading Counts tests on them. The two self check stations are a necessity with only a part time clerk.

Literacy Team Meeting
August 2, 2011

Members: Lori Pilgrim; Claudia Adams; Beth Anderson; Stacy Barnette; Molly Bearden; Teresa Cain; Kenitha Davis; Dawn Dougharty, and Kristy Walker

Agenda:

- 1) **Principal's Books of the Month:** The Principal's Books of the month for the year will include: One Green Apple by Eve Bunting; Sloppy Joe by Keane; Chester Raccoon and the Acorn Full of Memories by Audrey Penn; Tomas and the Library Lady by Pat Mora; Gingerbread Friends by Jan Brett; My Uncle Martin's Big Heart by Angela Watkins; In Like a Lion by Marion Bauer; and Ron's Big Mission by Rose Blue.
- 2) **Reading Counts:** The media center is making the transition from AR to Reading Counts. This program will allow the students to retake tests up to three times if they do not pass. Hopefully the media center will back in order and ready for students to begin checkout in a couple of weeks. Teacher's computers will have to have the link to access tests loaded individually.
- 3) **Reading Program:** This year's reading program will be utilizing the theme Driven to Read. Students in grades K & 1 will be encouraged to read 25 books. These will be indicated on their racetracks. Prizes will be awarded at the 5, 10, 15, 20, & 25 levels. Grade 2 will have the goal of achieving 100 Reading Counts points. A racetrack will also be utilized to keep up with progress. Grades 3, 4, & 5 will work towards the goal of

Bartow County School System

reading 1 million words each. These will be progressed through monthly Reading Counts reports. To make this more understandable for each student, their racetrack will be broken down into 100,000 increments. For each “lap” the student makes they will receive a prize. 10 laps will get them to their 1 million word goal. There will be an end of year party for each student who reaches his/her goal.

Appendix I Project Goals and Objectives

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

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

Goals to Be Funded By Striving Reader

The Literacy and Leadership Team identified 5 overall goals to target literacy concerns at Kingston Elementary.

Goal 1: Provide a summer “Intervention-Prevention” academy for students exiting kindergarten and first grade at risk and at some-risk.

- Objective: The objective is to develop and implement a summer program for students transitioning from kindergarten to first and first to second 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: Differentiation at the Core Level

The key to student success begins with differentiation within the core, in order to meet the challenge of reading and understanding complex texts so that students are college and career reading. To accomplish this, ample experience in grade level texts and strategies is crucial.

- Objective: The objective is to improve student achievement in constrained grade level skills, including word recognition, phonics, and decoding. This should help ensure that students exit kindergarten and first grade with sufficient decoding skills to build accuracy and fluency in second grade and beyond. This objective aligns to our data.
- Objective: Improve student Lexile levels so that all students exit grade level at or above the grade level band range.

Goal 3: Integrate literacy strategy and skill instruction in content areas

Science and Social Studies teachers need training in how to integrate reading strategies and skills in the content area during content instruction. The Common Core Georgia Performance Standards demand content literacy. This will require extensive teacher training, as well as additional nonfiction texts at different Lexile levels that support the content standards in science and social studies.

- Objective: The objective is to increase the number of students who meet expectations on the CRCT in science and social studies and to increase the number of students moving from meet to exceeds in these areas.

Goal 4: Increase teacher understanding of how to select and implement interventions aligned to student needs

- Objective: The objective is to 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, implement and progress monitor interventions, and determine next steps.

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

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

**Appendix J
Kingston Elementary Literacy Plan**

Core Program Instructional Model

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

Listening

Pocket Chart

Alphabet

Overhead

Writing

Teacher
Small Group

This is where small group instruction using the interventions will take

Whole Group Instruction
Shared Writing
Read Aloud (Classic Core Vocabulary and Purchased Library)

Kindergarten

At the Kindergarten level, each classroom currently has all components of the core curriculum. However, KES identified the need for an intensive, sequential phonics-based system that will allow students to use multi-sensory methods to learn word formation. Teachers will implement strategies that will allow students to understand the alphabetic principle, read sight words, and be skilled in reading words by matching speech sounds to parts of words. Mastering these necessary reading concepts through a direct instruction multi-sensory program will enable students to achieve fluency and comprehension. In order to achieve this goal, KES must purchase additional supplies and provide teacher training so that this method can be implemented into kindergarten and other grade level classrooms with fidelity.

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

- **Additional training and materials to implement an intensive, sequential phonics-based system that teaches the basics of word formation through multi-sensory methods.**
- **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 intensive on the DIBELS when beginning Kindergarten. In 2011-2012, 24% of kindergarteners are intensive. A screener for vocabulary and oral language development is needed to identify which specific students require support in this area.

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

Instructionally, the diverse needs of kindergartens at Kingston implies the need for multiple, tiered interventions. In class interventions in Kindergarten are provided during small group instructional time in the student's classroom. An additional intervention time occurs throughout the school day by paraprofessionals and/or other support personnel. At this time, students receive targeted, tiered intervention in their area of need. 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. Kindergarten also has two EIP classrooms in order to meet the needs of our high number of students that are not prepared for kindergarten.

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

First Grade

In first grade, students are screened at the beginning of the year using DIBELS Next. Students receive instruction from the scientific evidence-based core reading program. This includes phonological and phonemic awareness, direct explicit phonics instruction aligned to decodable texts which are read five times each day in some format by all students. Dictation supports the phonemic encoding, and is used to identify students in need of additional support. Differentiated instruction is provided to all students as part of the core program during a 45 to 60 minute small group differentiated instruction period. Students work in centers designed to allow them practice skills they have learned, but need to firm up. The teacher works with students in small groups based on needs identified during core instruction as well as needs identified through

screening and progress monitoring. In addition to activities provided in the core program, students engage in Florida Center for Reading Research activities based on need for additional practice. Progress monitoring using DIBELS Next occurs on an as needed basis. The results are analyzed and used to plan and revise small group instruction. First grade has one EIP classroom to better meet the needs of the at-risk students. Thirty-two percent of teachers indicate that they would benefit from additional training in planning and implementing differentiated instruction.

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

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

- **Training in administering and analyzing Lexile levels in order to better identify student needs, plan, and implement instructional interventions.**
- **Additional training in implementing the core program, particularly in the areas of literacy centers, differentiated instruction, comprehension strategy instruction, inquiry, and writing.**
- **Purchase sufficient intervention materials to support the number of teachers and students using the intervention.**
- **Training in implementing inquiry for every teacher.**
- **Interactive Boards and projectors for 4 classrooms.**
- **Interactive devices to support instruction in all first grade classrooms.**

- **Classroom copies of read aloud books for 4 classrooms.**
- **Updated versions of Shockwave and Adobe for each computer.**
- **Additional computers to ensure all classrooms have a total of 6 computers.**
- **Printers in each classroom.**

In the past, we had a dedicated extended learning time for 35 students. These students receive targeted, Tiered intervention in their area of need. First grade teachers have a number of interventions to choose from based on an aligned intervention continuum. A need exists for further training in selecting and implementing interventions. Although first grade teachers have access to multiple interventions, often these materials need to be shared. This results in several problems: 1) Groups are sometimes larger than recommended by the developers of the programs; 2) students are placed at the incorrect lesson for intervention, which impedes progress; 3) lessons are not delivered with consistent fidelity when shared resources are misplaced. Lost instructional time occurs when something is not able to be located quickly. This often results in lack of fidelity in implementation. There is a need to purchase sufficient intervention resources so that each instructional group has access to needed materials. Students who are in Tier 1 are provided with enrichment activities. This is to align with the system goal of moving increasing numbers of students from Meets to Exceeds on the CRCT in grades 3 and 5

Second Grade

All second grade students at Kingston are screened three times a year using DIBELS Next. Progress monitoring occurs on an as needed basis in the student's classroom. Students receive instruction from the scientific evidence-based core reading program. This includes phonics/word structure, fluency, vocabulary, comprehension, and inquiry. Decodable books that are aligned to direct explicit phonics instruction are read five times a day in some format by all students. Diction supports the phonemic encoding, and is used to identify students in need of additional support. Differentiated instruction is provided to all students as part of the core

program during a small group differentiated instruction period. Students work in literacy centers to strengthen previously taught skills. Teachers work with small groups based on identified needs during core instruction, screenings, and/or progress monitoring. In addition to activities provided in the core program, students engage in Florida Center for Reading Research activities based on the need for additional practice. Students are progress monitored using DIBELS Next on an as needed basis.

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

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

- **Training in administering and analyzing Lexile levels in order to better identify student needs, plan, and implement instructional interventions.**
- **Additional training in implementing the core program, particularly in the areas of literacy centers, differentiated instruction, comprehension strategy instruction, inquiry, and writing.**
- **Purchase sufficient intervention materials to support the number of teachers and students using the intervention.**
- **Training in implementing inquiry for every teacher.**
- **Interactive boards and projectors for 4 classrooms.**
- **Interactive devices to support instruction in all first grade classrooms.**
- **Classroom copies of read aloud books for 4 classrooms.**
- **Updated versions of Shockwave and Adobe for each computer.**

- **Additional computers to ensure all classrooms have a total of 6 computers.**
- **Printers in each classroom.**

Third Grade

All third grade students at Kingston are screened three times a year using DIBELS Next. Progress monitoring occurs on an as needed basis in the student's classroom. Students receive instruction from the scientific evidence-based core reading program for 90 minutes per day. This includes word structure, fluency, vocabulary, comprehension, and inquiry. Diction supports the phonemic encoding, and is used to identify students in need of additional support. Differentiated instruction is provided to all students as part of the core program during small group differentiated small group instruction period. Students work in literacy centers to strengthen previously taught skills. Teachers work with small groups based on identified needs during core instruction, screenings, and/or progress monitoring. In addition to activities provided in the core program, students engage in Florida Center for Reading Research activities based on the need for additional practice. Students are progress monitored using DIBELS Next on an as needed basis.

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

six percent of teachers at KES indicate that they would benefit from additional training in inquiry.

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

- **Training in administering and analyzing Lexile levels in order to better identify student needs, plan, and implement instructional interventions.**
- **Additional training in implementing the core program, particularly in the areas of literacy centers, differentiated instruction, comprehension strategy instruction, inquiry, and writing.**
- **Purchase sufficient intervention materials to support the number of teachers and students using the intervention.**
- **Training in implementing inquiry for every teacher.**
- **Interactive White Boards and projectors for 4 classrooms.**
- **Two classroom sets of interactive devices to support instruction in all first grade classrooms.**
- **Classroom copies of read aloud books for 4 classrooms.**
- **Updated versions of Shockwave and Adobe for each computer.**
- **Additional computers to ensure all classrooms have a total of 6 computers.**
- **Printers in each classroom.**

Fourth Grade

All fourth grade students at Kingston are screened three times a year using DIBELS Next. Progress monitoring occurs on an as needed basis in the student's classroom. Fourth grade students receive instruction from the scientific evidence-based core reading program for 90 minutes per day. This includes word structure, fluency, vocabulary, comprehension, and inquiry. Diction supports the phonemic encoding, and is used to identify students in need of additional support. Differentiated instruction is provided to all students as part of the core program during small group differentiated instruction period. Students work in literacy centers to strengthen or firm previously taught skills. Teachers work with small groups based on identified needs during core instruction, screenings, and/or progress monitoring. In addition to activities provided in the core program, students engage in Florida Center for Reading Research activities based on the need for additional practice. Students are progress monitored using DIBELS Next on an as needed basis.

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

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

- **Training in administering and analyzing Lexile levels in order to better identify student needs, plan, and implement instructional interventions.**
- **Additional training in implementing the core program, particularly in the areas of literacy centers, differentiated instruction, comprehension strategy instruction, inquiry, and writing.**
- **Purchase sufficient intervention materials to support the number of teachers and students using the intervention.**
- **Training in implementing inquiry for every teacher.**
- **Interactive boards and projectors for 4 classrooms.**
- **Two classroom sets of interactive devices support instruction in all first grade classrooms.**
- **Classroom copies of read aloud books for 4 classrooms.**
- **Updated versions of Shockwave and Adobe for each computer.**
- **Additional computers to ensure all classrooms have a total of 6 computers.**
- **Printers in each classroom.**

Fifth Grade

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

Bartow County School System

currently receive instruction from the scientific evidence-based core reading program for 90 minutes per day. This includes word structure, fluency, vocabulary, comprehension, and inquiry. Diction supports the phonemic encoding, and is used to identify students in need of additional support. Differentiated instruction is provided to all students as part of the core program during small group differentiated instruction period. Students work in literacy centers to strengthen previously taught skills. Teachers work with small groups based on identified needs during core instruction, screenings, and/or progress monitoring. In addition to activities provided in the core program, students engage in Florida Center for Reading Research activities based on the need for additional practice. Students are progress monitored using DIBELS Next on an as needed basis.

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

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

- **Training in administering and analyzing Lexile levels in order to better identify student needs, plan, and implement instructional interventions.**

- **Additional training in implementing the core program, particularly in the areas of literacy centers, differentiated instruction, comprehension strategy instruction, inquiry, and writing.**
- **Purchase sufficient intervention materials to support the number of teachers and students using the intervention.**
- **Training in implementing inquiry for every teacher.**
- **Interactive boards and projectors for 4 classrooms.**
- **Two classroom sets of to support instruction in all first grade classrooms.**
- **Classroom copies of read aloud books for 4 classrooms.**
- **Updated versions of Shockwave and Adobe for each computer.**
- **Additional computers in all classrooms**
- **Printers in each classroom.**

**Appendix K
Kingston Elementary 2011-2012 Instructional Schedule**

Kindergarten-Second Grade Instructional Schedule

- 7:30 – 8:00 Morning Work
- 8:00 – 9:30 Reading/ELA/Writing
- 9:30-10:00 Literacy Stations
- 10:15-11:15 Science/Social Studies-Reading in the Content Area
- 11:15 – 11:45 Lunch
- 11:45 – 12:00 Calendar Math
- 12:00 – 12:25 Recess
- 12:25 – 1:15 Special Areas
- 1:15 – 2:30 Math/ Math Stations

3rd Grade Rotation

Homeroom	1 st 8:00-9:10	2 nd 9:10-10:20	3 rd 10:20-11:30	4 th 12:50-2:20
Anderson	Reading-Anderson	Math-Turner	ELA-Horton	Content Reading Sci/SS-Bentley
Bentley	Content Reading Sci/SS-Bentley	Reading-Anderson	Math-Turner	ELA-Horton
Horton	ELA-Horton	Content Reading Sci/SS-Bentley	Reading-Anderson	Math-Turner
Turner	Math-Turner	ELA-Horton	Content Reading Sci/SS-Bentley	Reading-Anderson



4th Grade Rotation

Homeroom	1 st 8:00-8:10/9:00-10:20	2 nd 10:20-12:30	3 rd 12:30-2:00
Cline	Reading/ Content Reading in Social Studies-Cline	ELA/Sci-Hyde	Math-Land
Hyde	ELA/ Content Reading in Science- Hyde	Math-Land	Reading/Content Reading in Social Studies-Cline
Land	Math-Land	Reading/ Content Reading in Social Studies-Cline	ELA/Content Reading in Science- Hyde
Rutledge-Self Contained	Reading	Math	ELA/Content Reading in Science and Social Studies

5th Grade Rotation

Homeroom	1 st 8:00-9:35	2 nd 9:35-11:10	3 rd 11:10-1:20
Bearden	Reading/Content Reading in Science- Bearden	Math-Kennedy	ELA/Content Reading in Social Studies-Rainey
Kennedy	Math-Kennedy	ELA/Content Reading in Social Studies-Rainey	Reading/Content Reading in Science- Bearden
Rainey	ELA/Content Reading in Social Studies-Rainey	Reading/Content Reading in Science- Bearden	Math-Land

**Appendix L
Professional Learning**

Professional Development-Kingston Elementary									
Year	Topic	K	1st	2nd	3rd	4th	5th	Other	Status
2011	Depth of Knowledge	1	1	1	1	1	1		Currently ongoing
	Math Vertical Alignment	1	1	1	1	1	1		Currently ongoing
	Math Workshop	1	1	1	1	1	1	1	Currently ongoing
	Co-Teaching	5	4	5	4	4	3	5	Currently ongoing
	Imagine It! Training	5	4	5	4	4	3		Completed Oct. 2011
	Power Writing		1	1	1	1	1		Completed Sept 2011
	Imagine It! Inquiry and Writing		1	1					Completed Oct 2011
	Science Committee- Teaching reading strategies in the content area	1	1	1	1	1	1		Current, on going
	Response to Intervention: Utilizes the Pyramid	5	4	4	5	4	5	5	Completed Sept. 2011
2011	Schoolwide plan Development-Data Trends and Digging Deeper	1	1	1	1	1	1	3	Meet twice in the summer, and monthly during school year
	Dibels Next	5	4	5	4	4	3	3	Completed Sept. 2011
	Early Interventions in Reading Training	1	1	1				1	Completed Sept. 2011
	SRA Corrective Reading				1	1	1	3	Completed Sept. 2011
	Second Grade Imagine It! training			4					Completed Dec. 2011
	Promethean Board Training	1 teacher	1 teacher	1 teacher	1 teacher	1 teacher	1 teacher	1 teacher	Completed Sept 2011
	Collaboration for Rigor, Relevance, and Relationships in the Elementary School	5 teachers	4 teacher	4 teachers	5 teachers	4 teachers	4 teachers		Current, Ongoing

Bartow County School System

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

Professional Development-Kingston Elementary									
Year	Topic	K	1 st	2 nd	3 rd	4 th	5 th	Other/ Support	Status
2009-2010	Writing Conference	1	1	1	1	1	1		June 2010
	Phonics, Fluency, and Vocabulary	5	4	4	5	4	4		Completed Sept. 2010
	Kindergarten Center Training	5							Completed May 2011
	Schoolwide Plan Development : Digging Deeper	1	1	1	1	1	1		Completed May 2010
	2 nd Grade and 4 th Focus Advance Diagnosis and Correction of Reading Comprehension			1		1			Completed May 2010
	Writing Destinations				1	1	1		Sept. 2009
	Collaborative Planning for Curriculum, Instruction, and Assessment	5	4	4	5	4	4		Weekly meeting Complete May 2010
	Reading Mastery							3	Completed 2009
	Work Sampling System Training		4						Completed 2009

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