

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:	
Number of schools 10	Name: Dr. John Harper	Position: Superintendent
	Phone: (770) 606-5800	Fax: (770) 606-5857

Bartow County School System

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

Sub-grant Status

Large District (45,000 or more students)

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

Small District (0-9,999 students)

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

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: _____

Bartow County School System



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

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

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Signature of Fiscal Agency Head (required)

Dr. John Harper

Typed Name of Fiscal Agency Head (required)

Superintendent

Typed Position Title of Fiscal Agency Head (required)

December 16, 2011

Date (required)

Current Priorities

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

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

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

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

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

Management Structure

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

Vision, Mission, and Beliefs

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

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

Vision

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

Beliefs

We believe:

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

Mission

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

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

Infrastructure components supporting our management system include:

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

Past Instructional Initiatives

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

Literacy Curriculum

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

Literacy Assessments

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

Need for a Striving Readers Project

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

Plan Components Aligned to Georgia SRCL Grant Standards Based Curriculum

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

Bartow County School System

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

Literacy Assessments

Ongoing Formative and Summative Assessment Data to inform instructional decision making

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

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

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

Dedicated Block for Literacy with Model Classrooms

Four Tier Response to Intervention

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

Leadership Committed to Improving Instruction

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

High-Quality Materials to Support the GPS and the CCGPS

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

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

Technology

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

High Quality Professional Learning

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

Bartow County School System

Eligibility of Schools

Elementary Schools	% FR	AYP Status	NDMN CRCT Grade 3	% NDMN CRCT Grade 3	NDMN CRCT Grade 5	% NDMN CRCT Grade 5
Adairsville	60.12%	Yes	13	12.70%	13	10.70%
Allatoona	79.14%	Yes-CI-SWD	4	5.00%	7	9.70%
Clear Creek	64.08%	Yes	8	8.20%	7	7.40%
Cloverleaf	68.07%	Yes	3	3.00%	5	5.30%
Emerson	76.77%	Yes	4	7.30%	2	3.20%
Euharlee	56.51%	No-SWD	11	8.70%	7	5.90%
Hamilton Crossing	55.22%	No- SWD	15	15.00%	6	5.80%
Kingston	83.75%	Yes	9	10.80%	6	6.40%
Mission Road	58.52%	Yes	6	5.80%	4	4.90%
Pine Log	65.26%	Yes	7	10.80%	4	5.10%
Taylorville	58.67%	Yes	1	1.50%	4	4.80%
White	59.68%	Yes	8	11.00%	2	2.10%
Pre-K Center	62.73%					

Middle Schools	% FR	AYP Status	NDMN CRCT Grade 8	% NDMN CRCT Grade 8
Adairsville Middle	58.19%	No-SED	23	9.20%
Cass Middle	63.32%	No-SED	38	12.00%
South Central Middle	74.36%	Yes	21	10.20%
Woodland Middle	51.09%	Yes-SH-SWD	19	6.50%

High Schools	% FR	AYP Status	Graduation Rate
Adairsville High School	51.64%	Yes-CI-ED	76.8%
Cass High School	57.11%	Yes-CO-ALL No-ED No-Black	76.2%
Woodland High School	48.73%	Yes-SH-SWD	75%

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

The Bartow County School District Literacy Team met to analyze longitudinal data for the purpose of identifying system strengths and weaknesses. The State of the System was reviewed by both the School and System Literacy Teams using current CRCT Data, End of Course Tests, and DIBELS Next. Because Cass High School has not made AYP for the past three years and is now in NI-2 status, data initially completed at schools feeding into Cass High School was presented to and reviewed by the system Literacy Team for further analysis of implications. Minutes of these meetings are attached in **Appendix**

A.

CRCT DATA: Number of Students in Grades 3, 5, and 8 not meeting standards based on current CRCT data 2011 is shown in the table below.

3rd Grade Reading	3rd Grade English Lan Arts	3rd Grade Math	3rd Grade Science	3rd Grade Social Studies
78	89	189	229	239
5th Grade Reading	5th Grade English Lan Arts	5th Grade Math	5th Grade Science	5th Grade Social Studies
77	67	74	263	334
8th Grade Reading	8th Grade English Lan Arts	8th Grade Math	8th Grade Science	8th Grade Social Studies
44	101	257	355	378

All areas of the CRCT were analyzed, and include literacy in science and social studies. The study revealed a weakness in content literacy at all grades. A pattern was identified that showed increasing numbers of students not meeting standards in science and social studies as they progressed from grade five to grade eight. This is of particular concern for two reasons: 1) science will be the second indicator for the system beginning in 2012; 2) as Georgia transitions to the Common Core Georgia Performance Standards, content literacy is a priority.

Improve student achievement in content literacy

We hypothesize that lack of oral language development (receptive and expressive, vocabulary and syntax) is contributing to poor comprehension. Students' ability to call words exceeds their ability to comprehend, both on the DIBELS Next Assessment and on the CRCT. For example, at third grade 70% of students are "core," ready for instruction in the scientifically evidence-based core reading program in accuracy and only 56% are "core" for comprehension as measured by the DAZE. In fourth grade 64% are "core" for accuracy, and only 43% are "core" on the DAZE. By fifth grade, only 41% are "core" on the DAZE. This is confirmed in analysis of the CRCT scores. In science 229 students "Do Not Meet" in third grade, in fourth grade 253 students, and by fifth grade 355 students "Do Not Meet". This trend is also reflected in third, fifth, and eighth grade social studies. In third grade 239 students "Do Not Meet," in fifth grade 334, and in eighth grade 378 students "Do Not Meet".

Universal Screener Data

Although the majority of students in Bartow County exit Kindergarten fully phonemically aware according to the DIBELS Next assessment, this is not maintained in first grade. In the schools selected for the SRCLG, between one-fifth and one-third of students are exiting first grade without the foundational skills necessary for reading to learn. An analysis of first grade data indicates that students at Clear Creek, Cloverleaf, Kingston and White Elementary Schools continue to enter first grade below district norms. The guide rule for screening using DIBELS Next is that 80-85% of students should be at or above the benchmark for this measure in order to meet the mid-year benchmark. The trend at Clear Creek (39% Intensive), Kingston (37% Intensive), and White Elementary (43% Intensive) indicates across the board weaknesses compared to other schools in the district in foundational literacy skills with specific weakness is in alphabetic understanding. In analyzing all first grade students 47% are strategic or intensive, and only 52% of first graders county wide enter for core instruction. **Appendix B** shows the screening data for the system and elementary schools in the Cass High School feeder pattern.

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

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

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

Assurances That All Guidelines Are Being Met

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

Experience of the Applicant

The application includes:

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

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

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

Bartow County School System

Coaches	
Coaches position discontinued (budget constraints)	×
Adopted Scott Foresman Reading Program	←————→
School surveyed to determine how literacy taught; 27 different programs used for reading	↔
Elementary program alignment begins	←————→
Project Focus (system funded)	←————→
System Literacy Specialist hired	←————→
Schools begin to purchase scientifically evidence-based core and interventions (system funded)	←————→
DIBELS Next (system funded)	>

b. A description of initiatives the LEA has implemented internally and with no outside funding support.

The table below shows the initiatives the LEA has implemented internally and with no outside funding support.

Action	1996	1998	2000	2003	2004	2006	2008	2010	2011
Adopted Scott Foresman Reading Program					←————→				
School surveyed to determine how literacy taught; 27 different programs used for reading						↔			
Elementary program alignment begins							←————→		
Project Focus (system funded)							←————→		
System Literacy Specialist hired							←————→		
Schools begin to purchase scientifically evidence-based core and interventions (system funded)								←————→	
System ELA Benchmarks aligned to GPS								←————→	
Classic Core Vocabulary Read Aloud Initiative								←————→	
DIBELS Next (system funded)									>

Project Focus

- The goal of Project Focus was to teach children to lift print from the page fluently while embedding comprehension strategies, vocabulary, and language syntax/structures in order to comprehend grade level expository text. The objective was to provide direct explicit targeted reading instruction to rising second grade students that are achieving below grade level so that they exited at or above end of the year grade level. Scientifically research based reading programs were selected to be used in the program, including an accelerated intervention program (Torgeson, 2007); and a scientifically evidence-based grade level core reading program (Pressley, Torgeson, 2006). Explicit vocabulary instruction and reading in the content area were embedded into the program using quality picture books aligned to science and social studies Georgia Performance Standards and writing in response to reading was incorporated multiple times daily. In order to identify eligible participants, student data was analyzed. Students were eligible if they meet the following criteria: 1) Three DIBELS scores showing students at-risk, 2) Progress

monitoring showing progress in the RTI process, 3) CRCT Scores – Level I or marginal Level II.

- Teachers received intensive training both in the programs selected as well as professional learning courses leading to reading endorsement. Once the endorsement was obtained, further professional learning was conducted in advanced comprehension theory and strategies.
- During 2009-2010 the class size was increased by three students due to budget constraints.
- The results of the initial Project Focus initiative indicated a need for a fourth grade class.. These results are shown in **Appendix D**. Although a full one-fifth, 21%, of Focus students did not meet expectations in fourth and fifth grades, the number of students exceeding expectations increased. Results are shown in **Appendix D**.
- While the results of Project Focus have been promising, they also indicate that consistently 15% of students in second grade continue to not meet expectations on the CRCT and 21% of students in fourth grade, nearly one-fifth, did not meet expectations on the CRCT over the life of the initiative. The need to improve student achievement in this 21% of at-risk fourth graders is one reason we need this grant.
- Project Focus included a scientifically evidence-based intervention program and core program. The results of the project were so good that the system purchased the same core program for half of the first grades and half of the second grades in 2010. In 2011, the system purchased the same core for the remaining first and second grades as well as for third, fourth, and fifth grades. When system monies were not available, principals used their monies to put the core in place system wide from first through fifth grades.
- In 2011 the system made the decision to change the screening and progress monitoring instrument from the DIBELS 6th Edition to DIBELS Next. Accuracy of data is critical. The Literacy Specialist received training leading to certification as a DIBELS Next Trainer and Mentor. Official DIBELS Next Transition training was delivered during the summer and fall of 2011 to teachers responsible for administering and scoring the DIBELS Next in grades K-5.

Reading Endorsement

- Bartow County has many teachers with a Reading Endorsement. Beginning in 2000, the county participated in the training of trainers for the Reading Endorsement through Northwest Georgia RESA. In the interim years, 120 teachers in the county were endorsed in the area of reading. In 2009-2010, when professional learning funds were cut for budgetary reasons, Bartow County School System wrote and was approved as a Professional Standards Commission provider for the Reading and Gifted In-field Endorsements. The Reading Endorsement Program was written to reflect the scientific evidence base in reading and embeds theory to practice in application of new learning in the participants' classrooms. Currently, twelve administrators and 20 teachers are completing the endorsement. This initiative has full sustainability beyond the life of the grant. In the past, 120 teachers have completed the reading endorsement. This opportunity will be expanded next year and in subsequent years during and beyond the life of the Striving Readers Comprehensive Literacy Grant in order to infuse best practices in literacy in every school in our county.

c. A description of the LEA's capacity to coordinate resources in the past

Executive Directors of Curriculum, Dr. Buffy Williams and Mr. Jim Gottwald have coordinated resources for system initiatives in the past, including the implementation of the elementary Focus program and the development and implementation of the separate reading class at the middle school, both described in this document. In each example, materials purchased, distributed, inventoried, and monitored with training provided. The Coordinator of Professional Learning has responsibility for approving all professional learning. The Administrative Assistant for Professional Learning posts all classes on PD Express, maintains records of class attendance, and monitors participant professional learning units. All budgets are reviewed by the chief financial officer. Program updates, including budgeted resources, are shared with our local board of education. Resources have been coordinated in accordance with all rules and regulations required by the Bartow Board of Education. Five years of audits are included. This grant will be in accordance with all rules and regulations required by the GaDOE/USED. The Fiscal Requirements of Internal, Operating, Accounting and Compliance Controls of this grant will be followed as a commitment to our project.

d. A description of the sustainability of initiatives implemented by the LEA

Bartow County School System has a demonstrated record of sustaining initiatives as demonstrated by the table on page 14. DIBELS was introduced as a universal screening and progress monitoring instrument in 2002 and has been sustained for nine years. The system has supported ongoing teacher and trainer workshops, sending the Literacy Specialist to four day transition training in order to effect a system wide change to the DIBELS Next. Project Focus was instituted in 2008 and is ongoing. This project requires acquisition of student materials annually, and these materials have consistently been provided. Curriculum Departments and local administrators conduct ongoing Focus Walks to assure fidelity of initiative implementations.

Resources (10 Points)

Bartow County School System

The application includes:

- a. A clear plan alignment plan for SRCL and all other funding.**
- b. A list of the resources available at each building.**
 - Appendix E shows a list of resources**
- c. A plan to ensure that no supplanting takes place.**
- d. A detail of how SRCL will add value to the existing resources in the schools.**

Align use of Federal and State funds (GA Striving Reader Subgrant Application, page 21)

Resources

Align use of Federal and State funds (GA Striving Reader Subgrant Application, page 21)

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

School Title I/II Resources

Materials and professional development in academic content areas of reading, language arts, math, science or social studies with the need being determined by data in each schools' needs assessment.

System Title I/II Resources

System data is analyzed in areas of focus that are determined annually. Literacy focus will align to specific content area where gap is indicated.

Funds – Title I/II

Title I and Title II funds are budgeted based on system and school data.

Management Plan and Key Personnel (10 Points)

The application:

a. Details a clear plan for management of the grant implementation

Upon notification of being a grant recipient, Bartow County will convene the Striving Literacy System team to review the implementation plan. The timeline will be as follows:

March – August 2012	System technology infrastructure will be complete at all ten grant schools
March – May 2012	Literacy materials will be reviewed and ordered
March – 2012	Summer Intervention Convention will be planned with partner organizations – Rollins Center and Annie E. Casey Foundation
March – June 2012	Technology orders (including laptops, interactive projectors, and digital camera projectors) and software loaded onto new laptops
June 2012	Yearly Report will be sent to the GDOE Monthly professional learning will be planned and published for the year. This training will support new programs and literacy materials purchased with the grant
June and July 2012	Interactive Projectors and Tables will be installed in all classrooms All content teachers at grant schools will attend Striving Readers Summer Institute Issue computers to teachers
July 2012	Host Technology Conference and training on management system
August 2012	Training on Interactive Projectors for staff members
August - October 2012	Computers issued to students by grade level roll-out

- January 2013 Mid-Year System Literacy Conference for updates and needs assessment
- January – June 2014 Continue with implementing each local literacy plan

b. Lists the individuals responsible for the day to day grant operations

Rubric a, c	Individual Responsible Rubric b	Supervisor Rubric b
Purchasing	Todd Hooper	Dr. John Harper
Site-Level Coordinators	Dr. Buffy Williams	Dr. John Harper
Professional Learning Coordinator	Janice Gordon	AnneMarie Wiseman
Technology Coordinator	Mark Bagnell	Dr. John Harper
Assessment Coordinator	Dr. Paul Sabin	Dr. John Harper

- c. Lists the responsibilities of the people involved with the grant implementation**
- d. Clearly details that the individuals listed understand the goals and objectives as well as the implementation plan.**

Executive Directors of Curriculum, Dr. Buffy Williams and Mr. Jim Gotwald have read each individual school’s plan and reviewed each application with both the system and school teams. In reviewing the subgrants, we looked for continuity of professional learning and training; use of contractors for training and summer literacy plans and all budget plans. Upon reviewing all of this information we clearly understand each school’s plan and will support each school’s roll-out plan. The goals and objectives for each school will be a focus for our system literacy plan as we meet monthly. Monthly reports will be sent to the system level of how each school is progressing on their implementation timeline. The system committee will review each monthly report to plan for the upcoming month on how to support each school. The budget will be reviewed monthly by the system team and a report will be given to our superintendent and chief financial officer. We will share these updates with our local board of education. This grant will be in accordance with all rules and regulations required by the GaDOE. The Fiscal Requirements of Internal, Operating, Accounting and Compliance Controls will be followed as a commitment to our project.

Sustainability Plan 10 Points

The application:

- a. Details a clear plan for expanding the lessons learned through the SRCL project with other schools and new teachers to the LEA.**
 - The Literacy Specialist, model classroom teachers, and assistant principals will redeliver all training to schools not included in the Striving Readers Comprehensive Literacy Grant. Trainings will be offered on PD Express and opened to participants on a first come first served basis. Trainings will be offered on an ongoing basis, so that teachers new to the system can receive training upon employment. When intervention programs are implemented that require training, system personnel will be identified to become certified trainers of those interventions. The “Intervention Prevention Convention”

summer program will include opportunities for teachers from every system school to attend training, acquire skill in implementing and assessing interventions, and using progress monitoring assessments to plan and inform instruction.

b. Details a clear plan for extending the assessments protocol beyond the grant period.

- Bartow County has a commitment to screening, progress monitoring, and outcome assessments. The system has a history of utilizing these practices and a process for this has been established. The Response to Intervention Coordinators and the Literacy Specialist currently monitor and will continue to monitor this data. The County already uses DIBELS Next, the Scholastic Reading Inventory, and several of the Pre-k screening, progress monitoring and outcome assessments.

c. Details a clear plan for extending the professional learning practices beyond the grant period and to new staff to the system.

Bartow County Schools ensures new staff to the system has learning practices extended to them through a number of avenues. In goal area three of the **“System Strategic Improvement Planning**

Report,” the following are included:

- Provide ‘New Teacher Orientation/Institutes’ and continuous professional learning in collaboration with teacher mentors. Each school in Bartow County holds the responsibility of mentoring for each new staff member.
- Recruit and retain a strong workforce.

Bartow County School’s **state approved ‘Equity Plan’** includes the following to ensure professional learning practices for new and tenured staff:

- Induction of new staff is on-going at the individual schools which include the assignment of unofficial colleague-mentors and introductory staff/team meetings and staff development workshops. These are typically led by principals, assistant principals, subject matter specialists, and invited speakers or presenters.
- Bartow County addresses the retention of highly qualified, effective teachers within the written school improvement plan. New certified staff members are inducted into the work force via a two day orientation. This event introduces the new teaching staff to the curriculum, instructional design, as well as programs and procedures in the Bartow County Schools. The desired outcome of producing a teacher who can focus his/her attention on providing a superior student achievement opportunity without experiencing extraneous business-type distraction is the net objective.
- Opportunities for continuous professional learning are also provided through the system and may be located online in the catalog of PD Express (Professional Learning Database). PD Express also provides data as to the number of educators who are participating in continuous professional learning. In addition Bartow County Schools have data from Northwest Georgia RESA reflecting educator participation in professional learning from this agency.

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

Budget Summary

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

Appendix A. Minutes of System Literacy Team, Steering Committee Meetings

Bartow County Literacy Steering Team

November 15, 2011

The members met in the boardroom at 10:30. The committee was updated concerning the information that was given to the leadership team and each participating school. They were updated on comments and concerns of the schools.

Packets containing requirements and a rubric was given to each participant.

Information about school progress and plans were given to the committee.

A time of questions and answers was held.

It was announced that the next meeting date will be November 29th at 9:30.

November 29, 2011

The team met at 9:30 in the board room. We need each school to be as complete as possible by Friday. The Writing Team will clean up and align next week.

Feeder pattern to Cass High has been identified. We shared ideas starting with Cass High School.

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

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

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

General Comments and Discussions

- Writing committee will work to establish consistency
- Budget will be developed by Buffy and the Central Office
- Adjustments will be made after that
- 1st purchase:
 - Expository Text
 - Reading Programs
 - Training
- Gives us a focus and direction for what we're doing. Will resubmit in August if we don't get it.
- Supplement vs. supplanting - all federal monies.

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

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

Bartow County Leadership Committee Meeting

November 10, 2011

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

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

There was a time for questions.

The date and time of the next meeting was announced.

December 1, 2011

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

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

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

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

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

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

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

The grant is addressing all needs.

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

Kindergarten and First Grade DIBELS Next Screening Fall 2011

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

Second Grade DIBELS Next Screening Data Fall 2011

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

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Third Grade Screening Data

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

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Fourth Grade Screening Data

	ORF WC	ORF ACC	ORF RTF	ORF RTQ	DAZE	Composite
District	Intensive 31% Strategic 19% Core 50%	Intensive 20% Strategic 16% Core 64%	Intensive 9% Strategic 30% Core 62%	Strategic 20% Core 80%	Intensive 25% Strategic 33% Core 43%	Intensive 28% Strategic 14% Core 52%
Clear Creek	Intensive 27% Strategic 21% Core 52%	Intensive 20% Strategic 15% Core 65%	Intensive 5% Strategic 27% Core 68%	Strategic 22% Core 78%	Intensive 30% Strategic 33% Core 37%	Intensive 31% Strategic 12% Core 57%
Cloverleaf	Intensive 21% Strategic 19% Core 60%	Intensive 15% Strategic 13% Core 72%	Intensive 8% Strategic 40% Core 51%	Strategic 19% Core 81%	Intensive 17% Strategic 34% Core 50%	Intensive 23% Strategic 21% Core 56%
Emerson	Intensive 32% Strategic 27% Core 42%	Intensive 22% Strategic 15% Core 63%	Intensive 10% Strategic 32% Core 58%	Strategic 15% Core 85%	Intensive 24% Strategic 26% Core 50%	Intensive 28% Strategic 22% Core 47%
Hamilton Crossing	Intensive 34% Strategic 24% Core 41%	Intensive 20% Strategic 13% Core 67%	Intensive 9% Strategic 37% Core 54%	Strategic 20% Core 80%	Intensive 29% Strategic 26% Core 44%	Intensive 32% Strategic 19% Core 48%
Kingston	Intensive 33% Strategic 19% Core 48%	Intensive 25% Strategic 18% Core 57%	Intensive 8% Strategic 38% Core 54%	Strategic 21% Core 79%	Intensive 31% Strategic 35% Core 35%	Intensive 35% Strategic 17% Core 49%

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

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Fifth Grade Screening Data

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

Appendix C System Literacy Team and Steering Committee

SYSTEM LITERACY LEADERSHIP TEAM

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

System Comprehensive Literacy Steering Committee

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

Appendix D Project Focus Results

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

Table I. Longitudinal Focus Results 2nd Grade

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

Table II. Longitudinal Focus Results 4th Grade

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

Appendix E A List of Resources Available at each Building

Elementary Buildings

Grade/Name of Resource	Clear Creek	Cloverleaf	Hamilton Crossing	Kingston	Emerson	White
Kindergarten						
Imagine It Phonics and Phonemic Awareness Kit for Kindergarten	X	X	X	X	X	X
SRA Phonemic Awareness Curriculum	X	X	X	X	X	X
SRA Read Aloud Program for Kindergarten	X	X	X	X	X	X
Classic Core Vocabulary Read Aloud titles and plans	X	X	X	X	X	X
First Grade						
Imagine It Core Program	X	X	X	X	X	X
Imagine It Leveled Texts for Science and Social Studies	50%	50%	50%	X	50%	50%
Quick Reads	X	X	X	X	X	X
Classic Core Vocabulary Read Aloud titles and plans	X	X	X	X	X	X
Second Grade						
Imagine It Core Program	X	X	X	X	X	X
Imagine It Leveled Texts for Science and Social Studies	50%	50%	50%	X	50%	50%
Quick Reads	X	X	X	X	X	X
Sound Partners	X	X	X	X	X	X
Classic Core Vocabulary Read Aloud titles and plans	X	X	X	X	X	X
Third Grade						
Imagine It Core Program	X	X	X	X	X	X
Imagine It Leveled Texts for Science and Social Studies	50%	50%	50%	50%	X	50%
Quick Reads	X	X	X	X	X	X
Classic Core Vocabulary Read Aloud titles and plans	X	X	X	X	X	X
Interactive Board	X		1/6	X	1/3	
Computers	1			1		
Fourth Grade						
Quick Reads	X	X	X	X	X	X
Classic Core Vocabulary Read Aloud titles and plans	X	X	X	X	X	X
Interactive Board	X		1/6	X	1/3	
Computers	1			1		
Fifth Grade						
Imagine It Core Program	X	X	X	X	X	X
Imagine It Leveled Texts for Science and Social Studies	50%	50%	50%	50%	50%	50%

Middle and High School Buildings

Resource	Cass Middle School	South Central Middle School
Novel Sets	6, 7, 8	6, 7, 8
Tier 3 Intervention	60 seats	60 seats
Tier 2 Intervention	X	X
Interactive Boards	X	X
Direct Instruction Program	X	X
Modern Computers		
Cass High School		
Interactive Boards	90	
Modern Computers		

Appendix F – Assurances That All Guidelines Are Being Met

General Assurances

As a condition of receiving the state and federal funds for which application is made in this Consolidated Application, the applicant's local board of education (Applicant) assures the following: Supplement Not Supplant Funds provided under these programs will supplement, not supplant federal, state, and other local funds that the applicant would otherwise receive. Legal Compliance/Debarment/Lobbying/Reporting

- Each program will be administered in accordance with all applicable federal and state statutes, regulations, program plans, and applications.
- The control of funds provided under each program and title to property acquired with program funds will be in a public agency.
- The applicant will administer funds and property to the extent required by the authorizing statutes.
- The applicant will adopt and use proper methods of administering each such program, including; a) The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and b) The correction of deficiencies in program operations that are identified through the audits, monitoring, or evaluation.
- The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary of Education or other Federal officials.
- The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal and state funds paid to applicant under each program.
- The applicant will make reports to the state educational agency and the Secretary of Education as may be necessary to enable the agency and the secretary to perform their duties under each program.
- The applicant will maintain such records, provide such information, and afford access to the records as the state educational agency or the Secretary of Education may find necessary to carry out the state educational agency's or the secretary's duties.
- In accordance with Part 85 of 34 CFR, neither the applicant nor its principals are presently debarred or suspended from participation in programs by any federal agency.
- In accordance with Part 82 of 34 CFR, funds will not be used for lobbying the executive or legislative branches of the federal government in connection with contracts, grants or loans and will report payments made with unappropriated funds for lobbying purposes.
- The applicant will comply with requirements of Sections 436 and 441 of the General Education Provisions Act (GEPA).
- The applicant will file reports in formats and at times specified by the Georgia Department of Education and/or the United States Department of Education.
- The applicant will cooperate in carrying out any evaluation of each program conducted by or for the State educational agency, the secretary or other Federal officials.

- The applicant is in compliance with all required federal Civil Rights Statutes including: a) Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, creed, or national origin. b) Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender. c) Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which prohibits discrimination on the basis of disability.

The text of the entire bill is available online at: <http://www.ed.gov/legislation/ESEA02/>

Program Specific Assurances:

Title I, Part E – Striving Reader Comprehensive Literacy Grant (SRCL)

Each LEA funded under the Title I, Part E, Striving Reader Comprehensive Literacy Grant will have developed a project that addresses students in their community birth through grade twelve. Eligible public school systems along with partnerships from non-profit community agencies will implement the following project components:

- Students, birth through grade twelve will receive a standards-based curriculum.
- Teachers will have access to ongoing formative and summative assessment data to inform instructional decisions about the intensity of interventions and to evaluate the effectiveness of instruction.
- Students will receive a minimum of 90-120 minutes (K-5), 2-4 hours (6-12) of instruction in Literacy (Reading, Writing, Listening, Speaking, Viewing), English Language Arts (ELA) and content area (6-12)
- Applicants will employ a four-tiered Response to Intervention model for all students.
- Schools will have leadership that is committed to improving instruction.
- Students will have access to high-quality materials in both print and digital form, narrative and expository, that supports the Georgia Performance Standards as well as the Common Core Georgia Performance Standards in all content areas including Career, Technical and Agricultural Education (CTAE). Materials will be purchased on a variety of reading levels ensuring access for all students.
- Technology applications will be crucial and will take the form of presentation tools, e-texts, and assistive technology.
- Teachers and administrators will have access to high-quality professional learning to build their competence in evidence-based practices in literacy instruction, provided by the state in a variety of methods: face-to-face, through a synchronous polycom system, webinar, and through asynchronous online archives. Training will include, but not be limited to: instructional practices and strategies, assessment and data analysis, materials selection, and integration of technology.
- LEAs will provide a clearly articulated plan for curriculum and professional learning (PL) to include vertical and horizontal alignment for transitions between grades and schools.
- Teachers will use intentional strategies for developing and maintaining engagement as students progress through school.
- An updated sustainability plan will be submitted yearly with the annual evaluation reports.
- Funds will be used to expand implementation of the school and system literacy plan

initiatives that are already in place:

- Programmatic professional learning and training;
 - Consultants, subcontractors to assist with extended summer literacy programs;
 - Salaries for extended Pre-K;
 - All travel expenses for staff to professional learning and meetings;
 - Intervention materials, assessment materials and training;
 - Classroom equipment, materials, and supplies;
 - Print materials for classroom, media centers, family literacy;
 - Instructional technology to expand media titles for student’s access to print, increase student engagement, and add periodicals for student and teacher use for instruction.
- Mandatory trainings on budget and operational requirements, as related to the Educational Department General Administrative Regulations (EDGAR) and the Office of management and Budget (OMB) applicable circulars will be attended.
 - An audit of financial statements will be submitted not later than six months after the end of each of the first two fiscal years.
 - An end of year evaluation report will be prepared and submitted no later than the June 30th deadline.
 - Expenditures will be monitored to ensure expenditures are appropriate, reasonable and necessary.
 - Fiscal Requirements set forth by Georgia Online Reporting System (GAORS) and the Georgia Department of Education will be followed to ensure uniform, standard and accurate reporting of fiscal data on the Use of Funds.

Professional Development

The applicant has adopted a policy that provides for the preparation and implementation of a comprehensive program for staff development.

Technical Assistance

The applicant will provide technical assistance and support to programs identified in this application.

Drug-Free Workplace and Community Act Amendments

In accordance with the federal Drug-Free Workplace and Community Act Amendments of 1989, the Drug-Free Workplace Act of 1988 and State Board of Education Policy GAM, Staff Rights and Responsibilities: Drug and Alcohol Free Workforce, the applicant declares that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, marijuana, or dangerous drug is prohibited at geographic locations at which individuals are directly engaged in the performance of work pursuant to this application. In addition, Policy GAM prohibits the unlawful possession, use, manufacture, distribution or sale of alcohol in the workplace.

Please the attached sheet of signatures related to the assurances.

Appendix G – Experience of the Applicant

Single Audit Report Information – Five Year Timeline				
Year	Project Title	Funded Amount	Is there an Audit?	Audit Results

Bartow County Schools – South Central Middle 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

**South Central Middle School’s Striving Readers Grant
School/Center**

School History

South Central Middle School (SCMS) was established in 1989 in Emerson, Georgia, which is approximately 40 miles north of Atlanta, Georgia. South Central is one of four middle schools that make up the Bartow County School System (BCSS). South Central is one of two

middle schools that feed into Cass High School. The South Central enrollment of 662 students is comprised of 79% Caucasian, 10% Black, and 8% Hispanic. Other subgroups within our student population also impact our school goals. Our gifted students comprise 11%, students with disabilities comprise 13.5%, and English Language Learners comprise 2% of our population. Seventy-five percent of our students are economically disadvantaged, qualifying South Central as a Title I school.

Administrative and Teacher Leadership Team

South Central Middle School’s Administrative Team consists of Principal Donald Rucker and Assistant Principals Jamie Hauskins and Tia Hawkins. All three school leaders hold post-secondary degrees in Administrative Leadership. The school’s leadership team consists of all academic and exploratory department heads, all committee chairs, the media specialist, the RTI coordinator, the lead teacher for the Exceptional Education department, and all three administrators. **(Appendix A)**

The Leadership Team meets monthly for the purpose of review of progress on the school’s improvement plan. Goals are revisited and data is reviewed in order to make decisions regarding instruction and interventions. Adjustments are then made to unit plans and intervention strategies.

Past Instructional Initiatives

In the last three school years, the Bartow County School System has worked to align the curriculum both vertically, across grade levels, and horizontally, between middle schools system-wide. Teacher committees worked to develop common curriculum maps, units, and assessments for all academic subjects. Those same teachers then redelivered information to all teachers at each secondary school.

Bartow County also committed to training in standards-based classrooms in the past three years. A rubric was constructed that outlines appropriate evidence-based strategies, and all teachers were trained in implementation of an effective standards-based classroom. Since implementation, focus walk data collected by school-level and system-level administrators, as well as teachers, shows that teachers are consistently increasing the amount of standards-based teaching in Bartow County.

In school year 2008-2009, South Central Middle School invested in writing training for four language arts and social studies teachers. This program utilizes a system of best writing practices that helps promote critical-thinking skills and effective expression skills across all academic disciplines. Those teachers then implemented the strategies in their own classrooms and collected anecdotal evidence of outcomes. In 2009-2010, the four “expert” teachers re-delivered the Writing to Win strategies to all teachers. Use of the strategies was “hit-or-miss” school wide for the next two school years, with some teachers reporting great success in motivating students to write and other teachers reporting little to no fidelity in using the strategies.

Specific to reading initiatives over the last three years; South Central Middle School has implemented two scientifically evidence based reading intervention programs for Tier 2 and 3 interventions. One program uses software to personalize instruction and high-interest novels to deliver direct instruction in reading, writing, and vocabulary. The second program uses research-based comprehension strategies to instruct students in comprehension skills that can be then applied in other academic classes and to informational texts. Students are placed in small classes with a certified reading teacher for an additional 45 minutes of reading instruction each day. Students are progress monitored regularly, and instruction is tailored to their needs.

Current Instructional Initiatives

Currently, SCMS is still utilizing many of the initiatives developed over the last three years. Teacher committees continue to revise unit plans each year, and standards-based classroom strategies are expected in every classroom. READ 180 and Read to Achieve are still the programs used as Tier 2 and 3 interventions.

Our leadership team noticed that implementation of Writing to Win was inconsistent. This year, strategies from Writing to Win for use across content areas were identified, and a schedule of implementation in content areas was developed. Additionally, we are in the process of developing vocabulary strategies. Each department uses similar strategies to improve student vocabulary. School wide training in effective vocabulary instruction continues to be a need.

Professional Learning Needs

Scientific evidence-based strategies for vocabulary and comprehension continue to be a need at South Central. Our local school Needs Assessments indicated that we need more training in supplemental resources in order to plan and differentiate instruction. Fifty-three percent of teachers did not feel adequately trained in intervention literacy strategies, and 53% did not feel that they understood the Response to Intervention process. Additional training in strategy instruction, vocabulary, and implementation of the RTI process are our major needs. While teachers feel that strategy instruction and the RTI process are very important, they do not feel they have adequate training in these processes. All teachers use some strategies, however, the needs assessment shows they are very inconsistent in which strategies they understand and select. A need exists for a comprehensive training in reading strategies so that all teachers use the same routines and language when integrating strategies into content area instruction.

Need for a Striving Readers Project

To keep up with our rapidly changing world, students must be able to retrieve and understand information and then disperse that learning through writing and a growing array of other delivery modes.

Fifty-three percent of the teachers do not feel adequately trained in intervention literacy strategies, and 65% are unsure or do not feel adequately trained in content literacy strategies. This implies that some students are not reading content area texts skillfully. We have class sets of books, but we also need nonfiction texts that support the Common Core Georgia Performance Standards and the Georgia Performance Standards. Twenty-seven percent of teachers believe we are not meeting the content literacy needs of most students in this school. While teachers self identify as having training in these areas, the Literacy and Leadership Teams believe further training is a need, and will be beneficial. Integration of these strategies is not consistently evident during observations, focus walks, and administrative walk throughs.

Technology continues to be a need for our school. While we have interactive boards in most science and math classrooms, they are not available to any other content teachers. Use of technology does not yet reflect 21st century classroom needs. There is a need for training to utilize the boards, document cameras, student response systems, as well as provide access to laptops so that students can use the technology. This will allow independent student engagement in small group and individual instructional activities. Due to the fact that 75% of the students are economically disadvantaged, we conclude that there is limited access to technology out of school and students do not have access to E-texts. Research indicates that failure to educate students in appropriate uses of technology will inhibit their future success. Students need to understand how to use multiple technological tools to access texts, communicate effectively, to research and engage in inquiry, and to be a member of a community of learners. A need exists for technology

that allows students to access texts electronically, such as electronic text readers, lap top computers, or tablets.

Students at South Central Middle School have limited access to local resources due to economic and transportation constraints. The ability to use web resources more extensively will enable teachers to provide global learning opportunities.

A concern that has been voiced by multiple teachers is a need to improve students' academic, domain-specific language and their comprehension of informational texts. For students to meet the Common Core State Standards for College and Career Readiness, we must plan for development of academic vocabulary and comprehension.

Access to diverse texts, specifically nonfiction that corresponds to the Georgia Performance Standards is another need. The media center needs additional texts, available in multiple modes that support learning in all academic areas.

School Literacy Team

Literacy Team Structure

The team is composed of at least one classroom teacher from each grade level, the media specialist, at least one special education teacher, and an assistant principal. (**Appendix B**)

Literacy Team Schedule

The Literacy Team meets once a month after school.

Literacy Team Initiatives

- The Literacy Team at South Central Middle School was established three years ago and the 25 book standard from the Georgia Performance Standards was the initial focus of the team. This continues as a major focus. Understanding and use of Lexile levels, motivational reading programs, and guest authors are the focus of this year's team activities. The team has reconvened and the future focus will be development and implementation of the Striving Readers Comprehensive Literacy Grant.

- Recently the Literacy Team distributed a Needs Assessment for Classroom Teachers as well as a School Level Needs Assessment. The team will now use the results of the assessments to drive their work.

Analysis and Identification of Student and Teacher Data Student Achievement Needs

Teacher Professional Learning Needs

The needs assessments identified the following professional learning activities as needs:

- professional learning in content literacy instructional strategies so that all teachers use the same routines and language when integrating strategies into their content areas
- additional training in implementing activities to support and accelerate the growth of academic language and comprehension.
- intensive writing training.

Curriculum Needs

Although teachers use Tier 2 interventions in the classroom, we have limited materials to support effective delivery of those interventions. Teachers are also not successfully and consistently providing Tier 2 interventions in class before referring students for outside support. For this reason, we need, not only to identify and purchase sufficient intervention materials aligned to student needs, but we must also provide adequate training, to allow teachers to feel they can use them with fidelity.

Technology Needs

Interactive white boards need to be purchased for classrooms that do not have them. E-text access through lap top computers, classroom computers, e-readers, or tablets need to be provided. This will allow for computer program purchases to assist with reading and writing. Many of the classrooms at South Central have only one computer. The computers currently in the classrooms, however, do not have the upgrades necessary to run current programs. Each classroom needs updated computers in order to engage students in multiple activities with multiple modes of text during content literacy instruction.

a. School student CRCT data

Overall CRCT data shows that 91.6% of South Central’s students meet or exceeded in reading, and 89.6% of students meet or exceed in language arts. Transferring reading skills to science and social studies, however, is not evident. Overall data shows that only 72.2% of students meet or exceed standard in science, and only 71.8% of students meet or exceed standard in social studies.(See Appendix C)

b. School High School Graduation Data: N/A

c. Early Learning Readiness: N/A

d. Disaggregation of Data in Subgroups

Disaggregation of data shows that while 91.6% of South Central students meet or exceed standard in reading, only 70% of our gifted students exceeded standard. Additionally, 34% of our students with disabilities did not meet standard in reading. Also, reading skills do not appear to transfer to science and social studies standards, as only 47% of gifted students exceeded in science and 69% exceeded in social studies. Fifty percent of our students with disabilities did not meet standard in science, and 57% of our students with disabilities did not meet standard in social studies. Significant numbers of economically disadvantaged students did not meet standard in reading (10%), science (32%), and social studies (31%). (See Appendix D)

e. Teacher retention data

	2011	2010	2009	2008	2007
South Central	95%	84%	94%	92%	91%

f. Teacher participation in professional learning at the school:

Teachers at South Central Middle School participate in ongoing professional learning through grade level meetings, department meetings, and team meetings as studying subjects listed below:

- Math Vertical Alignment

- ELA Vertical Alignment
- Reading Endorsement
- Common Core State Standards
- Standards-Based Classroom
- Book Study for all teaching staff: *How the Best Teachers Avoid the 20 Most Common Teaching Mistakes*
- Book Study for administrators: *Transforming School Culture: How to Overcome Staff Division*

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

• **PET-R Appendix E**

- 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 five categories as follows: literacy achievement goals, assessment, curriculum and instruction, leadership, and professional development. There are 4 – 7 individual items within each of these six 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. This survey was completed by 51 faculty members the South Central Middle School. It was submitted electronically to the Rollins Center and was analyzed by the evaluation specialist to determine needs.
- E-survey regarding School Level Literacy Needs (**See Appendix F**)
- E-survey regarding Classroom Teacher Needs Assessment (**See Appendix G**)
- Annual summative data (CRCT, Georgia Middle Grades Writing Assessment)

b. A description of the needs assessment process.

- CRCT data was disaggregated and analyzed by grade to determine the state of the school.
- Three different needs assessments were used: The PET-R, a classroom teacher needs assessment and a school level needs assessment. The needs assessments were distributed via email to classroom teachers and other personnel. It was requested that all teachers complete them and return to the Literacy Team. The Literacy Team analyzed the result by grade and overall school levels. The pattern of response varied by question, so it was apparent that the majority of individuals responded candidly. Areas of agreement and disagreement were evident.

• **PET-R Results**

Although South Central Middle School’s scores were somewhat higher than Bartow’s other middle school, the staff identified similar needs. The teachers identified a need for support in identifying literacy goals, in using assessment data, and in providing evidence-based literacy instruction.

c. A listing of individuals who participated in the needs assessment: See Appendix H

Areas of Concern

Compared with the Georgia “What” documents, what are the major areas of concern for this school?

- a. **Clearly identifies the areas of concern as they relate to researched-based practices found in the “What” document.**
 - **Area of Concern 1: Lack of vocabulary & comprehension across all content areas** (Georgia What, pages 13-14)
 - **Area of Concern 2: Lack of school-wide screening and progress monitoring assessments** (Georgia What, pages 11-12): **(See Appendix I)**
 - **Area of Concern 3: Students with disabilities are not performing at grade level.** (Georgia What, page 16)
 - **Area of Concern 4: Readiness for Common Core Georgia Performance Standards, particularly college and career readiness.** (Georgia What, pages 7-9)

b. **Identifies the specific age, grade levels, or content areas in which the concern originates.**
Area of Concern 1: Vocabulary & Comprehension across the board for all students (Georgia What, pages 13-14); This concern applies to all students at South Central Middle School across all academic areas. Data supporting this concern includes state outcome assessment data, the graduation rate of students at Cass High, system benchmarks, state writing test scores and analysis of student mastery of the common core state standards.

Area of Concern 2: Lack of screening and progress monitoring assessments (Georgia What, pages 11-12)

- Students in Tiers 2, 3 and 4 are screened three times yearly, so this concern currently applies to all Tier 1 students, about 85% of each grade level which may result in omission of some students from intervention activities.

Area of Concern 3: Students with disabilities are not performing at grade levels. (Georgia What, page 16)

- Just over one-third of South Central’s students with disabilities did not meet standard on the state assessment in reading. **(See Appendix D)**

Area of Concern 4: Readiness for Common Core Georgia Performance Standards, particularly college and career readiness. (Georgia What, pages 7-9)

- This area of concern applies to all South Central students in all academic areas, and is especially noted in science and social studies scores on annual summative data. Students also have difficulties drawing conclusions, citing textual evidence and summarizing findings effectively.

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

Area of Concern 1: Vocabulary & Comprehension across the board for all students (Georgia What, pages 13-14)

This year, the Language Arts block of time has been separated into two distinct courses of ELA and reading. The reading course is dedicated to improving student mastery of literacy concepts by incorporating best practices and comprehension strategies using novel studies and informational texts. The novels, however, are well below grade level, and the availability of appropriate informational text is small.

Area of Concern 2: Lack of screening and progress monitoring assessments (Georgia What, pages 11-12)

Current screening and progress monitoring for Tier 1 students, 85% of students, is limited to annual summative testing data such as the Criterion Referenced Competency Test. Scholastic Reading Inventory screening and academic probes are administered to students identified through the Response to Intervention program as Tier 2, 3, and 4. There is a need to administer the Scholastic Reading Inventory to all students up to three times a year.

Area of Concern 3: Students with disabilities are not performing at grade levels. (Georgia What, page 16)

Tier 4 students who are not performing at grade level are receiving additional instruction and resources through Bartow County’s Exceptional Student Program, based on their Individual Education Plans. The instruction needs to be reviewed in order to increase student achievement.

Area of Concern 4: Readiness for Common Core Georgia Performance Standards, particularly college and career readiness. (Georgia What, pages 7-9)

Tier 2 and 3 students receive additional reading instruction (45 minutes per day) through Scholastic's READ 180 and SRA's Read to Achieve. They need intensive writing instruction. Focus walks and administration observations indicate there is a need for teacher training to deliver these interventions with fidelity.

Root Cause Analysis

The application clearly defines:

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

- Grade-level appropriate literacy strategies are not taught consistently across the curriculum due to a lack of training in content literacy instructional strategies.
- Integrating and evaluating content in diverse media formats is not being used frequently in all academic areas.
- Minimal expectations of student mastery is often present (Level 1 questioning and assessments, novels that are below grade level)
- Limited number of current informational texts and non-fiction resources for students and teachers to access.
- Although students not at grade level are identified, details of the specific area of deficiency are not evident (i.e., fluency, comprehension)

b. The specific grade levels that are affected.

- All grades 6 through 8 at South Central Middle School are affected.

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

- Curriculum Rationale - Although the majority of our students meets or exceeds on the annual summative assessments in reading and language arts, the number of students who exceed in these areas is lower than desired. Additionally, the number of students who meet or exceed in social studies and science is traditionally lower than other content areas. We believe these results show that although students may be fluent in reading, they are not literate, particularly with informational texts.
- Professional Learning Rationale – Over half of the teachers at South Central Middle School do not feel adequately trained in intervention literacy strategies and about 40% do not feel adequately trained in content literacy strategies. This implies that students are not reading content area texts skillfully. While teachers self-identify as having training in these areas, the literacy and leadership teams believe further training will be beneficial. Integration of these strategies is not consistently evident during observations, focus walks, and administrative walk throughs. A total of 27% of teachers believe we are not meeting the content literacy needs of most students in this school.
- Resources Rationale - We have class sets of books, but they are below grade level for our students. We also need access to nonfiction texts that support the Common Core Georgia Performance Standards and the Georgia Performance Standards. There are limited technology resources available to teachers and students in the content areas. Our students

need to understand how to use technological tools to access texts, communicate effectively in multiple modes, to research and engage in inquiry, and to collaborate as a member of a community of learners. A need exists for technology that allows students to access texts electronically, such as E-readers, lap top computers, or tablets.

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

- Implementation of Response to Intervention has allowed for the initial identification of students that struggle in reading.
- Teacher awareness of Lexile levels and interventions offered has increased through professional learning opportunities in literacy interventions (READ 180, Read to Achieve, Writing to Win)
- Standards-based classrooms and lessons are implemented more consistently across the content areas.
- Additional time for Tier 2 and 3 students has been built into the daily schedule.
- This year, the Language Arts block of time has been separated into two distinct courses of language arts and reading.

e. New information the needs assessment uncovered.

- Content area teachers are not adequately trained in content literacy strategies.
- Literacy screening for all students is not available.
- Interventions, especially those within the classroom, are not being implemented with fidelity.
- The lack of technology has a direct impact on student achievement in the content areas with regards to access to current informational texts.
- Content teachers assumed that fluency was the same as literacy. This has led to minimal expectations in the way students demonstrate mastery of the standards.

School Literacy Team

The application includes:

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 media specialist, a special education teacher, and the assistant principal. (**Appendix B**)

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

- The Literacy Team at South Central Middle School was convened three years ago and the 25 book standard from the Georgia Performance Standards was the initial focus of the team. This continues as a major focus. Understanding and use of Lexile levels, motivational reading programs, and guest authors are the focus of this year's team activities. The team has reconvened and the future focus will be development and implementation of the Striving Readers Comprehensive Literacy Grant.
- This year the Literacy Team distributed a Needs Assessment for Classroom Teachers as well as a School Level Needs Assessment. The team will now use the results of the assessments to drive their work.

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

- d. How the site based literacy team communicates and includes all members of the staff in the decision making process.**
- Minutes of Literacy Team meetings are available to all staff.
 - The chairperson of the Literacy Team is a member of the school’s Leadership Team.
 - Distribution and analysis of literacy Needs Assessment

Project Goals and Objectives

The application includes:

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

The table on the following page address a-e under Project Goals and Objectives.

Goals (see a.)	Objectives (see b.)	Research-Based Practices (see c.)	Current Practices in Place (see d.)	Funded from Other Source (see e.)
<p>Improve the implementation of vocabulary and comprehension strategies in content classrooms for all students, including students with disabilities.</p>	<p>Train teachers in evidence-based literacy practices.</p> <p>Provide high quality instruction in vocabulary & comprehension using informational texts.</p> <p>Provide additional nonfiction texts at different Lexile Levels that support the content standards in science and social studies.</p> <p>Extended time for literacy.</p>	<p>Teachers will provide direct, explicit comprehension instruction.</p> <p>Students will write about the texts they read in all content areas.</p> <p>Students will access a global community to read and comprehend complex literary and informational texts.</p>	<p><i>Writing to Win</i> strategies across the curriculum.</p> <p>Offer additional reading instruction and resources to Tier 2, 3, and 4 students.</p>	<p>No initiatives</p>
<p>Increase student achievement with integration and evaluation of information presented in diverse media.</p>	<p>Provide access to global community through the use of technology.</p> <p>Students will use technology to demonstrate mastery of the literacy standards.</p>	<p>Combine graphics with verbal descriptions.</p> <p>Connect and integrate concrete and abstract representations of concepts.</p>	<p>Classrooms have at least one computer.</p> <p>Interactive boards are in all math and science classrooms.</p> <p>Two computer labs.</p>	<p>No initiatives</p>
<p>Effectively screen and progress monitor all students.</p>	<p>Teachers will use formative and summative assessments to inform instructional decisions, implement interventions, and evaluate instruction.</p> <p>Screen all students universal screener 3 times per year</p>	<p>Routine screening and progress monitoring,</p> <p>Diagnostic assessments used to adjust instruction and guide interventions.</p>	<p>Formative and summative assessments as part of a standards-based classroom.</p> <p>Screening for Tier 2, 3, and 4 students.</p>	<p>No initiatives</p>

Scientific, Evidence-based Literacy Plan

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

Scientific Evidence-based Literacy Plan South Central Middle School				
Goals and Objectives (see a.)	Action: What will Take Place (see c.)	Who (see b.)	When	Assessment
Improve the implementation of vocabulary and comprehension strategies in content classrooms for all students, including students with disabilities.	<p>Train teachers in evidence-based literacy practices.</p> <p>Provide high quality instruction in vocabulary & comprehension using informational texts.</p> <p>Provide additional nonfiction texts at different Lexile Levels that support the content standards in science and social studies.</p> <p>Extended time for literacy.</p>	<p>Classroom Teachers</p> <p>Administrators</p> <p>School Leadership/Literacy Team</p>	2012-2015	<p>Annual Summative Data</p> <p>Progress Monitoring Tools</p> <p>Writing Test Scores</p> <p>Benchmark Assessments</p>
Increase student achievement with integration and evaluation of information presented in diverse media.	<p>Provide access to global community through the purchase and use of technology.</p> <p>Students will use technology to demonstrate mastery of the literacy standards.</p> <p>Provide additional nonfiction texts at different Lexile Levels that support the content standards in science and social studies.</p>	<p>Classroom Teachers</p> <p>Administrators</p> <p>School Leadership/Literacy Team</p> <p>Director of Technology/Technology Specialist</p>	2012-2015	<p>Annual Summative Data</p> <p>Progress Monitoring Tools</p> <p>Benchmark Assessments</p>
Effectively screen and progress monitor all students.	<p>Teachers will use formative and summative assessments to inform instructional decisions, implement interventions, and evaluate instruction.</p> <p>All students will be screened routinely with a universal screener three times per year in skills critical to literacy at each grade level.</p>	<p>Classroom Teachers</p> <p>Administrators</p> <p>Intervention Teachers</p>	2012-2013	<p>Progress Monitoring Tools</p> <p>School Universal Screener</p>

d. Details the current instructional schedule

South Central Middle School operates on a seven period day. Students take five academic courses; English, reading, science, social studies and math that last 60 minutes each and two elective courses that are 45 minutes in length daily. **Appendix I** shows a sample schedule for 6th, 7th, and 8th grade students at Tier 2, 3, and 4.

e. Details the plan for tiered instruction

At this time, identified students receive targeted, tiered intervention in their area of need. Students who are in Tier 1 are not offered any additional literacy support. Tier 2 and 3 students are placed in a reading enrichment course. Tier 4 students are given additional time and resources as dictated by their Individual Education Plan.

Currently, the literacy initiatives are funded by other sources. At this time, approximately 80 students receive targeted, tiered intervention in their area of need. A need exists for further training in selecting and implementing interventions.

f. Details the materials and curriculum used for Tier 1 instruction

Tier 1 students follow the Georgia Performance Standards frameworks for reading in a literature-based class, and they receive 60 minutes of instruction daily. The focus of the classroom instruction centers on literary elements of reading. All students are expected to participate in the 25 book standard. There is substantial effort, due to the Literacy Team initiatives, to ensure that the students are selecting texts to read that includes informational and fictional texts in a variety of genres. Outside of the course textbook, there are a limited number of resources for informational texts available to students.

A difficulty is that the current county reading benchmark is not a valid indicator of literacy skills, which leads to not only under identified students, but also, no specific areas to target for improved student achievement.

g. Time, Personnel, and Strategies

Tier 2 instruction and Tier 3 instruction takes place in smaller groups and instruction is more intense. Instruction may take place outside of the student’s classroom. Two resources are most used to provide tier 3 intervention, including direct instruction of READ 180 and comprehension strategies of Read to Achieve. Students in Tier 3 are progress monitored weekly and the information is used to plan appropriate intervention and next steps.

Tier 4 instruction takes place either in an inclusion setting with regular education peers or in a resource room. Students receive instruction based on an Individualized Education Plan, and they are progress monitored regularly. They receive Tier 1 instruction, modified to meet their targeted IEP goals, unless they are taking the Georgia Alternative Assessment.

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

A need exists for a standard core curriculum for ELA/reading in Bartow County Middle Schools. As there is no current philosophy or commitment, there will be no conflicts between these initiatives and any existing efforts.

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

This application contains:

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

- Projector
- Interactive board
- Some rooms have an additional computer for student use
- Some classrooms have an interactive board

b. A generic list of shared resources

- Class sets of textbooks
- Common unit plans and assessments
- Modern computer technology
- Collaborative planning time built into daily schedule.

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

- Modern notebook technology
- Novel sets and other texts, including nonfiction, aligned to the Common Core Georgia Performance Standards
- 6 modern computers per classroom
- Various periodicals, books and reference material.

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

- Technology (to make classrooms 21st century, and to promote engagement and relevance)
- E-readers (to provide multiple means of current up to date informational text)
- Training in scientific evidence based content literacy instructional strategies (training, materials to implement strategies and substitute teachers)

e. A generic list of activities that support classroom practices

- Daily collaborative planning time.
- Intensive writing
- Explicit, direct comprehension strategy instruction
- Students arranged into teams (a school within a school)

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

- Intervention time is built into the schedule
- Intensive writing

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

- Content literacy instructional best practices.
- Access to diverse media to obtain and present informational texts
- Opportunities for students to research
- Scaffold students background knowledge and competency in navigating content area texts to build confidence and efficacy

Project Procedures and Support

The application:

a. Details a sample schedule by grade level indicating a tiered instructional schedule:
Appendix J shows a sample schedule for 6th, 7th, and 8th grade students at Tier 2, 3, and 4.

b. Shows that students in middle school receive at least 2-4 hours through the content areas.

- Each student at South Central receives a minimum of two hours of literacy instruction each day in reading, language arts, science and social studies.
 - Reading – 60 minutes
 - Language Arts – 30 minutes
 - Science – 15 to 20 minutes
 - Social Studies- 15 to 20 minutes

c. Shows a schedule that is designed for RTI.

<u>Tier 1 Schedule</u>	<u>Tier 2 Schedule</u>
Reading/Literature	Reading /Literature
English	English
Math	Math
Science	Science

Social Studies	Social Studies
Band	Chorus
Health	Integrated reading program
<u>Tier 3 Schedule</u>	<u>Tier 4 Schedule</u>
Reading/Literature	Reading- individualized instruction
English	English- individualized instruction
Math	Math- individualized instruction
Science	Science- supported instruction
Social Studies	Social Studies-supported instruction
Personalized/Direct Reading Instruction	Personalized/Direct Reading Instruction
PE	PE

Professional Learning Strategies Identified on the Basis of Documented Needs

The application includes:

- a. Table indicating the professional learning activities that the staff have attended in the past year.**
- b. The number of hours of professional learning that the staff have attended.**

Professional Learning Activities 2010 - 2011		
Topic (See a)	Hours (See b)	% of Staff Attended (See c)
Math Vertical Alignment	40 hours	12% (6 teachers, 2 admin)
ELA Vertical Alignment	40 hours	12% (6 teachers, 2 admin)
Read to Achieve	18 hours	2% (1 teacher)
READ 180	8 hours	2% (1 teacher)
Gifted Endorsement	200 hours	5% (3 teachers)
Reading Endorsement	150 hours	3% (2 teachers)
Model Schools Conference	24 hours	8% (3 teachers, 2 admin)
Common Core State Standards	4 hours monthly	100% (All teachers)
Writing to Win	2 hours	100% (All teachers)

c. The percent of staff attending professional learning. (See Table Above, Column 3)

d. A detailed list of on-going professional learning.

- Math Vertical Alignment- All math teachers

- ELA Vertical Alignment-All ELA teachers
- Common Core State Standards- All teachers
- Standards-Based Classroom-All teachers
- Book Study for all teaching staff: *How the Best Teachers Avoid the 20 Most Common Teaching Mistakes*
- Book Study for administrators: *Transforming School Culture: How to Overcome Staff Division*

e. The preferred method of delivery of professional learning.

Teachers at South Central were recently polled informally during a grade level meeting. Data from that poll shows that teachers have received professional learning through a variety of methods. The most common methods are direct instruction (on site and off site), webinars, train-the-trainer (teachers redeliver to each other) and book studies/video studies. While most staff prefer to receive direct instruction either on or off site, budget constraints have recently forced us into train-the-trainer, webinars, and book studies. Follow-up by administration and teacher leaders is crucial to success of any professional learning.

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

Training in use of supplemental resources in order to plan and differentiate instruction and appropriate evidence-based strategies is a need at South Central Middle. Fifty-three percent of teachers did not feel adequately trained in intervention literacy strategies, and 53% did not feel that they understood the Response to Intervention process. Additional training in vocabulary and comprehension strategies is needed across all academic disciplines. While teachers feel that strategy instruction and the RTI process are very important, they do not feel they have adequate training in these processes. Inconsistencies exist in which literacy strategies are used in content area classes, so the need exists for a comprehensive training in reading strategies so that all teachers use the same routines and language when integrating strategies into content area instruction.

Assessment/Data Analysis Plan

The application includes:

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

Students	Assessment	Purpose	Skills	Frequency
	Benchmark	Progress	Reading and ELA	3-4 times a year

All students	Assessment	Monitoring		
All students	CRCT	Outcome	ELA, Reading	Once annually
Tier 2/3 students	Scholastic Reading Inventory	Progress Monitoring	Fluency and Comprehension	Every 4-5 weeks
Tier 3 students	AIMSweb	Progress Monitoring	Comprehension	Every 3 weeks
ELLs	ACCESS	Screening	Language	annually

b. An explanation of the current data analysis protocol.

The data received from the CRCT is disaggregated to all teachers to be used in planning effective instruction. All teachers are responsible for administering the benchmark assessments, and administration then provides the data for teachers to use in driving instructional decisions.

Reading intervention teachers of Tier 2 and Tier 3 students are responsible for progress monitoring. RTI coordinators and case managers are responsible for acquiring and cataloging data as necessary.

c. A comparison of the current protocol with the SRCL assessment plan.

Administrators and teachers feel that the current assessment protocol is severely limited and ineffective. Comprehension difficulties continue to go undiagnosed, while fluency is often used as an indicator of literacy success. It is hoped that the purchase of a school-wide screener and subsequent teacher training will assist us in effectively diagnosing gaps in literacy and monitoring the success of effective teaching strategies.

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

A universal screener will be used three times annually year to assess each student at South Central Middle School. It will be used to monitor progress for students at risk. Procuring technology and training is an important piece of this grant so that the screener can be used successfully and to fidelity.

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

At this time, there is no plan to discontinue any of the current assessments. It is possible that the reading benchmark will be discontinued as a universal screener for all students becomes available for literacy.

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

All teachers and staff will need to be trained in administration and use of any new screeners or assessments that will be purchased. Training for any new technology will also need to occur before school begins.

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

All statewide testing results are given to parents as soon as the results are available, often before the end of each school year. Each school's testing results are presented to all stakeholders through the media and the state's Department of Education. South Central Middle's School Improvement Plan also contains the statewide testing results, and copies are available to all parents, in English and Spanish.

Parents of students in Tier 2, 3 or 4 are invited to meet at least twice yearly with coordinators or case managers of their child's program. Progress monitoring data is presented at that time.

Budget Summary

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

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

The school's Leadership Team and Literacy Team will oversee the stewardship of the funds obtained from the Striving Readers Grant.

Appendix A - South Central Middle School Leadership Team

Donald Rucker	Principal
Tia Hawkins	AP
Jamie Hauskins	AP
Beth Yohe	Dept Head Science
Michaela Beauchamp	Yearbook
Amber Effner	Dept Head Social Studies
Beth Leach	Dept Head ELA
Dwain Morgan	Dept Head Math
Jill Overmoyer	RTI
Karen Pace	Literacy Team
Sherry Fleming	EBIS
Holly Spivey	Lead Special Education
Lisa Tackett	Honor Roll
Dana Walters	Climate
Renee Williams	Connections

Appendix B - SCMS Literacy Team

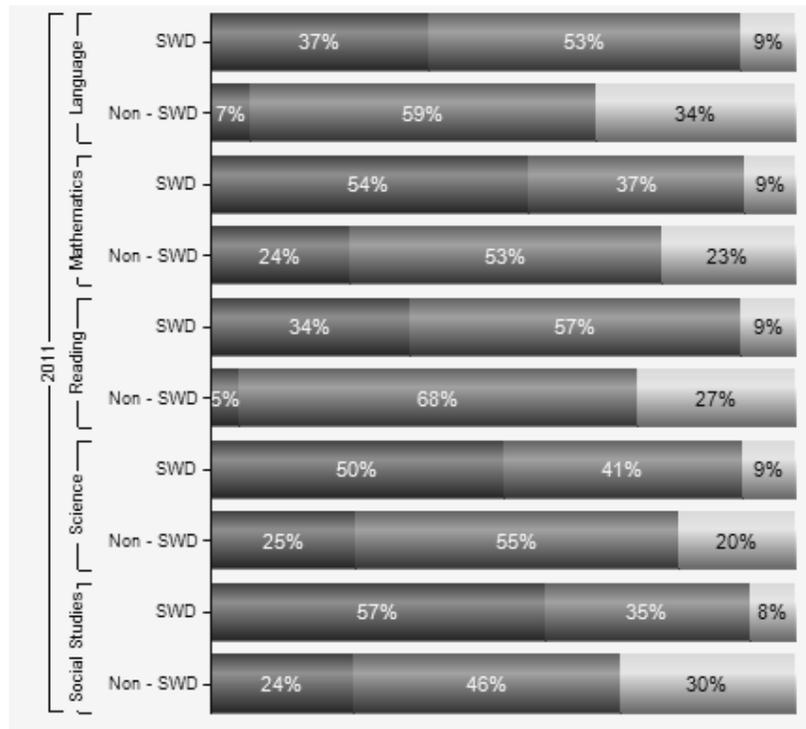
Karen Pace	Chair/Media Specialist
Darla Hall	6th
Carol Hight	SWD
Marcia Humphreys	7th
Tian O'Shields	SWD
Jill Overmoyer	8th
Keshia Roberts	6th
John Woodward	8th
Tia Hawkins	Assistant Principal

Appendix C - South Central Middle School CRCT Data 2010-2011

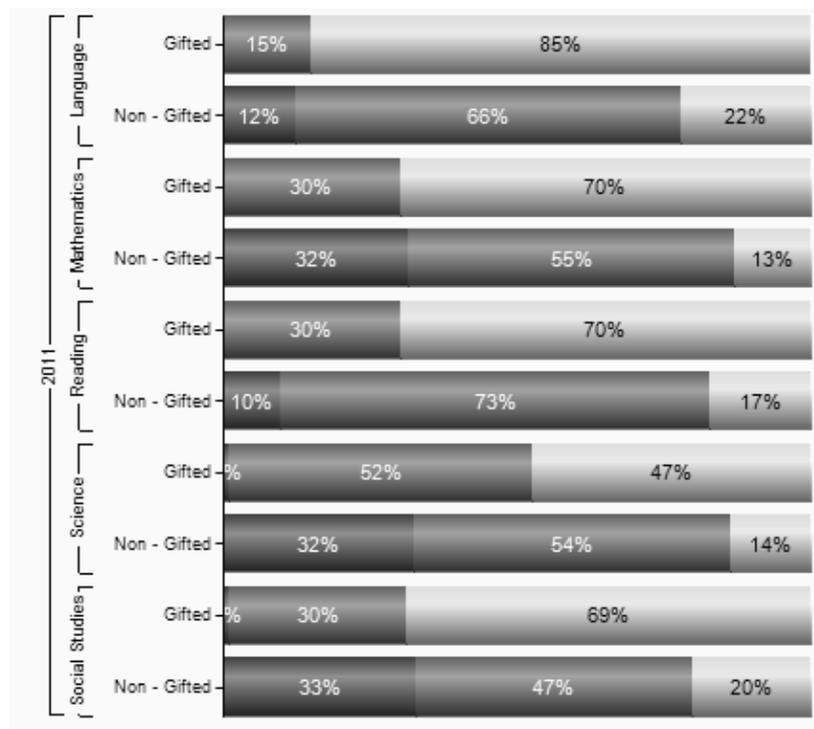
Subject	Grade Level	Did Not Meet	Meets	Exceeds
Language	06	14.0 %	61.0 %	25.0 %
	07	6.6 %	58.6 %	34.8 %
	08	10.2 %	54.9 %	35.0 %
	Combined	10.5 %	58.3 %	31.3 %
Mathematics	06	32.8 %	56.5 %	10.8 %
	07	6.1 %	58.4 %	35.5 %
	08	40.6 %	39.6 %	19.8 %
	Combined	27.0 %	51.6 %	21.4 %
Reading	06	9.7 %	60.6 %	29.7 %
	07	9.1 %	68.2 %	22.7 %
	08	6.3 %	72.5 %	21.3 %
	Combined	8.4 %	66.8 %	24.8 %
Science	06	32.9 %	59.9 %	7.2 %
	07	12.1 %	50.3 %	37.7 %
	08	37.2 %	49.8 %	13.0 %
	Combined	27.8 %	53.7 %	18.5 %
Social Studies	06	29.2 %	48.7 %	22.0 %
	07	14.6 %	36.2 %	49.2 %
	08	40.3 %	47.6 %	12.1 %
	Combined	28.2 %	44.5 %	27.3 %

Appendix D - Disaggregated Data

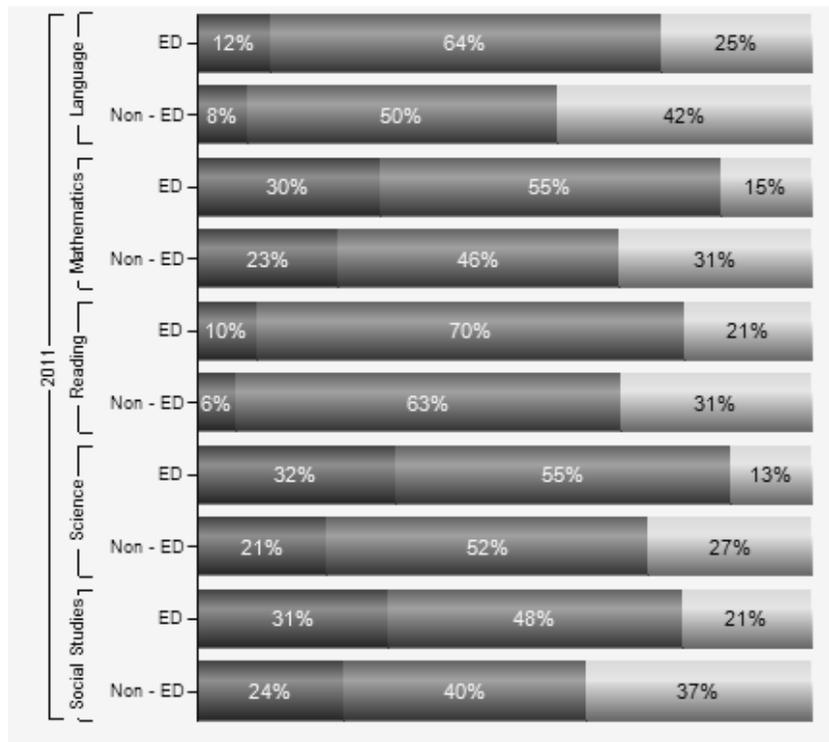
Students with Disabilities SCMS



Gifted Students SCMS



Economically Disadvantaged Students SCMS



Appendix E - Effective School-Wide Reading Programs Survey Results

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 five categories as follows: literacy achievement goals, assessment, curriculum and instruction, leadership, and professional development. There are 4 – 7 individual items within each of these six 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. This survey was completed by 84 faculty members at the middle schools and 51 faculty members the South Central Middle 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.

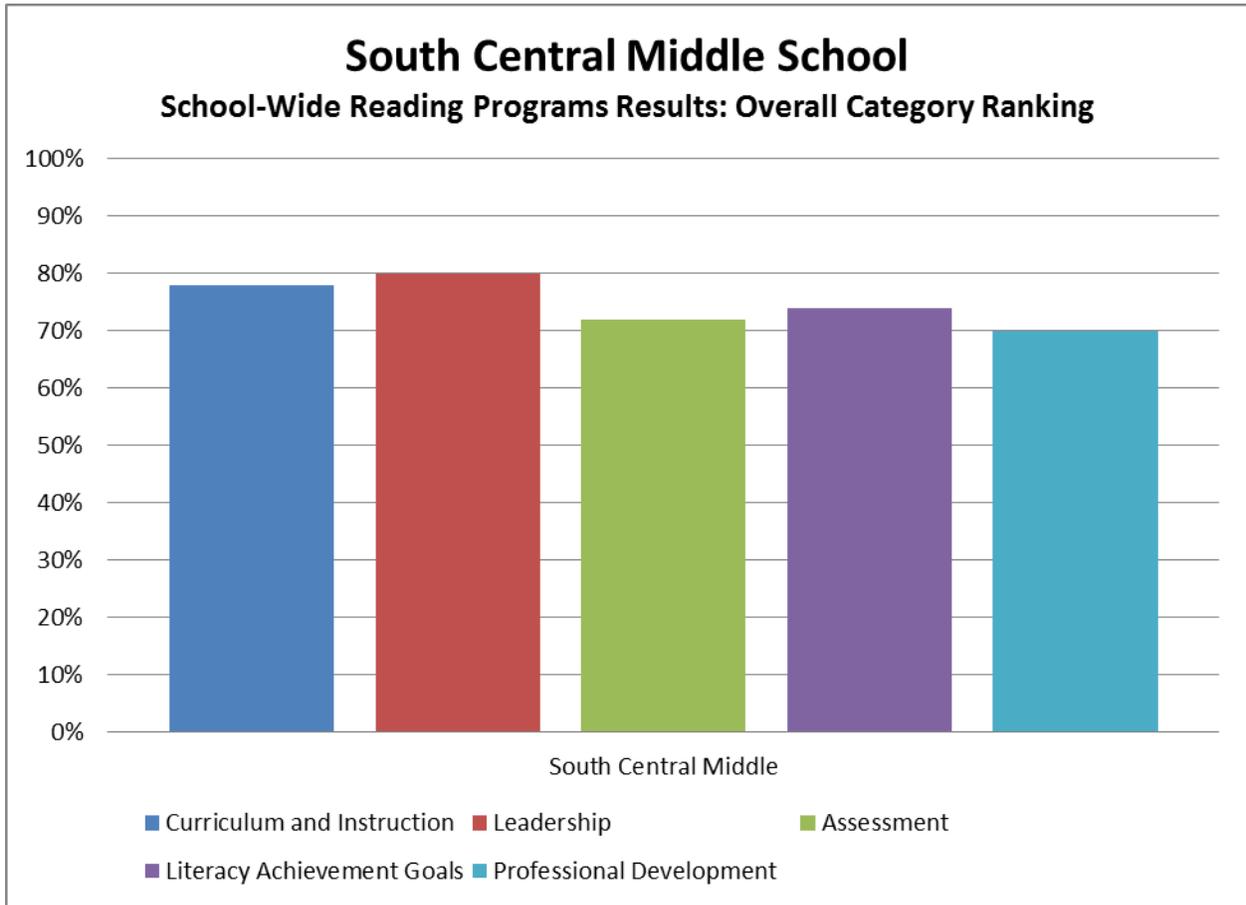
Overall Survey results by Category

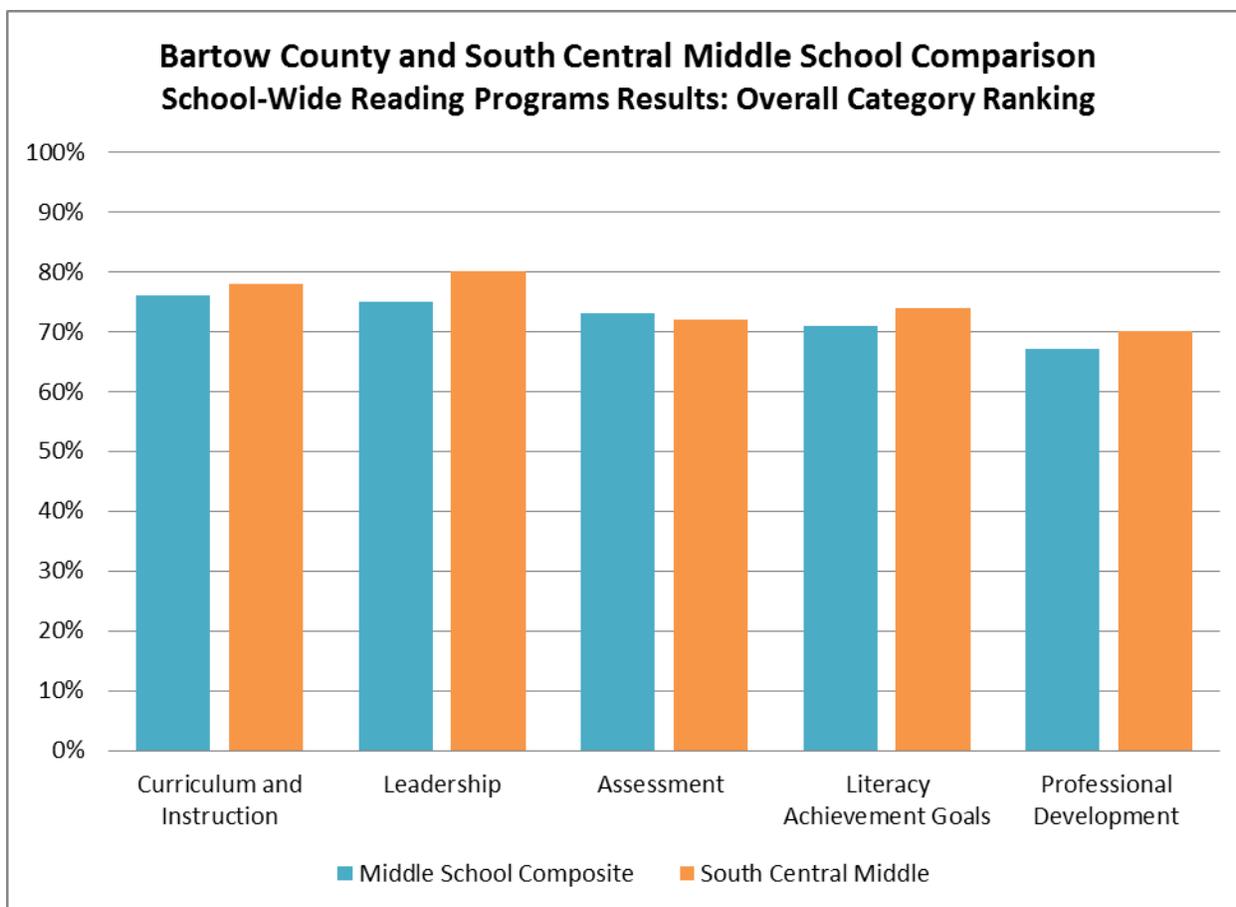
The overall categories rated as most “in place” in descending order are listed below for all middle school staff:

CATEGORY	Middle School Composite	South Central Middle
Curriculum and Instruction	76%	78%
Leadership	75%	80%
Assessment	73%	72%
Literacy Achievement Goals	71%	74%
Professional Development	67%	70%

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. None of the categories were at the 85% mark indicating a need to address all components of language and literacy at the middle schools. There were 2 categories within 10 points of the 85% goal.

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





Middle School Survey Item Analysis

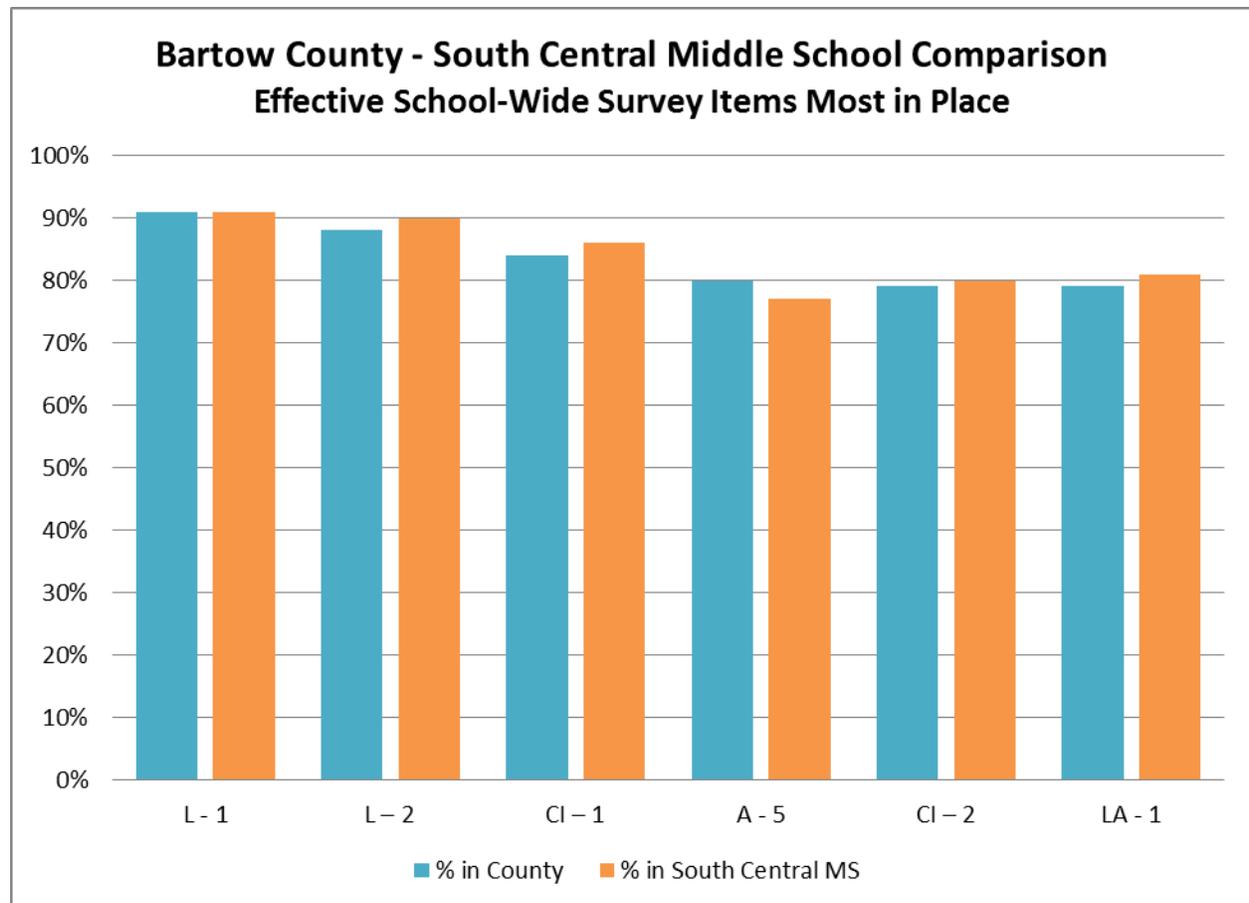
The top 6 individual items ranked by school-level faculty/staff and administrators county-wide as *most in place* in descending order are represented in the charts below:

Question	# in Survey	% in County	% in South Central MS
Leadership - The district superintendent or school principal has knowledge of state standards, assessment measures and objectives, research supported instructional programs and materials, and through this knowledge provides leadership and support to design, implement and sustain efforts.	L – 1	91%	91%
Leadership - The district superintendent or school principal understands current literacy issues and articulates literacy as a school or district wide priority for improving the achievement of all students.	L – 2	88%	90%
Curriculum and Instruction - A comprehensive or core literacy	CI – 1	84%	86%

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(language arts) program that includes comprehension, (literacy and expository text), vocabulary (roots, etymology, structural analysis) and writing (grammatical structure, syntax, parts of speech) is implemented school wide.			
Assessment - There is a progress monitoring process used throughout the year to document and monitor student literacy performance.	A - 5	80%	77%
Curriculum and Instruction - Targeted and intensive literacy interventions are in place to support students who are not progressing adequately in the comprehensive literacy (language arts) program.	CI - 2	79%	80%
Literacy Achievement Goals - Goals for student achievement in literacy are clearly defined, quantifiable and prioritized at each grade level and in each content area.	LA - 1	79%	81%

Figure B - Individual Items Most in Place



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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 South Central MS
Assessment - All users receive training and follow-up on measurement administration, scoring, and data interpretation.	A – 4	60%	61%
Literacy Achievement Goals are prioritized and related to components of secondary literacy [i.e., decoding (phonemic awareness, phonics and word study), fluency, vocabulary, comprehension, and writing].	LA – 3	61%	67%
Professional Development - Ongoing professional development is established to support staff in the assessment and instruction of literacy.	PD - 2	62%	66%
Leadership - There are building level instructional leaders who are persons with instructional and content knowledge focused on supporting and coaching individual teachers and their literacy instruction.	L – 4	65%	69%
Professional Development – Ongoing Professional development efforts are based on the on-going building needs and explicitly linked to practices and programs that have been shown to be effective through documented scientific research.	PD - 4	65%	68%

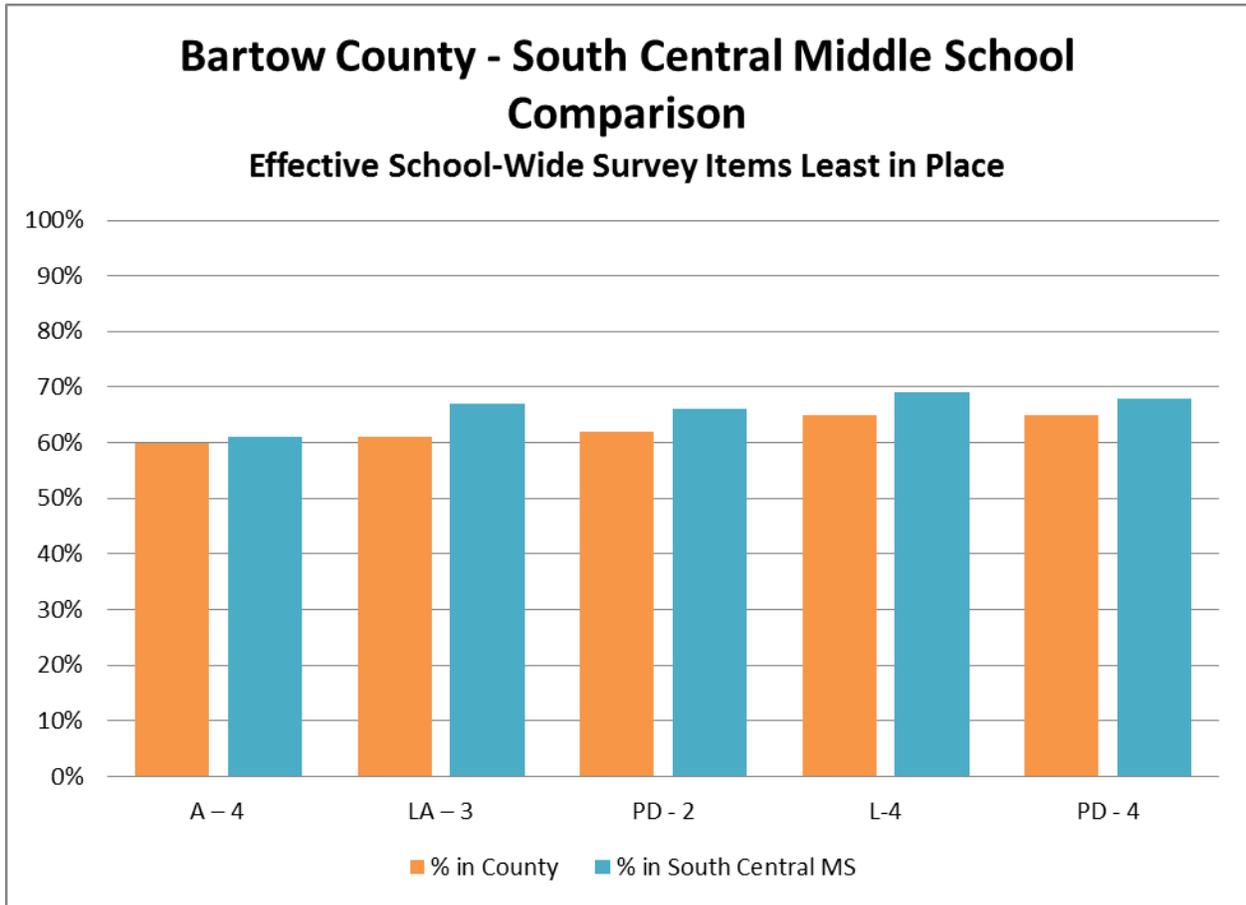


Figure C – Individual Items Least in Place

Appendix F - Comprehensive Literacy Program Secondary School Level Needs Assessment

School Name: _____ Grade Level: _____

Comprehensive Literacy Program: Instructional Practices				
Strongly Agree	Agree	Unknown/Unsure	Disagree	Strongly Disagree
1	2	3	4	5
<p>In our school, there is consistency within grade levels in our school wide literacy program; that is, teachers in the same content areas are covering mostly the same literacy strategies using the same explanations and modeling.</p>				
1	2	3	4	5
<p>In our school, there is consistency across contents and grades in the school wide literacy program; that is, teachers across grade levels are using direct, explicit comprehension instruction, diverse texts, text based collaborative learning, intensive writing, strategic tutoring, effective instruction principles embedded in content.</p>				
1	2	3	4	5
<p>Our school's literacy program allows for two to four hours daily of content literacy instruction and activities.</p>				
1	2	3	4	5
<p>Our school-wide literacy program embeds for writing in response to reading and learning in the content area daily.</p>				
1	2	3	4	5
<p>Our school-wide literacy program is consistent with Common Core Georgia Performance Standards for content areas, including College and Career Readiness Standards.</p>				
1	2	3	4	5
<p>The content area resources we are currently using meet the content literacy needs of most students in our school.</p>				
1	2	3	4	5
<p>Our school's comprehensive literacy program provides resources for meeting the needs of most students.</p>				
1	2	3	4	5
<p>Teachers in our school understand how to integrate the content standards efficiently and effectively to meet differentiated student needs.</p>				
1	2	3	4	5

Comprehensive Literacy Program: Instructional Practices				
Strongly Agree	Agree	Unknown/Unsure	Disagree	Strongly Disagree
1	2	3	4	5
Most students are progressing satisfactorily in our school’s curriculum.				
1	2	3	4	5
Teachers in our school use screening and progress monitoring assessments, and formative and summative assessments effectively to identify student needs in literacy in the content area.				
1	2	3	4	5
Teachers in my school understand and use strategy rubrics to improve comprehension.				
1	2	3	4	5
Teachers in our school effectively integrate literacy in math, technology, English, science and social studies.				
1	2	3	4	5
Teachers in this school integrate technology and literacy activities across all content areas in a meaningful, engaging way.				
1	2	3	4	5
Students in this school use technology independently for purposes of research and inquiry.				
1	2	3	4	5
Teachers in our school have access to professional, research based literature in the fields of content literacy and student literacy.				
1	2	3	4	5
Teachers in our school feel adequately trained in the content literacy strategies such as DR-TA, GISTing, Questioning the Author, Reciprocal Teaching, Graphic Organizers				

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Check under the indicator that reflects your rating.	Very Important 4	Important 3	Unimportant 2	Irrelevant 1
Reading textbooks and/or manuals				
Reading fiction				
Reading newspaper and magazine articles				
Reading primary sources				
Reading instructions, processes, procedures				
Reading reference books				
Reading web sites				
Independent research				
2. Please rate the following content literacy activities in terms of how frequently they are part of your instruction.	2-3 or more times weekly 4	Once a week 3	2 or more times a month 2	Less than 2 times a month 1
Teacher reads aloud				
Students read aloud (whole class)				
Reading textbooks and/or manuals				
Students read aloud (small groups)				
Students read silently in class				
Students are assigned reading for homework				
Students complete reading for homework				

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Students read and answer questions from textbook				
Students read and fill out graphic organizers				
Students read and create graphic organizers				
Students write in response to reading				
Students read independent self-selected texts				
Students read aloud (small groups)				
Content Literacy Activities, continued	2-3 or more times weekly 4	Once a week 3	2 or more times a month 2	Less than 2 times a month 1
Students are assigned reading for homework				
Students complete reading for homework				
Students read and answer questions from textbook				
Students read and fill out graphic organizers				
Students read and create graphic organizers				
Students write in response to reading				
Students read independent self-selected texts				

Reading Strategies				
	2-3 or more times weekly	Once a week	2 or more times a month	Less than 2 times a month
Pre Reading Strategies	4	3	2	1
Activating prior knowledge				
Previewing				
Predicting				
Setting a purpose for reading				
Anticipating author's intent				
During Reading Strategies				
Using text structure				
Making connections				
After Reading Strategies				
Monitoring predictions				
Making, testing, and adjusting inferences				
Distinguishing main ideas and supporting details				
Making mental images				
Summarizing and paraphrasing				
Drawing conclusions				
3. How Often Do You Provide Direct Explanation In the	2-3 or more times weekly	Once a week	2 or more times a month	Less than 2 times a month

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Following Areas?	4	3	2	1
Synthesizing information				
Detecting bias				
Evaluating content				
Evaluating technique				
Identifying new learning				
Identifying unanswered questions				
Extending and applying new understanding				
4. Please rate the following comprehension assessment activities in terms of your knowledge and understanding	Expert 4	Very Good 3	Some Knowledge 2	No Knowledge 1
Assessing reading comprehension				
Pre-assessing reading comprehension				
Assessing growth in reading comprehension				
Vocabulary: Assessment and Instruction				
5. Please rate the following activities in terms of frequency of use during	2-3 or more times weekly 4	Once a week 3	2 or more times a month 2	Less than 2 times a month 1

Bartow County School System

instruction				
Pre-assessing vocabulary				
Assessing vocabulary attainment				
Pre-teaching essential unit vocabulary				
Teaching vocabulary development: root words and affixes				
Teaching vocabulary development: context clues				
Teaching vocabulary development: dictionary work				
Differentiating vocabulary instruction				

Appendix H - All staff participating in the needs assessment

Alderman	Christine	8th	Tackett	Lisa	7th
Arnold	Jason	Sp. Ed.	Vick	Lindsey	6th
Beauchamp	Michaela	7th	Walters	Dana	7th
Boulier	Gary	6th	Williams	Renee	Conn.
Boyd	Karlene	6th	Wolfe	Laura	7th
Childers	Barbara	Sp. Ed.	Woodward	John	8th
Cole	Michele	8th	Yohe	Beth	7th
Effner	Amber	8th	Yohe	Jason	Sp. Ed.
Ellis	Cheryl	6th			
Ellis	Pat	Conn.			
Findley	Michaelyn	Conn.			
Fleming	Sherry	Conn.			
Frankovsky	Mary	8th			
Gayton	Christin	6th			
Graham	Adam	Conn.			
Guthrie	Laura	Conn.			
Hall	Darla	6th			
Hauskins	Jamie	APrincipal			
Hawkins	Tia	APrincipal			
Hight	Carol	Sp. Ed.			
Humphreys	Marcia	7th			
Jordan	Sarah	6th			
Kornegay	Jason	7th			
Kostreba	Abbey	7th			
Leach	Beth	8th			
Matz	Kathy	Sp. Ed.			

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McPherson	Judy	7th
Mitchell	Mike	Sp. Ed.
Morgan	Dwain	8th
O'Shields	Tina	Sp. Ed.
Overmoyer	Jill	8th
Owens	Cynthia	Conn.
Pace	Karen	Media Specialist
Roberts	Keshia	6th
Rucker	Donald	Principal
Rushing	Beth	Sp. Ed.
Shores	Scott	Counselor
Smith	Sheila	Conn.
Spivey	Holly	Lead Sp. Ed.
Stevens	Patrick	Conn.

Appendix I - Students with Disabilities

8th grade ELA

Total Tested	24
Meet s/ Exceeds	67%
Did Not Meet	33%

Reading

Total Tested	24
Meet s/ Exceeds	67%
Did Not Meet	33%

7th grade ELA

Total Tested	21
Meet s/ Exceeds	76%
Did Not Meet	24%

Reading

Total Tested	21
Meet s/ Exceeds	71%
Did Not Meet	29%

6th grade ELA

Total Tested	30
Meet s/ Exceeds	50%
Did Not Meet	50%

Reading

Total Tested	30
Meet s/ Exceeds	57%
Did Not Meet	43%

All – ELA

Total Tested	75
Meet s/ Exceeds	62%
Did Not Meet	38%

Reading

Total Tested	75
Meet s/ Exceeds	65%
Did Not Meet	35%

Appendix J - Literacy Team Minutes

Committee: Literacy meeting

Date: Aug. 17, 2011 Time: 3:45 Location: Media Center

Members Present: **Chairperson: Pace**

<i>Names:</i>
1.Hall
2.Hight
3.Overmoyer
4.Woodward
5.O'shields
6.Humphreys
7.Roberts
8.Hawkins

Meeting Goal(s):

Topic	Discussion Points	Decisions
25 Book Standard	<ul style="list-style-type: none"> • Do we need to change the program? • Accountability • Incentives • Celebrations • Documentation 	<p>Program will continue as is with an emphasis in reading within lexie range and accountability. We will continue with bracelets and dog tags for 6th grade incentives 1st & 3rd 9wks. Possible ice-cream for 7th and 8th grades 1st & 3ed 9wks. Continue thinking of incentives for our 7th and 8th grades. Will discuss further in Sept. Student and teachers will keep up with documentation of pages red. Will have an end of semester celebration Jan. 11 and end of year celebration May 9.</p>
Notebooks	Do we need to make any changes?	Review the program as stated in the Reading Notebook. Will discuss any possible changes/additions, etc. at Sept.

		meeting.
Recognition Wall	<ul style="list-style-type: none"> • Wall across from media center 8th grade hall • How often to recognize 	We agreed to do a recognition wall. Discussed using the book die cuts from the resource center and names of students meeting the reading goal set by committee. We discussed adding to this wall each 9 weeks eith by # of pages read or # of books. Will continue to discuss this in Sept.
Other	<ul style="list-style-type: none"> • Lexile Scores • Celebrations 	<p>Mrs. Hawkins will provide lexile scores for the students.</p> <p>Begin thinking of things to do for the end of semester and end of year celebrations.</p>

Committee: Literacy

Date: Oct. 26, 2011 Time:3:45 Location: Media Center

Members Present: **Chairperson: Karen Pace**

<i>Names:</i>
1.Darla Hall
2.John Woodward
3.Marcia Humphreys
4.Tina O'Shields
5.Keshia Roberts
6.Jill Overmoyer
7.Carol Hight
8. Tia Hawkins

Meeting Goal(s):

Bartow County School System

Topic	Discussion Points	Decisions
First 9 week reading goal	<ul style="list-style-type: none"> • 357 students met the goal of 625 pages • 6th grade received bracelets • 7th , 8th received free ice cream on Friday Oct. 28 • Student names are displayed on the Recognition wall outside of media center 	<p>Continue encouraging reading among students.</p> <p>Brainstorm ideas for mid-year celebration to be held in Jan.</p>
Helen Ruffin Reading Bowl	<p>Team members</p> <p>Regional meet</p>	<p>10 students will represent SCMS in On Feb. 4 in Gainesville.</p>
Author Visit	<p>Darren Pillsbury</p>	<p>Author Darren Pillsbury made a visit to our media center on Wed. Oct 26 reading excerpts from his books;</p> <p>“Peter and the Vampire”</p> <p>Peter and the Werewolves”</p> <p>An “Peter and the Frankenstine”. He was a big hit with the students especially those reluctant readers and many of our boys. They are asking to have him back. Hopefully we can have him back as part of our end of the year celebration.</p>
Grant	<p>Mrs. Pace wrote a grant</p>	<p>If the grant is selected the money will go towards purchasing Kindles as awards for our top readers. It will also allow us to bring back Darren Pillsbury who has been requested by many of our students.</p>

Appendix K

6 th grade							
	1 st	2nd	3rd	4th	5th	6th	7th
Ellis	Math	Math	Science	Math	Science	Planning	Planning
Hall	Soc. St.	ELA	Soc. St.	ELA	ELA	Planning	Planning
Roberts	Reading Tier 2 imbedded	Reading Tier 2 imbedded	Soc. St.	Reading Tier 2 imbedded	Soc. St.		
Hight				Resource Reading			
O'Shields				Full inclusion reading			

7 th Grade							
	1 st	2nd	3rd	4th	5th	6th	7th
Beauchamp	Science	Math	Math	Planning	Planning	Math	Math
Kostreba	Soc. St.	ELA	ELA	Planning	Planning	ELA	ELA
Mcperson	Reading Tier 2 imbedded	Reading Tier 2 imbedded	Reading Tier 2 imbedded	Planning	Planning	Reading Tier 2 imbedded	Soc. St.
Wolfe	Soc. St.	Soc. St.	Science	Planning	Planning	Science	Science
Hight		Resource Reading					
Matz		Full inclusion					

Bartow County School System

		reading					
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Bartow County School System

8 th Grade							
	1 st	2nd	3rd	4th	5th	6th	7th
Cole	Math	Planning	Planning	Math	Science	Math	Science
Leach	Reading Tier 2 imbedded			Soc. St.	Reading Tier 2 imbedded	Soc. St.	Reading Tier 2 imbedded
Woodward	Soc. St.	Planning	Planning	ELA	Soc. St.	ELA	ELA
Childers						Resource Reading	
Yohe						Full inclusion reading	

Connections							
	1 st	2nd	3rd	4th	5th	6th	7th
Owens	Planning	8 th grade Read to Achieve Tier 2	8 th grade READ 180 Tier 3	7 th grade Read to Achieve Tier 2	7 th grade READ 180 Tier 3	6 th grade Read to Achieve Tier 2	6 th grade READ 180 Tier 3

Appendix L - SCMS Proposed Budget Plan

Georgia Striving Reader Subgrant	
Budget Breakdown and Narrative	
Function Code 1000 - Instruction	Year 1
Object Codes	Amount Budgeted
300 - Contracted Special Instructors	\$ 10,000.00
610 - Supplies	\$ 10,000.00
611 - Technology Supplies	
612 - Computer Software	\$ 20,000.00
615 - Expendable Equipment	\$ 72,500.00
616 - Expendable Computer Equipment	\$ 93,000.00
641 - Textbooks	\$ 150,000.00
642 - Books and Periodicals	\$ 39,000.00
Function Code 1000 - Instruction Narrative:	
Function Code 2100 - Pupil Services	Year 1
Object Codes	Amount Budgeted
300 - Contracted Services	
520 - Student Liability Insurance	
580 - Travel	
610 - Supplies	
641 - Textbooks	
642 - Books and Periodicals	
Function Code 2100 - Pupil Services Narrative:	
Function Code 2210 - Improvement of Instructional Services	Year 1
Object Codes	Amount Budgeted

Bartow County School System

113 - Certified Substitutes	\$ 10,000.00
114 - Non-Certified Substitutes	
116 - Professional Development Stipends	\$ 5,000.00
199 - Other Salaries and Compensation	
200 - Benefits	
300 - Contracted Services	
580 - Travel	\$ 13,000.00
610 - Supplies	
810 - Registration Fees for Workshops	\$ 20,000.00
Function Code 2210 - Improvement of Instructional Services Narrative:	
Function Code 2220 - Educational Media Services	Year 1
Object Codes	Amount Budgeted
610 - Supplies	
642 - Books and Periodicals	
Function Code 2220 - Educational Media Services Narrative:	
Function Code 2500 - Support Services - Business	Year 1
Object Codes	Amount Budgeted
148 - Accountant	
200 - Benefits	
300 - Contracted Services	
580 - Travel	
880 - Federal Indirect Costs	
Function Code 2500 -Support Services - Business Narrative:	
Total Budget for Year 1	\$ 442,500.00