

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: Rome City Schools		Project Number: (DOE Assigned)
Total Grant Request: \$3,683,856.00	System Contact Information:	
Name: Dr. Gayland Cooper		Position: Superintendent
Number of schools in system: 9 applying: 9 schools and the Rebecca Blaylock East and West Centers		Phone: (706) 236-5050
Fax: (706) 802-4311		
Congressional District: 11 th District	Email: gcooper@rcs.rome.ga.us	

Sub-grant Status

___ Large District (45,000 or more students)

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

X 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: Dr. Gayland Cooper

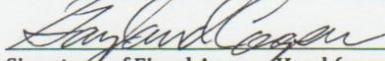
Position/Title of Fiscal Agent's Contact Person: Superintendent

Address: 508 East Second Street

City: Rome Zip: 30161

Telephone: (706) 236-5050 Fax: (706) 802-4311

E-mail: gcooper@rcs.rome.ga.us


Signature of Fiscal Agency Head (required)

Dr. Gayland Cooper
Typed Name of Fiscal Agency Head (required)

Superintendent
Typed Position Title of Fiscal Agency Head (required)

December 14, 2011
Date (required)

Rome City Schools Narrative

For over one hundred years, Rome City Schools has been educating the young people of this community. Located in Floyd County Georgia, the city of Rome is known as the “City of Seven Hills and Three Rivers.” The system embraces the neighborhood school concept. Serving approximately 5,767 students, Rome City Schools is comprised of seven elementary schools, grades Pre-K - 6, one middle school (Rome Middle), grades 7 - 8, and one high school (Rome High), grades 9 - 12. The system’s strength is found in the diversity of its student body. The student body is currently comprised of 37.05% African American, 30.33% White, 25.68% Hispanic, 4.08% Multi-Racial and 2.86% Asian. The fastest growing segment of the student population is the Hispanic population. Currently, **75%** of the students in Rome City are served in the Free/Reduced Lunch Program.

This rapid increase in the number of Hispanic students has necessitated a careful review of the English Speakers of Other Languages (ESOL) services provided to the English Learners (EL) students in Rome City Schools. The system has expanded the number of ESOL teachers and has provided extensive professional development in literacy to the regular education teachers, as well as the ESOL teachers, in an effort to meet the needs of the EL students. In addition, Rome City Schools has employed a migrant education specialist/interpreter to enhance the services provided to the EL students. The system is very proud of the fact that the Limited English Proficient (LEP) students made absolute bar as a district and in every school that had an LEP subgroup.

The school system utilizes a variety of programs to ensure the success of all students. Children with identified special needs are served through our Special Education Department. Gifted students are served throughout the system with the Challenge Program. The Early Intervention Program (EIP) serves at-risk students in grades K – 5. The English Learners (EL)

students receive services via the English Speakers of Other Languages Program (ESOL). The system offers eight regular Pre-K classes and one Special Education Pre-K class to support the youngest members of the student body. Special education students between the ages of 3 through 5 are also served in community pre-k settings (e.g. Head Start). Each school in the system is a Title I school which provides funding for a myriad of support services.

Rome City Schools has a rich tradition of academic excellence. In 2006 - 2007 and again in 2009 – 2010, the system had the highest average SAT score in the state. East Central Elementary School was named a National Blue Ribbon School in 2008. Main Elementary School was recognized as a National Blue Ribbon School in 2006. East Central Elementary School, Elm Street Elementary School, West End Elementary School, Rome Middle School, and Rome High School have each been named a Georgia School of Excellence.

All elementary schools and the middle school were recognized as 2010-11 Title I Distinguished Schools for making AYP for three or more consecutive years. In 2008, Anna K. Davie Elementary School, Elm Street Elementary School, North Heights Elementary School, and Southeast Elementary School were each recognized as “No Excuses Schools” by the Georgia Public Policy Foundation. The *U.S News and World Report* awarded Rome High School a National Bronze Award in 2008 and again in 2009 for being “One of the Best High Schools in America.” In addition to being recognized as a 2009 Georgia School of Excellence, Rome Middle School earned a Silver Award for academic achievement in 2007 and 2008.

Despite these accolades, Rome City Schools finds itself in “Needs Improvement” status for the 2011-12 school year. For the past two years, Rome High School has failed to make the bar in graduation rate, and for the first time in the school’s history, finds itself in Needs Improvement, Year 1. In addition to the challenge of meeting ever-increasing graduation rates,

economically disadvantaged students and African-American students are struggling to meet the demands of the Georgia High School Graduation Test (GHSGT) in math and English.

Research is clear that to improve the graduation rate and to meet the learning needs of all students in the Rome City Schools, all stakeholders must embrace a comprehensive approach to literacy from birth to 12th grade. Students must be given the literacy skills to meet the demands of the 21st century, and all teachers must become literacy instructors if we are to realize our mission that all students will graduate from high school prepared for college or work. Ultimately, however, it is the hope of the system that all students in the Rome City Schools will become lifelong readers and writers. We believe the funds from the Striving Readers Comprehensive Literacy Grant will help us achieve this dream.

Current Priorities. The number one priority in the Rome City Schools is to increase the learning outcomes for every student. This priority is best articulated by the vision and mission of Rome City Schools: “All students will graduate from Rome High School prepared for college or work.” To achieve this mission, the Rome Board of Education adopted five major goals for the 2011-12 school year, four of which are directly related to increasing student achievement and the literacy goals contained in this Striving Reader Comprehensive Literacy Grant:

1. Increase the high school graduation rate of all subgroups.
 - Continue a Response to Intervention Program (RTI) in Grades K-12.
2. Improve student achievement in Grades PreK-12.
 - Implement the CLASS Keys teacher evaluation instrument in PreK-12.
 - Continue to implement the READ 180 Program in Grades 7-12.
 - Continue to focus on student achievement at the elementary, middle, and high school levels and improve achievement scores in all subject areas.
 - Continue system-wide benchmark assessments of reading through universal screening (e.g., DIBELS).
 - Expand system-wide benchmark assessments to include all subjects in Grades 3-11.

3. Improve professional learning activities with all personnel.
 - Utilize the student longitudinal data system (SLDS) to analyze student achievement data.
 - Continue to support the instruction of Grades K-12 Georgia Performance Standards.
 - Provide training on the Common Core Georgia Performance Standards in preparation for implementation in 2012-13.
 - Develop strong educational leaders through system-level training and the Georgia State University Principals Academy.
 - Continue implementation of Reading, Writing, and Math Workshops in Grades K-8.
4. Improve workforce readiness skills.
 - Increase graduation rate in the Career, Technical, and Agricultural Education (CTAE) Program.

To achieve these goals, Rome City Schools is committed to providing professional learning that is data-driven and targeted toward school improvement. The system recognizes the Principal as the instructional leader and thus provides these individuals with the resources to lead the staff in training, which is differentiated toward the needs particular to the building. Job-embedded staff development, clearly aligned with the instructional and student achievement goals for the system, is provided through the utilization of literacy and mathematics coaches.

Management Structure. Rome City Schools benefits tremendously from solid and stable leadership. The Board of Education is comprised of wonderful community servants with many years of proven leadership. Dr. Gayland Cooper has served as the system's Superintendent for eight years and has provided excellent leadership. The district employs a Personnel Director, Curriculum and Instruction Director, Special Education Director, Title I Director, and Finance Director, who share responsibilities for the administration and management of personnel, instructional, and professional learning resources. Because of the small size of the district, these administrators meet regularly with the Superintendent.

Past Instructional Initiatives. Rome City Schools has implemented an academic coaching model in all elementary schools, the middle school, and most recently, the high school.

This coaching model allows easy communication and exchange of information between all grade levels. System-wide, literacy coaches meet monthly to share ideas and concerns, as well as to share the latest assessment data. These meetings take place in different schools, so that coaches are allowed to observe how curriculum is being implemented and instructional strategies are being used. Literacy coaches take this information back to their home schools to share with teachers. Classroom teachers are also allowed to visit in other schools throughout the system; and by observing at different levels, it is easy to ensure that the curriculum is being aligned. Literacy coaches model lessons, assist in the design of curriculum maps, help prepare performance task unit plans based upon the Georgia Performance Standards, and meet regularly with grade level teachers.

Teachers have been provided with direct training on the elements of a standards-based classroom (i.e., posting of standards, student work with commentary, anchor charts, and word walls). The development of functional standards-based classrooms (Tier I) is the required basis for the further implementation of successful interventions for students who are at-risk. Following the strong development and success of standards-based classrooms at the elementary and middle school level, an effective array of interventions are being provided (e.g., READ 180, Direct Instruction Reading, Sound Partners, etc.). Effective classroom design for Tier I instruction (i.e., standards-based classrooms) has enabled the implementation of successful Tier II and III instruction and provides the mechanism to achieve improvement goals.

The implementation of standards is further supported by administrators who are actively involved in monitoring standards-based practices in their schools. For example, last year instructional focused walks were specifically used to improve instruction in all schools in the system. They were conducted to determine the level of implementation of standards-based

instruction in classrooms and to determine the level of impact the instruction has had on learning by looking at the evidence of student achievement. Principals organized a focused walk team for the school. During a classroom visit, the team members interviewed students and the teacher, and reviewed classroom artifacts against a set of predetermined specific criteria. The team members completed an observational checklist during their visit. Rome City Schools has been focused on “The Rome Six,” six key elements in the CLASS Keys that have been emphasized in the system-wide implementation of standards-based classrooms. These six elements are:

1. The teacher uses an organizing structure to plan and deliver instruction: opening, work period, and closing.
2. The teacher demonstrates research-based practices that engage students in learning.
3. The teacher emphasizes and encourages all learners to use higher-order thinking skills, processes, and “habits of mind.”
4. The teacher communicates clearly the learning expectations using both the language of the standards (LOTS) and strategies that reflect a standards-based classroom.
5. The teacher uses formative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement on the Georgia Performance Standards.
6. The teacher uses a variety of summative strategies to evaluate student achievement relative to mastery of the Georgia Performance Standards.

The implementation of standards-based classroom instruction has been further strengthened by providing job-embedded professional learning to all faculty and staff. Each year, schools complete a professional learning survey to identify areas in which teachers feel that they need additional training; specific professional learning activities are planned, and resources

are purchased to support these targeted needs. For example, teachers at Rome High School felt the need for additional training on how to address students living in poverty in a standards-based classroom, and they have completed a book study of Ruby Payne's *Frameworks for Understanding Poverty* as a whole school. For 2011-12, the high school is studying *Motivating Black Males to Achieve in School and in Life* by Baruti Kafele. Another example would be the middle school's use of the professional text *How to Grade for Learning* by Ken O'Connor and *Rethinking Homework: Best Practices That Support Diverse Needs* by Cathy Vatterott to strengthen grading practices in a standards-based classroom. Books such as *Reading for Meaning* by Debbie Miller and *Strategies that Work* by Stephanie Harvey are examples of professional texts used for book studies in the elementary schools.

The district is also providing for professional development through online connections with the Georgia Department of Education online resources for Georgia Performance Standards. Teachers have the opportunity to use curriculum resources, curriculum maps, webinars, and online newsletters to support instruction. In 2010, Rome City schools purchased subscriptions to Destination Math and Reading, a resource to enhance math and reading instruction. In the fall of 2011, the district also purchased GRASP, a computer-based program designed to assist in screening, assessing, and progress monitoring student achievement.

In addition to professional learning in best practices for literacy instruction, Rome City Schools is constantly updating instructional resources for teachers to use to provide the most up-to-date, researched-based materials for all students. Some of the most recently purchased materials include: *Road to the Code*, *Imagine It! Phonics*, Lucy Calkins' *Units of Study for Writing Workshop* and *Units of Study for Reading Workshop*, and Stephanie Harvey's *The Comprehension Toolkit*. Teachers have received professional learning on all of these resources.

Rome City Schools has also purchased new resources for its youngest learners. In 2010-11, Rome City Schools implemented the Alpha Skills Curriculum in all Pre-K classrooms in the system. The Alpha Skills Curriculum is approved by *Bright from the Start*, the state agency which provides the guidelines for Rome City Schools' Pre-K program. In addition to the training provided by *Bright from the Start* to all Rome City School Pre-K teachers and paraprofessionals, training has been provided by Dr. Sarah Hawthorne, the creator of Alpha Skills on the new curriculum materials.

Literacy Curriculum. The Georgia Performance Standards provide a rigorous curriculum that extends vertically from kindergarten through 12th grade. RCS has supported the implementation of these research-based standards through in-depth professional development opportunities. Continuous support is provided through academic coaches in the core areas of math and literacy in individual schools. Teachers use the language of the standards (LOTS) and provide exemplary work samples to ensure that students know the expectations and performance levels to master standards. Teachers plan collaboratively each week, either during the school day in a common planning time or before or after school to create focused, standards-based units of study. Elementary and middle school language arts and reading classes have adopted workshop models of instruction, while other classes are using a 3-part lesson planning format as outlined in CLASS Keys. Literacy coaches have established model classrooms at each grade level to provide a place for all teachers to observe and learn best practices. Instruction has become much more student-centered as teachers use flexible grouping and collaborative group work as an integral part of their instructional design.

The literacy curriculum includes all aspects of a balanced literacy program as detailed in Georgia's State Literacy Plan, the *What* document. The literacy program for Rome City includes

all elements of a balanced reading curriculum, including a focus on phonological awareness, phonics, fluency, comprehension, vocabulary, and writing. The reading workshop is comprised of a mini-lesson, student reading time, and a teaching share time. The literacy program also includes phonics or word study, interactive read-alouds, and a writing workshop.

Reading workshop begins with students gathering in the classroom meeting area for a short mini-lesson during which the teacher provides explicit, direct instruction in a skill or strategy. During the mini-lesson, students have an opportunity to practice the skill or strategy, while receiving support or scaffolding from the teacher. Following the release of responsibility model, students practice the skill or strategy independently during the student reading time (work time). During this time, the teacher confers with individual students and leads guided reading groups. A guided reading group is comprised of students who are reading books at a similar level of difficulty. At the end of the workshop, the teacher brings closure by asking students to share ways they have incorporated the new skill or strategy into their reading work and by summarizing the teaching point and/or standard for the lesson. The writing workshop, also a daily component of a balanced literacy program, generally follows the same format as the reading workshop.

In addition to providing a strong, standards-based literacy curriculum, Rome City has implemented many innovative literacy programs to meet identified student needs. For example, in response to a need to provide more intensive remediation to middle and high school reluctant readers, Rome City implemented *READ 180* in 2009-10 and established an intervention classroom at both schools, serving up to 90 students per school each year. The *READ 180* program consists of whole and small group instruction, an individualized computer skills program, and independent reading targeted to a student's Lexile range. The growth in students'

Lexile scores has been impressive, with some students increasing more than 100 points or more than one grade level after only one year of implementation.

Several years ago there were significant concerns with the development of interventions at the elementary level for reading decoding, fluency, and comprehension. An analysis of building and system level data led to the development of a wide variety of interventions to target specific deficits in reading. SRA Direct Instruction, Sound Partners, and Lindamood-Bell were used to address decoding deficits. Repeated readings and SRA Direct Instruction have been used to increase reading fluency. Comprehension strategy instruction has been utilized to bolster reading comprehension that can provide the students with a strong basis for comprehension and understanding in the content areas. These interventions have proven highly effective, and 2011 CRCT scores indicate strong, consistent acquisition of reading skills across all students with every subgroup scoring above the absolute bar in reading.

Literacy Assessments. Within the Rome City Schools, assessment of student learning and performance is crucial to the development of appropriate instruction and is the guide that is used to analyze change in students' performance. The Rome City Schools implement a wide range of both formal and informal literacy assessments such as GKIDS, DIBELS Next, Online Assessment System (OAS) in Reading, GRASP Screeners, CRCT, EOCT, ACCESS for ELs, and various individual program assessments, such as Scholastic Reading Inventory for students in the READ 180 program. Many forms of informal assessments are given through the Response to Intervention process and individual progress monitoring. The focus of all of these assessments and data collection is to guide the instructional decisions teachers make on a daily basis. Currently, the system is providing training for all K-3 teachers on administering running

records and analyzing miscues to identify specific student needs. Teachers are also learning how to utilize the data to form guided reading groups which focus on the identified needs.

Literacy assessment data is also used to guide the school improvement process. From the data collected and analyzed, the system and schools develop goals for student performance in reading and ELA. The Board of Education uses multiple forms of data to set the board vision and goals. The Board Retreat Notebook contains data that presents a global picture of the current system status, from kindergarten to graduation. Principals and Leadership Teams annually come together for a system-wide Data Retreat to begin the school improvement process. The schools then collaboratively use the data from all assessments as the focus when writing their individual school improvement plans. The written goals made by both the board and schools are evaluated annually against performance at the central level and more regularly at the school level. Individual schools focus on writing goals for various groups, subgroups, and even individual students. Where gaps in achievement are revealed by the data, it signals a closer look at a subject, program, or school and teacher. Student achievement results from 2010-11 indicate an achievement gap in the African-American sub-group at Rome High School on the GHSGT for English. This achievement gap can be traced all the way down to our youngest learners and has become a focus for the system from birth to graduation.

Need for a Striving Reader Project. Although Rome City Schools has made steady achievement gains over the past five years in grades K-8, the system realizes these gains will come to naught if students do not graduate from Rome High School prepared for college or work. Currently, only 77.9% of students are graduating from Rome High School, and consequently, the school (and the system) finds itself in Needs Improvement, Year 1. A closer look at the system data reveals a significant gap in the African-American subgroup. In 2011,

only 68.2% of African-American students graduated from Rome High, as compared to 83.3% of Hispanic students and 82.8% of White students. There also exists a significant gap in our special education population, with only 33.4% of students with disabilities graduating from Rome High School in 2011. The system will use the SRCL Grant to build a stellar literacy program from birth to 12th grade to address these achievement gaps and ensure that all students receive the literacy skills needed to succeed in life.

In addition to these student achievement needs, the system has significant financial need as well. As with all systems throughout Georgia, the state austerity reductions have presented Rome City Schools with funding challenges. The magnitude of these reductions can best be seen by comparing the reductions made when the austerity cuts first began in 2005 with the current reality for Rome City Schools. In FY 05, the system's state austerity reduction was a mere 1.3 million dollars; by FY 12, the state austerity reductions for Rome City Schools had quadrupled to a staggering 4.1 million dollars. With the largest increases in austerity occurring in the past two years, Rome City has endured personnel cuts, with some support staff positions such as elementary assistant principals eliminated and the number of elementary counselors reduced. In addition, class sizes have been maximized at the elementary schools.

As a result of the budget cuts, Rome City Schools has been unable to complete a full-scale textbook adoption for the past three years. Consequently, when the system completed its reading adoption three years ago, the system was only able to fund the purchase of a new phonics program, *Imagine It!*, for grades K-2 and was unable to fund a basal reading program or leveled texts for guided reading instruction at any grade level (K-12). With the implementation of the Common Core Georgia Performance Standards (CCGPS) slated for 2012-13, the schools are in

desperate need of leveled texts, both fiction and nonfiction, to meet the increased demands of text complexity and the emphasis on non-fiction found in the new standards.

Despite these challenges, the system has gone to great lengths to minimize any negative impact the budget issues may have on students. With sound leadership, the system protected the 180 days of school for all students, until this school year. For the first time since the budget cuts began, students will attend school for only 178 days in 2011-12, and non-scheduled teacher work days (furlough days) have been increased to a total of 8 days. For the system's youngest students, the school year is much shorter. Pre-K students will only attend school for 165 days this school year.

The Striving Reader Comprehensive Literacy Grant Funds will allow Rome City Schools to provide 200 days of instruction for the eight Pre-K classrooms in the system's elementary schools. This grant will also provide funding for professional learning and an opportunity for teachers to receive professional development during the summer, which will off-set the loss of the eight professional learning days. Finally, the grant funds will provide much-needed literacy resources, both print and non-print, to meet the increase in rigor inherent in the CCGPS.

The system has completed an exhaustive Needs Assessment process to inform the goals of the SRCL grant. Every year the Professional Learning Advisory Committee (made up of representatives from each school) conducts a needs assessment with respective faculties, paraprofessionals, and parents. Each committee member compiles the information gathered from his/her school and submits the results to the Director of Curriculum and Instruction who in turn compiles the information into a system summary. In addition to the PLAC needs assessment, teachers and administrators recently completed a literacy survey which is attached to this application.

Each school utilizes the PLAC needs assessment when developing the school improvement plan. The individual school improvement plans are reviewed at the district level for purposes of developing the system-wide school improvement plan. In addition, each school shares copies of minutes and/or agendas that reflect meetings/activities conducted by groups such as the school council, PTO, etc., that are related to needs assessment. System summaries are shared and discussed with all administrators during monthly meetings and further input gathered. Finally, school board goals are reviewed and integrated into the needs assessment as well as plans for action.

Below is a list of prioritized literacy needs based on the PLAC needs assessment conducted in April 2011 and the literacy survey results given recently to administrators, teachers, and parents. This list of prioritized needs is also based on a data analysis of both formative and summative student achievement data.

- Strengthen Rome City Schools' Response to Intervention model for grades K-12 and provide professional learning for all teachers in differentiating instruction/accommodating all learners in a standards-based classroom.
- Improve GHSGT scores in targeted areas and subgroups.
- Continue to close gaps among Economically Disadvantaged, SWD, African-American, and EL populations in all subject areas.
- Continue to strengthen reading instruction through the use of formative assessments such as DIBELS Next, comprehension strategy instruction, and literacy interventions.
- Continue to utilize literacy coaches in every elementary school and in the middle school to provide job-embedded professional learning for teachers. (Title I Funds)
- Hire and utilize a literacy coach for Rome High School to provide job-embedded professional learning for all English teachers and content literacy teachers. (Title I Funds)
- Provide training in utilizing Lexiles to match students to appropriate texts and differentiate instruction to meet student needs through guided reading instruction.
- Increase classroom libraries, particularly in regards to nonfiction texts, to reflect the text complexity demands reflected in the CCGPS.
- Increase student engagement in reading through the use of technology: software applications, eBooks, etc.

Our system's mission and goals have a central focus of improving student achievement.

Our true report card as a system is what happens to our students as a result of the time they spend

with us. We truly want every child to graduate from Rome High School prepared for college or work. Our system has embraced this mission and will utilize SRCL Grant funds to further this goal.

Eligibility of Schools and Centers.

Currently, the system percentage of students in the Free/Reduced Lunch program is 75%.

	% F/R	AYP Status	N DNM CRCT Grade 3	% DNM CRCT Grade 3	N DNM CRCT Grade 5	% DNM CRCT Grade 5
East Central Elementary	48%	Met	4	6%	2	3%
Elm Street Elementary	92%	Met	3	4%	4	7%
Main Elementary	100%	Met	4	13%	6	18%
North Heights Elementary	84%	Met	8	24%	5	16%
Southeast Elementary	95%	Met	8	14%	11	28%
West Central Elementary	95%	Met	17	18%	14	18%
West End Elementary	70%	Met	2	2%	4	4%

ROME CITY SCHOOLS									
CRCT Reading/ELA 2011 (Full Academic Year Students)									
	All	Asian/ P.I.	Black	Hispanic	White	Multi-Racial	SWD	ELL	Econ. Disadv.
Students	2306	40	824	647	676	116	244	311	1716
Basic (DNM)	6.0%	0	9.0%	6.3%	2.4%	4.7%	20.3%	8.0%	7.6%
	137.5	0	74.5	40.5	16.5	5.5	49.5	25	130
Proficient (Meets)	61.8%	52.5%	70.1%	73.3%	42.3%	55.6%	67.6%	79.4%	70.4%
	1426	21	577.5	474.5	286	64.5	165	247	1208
Advanced (Exceeds)	32.2%	47.5%	20.9%	20.4%	55.3%	39.7%	12.1%	12.5%	22.0%
	742.5	19	172	132	373.5	46	29.5	39	378
Meets + Exceeds	94.0%	100%	91.0%	93.7%	97.6%	95.3%	79.7%	92.0%	92.4%
	2168.5	40	749.5	606.5	659.5	110.5	194.5	286	1586
Meets + Exceeds >= 80%	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
Confidence									

Interval							Yes		
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	% F/R	AYP Status	N DNM CRCT Grade 8	% DNM CRCT Grade 8
Rome Middle School	70%	Met	4	1%

	% F/R	AYP Status	Graduation Rate
Rome High School	70%	Did Not Meet	77.95%

ROME CITY SCHOOLS									
GHSGT English Language Arts 2011 (Full Academic Year Students)									
	All	Asian/ P.I.	Black	Hispanic	White	Multi- Racial	SWD	ELL	Econ. Disadv.
Students	353	>10*	115	74	134	22	24	>10*	205
Basic (DNM)	7.6% (27)	*	13.9% (16)	5.4% (4)	3.7% (5)	0 (0)	37.5% (9)	*	12.2% (25)
Proficient (Meets)	35.1% (124)	*	52.2% (60)	43.2% (32)	16.4% (22)	45.5% (10)	50.0% (11)	*	48.3% (99)
Advanced (Exceeds)	57.2% (202)	*	33.9% (39)	51.4% (38)	79.9% (107)	54.5% (12)	12.5% (3)	*	39.5% (81)
Meets + Exceeds	92.4% (326)	*	86.1% (99)	94.6% (70)	96.3% (129)	100% (22)	62.5% (15)	*	87.8% (180)
Meets + Exceeds >= 90.8%	Yes	*	No	Yes	Yes	N/A**	N/A**	*	No
Confidence Interval			No						Yes

Rome City Schools has chosen to apply for a Striving Reader Comprehensive Literacy Grant on behalf of each elementary, middle and high school in the system.

Experience of the Applicant.

	Project Title	Funded Amount	Is there audit?	Audit results
Rome City Schools	Title I	Approximately 3.2 million annually	Yes	Resolved Sept. 2010
Rome City		Approximately		

Schools	Title II-A	\$400,000 annually	Yes	No Findings
Rome City Schools	Title II-D	5 grants \$522,630	No	No Findings
Rome City Schools	Math Science Partnership Grant		No	No Findings

The Title I program received an audit finding in 2009-10 for Allowable Costs and Activities. Upon review of the personnel activity reports for individuals who were split-funded, it was found that the time sheets/reports did not include the total activity, were not prepared monthly, and were not signed by the employee. The system revised the reporting mechanism for split-funded employees to ensure that all components of the federal guidelines were included on the time sheets. The system received a resolution letter in September 2010 stating that “appropriate procedures and controls are now in place to resolve this finding.” No other findings have been noted in audits of these programs.

Description of Funded Initiatives. Title I funds have been utilized to fund the literacy coach program, which has supplied at least one literacy coach for every school in the system. Title II funds have been utilized to fund the math coach program at Rome High School and two elementary schools, and to supplement the system’s professional learning program. For a detailed description of how these funds have been utilized by the system to support the system literacy program, see the **Resources** section on page 19 of the LEA grant application.

Rome City Schools has been the recipient of five Title II-D grants for technology in the classroom. West Central Elementary received a three-year e-Math grant for the purchase of Smartboards, projectors, laptops, wireless access, document cameras, and professional learning for 12 classrooms in the school. Rome Middle School received two 1:1 Wireless grants, each providing a grant classroom with a Smartboard, projector, a classroom set of laptops, wireless

access, and professional learning. Rome High School has also received two Title II-D grants. The ITEE grant provided 5 Math classrooms with Smartboards and projectors, a mobile laptop lab, wireless access, a set of student response systems, and professional learning. The Engaging AP Students through Handheld Computing Devices grant provided three classroom sets of iPods, wireless access, 15 laptop computers, 3 Macbook computers, wireless access and professional learning for three math classrooms at Rome High School. All of these technology grants primarily benefited math classrooms, and there is a critical need for such technology support in literacy classrooms across the system.

Description of LEA Capacity. Rome City Schools has been a good steward of state and federal dollars in the past and has utilized these Title program funds to provide instructional, technological, and professional learning resources for teachers and administrators. It is the belief of the system that these resources have had a direct impact on the quality of instruction delivered by teachers and the high level of student achievement gains that schools have experienced over the past five years.

Aligned Use of Federal and State Funds.

<u>FY 2011-12</u>	<u>Title I Funds</u>	<u>Title II-A Funds</u>
Rome City Schools	\$1,679,960.00 (Grand Total)	\$295,000 (Grand Total)
East Central Elementary	\$80,000 Literacy Coach 1,000 Instructional Supplies	\$70,000 Math Coach 5,000 Professional Learning
Elm Street Elementary	\$160,000 Literacy Coaches 8,195 Alpha Skills 25,000 After-school tutorial	\$5,000 Professional Learning
Main Elementary	\$90,000 Literacy Coach 8,195 Alpha Skills 6,000 After-school tutorial	\$5,000 Professional Learning
North Heights Elementary	\$75,000 Literacy Coach 8,195 Alpha Skills 4,500 After-school tutorial	\$60,000 Math Coach \$5,000 Professional Learning
	\$60,000 Literacy Coach	\$5,000 Professional Learning

Southeast Elementary	8,195 Alpha Skills	
West Central Elementary	\$130,000 Literacy Coaches 169,000 READ 180 16,390 Alpha Skills 5,500 After-school Tutorial	\$5,000 Professional Learning
West End Elementary	\$130,000 Literacy Coaches 8,195 Alpha Skills 5,500 After-school Tutorial	\$5,000 Professional Learning
Rome Middle School	\$145,000 Literacy Coach 169,000 READ 180 5,500 After-school Tutorial	\$5,000 Professional Learning
Rome High School	\$130,000 Literacy Coach 169,000 READ 180 5,500 After-school Tutorial	\$120,000 Math Coach \$5,000 Professional Learning

LEA Use of Title I Resources. For a number of years, Rome City Schools’ Title I program has been heavily invested in literacy skills and working with students in grades K – 12 who have deficiencies in English Language Arts. Each school in the system has a Title I literacy coach whose function is to coordinate the school’s literacy program and to implement proven research-based instructional strategies to improve student learning. The literacy coaches work under the supervision of the Director of Curriculum and Instruction, who also coordinates the Title II-A program, so the two federal programs (Title I and II-A) work in concert to provide staff development and support for the literacy coaches.

Title I funds also pay for educational programs that provide professional learning for teachers and scaffolding for students with literacy deficits. It is always better to address literacy deficits with the youngest learners and build their skills early. To take advantage of the early developmental years, the Rome City Schools purchased the AlphaSkills early learning package with Title I funds, to help develop young children’s phonological awareness and language development through research-based strategies and activities.

The other Title I literacy initiative that Rome City Schools has been invested in is the READ 180 program, a three-pronged research-based program to support students in reading and

comprehension skills in the upper elementary, middle, and high school grades. Students work through three centers: whole group instruction, computer guided instruction, and a guided reading group. The Rome City Schools have applied this program at the high school and middle school for several years. Two elementary schools have adopted this program over the past year.

Rome City Schools is serious about providing the best research-based instruction that can be found. Personnel are employed and trained in the best ways to implement the proven strategies. Through the annual Consolidated LEA Improvement Plan (CLIP), the various federal programs are blended and orchestrated into a laser focus on increasing student achievement. This approach maximizes the instructional effectiveness of the limited financial resources available to the system.

LEA Use of Title II Resources. Title II-A funds are utilized to provide a math coach at Rome High School and two of our elementary schools. (An English coach is now provided for Rome High School through Title I funds.) Rome High School did not make AYP for two consecutive years in graduation rate, and in 2010, RHS did not make AYP for the African-American sub-group on the GHSGT for math. In addition to math coach salaries, Title II-A funds are utilized to supplement the system's professional learning program. Title II-A funds are used to provide substitutes for teachers to attend professional learning activities, stipends for New Teacher Induction, and travel for system literacy and math coaches to attend professional learning activities. Title II-A funds are also used to provide supplies for the Rome City Schools' Data Retreat, which occurs annually in July. Title II-A funds are used to support the literacy program by providing a site license to *Choice Literacy*, a web-based professional development resource and support for literacy coaches. These funds also provide professional development texts in literacy to be utilized in system courses and in faculty study groups. Title II-A funds are

used to provide READ 180 teachers with professional learning and on-site coaching visits from Scholastic consultants.

Potential Value Added with Striving Reader Funds. SRCL Grant funds will be used to provide the icing on the funding cake. These grant funds will allow the system to provide print and non-print resources in elementary, middle, and high school classrooms to meet the text complexity demands and emphasis on nonfiction reflected in the CCGPS.

Management Plan and Key Personnel. Rome City Schools has identified key personnel to lead the implementation of the Striving Reader Comprehensive Literacy Grant. The Rome City Schools' Literacy Leadership Team includes Ms. Debbie Downer, Director of Curriculum and Instruction, Dr. Dawn Kemp, Director of Special Education, Ms. Daylene Huggins, Speech Pathologist, and Dr. Gayland Cooper, Superintendent. Ms. Downer is a reading/ELA specialist who holds the following credentials: Reading (P-12), Middle Grades ELA (4-8) and English (6-12). Ms. Downer serves the system as Director of Curriculum, Instruction, and Professional Learning (K-12), Pre-K Director and Title II-A Coordinator. Ms. Downer will manage the acquisition and distribution of technological and print resources and ensure that the grant goals are implemented with fidelity. She will also coordinate the professional learning associated with the grant. Ms. Downer meets monthly with literacy coaches and principals and will continue this practice to ensure that these site level coordinators are supported in their implementation of SRCL Grant initiatives.

Dr. Dawn Kemp, Director of Special Education, will partner with Dr. Janice Merritt, Director of the Rebecca Blaylock Center, to ensure that the grant goals are implemented with fidelity at the Rebecca Blaylock Center. In addition, Dr. Kemp and Mrs. Huggins will provide a wealth of knowledge in assessment by coordinating the implementation of the literacy

assessments associated with the SRCL project. Dr. Kemp, who holds a doctorate in Special Education and is also certified in reading (P-12), has built a exemplary special education program for Rome City Schools; under her direction, the students with disabilities (SWD) population has made adequate yearly progress (AYP) for seven consecutive years, earning many accolades in special education for the system.

The chart below lists the individuals responsible for the day-to-day grant operations and their responsibilities. School principals and literacy coaches collaborated with their school literacy teams and with the system leadership team to write the SRCL Grant goals and objectives. All members of the Rome City Schools’ Literacy Team are deeply committed to implementing the initiatives outlined in the SRCL Grant Application.

	Individual Responsible	Supervisor
Purchasing	Ms. Debbie Downer, Director of Curriculum and Instruction	Dr. Gayland Cooper, Superintendent
Site-Level Coordinators	<u>East Central Elementary</u> Mrs. Kay Scherich, <u>Elm Street Elementary</u> Mrs. Jo Orr and Mrs. Laura Walley <u>Main Elementary</u> Mrs. Laura Gafnea <u>North Heights Elementary</u> Mrs. Chris Rogers-White <u>Southeast Elementary</u> Mrs. Monica Landis <u>West Central Elementary</u> Ms. Ruth Cipolla and Mrs. Jennifer Uldrick <u>West End Elementary</u> Mrs. Cassie Parson and Mrs. Pam Williams <u>Rome Middle School</u> Ms. Cindy Smith <u>Rome High School</u> Dr. Ellen Brewer	<u>East Central Elementary</u> Mr. Parke Wilkinson, Principal <u>Elm Street Elementary</u> Dr. JoAnn Moss, Principal <u>Main Elementary</u> Ms. Anita Cole, Principal <u>North Heights Elementary</u> Ms. Tonya Wood, Principal <u>Southeast Elementary</u> Mr. Kelvin Portis, Principal <u>West Central Elementary</u> Mrs. Leslie Dixon, Principal <u>West End Elementary</u> Mrs. Buffi Murphy, Principal <u>Rome Middle School</u> Mr. Greg Christian <u>Rome High School</u> Dr. Tygar Evans

Professional Learning Coordinator	Ms. Debbie Downer, Director of Curriculum and Instruction	Dr. Gayland Cooper, Superintendent
Technology Coordinator	Mr. David Smith, Director Mr. Jeff Hargett, Instructional Technology Coordinator	Dr. Gayland Cooper, Superintendent
Assessment Coordinator	Mrs. Daylene Huggins. Special Education Facilitator	Dr. Dawn Kemp, Special Ed. Director

Sustainability Plan. **Plan for sharing lessons with LEA.** The National Staff Development Council suggests that for every hour of content training, there should be **seven hours** of modeling, practice, coaching, and feedback (“Run the Red Lights,” *Administrator*, May 2009). Rome City Schools has embraced the coaching model to strengthen its professional learning program, and this program will greatly impact the system’s ability to sustain the literacy work beyond the initial implementation phase of the SRCL Grant project. The coaching program in the Rome City Schools has a five year history of providing targeted, professional learning to new and existing teachers in the Rome City Schools. Lessons learned from participating in the SRCL Grant will be shared with new teachers and administrators through the three-day New Teacher Induction Program, which occurs annually in July. In addition, new teachers will receive on-going support through modeling, coaching, and feedback from literacy coaches, as they implement the new initiatives in their literacy classrooms.

Plan for extending assessment practices beyond the funding period. Rome City Schools is also well-situated to extend beyond the funding period the assessment practices learned through implementing the SRCL Grant project. The system has a long track record of implementing both formative and summative assessments and already budgets annually for the implementation of DIBELS Next (K-5) and GRASP (K-12). Both of these assessment programs include data reporting packages which allow the system and the schools to analyze and disaggregate formative assessment data to inform teachers’ instructional decisions and to meet

identified student needs. The system will continue to utilize general funds, as well as federal funds, to ensure that formative and summative assessments, as well as data analysis and reporting, continue to play a prominent role in the school improvement process.

Plan for extending professional learning practices beyond the funding period. The Rome City Schools utilizes its state professional learning funds and Title II-A funds to provide a comprehensive professional learning program for teachers. Each year, professional learning activities are designed to have a substantial, measurable, and positive impact on student achievement and are provided in an effort to eliminate the achievement gap that separates low-income and minority students from other students. Over the past seven years, the system has provided three release days for teachers to participate in system-wide grade-level training that focuses on the instructional knowledge and skills that have proven to be effective in increasing student achievement and decreasing achievement gaps. In addition, the system has utilized professional learning and Title II-A funds to place into teachers' hands many professional texts, which have increased teachers' knowledge of best practices. The system is truly committed to providing job-embedded and results-driven professional learning for all of its teachers.

Plan for sustaining technology that is implemented with the SRCL funds. Given the current economic climate, sustainability for the SRCL Grant project is a legitimate concern and one that requires thoughtful purchasing and planning for sustainability. Efforts will be made to ensure that most of the technology purchases for the SRCL Grant will be one-time expenditures, not requiring renewal. Recurring subscriptions for software applications, media services, e-text services, etc., may be purchased with Title I funds to ensure sustainability and to avoid later supplanting issues. That said, Title I funds will also be earmarked to renew any site licenses purchased with the grant, which will extend the life of technology programs funded through

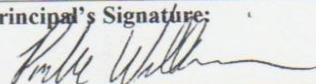
SRCL funds. In addition, eRate funds will be utilized to maintain the infrastructure needed to sustain the implementation of technology implemented through the SRCL Grant. E-rate funding, along with future SPLOST initiatives, will provide funding for Internet and wireless access, wiring, servers, routers, switches, and increased bandwidth to support the increase in network traffic.

Budget Summary. The budget was written to address the gaps that exist in our student achievement sub-groups and in our ability to address the literacy priorities outlined in Georgia's State Literacy Plan, the *WHAT* document. Schools will use the funds in three different ways. First, the funds will be used to provide the foundational literacy skills students need to acquire from birth to five years of age. Second, the funds will be used to provide adequate literacy resources, both print and non-print (technology), for teachers and students to meet the increased literacy demands of the CCGPS and to provide tiered instruction (RTI) to meet identified student needs. Finally, schools will use the funds to provide professional learning for all certified staff on the research-based reading strategies proven to ensure positive outcomes for students, as outlined in Georgia's State Literacy Plan from Birth to 12th Grade.

GEORGIA DEPARTMENT OF EDUCATION

Striving Readers Comprehensive Literacy Grant

School and Center Cover Sheet

DOE Use Only Date and Time Received:		DOE Use Only: Received By:		DOE Use Only: Project Number	
School Name: East Central Elementary				Total Grant Request: \$202,505.00	
System: Rome City Schools		School Contact Information:			
		Name: Kay Scherich		Position: Literacy Coach	
Number of Students		Phone Number: 706-232-8310		Fax Number: 706-234-5374	
537		Email Address: kscherich@rcs.rome.ga.us			
Number of Teachers					
38					
Free/Reduced Lunch %	38%				
Principal's Name: Mr. Parke Wilkinson			Other Reform Efforts in School: None		
			Principal's Signature: 		

East Central Elementary School Application

School History. East Central Elementary is one of seven elementary schools in the Rome City School System. Each of these elementary schools serves a specific neighborhood in the city of Rome, Georgia. The school was constructed in 1975 and completed for students to begin the 1975-1976 school year. In 1985, there was a renovation and several classrooms were added. A new building was constructed in 2001 consisting of the fifth and sixth grade wing. A complete renovation was done in 2007.

Students at East Central have consistently received a quality education. The school has been accredited by the Southern Association of Colleges and Schools for more than twenty-five years. Due to the numerous awards and continued success, the community views our school as high-performing. Because of this, we have 28% of our student population consisting of tuition students that choose to attend East Central.

Student success at East Central is a direct result of its dedicated teachers and supportive parents. The school staff consists of thirty-eight full-time teachers, all of which are certified and teaching in their area of concentration. Of these, 18% hold bachelor's degrees, 44% have master's degrees, and 38% have specialist degrees. The average years of experience of the faculty and administration are over fifteen years. Mr. Parke Wilkinson moved in July of 2011 to East Central as principal. Teachers, administrators, and support staff take advantage of staff development programs which help them better serve the students.

The overall climate of East Central is very positive. We have completely implemented the Georgia Performance Standards (GPS) in all grade levels and all subject areas including physical education and music. The teachers have fully instituted the Workshop Model as a format for teaching the standards. East Central implemented an academic coaching model for

literacy and math in 2006. The continued use of academic coaches has maintained a professional learning community that allows teachers to plan collaboratively and participate in on-going job-embedded professional learning. East Central continues to have tremendous support of the community, parents, teachers and administrators throughout this process.

As a high-performing school, we feel that we are continuously striving to maintain our reputation. We constantly work to improve our academics by using the most current research based strategies and teaching programs. Through our School Improvement Plan and recommendations made by the SACS Committee, we diligently work to increase our performance. We set high expectations for our students and our goals. During the 2006-2007 school year we received an award from the governor recognizing us as a “Platinum School” for the greatest gains in CRCT scores on the 2006 test. We are considered in the top 2% of schools in the state of Georgia according to this award. In the fall of the 2007-2008 school year, we received the “School of Excellence Award in Student Achievement,” from State School Superintendent, Kathy Cox based on our 2007 CRCT scores. Our most recent award in 2008 is the National Blue Ribbon Award which further distinguishes us as an exemplary elementary school. Through the hard work and dedication of the faculty and staff at East Central Elementary, the community can be assured that their school will continue to be a high performing school.

Currently there are 537 students kindergarten through sixth grade enrolled at East Central. A wide range of services are provided in addition to educational services. Students participate in music and physical education. Gifted education is available to all students who qualify with 11% of our current population participating. After school tutorial in reading,

writing and math are available to students at risk. Chess Club, Fitness Club, and Art Club are offered to students as extension activities after school.

Administrative and Teacher Leadership Team. East Central Elementary administrative staff consists of one principal. Our Leadership Team consists of the principal, the literacy coach, the math coach, a representative from the special education department, and grade level representatives. The purpose of the leadership team is to collaborate on making decisions in regards to curriculum, instruction and planning.

Past Instructional Initiatives. East Central has maintained a high level of excellence by implementing initiatives that would strengthen the literacy program. By using the academic coaching model, we were able to establish grade level meetings for teachers to collaborate on how to best meet student needs with the available resources. The workshop model has been implemented to support standards-based instruction and best practices. Professional learning on a school and system level has included training in reading comprehension strategies, the Fantastic Five Components of Reading Instruction, Imagine It Phonics, and integrating literacy in content areas. Teachers have also benefited from the feedback provided by focus walks with coaches and administrators.

Current Instructional Initiatives. East Central continues to maintain past initiatives and build on those strengths to ensure a strong literacy program. Our current instructional initiatives are focused on successfully implementing the Common Core Standards and improving the Response to Intervention (RTI) strategies in our school. Instructional rounds are being established to expand on Focus Walks that we have used in the past. Teachers are being trained and participating in Instructional Rounds so the feedback will benefit student achievement.

East Central as part of Rome City Schools has adopted the Class Keys evaluation system to support the continued use of research based practices in continuing to engage in standards based classroom instruction. Class Keys allows the teachers to set goals and be evaluated in light of these practices.

In 2010-2011 we established an RTI team to improve our ability to meet the needs of at risk students. Teachers can bring student information to the team to discuss strategies, explore resources and collaboratively decide how best to differentiate instruction to meet that student's needs. To formulate these decisions we consider all formative and summative assessments, teacher observations, past achievement and current performance. Assessments include writing portfolios, benchmark test scores and DIBELS Next scores.

This school year we also implemented an increased amount of time for school wide independent reading. As a result we have a greatly increased number of students who are establishing reading as a lifelong habit that will benefit them in all subject areas.

Professional Learning Needs. To maintain the level of success that East Central has seen in the past our most pressing professional learning need is implementing Common Core Georgia Performance Standards (CCGPS). We have implemented the Georgia Performance Standards (GPS) and want to remain proactive as we move forward with CCGPS. Looking ahead the Literacy Team recognizes that there will be challenges with the increased text complexity and rigor that CCGPS will bring. Teachers will require instruction not only in the standards, but also in how to use the best practices we have learned in teaching the new content literacy standards. Teachers would also benefit from further instruction in how to use technology to enhance instruction of the CCGPS.

In the spring of 2010 our Professional Learning Advisory Committee (PLAC) gathered

data to identify needs for future professional learning. Results revealed the need for professional development in: implementing intervention groups K-6, RTI interventions and management in the classroom. System wide needs were shown to be implementation of the Common Core Reading/Writing, Response to Intervention, and further training on CLASS Keys.

In preparing for the writing of this grant a needs assessment survey was given to our teachers. The needs in regards to professional training that were identified correlated with those listed above.

Need for a Striving Readers Project. In 2012 we will be implementing the Common Core Performance Standards. In order to do this and continue to maintain quality standards-based instruction, additional funding will be required. Our most pressing needs are: additional non-fiction texts, technology support, and additional books for our classroom libraries including the exemplar texts recommended for use with the CCGPS, programs to support RTI interventions in tiers II and III and professional learning. Our current budget and funding will not be sufficient to cover the costs and maintain our current level of achievement.

School Literacy Team. Our literacy team consists of Parke Wilkinson, Principal; Kay Scherich, Literacy Coach K-6; Patty Acree, Math Coach; Haley Pyle, Media Specialist; Kevin Kilpatrick, Special Education; Amy Harrington, English Language Learners; and Jay Chesser, Reading Teacher.

The function of the site based literacy team is to continue to offer support to the teachers in a collaborative environment as they implement initiatives. The team also provides job-embedded training and guidance to the teachers.

Minutes of the meetings of the site-based literacy team. Since the team meets frequently it is space prohibitive to provide all of the minutes from the meetings in the space

allowed. Here is a sample of the topics covered so far during this school year: August: Million Word Campaign, DIBELS administration, School Improvement Plan; September: Analyzing and decisions based on August DIBELS data, DIBELS progress monitoring, RTI interventions, book studies; October: Progress in curriculum maps, RTI interventions, Million Word Celebrations; November: Fluency grading scale, book studies, maintaining student work in writing. The site based literacy team communicates and includes all members of the staff in the decision making process through grade level meetings, faculty meetings and individual discussions to establish priorities and set goals for our literacy program.

Literacy Team Schedule and Initiatives. The Literacy Team meets periodically and then follows up with the rest of the staff through weekly grade level meetings and faculty meetings.

The Literacy Team has been focused on several initiatives including: consistent grade level planning, regular benchmarking and progress monitoring, effective Response to Intervention, establishing consistent use and analyzing running records, and job-embedded professional learning including book studies.

Analysis and Identification of Student and Teacher Data Student Achievement Needs

School Student CRCT Data								
Reading		% Meeting/Exceeding Standard on CRCT in 2010-2011						
Grade Level	All Students	White	Black	Hispanic	Other	SWD	Econ. Dis.	LEP
3	93	97	94	100	87	100	100	100
4	97	100	95	85	100	67	90	89
5	97	98	95	100	100	100	100	100
6	97	100	94	67	100	86	96	NA

Language Arts		% Meeting/Exceeding Standard on CRCT in 2010-2011						
Grade Level	All Students	White	Black	Hispanic	Other	SWD	Econ. Dis.	LEP
3	95	97	94	75	100	100	90	100
4	97	100	90	100	100	67	94	100

5	87	98	90	100	100	100	100	100
6	96	100	95	67	100	86	96	NA

Science		% Meeting/Exceeding Standard on CRCT in 2010-2011						
Grade Level	All Students	White	Black	Hispanic	Other	SWD	Econ. Dis.	LEP
3	88	95	83	100	100	100	86	100
4	82	100	77	100	100	0	74	100
5	82	89	67	100	100	0	71	NA
6	90	97	84	100	100	86	92	NA

Social Studies		% Meeting/Exceeding Standard on CRCT in 2010-2011						
Grade Level	All Students	White	Black	Hispanic	Other	SWD	Econ. Dis.	LEP
3	92	97	88	75	67	67	86	75
4	91	98	81	93	50	67	81	89
5	82	91	67	50	100	25	57	0
6	84	95	69	67	0	71	79	0

Percent of all Students Meeting/Exceeding Standard on CRCT												
Subject	1 st grade		2 nd grade		3 rd grade		4 th grade		5 th grade		6 th grade	
	2009 -10	2008 -09	2009 -10	2008 -09	2009 -10	2008 -09	2009 -10	2008 -09	2009 -10	2008 -09	2009 -10	2008 -09
Reading	92	97	92	93	89	95	96	96	95	86	94	95
ELA	82	94	85	80	92	91	98	94	97	89	98	95
Science	NA	NA	NA	NA	80	84	88	92	89	82	84	89
Social Studies	NA	NA	NA	NA	80	89	90	84	79	75	79	NA

Grade 5 Writing Assessment: Percent of 5th Grades in Each Category			
Categories of Scaled Scores	2010-2011		2009-2010
Not on Target	21		39
On Target	79		54
Exceeds Target	1		7

East Central Elementary has made Adequate Yearly Progress (AYP) for 8 consecutive years. In looking at the current CRCT data from spring of 2010 the biggest area of concern is the discrepancy between Reading/ELA scores and the content areas. Common Core will increase the literacy component in the content areas and there is concern that it will negatively impact these scores to an even greater extent causing subject area scores to drop into or further into the

not passing range. When looking at the scores as disaggregated by subgroups, the groups that show a significant achievement gap are the English Language Learners and Black males. There is concern over the move to CCGPS and the challenge it will present to these students especially when considering reading texts of greater complexity in all content areas.

We are also concerned about our scores on the 5th grade State Writing Assessment. While we are encouraged that our passing rate has remained high for several years we continue to be concerned over the number of students not on target and the lack of students exceeding. Our goal is to increase student achievement and move the students not on target to on target and increase the number of students in the exceeding category.

School High School Graduation Date. Due to the graduation rate, Rome High School is in its first year of “Needs Improvement.” Rome High School has not met the graduation requirements set by the state resulting in a failure to make AYP over the last two years. In 2010, Rome High School graduated 74.7% of their students. The chart below shows the breakdown of the graduation rate by ethnicity over the last two years.

Graduation Rates by Ethnicity 2010-2011					
Year	AYP	All Students	White	Black	Hispanic
2010	80%	74.7%	83.6%	65.3%	71.7%
2011	85%	77.95%	82.8%	68.2%	82.9%

Early Learning Readiness

Early learning readiness is a key factor in students’ long term success in all academic areas. Research has consistently shown that there are key skills that are essential in an early literacy curriculum including: oral language development, understanding of the alphabetic code, phonemic awareness and concepts of print. We use comprehensive assessments in order to assess these skills such as DIBELS Next for screening, running records, and GKIDS which is our state on-going performance and observation assessment. Additional assessments are embedded

in our phonics and reading programs. Students who are identified as at risk receive additional assessments to ascertain appropriate interventions.

Our school does not have a Pre-K class due to Georgia State Zoning Pre-K Laws. Some students attend Pre-K at neighboring schools or private programs. However, many students come to us having no Pre-K experience and require additional attention and interventions to experience success.

The DIBELS Next assessment is used in Kindergarten through second grade to measure how all students are progressing in five areas of literacy. Benchmark assessments are administered three times a year with progress monitoring for students at risk throughout the year. In grades 3-6 students identified at risk are also given the DIBELS Next benchmark three times a year with progress monitoring throughout the year. The table below shows the results of our DIBELS Next screening for fall 2011. These are composite scores.

Fall 2011	Number of Students Tested	Well Below Benchmark	Below Benchmark	At or Above Benchmark
Kindergarten	67	30%	25%	45%
First	84	18%	21%	61%
Second	76	8%	9%	83%
Grades 3-6 only at risk students are tested				
Third	35	37%	37%	26%
Fourth	35	49%	23%	29%
Fifth	23	30%	52%	17%
Sixth	12	17%	17%	67%

Teacher Professional Learning Needs. With the implementation of Common Core Georgia Performance Standards in the fall of 2011 as our newly adopted state standards, the bulk of our professional learning needs will be centered on CCGPS.

Teacher retention data. Over ninety percent of the teachers at East Central have been teaching at this location for 5 to 25 years. In the past 5 years only 4 teachers have left due to retirement, transfers or death. Our retention rate is 84.1%.

Teacher participation in professional learning communities or on-going professional

learning at the school. At East Central 100% of our 38 certified teachers are highly qualified for the areas they teach. Eighty-two percent of our staff holds graduate degrees at either the Master's or Specialist level. Each week teachers participate in grade level planning where they have the opportunity to collaborate. Teachers plan future lessons, analyze student work, participate in book studies, review testing data and discuss student needs. When specific needs come up teachers can enlist the help of the academic coaches for training, modeling and/or working with students. The Rome City School system provides additional professional learning each year. It is an expectation that all teachers will participate in both school and system level training.

Curriculum Needs. Implementing standards based classrooms using the Georgia Performance Standards has been the main focus of the past several years. Teachers are now expressing concern and requesting support for the upcoming implementation of the CCGPS. The demands of the CCGPS include more complex texts, increased rigor and literacy in all the content areas. We currently do not have the print or technology resources to allow our students access to the necessary materials for research. At risk students will require additional support in technology, RTI materials and after school resources. The needs assessment survey highlighted the fact that our classroom libraries are made up of materials purchased by our teachers using their own funds. These classroom libraries are sadly lacking in appropriate leveled texts especially in the area of non-fiction in all grade levels.

There is also a lack of complex texts for each grade level. In reviewing the Exemplar Texts as recommended in the Common Core documents our library has 65 single copies of the suggested 195 Exemplar Texts tied to the Common Core tasks. With over 500 students multiple

copies will be needed. Curriculum for our after school tutoring program and RTI has not been purchased and to effectively meet the needs of these students additional materials are needed.

Technology Needs. Each of our classrooms currently has one to three computers. Most classrooms have an interactive whiteboard, projector and Elmo projection device. However, with an average class size of over 20 students, more equipment is needed for effective student use on a regular basis. We have almost no literacy software for our computers. Many wireless devices could help with this problem but due to a lack of infrastructure in our school obtaining these would be cost prohibitive. Additional desktop computers would alleviate this problem and not strain the current infrastructure. Software focused on literacy needs would also be highly beneficial for our struggling readers.

Needs Assessment. A Needs Assessment survey was given at the school level with a paper and pencil version. The same survey was given system wide through the use of the internet. This survey specifically targeted to assess literacy needs as they relate to the implementation of the CCGPS in 2012. An inventory assessment of classroom library books and other instructional materials was obtained from teachers by the literacy coach during grade level meetings. All certified staff participated in the paper/pencil version of the survey. The majority of the literacy teachers participated in the on-line version of the survey.

Additionally, in the spring of each year each Rome City School conducts a professional learning needs assessment survey. The results from the survey are used in developing our school improvement plans and to determine system wide trainings. The results of the spring 2011 survey are included in the Professional Learning Needs section of this grant.

Areas of Concern. 1. **Specific Instruction to Target at Risk Students.** Tier II interventions are a concern in meeting the needs of our struggling students in the five areas of

reading (phonological awareness, phonics, fluency, vocabulary and comprehension). Through employing regular progress monitoring we are concerned at the lack of progress with this group of students not only in their current grade but also as they move from grade to grade. Students who are behind in early grades do not show enough progress to catch up in later years and stay behind with the achievement gap growing as the content becomes more difficult. The resources we are currently using are not enough to alleviate this problem. To meet these needs we will need more up to date, targeted and engaging intervention.

2. Lack of Access to Print and Non-print Literary Resources. In the past our teachers have stocked their classroom libraries through their own funds. Teachers have pulled from previous resources to accumulate a sparse collection of classroom novel sets to use in the upper grades reading workshop classrooms. The majority of all these texts are fiction with a limited amount of non-fiction texts. The CCGPS will require 50% of the text students read to be nonfiction texts. The goal of CCGPS is also to increase the literacy in the content areas. Our classrooms in all grades have almost no texts that address the science and social studies standards. In the Fall of 2011 our Parent Teacher Organization (PTO) purchased classroom sets of a weekly science and social studies newspaper aligned with our GPS standards for grades K-6. We were thrilled to have even this small amount of text correlated with science and social studies because we are so lacking in this area.

This year we have also increased the emphasis on the “Million Words Campaign” creating a love of reading self-selected texts in even more of our students. Students are encouraged to read during school-wide designated reading times, in Reading Workshop and at home. Students have freedom to go to the library frequently to check out books. On our morning news show students encourage one another through the presentation of Book

Commercials. However, the waiting list for current titles both in the library and classrooms is long. Teachers have been working on integrating all subjects but the limited amount of resources and access to technology has made this difficult.

3. Professional Learning to Implement CCGPS. In the coming two years training will revolve around the implementation of CCGPS, with emphasis on the College and Career Readiness Anchor Standards for content area teachers. East Central currently has a coaching model in place to deliver on-site, job embedded professional learning in all literacy areas. Training will also take place at the system level.

Age, Grade Levels, and Content Areas in which the Concern Originates. The concern is for all children at our school. Children ages five to thirteen in grades kindergarten through sixth grade will be involved. The areas of greatest concern are the increased depth and rigor in non-fiction and argumentative reading and writing in language arts and content literacy in social studies and science.

Areas of Concern and Steps the School has or has not Taken to Address the Problems. **1. Specific Instruction to Target at Risk Students.** During the 2001-2008 school year, Rome City School system participated in extensive training around the five areas of reading. After this training we implemented various tier II interventions. These interventions have worked to some extent but areas of concern remain in regards to ELL, Black males and slow learner populations. Teachers and academic coaches have continued to research and implement strategies. Still sufficient gains are not being seen with the interventions currently in place.

2. Lack of Access to Print and Non-print Literary Resources. To this date classroom libraries have been created by individual teachers through their own funds. The result has been a

lack of cohesiveness between individual classrooms and grade levels. Teachers also purchase books with cost in mind to make their dollars go farther. It is difficult to find durable (hard backed or library bound) cross content material and non-fiction at significantly reduced prices or in resale settings.

Each year we also have money designated in our general fund that goes to purchase books for the media center. This year's budget was \$4100.00. Our librarian does an excellent job of spending these funds to fill in gaps in our current inventory. Our students also use many free internet resources for research and reading. However, we recently learned that one of the online research sites our students frequently use is being cut back due to lack of funds.

3. Professional Learning to Implement CCGPS. Beginning December 16, 2011, Rome City Schools will begin to deliver introductory training of CCGPS to the system by several of the academic coaches currently in place. Academic coaches at each individual school will be provided with follow up materials to continue to help each school prepare for implementing the CCGPS in the fall of 2012. At East Central the teachers will continue to work with the coaches to plan effectively, integrate literacy in the content areas, engage in book studies, evaluate current practices and move forward with CCGPS.

Root Cause Analysis. The root cause of our areas of concern is the fact that CCGPS is more rigorous and requires a higher level of text complexity than our current GPS. The new standards require an increased level of integration in content area literacy. Teachers indicated on the needs assessment survey that they will require training to successfully implement CCGPS. In addition, the survey highlighted the need to improve our classroom libraries and technology to help our students' successful transition.

Kindergarten through sixth grade will be directly affected. As our students move on to

Rome Middle School, grades seven and eight are also impacted by the level of success at the elementary level.

Our current standardized test scores indicate that we have done an excellent job of implementing the reading and ELA GPS standards, but this has only been possible through ongoing teacher training, academic coaches, implementing best practices and offering interventions. The new CCGPS will be a challenge for us with the increased text complexity, rigor of tasks, & integration of content literacy. In addition, while our current resources have been reasonably adequate to meet the demands of GPS, we do not have the literacy resources in the form of leveled classroom libraries, informational texts in a variety of formats, and technology for literacy software to address the CCGPS. Recent State budget cuts have limited our resources to the point that we are unable to purchase many needed materials to implement CCGPS. These cuts have also resulted in numerous furlough days for our teachers curtailing their funds to spend on classroom materials. One example is that in the last textbook adoption for new literacy books system wide, RCS was unable to purchase any new texts.

We have looked closely at the data on our students over the past several years and it is evident that we have a number of students who are reading far below grade level. Even with interventions in place the lack of progress remains. Therefore, it is necessary that we adopt interventions to narrow this gap and allow our students to be successful with the upcoming CCGPS. We have maintained a high level of excellence at East Central that we plan to continue even with the increased rigor and integration required in the CCGPS. Additional funding and resources would benefit our school in this endeavor.

Specific Rationale for the Determination of the Cause. In accordance with the “What” document in Georgia’s literacy plan there is a need to improve adolescent literacy. This need is

intensified when considering the increased demands on our children both within the school setting and by society. The current research, Reading Next Program and the Common Core Standards all recognize that in order for students to be prepared for the rigor of college level work or the intensity of the work force, students need to be able to read and comprehend more complex texts than they are currently being asked to read. To accomplish this students need the multiple opportunities to read a wide variety of complex texts and perform tasks around those texts. The developers of Common Core have stated the need for the shift to these new standards because while the text complexity at the college and work level have steadily increased the level in elementary, middle and high schools has decreased. The exemplar texts as stated in Appendix B of the CCGPS will help to address this situation.

Project Goals and Objectives. Goals to be Funded by Striving Reader. East Central Elementary School's goals for using the Striving Reader Grant include the following: **Goal One:** To increase student outcomes so at the time of graduation all students are college and career ready. **Goal Two:** Increase targeted intervention programs for our at-risk students and enable more data based decisions for instruction to consistently meet all students' needs. **Goal Three:** Adopt and implement a formal literacy plan based on Georgia State Literacy Plan as outlined in the "What" document that is comprehensive for birth to grade 12.

Project Objectives. 1. Provide adequate literacy resources for teachers and students to assure access to materials and technology for sustained research projects and interdisciplinary literacy instruction to support reading, writing, listening, speaking, and viewing skills required for the implementation of the CCGPS.

By adding access to print, non-print resources and technology, we will be able to prepare our students to succeed with the CCGPS and become college and career ready. The State literacy

plan states that all elementary school students need to be proficient in both sustained and short research projects. They should receive interdisciplinary literacy instruction to support writing, reading, listening and speaking skills. To accomplish this they will need to be reading a variety of texts with sufficient complexity in all content areas and writing regularly in a variety of genres. Because every child is unique no one method of delivery is effective for all students. Teachers must have a wide range of resources from which to access and present information. In this way all students' learning needs will be addressed. It is essential that our students learn to be not only competent readers, but also effective writers. We feel that the resources that are being requested can help us attain our goal of increasing student outcomes so that our students are college and career ready upon graduation from high school.

2. Implementation of deficit specific interventions. In order to meet specific student needs and target our instruction to address specific deficits through Tier II interventions additional materials are needed. By progress monitoring, particularly with our benchmarking data, we have discovered that we need more interventions in the primary grades in order to develop phonological awareness, phonics, and specifically fluency, vocabulary and comprehension. We also found that we needed interventions in the intermediate grades related to vocabulary, comprehension, and content area literacy.

3. Provide professional learning to all teachers regarding CCGPS with particular emphasis on content area literacy and argument writing to assure a smooth transition, implementation, and maintenance of 21st century skills.

In order to develop a comprehensive literacy program, teachers will need specific, job-embedded professional learning and support in their classrooms. System wide we will need

additional outside assistance to ensure the efficient and effective implementation of new literacy standards.

Goals to be Funded with Other Revenue Sources. 1. Provide quality, job-embedded professional learning for all certified staff based on identified needs.

Academic coaches will continue to be funded from Title I and Title II, and they will be the ones to deliver the majority of the professional learning regarding the implementation of the CCGPS. In addition, they will continue to model lessons, collaborate with teachers and work with students.

2. Provide professional learning resources for all certified staff based on identified needs. Additionally, professional resources that will support teachers in the implementation of the new literacy standards will continue to be purchased through Title II funds.

3. Continue to use formative assessment data to inform instruction. We will continue to administer benchmarks taken from OAS or Coach Materials. The implementation of Scantron in the elementary schools will be funded by the system through Title I funds. This will allow the elementary schools to analyze and disaggregate student test data to assess the effectiveness of instructional practices.

4. Continue to provide a quality intervention program for struggling readers. We will continue to offer available interventions for our struggling readers and special education students. RTI strategies will continue for all students who need additional help.

5. Upgrade technology infrastructure to sustain new technology. The system will seek funding through E-Rate to upgrade the technology infrastructure of the school to support new technology. Once the update to the infrastructure is complete we hope to add handheld devices to our technology.

Scientific, Evidence-Based Literacy Plan. Implementation Plan. Professional development will be the first step in the school's literacy plan along with collaboration. On December 16, 2011 a system wide 3 hour training will be held to introduce all staff to the CCGPS. In the winter/spring of this school year the literacy coach will be working with all literacy teachers to evaluate current units of study, curriculum maps, available materials and resources to determine how to adjust current practices to align with CCGPS for the fall of 2012. Since our literacy teachers are also our science and social studies teachers it will allow for discussions on how to integrate literacy into the content areas. Training and discussions will continue to include a focus on meeting the needs of students who need additional intervention. Another general needs assessment for the entire faculty will be conducted in the spring, 2012, to identify specific areas of concern and professional learning needs for the following year when the CCGPS is officially implemented. This information will be discussed by the Literacy Team and incorporated into the School Improvement Plans for each content area. Once the professional learning piece is established, materials will be ordered and a schedule for professional learning will be set.

During the second semester of 2011-12, the literacy coach will be working with all literacy and content area teachers to evaluate current resources, particularly what informational texts need to be used for the following year. We will work closely with the media specialist to determine what print resources and software should be purchased. In addition, the literacy coach and teachers will decide on specific texts that they can incorporate to teach the content literacy standards.

What Will Take Place in the Project. The Literacy team, the Leadership Team and the staff will work together to establish specific gaps in classroom libraries to determine the best use

of funds to purchase materials. The Literacy Coach will work with the Media Specialist to determine which exemplar texts recommended by CCGPS need to be purchased to meet the demands of multiple classes in several grade levels. We also need to be sure that we have sufficient level texts available for students to use for their independent reading. Therefore, we seek to add to our media center and classroom library collections.

We propose to add two computers to each of our twenty nine classrooms designated for reading and writing instruction and intervention. We propose to purchase software targeted toward intervention. In smaller intervention groups, students will be able to work on fundamental reading skills. As shown in our writing assessment data, our scores have significant room for improvement, creating a need for a new targeted intervention to address this critical area of literacy instruction. Additional computers would provide a place for student to compose, edit and revise, and publish pieces of writing. It will also be a platform for launching in-depth research and writing demanded by CCGPS.

Current School/Center Instructional Schedule. Students at East Central participate daily in Reading, Writing and Math Workshop, Science and Social Studies. Kindergarten through second grade engages in 30 minutes of phonics instruction daily. Students alternate between Music and Physical Education (45 minutes a day).

Plan for Tiered Literacy Instruction.

Resources for Tier I instruction

- Standards-based classroom instruction in all classrooms
- Best practices including workshop model of instruction
- New print and non-print resources in the media center and classroom libraries

Time, Personnel, and Strategies for Tier II Instruction

- All Tier I resources listed above
- Additional computers and software
- Purchase and use of Scholastic Reading Inventory

- Additional print resources (such as: Updated Coach books for CCGPS, Updated Quick Reads)
- Personnel: Classroom teachers, academic coaches

Time, Personnel, and Strategies for Tier III Instruction

- All Tier I and Tier II resources listed above with greater frequency and intensity
- Personnel: Classroom teachers, Academic Coaches, ELL teacher, and Special education teachers (inclusion teachers, Para-pros, Speech-Language Pathologist, SLP)

Time, Personnel, and Strategies for Tier IV Instruction (SPED)

- All Tier I, Tier II, and Tier III resources listed above
- Special Education teachers and SLP providing inclusion and resource as dictated by IEP

It will be easy 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 since we do not have any other specific programs in place. Our current implementation of GPS, workshop model and best practices all align with this grant.

Strategies and Materials (Existing and Proposed) Including Technology to Support the Literacy Plan. Current Classroom Resources. One teacher-designated computer; one-two student computers (some have not been recently upgraded to Windows 2007), one laser black and white printer, one Interactive white board, very sparse classroom libraries consisting of teachers' personal collections, ELMOs in most classrooms, one ceiling-mounted projector in each classroom.

Current Shared Resources. We currently have shared sets of dictionaries and thesaurus, shared sets of trade books for whole class and reading group instruction (mostly fiction); one computer lab with approximately 25 computers.

Current Library Resources. We currently have approximately 12,000 books for student check-out Kindergarten to grade six; a small reference section; a small professional section; ten student computers; one Interactive White Board and a ceiling mounted projector. This includes a selection of sets of leveled guided reading books (predominantly fiction).

Additional resources needed to ensure student engagement. To ensure student engagement additional current non-fiction books; classroom libraries for independent reading and content area reading and additional software focused on literacy.

Classroom Practices that Support Literacy. Reading and Writing workshop models are used in all language arts and literature classrooms. These teachers also use writing rubrics directly linked to standards and have student do self-assessments of their writing using these rubrics. In all classrooms, students engage daily in school wide independent reading time in addition to independent reading time during the reading block. All literacy teachers participate in collaborative weekly planning and meet weekly with the literacy coach. The school actively promotes the “25-Book Standard” with incentives three times yearly.

Intervention Programs and Additional Strategies Needed to Ensure Student Success. The following is list of current intervention programs at East Central: Direct Instruction in reading, GRASP assessments, DIBELS, planning and support from full-time literacy coach, small group tutoring after school.

Reading and writing across the curriculum, particularly in science and social studies classrooms, are areas in which we need additional support.

Project Procedures and Support. The master schedule is set up so that teachers have the ability to pull RTI groups during the work time of the workshop model. This allows teachers to keep RTI groups flexible and fluid based on students’ needs. Special education students receive additional help through the special education teachers and SLP teachers in either an inclusion setting or in resource.

East Central Master Schedule						
K	1	2	3	4	5	6
8:15-10:30 Reading Block	8:15-9:45 Reading Block	8:15-10:00 Reading/SS block	8:15-9:15 Reading Block	8:15 Sci/ELA block 9:00 Activity	8:15 Activity	7:55-9:45 Reading Block
	9:45 Activity		9:15-10:15 Math block			
10:30 Lunch			10:15 Lunch			
11:00-12:00 Math block	11:00 Lunch 11:45-1:00 math	11:00 ELA/ Writing 11:30 Lunch 12:15 Activity	11:30 Activity 12:15- 1:30 Science/ social studies	11:45 Lunch 10:40-1:00 math block	11:15 Lunch Block	11:50 Sci/ELA block 12:10 Lunch 1:45 Activity
12:00 ELA Block 1:00 Activity	1:00-2:00 ELA/ science/ social studies		1:30-2:30 ELA block			

Professional Learning Content & Strategies Identified on the Basis of Documented Needs

Professional Learning for 2010-11			
Topic	Grades Attending	Hours	% of Staff Attended
Class Keys Training	K-6	10	100%
Reading Comprehension Instruction-Reading for Deeper Meaning	3-6	6	43% (9/21)
Skills and Strategies of Proficient Readers, Conferring, Small Group Work – Developing Methods	3-6	6	43% (9/21)
Reading and Comprehension	K-2	6	57% (12/21)
Effective Methods for Writing Workshop	K-2	6	57% (12/21)

Detailed List of On-going Professional Learning. Literacy teachers in Kindergarten through second grade have participated in one writing training and one reading training (12 hours) and literacy and content area teachers in grades three through five will complete (by February 2012) 12 hours of training in reading and writing. Teachers are also participating in book studies with the literacy coach at their grade level on teacher selected books. Kindergarten

through second grade are examining RTI while grades three through six are focusing on teaching skills. Beginning in December 2011, all teachers will begin attending professional learning around the CCGPS. Literacy and content area teachers in grades three through six will be receiving training around integration of literacy into content areas, complex texts, pathways of learning in comprehension, more meaningful conferencing and small group instruction, argument writing, and expository research writing.

Teachers prefer that professional learning be job-embedded and done during planning times, after school, or individually within specific classrooms. The professional learning needs identified in the needs assessment survey relate to the implementation of CCGPS.

Assessment/Data Analysis Plan.

Assessment	Purpose	Skills	Frequency
DIBELS Next Grades K-2 Grades 3-6 At-Risk Students DIBELS Daze	Screening, Progress Monitoring, Outcome, Oral Reading Fluency, Reading Comprehension	Phonological Awareness, Alphabetic Principle, Accuracy and Fluency with Connected Text, Vocabulary, Comprehension	Benchmark = 3 times per year PM=bi-weekly
G-KIDS	To provide ongoing diagnostic information, skills in language arts, math, science, social studies, social/emotional development, and approaches to learning.	Georgia Performance Standards	Daily
Online Assessment System Benchmark Tests	To assess mastery of grade level standards and to inform instruction	Georgia Performance Standards	Three times per year
CRCT	To assess mastery of grade level standards	Georgia Performance Standards	One time per year
Georgia Grade 5 Writing Assessment	To assess student writing proficiency	Narrative, Persuasive, and Expository Genres	One time per year
ACCESS for ELLs	To monitor students' progress in acquiring academic English	Language	One time per year

East Central, as part of Rome City Schools, has been very focused on using assessment to inform instructional needs. Implementing DIBELS and this year moving to the DIBELS Next program has greatly benefited teachers in targeting instruction. Periodic benchmark testing with tests aligned to the GPS and then analyzing that data has informed teachers of needed instruction and improved student performance on the Criterion Referenced Competency Test given annually in the state. Throughout the year teachers use both summative and formative assessments. Literacy teachers keep conference logs to track anecdotal observations and students' progress. ELL students are tested with ACCESS once yearly to determine their readiness levels. These assessments are all research based and in line with the state literacy plan.

Budget Summary. East Central will use SRCL funds in three different ways. First, we will use funds to provide adequate literacy resources for teachers and students to ensure access to materials and technology for sustained research projects and interdisciplinary literacy instruction to support reading, writing, listening, speaking and viewing skills as required for the implementation of CCGPS, including additional technology (\$164,650.00). Secondly, we will purchase resources to meet the needs of our RTI students both during the school day and in after school tutorial (\$18,855.00). Next, we will use funds to provide professional learning for all certified staff to assist with the roll out of CCGPS as a condition of receiving this grant (\$19,000). The total amount requested is \$202,505.00.

Georgia Striving Reader Subgrant	
Budget Breakdown and Narrative	
Function Code 1000 – Instruction	Year 1
Object Codes	Amount Budgeted
300 – Contracted Special Instructors	
610 – Supplies	
611 – Technology Supplies	
612 – Computer Software	\$5,000.00
615 – Expendable Equipment	\$58,000.00

616 – Expendable Computer Equipment	
641 – Textbooks	\$120,505.00
642 – Books and Periodicals	
Function Code 1000 – Instruction Narrative:	
Function Code 2100 – Pupil Services	Year 1
Object Codes	Amount Budgeted
300 – Contracted Services	
520 – Student Liability Insurance	
580 – Travel	
610 – Supplies	
641 – Textbooks	
642 – Books and Periodicals	
Function Code 2100 – Pupil Services Narrative:	
Function Code 2210 – Improvement of Instructional Services	Year 1
Object Codes	Amount Budgeted
113 – Certified Substitutes	
114 – Non-Certified Substitutes	
116 – Professional Development Stipends	
199 – Other Salaries and Compensation	
200 – Benefits	
300 – Contracted Services	
580 – Travel	\$11,400.00
610 – Supplies	
810 – Registration Fees for Workshops	\$7,600.00
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	\$202,505.00