

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

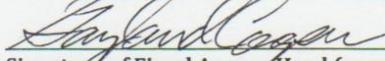
Position/Title of Fiscal Agent's Contact Person: Superintendent

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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 (GHS GT) 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

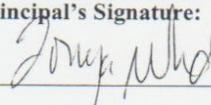
SRCL funds. In addition, eRate funds will be utilized to maintain the infrastructure needed to sustain the implementation of technology implemented through the SRCL Grant. E-rate funding, along with future SPLOST initiatives, will provide funding for Internet and wireless access, wiring, servers, routers, 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: North Heights Elementary			Total Grant Request: \$250,000.00
System: Rome City School		School Contact Information:	
		Name: Tonya Wood	Position: Principal
Number of Students		Phone Number: 706-295-4442	Fax Number: 706-324-5727
		Email Address:	
	225		
Number of Teachers			
	23		
Free/Reduced Lunch %	84%		
Principal's Name: Tonya Wood		Other Reform Efforts in School:	
		Principal's Signature: 	

North Heights Elementary School Application

School History. North Heights Elementary School is one of the seven elementary schools in Rome City Schools. It is a small, neighborhood Pre-K through 6th grade school located in northeast Rome, Georgia. The school campus is in an aging residential section of the city. The school attendance zone includes one housing project, one limited income apartment complex, four neighborhoods of older single-family houses (many of which are now rental properties), and four neighborhoods of relatively newer single-family houses. The student body of 225 students is diverse and for the most part reflective of the community. North Heights is a Title I school wide program school. The school has earned the Title I Distinguished Schools Award for the last seven years. From 2002 to 2005 North Heights was a Georgia's Choice school. The standards-based instructional emphases and best practices in teaching and learning continue to be a vital part of our school program.

The North Heights Elementary School campus is clean, recently renovated, and houses a positive learning environment. The school was fortunate enough to receive SPLOST supported renovations over the summer of 2008. The school received the following improvements: new paint, new ceiling tiles, new floor tiles, and exterior locks were re-keyed. The school campus is one of the most attractive in Rome, set at the back of a residential development on a large wooded lot. The campus is quiet, with the city cemetery beyond the trees at the rear of the property.

Currently there are 23 certified faculty and staff members, all of when are Highly Qualified in the area they teach. There are 14 general education teachers, one media specialist, two special education teachers, one literacy coach, one math coach, one full-time physical education teacher, a counselor for one day a week, a part-time ELL teacher, and a part-time

Speech-Language Pathologist. One part-time Title I Parent Involvement Coordinator serves the school community. There are three paraprofessionals serving Pre-K, special education, and duty-free roles.

The small, neighborhood atmosphere at North Heights allows teachers to know most of the student body by name.. The school has excellent attendance, with over 96% average daily attendance. A real strength for the school is the small student-teacher ratio and a committed professional staff of teachers.

Mrs. Ginger Rowston, our Parent Coordinator and Ms. Tonya Wood, the principal work diligently to maintain positive relationships with parents and community members. Parents are always welcomed at North Heights for informal visits as well as many formal visits. During the school year parents and community members are invited to events such as PTO, Math and Science Family night, Doughnuts for Dads, Muffins for Moms, MELD Minnesota Early Learning Design for Dads, and PASS classes (Parents Assuring Students Success) to enhance their parenting skills. The Literacy and Math Coach have a monthly workshop design to help parents understand what is happening in the classroom. Programs are held at different times throughout the day and evening to accommodate parents and their work schedule. This also helps to maximize parent involvement at North Heights.

High expectations in the areas of academics and behavior are held for ALL students at North Heights Elementary. Student specific intervention programs are in place to assist the struggling student. Faculty and staff utilize data to make instructional decisions in an effort to meet the variety of needs of each individual student.

Administrative and Teacher Leadership Team.

Ms. Tonya Wood	Principal
Mrs. Chris Rogers-White	Literacy Coach
Mrs. Dana Smith	Math Coach
Mrs. Ginger Rowston	Parent Coordinator
Mrs. Esther Ann Burger	Special Education Teacher
Mr. John Blankenship	Media Specialist
Mrs. Emily Matheny	3 rd grade Teacher

Past Instructional Initiatives. In 2002, North Height became a Georgia’s Choice School. During this time, two full time Literacy Coaches were employed. One coach served kindergarten through second, and one coach served third through sixth grade. The coaches participated in numerous hours of staff development of which they redelivered to the faculty. They also modeled and observed in classrooms to properly implement reader’s and writer’s workshop. Since the employment of these coaches, most of the literacy initiatives have been job-embedded learning. Below is abbreviated list of some of the job-embedded learning that has occurred in the past few years. As you will see, many of the initiatives that were put in place in 2002, are still present initiatives. These are the best practices that the faculty has adopted.

- Fantastic Five Staff Development: Phonemic Awareness, Phonics, Vocabulary, comprehension, and Fluency
- Comprehension Strategy Instruction
- Learning Focused Schools
- Standard Based Instruction
- Class Keys
- Collaborative Planning: Grade level teachers and Literacy Coach meet to plan instruction
- Writer’s Workshop
- Reader’s Workshop
- 25 Book Campaign
- Book of the month
- Read to Succeed: Reading Incentive
- Instructional Rounds
- Focus walks
- SRA Direct Instruction
- Reading A-Z

- Parent Workshops to enhance instructional strategies at home
- Content area comprehension
- Jeff Anderson Grammar

Current Instructional Initiatives

- Fantastic Five Staff Development
- Standard Based Instruction
- Comprehension Strategy Instruction
- Class Keys
- Collaborative Planning
- Literacy Coach
- Writer's Workshop
- Reader's Workshop
- 25 Book Campaign
- Book of the month
- Read to Succeed
- Read 180
- Instructional Rounds
- Focus walks
- SRA Direct Instruction
- Reading A-Z
- Parent Workshops to enhance instructional strategies at home
- Content area comprehension
- Jeff Anderson Grammar

Professional Learning Needs. An annual professional learning needs assessment is conducted each spring to determine the professional learning priorities at our school. Each staff member participates in the professional learning needs assessment. The results of the annual professional learning needs assessment are used to determine system-wide and school-wide professional learning opportunities for teachers. On the annual system-wide needs assessment that was conducted during the spring of 2011, the faculty and staff indicated that they needed additional training in content area literacy, Response to Intervention, as well as differentiation.

In addition the staff was given a literacy needs assessment survey, for the Striving Readers Grant, this survey determined several literacy needs we have at North Heights Elementary. Below is a list of the top five needs identified within the survey.

- Common Core Standards
- Content Area Literacy
- Differentiation
- Motivation
- Understanding Text Complexity

Need for a Striving Readers Project. There is a significant need for early intervention and school readiness in our Kindergarten population. As shown below, students enter our Kindergarten programs with many deficits. The chart shows that students who were enrolled in the Pre-K program at our school seemed to begin Kindergarten with fewer deficits. We know school readiness as an integral component to our success. We will add forty days to our existing Pre-K program. We will continue monthly parenting classes around the instruction of literacy and include specialized instruction around early literacy. We will provide a special area within our library for a preschool lending library. This library will include board books, quality literature as well as parenting magazines.

The DIBELS Next Fall 2011 Benchmark Composite Score Kindergarten

	Well Below Benchmark	Below Benchmark	Benchmark
All students	50%	18%	32%
Students who attended Pre-K at North Heights	25%	13%	62%

During the years as a Georgia Choice School, North Heights began to fine-tune literacy instruction to solely include best practices in our standards based classroom. This initiative also included two full time Literacy Coaches and funding for literacy materials. Since the conclusion of this initiative, North Height has continued to move forward to provide students with best practices in Reader’s and Writer’s workshop even though funding has decreased tremendously. Since the original implementation, North Heights lost the funding for one of the two Literacy

Coaches. The Literacy Coach now serves Kindergarten through Sixth grade. Funds for literacy materials are very limited. Even with these conditions, we feel confident in our abilities to implement the CCGPS. There are several areas that we feel additional funding would aid in our implementation. These needs include additional fiction and non-fiction print and non-print materials with appropriate text complexity for literacy classroom libraries, content area instruction, as well our school media center. We will need to increase technology to support the use of non-print texts as well as professional learning to implement the new common core performance standards.

Literacy Team Structure: A listing of the members of the site based literacy team:

Ms. Tonya Wood	Principal
Mrs. Chris Rogers-White	Literacy Coach
Mrs. Dana Smith	Math Coach
Mrs. Ginger Rowston	Parent Coordinator
Mrs. Esther Ann Burger	Special Education Teacher
Mr. John Blankenship	Media Specialist
Mrs. Emily Matheny	3 rd grade Teacher

The function of the literacy team at North Heights is to discuss instructional needs and concerns. This group is responsible for communicating with the rest of the staff the decisions made regarding curriculum and instruction. Each year the team meets to develop the School Improvement Plan. This team also participates in a Data Retreat in the summer to disaggregate the past year’s CRCT test data. Other undertakings of this team include, but are not limited to, planning and executing the 25 Book campaign, planning the book of the Month, planning and monitoring the RTI process and implementation of supplemental programs, and Summer School planning. The committee communicates with the staff through grade level meetings, faculty meetings and email memos.

Minutes of the Meetings of the Site-Based Literacy Team	
Date	Topic
July	Data Retreat to disaggregate CRCT data
August	Planning for 25 Book Campaign and Book of the Month
August	Planning for Intervention- schedule
September	Analyzing DIBELS Data
September	Analyzing OAS Test Data
October	Discussing Striving Reader Grant
October	Monitoring the progress of students in the RTI Program
November	Discussing Striving Reader Grant
November	Revisiting 25 Book Campaign/ Discussing Reading Celebrations
November	Monitoring the progress of students in the RTI Program
December	Finalizing Striving Reader Grant

Literacy Team Schedule. The Literacy Team meets formally twice a month with many informal meetings throughout the year.

Literacy Team Initiatives

- Grade level meetings
- Job embedded professional Learning
- Comprehension Strategy Instruction
- 25 Book Campaign
- Book of the month
- Read to Succeed
- Read 180
- Instructional Rounds
- Focus walks
- Response to Intervention

Job-Embedded Professional Learning. The Literacy Coach offers professional learning during the school day based on identified needs. This may take the form of modeling lessons in a teacher’s classroom, observing and giving feedback on a teacher’s lesson, training individuals or groups of teachers on specific topics, and providing materials and resources. Professional learning also takes place during some department meetings throughout the school year.

Response to Intervention. A pyramid of interventions is in place at North Heights, and teachers hold regular meetings regarding student needs and concerns. Tier I serves all students. Tier II addresses the needs of students who have deficits in some area. Tier III serves students through the Student Support Team (SST) and provides more intensive interventions. Tier IV is for students who have qualified for Special Education.

Plan for Tiered Literacy Instruction. All students will continue to receive Tier I instruction on the core curriculum based on the Common Core Georgia Performance Standards. Instruction will occur in all classrooms through the use of research-based strategies and materials aligned with the new standards. According to research, 80-90% of students should be successful at Tier I without intervention.

The school schedule provides a Response to Intervention block at the beginning of the school day. Teachers will continue to provide Tier II interventions as part of Writer’s Workshop and Reader’s Workshop, as they meet with small groups of students whose regular screening assessments show specific deficits. These students often receive additional interventions from our RTI teacher, who serves Tier II and Tier III students in grades 3-6.

In Tier III instruction, there is data to show that students are not progressing at an adequate rate with Tiers I and II. The Student Support Team focuses on these students with intensive interventions. Students may receive Tier I instruction plus two or three interventions.

School Student CRCT Data.

Reading:		% Meeting/Exceeding Standard on CRCT in 2010-2011						
Grade	All	White	Black	Hisp.	Other	SWD	Ec. Dis.	LEP
Grade 3	76	100	79	86	75	83	76%	100
Grade 4	86	100	84	100	80	75	84%	100

Grade 5	85	100	86	67	100	100	85%	100
Grade 6	100	100	100	100	100	100	100%	<

Language Arts:		% Meeting/Exceeding Standard on CRCT in 2010-2011						
Grade	All	White	Black	Hisp.	Other	SWD	Ec. Dis.	LEP
Grade 3	79	75	77	100	75	83	77%	100
Grade 4	83	80	79	100	100	50	79%	100
Grade 5	93	100	86	100	100	100	86%	100
Grade 6	100	100	100	100	100	100	100%	<

School High School Graduation data. There is one high school in the Rome City School System. Since 2007 the graduation rate has steadily increased from 59.4% in 2007 to 77.5% in 2011. The chart below shows the 2011 graduation data for Rome High School by subgroups.

Total	Caucasian	Black	Hispanic	ELL	Economically Disadvantaged
77.5%	82.8%	68.9%	83.3%	54.5%	72.7%

Early Learning Readiness. The following charts show data from the DIBELS fall Benchmarks.

2011-2012 Kindergarten Fall Benchmark DIBELS Next Edition
<p>Composite Score</p> <p>Goal: 26</p> <p>Mean Composite Score: 22.3</p> <p>36% scored at or above benchmark</p>

11% scored at or below benchmark 55% scored well below benchmark
2011-2012 First Grade Fall Benchmark DIBELS Next Edition
Composite Score Goal: 113 Mean Composite Score: 118 67% scored at or above benchmark 6% scored at or below benchmark 27% scored well below benchmark

Teacher Retention Data.

Teachers	This school
Highly qualified teachers	100%
Percentage With Level 4 Cert	31.8%
Percentage with Level 5 Cert	45.5%
Percentage with Level 6 Cert	22.7%
Percentage with Level 7 Cert	0%
Average Teaching Experience (Years)	8.2
Low-Level Experienced Teachers (Less than 3 yrs)	4.5%
Mid-Level Experienced Teachers (Between 3 and 20 yrs)	95.5%
High-Level Experienced Teachers (Greater than 20 yrs)	N/A
Annual Teacher Retention Rate	68.7%
Experience Continuity Ratio	0.89
Principal Experience Continuity Ratio	1

2008 – 2009	1 Teacher Hired
2009 – 2010	0 Teachers Hired
2010 – 2011	2 Teachers Hired

Teachers participate in weekly grade level planning to discuss and review curriculum and instructional needs. The literacy coach may provide additional training at this time.

Curriculum Needs/ Technology Needs. The results of the literacy needs assessment indicate that North Heights' Media Center as well as classroom libraries are not adequate to motivate students to read more. More enriched libraries would provide choice of text, topic, and appropriate reading level for all students as outlined in the new Common Core Georgia Performance Standards. Teachers do not have adequate classroom materials to satisfy the text and task requirements as indicated in Appendix B of the Common Core Georgia Performance Standards.

Technology needs were addressed as part of the needs assessment that was conducted as part of the Striving Readers Grant application. Some classrooms are equipped with computer-based interactive white boards, but several classrooms are lacking this equipment. Some classrooms have document cameras, but several classrooms need this type of technology. Most of our students do not have access to computers or other technology at home, and the classrooms are equipped with only two computers that are allocated for student use. Because of the college and career readiness component of the Common Core Georgia Performance Standards, our students need to be exposed to technology as much as possible --- even in the early grades. Electronic pads, electronic tablets, electronic readers, etc. are common in the general society, but they are nonexistent in our school. The students do not have access to technology of this scope. Our students would also benefit from using technology. so that students can learn adequate technology skills to prepare them for college and career readiness as outlined in the new Common Core Georgia Performance Standards.

Needs Assessment. An annual professional learning needs assessment is conducted each spring to determine the professional learning priorities at our school. Each staff member participates in the professional learning needs assessment. The results of the annual professional learning needs assessment are used to determine system-wide and school-wide professional learning opportunities for teachers. On the annual system-wide needs assessment that was conducted during the spring of 2011, the faculty and staff indicated that they needed additional training in content area literacy, differentiation, as well as motivation.

In addition the staff was given a literacy needs assessment survey, for the Striving Readers Grant, this survey determined several literacy needs we have at North Heights Elementary. The faculty members were given a window of time to complete the needs assessment. Faculty members were allowed to respond anonymously for the purpose of obtaining honest answers to the needs assessment. There was a forced answer feature to the needs assessment so that each faculty member had to respond to each part of the survey. The needs assessment contained a combination of constructed response and short answer items. A total of 33 questions were included on the needs assessment.

Below is a list of the top five needs identified within the survey.

- Common Core
- Content Area Literacy
- Differentiation
- Motivation
- Understanding Text Complexity

A listing of the individuals who participated in the needs assessment

Sue Gribble Pre-K

Ginger Jarrell- K

Kyla Boutwell- K

Carley Newberry-1st

Michele Terry -1st

Amy Walker - 2nd

Natalie Hall -3rd

Emily Matheny- 3rd

Chris Parkers- 4th

Susan O'Dell- 4th

Ashlyn Ritch -5th

Lauren Rodin- 5th

Greg Moss- 6th
Chris Rogers- Literacy Coach
Dana Smith- Math Coach
Shane Parson- P. E.
John Blankenship- Media Center
Virginia Rowston- Parent Coordinator
Esther Ann Burger- Resource
Virginia Wadsworth- Resource
Tonya Wood- Principal

Areas of Concern and Root Causes.

Increased Access to Print and Non-print Literacy Resources. Area of Concern: The number one concern identified by the online survey targeted to literacy needs as identified in CCGPS is increased access to print and non-print literacy resources in all grade levels (ages 5-13) that are complex enough to meet the more stringent demands of the new College and Career Readiness Standards. The need for diverse texts, both literary and informational, is at the heart of the rationale found in the “What” document. Without adequate resources, it will be impossible to fully and effectively implement the new literacy standards. Students must have access to a wide variety of texts for self-selected reading as well as for research and content specific activities. Closely associated with this access to texts is the need for a variety of texts in diverse media and formats which, in turn, require additional acquisition and training in new technologies. The North Heights media center that is poorly equipped with “print” texts. The library consist of less than 9,000 titles and only a few of them have been purchased in the past ten years. Literacy and content area teachers do not have adequate classroom libraries to sustain independent reading and research, and students have no access to electronic texts or media. As stated in the Reading Next Report, one of the core elements that improve literacy gains in adolescent students is motivation and self-directed learning. To motivate students, North Heights will must become a print rich school. The Media Center will refurbish its collection to contain more modern and high interest literature. The Media Center will be a place where students and parents feel welcomed. The Media Center will include a preschool library, where children under the age of four will have access to quality literature.

Root Cause: Insufficient funding is the major underlying cause for our need for literacy resources in all grade levels. Since the conclusion of the Georgia’s Choice Initiative, sufficient

funds have not been available to purchase classroom libraries for teachers. In addition, teachers have not had access to many current technologies available for classroom use that will enhance their instruction as well as the engagement of students who are products of a 21st century world.

Professional Learning to Implement the CCGPS. Area of Concern: Once adequate literacy resources are in place, teachers in all grade levels (ages 4-13) will need professional learning to ensure that these resources are being used most effectively. With the current coaching model already in place, both the math and literacy coaches will be able to deliver some on-site, job-embedded professional learning in teaching reading and writing across the curriculum. Additional training with technology resources may be required from outside sources. There is a general need for the entire faculty to receive training in the basic implementation of the CCGPS, with particular emphasis on the College and Career Readiness Anchor Standards for content area teachers.

Root Cause: Teachers at North Heights Elementary have had no professional training in the Common Core State Standards. The first training for all teachers will be on a professional learning day on December 16, 2011. Literacy coaches have had limited exposure to CCSS and have shared some information with teachers. The greatest concern of teachers is the lack of resources on the levels shown in Appendix B for implementing CCSS.

Past actions to address the problem. All literacy teachers have received professional learning in writing and reading instruction from Rome City Schools. Teachers in all grades have implemented Writer's Workshop and have addressed student needs through mini lessons and individual conferences. Teachers have implement Reader's Workshop, to meet individual student needs through the use of conferencing and leveled texts, including texts from Reading A-Z. Teachers have used QuickReads to increase reading fluency. Many use the CRCT Coach books

for test preparation. In addition, primary teachers use SRA Reading Mastery, Sound Partners and Road to the Code. Students who were not meeting or were barely meeting grade level learning objectives were encouraged to attend the after-school tutoring program and/or the Summer Opportunity Program.

Goals to be Funded by Striving Reader Grant.

Goals	Objectives
Adopt and implement a formal system wide Literacy Plan based on the What Document and Georgia’s State Literacy Plan that is comprehensive from Birth through grade 12	
Increase the learning outcomes, so that students are college and career ready when they graduate	<ul style="list-style-type: none"> • Provide literacy resources, both print and non-print, to use with the implementation of CCGPS. • Extend the Pre-K school year by 40 days • Revisit the Fantastic Five (Phonemic Awareness, Phonics, Comprehension, Vocabulary, and Fluency) to strengthen our Literacy Program • Implement an uninterrupted literacy block
Enable data-based decision making and better utilize resources in Student Longitudinal Data System (SLDS) to drive instruction	<ul style="list-style-type: none"> • Implement Scholastic Reading Inventory (SRI) • Implement Get Got it Go (Pre-K)
Increase student motivation and Self directed learning	<ul style="list-style-type: none"> • Up-date and increase the number of text in the school Media Center • Purchase new media center furniture/ decor to invite more student interest • Increase technology in Media Center • Increase number of leveled text for classroom libraries • Create a pre-school lending library within the school library for children Birth to Five years of age • Provide a tablet computer and a

	device use with existing Smart Boards.
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Goals to be Funded with Other Revenue Sources. North Heights will continue the Literacy Coach Initiative, which is paid for through Title I and Title II funds.

Goals to be Funded with Other Revenue Sources.

- Continue to improve student achievement and provide job-embedded professional development through the Literacy Coaching program funded by Title I and Title II.
- Give system-wide benchmark tests correlated with Common Core State Standards and use Scantron technology to analyze and disaggregate student data.

Proposed Plan for Implementation of Goals and Objectives. The Literacy Plan will focus on increasing student achievement by improving student and teacher access to literacy materials, updated technology, and professional learning in order to improve classroom, small group, and individual instruction. Using Striving Readers Grant fund, all teachers will receive two days of training in Common Core State Standards, in addition to training provided by Rome City Schools. The school will purchase and use the Scholastic Reading Inventory to gather student literacy data. Teachers will track student data by more effectively by using the Georgia Longitudinal Data System and will analyze results from Benchmark Tests, as well as formative and summative classroom assessments. Literacy coaches will train/retrain teachers in the components of reading instruction. Coaches will also model instruction in classrooms to reinforce professional learning, particularly in CCSS and in components of reading. Given the necessary funds, we will increase the Pre-K school year for our two Pre-K classes from the current 160 days to 200 days.

The implementation of the Literacy Plan will involve every certified staff member. The principal Ms. Tonya Wood will oversee the implementation. Literacy coaches will work with Ms. Wood, Media Specialist Mr. Blankenship, and teachers to choose specific instructional

materials for support of the plan. Coaches will work with teachers to support implementation of CCSS by modeling lessons and assisting with integration of literacy in the content areas. All teachers will be directly involved with instruction based on the Pyramid of Interventions.

Resources for Tier I instruction

Tier I

When: In the Literacy Classroom

Who: Classroom Teacher

What: Resources listed below

- Standards-based classroom instruction in all classrooms
- Best Practices including workshop model of instruction
- Georgia Performance Standards
- Leveled texts
- Differentiated instruction
- Lucy Caulkins resources
- Benchmark testing
- Writer's workshop
- Good parent communication
- Progress Monitoring

Tier II

When: In the Literacy Classroom and/ or Intervention Block* see schedule

Who: Classroom Teacher and Resource Teacher

What: Resources listed below

- SRA Direct Instruction
- Road to the Code
- Sound Partners
- High frequency monitoring

Tier III - SST Driven

When: In the Literacy Classroom and Intervention Block* see schedule

Who: Classroom Teacher and Resource Teacher

What: Resources listed below

- SRA Direct Instruction
- Road to the Code
- Sound Partners
- High frequency monitoring

Tier IV - SPED

When: In the Literacy Classroom and Intervention Block* see schedule

Who: Classroom Teacher and Resource Teacher

What: Resources listed below

- SRA Direct Instruction
- Road to the Code
- Sound Partners
- High frequency monitoring
- Specially designed instruction as designated by the IEP

Plan for Tiered Literacy Instruction. All students will continue to receive Tier I instruction on the core curriculum based on the Common Core Georgia Performance Standards. Instruction will occur in all classrooms through the use of research-based strategies and materials aligned with the new standards. According to research, 80-90% of students should be successful at Tier I without intervention.

The school schedule provides a Response to Intervention time for all teachers. Teachers will continue to provide Tier II interventions as part of Writer’s Workshop and Reader’s Workshop, as they meet with small groups of students whose regular screening assessments show specific deficits. These students often receive additional interventions from our RTI teacher, who serves Tier II and Tier III students in grades 3-6.

In Tier III instruction, there is data to show that students are not progressing at an adequate rate with Tiers I and II. The Student Support Team focuses on these students with intensive interventions. Students may receive Tier I instruction plus two or three interventions.

Materials that support literacy, including instructional technology.

- Current classroom resources
 - 1 teacher-designated computer
 - 2 student computers
 - 1 black and white printer
 - 1 interactive board
 - 1 ceiling mounted projector
 - 1 document camera
 - Extremely limited classroom libraries purchased by the school
 - Sets of dictionaries in some classrooms but not in others

- Current shared resources
 - Tutoring program in phonics-based early reading
 - Phonological awareness program for young children
 - Fluency program with nonfiction passages
 - Guided reading intervention program
 - Direct instruction reading program

- Current library resources.
 - Approximately 9,000 books (including easy and intermediate fiction and nonfiction)
 - Small reference section
 - 1 ceiling mounted projector
 - 15 student computers

- Additional resources needed to ensure student engagement.
 - Additional current trade books in print and electronic format
 - Nonfiction texts in print and electronic format for whole class and small group use
 - Classroom libraries for independent reading
 - Additional leveled texts
 - Handheld devices for student and teacher use (e.g., e-books, electronic tablets)
 - Additional literacy-focused software

- Classroom practices that support literacy
 - Reading and Writing Workshop in all classrooms
 - Guided and Independent Reading
 - Literacy-based Centers
 - 25 Book Campaign in all classrooms
 - Response to Intervention

- Intervention programs.
 - Summer Opportunity Program
 - Planning and Support from Full-time Literacy Coaches
 - Tutoring program in phonics-based early reading
 - Phonological awareness program for young children
 - Fluency program with nonfiction passages
 - Guided reading intervention program
 - Direct instruction reading program

- Additional strategies needed to ensure student success.
 - Reading and Writing across the curriculum
 - Integration of technology into work and lessons

Project Procedures and Support.

Time	Pre-K	Kindergarten	1 st Grade	2 nd Grade
8:00 – 8:30	Calendar Time	Calendar Time	Calendar Time	Reader’s Workshop/ Phonics
8:30 – 9:00	Literacy	Reader’s Workshop/ Phonics	Reader’s Workshop/ Phonics	
9:00 – 9:30		Centers	P.E.	Math Skills
9:30 – 10:00	Lunch		P.E.	Writer’s Workshop
10:00 – 10:30	Lunch		P.E.	Lunch
10:30 – 11:00	Story Time	Math Workshop	Math Workshop	Math Workshop
11:00 – 11:30	Rest	Writer’s Workshop	Writer’s Workshop	Writer’s Workshop
11:30 – 12:00		Snack	Intervention/ Soc. St./Science	Intervention/ Soc. St./Science
12:30 – 1:00	Small Group			
1:00 – 1:30				
1:30 – 2:00				
2:00 – 2:30				
2:30 – 2:45	Dismissal			

Time	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
8:00 – 8:30	Math	Math	Reader’s Workshop	P.E.
8:30 – 9:00	Workshop	Workshop	Workshop	Math
9:00 – 9:30	Math Skills	Math Skills	Writer’s Workshop	Workshop
9:30 – 10:00	Reader’s Workshop	Reader’s Workshop		P.E.
10:00 – 10:30	Writer’s Workshop	Writer’s Workshop	Math Workshop	Writer’s Workshop
10:30 – 11:00	Workshop	Workshop	Math Skills	Math Skills
11:00 – 11:30	Lunch	Lunch	Lunch	Lunch
11:30 – 12:00	P.E.	Science/ Social Studies	Science/ Social Studies	Science/ Social Studies
12:30 – 1:00	Science/ Social Studies	P.E.	Intervention/ Acceleration	Intervention/ Acceleration
1:00 – 1:30				
1:30 – 2:00				
2:00 – 2:30				
2:30 – 2:45				

All students in grades K-6th grade receive 120+ minutes of literacy instruction with a 45 minutes available for intervention or acceleration.

Additional Professional Learning Needs.

Professional Learning Activity	Number of Participants	Hours	Percentage of Faculty
Alpha Skills Pre-K Training	2	8	8%
Data Retreat 2010-2011	6	8	26%
*Developing Writers	13	16	57%
Summative Assessment: Classworks Universal Screener and Benchmark	5	8	22%
*Reading Comprehension Instruction- Reading for Deep Meaning	13	16	57%
Class Keys Modules Training	14	12	61%
Content Area Reading and Writing Using Science/Math	1	120	4%
Leadership and Implementation of Best Practices	1	8	4%
Interactive Board Training	14	4	61%

Assessment/Data Analysis Plan.

Assessment	Purpose	Skills	Frequency
CRCT	Assessing standards mastery; promotion to next grade	Georgia Performance Standards (GPS)	1 time per year
Benchmarks	Assessing standards mastery; inform instruction	GPS that have been covered each grading period	3 times per year
Performance Tasks	Assessing standards mastery	GPS that have been covered during a unit of study	After each performance task unit of study
GRASP reading comprehension screener	Assessing reading comprehension	Reading comprehension and Fluency	2 times per year
DIBELS	Assessing individuals identified through RTI	Basic reading fluency and possible problems to be addressed through a targeted	As needed

		intervention	
Classroom Formative Assessments	Progress monitoring toward meeting and exceeding standards	GPS that are currently being taught	Daily
5th Grade State Writing Assessment	Assess student writing proficiency	Expository and Persuasive genre GPS	1 time per year

Budget Summary	
Georgia Striving Reader Subgrant	
Budget Breakdown and Narrative	
Function Code 1000 – Instruction	Year 1
Object Codes	Amount Budgeted
199 – Other Salaries and Compensation	\$10,880.00 Pre-K teacher and Paraprofessional
300 – Contracted Special Instructors	5,000.00
610 – Supplies	5,000.00
611 – Technology Supplies	18,000.00
612 – Computer Software	5,000.00
615 – Expendable Equipment	
616 – Expendable Computer Equipment	
641 – Textbooks	
642 – Books and Periodicals	75,000.00
Function Code 1000 – Instruction Narrative: The funds for instruction will include additional technology to bring the school Media Center up to date. Funding will also provide each classroom teacher with a tablet computer and a device to connect to existing smart boards. The funds will also cover computer software and supplies necessary to effectively run the technology. Teachers need books and periodicals for classroom instruction, especially in the areas of Science and Social Studies. Funding to purchase 4 year old assessment tools.	
Function Code 2100 – Pupil Services	Year 1
Object Codes	Amount Budgeted
300 – Contracted Services	
520 – Student Liability Insurance	
580 – Travel	
610 – Supplies	9,520.00
641 – Textbooks	
642 – Books and Periodicals	75,000.00
Function Code 2100 – Pupil Services Narrative: classroom libraries for independent reading, as well as high-interest text to increase student choice and motivation.	
Function Code 2210 – Improvement of Instructional Services	Year 1

Object Codes	Amount Budgeted
113 – Certified Substitutes	4,000.00
114 – Non-Certified Substitutes	
116 – Professional Development Stipends	
200 – Benefits	
300 – Contracted Services	
580 – Travel	\$6000.00 training
610 – Supplies	
810 – Registration Fees for Workshops	\$4600.00 registration
Function Code 2210 – Improvement of Instructional Services Narrative: This budget includes 40 additional days salary for a Pre-K teacher and paraprofessional to extend the Pre-K school year. It also includes registration for travel cost for all certified staff members to attend two-day workshop. Additional funds in this area are provided for substitutes for all certified staff members to participate in content area literacy.	
Function Code 2220 – Educational Media Services	Year 1
Object Codes	Amount Budgeted
610 – Supplies	9,000.00
642 – Books and Periodicals	22,000.00 E books/ Text books
Function Code 2220 – The school’s media center can become a place where students may choose current texts, both fiction and nonfiction, which will contribute to their pleasure of reading and their access to materials for researching nonfiction topics. This will also include funding for a preschool lending library within the school media center.	
Function Code 2500 – Support Services – Business	Year 1
Object Codes	Amount Budgeted
148 – Accountant	1,000.00
200 – Benefits	
300 – Contracted Services	
580 – Travel	
880 – Federal Indirect Costs	
Function Code 2500 – Support Services – Business Narrative: An accountant will take responsibility for the accurate tracking of funds.	
Total Budget for Year 1	\$250,000.00