

**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	<b>System Contact Information:</b>	
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 <sup>th</sup> 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

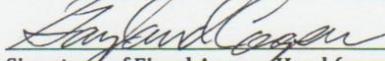
Position/Title of Fiscal Agent's Contact Person: Superintendent

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 12<sup>th</sup> grade. Students must be given the literacy skills to meet the demands of the 21<sup>st</sup> 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 12<sup>th</sup> 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 12<sup>th</sup> 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%

<b>ROME CITY SCHOOLS</b>									
<b>CRCT Reading/ELA 2011 (Full Academic Year Students)</b>									
	All	Asian/ P.I.	Black	Hispanic	White	Multi-Racial	SWD	ELL	Econ. Disadv.
<b>Students</b>	2306	40	824	647	676	116	244	311	1716
<b>Basic (DNM)</b>	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
<b>Proficient (Meets)</b>	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
<b>Advanced (Exceeds)</b>	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
<b>Meets + Exceeds</b>	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
<b>Meets + Exceeds &gt;= 80%</b>	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
<b>Confidence</b>									

<b>Interval</b>							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%

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

	<b>Project Title</b>	<b>Funded Amount</b>	<b>Is there audit?</b>	<b>Audit results</b>
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.**

<b><u>FY 2011-12</u></b>	<b><u>Title I Funds</u></b>	<b><u>Title II-A Funds</u></b>
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.

	<b>Individual Responsible</b>	<b>Supervisor</b>
<b>Purchasing</b>	Ms. Debbie Downer, Director of Curriculum and Instruction	Dr. Gayland Cooper, Superintendent
<b>Site-Level Coordinators</b>	<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

<b>Professional Learning Coordinator</b>	Ms. Debbie Downer, Director of Curriculum and Instruction	Dr. Gayland Cooper, Superintendent
<b>Technology Coordinator</b>	Mr. David Smith, Director Mr. Jeff Hargett, Instructional Technology Coordinator	Dr. Gayland Cooper, Superintendent
<b>Assessment Coordinator</b>	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

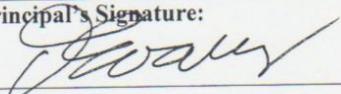
SRCL funds. In addition, eRate funds will be utilized to maintain the infrastructure needed to sustain the implementation of technology implemented through the SRCL Grant. E-rate funding, along with future SPLOST initiatives, will provide funding for Internet and wireless access, wiring, servers, routers, 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 12<sup>th</sup> Grade.

# GEORGIA DEPARTMENT OF EDUCATION

## Striving Readers Comprehensive Literacy Grant

### School and Center Cover Sheet

<b>DOE Use Only</b> Date and Time Received:		<b>DOE Use Only:</b> Received By:		<b>DOE Use Only:</b> Project Number	
School Name: Rome High School				Total Grant Request: \$500,000	
<b>System:</b> Rome City Schools		<b>School Contact Information:</b>			
		<b>Name:</b> Dr. Ellen Brewer		<b>Position:</b> Literacy Coach	
<b>Number of Students</b>		<b>Phone Number:</b> 706-235-9653		<b>Fax Number:</b> 706-236-7058	
1505		Email Address: ebrewer@rcs.rome.ga.us			
<b>Number of Teachers</b>					
96					
<b>Free/Reduced Lunch %</b>	64%				
<b>Principal's Name:</b> Dr. Tygar Evans			<b>Other Reform Efforts in School:</b> Needs Improvement Year One		
			<b>Principal's Signature:</b> 		

## **Rome High School Center Application**

**School History.** Rome High School, the only high school in the district, was established in the 1920s as gender specific schools. In 1957, Rome High School split into East Rome and West Rome High Schools to accommodate a growing population and the needs of the community. Due to overcrowding in the early 1990s, the school board voted to consolidate the two schools into the present day Rome High School. In 1992, the comprehensive high school opened its doors.

As a Learning Focused School, Rome High had much success. The school was named by *U.S. News & World Report* named Rome High School as one of the best schools in the nation every year beginning in 2009. For 2005 and 2011, Rome High School had the highest SAT scores in Georgia. Rome High was recognized in 1996 as a “School of Excellence” and the tradition of excellence continues. Currently, 573 students are enrolled in 13 AP courses. Rome has a long history of being one of the best high schools in Floyd County. The school’s population (total enrollment 1505) is diverse and comprised of the following: White 38%, Black 32%, Hispanic 23%, Multiracial 3%, American Indian, Asian American and Pacific 4%. RHS is a targeted assisted school with 64% of the population receiving free/reduced lunches.

**Administrative and Leadership Teams.** The school’s administrative team is comprised of one principal, Dr. Tygar Evans, who has been principal for eight years, and four assistant principals, Bill Singleton, Linda Felton, Gene Johnson, and Dr. Dawn Williams. The administrative team also includes two instructional coaches: Dr. Debra Warren in math, and Dr. Ellen Brewer in ELA. The school’s leadership team meets bimonthly and is composed of the administrative team and the department chairs (10 teachers) from all departments representing RHS’s 96 certified teachers and meets monthly or as needed.

**Past Instructional Initiatives.** Despite the many accolades earned by the student populations since 1992, Rome High School has had to change its instructional initiatives and practices in order to meet the demands and needs of its learners and to meet adequate yearly progress (AYP). RHS did not meet AYP in 2010-2011 due to the graduation rate and the ELA scores on the GHSGT. Because of the graduation rate, we are Year-One Needs Improvement. The following initiatives have been implemented at Rome High to address these problems.

**Standards-Based Classroom Training.** In 2007, Rome High School partnered with Northwest Georgia RESA to deliver staff development to all teachers focused on standards-based instruction, Georgia's Class Keys Teacher Evaluation. The training was also intended to raise students' levels of achievement, thereby impacting the waning graduation rate. The professional development components included backward design, instructional frameworks, and Depth of Knowledge (DOK) questioning. Teachers were expected to use the strategies along with anchor charts, word walls, and formative assessments to improve their daily instruction for students.

**Collaborative Planning Time.** Additionally, in order for departments to plan collaboratively and to create professional learning communities, teachers were given an additional planning period in the four core departments—English, math, social studies, and science. Teachers plan with grade levels and subject areas. During planning time, teachers in Math and ELA also have professional development delivered by the math and literacy coaches.

**Support classes.** Support classes for targeted students who needed to pass the GHSGT were once offered in all four departments. Presently, there is one class for ELA and math has support classes at each grade level.

**Read 180.** Students are screened for low reading achievement and placed in the Read 180 intervention program.

**Credit recovery.** Students are allowed to recover credit via *Odysseyware* after school and during summer school sessions on the RHS campus. Students apply for acceptance to the Phoenix Learning Center (PLC) which is an alternate route to graduation. PLC classes meet Monday through Thursday. Students work at their own pace and receive individual attention order to graduate on time.

**Dual Enrollment.** Students can earn college credit through the dual enrollment program with Georgia Highlands College and Georgia Northwestern Technical College.

**Book Study.** It was determined that a shift in school culture was needed so that teachers could better understand students from poverty. In 2010, the school faculty read *A Framework for Understanding Poverty* by Ruby Payne. Through a series of videos and discussions, the faculty studied how they could better help students, particularly African American males, succeed in their classrooms.

**Test Prep Resources.** To assist students in passing the GHSGT and EOCT, the school purchased and continues to fund *USA Test Prep* and *Study Island* as online resources for students. Both programs can be accessed from home or on campus. Teachers also utilize them to create study materials and simulate standardized tests.

### **Current Instructional Initiatives.**

**Class Keys Evaluation Tool.** To ensure that standards-based instruction was taking place in all classrooms, the district implemented Georgia's Class Keys teacher evaluation instrument in 2011-2012. As a result of this initiative, school-wide professional development was conducted on standards-based instruction, specifically on the instructional framework. This training focused on the work period and the DOK levels questioning and performance tasks.

**Book Study.** In order to address an existing problem with African American males in the classroom and discipline issues involving Black males, the faculty is currently reading *Motivating Black Males to Achieve in School and in Life* by Baruti Kefele.

**Instructional Coaches.** In an effort to make AYP in math and ELA, two instructional coaches were hired. Dr. Warren, the math coach, was added in 2010, and Dr. Brewer, the ELA coach, was added in 2011. Their jobs include coaching teachers and modeling lessons in the classroom, helping to reduce the number of course failures, and tutoring targeted students. The coaches provide ongoing professional learning and ensure grade level collaborative planning sessions are utilized.

**Expanded CTAE Courses.** To promote students perseverance in school, a cosmetology lab was included in the school's new addition and cosmetology was added as a new CTAE pathway. The program has been very successful and widely popular with the student population.

**Computer Labs.** Two computer labs are currently being added to Rome High School to accommodate students using test preparation resources and for online benchmark and placement testing.

**All Students College Prep.** Beginning with 2011-2012, all entering freshman will receive the credits necessary to attend a post-secondary institution upon graduation from RHS. Students can choose between a 2-year college pathway or a 4-year college prep pathway which prepares them to enter a technical college or attend a four year university or college. This is an effort to raise the standards of achievement for all students.

**All Students Proficient.** This program is a "no excuses" policy. The program allows students to redo failed assignments or makeup missing work .Teachers provide opportunities for

students to receive tutoring or attend study sessions. Also, students may not earn a grade of 60 or lower. Students are proficient when they earn a 70.

**GRASP.** This software was purchased to serve as a screener for math and reading comprehension in order to identify students that need support.

**GHSGT Study Skills and Math 3 Support.** These classes were created to assist students who are targeted for assistance in passing the GHSGT or the EOCT in math and ELA. The ELA Study Skills class targets seniors who still need to pass the GHSGT in ELA.

**School Improvement Plan.** This document includes goals for meeting AYP in graduation rate, math, and ELA which are outlined in the school improvement plan.

**Professional Learning Needs.** In the spring 2011, the faculty and staff at Rome High school completed a needs assessment that revealed two needs. The faculty chose to focus on CCGPS training and additional Class Keys training.

The results of the needs assessment completed for this project include the need for professional learning to implement Common Core GPS (CCGPS) in ELA and the content areas, print resources in varying text complexities and diversity including fiction and nonfiction texts to augment the curriculum in ELA, science, social studies, and CTAE courses, sufficient technology and training to utilize it, the establishment of a school-wide literacy plan, and data collection systems in ELA and content areas to individualize instruction.

**Need for a Striving Readers Project.** Without doubt, Rome High School is a “good” school. RHS has many accolades. However, the gap in achievement between the White subgroup and the African American economically disadvantaged subgroup is widening. With the funds supplied by this grant, Rome High School could become a “great” school and help *all students* achieve academic success and *graduate from Rome High School prepared for college or work as*

our school's mission statement proclaims. A by-product of this success would be the 90% graduation rate RHS needs in order to make AYP for 2011-2012.

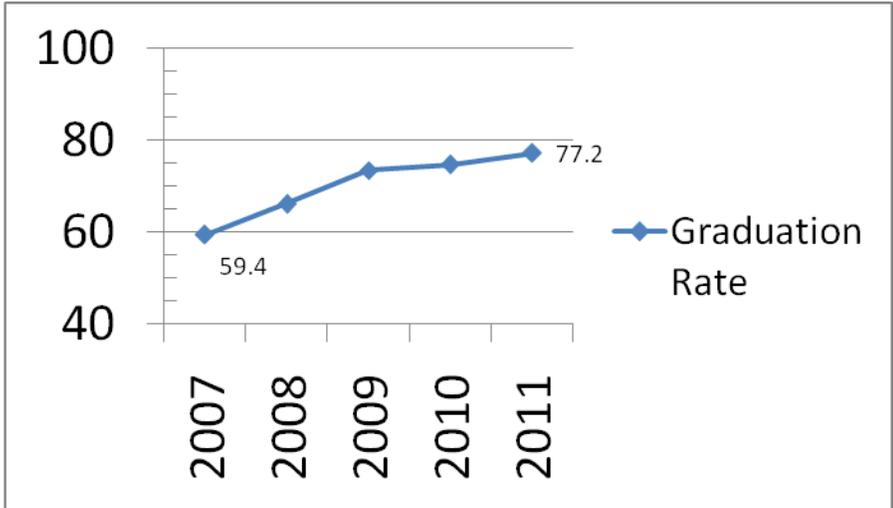
**School Literacy Team.** Currently, Rome High School does not have a formal literacy team. The literacy coach works in conjunction with the administrative team and the ELA department chair to resolve literacy issues. Additionally, the district's literacy coaches meet monthly with the curriculum director to plan. However, the need has been identified to establish a literacy team at the local school level that would oversee literacy in ELA and in all content areas. The team structure would consist of the following members:

- The administrative team including principals and instructional coaches
- Teacher representatives (nominated by department) from each department
- The media specialists
- Parent representation from each grade level
- Students from each grade level
- Community leaders

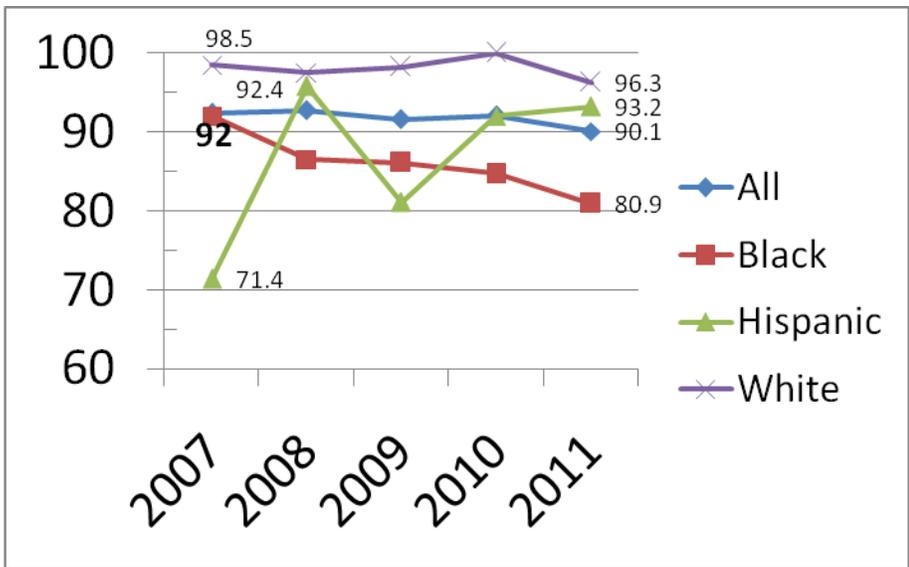
The site based literacy team would formulate a shared vision and a plan to implement and oversee the school-wide reading and writing initiative. The team would also assess professional learning needs as well as look at student data to identify strengths and weaknesses. Meeting minutes would be maintained and distributed to all team members. Team members would consult and receive input from all teachers in the decision-making process. The team would meet regularly implement initiatives.

The Literacy Team would consider initiatives that include data driven decision making, improving reading and writing in the content areas, implement CCGPS, create formative writing and reading assessments, professional learning, and promote literacy in the school and community.

**Student Achievement Data.**



**AYP ELA on GHSGT.**



**EOCT ELA Pass Rate**

9 <sup>th</sup> CPA	100%
9 <sup>th</sup> CP/TP	81%
11 <sup>th</sup> CPA/AP	100%
11 <sup>th</sup> CP/TP	82%

**GHSWT Pass Rate**

2009-2010	91%
2010-2011	96%
2011-2012	95%

**Discipline Data 2010-2011 (Students Removed from RHS)**

Black	36
White	3
Hispanic	8

Rome High School must have 90% graduation rate and ELA must have a 95% pass rate in all subgroups on the GHSWT or an EOCT.

**Teacher Retention Data.** Currently, the teacher retention rate is 84.3%. According to the latest Title I report, 100% of all teachers are highly qualified. The faculty and staff at Rome High School hold the following degrees: bachelors (18.7%), masters (42.9%), specialists (30.8%), and doctorates (6.6%). The average teacher has 16 years experience. New hires for 2011-2012 included 13 new teachers.

**Teacher Participation in Professional Learning Communities/On-Going PD.** The core departments at RHS have common planning time. The ELA planning time for all teachers is 3<sup>rd</sup> period from 10:20-11:15 each day, math meets 5<sup>th</sup> period, science 6<sup>th</sup> period, and social studies 2<sup>nd</sup> period. For example, during these collaborative planning times, ELA meets with grade levels and with the whole department for job-embedded professional development. For example, 9<sup>th</sup> teachers meet on Mondays, 10<sup>th</sup> on Tuesdays, 11<sup>th</sup> on Wednesdays, and 12<sup>th</sup> on Fridays. Thursdays are reserved for professional development. The ELA teachers are a cohesive group of professionals. A professional learning community for ELA has been in place for several years, even before the common planning time was created in the schedule. During this time,

teachers review grade level test data, analyze benchmarks, plan instructional units, performance tasks, and common assessments. During the whole group meetings the literacy coach provides professional learning on relevant issues. Currently, the ELA department is writing reflections based upon a book study of Tatum's *Teaching Reading to Black Adolescent Males: Closing the Achievement Gap*. This text was selected to address the Black male achievement gaps as well as low course pass rates in ELA and how to engage Black males through diverse text selection.

**Curriculum Needs.** To enhance our current curriculum, Rome High School would benefit from the following initiatives which could be funded with grant monies.

- Site-Based Literacy Team to provide vision and leadership
- Comprehensive and coordinated literacy program that promotes reading/writing across the curriculum
- Effective literacy strategies embedded in all content areas
- Student opportunities for self-selected reading/writing/research projects to meet the demands of CCGPS
- Writing about texts by summarizing, analyzing, interpreting
- Intensive instruction in the writing process and increased volume of student writing
- Ongoing formative and summative assessments
- Professional learning for CCGPS in ELA and content areas including vocabulary, reading comprehension, and writing arguments
- Challenging, complex, and diverse print resources
- Strategic tutoring programs for struggling readers and writers that follows the RTI model
- Opportunities to plan interdisciplinary and thematic units across content areas

**Technology Needs.** Rome High School teachers and students need the following technology to enhance the curriculum and aid in implementation of CCGPS.

- Technology-based formative and summative assessment programs
- Improved technology to promote student engagement
- Additional technologies for integration into content areas
- Digital access to diverse and complex texts—fiction and nonfiction
- Technology-based writing assessment program
- Expanded Research databases for all content areas

**Needs Assessment.** The needs assessment was developed in collaboration with Rome Middle School. The literacy coaches met and created surveys using <http://www.surveybuilder.com>. The survey consisted of 25 items that addressed issues relating to CCGPS implementation and the professional development and resources needed to do so. Additionally, the school wide needs assessment conducted in the spring 2011 was included in the results.

**Needs Assessment Process.** After development of the survey, the high school literacy coach met separately with the core departments (social studies, science, ELA, special education) and CTAE teachers to discuss the Striving Readers Grant application, CCGPS implementation, and the needs assessment process. Teachers in the above content areas were given one week to complete the surveys. The literacy coach emailed the survey link to each department. When the surveys were completed, the literacy coach analyzed the results relative to needs for CCGPS implementation and development of a site-based literacy team and plan.

**Needs Assessment Participants.** The following faculty participated in the needs assessment: ELA (16 teachers), social studies (10 teachers), science (14 teachers), CTAE (12 teachers). Special education teachers are subject specific and were included with their respective departments.

**Major Areas of Concern Relative to the “What” Document.** According to the research in the “What” document as presented by the Georgia Department of Education, the following are prioritized concerns at Rome High School.

- **Core standards and standards-based instruction.** Teachers often assume that they are teaching the standards, however, administrative observations indicate otherwise. Not all teachers have embraced or completely understand standards-based teaching and struggle with implementation. Of particular concern is the low level of rigor in classroom instruction. Teachers will need extensive training in implementing CCGPS.

- **Implementation of best practices.** Best practices are in literacy instruction not common across the ELA department or other content areas. A portion of this grant will be used to train teachers on best practices.
- **Formative and summative assessment data.** Teachers in core departments utilize summative and formative assessments. A lack of easily accessible data prevents teachers from being able to use the results efficiently. Consequently, data does not drive instruction. Teachers need the ability to administer online assessments in order to have student specific data to guide instruction.
- **RTI.** Teachers do not understand the RTI process and therefore do not implement it effectively. This lack of RTI knowledge combined with insufficient electronic data collection systems cause teachers to take a reactive rather than a proactive role in helping students be successful academically.
- **Student engagement.** A lack of student engagement in RHS classrooms directly contributes to student persistence in school and a consistently low graduation rate. Disengaged students frequently disrupt instruction. Students who consistently receive in-school and out-of-school suspensions are often Black males. Teachers need specific strategies for motivating struggling students and for planning engaging instruction.

**Concerns Relative to Best Practices.** A lack of the following best practices in literacy have been identified as concerns in all content areas.

- Extensive reading of diverse, complex texts of fiction or informational texts that includes analyzing, inferring, summarizing, citing evidence, or evaluating arguments and claims.
- Intensive writing instruction and increased volume of writing with focus on purpose, style, and audience
- Implementation of writer’s workshop and explicit teaching of the writing process that includes teacher modeling and student exemplars
- Writing effective arguments and using evidentiary claims
- Vocabulary development
- Technology integration in conducting research and producing writing
- Selecting, evaluating, and utilizing various media in presentations and research
- Identifying individual student weaknesses and using the information to guide instruction
- Ongoing professional development in literacy best practices in the content area

**Grade Levels and Content Areas.** The aforementioned concerns are consistent across all grade levels and content areas.

**What School Has Done or Not Done to Address Concerns.** School-wide professional

development was conducted on two in-service days in 2007 by Northwest Georgia RESA on standards-based classrooms in anticipation of the development of the Class Keys Evaluation Tool. For 2011-2012, the staff development has focused on instructional framework and effective work period activities. The instructional coaches are participating in RESA’s ELA/math consortium which includes instructional rounds. Teachers are participating in book studies designed to help students in poverty and motivate Black males. In terms of technology integration, very little has been done other than to install Smart Boards or Eno boards in all the classrooms. Two computer labs in a school of 1500 students provide limited access.

RHS has not implemented any type of reading and/or writing across the curriculum program. The school has not focused on any type of technology integration outside of interactive white boards in the classrooms.

**Root Cause Analysis.** The following concerns were reported in the needs assessment:

<b>Need</b>	<b>Percentage of Respondents</b>
Site-Based Literacy Plan	76% say no plan exists or plan unknown
CCGPS Professional Development	69% requested training
Literacy Training in Content Areas	74% requested training
Data Meetings That Drive Instruction	41% requested training
Print Resources for CCGPS	75% need resources
Complex and Diverse Texts	59% need resources
Informational Texts	66% need resources
Time to Plan Interdisciplinary/Thematic Units	47% need planning time with other areas
Improved Technology	91% needs adequate technology
Professional Development in Technology	87% need training
Response to Intervention (RTI)	50% need additional training

These needs are common to all grade levels and all subject areas. The root causes reflect the school’s lack of professional development in school-wide literacy efforts and teachers’ inadequate training in RTI procedures. The teachers need a variety of resources in order to implement CCGPS in addition to training in planning rigorous units that utilize complex,

diverse, and informational texts. Student data shows that Black males are not engaged in learning and their literacy achievement reflects that disconnectedness. Students are spending too much time in ISS and OSS rather than in the classrooms engaged in learning. Teachers are not adequately trained in motivating these students.

In the past, RTI training was help in a few one-hour sessions. There has been no follow-up training. Despite two book studies about helping students in poverty and black males, teachers still struggle with finding ways to teach these students. Technology efforts have improved but are still inadequate to meet the demands of engagement and CCGPS. The classrooms are equipped with Smart Board technology, but training was limited to a few hours. Additionally, no school-wide literacy training has been given to teachers. New information that was revealed by the needs assessment is that 63% of teachers reported that they were effectively teaching vocabulary.

### **Project Goals and Objectives To Be Funded by Striving Readers.**

**Goal 1:** *Raise student learning outcomes so students graduate college and career.*

**Objectives:**

- Provide professional learning in CCGPS implementation, teaching literacy in all content areas, *Writing to Read*, and technology integration
- Provide adequate print and non-print resources that include diverse, complex, and informational texts
- Provide improved technology for student engagement
- Improve students' access to texts and technology

**Goal 2:** *Use data-driven, data-based decision processes to drive instruction.*

**Objectives:**

- Provide additional professional learning in RTI, using data to drive instruction, and differentiating instruction
- Provide improved benchmark and common assessments aligned to standards
- Provide professional learning in creating and interpreting results from formative and summative assessments
- Provide tutoring for struggling readers with timely interventions

**Goal 3:** *Adopt a formal literacy plan based on Georgia's Literacy Plan from Birth to Grade 12.*

**Objectives:**

- Create a site-based literacy team
- Provide professional learning for plan implementation
- Establish common literacy practices across content areas including proper monitoring of both teachers and students
- Implement *Writing to Read* strategies
- Provide 2-4 hours of literacy instruction daily
- Implement daily reading and weekly writing in all content areas

**Goals to be Funded with Other Revenue Sources.**

- Reading Intervention—Read 180 and GRASP by Title I
- Study Skills Classes for Targeted Assistance by Title I
- Instructional Coaches to achieve professional development goals by Title I and II

**Scientific, Evidence-Based Literacy Plan Implementation Plan.** Professional development for CCGPS will begin in December, 2011, with three hours of professional learning designed to introduce the entire staff to the new content area literacy standards. During the second semester of 2011-12, the literacy coach will be working with all ELA teachers to redefine unit objectives and identify resources to meet the challenges of text complexity and rigor associated with CCGPS and on informational texts needed. We will work closely with the media specialist to purchase the print and non-print resources. In addition, the literacy coach will meet with science, CTAE, and social studies teachers to help them decide upon specific texts that they will need to teach the content literacy standards. This information will be shared with the media specialist who will oversee the ordering of print and non-print resources for the school. Part of our request includes training with the different handheld devices and software, and this will take place as soon as the devices and software become available. The technology coordinator for the system will work with the media specialist to see that the technology infrastructure is upgraded and that all the new hardware and software are installed before the end of the school year.

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 in the School Leadership meetings and in Literacy Team meetings. Once the professional learning piece is established, materials will be ordered and a schedule for professional learning will be set. During the summer, grade level/content area groups of teachers will spend two days planning for the fall of 2012-13 using the new resources so that when students arrive in late July, we will be ready to begin using the new technology and the new literacy resources.

The principal will serve as the overall instructional leader and ensure buy-in from the entire staff. The literacy and math coaches will provide on-site professional learning and instructional support. The media specialist will assist teachers with technology training, questions, and concerns. The system technology coordinator will oversee the installation of new hardware and software throughout the building.

**What Will Take Place.** In keeping with 21<sup>st</sup> century literacy needs, the school needs to add and update both print and non-print resources to our media center and classrooms. Also the school needs to secure sufficient level texts available for students to use for their independent reading. Therefore, RHS seeks to add both print and e-books to our media center and classroom library collections. Students also need access to the automated library system at home.

Using e-books, classrooms can interact with content in ways they cannot with print books though both formats can be used in improving comprehension, vocabulary, fluency, research and writing skills, and general content knowledge. When projected on a screen, e-books become “larger than life” and become highly motivating tools for interactive learning for all students, especially reluctant readers. With simultaneous access, students can view the same book at the

same time as well as view it on a screen or monitor. This encourages conversation about texts as well as shared critical analysis in small group discussions which have been shown to improve retention of content. The flexibility of e-books is paramount as they can be used in whole class, small group, or individual instruction in the media center, a classroom, or in a technology lab setting. Students can even access them from their home devices. This is a huge advantage for our population because many students do not have print resources in their homes, and we do not have adequate print resources to check out to them to take home. Also, many print resources are lost or damaged in a relatively short period of time whereas e-books can be used for many years. Finally, technology is a key component of 21<sup>st</sup> century literacy instruction, and our students must become proficient consumers of the technology they will encounter in the working world or in college or technical schools upon graduating from high school.

To use e-books effectively, additional technology in the form of handheld devices such as and additional student desktop computers will need to be purchased. RHS proposes to add a specific computer literacy lab with 30 work stations designated for reading and writing instruction and intervention. In whole classes or in smaller intervention groups, students will be able to access e-books and work on fundamental reading skills in this lab. As shown in our writing assessment data, our scores have remained “flat” for several years, creating a need for to move more students toward exceeds. The lab would provide a place for student to compose, edit and revise, and publish pieces of writing as well as purchasing a diagnostic writing tool. It will also be a platform for launching in-depth research and writing demanded by CCGPS in all content areas.

Another technology resource is to add mobile learning labs that will provide mobile/handheld devices with which students are already familiar and extremely motivated to

use. There are unlimited free and paid educational apps available that can address all areas of literacy as well as content area standards. Having these devices in a portable cart will allow all teachers to have access and to promote good literacy instruction across the curriculum. Finally, adding digital storytelling software and hardware to address the listening, speaking, and viewing components of CCGPS. Students could produce slideshows, music videos, videocasts (video podcasts, v-casts), and audiocasts (podcasts) for any content area. Students can learn through creating new content that often goes beyond the basic requirements and then publish their work on websites or throughout the learning community. This can be a very powerful intervention and enrichment tool for providing rich literacy instruction to our student population.

When adding these new print resources and pieces of technology, we must also provide quality professional learning for all teachers. Several companies offer free professional learning when you purchase their materials, and we can use our academic coaches and media specialist to deliver some professional learning, but we will have to engage the services of some outside consultants to make sure that we are using each resource in the most efficient manner.

**Current School Instructional Schedule.** Students at Rome High School are enrolled in seven, 50-minute, academic classes each day which include math, science, social studies, ELA including journalism and speech, CTAE, foreign language, fine arts, or PE at the AP, college prep advanced, or college prep levels.

### **Plan for Tiered Literacy Instruction.**

#### **Resources for Tier I instruction**

- Standards-based classroom instruction in all classrooms
- Best practices including workshop model in reading and writing
- New print and non-print resources in the media center and classroom libraries
- Electronic devices and educational apps used in all content areas
- Literacy Lab designated for reading, writing, and research
- Digital story-telling equipment and software including word processing

**Time, Personnel, and Strategies for Tier II Instruction**

- All Tier I resources listed above
- Scholastic READ 180 with one teacher for 50 minutes daily
- Study Skills Class with one teacher for 50 minutes daily

**Time, Personnel, and Strategies for Tier III Instruction (DI READING)**

- All Tier I and Tier II resources listed above
- Special Education teachers (2-3) providing DI in reading comprehension for 50 minutes daily

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

- All Tier I, Tier II, and Tier III resources listed above
- Special Education teachers (2-3) providing DI in decoding and/or comprehension for 45-90 minutes daily

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 RHS does not have any other specific programs in place. To improve student achievement is the school's priority.

**Strategies and Materials Including Technology to Support the Literacy Plan.** Below is a generic listing of materials that support literacy, including instructional technology.

**Current Classroom Resources**

- Math—No textbooks except Math IV, no print resources
- ELA—textbooks, paperback novels in limited quantities, dictionaries
- Social Studies—textbooks
- Science and CTAE—textbooks and limited lab resources
- All classrooms—One teacher-designated computer; two student computers, one laser black and white printer, one Smart Board including projector in each classroom, no classroom libraries in ELA or content areas classrooms

**Current shared resources**

- Two computer labs with 30 work stations
- ELA shared novels

**Current library resources**

- Limited database access
- Galileo
- Encyclopedias and other references
- Fiction
- Limited and outdated nonfiction

- 30 computers for student access
- 10 laser printers and 1 color printer
- 18 Overhead projects for teacher checkout
- 5 MMS machines for teacher checkout
- Limited VHS and DVDs
- Ellison letter machine
- 1 Laminator
- Automated Library Management System
- 5 TV/VCR/DVD combos on carts for teacher checkout

**Additional resources needed to ensure student engagement**

- E-readers for students and teachers
- Print resources in fiction and nonfiction that are diverse and complex
- Digital texts that are diverse and complex
- Handheld devices for student access to Internet and other resources
- Diagnostic writing program
- PD for teachers in utilizing Smart Boards and other technology integration techniques
- Clicker devices for Smart Boards
- Software for creating assessments
- Student data management system
- Classroom libraries for independent reading for each language arts and literature teacher
- Additional books in print or electronic format for the media center
- Designated “Literacy Lab”
- Digital story-telling software and equipment

**Activities That Support Literacy.** Reading/writing workshop models are needed in all language arts and literature classrooms. Most teachers use writing rubrics directly linked to standards and have student do self-assessments of their writing using these rubrics. In literature classrooms, students engage in weekly independent reading time. All ELA teachers participate in collaborative weekly planning of performance task that includes research projects and units with the literacy coach. Teachers also plan common assessment and participate in weekly professional development provided by the literacy coach.

**Intervention Programs.** The following is list of current intervention programs at Rome High School: Scholastic Read 180, Direct Instruction in reading, GRASP assessments,

Qualitative Reading Inventories, planning and support from full-time literacy coach, small group instruction before and after school, tutoring during lunch or other available times.

**Additional Strategies Needed to Ensure Student Success.** Reading and writing across the curriculum, particularly in science, social studies, and CTAE classrooms, is one area that will need additional support. Teachers need professional learning for content literacy instruction, RTI, and differentiation. With our current schedule, the four core departments have common planning built into the school’s schedule. However, to plan jointly with other departments teachers will have to meet before or after school.

**Project Procedures and Support.** **Sample Schedule For Tier I:** Student A is a senior at RHS whose schedule currently includes 50 minutes of literacy instruction.

1 <sup>st</sup> Period	Advanced Weight Train	50 minutes
2 <sup>nd</sup> Period	Environmental Science	50 minutes
3 <sup>rd</sup> Period	Math IV	50 minutes
<b>4<sup>th</sup> Period</b>	<b>English IV CP</b>	<b>50 minutes</b>
5 <sup>th</sup> Period	Computer Applications	50 minutes
6 <sup>th</sup> Period	American Government	50 minutes
7 <sup>th</sup> Period	Math III CP	50 minutes

**Sample Schedule for Tier II.** Student B is a freshman and in need of reading intervention.

<b>1<sup>st</sup> Period</b>	<b>Reading Enrichment</b>	<b>50 minutes</b>
2 <sup>nd</sup> Period	ESOL II	50 minutes
3 <sup>rd</sup> Period	Math I CP	50 minutes
4 <sup>th</sup> Period	Biology I TP	50 minutes
<b>5<sup>th</sup> Period</b>	<b>English I CP</b>	<b>50 minutes</b>
6 <sup>th</sup> Period	World History	50 minutes
7 <sup>th</sup> Period	Cosmetology	50 minutes

**Sample Schedule for Tier III.** Student C is a senior and did not meet the standards on the GHSGT or the GHSWT. He has been placed in a study skills class for intensive instruction.

1 <sup>st</sup> Period	Math III	50 minutes
2 <sup>nd</sup> Period	Food Science	50 minutes
3 <sup>rd</sup> Period	Economics	50 minutes
4 <sup>th</sup> Period	Advanced Band IV	50 minutes
<b>5<sup>th</sup> Period</b>	<b>English IV TP</b>	<b>50 minutes</b>

6 <sup>th</sup> Period	Intro to Health Science	50 minutes
<b>7<sup>th</sup> Period</b>	<b>Study Skills/ELA</b>	<b>50 minutes</b>

**Sample Schedule for Tier IV:** Student D is a special education student who receives ELA instruction in a self-contained resource room for special support.

1 <sup>st</sup> Period	Food and Nutrition	50 minutes
2 <sup>nd</sup> Period	Social Skills I	50 minutes
<b>3<sup>rd</sup> Period</b>	<b>Workplace Readiness</b>	<b>50 minutes</b>
<b>4<sup>th</sup> Period</b>	<b>Reading Enrichment</b>	<b>50 minutes</b>
5 <sup>th</sup> Period	U.S. History	50 minutes
<b>6<sup>th</sup> Period</b>	<b>English III</b>	<b>50 minutes</b>
7 <sup>th</sup> Period	Visual Arts	50 minutes

**Sample Student Schedule With Future 2 Hour Literacy Instruction in Content Areas:**

1 <sup>st</sup> Period	<b>English II CP</b>	<b>50 minutes</b>
2 <sup>nd</sup> Period	<b>Biology I</b>	<b>50 minutes</b>
3 <sup>rd</sup> Period	<b>World History</b>	<b>50 minutes</b>
<b>4<sup>th</sup> Period</b>	<b>Food and Nutrition</b>	<b>50 minutes</b>
5 <sup>th</sup> Period	Math II	50 minutes
6 <sup>th</sup> Period	Spanish II	50 minutes
7 <sup>th</sup> Period	Intermediate Band II	50 minutes

**Professional Learning for 2010-11**

<b>Topic</b>	<b>Hours</b>	<b>% of Staff Attended</b>
Ruby Payne's <i>A Framework for Understanding Poverty</i>	10	100%
Smart Board Technology Training	5	60%
½ Literacy Coach Training in Writing	6	8%
Raising Rigor in ELA	10	8%
Class Keys Training	10	100%

Teachers prefer that professional learning be job-embedded and done during planning times. Teachers often prefer book studies that directly address students' learning needs. Coaches are available to deliver individual assistance to teachers in their classrooms. The major professional learning identified in the needs assessment relates to the implementation of the new

CCGPS in 2012-13 particularly in the areas of literacy. Teachers are asking for new literacy resources and assistance in using these resources in their classrooms.

**Current Assessment Protocol for Rome High School**

<b>Assessment</b>	<b>Purpose</b>	<b>Skills</b>	<b>Frequency</b>
EOCT	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
Pretest	Evaluating initial proficiency of GPS	GPS	1 time per year at the beginning of the year
Performance Tasks	Assessing standards mastery	GPS that have been covered during a unit of study	After each performance task unit of study
Scholastic Reading Inventory	Assessing reading progress for at-risk students	Vocabulary, Spelling, Reading Comprehension, Fluency	4 times per year
GRASP reading comprehension screener	Assessing reading comprehension	Reading comprehension and Fluency	2 times per year
QRI	Assessing individuals identified through RTI	Basic reading fluency and possible problems to be addressed through a targeted intervention	As needed
Classroom Formative Assessments	Progress monitoring toward meeting and exceeding standards	GPS that are currently being taught	Daily
11 <sup>th</sup> GHSWT	Assess student writing proficiency	Persuasive genre GPS	1 time per year
11 <sup>th</sup> GHS GT	Assess student competencies in ELA	Reading comprehension, literary analysis, language	1 time per year

Rome High School has been very focused on using assessments to inform/reform instruction for the past year to be removed from “Needs Improvement” status. Regularly

benchmarking students with tests aligned to standards and then carefully analyzing that data and modifying instruction has, indeed, made a difference in the performance of our students on the annual EOCTs and the GHSGT and GHSWT. In addition, teachers have begun writing performance task units and using specific performance tasks to evaluate students' progress toward meeting and exceeding standards by administering pre/post unit assessments. Throughout these units, there are daily formative assessments taking place to further inform instruction. For those students identified as "at risk", the teachers provide either literacy intervention through Scholastic READ 180. The school uses the Scholastic Reading Inventory component of READ 180 to help screen students who may be at risk for failing to achieve standards in order to place them in appropriate intervention programs. Many of our ELL students are in our Scholastic READ 180 program in addition to receiving special services with a certified ESOL teacher.

**Budget Summary.** Rome High School is requesting \$500,000 to support reform efforts. Rome High School will use grant monies to fund professional development for all teachers in implementing CCGPS and a school-wide literacy initiative. The proposed allotment for training is \$71,568 which includes the following: state department training for 96 teachers (\$24,000), stipends (\$24,000), professional texts (\$10,000), substitute for unit planning (\$5568), and special speakers (\$8,000). For resources, the proposed budget consists of the following: print resources (\$81,200), research databases (\$10,000), and e-book and other digital materials (\$65,000). The following is a proposed budget for technology purchases: electronic handheld devices (\$175,000), student response systems (\$12,000), wireless slates (\$18,400), digital storytelling software (\$5,842), designated literacy lab (\$48,900), and student data management system (\$12,000). The total budget is \$500,000.

<b>Georgia Striving Reader Subgrant</b>	
<b>Budget Breakdown and Narrative</b>	
Function Code 1000 – Instruction	Year 1
Object Codes	Amount Budgeted
300 – Contracted Special Instructors	
610 – Supplies	
611 – Technology Supplies	
612 – Computer Software	\$17,842
615 – Expendable Equipment	\$175,000
616 – Expendable Computer Equipment	\$79,300
641 – Textbooks	
642 – Books and Periodicals	\$156,290
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	\$5,568
114 – Non-Certified Substitutes	
116 – Professional Development Stipends	\$24,000
199 – Other Salaries and Compensation	
200 – Benefits	
300 – Contracted Services	\$8,000
580 – Travel	\$19,200
610 – Supplies	\$10,000
810 – Registration Fees for Workshops	\$4800
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	\$156,290
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:	
<b>Total Budget for Year 1</b>	<b>\$500,000</b>