

GEORGIA DEPARTMENT OF EDUCATION
Striving Readers Comprehensive Literacy
Program

LEA Grant Application
System Cover Sheet.

Please return to: Georgia Dept. of Education Attn: 205 Jessie Hill Jr. Dr 1758 Twin Towers East Atlanta, GA 30344	DOE Use Only Date and Time Received:	DOE Use Only: Received By:
Name of Applicant: Rome City Schools		Project Number: (DOE Assigned)
Total Grant Request: \$3,683,856.00	System Contact Information:	
Name: Dr. Gayland Cooper		Position: Superintendent
Number of schools in system: 9 applying: 9 schools and the Rebecca Blaylock East and West Centers		Phone: (706) 236-5050
Fax: (706) 802-4311		
Congressional District: 11 th District	Email: gcooper@rcs.rome.ga.us	

Sub-grant Status

___ Large District (45,000 or more students)

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

X Small District (0-9,999 students)

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

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Dr. Gayland Cooper

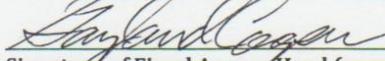
Position/Title of Fiscal Agent's Contact Person: Superintendent

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City: Rome Zip: 30161

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

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Signature of Fiscal Agency Head (required)

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

Superintendent
Typed Position Title of Fiscal Agency Head (required)

December 14, 2011
Date (required)

Rome City Schools Narrative

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Eligibility of Schools and Centers.

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

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

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

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

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

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

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

Experience of the Applicant.

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

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

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

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

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

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

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

Aligned Use of Federal and State Funds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

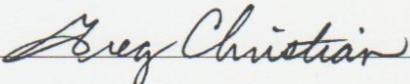
Plan for sustaining technology that is implemented with the SRCL funds. Given the current economic climate, sustainability for the SRCL Grant project is a legitimate concern and one that requires thoughtful purchasing and planning for sustainability. Efforts will be made to ensure that most of the technology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

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

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

**GEORGIA DEPARTMENT OF EDUCATION
Striving Readers Comprehensive Literacy Grant**

School and Center Cover Sheet

DOE Use Only Date and Time Received:		DOE Use Only: Received By:	DOE Use Only: Project Number
School Name: Rome Middle School		Total Grant Request: \$331,002	
System: Rome City Schools		School Contact Information:	
		Name: Cindy Smith	Position: Literacy Coach
Number of Students		Phone Number: 706-235-4695	Fax Number: 706-291-9884
804		Email Address: csmith@rcs.rome.ga.us	
Number of Teachers			
69			
Free/Reduced Lunch %	70%		
Principal's Name: Greg Christian		Other Reform Efforts in School: None at present	
		Principal's Signature: 	

Rome Middle School Application

School History. Rome Middle School (RMS) was established in 1992 when the Rome City School district consolidated its two junior high schools into one school consisting of grades seven and eight. Our student population is diverse, both economically and culturally, making it challenging to provide programs to meet all students' needs. The school has enjoyed many successes and challenges in its 19-year history. Rome Middle School has been recognized twice as a Georgia School of Excellence. In 2007 and again 2008, Rome Middle School was recognized as one in only five middle schools in the state of Georgia to receive the Single Statewide Accountability System (SSAS) Silver Award for making Adequate Yearly Progress (AYP) for two consecutive years. RMS was also named as a "Georgia Department of Education Dream School" and a Title I Distinguished School, in 2008, 2009, and 2010. When the state of Georgia funded "Pay for Performance" schools, RMS qualified each year.

However, the school has also had its challenges. Coming from being a Year Six Needs Improvement School from 1998 to 2004 has been an arduous journey; however, for the past six years, Rome Middle School has made AYP and is no longer classified as "Needs Improvement." In order to earn this status, the school has adopted the attitude of doing "whatever it takes" to help all students achieve. In 2005, we made significant changes in school improvement practices and have continued those practices as well as other initiatives to achieve our current AYP status.

At the base of our Pyramid of Interventions is sound Tier I instruction. Our academic coaching model, with both math and literacy coaches, assures that all students receive strong, standards-based instruction. This model has also been very instrumental in changing the school to a professional learning community where teachers regularly plan collaboratively and participate in job-embedded professional learning.

Rome Middle school remains committed to the middle school concept where students are assigned to one of six academic teams for their core subjects—language arts, literature, math, science, and social studies. These teams function as “families” within the overall structure and help to monitor student progress and response to intervention. Gifted students are served in language arts and math, and they are allowed to take a foreign language for high school credit as eighth graders. Additional students are allowed to take a foreign language for high school credit if their standardized test scores indicate that they are above grade level in reading.

In addition to academic core courses, Rome Middle School students are enrolled in two connections classes each semester. We offer family and consumer sciences, art, computer applications, agri-science, health, physical education, chorus, band, technology, and foreign language. Students can also participate in a wide variety of extracurricular activities.

Despite our diverse student population, RMS is a “no excuses” school where all students are expected to meet or exceed the standards in all academic areas. It is the mission of Rome Middle School to provide every student with a safe, secure environment, a challenging curriculum, and opportunities for success.

Administrative and Teacher Leadership Team. Rome Middle School’s administration consists of one principal and two assistant principals. We also have one full-time guidance counselor and literacy coach, and one half-time math coach. There are two teacher leadership teams as well. Our “Wolf Pac” committee, consisting of all team leaders plus the administration, handles issues related to discipline, scheduling, and any other non-curricular concerns. The “Curriculum Task Force” is made up of representatives from each grade level and content area, department chairpersons, academic coaches, and the administration. This committee is responsible for all curricular and instructional decisions.

Past Instructional Initiatives. While Rome Middle School was in “Needs Improvement”, additional support was used from the state to hire a full-time parent volunteer coordinator and benefitted from a state appointed consultant who worked to put best practices in place. RMS added our Curriculum Task Force to work specifically on curriculum and instruction and instructional coaches were hired. Specific grade level planning meetings to standardize our instruction across teams, regular benchmarking with close analysis of data to inform instruction, and “Awareness/Focus Walks” to monitor our progress were initiated. Each year, RMS continued to enhance instruction with the addition of writer’s workshop in all ELA classrooms. Scholastic’s READ 180 program was added as an intervention program to raise our low performing students’ reading scores on the CRCT and offer special education students Direct Instruction (DI) in decoding, comprehension, and writing.

Current Instructional Initiatives. Today, RMS has sustained and enhanced many of the foundational pieces established during the years of “Needs Improvement.” Reliance on the Curriculum Task Force for input and guidance on instructional best practices and grade level planning has become an engrained practice. Through the academic coaching model, job-embedded professional learning is also a sustained practice. Teachers now plan together to write specific performance task units based on standards in ELA. For the past two years, social studies teachers have worked closely with ELA teachers to design joint writing and reading performance tasks around common units of study. Benchmarks are given three times a year and with the use of Scantron services, and results are closely scrutinized to improve instruction. Last year reader’s workshop was added to our instructional model as well as developing designated time for independent reading for all students. We continue to offer READ 180 and DI reading as a Tier II or III intervention for our students who are not meeting standards or who are classified as

“bubble” students (marginally passing). Teachers participate in several Awareness/Focus Walks each year to monitor progress of implementation of professional learning, and we are beginning formal vertical planning times with high school teachers to better align our instruction.

Professional Learning Needs. Implementing CCGPS is the most pressing professional learning need. When the GPS was rolled out, we did not have the support that we needed, so RMS wants to be proactive with the new CCGPS and put the proper supports in place at its inception. Literacy instruction in the content areas is going to be a challenge for us as will the increased text complexity presented in CCGPS. Teachers need to have specific training not only in the standards themselves, but in best practices to teach the new content literacy standards. We plan to implement “Thinking Maps” as a schoolwide strategy to teach higher order thinking skills. Finally, using technology to enhance instruction of the CCGPS is another identified need for all teachers.

Need for a Striving Readers Project. While we have a strong foundation for a comprehensive literacy program at Rome Middle School, there are areas that need to be addressed to strengthen our infrastructure to make our program stellar. We have a strong professional learning component with the academic coaching model in place and have already begun using direct, explicit comprehension instruction in our literature classrooms. We have established an ongoing summative assessment system with regular benchmarks using Scantron to analyze data, and we have purchased Scholastic READ 180 as a strong intervention piece. Our Curriculum Task Force serves as our teacher leadership team. However, we still have some significant hurdles to mount. Currently, we lack access to diverse texts in a variety of formats, both print and non-print, for all content areas. We need the resources to implement “Thinking Maps” across the curriculum. The literacy coach is a trained trainer, but we do not have the

teacher manuals for all staff. We also do not have the technology component to prepare our students to meet 21st century literacy needs for sustained research and writing.

School Literacy Team

Literacy Team Structure		
	Team Member	Position
Administration	Greg Christian	Principal
	Phil Wood	Assistant Principal
	Kristen Teems	Assistant Principal
Language Arts/Literature	Cindy Smith	Literacy Coach
	Mary Helen Mueller	Dpt. Chair, 7 th Grade Literature
	AJ Stuart	7 th Grade Language Arts
	Pam Williams	8 th Grade Language Arts
	Kristen Bell	8 th Grade Literature
Math	Sunita Holloway	Math Coach
	Julie Cody	Dpt. Chair, 8 th Grade Math
	Jennifer Vaughn	7 th Grade Math
Science	Laura Hamilton	Dpt. Chair, 8 th Grade Science
	Linda Jones	7 th Grade Science
Social Studies	Patrick Graney	Dpt. Chair, 8 th Grade Social Studies
	William Alford	7 th Grade Social Studies
Media Specialist	Theresa Quilici	Media Specialist
Gifted	Micaela Armona	Language Arts
Connections	Karen Nichols	Dpt. Chair, Family & Consumer Sciences
	Kevin Stansell	Physical Education
Special Education	Carolyn Petty	Dpt. Chair

The Curriculum Task Force serves as our literacy team and meets to discuss instructional needs and concerns once a month, usually on the third Wednesday of the month at 4:00 p.m. in the media center. There are representatives from each content area and grade level on the committee. They are expected to communicate with all the members of their respective grade levels and content areas after the monthly meetings. In the beginning, this team was a vital part of initiating significant changes. As these practices have become well established, the committee now serves as only a “clearing house” for best practices.

The committee has developed the following initiatives:

- Consistent Grade Level Planning
- Regular Benchmarking
- Job-embedded Professional Learning
- Response to Intervention
- School Improvement Plans

Curriculum Task Force, August 17, 2011, Meeting Notes. The following items were discussed: 1) Class Keys training will be on Monday afternoons for anyone new or who missed training last spring; 2) Accelerated Reader will be changed to the Enterprise edition, and students can exempt an exam if they have 50 AR points and a 70% overall passing average on tests; 3) Dates for future events were put on the calendar.

Student Achievement Data. Our current CRCT data demonstrates that we do have a strong literacy program that addresses the needs of all of our students. Accordingly, 99% of students met or exceeded on the test last spring, and our scores have consistently increased for the past six years. However, the writing process is the one domain that is consistently low across grade levels. One of the reasons this continues to be an area of weakness is the lack of enough materials and technology resources for students to utilize when conducting research. In addition, our eighth grade is showing lowest performance in reading comprehension primarily related to informational texts and vocabulary acquisition because of a lack of informational and content area text resources. With the increased rigor in these areas found in the CCGPS, we know that we will be challenged. We have not done enough work with reading and writing across the curriculum to prepare our students for text complexity presented in CCGPS.

School Student CRCT Data

Reading:		% of All Students Meeting/Exceeding Standard on CRCT		
Grade Level		2010-2011	2009-10	2008-2009
Grade 7		95%	92%	92%
Grade 8		99%	97%	97%
Reading:	Lowest Performance Domain			
Grade 7	Literary Comprehension			

Grade 8	Reading skills and vocabulary acquisition		
Language Arts:	% of All Students Meeting/Exceeding Standard on CRCT		
Grade Level	2010-2011	2009-2010	2008-2009
Grade 7	98%	96%	93%
Grade 8	98%	98%	96%
Lang. Arts:	Lowest Performance Domain		
Grade 7	research and the writing process		
Grade 8	research and the writing process		

Grade 8 Middle Grades Writing Assessment
(Percent of 8th graders in each category and average scaled score)

Categories of Scaled Scores	2010-2011	2009-2010	2008-2009
Not on target	20%	22%	20%
On Target	76%	74%	72%
Exceeds Target	4%	3%	8%
Average Scaled Score	211	210	215

Current CRCT data disaggregated by subgroups shows a significant achievement level for Students with Disabilities (SWD). Our Limited English Proficiency students have also scored lower in reading and language arts.

Another area of concern is in writing since our scores have remained flat for several years. Therefore, RMS has increasing emphasis on writing across the curriculum.

Disaggregation of Data in Subgroups

Reading: % Meeting/Exceeding Standard on CRCT in 2010-2011									
Grade Level	All Students	Male/Female	White	Black	Hispanic	Other	SWD	Econ. Disadv.	LEP
7	94%	94/94	98	88	97	-	75	96.2	88.6
8	99%	98/100	99	99	99	100	91		
Language Arts: % Meeting/Exceeding Standard on CRCT in 2010-2011									
Grade Level	All Students	Male/Female	White	Black	Hispanic	Other	SWD	Econ. Disadv.	LEP
7	96%	97/95	97	93	96	-	82	92.6	88.6
8	98%	97/99	97	99	97	100	86		
Writing: % 8th Graders on Target/Exceeds Target on the Middle Grades Writing Assessment in 2010-2011									
	All Students	White	Black	Hispanic	Other	SWD	SECS		

2010-2011	321	TBD	TBD	TBD	-	TBD	TBD
2009-2010	288	87	72	72	-	40	73
2008-2009	298	89	74	70	-	36	N/A

School High School Graduation Data. Due to the graduation rate, Rome High School is in its first year of “Needs Improvement.” Rome High has not met the graduation requirements to make (AYP). The chart below shows the breakdown of the graduation rate by ethnicity over the last two years.

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

Teacher Retention Data

During “Needs Improvement,” we had very high teacher turnover as well as administration. However, in the past four years, most of the new teachers have been hired to replace teachers who were retiring. We have an 87.9 percent retention rate with an average of 13.3 years of experience. With so many new teachers, the need for professional learning has increased to assure that best practices continue.

Teacher Professional Learning Needs. Teachers participate in grade level planning each week to create common units, review student assessment data, and discuss needs. If a specific need is identified, they can request professional learning from either the math or literacy coach. Additionally, schoolwide and systemwide professional learning is conducted during In-Service days and during some faculty meetings throughout the year. It is expected that teachers participate in some type of professional learning each year.

In the past, the faculty has been laser-focused on teaching the GPS using best practices for standards-based classrooms. With the implementation of the CCGPS in 2012, teachers need support for this new curriculum in terms of professional learning and resources. As evidenced

by CRCT scores, RMS has done an excellent job teaching the current literacy standards for reading, but the new content area literacy standards will be a challenge to implement as content area teachers have not had professional learning and do not have the text resources to support the rigor of the new standards. Additionally, we need more complex texts and more informational texts for students in our ELA classrooms. Implementing “Thinking Maps” will be an added tool for all content area teachers to raise the rigor of instruction.

While each teacher has one to three classroom computers, and most, with the exception of literature teachers, have either SMART Boards or Interwrite boards, we lack student computers. Apple iPads or other handheld devices could help alleviate this issue. Also, some of our systems will not support the newer technologies available to teach literacy skills and will have to be upgraded. We lack adequate, current books in our media center and e-books, iPads, or other portable devices. We do have two computer labs for student use, but both stay “booked” with a waiting.

Needs Assessment Process at the School. In the spring of each year, the system has each school conduct a professional learning needs assessment survey. The results of that survey are used in writing the professional learning piece of the school improvement plan. This past spring, teachers identified a need for professional learning in three areas: 1) Best practices for using differentiation, 2) Planning performance tasks/interdisciplinary units, and 3) Better use of technology to enhance instruction and learning. In the fall of 2011, all faculty members completed an online survey specifically addressing literacy needs related to the implementation of the CCGPS in 2012. All literature teachers informally surveyed their students to find out how many currently have home computers and access to the Internet. Students were also asked

whether or not they would use electronic media for reading if it were made available to them.

The media specialist conducted a technology needs assessment of certified staff.

- **Individuals Participating in the Needs Assessment**

- All certified staff participated in the systemwide and online needs assessments.
- The majority of the student body participated in the informal technology needs assessment conducted by literature teachers in their classrooms.
- 76% of the certified staff participated in the online technology assessment.

Areas of Concern. 1. Increased Access to Print and Nonprint Literacy Resources.

The number one concern identified need is increased access to print and nonprint literacy resources that are complex relative to the College and Career Readiness Standards. The need for diverse texts, both literary and informational, is at the heart of the rationale found in the “What” document. Without adequate resources, it will be impossible to fully and effectively implement CCGPS. Students must have access to a wide variety of texts for self-selected reading as well as for research and content specific activities. Without this access, it is impossible to improve reading, writing, listening, speaking, and viewing skills. Closely associated with this access to texts is the need for a variety of texts in diverse media and formats which, in turn, requires additional acquisition and training in new technologies. While we have a media center that has somewhat adequate “print” texts, literature teachers do not have adequate classroom libraries to sustain independent reading, as well as no electronic texts or media for students to access. Delving into a topic for in-depth research is at the center of the writing College and Career Readiness Standards. In order to teach research effectively, students must have access to a wide variety of texts and media. Students must also be able to “integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally” (Standard A2 for CCRAS for Speaking and Listening). In addition to reading and/or listening and

evaluating media, students must also have access and training to create their own digital and visual displays of data. Again, this requires adequate access to diverse media.

2. Professional Learning to Implement the CCGPS. Once adequate literacy resources are in place, we will need the professional learning to assure that these resources are being used most effectively. With the current coaching model, both the math and literacy coaches will deliver job-embedded professional learning in teaching reading and writing across the curriculum. Additional training with technology resources may be required from outside sources. There is a general need for the entire faculty to receive training in the basic implementation of the CCGPS, with particular emphasis on the College and Career Readiness Anchor Standards for content area teachers. “Thinking Maps” training is also needed.

Age, Grade Levels, and Content Areas in which the Concern Originates. Students are ages 11-17 in grades seven and eight. Content areas of greatest concern are science and social studies in terms of literacy instruction. However, as we move more toward interdisciplinary unit planning, the ELA teachers will be supplementing other content area instruction and will need additional resources, particularly nonfiction texts.

Areas of Concern and Steps the School Has or Has Not Been Taken

1. Increased Access to Print and Nonprint Literacy Resources. In the past, we have been able to purchase a large collection of classroom novel sets for ELA. These texts are now being used in social studies classrooms as well. However, most of the texts are fiction with very limited informational or nonfiction texts. We do not have any sets that address science standards in either grade. With the change in the eighth grade science standards to physical science, we do not currently have a textbook that is aligned to the standards, making it difficult to give students practice in reading content area text.

We have increased our emphasis on the “25-book” standard by giving students incentives to meet reading goals. Literature classrooms provide time once a week for independent reading, and students are taken to the media center every two weeks to check out books. However, we do not have an adequate number of current titles available for check out; therefore, students are put on a “waiting list” through the library automation system.

Literature, language arts, and social studies teachers are planning interdisciplinary units that use both fiction and nonfiction resources. However, the limited numbers of resources and access to technology have made this endeavor challenging. The goal is for students to read a novel or piece of informational text in literature class, receive background knowledge in the content in social studies class, and then write about it in language arts class. The final performance task is a piece of writing that demonstrates mastery of standards in all three disciplines.

2. Professional Learning to Implement the CCGPS. Beginning in December, 2011, the literacy coach will deliver introductory training to the CCGPS to the entire faculty and will continue to work with teachers during the second semester to prepare for CCGPS implementation. The coach is trained in “Thinking Maps,” so she can redeliver this training to coincide with the roll out of the CCGPS. Language arts and literature teachers along with the literacy coach are looking at existing resources and evaluating them for complexity. Revisions were made to the curriculum map this year to begin raising the rigor of texts, and the literacy coach continues to plan regularly with teachers. This year’s professional learning is focused on implementing literature circles with student led discussion groups and independent reading. Building on last year’s professional learning, we will continue to study best practices for differentiating instruction. In addition, both literature and language arts teachers are working on

integrating more content area resources using *Texts and Lessons for Content-Area Reading*, by Harvey Daniels and Nancy Steineke (Heinemann, 2011). Language arts teachers have participated in a book study of Kelly Gallagher's new book, *Write Like This: Teaching Real-World Writing Through Modeling and Mentor Texts* (Stenhouse, 2011).

Root Cause Analysis.

Underlying Problems. While ELA teachers have already had professional learning to prepare for the implementation of the CCGPS, our content area teachers have not received this pre-training. They indicated on the needs assessment survey that they will need professional learning related to the content literacy standards. In addition to the professional learning piece, we lack sufficient funding to purchase necessary literacy resources to use with content area reading and writing. Our teachers have not had access to many current technologies available for classroom use that will enhance their instruction as well as the engagement of students who are products of a 21st century world.

When we looked closely at our standardized testing data two years ago, it revealed that we had a number of students who were reading far below grade level. Many of these fell into the African American male and English language learner subgroups. READ 180 has been in place for two years and has had a very positive effect on our scores.

Our current needs assessment clearly shows that there is a definite need for additional print and non-print resources and technology to implement CCGPS as well as professional learning to support content area teachers' understanding and implementation of standards-based literacy instruction.

Goals to be Funded by Striving Reader.

Our goals for using the Striving Reader Grant include the following:

- Increase student outcomes so that students are college and career ready upon graduation.
- Develop a schoolwide literacy protocol that is consistent with our systemwide literacy expectations and aligned with the State literacy plan.
- Increase targeted intervention programs for our at-risk students so that they will perform at or above grade level.

Project Objectives.

- Provide adequate literacy resources for teachers and students to assure access to materials and technology for sustained research projects and interdisciplinary literacy instruction to support reading, writing, listening, speaking, and viewing skills required for the implementation of the CCGPS.
- Implementation of deficit specific interventions.
- Provide professional learning to all teachers regarding CCGPS with particular emphasis on content area literacy to assure a smooth transition, implementation, and maintenance of 21st century skills.

Goals to be Funded with Other Revenue Sources.

- Provide quality, job-embedded professional learning for all certified staff based on identified needs.
- Provide professional learning resources for all certified staff based on identified needs.
- Continue to use formative assessment data to inform instruction.
- Continue to provide a quality intervention program for struggling readers.
- Upgrade technology infrastructure to sustain new technology.

Scientific, Evidence-based Literacy Plan. Implementation Plan. Professional learning to lay the foundation or the implementation of the 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. The literacy coach is already a certified “Thinking Maps” trainer, so she can begin the professional learning with this piece as soon as materials are available, either in the spring or fall of 2012. This training will require one three-hour session and three to four one-hour follow-up training sessions. During the second semester of 2011-12, the literacy coach will be working with all ELA teachers to examine current units of study and resources to determine what needs to be adjusted to meet the challenges of more complex texts, particularly what informational texts need to be used for the following year. We will work closely with the media

specialist to determine what print and non-print resources such as e-books should be purchased. In addition, the literacy coach will meet with science and social studies teachers to help them decide upon specific texts that they can incorporate to teach the content literacy standards. We have already begun planning performance task units, some with interdisciplinary connections. This will be a time to decide on what resources to add to enhance these units. This information will be shared with the media specialist who will oversee the ordering of print and non-print resources for the school.

While this is going on with the faculty, the media specialist will be updating the current collection in the media center as well as the technology available for use in the media center for teachers and students. Before the school year is over, she will conduct several sessions to familiarize teachers with the new technology components that are being purchased. 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 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 Curriculum Task Force and incorporated into the School Improvement Plans for each content area. Once the professional learning piece is established, materials will be ordered and a schedule for professional learning will be set.

During the 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 from day one.

The principal will serve as the overall instructional leader and insure 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 the Project. Teachers will receive professional learning around the implementation of CCGPS as well as using “Thinking Maps” to help teach the critical thinking necessary to meet these new rigorous standards. This training will be on-going throughout the 2012-13 school year. The next step will be to determine which texts we need to add to our collection to use for meeting the CCGPS language arts, reading, and content literacy standards. Of the 17,500 books in the collection of our media center, roughly 15,000 of them are at least 20 years old. While some of the older titles may contain interesting content, students are less likely to pick up a book with an older looking cover. Some books, especially nonfiction, lose accuracy after a number of years and need to be weeded out and replaced with current titles. In keeping with 21st century literacy needs, we need to add both print and non-print resources to our media center as well as to our classrooms. We also need to be sure that we have sufficient level texts available for students to use for their independent reading. Therefore, we seek to add both print and e-books to our media center and classroom library collections.

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 21st century literacy instruction, and our students must become proficient consumers of the kinds of technology they will encounter as they enter the working world or attend college or technical schools upon graduating from high school.

To use e-books effectively, we will also have to purchase additional technology in the form of handheld devices such as Nook tablets and additional student desktop computers. We propose to add a specific computer literacy lab with 30 work spaces 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 a new targeted intervention to address this critical area of literacy instruction. The lab would provide a place for student to compose, edit and revise, and publish pieces of writing. It will also be a platform for launching in-depth research and writing demanded by CCGPS.

Another technology resource that we propose to add is an iPad learning lab with 30 iPad tablets that will provide mobile 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, we would like 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. We believe that 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/Center Instructional Schedule. Students at Rome Middle School are enrolled in five, 55-minute, academic classes each day which include math, science, social studies, language arts, and literature. They also have two connections classes, each 45 minutes in length, from the following choices: family and consumer sciences, art, computer applications, agri-science, health, physical education, chorus, band, technology, and Spanish, French, or German.

Plan for Tiered Literacy Instruction.

Resources for Tier I instruction

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

Time, Personnel, and Strategies for Tier II Instruction

- All Tier I resources listed above
- Scholastic READ 180 with one teacher for 45 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 45 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 we do not have any other specific programs in place.

• Current Classroom Resources

- One teacher-designated computer
- One-two student computers (some have not been recently upgraded to Windows 2007)
- One laser black and white printer,
- One Interwrite board in each language arts classroom (none in literature classrooms)
- Very sparse classroom libraries in literature classrooms (many teachers have to use their own
- personal books)
- Ceiling mounted projectors;
- ELMOs in some the classrooms
- One ceiling-mounted projector in each classroom

• Current Shared Resources

- Classroom sets of dictionaries and thesaurus
- Sets of tradebooks for whole class and literature circle instruction (mostly fiction)

- Two computer labs with approximately 30 computers each
- **Current Library Resources**
 - 1-laptop connected to projector purchased in 2005. This is a very slow computer, and almost doesn't work because it freezes up
 - 1-color laser printer and 1-B+W laser printer, year of purchase unknown
 - 1-teacher computer workstation, year purchased unknown (however at a recent RCS media specialist meeting, the district technology specialist stated that all black computers were purchased in 2004-2005)
 - 12-student computer workstations purchased with Title I funds in 2004-2005
 - 1-Scan Station printer/copier/fax purchased with Title I funds in 2004-2005
 - 1--TV cart with a DVD/VCR combo but no remote, year of purchase unknown
 - Primarily a collection of VHS tapes with only a few DVDs
 - Assorted periodicals with current subscriptions to 15 titles
 - Two Newspaper subscriptions (Rome News-Tribune and Atlanta Journal-Constitution)
 - 17,500 books in the media center collection (of which approximately 15,000 of them are at least 20 years old)
 - Several sets of encyclopedias and other reference books (Many are outdated with the exception of one set of encyclopedias from 2009, two sets newer than 10 years old. Most of our references are 10-15 years old, with some dating back to 1980s)
- **Additional Resources Needed to Ensure Student Engagement**
 - Additional current trade books in print and electronic format and nonfiction texts in print and electronic format for whole class and literature circle use
 - Handheld devices for student and teacher use (i.e. e-books, iPads)
 - 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
 - Software for making and using “Thinking Maps”

Classroom Practices. Reading and Writing workshop are used in all language arts and literature classrooms. These teachers also use writing rubrics directly linked to standards and have student do self-assessments of their writing using these rubrics. In literature classrooms, students engage in weekly independent reading time. All ELA teachers participate in collaborative weekly planning of performance task units with the literacy coach and actively promote the “25-Book Standard” with 9-week incentives. There are some joint writing and research performance tasks being done between ELA and social studies teachers.

Intervention Programs. The following is list of current intervention programs at Rome

Middle School:

- Scholastic Read 180
- Direct Instruction in reading and writing
- GRASP
- DIBELS
- Qualitative Reading Inventories
- small group instruction before and after school, tutoring during lunch or during a connections class

Additional Strategies Needed to Ensure Student Success. Reading and writing across the curriculum, particularly in science and social studies classrooms, is one area that we need additional support. Teachers need professional learning for content literacy instruction, and, in addition to general CCGPS training, “Thinking Maps” could be an additional instructional strategy with which to equip content area teachers. With our current schedule, one academic team is left out of the “common” time to plan during the school day. This necessitates meetings before or after school if all teachers in one grade level are to plan jointly. We desperately need to have common planning time built into the regular school day which would require changes to our master schedule. Funding from the grant could help us determine how to make these changes in the most advantageous way to meet the needs of all students.

Project Procedures and Support.

- **Sample Scenario for Tier I:** John Doe is an 8th grader at Rome Middle School, and He actually has two blocks of literacy instruction each day or 110 minutes of instructional time.

1 st Period	Science	55 minutes
2 nd Period	Social Studies	55 minutes
3 rd Period	Home Economics	45 minutes
4 th Period	Physical Education	45 minutes
5 th Period	Literature/Reading	55 minutes
6 th Period	Language Arts	55 minutes
7 th Period	Math	55 minutes

- **Sample Scenario for Tier II:** Bob Doe is an 8th grader at Rome Middle School, and he needs reading intervention because he barely met the reading standards on the CRCT. He actually has three blocks of literacy instruction each day or 155 minutes of instructional time.

1 st Period	Science	55 minutes
2 nd Period	Social Studies	55 minutes
3 rd Period	READ 180	45 minutes
4 th Period	Physical Education	55 minutes
5 th Period	Literature/Reading	55 minutes
6 th Period	Language Arts	55 minutes
7 th Period	Math	55 minutes

- **Sample Scenario for Tier III:** Mary Doe is an 8th grader at Rome Middle School, and she needs reading intervention because she “did not meet” standards on the CRCT. She may or may not be a special education student, but she will actually have four blocks of literacy instruction each day or 200 minutes of instructional time.

1 st Period	Science	55 minutes
2 nd Period	Social Studies	55 minutes
3 rd Period	READ 180	45 minutes
4 th Period	DI Reading	45 minutes
5 th Period	Literature/Reading	55 minutes
6 th Period	Language Arts	55 minutes
7 th Period	Math	55 minutes

- **Sample Scenario for Tier IV:** Beth Doe is an 8th grader at Rome Middle School, and she is a special education student who needs both reading and language arts intervention because she “did not meet” standards on the CRCT or CRCTM or Georgia Alternative Assessment. She will have four blocks of literacy instruction; one or two will be in a self-contained special education classroom for a total of 200 minutes of instructional time.

1 st Period	Science	55 minutes
2 nd Period	Social Studies	55 minutes
3 rd Period	READ 180	45 minutes
4 th Period	DI Reading	45 minutes
5 th Period	Literature/Reading(self- contained)	55 minutes
6 th Period	Language Arts (self-contained or regular)	55 minutes
7 th Period	Math	55 inutes

Professional Learning Content and Strategies Identified on the Basis of Documented Needs
Professional Learning for 2010-11

Topic	Hours	% of Staff Attended
How to Grade For Learning/Rethinking Homework	10	44%
Differentiating Reading Instruction	10	21%

Pyrotechnics on the Page	2	10%
Science Notebooks: Writing About Inquiry	2	10%
Class Keys Training	10	86%

Teachers prefer that professional learning be job-embedded and done during planning times. Coaches are available to deliver individual assistance to teachers in their classrooms. The major programmatic 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.

Assessment/Data Analysis Plan.

Current Assessment Protocol for Rome Middle School

Assessment	Purpose	Skills	Frequency
CRCT	Assessing standards mastery; promotion to next grade	Georgia Performance Standards (GPS)	1 time per year
Benchmarks	Assessing standards mastery; inform instruction	GPS that have been covered each grading period	3 times per year
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
DIBELS and/or 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
8 th Grade State Writing	Assess student writing proficiency	Expository and Persuasive genre GPS	1 time per year

Assessment			
7 th Grade Practice State Writing Assessment	Assess student writing proficiency	Expository and Persuasive genre GPS	1 time per year

Budget Summary. Rome Middle School will use SRCL funds in two different ways.

First, we will use funds to provide adequate literacy resources for teachers and students to assure access to materials and technology for sustained research projects and interdisciplinary literacy instruction to support reading, writing, listening, speaking and viewing skills as required for the implementation of CCGPS. This will include upgrades for our media center technology (\$7,056), Elmo opaque projectors and LED projectors for classrooms use (\$32,120), both print and non-print resources for the media center and classrooms (\$25,000 print +\$44,990 non-print =\$69,990), handheld devices on which to use non-print resources (\$75,192), an iPad mobile lab including a variety of educational apps for content area instruction as well as targeted interventions (\$26,992), a designated literacy lab (\$40,862), and digital story-telling equipment and software (\$5,665). Next, we will use funds to provide professional learning for all certified staff to assist with the roll out of CCGPS (\$35,000) and for training of certified staff to effectively and efficiently use new technologies and devices (\$27,000). Finally, we will purchase copies of *A Language for Learning* for each faculty member (65 copies @\$125=\$8,125) and a Technology for Learning software community license (\$3,000). The total amount requested is \$331,002.

Appendix

Budget Table

Budget Breakdown and Narrative	
Function Code 1000 – Instruction	Year 1
Object Codes	Amount Budgeted
300 – Contracted Special Instructors	
610 – Supplies	
611 – Technology Supplies	\$32,120
612 – Computer Software	\$8,000
615 – Expendable Equipment	\$97,184
616 – Expendable Computer Equipment	\$40,862
641 – Textbooks	
642 – Books and Periodicals	\$69,990
Function Code 1000 – Instruction Narrative: Elmo opaque projectors and LED projectors for classrooms use (\$32,120), both print and non-print resources for the media center and classrooms (\$25,000 print +\$44,990 non-print = \$69,990), handheld devices on which to use non-print resources (\$75,192), an iPad mobile lab and educational apps for content area instruction as well as targeted interventions (\$26,992), a designated literacy lab (\$40,862), and a community license for <i>Technology for Learning</i> to be used with “Thinking Maps” (\$3,000) for a grand total of \$248,156.	
Function Code 2100 – Pupil Services	Year 1
Object Codes	Amount Budgeted
300 – Contracted Services	
520 – Student Liability Insurance	
580 – Travel	
610 – Supplies	
641 – Textbooks	
642 – Books and Periodicals	
Function Code 2100 – Pupil Services Narrative:	
Function Code 2210 – Improvement of Instructional Services	Year 1
Object Codes	Amount Budgeted
113 – Certified Substitutes	
114 – Non-Certified Substitutes	
116 – Professional Development Stipends	
199 – Other Salaries and Compensation	
200 – Benefits	
300 – Contracted Services	\$27,000
580 – Travel	\$21,000
610 – Supplies	\$8,125
810 – Registration Fees for Workshops	\$14,000

Function Code 2210 – Improvement of Instructional Services Narrative: Professional learning for all certified staff to assist with the roll out of CCGPS (\$35,000) and for training of certified staff to effectively and efficiently use new technologies and devices (\$27,000), Thinking Maps manuals (\$8,125) for a grand total of \$70,125.	
Function Code 2220 – Educational Media Services	Year 1
Object Codes	Amount Budgeted
610 – Supplies	\$12,721
642 – Books and Periodicals	
Function Code 2220 – Educational Media Services Narrative: Upgrades for our media center technology (\$7,056) , and digital story-telling equipment and software (\$5,665) for a grand total of \$12,721.	
Function Code 2500 – Support Services – Business	Year 1
Object Codes	Amount Budgeted
148 – Accountant	
200 – Benefits	
300 – Contracted Services	
580 – Travel	
880 – Federal Indirect Costs	
Function Code 2500 – Support Services – Business Narrative:	
Total Budget for Year 1	\$331,002