

GEORGIA DEPARTMENT OF EDUCATION
Striving Readers Comprehensive Literacy
Program

LEA Grant Application
System Cover Sheet.

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

Sub-grant Status

___ Large District (45,000 or more students)

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

X Small District (0-9,999 students)

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

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

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

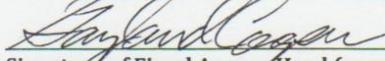
Position/Title of Fiscal Agent's Contact Person: Superintendent

Address: 508 East Second Street

City: Rome Zip: 30161

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

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


Signature of Fiscal Agency Head (required)

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

Superintendent
Typed Position Title of Fiscal Agency Head (required)

December 14, 2011
Date (required)

Rome City Schools Narrative

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Eligibility of Schools and Centers.

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

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

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

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

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

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

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

Experience of the Applicant.

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

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

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

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

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

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

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

Aligned Use of Federal and State Funds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

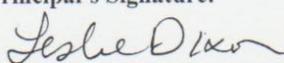
Plan for sustaining technology that is implemented with the SRCL funds. Given the current economic climate, sustainability for the SRCL Grant project is a legitimate concern and one that requires thoughtful purchasing and planning for sustainability. Efforts will be made to ensure that most of the technology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

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

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

GEORGIA DEPARTMENT OF EDUCATION Striving Readers Comprehensive Literacy Grant

School and Center Cover Sheet

DOE Use Only Date and Time Received:	DOE Use Only: Received By:	DOE Use Only: Project Number
School Name: West Central Elementary		Total Grant Request: \$458,000
System: Rome City Schools	School Contact Information:	
Number of Students 742	Name: Leslie Dixon	Position: Principal
	Phone Number: 706-235-8366	Fax Number: 706-234-5854
	Email Address: ldixon@rcs.rome.ga.us	
Number of Teachers 52		
Free/Reduced Lunch % 84.8%		
Principal's Name: Leslie Dixon		Other Reform Efforts in School: None
		Principal's Signature: 

West Central Elementary School Application for Striving Readers Grant

School History. West Central Elementary School, part of Rome City Schools, was opened in 1972. The school system made additions to the original building in 1990, constructed a new classroom wing in 2001, and made renovations in 2007. A long-established neighborhood school, West Central serves as a hub for student, family, and community events. Over its thirty-nine years, West Central has had stable leadership, with only five principals during the school's existence. Our principal, Mrs. Leslie Dixon, is new to West Central this year. During her sixteen years in education, she has served as a teacher and Assistant Principal before coming to West Central as its Principal in 2011. Many West Central teachers have been here for many years or have transferred to West Central from other schools in the Rome City School System.

West Central Elementary School has been a Title I Distinguished School annually from 2005-2011, seven consecutive years. The school currently educates 698 students in kindergarten through 6th grade, with an additional forty-four students in Pre-kindergarten. Economically disadvantaged students are 84.8% of the school population. West Central has a highly diverse K-6 student population, with 4% Asian, 26% black, 51% Hispanic, 4% multiracial, and 15% white students. A great influx of non-English speakers creates a particular challenge for classroom and ESOL teachers, who serve 128 English Learners (19% of K-6 enrollment). The one hundred English Learners in grades 3-6 comprise 27% of the total 3rd-6th grade population. It is a source of pride that our ELL sub-group made Adequate Yearly Progress in 2010-2011. Communication with Spanish-speaking students and parents is improving dramatically as we gain more staff members who speak Spanish. This makes West Central a more inviting place for both students and families.

This year, for the first time, West Central will have more than forty Special Education

students enrolled in grades 3-6. This will constitute a sub-group for Adequate Yearly Progress purposes. Forty-seven Special Education students are enrolled in 3rd through 6th grades; these students represent 13% of our student population. This is a major challenge and responsibility for the instructional staff as we strive to meet individual student needs, as well as to make Adequate Yearly Progress (AYP) in all sub-groups. West Central is currently the only elementary school in the system with a Special Education sub-group.

West Central’s Tiered Instruction Plan is designed to meet the needs of all students, including English Learners and Special Education students. Our Response to Intervention (RTI) plan continues to improve each year since its inception. Teachers serve small groups of at-risk students in their classes during a designated RTI block; an RTI Interventionist provides additional instruction in math and reading to small groups of identified students in grades 3-6. Our goal is to meet the needs of each and every student in all areas of instruction.

In 2006 West Central added two Literacy Coaches to the teaching staff -- a primary grades coach and an intermediate grades coach. The Literacy Coaches provide instructional support to classroom teachers by modeling lessons based on best practices and by providing job-embedded professional learning. Rome City Schools has provided extensive training to both Literacy Coaches and teachers in the areas of Reading and Writing. Often the coaches receive training in specific areas of literacy then redeliver the training to teachers in grade-level or department meetings. As new teachers come to West Central, either as first-year teachers or as transfers from other systems, the Literacy Coaches provide training on system initiatives.

Administrative and Teacher Leadership Team		
Mrs. Dixon, Principal	Ms. Uldrick, Literacy Coach	Mr. Connell, SPED Teacher
Mrs. Hufstetler, Counselor	Ms. Cipolla, Literacy Coach	Mrs. Hammonds, SST Chair
Mrs. Fricks, Math Coach	Ms. Nash, Media Specialist	Mrs. Davis, Music Teacher
Teacher representative from each grade level: Mrs. Nation, Mrs. Hall, Mrs. Mullinax, Mrs. Bussey, Mrs. Baker, Mrs. Thornbury and Ms. Burell		

The purpose of the Leadership Team is to advise the school administration and participate in strategic planning on matters of school policy and procedures, scheduling, problem-solving, communication, and school climate. The team meets monthly after school, and each representative then shares decisions and information with grade-level teams.

Past Instructional Initiatives

- Grade-level Planning during Common Planning Time
- Writer's Workshop and Reader's Workshop
- Standards-Based Instruction
- Explicit Instruction on Reading Comprehension Strategies
- Integration of Content Areas with Literacy
- Awareness/Focus Walks by Administration and Coaches
- Academic Coaching Model
- Response to Intervention
- Analysis of Data to Guide Instruction
- Fantastic Five Components of Reading Instruction
- Principal's Book of the Month

Current Instructional Initiatives

- Collaborative Planning during Common Planning Time
- Writer's Workshop and Reader's Workshop
- Guided Reading
- Standards-Based Instruction
- Explicit Instruction on Reading Comprehension Strategies
- Integration of Content Areas with Literacy
- Teacher Observations of Peers
- Academic Coaching Model
- Department Meetings that include vertical planning
- Increased time for Independent Student Reading across the Curriculum
- Response to Intervention
- Analysis of Data to Guide Instruction
- Class Keys
- Read-Write-Talk across the Curriculum

Professional Learning Needs

- Common Core Georgia Performance Standards
- Use of Technology in Classroom Instruction
- Guided Reading Instruction
- Content Area Literacy
- Differentiated Instruction
- Reading Comprehension Instruction

- Lexile Reading Levels
- Implementation of Reader's Workshop
- Response to Intervention for Grades 3-6

Need for a Striving Readers Project. Each year West Central receives Title I funds for various instructional needs. As we examine our needs in the areas of professional learning, technology hardware and software, technology support, and fiction and nonfiction texts (both print and electronic), it is evident that Title I funds are not sufficient to supply students and teachers with the resources needed.

Teachers need more up-to-date computers in classrooms for students to complete research, use educational software, and complete assessments. Teachers will need professional learning time in the use of any new classroom technology. Such training may require funds over and above the purchase of technology hardware and software.

Classroom libraries are woefully inadequate for the full implementation of a Reader's Workshop. Students need numerous and varied fiction and non-fiction texts, both print and electronic, to support continuous and uninterrupted access to books for pleasure reading and for research and writing about non-fiction topics. Classroom libraries are also essential for Writer's Workshop, as teachers gather texts in each genre of writing in order to immerse students in that genre before they begin writing. Students urgently need high-interest non-fiction texts that relate to content-area standards for each grade level.

The West Central Media Center lacks adequate funds to purchase current fiction and non-fiction texts that are appealing to students. Because most West Central students have neither the means to purchase books nor opportunities to visit the public library, they often have little access to recent children's literature. Our Media Center houses 6,000 items for student use, about 8

books per student. Currently the Media Center collection includes only 27% of the text exemplars included in the Common Core Georgia Performance Standards Appendix B.

West Central's Criterion Referenced Competency Test results from 2010-2011 were disappointing on many levels. Many areas are in need of improvement. Personnel changes were made throughout the building to shore up weak areas and allow teachers to work with students in their area of expertise. While third grade reading scores rose, fourth and fifth grade scores dropped by eight and seven points respectively. In regard to Language Arts CRCT results, gains were seen in third grade, fifth grade, and sixth grade, but fourth grade scores dropped seven points. Science and Social Studies 2010-2011 CRCT results were abysmal. Third grade Science scores increased by three points, but the other grade levels decreased, some by double digits. In Social Studies, fourth grade scores rose by four points, while scores in third, fifth, and sixth grades dropped. Of particular concern in relation to CRCT scores is the Special Education subgroup that we currently have for the 2011-2012 school year. Based on our calculations, those Special Education students would not have met AYP had they been a subgroup last year. With the increased rigor of the Common Core Georgia Performance Standards, teachers will need further professional development in literacy, content area literacy, and response to intervention to ensure that student learning increases, as evidenced by achievement scores.

Year after year, West Central continues to make gains in the area of early childhood literacy, with one exception. Oral reading fluency scores in both first and second grade need to improve. Students need to have access to appropriate grade-level texts, both fiction and non-fiction. At this time, our classroom libraries and collections of leveled texts are insufficient. Access to and repeated readings of those grade-level texts will lead to increased fluency scores.

School Literacy Team. West Central's Literacy Team has three components. One component is comprised of the principal and the literacy coaches, who meet informally to discuss literacy instruction, plans, and initiatives. Another component includes grade-level literacy instruction teams and content-area teachers, who collaborate with literacy coaches and each other to plan upcoming instruction. The third component consists of monthly Department Meetings after school. The primary Literacy Department includes all teachers from Kindergarten through 2nd grade who teach reading and writing. The upper-grades Literacy Department includes literacy teachers and science and social studies teachers in grades three through six. Special Education, ESOL, and Media teachers are part of the Literacy Department as well. Literacy Coaches facilitate these meetings, which involve professional learning, vertical planning, book studies, and other literacy topics. Through the weekly and monthly meetings of the School Literacy Team, all instructional staff members have an opportunity for input on decisions about literacy at West Central.

Literacy Team Schedule.

- Weekly meetings with the principal and literacy coaches
- Weekly meetings of Grade-Level Literacy Teams and content-area teachers
- Monthly Department meetings after school facilitated by literacy coaches

Literacy Team Minutes. Notes from a meeting of the principal and literacy coaches on Monday, December 5, 2011:

- There are concerns about fourth grade students who are reading well below grade level. The literacy coach will talk to fourth grade literacy teachers and devise a schedule for more intensive interventions for the students.
- Collaborative planning is going well, especially in primary grades. It is more difficult in the grade levels where there is only one literacy teacher.
- What resources are all the teachers using for grammar and conventions instruction? Mrs. Dixon would like to have consistency across grade levels in this area. Some upper grades teachers are using Shurley English, some are using Jeff Anderson strategies, and some a combination. Primary grades would like to have a resource for consistency in teaching grammar and conventions.
- Read-Write-Talk is working well in upper grades to improve reading comprehension.

In collaborative planning meetings for primary grades, teachers discuss strategies for student instruction. As a team they decide on the most effective strategies and map out the lesson plans for the following week and upcoming units. They work together to develop instructional lessons and activities for all the students in the grade-level. During the meetings, teachers fill out graphic organizers showing fully-planned lessons for the upcoming week or unit, as well as the assignment of the instructional and team roles of each teacher.

Literacy Department meetings occur once a month after school. At the meetings on October 26, 2011, the full faculty – all subject areas - met by grade levels and charted a list of gaps or disparities they have noticed in student learning from the previous grade level. On November 30, the teachers met again, first with the grade level below and then the grade level above to discuss the gaps they had previously documented. Below are notes made by 2nd grade teachers during their discussions with their first grade and third grade colleagues:

Second grade's discussion with first grade:

- Students struggle with blending, to which first grade replied the Imagine It! Phonics teaches it as two independent sounds, not as a blend.
- Students are not reading on grade-level when arriving to second grade.
- The math concerns primarily addressed are not standards for second grade when implementing Common Core Georgia Performance Standards.
- There was discussion about teaching the comprehension strategies independently versus teaching them in a reciprocal manner.

Second grade's discussion with third grade:

- Students came to third grade reading fluently and with a better concept of basic math skills. However, they are "zombie" reading. Students struggle with comprehension.
- Grammar was also discussed. We talked about the possibility of all using Shurley English or Caught'ya. There was agreement that there should be a common program taught consistently across grade levels.
- Any issues in math are primarily going to change with the implementation of Common Core Georgia Performance Standards.

Literacy Team Initiatives. Collaborative Instructional Planning, facilitated by Literacy Coaches, involves grade-level literacy teams meeting weekly to plan and implement standards-based instruction with fidelity and also to follow Rome City Schools' Reading and Writing Curriculum Maps. Grade-level teams discuss school-wide instructional strands and best practices to include in short-term and long-term plans. The primary focus for collaborative planning is to develop a professional learning community that will create, implement, and monitor an instructional program that will maximize learning opportunities for all students at West Central.

Job-Embedded Professional Learning. Literacy coaches offer professional learning during the school day based on identified needs. This may take the form of modeling lessons in a teacher's classroom, observing and giving feedback on a teacher's lesson, training individuals or groups of teachers on specific topics, and providing materials and resources. Professional learning also takes place during some department meetings throughout the school year. For example, last year the teachers in grades 3-6 met several times after school for a book study on Donalyn Miller's *The Book Whisperer*, and grades K-2 teachers completed a book study on *Reading with Meaning* by Debbie Miller.

Response to Intervention. A pyramid of interventions is in place at West Central; teachers hold regular meetings regarding student needs and concerns. Tier I serves all students in standards-based classrooms with differentiated instruction. Tier II addresses the needs of students who have identified deficits and who were unsuccessful in Tier I. Tier III serves students through the Student Support Team (SST) and provides more intensive interventions for students who did not respond to Tier I or Tier II interventions. Tier IV is for students who have qualified for Special Education. Many Response to Intervention (RTI) students receive services

with their regular classroom teachers; some are served during the morning RTI block or in their classrooms by the RTI Interventionist.

School Student CRCT Data.

Reading:		% Meeting/Exceeding Standard on CRCT in 2010-2011						
Grade Level	All Students	White	Black	Hispanic	Other	SWD	Econ. Disad.	LEP
Grade 3	82	77	76	85	N/A	N/A	82	80
Grade 4	84	85	79	86	N/A	42	82	73
Grade 5	83	78	80	82	N/A	N/A	81	N/A
Grade 6	99	100	100	97	N/A	N/A	98	N/A

Reading:	% of All Students Meeting/Exceeding Standard on CRCT		
Grade Level	2010-2011	2009-2010	2008-2009
Grade 1	N/A	86	89
Grade 2	N/A	84	85
Grade 3	82	79	78
Grade 4	84	92	86
Grade 5	83	90	87
Grade 6	99	98	95

Language Arts:		% Meeting/Exceeding Standard on CRCT in 2010-2011						
Grade Level	All Students	White	Black	Hispanic	Other	SWD	Econ. Disad.	LEP
Grade 3	86	72	72	96	N/A	N/A	82	93
Grade 4	83	69	82	86	N/A	N/A	82	50
Grade 5	93	86	92	95	N/A	N/A	81	N/A
Grade 6	97	100	100	93	N/A	N/A	98	N/A

Language Arts:	% of All Students Meeting/Exceeding Standard on CRCT		
Grade Level	2010-2011	2009-2010	2008-2009
Grade 1	N/A	79	90
Grade 2	N/A	87	82
Grade 3	86	79	79
Grade 4	83	90	82
Grade 5	93	88	95

Grade 6	97	96	99
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Science:		% Meeting/Exceeding Standard on CRCT in 2010-2011						
Grade Level	All Students	White	Black	Hispanic	Other	SWD	Econ. Disad.	LEP
Grade 3	57	53	48	60	N/A	N/A	54	50
Grade 4	53	39	58	52	N/A	33	48	27
Grade 5	43	43	40	48	N/A	N/A	41	N/A
Grade 6	57	69	50	57	N/A	N/A	53	N/A

Science:	% of All Students Meeting/Exceeding Standard on CRCT		
Grade Level	2010-2011	2009-2010	2008-2009
Grade 3	57	54	68
Grade 4	53	54	74
Grade 5	43	58	65
Grade 6	57	64	67

Social Studies:		% Meeting/Exceeding Standard on CRCT in 2010-2011						
Grade Level	All Students	White	Black	Hispanic	Other	SWD	Econ. Disad.	LEP
Grade 3	63	47	56	74	N/A	N/A	55	56
Grade 4	63	69	58	66	N/A	17	61	30
Grade 5	40	28	36	44	N/A	N/A	38	N/A
Grade 6	53	61	45	61	N/A	N/A	52	N/A

Social Studies:	% of All Students Meeting/Exceeding Standard on CRCT		
Grade Level	2010-2011	2009-2010	2008-2009
Grade 3	63	67	68
Grade 4	63	54	61
Grade 5	40	67	69
Grade 6	53	60	N/A

Grade 5 Writing Assessment: Percent of 5th graders in each category			
Categories of Scaled Scores	2010-2011	2009-2010	2008-2009
Not on target	25%	19%	18%
On Target	74%	80%	69%

Exceeds Target	1%	1%	10%
Average Scaled Score	207	206	215

School High School Graduation Data. Due to the current graduation rate, Rome High School is in its first year of “Needs Improvement.” Rome High School has not met the graduation requirements set by the state over the last two years in order to make Adequate Yearly Progress (AYP). It is the responsibility of every teacher in every grade level to prepare students to graduate from high school.

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

DIBELS Data. Early learning standards are essential elements of a quality literacy plan. Evidence-based research identifies the following key skills as essential for an early literacy curriculum: oral language development, understanding of the alphabetic code, and knowledge and understanding of print and its use. Our school has two lottery-funded Pre-K classes of twenty- two students each. We have implemented the Alpha Skills curriculum in our Pre-K classes in order to ensure that Pre-K students have the foundational skills necessary for their success as they transition into kindergarten and beyond. Rome City Schools began administering the DIBELS assessment to all kindergarten through second grade students in 2007. For four years, the system used the 6th edition of DIBELS to assess students. In 2011, the system began using the DIBELS Next assessment. Other assessments include running records, GKIDS, and program assessments which are embedded within our phonics program, reading programs, and interventions.

Kindergarten Phoneme Segmentation Fluency		
	Winter PSF	Spring PSF
2009-2010 DIBELS 6 th Edition	66% Low Risk 12% Some Risk 22% At Risk	93% Low Risk 5% Some Risk 2% At Risk
2010-2011 DIBELS 6 th Edition	85% Low Risk 10% Some Risk 5% At Risk	96% Low Risk 2% Some Risk 2% At Risk
Kindergarten Nonsense Word Fluency		
	Winter NWF	Spring NWF
2009-2010 DIBELS 6 th Edition	69% Low Risk 14% Some Risk 17% At Risk	78% Low Risk 20% Some Risk 2% At Risk
2010-2011 DIBELS 6 th Edition	87% Low Risk 8% Some Risk 5% At Risk	84% Low Risk 12% Some Risk 4% At Risk

Current school year data is not yet available for the two measures above.

First Grade Nonsense Word Fluency			
	Fall NWF	Winter NWF	Spring NWF
2009-2010	70% Low Risk 22% Some Risk 8% At Risk	61% Low Risk 34% Some Risk 4% At Risk	75% Low Risk 24% Some Risk 1% At Risk
2010-2011	58% Low Risk 27% Some Risk 15% At Risk	67% Low Risk 26% Some Risk 7% At Risk	79% Low Risk 18% Some Risk 3% At Risk
2011-2012	66% Low Risk 19% Some Risk 15% At Risk	Data not yet available	Data not yet available
First Grade Oral Reading Fluency			
	Fall ORF	Winter ORF	Spring ORF
2009-2010	Not tested at this time	63% Low Risk 26% Some Risk 11% At Risk	60% Low Risk 23% Some Risk 17% At Risk
2010-2011	Not tested at this time	53% Low Risk 27% Some Risk 20% At Risk	53% Low Risk 23% Some Risk 23% At Risk

Current school year data is not available for the Oral Reading Fluency measure.

Second Grade Oral Reading Fluency			
	Fall ORF	Winter ORF	Spring ORF
2009-2010 DIBELS 6 th Edition	55% Low Risk 26% Some Risk 19% At Risk	59% Low Risk 21% Some Risk 21% At Risk	44% Low Risk 24% Some Risk 32% At Risk
2010-2011 DIBELS 6 th Edition	33% Low Risk 41% Some Risk 25% At Risk	46% Low Risk 30% Some Risk 24% At Risk	51% Low Risk 19% Some Risk 29% At Risk
2011-2012 DIBELS Next	38% Low Risk 14% Some Risk 48% At Risk	Data not yet available	Data not yet available

Pre-K Information. In a 2010-2011 audit by the Georgia Department of Early Care and Learning, West Central's Pre-kindergarten program was found to have met or exceeded the standards in all areas. Our Pre-K curriculum is determined by the state's Bright from the Start program. All Pre-K teachers at West Central meet state credential requirements and attend annual Pre-K training.

Teacher Retention Data. From school year 2010-2011 to 2011-2012, West Central's certified teacher retention rate was 94%. Forty-seven of fifty certified teachers returned for the new school year.

Teacher Participation in Professional Learning Communities And Ongoing Professional Learning at West Central. All West Central teachers participate in regular, ongoing professional learning. Last school year this included Class Keys training by Rome City Schools and by West Central's Principal, Response to Intervention training, book studies facilitated by literacy coaches, School Culture Workshop, system literacy training for all reading and writing teachers and literacy training by literacy coaches in after-school meetings.

Curriculum Needs. As Georgia makes the transition to Common Core Georgia Performance Standards for school year 2012-2013, educators at West Central will need

professional learning, technology, and text resources to support the new curriculum. We will continue to use research-based best instructional practices as we implement the new standards. Content-area teachers will have a particular challenge as they begin instruction with the new standards for content-area literacy.

Technology Needs. At West Central the majority of classrooms have an interactive board with a projector and a document reader. A combination of personal computers, laptops, tablets, and e-readers are needed so that teachers, individual students, or small groups of students may access research and text materials without leaving the classroom. While the school does have a laptop lab, it is used all day, every day, as one of the activity rotations. There is also a computer lab which teachers may reserve for an hour at a time; however the allotted times are highly sought-after and rarely available. One lab is not enough to serve 742 students, Pre-K through sixth grade.

Needs Assessment. The following teachers completed a form detailing inventory of classroom libraries, technology, and instructional and assessment resources used in their classrooms:

- Kindergarten: Carlton, Nation, Johnson, Reaves, Johnson, Banda, Fincher
- 1st Grade: Sidwell, Hall, Raley, Austin, R. Price
- 2nd Grade: Mullinax, Skeen, Quick, Bearden, Copeland
- 3rd Grade: Bussey, Hammonds, Combs, Mann
- 4th Grade: Cooper, Dennis, Martin
- 5th Grade: Hoye, Thornbury, Campbell
- 6th Grade: Burell, Bowen
- Special Education / ESOL: Carr, Carpenter, Connell, Brewer, Wilkinson, Hilbert

Teachers completed an anonymous online survey related to instructional resources and professional learning needs. Literacy Coaches analyzed the results of the inventory and survey.

Area of Concern: Increased Access to Print and Non-print Literacy Resources.

The number one concern identified by the online survey targeted to literacy needs as identified in

CCGPS is increased access to print and non-print literacy resources in all grade levels (ages 5-13) that are complex enough to meet the more stringent demands of the new College and Career Readiness Standards. The need for diverse texts, both literary and informational, is at the heart of the rationale found in the “What” document. Without adequate resources, it will be impossible to fully and effectively implement the new literacy standards. Students must have access to a wide variety of texts for self-selected reading as well as for research and content-specific activities. With Title I funds, we have purchased small collections of texts, but those funds are not adequate enough to purchase the texts that we need for each of our classrooms. Closely associated with this access to texts is the need for a variety of texts in diverse media and formats which, in turn, require additional acquisition and training in new technologies. While we have a media center that is somewhat equipped with “print” texts, literacy and content-area teachers do not have adequate classroom libraries to sustain independent reading and research, and students have no access to electronic texts or media.

Root Cause: Sufficient funding is the major underlying cause for our need for literacy resources in all grade levels. By using Title I funds, our school has spent a great deal of money on leveled texts. However, as our school population continues to grow, the need for more print resources increases. Sufficient funds have not been available to purchase classroom libraries for teachers, so teachers have chosen to purchase texts with their own money. In addition, teachers have not had access to many current technologies available for classroom use that will enhance their instruction as well as the engagement of students who are products of a 21st century world.

Area of Concern: Response to Intervention for Grades 3-5. Through progress monitoring, thorough analysis of our 2010-2011 CRCT results, and our needs assessment survey results, it is evident that our students in third through fifth grades (ages 8-12) need interventions

specific to deficits in the five areas of reading (phonological awareness, phonics, fluency, vocabulary, and comprehension). In 2007-2008, Rome City Schools participated in extensive professional development related to the five areas of reading. Our school purchased and implemented some interventions which have been effective for some students, especially in primary grades. Currently we do not have interventions specifically designed for students in the upper grades.

Root Cause: At West Central we have had professional development on The Pyramid of Interventions, and teachers have been meeting throughout the school day with small groups of students. Teachers have felt some uncertainty about what materials and resources to use to meet the needs of their students. While the school has some interventions available for small group instructional use, we often do not have resources that will adequately meet student needs.

Area of Concern: Professional Learning to Implement the CCGPS. With adequate literacy resources in place, teachers in all grade levels (ages 5-13) will need professional learning to ensure that the resources are being used effectively. With the current coaching model in place, both math and literacy coaches will continue to deliver on-site, job-embedded professional learning in teaching literacy across the curriculum. Additional training on technology resources may be required from outside sources. The entire faculty will need training in the basic implementation of the CCGPS, with particular emphasis on the College and Career Readiness Anchor Standards for content-area teachers.

Root Cause: Teachers at West Central have had no professional training in the Common Core Georgia Performance Standards. The first training for all teachers will be on a professional learning day on December 16, 2011. Literacy coaches have had limited exposure to CCGPS and

have shared some information with teachers. The greatest concern of teachers is the lack of resources on the levels shown in Appendix B for implementing CCGPS.

Rationale for the determination of the cause. The greatest concern at West Central is student learning and achievement, as well as preparation of students to enter middle school and high school prepared to do the work that will lead to high school graduation and readiness for college and career. Limited resources for instruction and Response to Intervention have been an obstacle to meeting the learning needs of every student in the school. The changes from Georgia Performance Standards to Common Core Georgia Performance Standards present a further challenge for teacher instruction and student achievement. While we have directed all available funds to materials and professional learning to improve student achievement, we have not seen the gains for which we have worked.

Past actions to address the problem. All literacy teachers have received professional learning in writing and reading instruction from Rome City Schools. Teachers in all grades have implemented Writer's Workshop and have addressed student needs through mini lessons and individual conferences. Many teachers have launched Reader's Workshop to meet individual student needs through the use of conferencing and leveled texts, including texts from Reading A-Z. Many are using *QuickReads* to increase reading fluency. Some grades three through six teachers use *Shurley English* for instruction in grammar, and most use CRCT Coach Books for test preparation. In addition, primary teachers use *Sound Partners* and *Road to the Code*. West Central students who were not meeting or were barely meeting grade-level learning objectives were encouraged to attend the After School tutoring program and/or the Summer Opportunity Program.

New information the needs assessment uncovered. There is a clear need for

professional learning for implementation of CCGPS, as well as additional print and non-print resources and technology to implement CCGPS. Teachers also have concerns about the lack of books in children's homes and the difficulty non-English speaking parents have in providing support for student literacy.

Project Goals and Objectives. In accordance with the State Literacy Plan, West Central Elementary School will continue to provide all students with data-driven instruction using research-based best practices. The instructional foundation will be the new Common Core Georgia Performance Standards.

Project Goals to Be Funded by Striving Reader.

- To improve student outcomes and student achievement using measurable data
- To enable data-based decision-making to guide instruction
- To adopt a literacy plan that is comprehensive from birth to graduation from high school, such that all students graduate from high school and are college- and career-ready readers and writers.

Project Objectives to Be Funded by Striving Reader.

- Increase the amount and quality of text resources, both in classrooms and in the media center.
- Increase student and teacher access to current technology.
- Provide professional learning for CCGPS.
- Make better use of the State Longitudinal Data System to track student data.
- Use the Scholastic Reading Inventory to gather student data.
- Revisit the Fantastic Five Components (phonological awareness, phonemic awareness, fluency, vocabulary, and comprehension) of Reading Instruction.
- Strengthen the Fantastic Five in reading classroom instruction.
- To increase the Pre-K school year from 160 days to 200 days.

Goals to be Funded with Other Revenue Sources.

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

Proposed Plan for Implementation of Goals and Objectives. The West Central Literacy Plan will focus on increasing student achievement by improving student and teacher

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

The implementation of the West Central Literacy Plan will involve every certified staff member. All teachers will receive training in the CCGPS. Literacy coaches will work with the principal, Mrs. Dixon; Media Specialist, Ms. Nash; and all teachers to choose specific instructional materials in support of the plan. Coaches will work with teachers to support implementation of CCGPS by modeling lessons, providing resources, and assisting with integration of literacy in the content areas. All teachers will be directly involved with instruction based on the Pyramid of Interventions.

The chart below shows the second and fifth grade instructional schedule, with the first part of each day designated for RTI instruction.

Second Grade							
Teacher	7:50-8:30	8:30-10:45	10:45-11:30	11:30-1:00	1:00-1:45	1:45-2:35	2:35-3:00
Mullinax	RTI	Reading/ ELA Phonics	Lunch/ Recess	Reading- Phonics (2B)	Planning	ELA (2B)	Dismissal

		(2A)					
Skeen	RTI	Math/Sci. (2B)	Lunch/ Recess	Math (2A)	Planning	Science/ SS (2A)	Dismissal
Quick (EIP)	RTI	Reading/ ELA Phonics	Lunch/ Recess	Math (2C)	Planning	Science/ SS (2C)	Dismissal
Bearden	RTI	Reading/ ELA Phonics	Lunch/ Recess	Math (2D)	Planning	Science/ SS (2D)	Dismissal
Copeland	RTI	Reading/ ELA Phonics	Lunch/ Recess	Math (2E)	Planning	Science/ SS (2E)	Dismissal
Fifth Grade							
Teacher	7:50- 8:30	8:30- 9:30	9:30- 10:45	10:45- 11:30	11:30- 12:15	12:15- 1:30	1:30- 2:35
Hoye	RTI	Reading (5A)	ELA (5A)	Lunch/ Recess	Planning	Reading (5C)	ELA (5C)
Thornbury	RTI	Reading (5B)	ELA (5B)	Lunch/ Recess	Planning	Reading (5D)	ELA (5D)
Wheeler (EIP)	RTI	Math (5C)	Math (5D)	Lunch/ Recess	Planning	Math (5A)	Math (5B)
Campbell	RTI	SS/SC/ Math Skills (5D)	SS/SC/ Math Skills (5C)	Lunch/ Recess	Planning	SS/SC/ Math Skills (5B)	SS/SC/ Math Skills (5A)

Plan for Tiered Literacy Instruction

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

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

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

For Tier IV on the Pyramid of Interventions, West Central has a high number of students. There are 47 students, a full AYP subgroup, in grades 3 through 6, and there are 34 Tier IV students in grades Kindergarten through 2.

Tier I Resources

- Georgia Performance Standards
- Imagine It! Phonics Program for Grades K-2
- The Primary Comprehension Toolkit: Language and Lessons for Active Literacy
- The Comprehension Toolkit: Language and Lessons for Active Literacy
- Lucy Calkins' Units of Study for Reading and Writing
- Lucy Calkins' Curricular Plans for Common Core Reading and Writing Workshop

Time, Personnel, and Strategies for Tier II Instruction (RTI)

- All Tier I Resources Listed Above
- Paraprofessional Dedicated to Small Group Intervention (also Tier III)
- Dedicated 30 Minute Daily RTI Time for all Students
- Small-group Instruction during Reading Workshop

Time, Personnel, and Strategies for Tier III Instruction (SST)

- All Tier I and II Resources Listed Above
- Additional Intervention Time
- Intensive Data Collection

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

- All Tier I, II, and III Resources Listed Above
- 3 Full-time and 1 Half-time Special Education Teachers
- 3 Full-time and 1 Half-time Special Education Paraprofessionals
- Special Education Services: Resource and Inclusion, as Outlined in Student IEP's.

Striving Reader initiatives will enhance and reinforce the work that has already begun at West Central. We anticipate a strengthening of professional learning, text and technology resources, and implementation of standards in all classrooms.

Materials that support literacy, including instructional technology.

- Current classroom resources
 - 1 teacher-designated computer
 - 1-3 student computers
 - 1 black and white printer
 - 1 interactive board
 - 1 ceiling mounted projector
 - 1 document camera
 - Extremely limited classroom libraries purchased by the school
 - Sets of dictionaries in some classrooms but not in others
- Current shared resources
 - Tutoring program in phonics-based early reading
 - Phonological awareness program for young children
 - Fluency program with nonfiction passages
 - Guided reading intervention program
 - Direct instruction reading program
- Current library resources.
 - Approximately 6,000 books (including easy and intermediate fiction and nonfiction)
 - Small reference section
 - Small literacy games collection
 - Approximately 1,200 sets of leveled readers
 - 1 ceiling mounted projector
 - Document camera
 - 10 student computers
- Additional resources needed to ensure student engagement.
 - Additional current trade books in print and electronic format
 - Nonfiction texts in print and electronic format for whole-class and small-group use
 - Classroom libraries for independent reading
 - Additional leveled texts
 - Handheld devices for student and teacher use (e.g., e-books, electronic tablets)
 - Additional literacy-focused software
- Classroom practices that support literacy
 - Reading and Writing Workshop in all classrooms
 - Guided and Independent Reading
 - Literacy-based Centers
 - 25 Book Campaign in all classrooms, with the addition of sight word goals in grades K-1
 - Response to Intervention
- Intervention programs
 - After School Tutoring Program
 - Summer Opportunity Program
 - Planning and Support from Full-time Literacy Coaches
 - Tutoring program in phonics-based early reading
 - Phonological awareness program for young children
 - Fluency program with nonfiction passages
 - Guided reading intervention program

- Direct instruction reading program
- Additional strategies needed to ensure student success.
 - Reading and Writing across the curriculum
 - Integration of technology into work and lessons
 - Collaborative Planning to include Special Education, ESOL, and Classroom Teachers

Project Procedures and Support. Students with identified instructional needs beyond what is provided in Tier I instruction have individualized schedules. Two sample schedules show the instruction received each day by two different Special Education students.

<u>Schedule of a Fifth Grade Tier IV (Special Education) Student</u>			<u>Schedule of a First Grade Tier IV (Special Education) Student</u>		
7:50 – 8:30	Speech	Tier IV	7:50 – 8:30	Reading RTI	Tier II
8:30 – 10:00	Reading and Writing (Resource)	Tier IV	8:30 – 9:30	Reading (Resource)	Tier IV
10:00 – 11:00	Writing (Inclusion)	Tier I, IV	10:00 – 10:45	Writing (Resource)	Tier IV
11:00-12:45	Lunch, Recess, Activity		10:45 – 11:15	Reading (Inclusion)	Tier I, IV
12:45 – 1:30	Math Skills (Inclusion)	Tier I, IV	11:45 – 12:30	Math Skills (Resource)	Tier IV
1:30 – 2:30	Math Workshop	Tier I	12:30 – 2:00	Math Workshop (Inclusion)	Tier I, IV

Teacher Participation in Professional Learning Communities And Ongoing Professional Learning at West Central		
Professional Learning Activities 2010-2011	Hours	Percentage of Participants
Common Grade-level Planning	30	85%
Literacy Targeted Instructional Planning	3	56%
Data Analysis	6	100%
Class Keys	10	100%
RTI Training	1	100%
Literacy Training	14	56%
Curriculum Mapping	21	7%
Book Studies – Literacy	8	93%
<i>Classworks</i> Training	3	56%
Data Retreat Leadership Team	7	13%

School Culture Workshop	14	13%
Faculty Literacy Training	4	93%

Ongoing professional training includes:

- Rome City Schools System Training
 - For grades Kindergarten through Second: One Writing and One Reading
 - For grades Third through Sixth: Two Writing, One Reading
 - Common Core Georgia Performance Standards
- Data Analysis to Improve Instruction

In past years, Rome City Schools Literacy Coaches received training in reading and writing initiatives and then redelivered the information to the teachers at the individual schools. For the past three years, all teachers have received literacy training at the system level, and the training has been supported in schools by literacy coaches. Professional learning needs identified in the needs assessment include Common Core Georgia Performance Standards, Response to Intervention, and Reader’s Workshop.

West Central Elementary School Assessment Protocol.

Assessment	Purpose	Skills	Frequency
<ul style="list-style-type: none"> • DIBELS Next Grades K-2 • DIBELS Next Grades 3-6 • At-Risk Students • DIBELS Daze 	To evaluate effectiveness of interventions for children receiving support in order to make changes when indicated to maximize student learning and growth	Phonological Awareness, Alphabetic Principle, Accuracy and Fluency with Connected Text, Vocabulary, Comprehension	Three times per year (August, December, April)
DIBELS Next Progress Monitoring Grades K-6	To monitor student response to intervention or instruction	Phonological Awareness, Alphabetic Principle, Accuracy and Fluency with Connected Text, Vocabulary, Comprehension	Bi-weekly
Running Records	To determine appropriate instructional reading levels of students; To capture student reading behaviors	Accuracy and Fluency, Vocabulary, Comprehension	Ongoing
G-KIDS	To provide ongoing diagnostic information about kindergarten students’ developing skills in	Georgia Performance Standards	Daily

	language arts, math, science, social studies, social/emotional development, and approaches to learning.		
Online Assessment System Benchmark Tests	To assess mastery of grade level standards and to inform instruction	Georgia Performance Standards	Three times per year
CRCT	To assess mastery of grade-level standards	Georgia Performance Standards	One time per year
Georgia Grade 5 Writing Assessment	To assess student writing proficiency	Narrative, Persuasive, and Expository Genres	One time per year
ACCESS for English Learners	To monitor students' progress in acquiring academic English	Language	One time per year

West Central has focused in recent years on using assessment data to drive instruction. In addition to the assessments listed above, teachers use many other instruments to assess students. Some teachers use the Developmental Reading Assessment to determine student reading levels. Many teachers in grades kindergarten through second grade use the Informal Phonics Inventory to pinpoint student learning gaps. Although West Central is using many effective and research-based assessment tools, we must determine the best tool for assessing student reading levels, such as the Scholastic Reading Inventory, and implement it consistently across all grade levels.

Budget Summary. West Central will use grant funds in several ways. First, we will use funds to purchase literacy resources for teachers and students to ensure access to materials and technology for sustained research projects and interdisciplinary literacy instruction. This will support reading, writing, listening, speaking and viewing skills as required for the implementation of CCGPS. Next, we will use funds to provide professional learning for all certified staff to assist with the roll-out of CCGPS. Funds will also be used for training of certified staff to effectively and efficiently use new technologies and devices. The total amount requested is \$458,000.

Georgia Striving Reader Subgrant Budget Breakdown and Narrative	
Function Code 1000 – Instruction	Year 1
Object Codes	Amount Budgeted
110 – Teacher Salaries (certified teachers)	15,000
140 – Para Professional & Aides (non-certified teachers) salaries	6,000
300 – Contracted Special Instructors	
610 – Supplies	10,000
611 – Technology Supplies	3,000
612 – Computer Software	50,000
615 – Expendable Equipment	10,000
616 – Expendable Computer Equipment	75,000
641 – Textbooks	
642 – Books and Periodicals	20,000
Function Code 1000 – Instruction Narrative: Funds for instruction will include increase of Pre-K year to 200 days, up to 100 tablet computers with supplies necessary for their effective operation, computer software to be used in classrooms, books and periodicals for classroom instruction, deficit-specific interventions, and bulbs for LED projectors.	
Function Code 2100 – Pupil Services	Year 1
Object Codes	Amount Budgeted
300 – Contracted Services	
520 – Student Liability Insurance	
580 – Travel	
610 – Supplies	2,000
641 – Textbooks	
642 – Books and Periodicals	100,000
Function Code 2100 – Pupil Services Narrative: Classroom libraries, sets of high-interest leveled texts, storage bins	
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	40,000
580 – Travel	16,000
610 – Supplies	
810 – Registration Fees for Workshops	11,000
Function Code 2210 – Improvement of Instructional Services Narrative: Funds to train teachers in the use of new technology, funds for all teachers to receive two days of CCGPS training off-site in summer 2012	
Function Code 2220 – Educational Media Services	Year 1

Object Codes	Amount Budgeted
610 – Supplies	
642 – Books and Periodicals	100,000
Function Code 2220 – Educational Media Services Narrative: CCGPS exemplar texts listed in Appendix B of CCGPS, current fiction and non-fiction texts and periodicals (print and non-print)	
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	\$458,000