

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:	
Number of schools in system: 9	Name: Dr. Gayland Cooper	Position: Superintendent
applying: 9 schools and the Rebecca Blaylock East and West Centers	Phone: (706) 236-5050	Fax: (706) 802-4311
Congressional District: 11 th District	Email: gcooper@rcs.rome.ga.us	

Sub-grant Status

___ Large District (45,000 or more students)

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

X Small District (0-9,999 students)

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

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

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

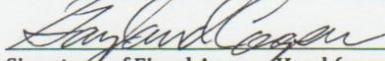
Position/Title of Fiscal Agent's Contact Person: Superintendent

Address: 508 East Second Street

City: Rome Zip: 30161

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

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


Signature of Fiscal Agency Head (required)

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

Superintendent
Typed Position Title of Fiscal Agency Head (required)

December 14, 2011
Date (required)

Rome City Schools Narrative

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Eligibility of Schools and Centers.

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

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

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

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

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

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

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

Experience of the Applicant.

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

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

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

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

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

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

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

Aligned Use of Federal and State Funds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

GEORGIA DEPARTMENT OF EDUCATION

Striving Readers Comprehensive Literacy Grant

School and Center Cover Sheet

DOE Use Only Date and Time Received:		DOE Use Only: Received By:		DOE Use Only: Project Number	
School Name: West End Elementary School				Total Grant Request: \$499,999.58	
System: Rome City Schools		School Contact Information:			
		Name: Buffi Murphy		Position: Principal	
Number of Students		Phone Number: 706-234-9366		Fax Number: 706-234-5869	
774		Email Address: bmurphy@rcs.rome.ga.us			
Number of Teachers					
54 certified	7 uncertified				
Free/Reduced Lunch %	70%				
Principal's Name: Buffi Murphy			Other Reform Efforts in School: NA		
			Principal's Signature: <i>Buffi Murphy</i>		

West End Elementary School Application

School History. West End Elementary School was established in 1963 and is one of seven elementary schools in the Rome City School System. The campus includes seven buildings housing forty-nine classrooms, a media center, an office area, a cafeteria, and a separate gymnasium. The school has experienced many successes and challenges in its 48-year history, including recognition as a Georgia School of Excellence both in 1998 and 2006, a Title I Distinguished School, and meeting the requirements to be named a Georgia “Pay for Performance” school for multiple years. Our student population is quite diverse, both economically and culturally, making it a challenge to provide programs to meet all students’ needs. Seventy percent of our students qualify for free and reduced lunch.

Currently there are 774 students enrolled at West End Elementary, serving students from Pre-K through the sixth grade. Along with general academic classes, all students are provided enrichment classes through Art, Music, Computer Technology, and Physical Education. West End recognizes outstanding students in fifth and sixth grades for their high academic achievements, positive character traits, good attendance, and excellent citizenship by inducting them into the West End Leadership Team to foster their leadership skills and encourage service involvement within the school and community. All eligible students receive special education services, sixty one English Language Learner (ELL) students receive services and gifted education is available to qualified students.

Administrative, Leadership, and Literacy Team. West End Elementary’s leadership team includes the principal, two literacy coaches, a math coach, and representatives from Special Education and ELL. The creation of this team allows for a shared decision making process for curricular and instructional decisions and strategic planning.

School Literacy Team. Our literacy team consists of the principal, two literacy coaches, and one math coach. We are in need of developing a more extensive literacy team to include a representative from each grade level, and the media specialist. The function of the site based literacy team is to continue to offer support to the teachers in a collaborative environment as they implement initiatives. The site based literacy team communicates and includes all members of the staff in the decision making process through grade level meetings and individual discussions to assess the school's needs, establish goals/priorities for literacy, and plan professional development to meet goals.

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

Minutes of the meetings of the site-based literacy team.

- **August:** DIBELS Next administration, Writing Portfolios and Benchmark Student Work, Literacy Resources, Analysis of DIBELS, Grouping of Students & Interventions based on DIBELS Analysis
- **September:** Million Words Campaign, DIBELS Progress Monitoring, RTI Folders, Analysis of Student Writing
- **October:** Curriculum Map Progression, RTI Interventions & Progress Monitoring, Million Words Celebrations, Implementing Article of the Week
- **November:** Fluency Grading Scale, Maintaining Student Work in Writing, Meaningful Read Alouds across Curriculum

Literacy Team Initiatives. The Literacy Team has focused on several initiatives including: consistent grade level planning, regular benchmarking and progress monitoring, effective Response to Intervention, establishing consistent use of and analyzing running records, and job-embedded professional learning. All initiatives are aligned with the School Improvement Plan (SIP).

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

- Grade-level 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
- Awareness/Focus Walks by Coaches and Teachers
- Instructional Rounds
- Teacher Observations of Peers
- Academic Coaching Model
- Collaborative Planning
- 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
- Refinement of Reader's Workshop
- Expository & Argument Writing
- Response to Intervention for Grades 3-6

Need for a Striving Readers Project. As we are preparing for the roll out of the CCGPS in 2012, there are areas in which we are going to need additional funding and support to assure that we continue to offer quality standards-based instruction and sustain our best practices. These include: nonfiction print and electronic texts, capabilities allowing students to participate in various long and short-term research projects, technology support, additional books for classroom libraries, programs to support deficit specific interventions, and professional learning. Because we are classified as a Title I school, we receive funds for various instructional needs. After examining our needs, it is evident that Title I funds will not be sufficient to supply students and teachers with the resources needed to maintain our current level of achievement.

School Student CRCT Data.

Reading:	Lowest Performance Domain
Grade 1	NA
Grade 2	NA
Grade 3	Reading for information
Grade 4	Reading Skills and Vocabulary Acquisition
Grade 5	Information and Media Literacy
Grade 6	Literary Comprehension

Lang. Arts:	Lowest Performance Domain
Grade 1	NA
Grade 2	NA
Grade 3	Grammar and Sentence Construction
Grade 4	Research and Writing Process
Grade 5	Grammar and Sentence Construction
Grade 6	Grammar and Sentence Construction

Reading: % Meeting/Exceeding Standard on CRCT in 2010-2011

Grade	All	Wh.	Blk.	Hisp.	Other	SWD	Econ. Disad.	LEP
1	NA	NA	NA	NA	NA	NA	NA	NA
2	NA	NA	NA	NA	NA	NA	NA	NA
3	98	98	100	96	-	100	98	92
4	89	96	90	80	91	64	82	57
5	96	98	85	96	-	100	97	92
6	100	100	100	100	-	100	100	100

Language Arts: % Meeting/Exceeding Standard on CRCT in 2010-2011								
Grade	All	Wh.	Blk.	Hisp.	Other	SWD	Econ. Disad.	LEP
1	NA	NA	NA	NA	NA	NA	NA	NA
2	NA	NA	NA	NA	NA	NA	NA	NA
3	94	95	95	89	97	79	92	-
4	94	100	95	87	91	100	90	92
5	99	100	100	96	100	83	98	92
6	99	100	100	100	99	100	100	100

AYP Report		
Current Report:	Math	ELA
Met 95% participation	Yes	Yes
Met AMO for all students without second look	Yes	Yes
Met AMO for all students with second look (confidence interval, multiyear average, safe harbor)	NA	NA
Met AMO for all subgroups without second look	Yes	Yes
Met AMO for all subgroups with a second look (confidence interval, multiyear average, safe harbor)	NA	NA
Did Not meet AMO for the following subgroup(s)	NA	NA
Met second indicator for all students	Yes	

2011 AYP GAP Analysis Reading/ELA Percent Meeting & Exceeding Composite Scores Grades 3-6

All	Black	Hispanic	White	SWD	ELL	ED
95.8%	95.1%	90.8%	98.9%	82.1%	88.9%	93.5%

Grade 5 Writing Assessment: Percent of 5th Graders in each category			
Categories of Scaled Scores	2010-2011	2009-2010	2008-2009
Not on target	16%	16%	14%
On Target	70%	75%	81%
Exceeds Target	14%	9%	5%
Average Scaled Score	NA	NA	NA

When looking at the current CRCT data disaggregated by subgroups, especially when looking at our composite scores, the only group that shows a significant achievement gap is our SWD subgroup. Our ELL students have also scored lower in reading and language arts. We are concerned about what will happen to both of these subgroups with the initiation of CCGPS and the challenge of reading more complex texts.

Another area of concern is in our writing scores as they have remained flat for several years. However, it is encouraging to see that our “exceeds” category has steadily increased over the last three years, our meets and exceeds combined scores have remained stagnant at around 85%. By increasing our emphasis on writing across the curriculum, we hope to show significant gains.

Early Learning Readiness. 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. We use a range of comprehensive assessments in order to determine proficiency in these key skills including DIBELS Next as our universal screening assessment, running records for diagnostic purposes, GKIDS, an on-going

performance/observational tool used in Kindergarten, and program assessments which are embedded within our phonics program, reading programs, and interventions. Our school has one lottery funded Pre-K class of twenty two students. We have implemented the Alpha Skills curriculum in our Pre-K class in order to assure that Pre-K students have the foundational skills necessary for their success as they transition into kindergarten and beyond. We use the DIBELS Next assessment to measure how all students are progressing in the five areas of literacy, in grades kindergarten through second, three times per year. The table below shows our fall DIBELS Next screening. These scores are, for our school and system, and area of concern showing a need for deficit specific interventions in the primary grades.

DIBELS Next Composite Scores				
	Number of Students Tested	Composite Intensive	Composite Strategic	Composite Core
Kindergarten	118	39%	22%	39%
First Grade	100	27%	22%	51%
Second Grade	107	22%	8%	69%

Teacher Professional Learning Needs. With the implementation of CCGPS as our newly adopted state curriculum, our main objective will be to provide professional learning around these standards. As all systems experience teacher retirement, professional learning will be an ongoing focus for our school.

Teacher Retention Data	
School Year	Number of New Teachers
2008-09	4
2009-10	2
2010-11	0
2011-12	7

Professional Learning Needs. Teachers participate in grade level planning each week where they analyze student work, review student testing data, discuss instructional practices, and discuss needs. Our school and system wide professional learning is conducted during in-service days and during various faculty meetings throughout the year.

In the past, the faculty has been laser-focused on teaching the GPS using best practices for a standards-based classroom. With the implementation of the CCGPS in the fall of 2012, teachers are requesting support for this new **curriculum** in terms of professional learning and resources. Our reading Criterion Referenced Competency Test (CRCT) scores reflect high academic success in the teaching of literacy standards. The new content area literacy standards will be a challenge to implement as content area teachers have not had sufficient professional learning. We need resources (print and electronic) to support the increased rigor of suggested exemplar complex and informational texts of the new standards.

While each teacher has the following **technology**: one to three classroom computers, an interactive board, and a document camera, we do not have enough computers available for students to use on a regular basis. Electronic tablets could help alleviate this issue. Also, our system will not support the newer technologies available to teach literacy skills and will have to be upgraded. We do not have sufficient, current books in our media center or classroom libraries to meet the reading demands of our population and have no eBooks or electronic tablets for students to access.

Needs Assessment. In the spring of each year, each school conducts a professional learning needs assessment survey. The results of that survey are used in writing the professional learning piece of the school improvement plan. This past spring, teachers at West End Elementary School identified a need for professional learning in three areas: 1) implementation

of CCGPS, 2) best practices in content area literacy, and 3) better use of data analysis to inform instruction as well as differentiate instruction. In the fall of 2011, the literacy coaches asked all faculty members to complete an on-line survey specifically targeted to literacy needs as they relate to the implementation of the CCGPS in 2012. All reading and writing teachers were asked to complete an inventory assessment of classroom library books and other instructional resources.

Individuals Participating in the Needs Assessment. All certified staff participated in the system-wide needs assessment conducted in the spring. The majority of the reading and writing teachers participated in the inventory assessment of classroom libraries and other instructional resources and 79% of the certified staff participated in the on-line needs assessment survey.

Areas of Concern. 1. Implementation of Deficit Specific Interventions. Our first area of concern is in regard to our Tier II interventions. Through progress monitoring we have discovered that we need more interventions specific to deficits within the five areas of reading (phonological awareness, phonics, fluency, vocabulary, and comprehension). While we have implemented many interventions through Tier II instruction, many of our struggling learners have not made sufficient gains as indicated by our DIBELS Next assessment and CRCT scores. We have exhausted the materials we currently have in place to meet the needs of this population of students. As students move from grade to grade, gaps in achievement widen. Therefore, catching students while they are in the primary grades and giving them the appropriate interventions in order to move them to grade level expectations is paramount to their success. Therefore, we must have more engaging and up to date interventions in place.

2. Lack of Access to Print and Nonprint Literacy Resources. In the past, we have purchased books to help teachers start a classroom library. We have also purchased an extremely sparse collection of classroom novel sets that are used in the reading workshop classrooms. Most of the texts are fiction with very limited informational or nonfiction texts. The CCGPS will require fifty percent of the text students read to be nonfiction texts.

We have increased our emphasis on the “Million Words Campaign” and, in essence, on creating the love of reading through self selected texts over the past few years by giving students incentives to meet regular reading goals. Reading Workshop classrooms provide time daily for independent reading, and students are taken to the media center every two weeks to check out books. We have been showcasing new books with book trailers and “Book Buzzes” as funds permit us to purchase them, or as our teachers purchase them through personal funds and/or points earned from Scholastic Book orders. However, we do not have an adequate number of current titles available for check out by students and many books are put on a “waiting list” to be checked out either from the classroom library or the media center.

Reading, language arts, science, and social studies teachers are in the beginning stages of planning interdisciplinary performance units that use both fiction and nonfiction reading resources. However, limited resources and access to technology have made this endeavor very challenging. The goal is for students to read and write in all content areas, and for each content area to support the other.

3. Implementation of a Cohesive Benchmarking System. In the past, we have used either Georgia’s Online Assessment System (OAS) or Coach materials in order to benchmark three times per school year. While the benchmarks we have had in place are related to our current standards, we do not have benchmarks related to the CCGPS. We are also in need of a

reporting system that will break the data down by student, class, item, and standard for teachers to do a thorough analysis of the data. We currently use a reading leveling assessment that is leveled by Fountas & Pinnell. We are in need of a leveling program for reading that follows the Lexile Framework in alignment with CCGPS.

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

Age, Grade Levels, and Content Areas in which the Concern Originates. The range of student ages is from five through thirteen in grades kindergarten through sixth. Areas of greatest concern are nonfiction and argument reading and writing in language arts and content literacy in social studies and science classes.

Steps the School Has or Has Not Taken to Address the Problems. 1. **Implementation of Deficit Specific Interventions.** During the 2007-2008 school year, our system participated in extensive training around the five areas of reading (phonological awareness, phonics, fluency, vocabulary, and comprehension). After this training, we implemented various Tier II interventions such as Road to the Code, Sound Partners, Reading Mastery, Corrective Reading, Rewards, Read 180, etc. These interventions have worked for

some students, but some of our population (specifically our SWD's and slow learner populations) have not made appropriate gains using these interventions.

2. Lack of Access to Print and Nonprint Literacy Resources. While our school has provided each teacher with a classroom library, unfortunately they do not provide a sufficient number of books to support the requirements specified by CCGPS in nonfiction texts, complex texts, content-area related texts, or class sets of texts. Furthermore, our media center only contains four thousand books to serve our population of nearly eight hundred students. Of these four thousand books, the average date of the collection is from 1984.

The goal is for students to read and write well in all content areas, and for each content area to support the other. In order to implement this goal to its fullest potential, we need to purchase additional books for classroom libraries and the media center in both print and eBook formats.

Each classroom has been provided with approximately three computers, an interactive board, and a document camera. Also, we have three computer labs. However, due to our large student population, we still do not have enough technology for students to participate in research projects or in order to create presentations in diverse media formats as will be needed through the College and Career Readiness Standards through Common Core. Therefore, we need to enhance our means of technology in order to access research and other nonfiction materials.

3. Implementation of a Cohesive Benchmarking System. We currently benchmark three times per year using the (OAS) benchmarks or Coach materials for ELA, science, social studies, and math. However, we are in need of benchmarks that are aligned with the CCGPS and a reporting system in order to analyze the data to drive instruction.

4. Professional Learning to Implement CCGPS. Beginning in December, 2011, the literacy coaches will deliver introductory training on the CCGPS to the entire faculty. They will continue to work with teachers during the second semester to help them begin preparing for the new standards implementation in the fall of 2012. Reading, language arts, science, and social studies teachers, along with the literacy coaches, will begin looking at their existing resources and evaluating them for complexity in relation to the Common Core's text complexity bands. This year's professional learning is focused on implementing comprehension and collaboration with particular emphasis on student led discussion and research groups, as well refining our conferencing skills within the reading and writing classes. Building on last year's professional learning, we will continue to study best practices for differentiating instruction. Specifically, we will learn more about dynamic grouping and small group instruction to meet student needs as they progress along pathways of learning in comprehension. In addition, reading and language arts teachers are working more closely with content area teachers in order to integrate the curriculum. Reading, language arts, science, and social studies teachers in grades three through six will be participating in study groups around the following books: *Conferring with Readers* by Jennifer Serravallo & Gravity Goldberg, *Teaching Reading in Small Groups* by Jennifer Serravallo, *Nonfiction Matters* by Stephanie Harvey, and *Comprehension and Collaboration* by Stephanie Harvey and Harvey Daniels. Primary teachers will participate in study groups around the following books: *Already Ready* by Katie Wood Ray, *Engaging Young Writers* by Matt Glover, *Differentiated Literacy Centers* by Margo Southall, and *Small-Group Reading Instruction* by Beverly Tyner.

Root Cause Analysis. Underlying Problems. The root cause of our areas of concern is the fact that the CCGPS are more rigorous than our current GPS. Once the new standards roll

out, our students will be expected to read material and perform tasks with more complexity than the current expectations. Also, the new standards will require more integration through content area literacy. Teachers indicated on the needs assessment survey that they will need professional learning related to the Common Core Georgia Performance Standards and integration of literacy in the content areas. In addition to the professional learning piece, we lack sufficient funding to purchase necessary literacy resources for reading and writing classes as well as content area reading and writing. Our teachers have not had access to many current technologies available for classroom use that will enhance their instruction as well as the engagement of students who are products of a 21st century world.

Our current standardized test scores indicate that we have done an excellent job of implementing the reading and writing GPS standards, but this has only been possible by adopting new instructional practices and intervention programs. The new CCGPS will be a challenge for us with the increased text complexity, rigor of tasks, & integration of content literacy. In addition, while our current resources are somewhat adequate to meet the demands of GPS, we do not have the literacy resources in the form of extensive leveled classroom libraries, informational texts in a variety of formats, technology for non-print resources such as eBooks, electronic tables, etc. to address the CCGPS. Recent state budget cuts have limited our resources to the point that we are unable to purchase many needed materials to implement CCGPS. For example, in the last textbook adoption for new literacy books, we were unable to purchase any new texts.

We've looked closely at our standardized testing data over the past years and, it revealed that we had a number of students who were reading far below grade level. Many of these students have attended our school since kindergarten, and have participated in the various interventions we have in place. We looked at several intervention possibilities and decided to

adopt the Scholastic READ 180 program for our fourth through sixth graders who are reading far below grade level since passing the CRCT hinges on their ability to read. It has been in place for one semester thus far and seems to be having positive impact on our students' reading levels. However, students in the primary grades (K-3) are not showing sufficient growth with the interventions we currently have in place. Therefore, it is imperative that we adopt new interventions that are engaging and current in order to meet the additional demands of the CCGPS as well as an assurance that children are reading proficiently by the end of 3rd grade, alleviating gaps in achievement.

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

Specific Rationale for the Determination of the Cause. As we prepare for the implementation of CCGPS, we realize that we will need to enhance the best practices we currently have in place. In accordance with CCGPS, we recognize that we need to prepare students for the rigor of college level work and to prepare students for the work force. In order to prepare students in this way, they will need to be able to read more complex texts and perform tasks around those texts. The developers of the Common Core State Standards explain that while the text complexity of college and work level texts have steadily increased, the text complexity of texts used in schools have steadily decreased, thus the determination of the exemplar texts within the various text bands located in Appendix B.

Goals to be Funded by Striving Reader.

1. Increase student outcomes so that students are college and career ready upon graduation.

2. Develop a school wide literacy protocol that is consistent with our system wide literacy expectations and aligned with the State literacy plan.

3. Increase targeted intervention programs for our at-risk students so that they will perform at or above grade level.

Project Objectives.

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

2. Provide CCGPS Aligned Benchmarks.

3. Implementation of Deficit Specific Interventions.

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

5. Provide twenty extra days to our Pre-K program.

Goals to be Funded with Other Revenue Sources. *Provide quality, job-embedded professional learning for all certified staff based on identified needs.* Academic coaches will continue to be funded from Title I and Title II, and they will be the instructors to deliver most of the professional learning around the implementation of the CCGPS. *Provide professional learning resources for all certified staff based on identified needs.*

Additionally, professional resources that will support teachers in the implementation of the new literacy standards will continue to be purchased through Title II funds.

Implement Scantron Analysis Reporting System to Inform Instruction. The implementation of Scantron in the elementary schools will be funded by the system through Title I funds. This will allow the elementary schools to analyze and disaggregate student test data to assess the effectiveness of instructional practices.

Continue to provide a quality intervention program for struggling readers. Scholastic's READ 180 program will continue to be funded through special education as a specific intervention for struggling special education readers in grades 4 - 6. We will also continue to offer the various interventions we currently have in place for reading and writing when necessary for a specific segment of our population.

Upgrade technology infrastructure to sustain new technology. The system will seek funding through E-Rate to upgrade the technology infrastructure of the school to support new technology.

Implementation Plan. Professional learning to lay the foundation of the CCGPS will begin in December, 2011, with three hours of professional learning designed to introduce the entire staff to the new content area literacy standards. Since we are in the beginning stages of planning with a focus on performance task units with interdisciplinary connections, during the second semester of 2011 – 12, the literacy coaches will be working with all ELA and content area teachers to examine current units of study and resources. We will determine areas to be adjusted to meet the challenges of more complex texts, particularly what informational texts need to be used for the following year. This information will be shared with the media specialist who will work with the academic coaches to order print and non-print resources for the school. In conjunction with these endeavors, the media specialist will begin updating the current collection of resources in the media center. Part of our request includes training for electronic tablets and

software as soon as they become available. The technology coordinator for the system will work with the media specialist to see that the infrastructure is upgraded and that all the new hardware and software are installed before the end of the school year.

Another general needs assessment for the entire faculty will be conducted in the spring of 2012 to identify specific areas of concern and professional learning needs for the following year when the CCGPS is officially implemented. This information will be discussed with the Instructional Team and incorporated into the School Improvement Plan. Once the professional learning piece is established, materials will be ordered and a schedule for professional learning will be set. During the summer, grade level/content area groups of teachers will spend two days planning for the fall of 2012-13 using the new resources so that when students arrive in late July, we will be ready to begin using the new technology and literacy resources from inception.

The principal will serve as the overall instructional leader and insure buy-in from the entire staff. The literacy and math coaches will provide on-site professional learning and instructional support. The system technology coordinator will oversee the installation of new hardware and software throughout the building.

What Will Take Place in the Project. In keeping with 21st century and CCGPS literacy needs, the addition of both print and non-print resources to our media center and classrooms is imperative. We must make available a sufficient number of leveled texts to students for use during their independent reading. Within the confines of the media center and classrooms, multiple copies of texts need to be provided to encourage reading partnerships as well as student book clubs. Therefore, we seek to add both print and eBooks to our media center and classroom library collections.

Technology is a key component of 21st century literacy instruction, and our students must become proficient consumers of the kinds of technology they will encounter as they enter the working world or attend college or technical schools upon graduating from high school. Using eBooks in classrooms allows students to interact with content in a way that encourages conversation about texts as well as shared critical analysis in small group discussions which have been shown to improve retention of content as stated in the CCGPS. When projected on a screen, eBooks become “larger than life” and become a highly motivating tool for interactive learning for all students, especially reluctant readers which can improve comprehension, vocabulary, fluency, research and writing skills, and general content knowledge. The flexibility of eBooks is paramount as they can be used in whole class, small group, or individual instruction in the media center, a classroom, or in a technology lab setting. Students can even access them from their home devices. This is an incomparable advantage for our students because many do not have access to print resources in their homes, and we do not have adequate print resources in our media center for them to take home. Flexibility is not restricted to location since eBooks allow for not only books, but various print formats such as digital magazines and newspapers.

To use eBooks effectively, we will have to purchase additional technology in the form of applications. As shown in our writing assessment data, our scores have remained “flat” for several years, creating a need for a new targeted intervention to address this critical area of literacy instruction. Furthermore, our DIBELS Next data indicates that our struggling readers are not making sufficient gains with the current interventions we have in place. There are unlimited free and paid educational applications available that can address all areas of literacy as well as content area standards. The electronic tablets would be a platform for launching in-depth research and writing demanded by the CCGPS.

When adding these new print resources and pieces of technology, we must also provide quality professional learning for all teachers. While our academic coaches and media specialist can deliver some professional learning, we will have to engage the services of some outside consultants to make sure we are using each resource in the most efficient manner.

Project Procedures and Support

Time, Personnel, and Strategies for Tier II Instruction

- All Tier I resources listed above
- Additional electronic devices and software
- Purchase and use of Scholastic Reading Inventory
- Additional print resources (current and newly purchased intervention programs)
- Personnel: Classroom teachers, academic coaches

Time, Personnel, and Strategies for Tier III Instruction

- All Tier I and Tier II resources listed above with greater frequency and intensity
- Scholastic Read 180
- Personnel: Classroom teachers, Academic Coaches, ELL teacher, and Special education teachers (inclusion teachers, Para-pros, Speech teacher)

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

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

Current School Instructional Schedule.

Kindergarten	First Grade	Second Grade	Third Grade
7:50 – 8:15 Skills	7:50 – 8:10 Skills	7:50 – 8:10 Skills	7:50 – 8:10 Skills
8:15 – 9:00 Phonics/Interventions	8:10 – 9:00 Phonics/Interventions	8:10 – 9:30 Reading	8:10 – 10:30 Block 1
9:00 – 10:30 Reader’s Workshop	9:00 – 10:00 Reading	9:30 – 10:40 Writing/Conventions	10:30 – 11:15 Activity
10:30 – 11:30 Writer’s Workshop	10:00 – 11:00 Writing/Conventions	10:40 – 11:40 Lunch/Recess	11:15 – 12:00 Block 2
11:30 – 12:35 Lunch/Recess	11:00 – 11:55 Lunch/Recess	11:40 – 12:00 Math Skills	12:00 – 12:55 Lunch/Recess
12:35 – 1:45 Math Workshop	11:55 – 12:15 Skills	12:00 – 1:00 Math Workshop	12:55 – 2:40 Block 2
1:45 – 2:30 Activity	12:15 – 1:00 Activity	1:00 – 1:45 Activity	
2:30 – 2:40	1:00 – 2:40	1:45 – 2:40 Science/Social Studies	

Prepare for Dismissal	Math Workshop		
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Fourth Grade – A	Fourth Grade – B	Fifth Grade	Sixth Grade
7:50 – 8:10 Skills	7:50 – 8:10 Skills	7:50 – 8:15 Skills	7:50 – 8:10 Skills
8:15 – 9:45 Block 1	8:15 – 9:45 Block 1	8:15 – 9:45 Phonics/Interventions	8:10 – 9:00 1 st Period
9:45 – 10:30 Activity	9:45 – 10:30 Activity	9:00 – 10:35 Block 1	9:00 – 9:45 Activity
10:30 – 12:05 Block 2	10:30 – 11:15 Block 1	10:35 – 11:45 Recess/Lunch	9:45 – 10:10 1 st Period
12:05 – 1:05 Lunch/Recess	11:15 – 12:05 Block 2	11:45 – 1:15 Block 2	10:10 – 11:20 2 nd Period
1:05 – 2:40 Block 3	12:05 – 1:05 Lunch/Recess	1:15 – 2:40 Block 3	11:20 – 12:00 Lunch
	1:05 – 2:40 Block 2		12:00 – 1:15 3 rd Period
			1:15 – 2:40 4 th Period

Materials that support literacy, including instructional technology:

- Current classroom resources
 - 1 teacher-designated computer
 - 1-2 student computers (have not been upgraded)
 - 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
 - Limited trade books for whole class & literature circle instruction (mostly fiction)
 - Fluency program with nonfiction passages
 - Guided reading intervention program
 - Direct instruction reading program
 - Three computer labs with approximately 30 computers each

- Current library resources.
 - Approximately 4,000 books (well below 15 books/student recommended by SACS)
 - Small reference section

- Professional Section
- Some easy fiction & limited intermediate nonfiction
- 1 ceiling mounted projector
- 1 interactive board
- 7 student computers

- Additional resources needed to ensure student engagement.
 - Additional current fiction & nonfiction texts in print and electronic format
 - 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 & leveled for Read 180
 - Additional books in print and electronic format for media center

- Classroom practices that support literacy
 - Reading and Writing Workshop Model
 - Guided and Independent Reading
 - Literacy-based Centers
 - Million Word 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
 - Scholastic Read 180

- Additional strategies needed to ensure student success.
 - Reading and Writing across the curriculum (particularly in content areas)
 - Integration of technology into work and lessons
 - Professional Development of administrators and teachers around technology
 - Collaborative Planning to include Special Education, ESOL, and Classroom Teachers

Professional Learning for 2010-11

Topic	Hours	% of Staff Attended
Class Keys Training	10	100%
Developing Writers Through Units of Study (Intermediate Literacy Teachers)	11	12%

Reading Comprehension Instruction-Reading for Deeper Meaning (Intermediate Literacy Teachers)	6	12%
Skills and Strategies of Proficient Readers (Intermediate Teachers)	2	27%
Conferring with Readers (Intermediate Teachers)	2	27%
Small Group Work-Developing a Richer Repertoire of Methods (Intermediate Teachers)	2	27%
Writing with Wonder (Primary Teachers)	6	31%
Reading for Relevance (Primary Teachers)	6	31%

Literacy teachers have participated in one writing training and one reading training around units of study during the 2011-2012 school year. Beginning in December 2011, all teachers will begin attending professional learning around the CCGPS. Literacy and content area teachers will be receiving training around integration of literacy into content areas, complex texts, pathways of learning in comprehension, more meaningful conferencing and small group instruction, argument writing, and expository research writing.

Teachers prefer that professional learning be job-embedded and done during planning times, after school, or individually within specific classrooms. The major programmatic professional learning identified in the needs assessment relates to the implementation of the new CCGPS in 2012-13, particularly in the areas of literacy. Teachers are asking for new literacy resources and assistance in using these resources in their classrooms. Our current and on-going professional learning is referenced under section “Professional Learning and Content Strategies” on page 29.

Assessment/Data Analysis Plan. For the past six years, West End Elementary has been focused on implementing best practices in standards based classroom. Regularly benchmarking students with assessments aligned to standards and then carefully analyzing that data and modifying instruction has, indeed, made a difference in the performance of our students on the annual CRCT. In addition, teachers have begun writing performance task units which they use to

evaluate students’ progress toward meeting and exceeding standards. Throughout these units, there are daily formative assessments taking place to further inform instruction. For those students identified as “at risk” because they failed the CRCT in reading, scored low in the range of “meeting” standards, or scored “at risk” on the DIBELS assessment, we provide literacy intervention. These programs contain very detailed formative assessment components which are used to assess students daily as well as summative assessments at least three times per year. Many of our SWD students are in our Scholastic READ 180 program or are receiving Direct Reading instruction. They are regularly assessed there with daily formative assessments and quarterly reading inventory assessments.

Current Assessment Protocol.

Assessment	Purpose	Skills	Frequency
DIBELS Next Grades K-2, DIBELS Next Grades 3-6, At Risk Students	To evaluate effectiveness of interventions for children receiving support in order to make changes when indicated to maximize student learning	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
GKIDS	To provide ongoing diagnostic information about kindergarten students’ developing skills in language arts, math, science, social studies, social/emotional development and approaches to learning.	Georgia Performance Standards.	Daily
Online Assessment System Benchmark Tests	To assess mastery of grade level standards and to inform instruction	Georgia Performance Standards	Three times per year

CRCT	To assess mastery of grade level standards	Georgia Performance Standards	One time per year
Georgia Grade 5 th Grade Writing Assessment	To assess student student writing proficiency	Narrative, Persuasive, and Expository Genres	One time per year
ACCESS for ELLs	To monitor students' progress in acquiring academic English	Language	One time per year

Budget Summary. West End Elementary School will use SRCL funds in three different ways. First, we will use funds to provide adequate literacy resources and assessments for teachers and students to assure access to materials and technology for sustained research projects and interdisciplinary literacy instruction to support reading, writing, listening, speaking and viewing skills as required for the implementation of CCGPS. This will include upgrades for our media center technology and technology supplies (DVD drive to go with smartboard - \$100.00 + \$9,000 = \$10,000). This will also include both print and non-print resources for the media center and classrooms (\$101,140 print +\$147,122 non-print = \$248,262), electronic tablet mobile labs for literacy and content area instruction as well as targeted interventions (\$142,027). We will use funds to purchase materials to address our deficit specific needs for interventions (\$14,970) for various deficit specific interventions and (\$5,000) for applications for electronic tablets. We will use funds to purchase computer adaptive expansion licenses for Scholastic Reading Inventory (\$6,986.00) Next, we will use funds to provide professional learning for all certified staff to assist with the roll out of CCGPS (\$36,400) and for training of certified staff to effectively and efficiently use new technologies and devices (\$30,900). Finally, we will use funds to reinstate the twenty days lost through lottery funded Pre-K program (\$3,729.50 certified teacher + \$1,725.08 paraprofessional = \$5,451.58). The total amount requested is \$499,999.58.

Function Code 1000 – Instruction	Year 1
Object Codes	Amount Budgeted

110 – Teacher Salaries (certified teachers)	\$3,729.00
140 – Para Professional & Aides (non-certified teachers) salaries	\$1,725.00
300 – Contracted Special Instructors	
610 – Supplies	
611 – Technology Supplies	\$10,000
612 – Computer Software	\$5,000
615 – Expendable Equipment	
616 – Expendable Computer Equipment	\$142,027
641 – Textbooks	
642 – Books and Periodicals	\$270,218
Function Code 1000 – Instruction Narrative: Electronic tablet covers, DVD driver for media center, and bulbs for LED projectors for classroom use (\$10,000), volume vouchers for educational apps and on the electronic tablets (\$5,000), both print and nonprint materials for the media center, classroom libraries, and deficit specific interventions (\$116,110 print + \$154,108 nonprint = \$270,218), and electronic tablet mobile labs for literacy and content area instruction as well as targeted interventions (\$142,027).	
Function Code 2100 – Pupil Services	Year 1
Object Codes	Amount Budgeted
300 – Contracted Services	
520 – Student Liability Insurance	
580 – Travel	
610 – Supplies	
641 – Textbooks	
642 – Books and Periodicals	
Function Code 2100 – Pupil Services Narrative:	
Function Code 2210 – Improvement of Instructional Services	Year 1
Object Codes	Amount Budgeted
113 – Certified Substitutes	
114 – Non-Certified Substitutes	
116 – Professional Development Stipends	

199 – Other Salaries and Compensation	
200 – Benefits	
300 – Contracted Services	\$41,300
580 – Travel	\$15,600
610 – Supplies	
810 – Registration Fees for Workshops	\$10,400
Function Code 2210 – Improvement of Instructional Services Narrative: Professional learning for all certified staff to assist with the roll out of CCGPS (\$36,400) and for training of certified staff to effectively use new technologies and devices (\$30,900) for a grand total of \$67,300.	
Function Code 2220 – Educational Media Services	Year 1
Object Codes	Amount Budgeted
610 – Supplies	
642 – Books and Periodicals	
Function Code 2220 – Educational Media Services Narrative:	
Function Code 2500 – Support Services – Business	Year 1
Object Codes	Amount Budgeted
148 – Accountant	
200 – Benefits	
300 – Contracted Services	
580 – Travel	
880 – Federal Indirect Costs	
Function Code 2500 – Support Services – Business Narrative:	
Total Budget for Year 1	\$499,999.58