School Profile

Created Tuesday, September 18, 2012

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School Information

School Information	District Name:	Bartow County School System
School Information	School or Center Name:	Allatoona Elementary

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal	Name:	James Bishop
Principal	Position:	Principal
Principal	Phone:	770-606-5843
Principal	Email:	james.bishop@bartow.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information	Name:	Teri Marley
School contact information	Position:	Assistant Principal
School contact information	Phone:	770-606-5843
School contact information	Email:	teri.marley@bartow.k12.ga.us

Grades represented in the building

example pre-k to 6

Pre-K - 5

Number of Teachers in School

33

FTE Enrollment

471

Fiscal Agent Memo of Understanding

The application is the project <u>implementation plan</u>, not simply a proposal. This project is expected to be implemented with fidelity upon SBOE approval. When completing the application, please remember that sub-grantees will not be permitted to change the project's scope that is originally outlined in the application, scored by reviewers during the application review process, and approved by SBOE. This policy is designed to provide basic fairness to applicants for discretionary sub-grants.

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: _Elizabeth Williams_

Position/Title of Fiscal Agent's Contact Person: _AnneMarie Wiseman_

Address: _65 Gilreath Rd_

City: _Cartersville_   Zip: _30121_

Telephone: (_770_) _606 - 5800_ Fax: (_770_) _606 5166_

E-mail: _Buffy.williams@bartow.k12.ga.us_

John F. Harper
Signature of Fiscal Agency Head (District Superintendent or Executive Director)

John F. Harper
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

[signature]
Date (required)

Preliminary Application Requirements

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Click on the General Application Information link below to assist you in the grant development process.

General Application Information

Did you download and read the General Information document to assist you with writing the grant?

- Yes

Click on the SRCL Rubric link below to assist you in the grant development process.

SRCL Rubric

Did you download and read the SRCL Rubric to assist you with writing the grant?

- Yes

Click on the Assessment Chart link below to assist you in the grant development process.

Assessment Chart

Did you download and read the Assessment Chart to assist you in writing the grant?

- Yes

Assessments

I understand that implementing the assessments mentioned on page 5 in General Application Information is a necessary part of receiving SRCL funding.

- I Agree

Unallowable Expenditures

Preparation of the Proposal: *Costs to develop, prepare, and/or write the SRCL proposal cannot be charged to the grant directly or indirectly by either the agency or contractor.*

Pre-Award Costs: *Pre-award costs may not be charged against the grant. Funds can be used only for activities conducted and costs incurred after the start date of the grant.*

Entertainment, Refreshments, Snacks: *A field trip without the **approved** academic support will be considered entertainment. End-of-year celebrations or food associated with parties or socials are unallowable expenditures. Game systems and game cartridges are unallowable.*

Unapproved out of state or overnight field trips, including retreats, lock-ins, etc.

Incentives *(e.g., plaques, trophies, stickers, t-shirts, give-a-ways)*

Advertisements, Promotional or Marketing Items

Decorative Items

Purchase of Facilities or vehicles *(e.g., Buses, Vans, or Cars)*

Land acquisition

Capital Improvements, Permanent Renovations

Direct charges for items/services that the indirect cost rate covers;

Dues to organizations, federations or societies for personal benefits

Any costs not allowed for Federal projects per EDGAR, which may be accessed at http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html.
NOTE: This is NOT an all-inclusive list of unallowable expenses. If you have questions about unallowable expenses please e-mail your questions to jmorrill@doe.k12.ga.us

Upon approval by the State Board of Education, sub-grantees will be required to submit electronic budgets through GaDOE Consolidated Application Portal. All budget requests must be made in accordance with the use of funds for the SRCL project and must meet the requirements in EDGAR and OMB circulars.

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Grant Assurances

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The sub-grantee assures that it has the necessary legal authority to apply for and receive a SRCL Grant.

- Yes

Sub-grantee certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

- Yes

The SRCL projects will target students who attend Title I schools or schools eligible for Title I schoolwide programs and their families.

- Yes

The SRCL project will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

- Yes

The Grantee will participate in all technical assistance/information-sharing opportunities and professional development activities provided through the STRIVING READER COMPREHENSIVE LITERACY GRANT Project Grant Program.

- Yes

All activities must be correlated with the development of STRIVING READER COMPREHENSIVE LITERACY GRANT goals for children birth through grade 12.

- Yes

The second year of funding is dependent upon successful program implementation and progress aligned with the components of the request for application submitted.

- Yes

Prior to any material change affecting the purpose, administration, organization, budget, or operation of the SRCL project, the Sub-grantee agrees to submit an appropriately amended application to GaDOE for approval.

ÅZft

The Sub-grantee agrees to notify the GaDOE, in writing, of any change in the contact information provided in its application.

ÅZft

The activities and services described in the application shall be administered by or under the supervision and control of the Sub-grantee. The Sub-grantee shall not assign or subcontract, in whole or in part, its rights or obligations without prior written consent of GaDOE. Any attempted assignment without said consent shall be void and of no effect.

ÅZft

The Sub-grantee will use fiscal control and sound accounting procedures that will ensure proper disbursement of and account for Federal and state funds paid to the program to perform its duties.

AZft

Funds shall be used only for financial obligations incurred during the grant period.

AZft

The Sub-grantee will, if applicable, have the required financial and compliance audits conducted in accordance with the Single Audit Act Amendments of 1966 and OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

AZft

The fiscal agent will adopt and use proper methods of administering each program, including: (A) the enforcement of any obligations imposed on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the timely correction of deficiencies in program operations that are identified through audits, monitoring, evaluation and/or technical assistance.

AZft

The Sub-grantee will cooperate in carrying out any evaluation of each such program conducted by or for the Georgia Department of Education, the U.S. Department of Education, or other state or Federal officials.

AZft

The Sub-grantee will submit reports to GaDOE as may reasonably be required. The Sub-grantee will maintain such fiscal and programmatic records and provide access to those records, as necessary, for those departments to perform their duties.

AZft

The Sub-grantee will submit an annual summative evaluation report no later than June 30.

AZft

The Sub-grantee agrees that GaDOE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit or examine any pertinent books, documents, papers, and records of the Sub-grantee related to the Sub-grantee's charges and performance under the SRCL sub-grant.

AZft

The property (e.g., computers, equipment, classroom desks, tables, and pilferable items) purchased with the SRCL grant funds must be managed in accordance with EDGAR section 74.34 through 74.37 (for non-profit organizations) and with EDGAR section 80.32 and 80.33 (for school districts).

AZft

The Sub-grantee certifies that it will abide by GaDOE's Conflict of Interest and Disclosure Policy. Applicants with a conflict of interest must submit a disclosure notice.

AZft

The Sub-grantee will comply with the Family Education Rights and Privacy Act of 1974 (34 C.F.R. 99).

AZft

Sub-grantee will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age, and the Americans with Disabilities Act of 1990, which prohibits discrimination on a basis of disability.

AZft

In accordance with the Federal Drug-Free Workplace and Community Act Amendments of 1989 and the Drug-Free Workplace Act of 1988, the Sub-grantee understands that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, marijuana, or dangerous drug is prohibited at geographic locations at which individuals are directly engaged in the performance of work pursuant to the 21st CCLC grant.

AZft

All technology purchases (software and hardware) will be approved by the LEA Technology Director for compatibility with current operating systems and building infrastructure. The Technology Director must ensure that any purchases for the building will be able to be implemented and sustained beyond the grant period.

AZft

Georgia Department of Education
Conflict of Interest and Disclosure Policy

Georgia's conflict of interest and disclosure policy is applicable to entities conducting business on behalf of and /or doing business with the Department and entities receiving a grant to implement a program and/or project approved by the State Board of Education. This policy is applicable for entities receiving state and/or Federal funds.

Questions regarding the Department's conflict of interest and disclosure policy should be directed to the program manager responsible for the contract, purchase order and/or grant.

I. **Conflicts of Interest**

It is the policy of the Georgia Department of Education (GaDOE) to avoid doing business with Applicants, subcontractors of Applicants who have a conflict of interest or an appearance of a conflict of interest. The purpose of this policy is to maintain the highest level of integrity within its workforce, and to ensure that the award of grant Agreements is based upon fairness and merit.

a. **Organizational Conflicts of Interest**.

All grant applicants ("Applicants") shall provide a statement in their proposal which describes in a concise manner all past, present or planned organizational, financial, contractual or other interest(s) with an organization regulated by the GaDOE, including but not limited to Local Education Agencies (LEAs), or with an organization whose interests may be substantially affected by GaDOE activities, and which is related to the work under this grant solicitation. The interest(s) in which conflict may occur shall include those of the Applicant, its affiliates, proposed consultants, proposed subcontractors and key personnel of any of the above. Past interest shall be limited to within one year of the date of the Applicant's grant proposal. Key personnel shall include:

- any person owning more than 20% interest in the Applicant
- the Applicant's corporate officers
- board members
- senior managers
- any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.

i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.

ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

    iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:

        1. Disqualify the Applicant, or

        2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.

    iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

b. Employee Relationships

    i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:

        1. The names of all Subject Individuals who:

            a. Participated in preparation of proposals for award; or

            b. Are planned to be used during performance; or

            c. Are used during performance; and

    ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:

        1. The award; or

        2. Their retention by the Applicant; and

        3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and

        4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.

    iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.

c. **Remedies for Nondisclosure**
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

1. Termination of the Agreement.
2. Exclusion from subsequent GaDOE grant opportunities.
3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.

d. **Annual Certification**. The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

The Applicant represents and certifies that to the best of its knowledge and belief that during the prior 12 month period:

[ ] A former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement and complete disclosure has been made.

[ ] No former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement, and disclosure is not required.
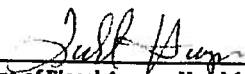
II. **Disclosure of Conflict of Interest after Agreement Execution**

If after Agreement execution, Applicant discovers a conflict of interest which could not reasonably have been known prior to Agreement execution; an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate this Agreement for convenience if GaDOE deems that termination is in the best interest of GaDOE.

Conflict of Interest & Disclosure Policy

III. **Incorporation of Clauses**

The Applicant must incorporate the clauses in paragraphs A, B, and C of this section into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

_____
Signature of Fiscal Agency Head (official sub-grant recipient)

Todd Harper   CFO
_____
Typed Name of Fiscal Agency Head and Position Title

10/10/2012
_____
Date

_____
Signature of Applicant's Authorized Agency Head (required)

John F. Harper   Superintendent
_____
Typed Name of Applicant's Authorized Agency Head and Position Title

10/10/12
_____
Date

_____
Signature of Co-applicant's Authorized Agency Head (if applicable)

_____
Typed Name of Co-applicant's Authorized Agency Head and Position Title (if applicable)

_____
Date (if applicable)

System History

Bartow County School System (BCSS) is located in the Northwest Georgia Area in the foothills of Georgia's Appalachian Mountains. It is home to Allatoona Lake, Etowah Indians Mounds, Red Top Mountain State Park, Booth Western Art Museum, Tellus Museum and Barnsley Gardens. Shaw Carpets, Toyo Tire, Anheuser Busch, Ameri-Steel, Cartersville Medical Center, Georgia Power Plant, Atlanta Sod and several other smaller industries make up our workforce. Local industries are supportive of a STEM program in our district.

BCSS continues to update its vision, mission, belief, and goals as part of Strategic Planning and SACS accreditation every four years. We have a strong commitment statement, *Graduation and Beyond...Creating Lifelong Learners.* Bartow County historically has had a cycle of literacy poverty. Nine schools in our System and Cartersville City received the SRG in 2012, allowing our community to have a focus on literacy. Involvement of our remaining schools, local daycares, and private schools will build literacy community-wide.

System demographics

Bartow County's population is 97,098 based on Census estimates; by 2013, Bartow County's population will be 112,137 with a projected 2.92% growth per year.

Current Priorities

Literacy begins at birth and our plan is focusing on breaking the cycle of generational poverty in literacy. Root-cause analysis indicates that birth to 4 remains one of our weakest areas. Bartow County currently serves 396 Pre-K students with a waiting list of 100.

Part of our schools received Striving Reader Grants (SRG) last year. The literacy team conducted a needs assessment of non-striving reader schools; analysis of this assessment and

disaggregated data resulted in our application for a second grant, needed in order to build continuity and sustainability system and community wide. Forty-one percent of teachers do not use data to evaluate/adjust instruction to meet student needs. Forty percent of teachers do not use intervention programs to support struggling students or allow extra time/tutoring for them. Reading is being interrupted and we do not have a sufficient amount of time for reading as indicated by 48% of staff. Professional development is needed as indicated by 47% of the staff to support assessment/instruction for reading priorities, and to identify reading interventions shown to be effective through documented research. Sixty-three percent of staff needs training on measurement administration, scoring and data interpretation. Teachers (51%) indicate need for time to analyze, plan, and refine instruction to meet student needs.

We are trying to complete a cycle between community and school so that each student has a personal laptop to use at home and school. Equal access to technology is urgently needed for all students to be successful. Receiving this grant will result in every school being part of a birth to high school community wide literacy initiative.

Large achievement gaps are evident with our Students With Disabilities (SWD) compared to students without disabilities, and students who are Economically Deprived (ED) compared to students who are not. The following tables show these patterns:

Table 1: Gap Analysis for All Students and Subgroups

Grade Level	% DNM Economically Disadvantaged (ED)	% DNM Not ED	Gap	% DNM Students with Disabilities (SWD)	% DNM SWD	Gap
3	8%	3%	-5	16%	4%	-12
4	13%	7%	-6	32%	7%	-25
5	5%	3%	-2	18%	2%	-16
6	9%	6%	-3	36%	4%	-32
7	13%	6%	-7	38%	6%	-32

8	3%	2%	-1	17%	1%	-16

	% DNM ED	% DNM Not ED	Gap	% DNM SWD	% DNM not SWD	Gap
ECOCT Literature	28%	14%	-14	58%	15%	-43
GHSGT ELA	17%	8%	-11	40%	9%	-31

Table 2: Percent of Students in Grades 3, 5, and 8 not meeting standards on current CRCT

3rd Grade	Reading	ELA	Math	Science	Social Studies
	6.3%	6.1%	15.1%	18%	20.3%
5th Grade	Reading	ELA	Math	Science	Social Studies
	5%	4%	9.7%	19%	25.2%
8th Grade	Reading	ELA	Math	Science	Social Studies
	5.7%	5.7%	31.4%	24.7%	23.8%

This analysis showed weaknesses in disciplinary literacy at all grades. Increasing numbers of students do not meet standards in science and social studies. As we transfer from the CRCT to PARRC Assessment this existing gap may widen.

Table 3: Percent Not Meeting on Georgia Writing Test GAPS 5-8

School	5				8			
	All	SWD	Not SWE	ED	All	SWD	Not SWD	ED
Elementary Schools								
Third Grade								
Fifth Grade	1020	56%	13%					
Middle Schools								
Adairsville Middle					24%	69%	17%	31%
Cass Middle					21%	59%	16%	26%
South Central Middle					24%	61%	19%	25%
Woodland Middle					18%	58%	13%	21%

Table 4: Percent Not Meeting: High School Writing Test

School	All	SWD	S Without D	Gap	ED
Adairsville High	9%	30%	5%	25%	15%
Cass High	7%	31%	5%	24%	11%
Woodland High	6%	28%	4%	24%	8%

Table 5: District Graduation Data

	2008	2009	2010	2011
Adairsville High	70.1%	76.9%	83.2%	68.9%
Woodland High	71.5%	75.4%	85.5%	68%%

Principals of 10 target schools met with district leaders to discuss grant requirements related to needs assessment, identification of gaps in school literacy practices, and proposal writing.

Schools literacy teams examined data and revised their literacy plans.

System Priorities:

1. Expand a comprehensive literacy plan for birth to 4 year olds.
2. Improve learning outcomes for all students through Universal Design for Learning.
3. Improve student achievement in writing across all contents and grades
4. Integrate literacy with science and technology, engineering, and mathematics (L-STEM)
5. Develop an infrastructure to support new literacies through technology use and application in *every* classroom.
6. Summer Intervention Convention will include families with children ages birth to 4.

Strategic Plan

The goals and objectives of our plan reflect our priorities:

Student Achievement: Improve curriculum mastery (Rigor, Relevance, Relationships); completion rates; reduce student achievement gaps

School and Community Relationships: Increase parental, community, student, and staff engagement.

Organizational Growth and Improvement: Develop competent, accountable work force; effective organizational communications/culture

Operational Support: Provide safe/secure facilities, efficient/effective student support services; ensure effective administrational processes; sustain positive fund balance.

Professional learning (PL) is the key structure that supports literacy plan for BCSS in the area of the core reading program, writing, the four tiered literacy intervention continuum, RtI, depths of knowledge, thinking maps, and vocabulary development. Assessment PL supports screening, progress monitoring, and diagnostics. Teaching units have been developed to support the common core and benchmarks. System approved reading and gifted endorsements support disciplinary literacy.

Table 6: Past/present district initiatives

Action	1996 1998 2000 2003 2004 2006 2008 2010 2011 2012
Georgia Reading First	←—————→ (1996–2000)
America's Choice; Literacy Coaches	←——→ (2003–2006)
Coaches position discontinued	✕ (2006)
Adopted Scott Foresman Reading Program	←—————————→ (2004–2010)
System literacy survey	
Elementary program alignment	↔ (2008)
Project Focus	←———→ (2008–2011)
Literacy Specialist hired	←———→ (2010–2011)
Scientifically evidence-based programs purchased	←———→ (2010–2011)
CCGPS Math Units developed	←——→ (2011–2012)
K-5 Science Units developed	↔ (2012)
DIBELS Next	↔ (2012)
Social Studies Units developed	—→ (2012)
SRG (SRG) Cohort 1	—————→ (2012)
SIM-CERT	—————→ (2012)
Scholastic Reading Inventory	—→ (2012)
	—→ (2012)

Literacy Curriculum

- BCSS has a standards based literacy curriculum aligned to Common Core Standards. During the past 7 years the curriculum has been standardized throughout the system to address the frequent moves of many students between schools. A core program is used in grades PreK-5. Unit plans to support the implementation of the CCGPS are being developed K-12.
- Reading taught as a separate class in middle school. Some intervention programs are available to support middle school/high school struggling students.
- System-wide literacy assessments to screen and to progress monitor such as: PALS, Peabody Picture Vocabulary Test, DIBELS Next Benchmark/Progress Monitoring, Informal Phonics Inventory, OAS Benchmark Assessments, Scholastic Reading

Inventory for all middle schools and Cass High. We use ACCCESS for our ELL learners. Outcome based assessments are the CRCT and End of Course Tests.

Bartow County School System

Plan for Management of the Grant Implementation:

Dr. Buffy Williams, Executive Director of Elementary Curriculum and Literacy, has overall
responsibility for managing the grant implementation and supervises the district's literacy
specialist and the administrative assistant. Mr. Mark Bagnell, Director of Technology supervises
the nine instructional technology specialists who will coordinate the installation and maintenance
of technology and train teachers on the pedagogical uses of mobile technology. Dr. Williams'
staff will be available to carry out grant activities, such as coordinating, scheduling, and, at
times, providing professional-learning; training teachers on new formative and summative
assessments; purchasing and distributing print materials. The principals of the Striving Readers'
schools will oversee grant-focused literacy activities in their schools as part of a long-term
strategy to institutionalize high-impact instructional practices. BCSS's Business Office has the
capacity to drawdown Striving Readers grant funds as it currently does for numerous state and
federal grant programs. Under the direction of Dr. Williams, the administrative assistant for
curriculum and instruction and grant management will enter and process purchase orders, and
will receive, inventory, and distribute purchased items and services.

**List of Individuals Responsible for the Day-to-Day Grant Operations and responsibilities of
the People Involved with the Grant Implementation**

	Individual Responsible	Supervisor
Purchasing	Todd Hooper	Dr. John Harper
Site-Level Coordinators	Dr. Buffy Williams	Dr. John Harper
Professional Learning Coordinator	Janice Gordon	AnneMarie Wiseman
Technology Coordinator	Mark Bagnell	Dr. John Harper
Assessment Coordinator	Dr. Paul Sabin	Dr. John Harper

Responsibilities of People Involved with the Grant Implementation:

The following table shows the format for Timeline of Grant Activities and Individuals Responsible

Objective	Strategy	Resources	Person Responsible	Budget Needs	Timeline	Training Dates	Method of Evaluation	Funding Source	Completed

Executive Directors of Curriculum, Dr. Buffy Williams and Mr. Jim Gottwald have read each individual school's plan and reviewed each application with both the system and school teams. In reviewing the subgrants, we looked for continuity of professional learning and training; use of contractors for training and summer literacy plans and all budget plans. Upon reviewing all of this information we clearly understand each school's plan and will support each school's roll-out plan. The goals and objectives for each school will be a focus for our system literacy plan as the system literacy team meets monthly. Monthly reports will be sent to the system level of how each school is progressing on their implementation timeline. The system literacy team will review each monthly report to plan for the upcoming month on how to support each school. The budget will be reviewed monthly by the system team and a report will be given to our superintendent and chief financial officer. We will share these updates with our local board of education. This grant will be in accordance with all rules and regulations required by the GaDOE. The Fiscal Requirements of Internal, Operating, Accounting and Compliance Controls will be followed as a commitment to our project.

The system literacy team is composed of leadership from each school and from the school district. This team is involved in all aspects of budget development, performance plans, and professional learning. Time for the Literacy Team to meet twice monthly is built into the annual calendar, and the team meets at least once monthly. Minutes are maintained of team meetings and shared with the Superintendent and School Board. The System Literacy Team has met on the following dates:

August 2, 2012; September 25, 2012; October 4 and October 30, 2012; November 9 and 29, 2012;

December 14.

Experience of Applicant

Year		Project Title	Funded Amount	Is there an Audit?	Audit Results
Single Audit Report Information – Five Year Timeline					
2006	LEA Grants	Title IA	$2,005,305	yes	*Procurement and suspension and debarment – not considered to be a material weakness *Schoolwide program not fully implemented (non-material – non-compliance)
		Title IIA	$421,327	Yes	None
		Title III	$54,238	No	N/A
		Special Ed. Cluster		Yes	none
		SPL	$306,828	no	N/A
2007		Title IA	$1,985,399	Yes	None
		Title IIA	$414,594	No	N/A
		Title III	$80,073	No	N/A
		Special Ed. Cluster	$2,648,330	No	N/A
		SPL	$324,690	no	N/A
2008		Title IA	$1,931,307	No	N/A
		Title IIA	$411,351	No	N/A
		Title III	$110,089	No	N/A
		Special Ed. Cluster	$2,830,364	yes	none
		SPL	$333,938		N/A
2009		Title IA	$2,538,166	No	N/A
		Title IIA	$466,043	Yes	Semi-annual Time and Effort Sheets
		Title III	$110,840	No	N/A
		Special Ed. Cluster	$2,868,141	Yes	none
		SPL	$342,944	no	N/A
2010		Title IA	$2,564,690	Yes	none
		Title IIA	$432,464	no	N/A
		Title III	$110,074	no	N/A
		Special Ed. Cluster	$2,862,075	yes	Semi-annual Time and Effort Sheets
		McKinney Vento	$31,214	No	N/A
		SPL	$345,478	no	N/A
2011		Title IA	$2,788,789	Yes	None
		Title IIA	$449,844	no	N/A
		Title III	$96,712	no	N/A
		Special Ed. Cluster	$2,811,108	Yes	Semi-annual Time and Effort Sheets
		McKinney Vento	$51,400	no	N/A
		SPL	$303,785	no	N/A

Experience of Applicant

Single Audit Report Information – Five Year Timeline					
Year		**Project Title**	**Funded Amount**	**Is there an Audit?**	**Audit Results**
2006	LEA Grants	Title IA	$2,005,305	yes	*Procurement and suspension and debarment – not considered to be a material weakness *Schoolwide program not fully implemented (non-material – non-compliance)
		Title IIA	$421,327	Yes	None
		Title III	$54,238	No	N/A
		Special Ed. Cluster		Yes	none
		SPL	$306,828	no	N/A
2007		Title IA	$1,985,399	Yes	None
		Title IIA	$414,594	No	N/A
		Title III	$80,073	No	N/A
		Special Ed. Cluster	$2,648,330	No	N/A
		SPL	$324,690	no	N/A
2008		Title IA	$1,931,307	No	N/A
		Title IIA	$411,351	No	N/A
		Title III	$110,089	No	N/A
		Special Ed. Cluster	$2,830,364	yes	none
		SPL	$333,938		N/A
2009		Title IA	$2,538,166	No	N/A
		Title IIA	$466,043	Yes	Semi-annual Time and Effort Sheets
		Title III	$110,840	No	N/A
		Special Ed. Cluster	$2,868,141	Yes	none
		SPL	$342,944	no	N/A
2010		Title IA	$2,564,690	Yes	none
		Title IIA	$432,464	no	N/A
		Title III	$110,074	no	N/A
		Special Ed. Cluster	$2,862,075	yes	Semi-annual Time and Effort Sheets
		McKinney Vento	$31,214	No	N/A
		SPL	$345,478	no	N/A
2011		Title IA	$2,788,789	Yes	None
		Title IIA	$449,844	no	N/A
		Title III	$96,712	no	N/A
		Special Ed. Cluster	$2,811,108	Yes	Semi-annual Time and Effort Sheets
		McKinney Vento	$51,400	no	N/A
		SPL	$303,785	no	N/A

Other initiatives with which the LEA has been involved.

Action	1996	1998	2000	2003	2004	2006	2008	2010	2011
Participated in initial Georgia Reading First	←	—	→						
Participated in Georgia's Choice; Literacy Coaches				←	—	→			
Coaches position discontinued (budget constraints)						✕			
Adopted Scott Foresman Reading Program					←	—	—	→	
School surveyed to determine how literacy taught; 27 different programs used for reading							↔		
Elementary literacy program alignment begins							←	—	→
Project Reading Focus (system funded)								←	→
System Literacy Specialist hired								←	→
Schools begin to purchase scientifically evidence-based core and interventions (system funded)									←→
DIBELS Next (system funded)									>

Table 8 Initiatives the LEA has implemented internally and with no outside funding support.

Action	1996	1998	2000	2003	2004	2006	2008	2010	2011	2012
Adopted Scott Foresman Reading Program					←	—	—	→		
School surveyed to determine how literacy taught; 27 different programs used for reading							↔			
Elementary program alignment begins							←	—	→	
Project Focus (system funded)								←	→	
System Literacy Specialist hired								←	→	
Schools begin to purchase scientifically evidence-based core and interventions (system funded)								←	—	→
System ELA Benchmarks aligned to GPS								←	→	
Classic Core Vocabulary Read Aloud Initiative									←	→
DIBELS Next									>	
PSC Approved Reading and Gifted Endorsements										→
Develop ELA Unit Plans aligned to CCGPS										→

A description of the LEA's capacity to coordinate resources in the past.

- The initiatives implemented by the Striving Reader Grant will continue to be supported through state and federal monies as a commitment of the district curriculum and leadership teams. Millions of dollars' worth of formula and competitive grants are coordinated each year under the direction of Ms. AnneMarie Wiseman, Director of Title I, Ms. Janice Gordon, Coordinator of Professional Learning (Title II), and Ms. Paula Camp, Coordinator for ESOL (Title VII), and Dr. Scott Smith (Title VI). Dr. Buffy Williams manages Cohort 1 of the Striving Reader Grant and will manage Cohort 2. System personnel routinely coordinate grant budgets with other federal, state, and local fiscal resources.

A description of the sustainability of initiatives implemented by the LEA.

- **Project Focus.** The goal of Project Focus was to teach children to lift print from the page fluently while embedding comprehension strategies, vocabulary, and language syntax/structures in order to comprehend grade level expository text. The objective was to provide direct explicit targeted reading instruction to rising second grade students that are achieving below grade level so that they exited at or above end of the year grade level. Scientifically research based reading programs were selected to be used in the program, including an accelerated intervention program (Torgeson, 2007; and a scientifically evidence-based grade level core reading program (Pressley, Torgeson, 2006). Explicit vocabulary instruction and reading in the content area were embedded into the program using quality picture books aligned to science and social studies Georgia Performance Standards and writing in response to reading was incorporated multiple times daily. In order to identify eligible participants, student data was analyzed. Students were eligible if they meet the following criteria: 1) Three DIBELS scores showing students at-risk, 2) Progress monitoring showing progress in the RTI process, 3) CRCT Scores – Level I or borderline Level II. This program has been in place since 2008.
- **Core Reading Program** The system phased in a scientifically evidence based core program. When system monies were not available; principals used their monies to put the core in place system wide from Kindergarten through fifth grades. T
- **DIBELS Next.** In 2011 the system made the decision to change the screening and progress monitoring instrument from the DIBELS 6th Edition to DIBELS Next. Accuracy of data is critical. The Literacy Specialist received training leading to certification as a DIBELS Next Trainer and Mentor. Official DIBELS Next Transition training was delivered during the summer and fall of 2011 to teachers responsible for administering and scoring the DIBELS Next in grades K-5.
- **Reading Endorsement.** Bartow County has many teachers with Reading Endorsement. Beginning in 2000, the county participated in the training of trainers for Reading Endorsement through Northwest Georgia RESA. In the interim years, 120 teachers in the county were endorsed in the area of reading. When professional learning funds were cut for budgetary reasons, in 2009-2010 Bartow County School System wrote and was approved as a Professional Standards Commission provider for the Reading and Gifted In-field Endorsements. The Reading Endorsement Program was written to reflect the scientific evidence base in reading and embeds theory to practice in application of new learning in the participants' classrooms. Currently, twelve administrators and 11 teachers are completing the endorsement. This initiative has full sustainability beyond the life of the grant. This opportunity will be expanded next year and in subsequent years during and beyond the life of the Striving Readers Comprehensive Literacy Grant in order to infuse best practices in literacy in every school in our county.
- **Classic Core Vocabulary.** In 2010 the system implemented the Classic Core Vocabulary initiative. Two classic books were selected per grade level, tier 2 vocabulary identified, and explicit vocabulary instruction was developed by a team of teachers. The initiative has been expanded each year, and now four complex classic read alouds with accompanying instruction are in place at each grade level.
- **CCGPS Units.** The system is the processing of developing and revising units that align to the Common Core Georgia Performance Standards. This work began in 2010, and is

continuing. Writing in response to reading and for research purposes is being expanded and aligned to the CCGPS.

Narrative

School History

       Allatoona Elementary School (ALES) was established in 1995 in Acworth, Georgia, a community thirty miles north of Atlanta, Georgia. Located a short distance from Allatoona Lake, our students are known as Lakers. At Allatoona Elementary, we SAIL to Success by:

       Striving for Excellence

       Accepting Responsibility

       Interactive Respectfully &

       Learning to Cooperate

       ALES is one of twelve elementary schools in the Bartow County School System. ALES feeds into South Central Middle School which feeds into Woodland High School. Of the 460 students at ALES, seventy-five percent are economically disadvantaged, identifying the school as Title I. A majority of our students reside in one of many of trailer parks located on Glade Road, a road infamous for its production of "meth houses". Our faculty and staff recognize that they are a critical factor in the future of Allatoona's students. We are very hopeful that receiving a Striving Readers Grant could be a "game changer" for our students.

Administrative and Teacher Leadership Team

ALES is led by Jim Bishop (principal) and Teri Marley (part-time assistant principal). Our Literacy Team consists of representatives from each grade level, as well as other stakeholders. The team meets monthly for the purpose of identifying areas of weakness and improving student achievement. Team members place the analysis of student data to improve instructional practice as their highest priority. Because of the work of the Literacy Team, a growing enthusiasm exists on the part of stakeholders to improve literacy achievement at ALES.

Allatoona Literacy Team

The ALES Literacy Team is comprised of one classroom teacher from each grade level, the Title I reading teacher, the media specialist, the ESOL teacher, a special area teacher, a special education teacher, the assistant principal, and the principal. The team convenes monthly and on other occasions as needed.

Literacy Team initiatives include:

Create and vertically align concept skills maps based on each grade level's Common Core Georgia Performance Standards (CCGPS).

- View and discuss CCGPS webinars provided by the Georgia DOE.
- Disaggregate academic data to improve instruction and give suggestions as to ways to improve.
- Disaggregate survey data provided by Survey Monkey and the Georgia Literacy Plan Needs Assessment for Literacy (K-12).

Past Instructional Initiatives:

- Participated in Depths of Knowledge and Power Writing training.
- Supported staff in the transition from GPS to CCGPS through professional development including webinars and redelivery from onsite teacher leaders.
- Implementation of Imagine It, a researched-based, core literacy program.

Current Instructional Initiatives:

- Ongoing implementation of the core literacy program.
- Conducting annual "Data Dig" to analyze teacher and grade level data.
- Teachers meet vertically to analyze DIBELS Next, CRCT, and system benchmark assessment results and discuss the needs of students who are at risk. Results of the analysis are utilized to form class and extended learning small groups.
- Extended learning opportunities are made available to at risk students. The intervention block, which takes place each morning from 8:00-8:30, is organized to provide remediation and enrichment in the area of reading. The after school-tutoring program targets students at risk in reading and mathematics. Student progress and placement is reviewed every two to four weeks.
- The Title I teacher focuses on K-2nd grade students who are at risk in phonological awareness, decoding, and fluency. Small groups are homogeneously formed based on similar student deficits. Researched based programs are implemented with fidelity to remediate deficits.

Assessments

- DIBELS NEXT is used as a universal screening instrument for all students thrice yearly.
- At risk students are progress monitored using DIBELS Next materials to gauge their response to intervention.
- Results from benchmark assessments are used to guide instruction in reading and language arts.
- Formative classroom assessment results are analyzed to plan daily and weekly instruction.

Scientifically Evidence-based Core Literacy Program

- We have a core literacy program for K- 5th grade students. It meets the need for an evidence-based reading program that incorporates explicit strategy instruction, inquiry, and nonfiction text. Each K-4 student receives 90 minutes of uninterrupted reading instruction, while 5th grade students receive 80 minutes. Whole and small group instruction is utilized during the reading block.

Professional Learning Needs

- Local School Needs Assessments indicated that training is needed in the following areas:
  - Literacy instruction (reading and writing) across the curriculum
  - School wide academic vocabulary building strategies
  - Using technology to differentiate instruction and engage learners in the content areas
  - Interpreting data to determine student weaknesses and implement appropriate best practices

Need for a Striving Readers Project

ALES utilizes DIBELS and CRCT data to identify areas of concern in the area of reading. 2012 data revealed that only 54% of students in grades 1st- 2nd and 50% of students in grades 3rd- 5th benchmarked on end of year fluency measures. This average decreases to 50% in grades 3rd- 5th. Only 65% of 1st-5th graders benchmarked on reading accuracy measures. Subsequently, only 61% of 3rd- 5th graders benchmark on DIBELS comprehension measures. The data shows that many of these deficits are rooted in the failure to master core literacy skills in the primary grades.

While CRCT data indicates that 91% of 3rd-5th grade students are meeting or exceeding in the area of reading and language arts, an examination of the content domains reveals several areas of concern. The percentage of questions answered correctly in the domains of Literary Comprehension (71%), Information and Media Literacy (69%), and Reading for Information (73%) are indicative of fluency and comprehension deficits.

ALES administered two surveys to determine the state of literacy at our school. As cited earlier, it was determined that additional professional learning is needed in the areas of literacy instruction across the curriculum, academic vocabulary building strategies, using technology to differentiate instruction and engage learners, and interpreting data to determine appropriate best practices to address student weaknesses. Our staff met to analyze ALES' academic and survey

data and determined that the Striving Readers Grant Award should be used to purchase the following items:

Need	Purpose
Laptops for 3rd-5th Document cameras/slates Flip cameras Microphones Flash drives Digital book publishing software	Following the Universal Design for Learning (UDL), we are looking for opportunities for students to have multiple means of perception, comprehension, expression, and communication. The technologies listed will enable teachers to provide UDL opportunities that students need. Consequently, students will be more in control of and engaged in their learning. Students who are fluent in the listed technologies will be better prepared for college and able to pursue careers in STEM fields.
Lego Robotics	Lego Robotics will inspire the natural curiosity of students and provide an additional means of obtaining the critical thinking skills they will need to succeed in the STEM world of tomorrow.
Decodable books to supplement the core program	Decodable books provide phonics and fluency practice for emergent readers.
STEM lab	STEM labs offer a full range of educational opportunities enabling students to experience the work of scientists, technologists, engineers, and mathematicians.
Vocabulary building program	Vocabulary levels are one of the best predicators of overall success in school performance. According to Rose & Gravel (2010), using UDL for vocabulary instruction in content area terms increases students' knowledge in all content areas.
Professional development	Teachers will need ongoing training on how to utilize different technologies in the classroom. A thorough understanding of the principles of UDL and STEM will be required to maximize the use of technology in the development of 21st century learners. The ability to read and write across the content areas is a critical student need and an area in which teachers will need support and training.

School/District Literacy Plan

In preparation of the building of the Allatoona Elementary plan, Georgia's "The Why", "The How", and "The What" were studied extensively. It was discovered that there was overlap of many of the indicators that comprise the Planning, Implementing, Expanding, and Sustaining elements of the rubric. In an effort to create a workable and focused plan that is not overwhelming in its length, care was taken to list goals only once in the plan under the Building Block the grant writing team determined was most applicable.

Building Block 1: Engaged Leadership

Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school

Beginning in the 2011-2012 school year, building administrators began the practice of participating in state-sponsored webinars and face-to-face sessions in learning about the transition to CCGPS (The What, p. 5). This practice has continued during the 2012-2013 school year as the DOE has developed ELA units. The principal participates in professional learning in literacy leadership in order to support classroom instruction (The What, p.5). Care is taken to limit the amount of time teachers are assigned to non-academic duties so that they can collaborate with grade level teachers on literacy needs. Each year, school wide professional learning is scheduled to increase teacher knowledge of literacy initiatives. During the 2011-2012 school year, teachers were provided training in Power Writing, Depths of Knowledge, and Text Complexity. The 2012-2013 school year will include professional learning opportunities on UDL, Thinking Maps, ELA: Instructional Guidance for K-2 and 3-5 Teachers, and Student Led Discussions.

Best Practices to Implement

Best Practice Initiative	Implementation Goals
Conduct literacy walk-throughs to monitor use of literacy strategies, student engagement and learning, as well as to ensure consistent use of effective instructional practices and efficacy of instruction (The	1. Walk through 5 classes daily utilizing Georgia Literacy Plan checklist. 2. Tally grade level and school wide trends and report findings to faculty. 3. Meet with teachers to discuss strengths and areas of concern walk-throughs reveal.

How, p. 20).	
Ensure continued excellence in professional learning by continuing to analyze data and adjusting professional learning accordingly (The How, p. 20).	1. Provide teachers with CRCT content domain data and DIBELS Next data for summer data digs. Teachers will identify areas for individual and grade level professional growth. (McEwan, 2005; The Why, pg. 96) 2. Literacy Team will identify school wide professional learning needs based on data findings. (Phillips, 2005; The Why, pg. 96) 3. Literacy walk-through findings will inform grade level and staff meeting discussions.
Ensure continued growth through professional learning by providing opportunities for new staff to receive necessary support in becoming acquainted with programs, materials and previously learned strategies (The How, p. 20).	1. Pair new teacher with appropriate member of Literacy Team for mentoring. Mentor will be responsible for outlining reading block schedules and best practices. 2. Provide teacher with access to CCGPS webinars. Meet with the teacher to discuss information gained (NSDC, 2001;The Why, pg.142) 3. Collaborate with district staff to arrange Imagine It professional learning facilitated by qualified trainers.

Action: Organize a Literacy Leadership Team

Improving student literacy has been an ongoing focus at Allatoona Elementary and Bartow County Schools for the last decade. Determining what additional data is needed in order to make informed decisions about the path forward is a critical goal of the Literacy Team (The What, p. 5). Likewise, the Literacy Team works together to ensure use of research-based practices aligned with CCGPS (The What, p. 5). Plans for ongoing data collection and analysis to inform program development and improvement are in place which inform the updating of School Improvement Plan goals, objectives, and actions according to student achievement results.

Best Practices to Implement

Best Practice Initiative	Implementation Goals
Expand the Literacy Team to include community stakeholders and partners including: representatives from within the feeder pattern for our school, community leaders, and parents (The How, p. 21).	1. Team members will send letters to local businesses, pre-k centers, South Central Middle School, and Woodland High School seeking participation on our Literacy Team. 2. A minimum of two parents will be invited to join the Literacy Team. 3. Care will be taken to schedule meeting times to accommodate the schedules of key stakeholders outside the school environment.
Create a shared literacy vision for the school and community aligned with the state literacy plan (The How, p. 21).	1. The Literacy Team will create a vision statement that will be the driving force behind ALES' literacy initiatives (National Governor's Association; The Why, pg. 157). 2. Plan will be displayed around campus, on school website, in local businesses, and in feeder schools.
Develop a brochure or chart mapping community resources for families of adolescents to be shared in hardcopy and online (The How, p.21).	1. Team members will create a brochure that highlights different resources in the community that can increase student literacy achievement. 2. Brochures will be posted in local business, parent resource room, school media center, and school website.

Action: Maximize the use of time and personnel through scheduling and collaborative planning

ALES creates a master schedule each year to provide a protected, dedicated 90-120-minute block allocated for literacy instruction for all students in self-contained classrooms (The What, p. 5). Extended learning time is provided in the form of an intervention block, the after school tutoring program, and a Title I teacher focused on improving literacy achievement in grades K-2 (The What, p.6). Time is scheduled for collaborative planning teams within and across the curriculum (The What, p.6). The principal monitors team meetings to ensure that collaborative planning and examining student data/work is occurring. Outside professional learning is redelivered at staff

and grade level meetings.

Best Practices to Implement

Best Practice Initiative	Implementation Goals
Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction (Rose & Gravel, 2010; The How, p. 22).	1. Teachers will use technology to engage students and provide opportunities for differentiation in reading and writing (Partnership for 21st Century Schools, 2009; The Why, pg. 57). 2. Teachers will create choice boards for each content area so that students are given opportunities for differentiation according to readiness levels, interest, and preferred mode of learning.
Leverage instructional time for disciplinary literacy by scheduling instruction for disciplinary literacy in all content areas (The How, p. 23).	1. Teachers will be provided with professional learning on how to deliver disciplinary literacy in all content areas (Salinger and Bacevich, 2006; The Why, pg. 142). 2. Grade level meeting notes will document teacher collaboration efforts. 3. The principal will look for additional evidence during walk-throughs and in lesson plans.
Study formative student assessment results and use the results to continue to determine the impact of efforts to maximize use of time (The How, p. 23).	1. Teachers will create common formative assessments to determine the effectiveness of weekly instruction (Center on Instruction, 2009; The Why, pg. 96). 2. Teachers will meet weekly to compare formative assessments and identify strengths and weaknesses so that adjustments can be made to the curriculum map.

Action: Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards

The Literacy team used the results of the Georgia Literacy Plan Needs Assessment for Literacy K-12 to evaluate the school culture and current practices. Teachers who had completed the needs assessment had previously participated in state-sponsored webinars and face-to-face

sessions to learn about transition to CCGPS (The What, p. 6). A plan, devised by the School Improvement Team is in place to develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations). Walk-throughs are conducted to ensure consistency of effective instructional practices (The What, p. 6).

Best Practices to Implement

Best Practice Initiative	Implementation Goals
Continue to plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge, facilitation of group process and teaming (Rose & Gravel, 2010; The How, p. 24).	1. Summative data (CRCT), formative data (class mini assessments), and universal screenings (DIBELS Next) will be utilized to determine areas of staff needs (Torgesen & Miler, 2009; The Why, pg. 97). 2. Priorities will be noted and used to plan targeted professional learning in critical areas. 3. Follow-up will occur during grade level meetings and walk-throughs to ensure strategies learned during trainings are being applied in the classroom.
Engage in professional learning with a focus on facilitation of group process and teaming (The How, p. 25).	1. Provide training on the function of professional learning communities so that teachers will know expectations of collaborative planning (Darling-Hammond and McLaughlin, 1995). 2. Group norms will be established by each team and reviewed before each meeting. 3. The principal will randomly participate in team meetings to ensure fidelity.

Action: Optimize literacy instruction across all content areas

ALES consistently works to identify research-based strategies and appropriate resources to support student learning of the CCGPS (The What, p. 6). Teachers have worked hard to integrate writing as an integral part of every class, every day, but still require additional training. Multiple opportunities throughout the year are provided to students to write within the three tested genres: opinion pieces, informative/explanatory, and narrative pieces (The What, p. 6). The School Improvement Team and grade level teams actively seek to identify skills that need to be strengthened in the future for students to reach proficiency of the standards.

Best Practices to Implement

Best Practice Initiative	Implementation Goals
Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance (The How, p. 27).	1. The Literacy Team will examine Bartow County and Georgia DOE rubrics to ensure alignment with CCGPS (NCTE, 2008; The Why, pg. 44). 2. Common rubrics will be developed based on the examination results, which will be distributed during grade level meetings. 3. Evidence of use will be looked for on standards-based bulletin boards.
Require the teaching of academic vocabulary in all subjects using a systematic process (stemgeorgia.org; Rose & Gravel, 2010; The How, p. 26).	1. Develop a school-wide framework for the teaching and learning of academic vocabulary (Marzano, 2005). 2. Teachers will be trained on how to deliver the framework across content areas. 3. Each student will maintain an electronic interdisciplinary vocabulary notebook that moves with him or her from grade to grade.

Action: Enlist the community at large to support schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards.

Because of ALES' Title I status, the school has actively sought community support to provide emotional and material support for our students (The What, p. 7). Efforts will be made to utilize community partners to provide literacy support for our students. Student successes are celebrated via announcements in the newsletter and on the school website (The What, p. 7). Resources, such as a resource room, which includes materials to improve the reading skills of their children and links to websites that provide resources to strengthen literacy, are provided to parents.

Best Practices to Implement

Best Practice Initiative	Implementation Goals
Create a shared vision for literacy for the school and community, making the vision tangible and visible: e.g., number of students involved in active book clubs; graphing scores; rewards for improvement in literacy (Rose & Gravel, 2010; The How, p. 28).	1. Afterschool book clubs will be established so that the intrinsic value of literacy can be acknowledged and encouraged (Boardman, 2008; The Why, pg. 51) 2. Students will take ownership in charting their growth in literacy skills. 3. Students who display an intrinsic value of literacy will be rewarded with the opportunity to appear on the morning news show and share their love of literacy.
Identify key members of the community, governmental and civic leaders, business leaders, and parents to serve as members of a community advisory board (The How, p. 28).	1. Bi-annual summits will be held to inform local stakeholders of the literacy initiatives in place at ALES to ensure our students are college-and-career- ready (Georgia PreK-12 Literacy Task Force, 2009). 2. An advisory board will be created from meeting attendees to provide ALES guidance on how to further assure students are ready for college and career opportunities.
Enlist literacy learning in outside organizations (The How, p. 24).	1. The Cobb EMC Mentor program will be extended to include literacy support in addition to emotional support. 2. South Central Middle School will be contacted to create a literacy buddy program. 3. Local pre-k centers will be contacted to create a literacy buddy program.
Utilize social media to communicate and promote the goals of literacy throughout the community at large (The How, p. 28).	1. A text messaging service will be utilized to send literacy updates to parents and members of the community. 2. A social media page will be created to engage and inform community members of the literacy initiatives taking place at ALES (Georgia PreK-12 Literacy Task Force, 2009).

Building Block 2: Continuity of Instruction

Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams

During the School Improvement process, an analysis of reading, science, and social studies scores revealed a need for a literacy focus across the curriculum. As a result, the principal established an expectation of shared responsibility for literacy across the curriculum. Disciplinary teams were formed for ELA, math, science, and social studies (The What, p. 7). The teams have begun meeting, but need additional training to effectively collaborate in the examination of student work and instructional practices. The research of effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction will also be a driving force behind the teams.

Best Practices to Implement

Best Practice Initiative	Implementation Goals
Establish cross-disciplinary teams for literacy instruction (Rose & Gravel, 2010; The How, p. 29):	1. The academic teams will meet monthly to determine ways to integrate literacy instruction across curriculums (The Why, pg. 49). 2. Teams will develop norms based on components of the professional learning communities research to drive the format of the meetings in a way that aligns with our literacy vision statement. 3. The teams will identify and develop specific goals that measure the level of content integration and its effect on student achievement.
Use protocols to examine student work (The How, p. 29).	1. Teachers will be provided with clear criteria to evaluate student work against goals created by the cross disciplinary teams. 2. Teachers will evaluate and discuss student work and mastery of standards in weekly team meetings.

Action: Support teachers in providing literacy instruction across the curriculum

During the 2011-2012 teachers participated in training to identify the concepts and skills students need to meet expectations in CCGPS (The What, p. 7). The ESOL teacher provides teachers with *Can Do* indicators and ways to accommodate the EL students' unique learning needs. An emphasis on using research-based strategies and appropriate resources continues to be a priority during the rollout of the CCGPS. The principal monitors the use of these strategies during formal observations and walk-throughs.

Best Practices to Implement

Best Practice Initiative	Implementation Goals
Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area (Rose & Gravel, 2010; The How, p. 31).	1. The Literacy Team will examine textbooks and other instructional resources to identify commonalities in text structure across curriculums (The Why, pg. 49. 2. The Literacy Team will create a cross-curricular vocabulary list aligned to CCGPS. 3. Teachers will create opportunities for students to demonstrate vocabulary acquisition in multiple formats following the UDL.
Study a variety of strategies for incorporating writing in all content areas (The How, p. 31).	1. Students will produce writing through a variety of technological venues such as presentations, blogs, wikis, videos, etc. (NCTE, 2008; The Why, pg. 44). 2. Teachers will create rubrics to match each technological venue.

Action: Collaborate with supporting out-of-school agencies and organizations within the community

The Allatoona School counselor is responsible for ensuring students transition effectively between grade levels and to the middle school. The ALES counselor actively seeks opportunities to match students and their families with service providers within the community to make sure basic needs are met (Maslow's hierarchy of needs). Classroom, small group, and individual guidance is provided, as well as support throughout the school day (The What, p. 7).

Best Practices to Implement

Best Practice Initiative	Implementation Goals
Develop avenues of communication (both virtual and face-to-face) with key personnel in out-of-school organizations as well as governmental agencies that support students and families (The How, p. 32).	1. Students will use technologies for virtual meetings with their assigned mentor, thus increasing personal contact without disrupting the work or school day. 2. Technology will be utilized so that community members can participate virtually, if needed, in community outreach and committee meetings (Georgia PreK-12 Literacy Task Force, 2009).
Articulate what an integrated learning- supports infrastructure should look like at the community level (stemgeoriga.org; The How, p. 33).	1. Using technologies, leadership teams will research school systems that have successfully integrated community learning-supports infrastructure to improve student achievement (Council on Advancing Adolescent Literacy, 2010; The Why, pg. 57). 2. Virtual "field trips" will be conducted with high functioning school systems so that we may begin to implement a working model.

Building Block 3: Ongoing formative and summative assessments

Action: Establish an infrastructure for ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction

ALES has an effective process for researching and selecting screening and progress monitoring tools to identify achievement levels of all students. Training occurs regularly to ensure that teachers understand the purpose for and use of formative assessment and how it differs from summative assessment (The What, p. 8). School wide administration of assessments and input/analysis of data occurs after universal screenings and progress monitoring. Screenings, progress monitoring, and curriculum-based assessments influence instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI).

Best Practice Initiative	Implementation Goals
Provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments: formal, informal, and performance-based using multiple formats, including multiple choice, short answer, constructed response, and essay (The How, p. 34).	1. Teachers will utilize existing and develop, as needed, common formal, informal, and performance based assessments. 2. To ensure fidelity of assessment practices, teachers will be required to administer the common assessments, which are stored on the school server. 3. When possible, assessments will be administered via a technological source (The What, p. 8).
Provide timely, descriptive feedback to students with opportunities to assess their own learning, e.g., graphing their progress (stemgeorgia.org; The How, p. 34).	1. Technology will be utilized to enable students to create charts that track their progress on learning goals developed in collaboration with their teacher at the beginning of the year. 2. Technology will be utilized to provide immediate feedback to students on various assessments that include online scoring.
Designate a person or persons to be responsible for ensuring continued fidelity to all formative assessment procedures and timelines beyond year one (The How, p.	1. Assign Literacy Team members to become experts in the core literacy program. 2. Assign Literacy Team members to become experts in using the curriculum documents developed by system level teams. 3. These experts will randomly observe to ensure

34).	assessments were administered with fidelity. 4. Technology will be utilized to report findings of random observations to staff members (The What, p.8).

Action: Use universal screening and progress monitoring for formative assessment

ALES researches and selects effective universal screenings to measure literacy competencies for all students across the curriculum (The What, p. 8). We also research and select effective progress monitoring tools to measure general-outcome literacy competencies (e.g., phonemic awareness, phonics, oral reading fluency, written expression, vocabulary). A county testing window is in place to ensure assessments are administered in a timely manner (The What, p. 8). The Assistant Principal verifies data has been entered for each student. The School Improvement Team makes data-driven budget decisions aligned with literacy priorities.

Best Practices to Implement

Best Practice Initiative	Implementation Goals
Include assessment measures to identify high achieving/advanced learners who would benefit from advanced coursework (The How, p. 36).	1. Under the guidance of the gifted teacher, an assessment will be developed or purchased to measure high achieving/advanced learners who are not in the gifted program. 2. Teachers will use results from universal screenings to determine effective instructional practices and means of differentiated instruction (The What, p. 8). 3. During the intervention block, these students will continue to receive opportunities for enrichment.
Develop an assessment calendar to include universal screenings and progress monitoring (both general-outcome and classroom based), designating persons responsible (The How, p. 36).	1. Technology will be utilized to monitor screening timelines and results to ensure students at various levels of the RTI process are being monitored on a consistent basis. 2. The principal will conduct monthly check-ups of assessment calendars to ensure students are moving through the RTI process at an appropriate rate (Fuchs, 2011; The Why, pg. 105)
Use technology to share relevant student progress data with parents and caregivers in	1. Teachers will utilize the student information system to enter progress monitoring data. Parents can access this

an easily interpreted user-friendly format (The How, p. 36).	information from home by logging into the parent portal option enabling them to track their student's literacy progress (Fuchs, 2011; The Why pg. 104). 2. Grade level summative and formative results will be posted along with benchmark criteria on the school website so that parents may compare their child's progress with that of the school's population.

Action: Use diagnostic assessment to analyze problems found in literacy screening

A study of the Needs Assessment Survey has revealed a weakness in the use of diagnostic assessments to verify the accuracy of literacy screenings. We currently select intervention programs that include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach (The What, p. 9). However, a more specific diagnostic assessment is necessary to ensure that our universal screenings are not over-identifying student literacy weaknesses.

Best Practice Initiative	Implementation Goals
Identify diagnostic assessments, where possible that isolate the component skills needed for mastery of literacy standards (The How, p. 37).	1. The Literacy Team will use technology to research various assessment programs developed to identify weaknesses in our universal screening instruments (Jenkins, 2007; The Why pg. 99). 2. The Literacy Team will develop protocols that teachers can use to determine which students will need additional diagnostic assessments. 3. Teachers will use the developed protocol to determine which students are in need of additional diagnostic assessments.
Use results of the diagnostics for student placement within an intervention and to adjust instruction (The How, p. 37).	1. Teachers will analyze results of diagnostic assessments to ensure proper placement in intervention programs (Gersten, 2009; The Why pg. 99). 2. Teachers will provide continuous monitoring in order to keep groups fluid.
Use technology to differentiate learning within content areas: e.g., use Lexile levels to match students to text; provide	1. Computer software will be purchased to address literacy needs identified by screenings, diagnostic assessments, and summative assessments. 2. Careful consideration will be given to make sure

practice opportunities to strengthen areas of weakness; use gloss option on e-books to provide definitions for unknown words; translate material into student's first language; support students whose disabilities may preclude them from acquiring information through reading (stemgeorgia.org; Rose & Gravel, 2010; The How, p. 37).	computer programs are compatible with the needs of our EL and special education students.

Action: Use summative data to make programming decisions as well as to monitor individual student progress

ALES teachers currently analyze previous year's outcome assessments to determine broad student needs and serve as a baseline for improvement (The What, p.9). We also utilize common mid-course assessments (e.g. end-of-unit/chapter tests) created by state and system level teams that are used to measure progress toward standards. Teachers use these assessments to decide what instructional adjustments need to be made to prepare students for end-of-year summative tests. During teacher team meetings, discussions are focused on changes that can be made to improve the instructional program for all students (The What, p. 9).

Best Practices to Implement

Best Practice Initiative	Implementation Goals
Discuss assessment results with students to set individual goals (Rose & Gravel, 2010; The How, p. 37).	1. At the beginning of the school year, teachers will meet with students to discuss the previous year's summative assessment and assist them in developing goals for the current year (The What, p. 9). 2. After the mid-point benchmark, a follow-up meeting will occur to evaluate student progress toward goals. 3. Ongoing progress monitoring data is shared with students so they may take ownership of aim line goals.
Upgrade the capacity of the technology infrastructure, if necessary, to support	1. Students will take benchmark assessments online to prepare them for Next Generation Assessments, which are

administration of assessments and the dissemination of results (stemgeorgia.org; The How, p. 37).	scheduled for implementation during the 2014-2015 school year. 2. Ongoing training and practice will be provided to students for the transition from paper testing to digital testing. 3. Teachers will create online formative assessments for classroom use and share results with students through digital means.
Apply protocols for looking at student assessments and evaluating student progress (The How, p. 38).	1. Teachers will utilize The Georgia Longitudinal Data System to disaggregate CRCT results and attendance data (The Why, pg. 96). 2. A document will be created that lists the various assessments that teachers must utilize to have a thorough understanding of each student's literacy strengths and weaknesses.

Action: Develop a clearly articulated strategy for using data to improve teaching and learning (See V. A.)

Currently Allatoona administrators and teachers work cooperatively to identify participants for data teams for the school and for specific grade bands. The assistant principal ensures that the data storage and retrieval system is effective and efficient (The What, p. 9).

Best Practices to Implement

Best Practice Initiative	Implementation Goals
Schedule collaborative planning time for data meetings at a minimum of once/month (The How, p. 39).	1. Administration will designate one grade level meeting per month for the purpose of data analysis (Goddard, Y. L., Goddard, R. D., Tschannen-Moran, M. (2007).
Establish or select protocols for team meetings and develop procedures and expectations for staff to review and analyze assessment results (The How, p. 39).	1. Administration will create an agenda that specifically focuses on student data and best practices for intervention. 2. Group norms will include stipulations that conversations are for student growth and not to be taken as a personal attack.
Evaluate the process for using data to ensure that it continues to meet the needs of students	1. Teachers will collaboratively review data to eliminate subjective placement in interventions.

and teachers (The How, p. 39).	2. The administrator will review intervention groups and progress monitoring data to ensure proper placement.

Building Block 4: Best Practices in Literacy Instruction

Action: Provide direct, explicit literacy instruction for all students

Bartow County has implemented a core program (Imagine It) that will provide continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts. (The What, pg. 9) ALES implements the core program with fidelity by providing training to staff in its use. Student and teacher data is examined regularly to identify areas of instruction with greatest needs: word identification, fluency, vocabulary, and comprehension (The What, pg.9). Supplemental programs have been adopted as needed to support weaknesses in the core-reading program.

Best Practices to Implement

Best Practice Initiative	Implementation Goals
Allocate which aspects of literacy instruction students are to receive in each subject area (The How, pg. 40)	1. During Summer Data Digs, teachers will update curriculum maps to document that literacy strategies will be in each content unit. 2. Literacy instruction for each content area will be documented in weekly lesson plans, which will be checked by the principal (The What, p. 10).
Using videotaping and peer-to-peer coaching, ensure that teachers receive frequent feedback and coaching (The How, pg. 40)	1. Using videotaping technology, teachers will record lessons and upload to a peer's computer (Walpole & McKenna, 2008; The Why pg. 149). 2. Peer teachers will use the Literacy Checklist to provide feedback on lessons. 3. Model lessons that meet the criteria established on the Literacy Checklist will be uploaded onto the server so that teachers at the school can view them. 4. Teachers will utilize technology to view videos of model teaching practices from other school systems (The Why, pg. 150).
Address both academic and workplace literacy skills across all content areas and provide students with knowledge of a variety of career pathways (Rose &	1. The school counselor will oversee the implementation of the Career Portfolio requirement of the College Career Ready Performance Index (gadoe.org, 2012). 2. The Literacy Team will study the Career Portfolio elements and determine which literacy skills will be critical to a

Gravel, 2010); The How, pg. 40)	quality portfolio. 3. Technology and the Internet will be utilized to introduce students to a variety of career pathways.

Action: Ensure that students receive effective writing instruction across the curriculum

Each grade level at ALES has implemented a horizontally articulated writing plan consistent with CCGPS developed by system literacy teams (The What, pg. 10). The principal leads the process of developing or identifying the programs, protocols, and/or materials necessary to implement the plan at each level. Funding has been allocated to purchase an online scoring program that will assist teachers in assessing student writing levels and determining groups for differentiated instruction.

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Best Practices to Implement

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Best Practice Initiative	Implementation Goals
Design a vertically and articulated writing plan consistent with CCGPS (The How, pg. 42)	1. The Literacy Team will undergo the task of ensuring that writing instruction is "gap free" from grade level to grade level. 2. Any gaps will be addressed by making changes to grade level curriculum maps. 3. Teachers will adhere to system curriculum maps to ensure that sufficient amounts of time have been devoted to each genre (NCTE, 2008; The Why pg. 44).
Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum (Rose & Gravel, 2010; stemgeorgia.org; The How, pg. 42)	1. As ALES moves closer to a "one-to-one" computer ratio, students will have increased opportunities to use technology to write across the curriculum. 2. The Literacy Team will create a yearly timeline that will articulate expectations for increased technology usage by students to create a variety of writing products (Georgia Literacy Task Force, 2010; The Why pg. 59).

Action: Teachers work to develop and maintain interest and engagement as students progress through school.

Allatoona Elementary currently utilizes two incentive programs to increase reading at the school. Teachers understand that incentive programs, if not carried out properly, can actually discourage reading. Our teachers work to ensure that incentive programs, when used, are voluntary and not required or tied to grades. The incentive programs are minimal in nature and are connected to reading, writing, and other content areas.

Best Practices to Implement

Best Practice Initiative	Implementation Goals
Teachers should be made to understand the need for any or all of the following (Rose & gravel, 2010; The How, pg. 42): Providing students with opportunities to self-select reading material and topics for research Taking steps to provide students with an understanding of the relevance of their academic assignments to their lives Increasing opportunities for collaborating with peers	1. Teachers will provide students with a variety of texts respective to their reading level, so that students can gain ownership of their literacy by self-selecting materials relevant to their personal interests (Roeser, Midgely, and Urdan, 1996; The Why pg.52). 2. Teachers will filter chosen activities through a rigor/relevance framework to ensure real-world connections to the students' lives. 3. Opportunities for students to work collaboratively with peers will include group projects, book clubs, pair/share assignments, and partner assessments.

Building Block 5: System of Tiered Intervention (RTI) for All Students

Action: Use information developed from the school-based data teams to inform RTI process (see Section 3. E.)

ALES has received professional learning on how to best implement a four-tiered RTI process. An important step in monitoring the RTI process is determining the percentage of students currently being served in each tier at each grade level (The What, pg. 11). If fewer than 80% of students are at Tier 1 of the RTI process, the principal works with grade level teams to determine if the cause for concern is curriculum, instruction, or assessment. Bartow County has developed a framework to match at-risk students with appropriate interventions. ALES has utilized the framework to ensure that this process is done in a timely manner (The What, pg.11). Each year, school funds are used to budget for recurring costs of data collection, intervention materials, and technology used for implementation. As a result, teachers have the tools they need to carry out interventions without delay.

Best Practices to Implement

Best Practice Initiative	Implementation Goals
Purchase, train and implement data collection designed to determine if interventions are delivered regularly with fidelity (The How, pg. 43)	1. Literacy Team experts will be trained in the variety of intervention programs available to teachers. Experts will conduct fidelity checks to ensure proper administration of interventions (Brown-Chidsey & Steege, 2005; The Why pg. 125). 2. Experts will conference with teachers on strengths and weaknesses. Training will be provided to teachers as needed.
Use the Georgia Department of Education problem-solving checklist to evaluate (The How, pg. 43): Personnel providing interventions The ease with which students move between tiers (Rose & Gravel, 2010)	1. Administrators will research this checklist and train teachers on how to best utilize when providing interventions (The Why, pg. 129). 2. Teachers will utilize the checklist and corresponding data to determine appropriate tiers for students and to ensure flexible, fluid groupings.

Action: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms (See Sections 4. A & B)

The staff at ALES consistently studies summative and universal screening student data to determine the current percentage of successful students in the areas of literacy (i.e., reading and writing). If fewer than 80% of students are successful, the following steps are carried out to determine and address root causes:

- Examine student data to focus on instructional areas of greatest need (e.g., vocabulary, comprehension, written expression)
- Compile data from classroom observations and review of plans to determine current practice in literacy instruction in each subject area using a checklist (e.g., Literacy Instruction Checklist or some other instrument)
- Provide professional learning on direct, explicit, instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skills (The What, pg. 11).

Best Practices to Implement

Best Practice Initiative	Implementation Goals
Develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area (Rose & Gravel, 2010; The How, pg. 43)	1. Teachers involved in system level curriculum mapping will redeliver to staff to ensure understanding of how literacy is being developed in each content area (The Why. pg. 48). 2. Each team will work cooperatively to list how literacy is embedded in content area curriculum maps.
Monitor the planning, delivery, and assessment for students with special learning needs: EL, SWD, gifted (The How, pg. 44)	1. Special education, gifted, and EL teachers will collaborate monthly with grade level teams to ensure proper planning, delivery, and assessment for students with unique learning needs (FDOE, 2006). 2. Teachers will document all accommodations given in the classroom for students with unique learning needs using forms/checklists developed by the appropriate support teacher.
Support teachers' effective use of time through use of technology during each stage	1. Teachers will use assessment databases to plan differentiated instruction in all content areas.

of the process (The How, pg. 44)	2. Training will be provided to teachers on how to utilize online database systems (The What, p. 12).

Action: Implement Tier 2 needs-based interventions for targeted students

The teachers of ALES consistently monitor effectiveness of standard intervention protocols in place for students based on universal screening, progress monitoring and benchmark data. Protocols to ensure consistent progress monitoring, data collection, and reporting have been established to ensure that the data we are using to plan is accurate. An intervention block is in place to ensure adequate time for implementing interventions (The What, pg. 12). Non-instructional staff participating in the intervention block, are provided with 30 minutes of planning each day. Through meetings and maintaining an at risk database, the principal is able to monitor student movement between Tier 1 and Tier 2. This process also affords the opportunity for the principal to ensure that teachers consistently provide research-validated interventions designed to meet individual student's needs that are aligned to the Bartow County framework (The What, pg. 12).

Best Practices to Implement

Best Practice Initiative	Implementation Goals
Plan and provide professional learning for interventionists on: Appropriate use of supplemental and intervention materials Diagnosis of reading difficulties Direct, explicit instructional strategies to address difficulties Charting data Graphing progress (The	1. Training will be provided to interventionists to ensure fidelity of instruction and assessment (Lewis, 2007; The Why pg. 124). 2. Teachers will form small groups within the classroom to address weaknesses discovered during the delivery of intervention. 3. Teachers will utilize diagnostic instruments embedded in intervention programs to develop further understanding of students' literacy weaknesses.

How, pg. 45)	
Schedule times for collaborative discussion and planning between content area T1 teachers and interventionists: teachers or para-educators (The How, pg. 45)	1. Teachers and interventionists will meet weekly to discuss data and possible movement of students in and out of groupings. 2. Meeting minutes will be taken and kept available for review by administration (The What, p. 12).
Study schools successful in closing the achievement gap (The How, pg. 45)	1. Partnerships will be sought with schools successful in closing the achievement gap to learn about methods used (RTI Network; http://www.rtinetwork.org/connect). 2. When possible, teacher teams will conduct onsite visits to observe and study best practices in action.

Action: In Tier 3, ensure that Student Support Team (SST) and Data Team monitor progress jointly.

In addition to everything that occurs at Tier 1 and Tier 2, data teams (expanded to include school psych, ESOL teacher, SLP, etc.) meet to receive professional learning on Student Support Team (SST) processes and procedures as outlined in the GA DOE manual and guidance (The What, pg. 12). School SST support teachers and district SST personnel lead the trainings. T3 SST/data teams follow established protocol to determine the specific nature of EL's lack of progress (i.e., language difficulty or difference vs. disorder) (The What, pg.12). Data points are documented to monitor student response to daily intervention (NOTE: 12 weeks of data collection with four data points are required prior to referral for special education if a specific learning disability is suspected). In addition to focusing on academic interventions, SST teams receive training to ensure that Tier 3 includes proven interventions that address behavior concerns.

Best Practices to Implement

Best Practice Initiative	Implementation Goals
Tier 3 SST/data teams meet at least once a month to discuss student progress based on daily interventions that include a minimum of	1. SST leaders will be identified for each grade level team. 2. Team SST leaders will receive redelivered information from school SST leaders. This information will be used to ensure proper protocols are followed during the SST process. 3. Grade level teams will meet monthly under the guidance of

four data points (The How, pg. 46)	the team SST leader to examine student data points and determine if changes are needed in the intervention plan.
Interventions are delivered during a protected time daily by a trained interventionist (The How, pg. 46)	1. Efforts will be made to decrease student/teacher ratio during intervention groups. 2. Teachers will receive training on how to best use literacy block to deliver individualized instruction.
Ensure that interventionist has maintained fidelity to intervention protocol prior to referral (The How, pg. 47)	1. Literacy Team experts, administrators, or support teachers will conduct observations of standard protocol and problem solving based interventions taking place to ensure fidelity in delivery (Brown-Chidsey & Steege, 2005; The Why pg. 125). 2. Fidelity will be closely monitored through progress monitoring student data.
Referrals to special education are equivalent to proportion of school and system population that represent ethnic and racial composition as a whole (The How, pg. 47)	1. Administrators will receive monthly updates from teachers to hold them accountable in making sure that students are referred for file review when needed (Goddard, Y. L., Goddard, R. D., Tschannen-Moran, M. (2007). 2. Administrators will meet with system SST personnel yearly to ensure that ALES' referrals are proportionate to the overall demographics of the school and schools with similar demographics.

Action: Implement Tier 4 specially-designed learning through specialized programs, methodologies or strategies based upon students' inability to access the CCGPS any other way

ALES has made improvements in the master schedule. The schedule is developed to ensure the least restrictive environment as aligned with Georgia goals (The What, pg. 12). The principal is familiar with funding formulas affecting students in special programming and takes care to maintain proper funding sizes in resource and inclusion classrooms (The What, pg.13). Case managers are assigned to each student with an (IEP). Each special education teacher is highly qualified and experienced in delivering appropriate instruction for students with the most significant needs (The What, pg. 13). Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings (The What, pg. 13).

Best Practices to Implement

Best Practice Initiative	Implementation Goals
Special education, EL, or gifted case managers meet, plan, and discuss students' progress regularly with general education teachers (The How, pg. 47)	1. Formal and informal meetings will be utilized to monitor the progress of our special needs population. 2. Adjustments will be made according to the progress each student exhibits.
A system of checks and balances ensures fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance (The How, pg. 47)	1. Yearly data digs will be used to disaggregate data by subgroup. Achievement gaps are studied for root cause analysis to determine possible weaknesses in curriculum, instruction, and assessment (Torgesen & Miller 2009; The Why pg. 97). 2. Yearly goals will be aligned with state performance targets as outlined in the College and Career Ready Performance Index to ensure closing of achievement gaps.

Building Block 6: Improved Instruction through Professional Learning

Action: Ensure that pre-service education prepares new teachers for all the challenges of the classroom

Although a new teacher orientation program occurs each year to prepare new teachers for a successful transition into their new career, there is little collaboration between local schools and university teacher preparation programs. This collaboration is necessary to ensure that incoming teachers will receive proper training in implementing the system literacy goals.

Best Practices to Implement

Best Practice Initiative	Implementation Goals
Meet with representatives from Professional Standards Commission (PSC) to enlist support for ensuring that pre-service teachers receive coursework in disciplinary literacy within content areas (The How, pg. 47).	1. The administrator and members of the Literacy Team will seek opportunities to meet with PSC personnel to inform them of the school's literacy plan.
Enlist support from institutions of higher education to require pre-service teachers to demonstrate competency in reading theory and practice as well as in the development of disciplinary literacy (The How, pg. 48).	1. Literacy Team members will seek opportunities to become advisory board members at local universities to provide a voice of the literacy goals that ALES is working to establish (Georgia Literacy Task Force, 2009; The Why pg. 31). 2. Local university representatives will be invited to become members of the ALES Advisory Board.

Action: Provide professional learning for in-service personnel

ALES has a set planning time for each grade level. This common planning time enables teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice (The What, pg. 13). ALES regularly hosts student teachers completing their internships. Teachers who host student teachers are selected based on their experience levels and evidence of best practices taking place in their classrooms. Teachers and

paraprofessionals receive initial and follow up training in administering and interpreting results of assessments in terms of literacy (The What, pg. 13). Teachers are expected to share information they have gained at professional learning sessions. To provide teachers with flexibility on when to take advantage of professional learning opportunities, a blended model combining online learning with face-to-face support is utilized to carry out training.

Best Practices to Implement

Best Practice Initiative	Implementation Goals
Use teacher data (surveys and interest inventories; teacher observations) as well as student data to target professional learning needs (The How, pg. 48)	1. At the end of each year, teachers will be given a survey to help determine possible professional learning trainings for the upcoming school year. 2. The survey, along with student data, will be used to develop the professional learning calendar for the school.
Encourage every teacher to develop a professional growth plan based on a self-assessment of professional learning needs (The How, pg. 49)	1. Teachers will complete a survey to assess their individual professional learning needs. 2. The survey will be used to design an individual professional development plan each year for each teacher.
Use checklists tied to professional learning when conducting classroom observations or walkthroughs to ensure clear expectations and to provide specific feedback to teachers on student learning (The How, pg. 49)	1. The administration will develop individual walk-through checklists to follow up with teachers who have undergone professional development to strengthen designated weaknesses.
Develop a list of sites for an online professional library that includes research-based books, journals, magazines, videos, etc. that teachers can readily access for professional growth (The How, pg. 49)	1. The administrator will include in the staff handbook each year, a list of sites that can be used by teachers in their ongoing professional learning. 2. The media specialist will maintain an updated database of materials available online, in the media center, and in the staff handbook. 3. Money will be set aside each year for materials based on teacher recommendation and current trends.

Needs Assessment, Concerns, and Root Cause Analysis

The process for determining the school's literacy need was clearly articulated, including:

Two different needs assessments were used:

- Georgia Literacy Plan Needs Assessment for Literacy K-12 (GLPNA) evaluates a school's effectiveness in six categories. Twenty-three staff members and parents at ALES completed the survey.
- Bartow County used the Planning and Evaluation Tool for Effective School-Wide Reading Programs-Revised Surveys (PET-R) to develop the Striving Readers survey enabling the system to evaluate language and literacy at its schools. The PET-R identifies key elements of an effective school-wide reading program. While approximately 350 Bartow County staff members completed the Striving Reader survey, it is unknown how many Allatoona staff members were among the participants.

The PET-R Survey Monkey – information reported back to the Literacy Team was based on system data. The team reviewed the data and decided that the following are weaknesses at our school:

- All users receive training and follow-up on measurement administration, scoring, and data interpretation.
- Student performance data are analyzed and summarized in meaningful formats and routinely used by grade-level teams to evaluate and adjust instruction.

The Literacy Team reviewed the results of the GLPNA. The staff that completed the survey rated the school as Fully Operational or Operational on most of the indicators. The team hypothesized that the results indicated a practice of overrating by the participants. Survey participants did not have access to the indicators spelled out in The How document, which would have given them a more complete picture of what is

required to be Fully Operational or Operational. The Literary Plan Needs Survey indicated the following areas of concern:

Building Block 1: Engaged Leadership

- The community supports schools and teachers in the development of college-and-career-ready students as articulated in the CCGPS

Building Block 2: Continuity of Instruction

- Active collaboration teams ensure a consistent literary focus across the curriculum.
- Out-of-school agencies and organizations collaborate to support literacy within the community.

Building Block 5: System of Tiered Intervention (RTI) for All Students

- In Tier 3, SST and Data Team monitor progress jointly.

Key members of the Literacy Team dug deeper into The How document and discovered additional weaknesses at the school. The weaknesses are addressed in the Needs Assessment, Concerns, and Root Cause Analysis section of the grant. The process included all content and ancillary teachers including special education, ELL, the media specialist, and special area teachers.

Analysis of Needs Assessment Surveys

Building Block 1: Engaged Leadership			
Area of Concern	**Root Causes**	**Steps Taken**	**Next Steps**
Lack of support from the community at large in development of college-and-career-ready students. **(The What, pg. 6)** **Origination: Pre-K-5th grade students.** Fewer than 5% of families attend school literacy events. Nearly **50% of survey responders** felt like this was a concern.	ALES is located in a rural area with adverse socio-economic conditions. The education level of community members and their prior experiences with schools.	A Literacy Team comprised of school personnel was created and has begun meeting.	The community supports schools and teachers in the development of college-and-career-ready students. • Invite community stakeholders on the Literacy Team. • Hold bi-annual summits for community stakeholders on the state of literacy at ALES. • Utilize social media to promote the school's literacy goals

Building Block 2: Continuity of Instruction			
Area of Concern	**Root Causes**	**Steps Taken**	**Next Steps**
Effective vertical and horizontal collaborative planning does not take place regularly (The What, p. 7). **Origination:** While plenty of horizontal planning takes place, **Pre-K-5ᵗʰ grade teachers** do not plan vertically. Lack of literacy instruction across all content areas (The What, pg. 7) **Origination:** **3ʳᵈ-5ᵗʰ grade students.** 24% of students failed the Science CRCT and 30% failed the Social Studies CRCT. No consistent learning expectations for vocabulary	Teachers have not been given guidelines to understand what should be taking place during horizontal and vertical meetings. Due to time restraints and lack of training, teachers do not provide differentiated activities that support literacy instruction across the content. Failure to use a common framework for the teaching of academic vocabulary across content areas	Analyzed reading, science, and social studies scores. Formed disciplinary teams and began meeting.	Deliberate horizontal and vertical collaborative planning. • Weekly horizontal planning and monthly vertical planning will be scheduled. • Group norms and expectations will be established for each collaborative team. • Team leaders will report at monthly School Improvement Team meetings. Maximize use of scheduled instructional time. • Invest in and use technology to engage students and provide differentiation in literacy. • Teachers will receive training on how to create differentiated choice boards for each content

acquisition. **Origination:** 3-5 students. Only 61% of those students benchmarked on the DIBELS DAZE instrument, which measures vocabulary and comprehension.			area that enables students to utilize literacy skills learned in reading and ELA classes. • Identify high priority skills within the core reading in order to ensure that time allocated within the 90-minute reading block will produce the highest gains in student achievement. Examine instructional resources to identify commonalities in text structure. • Create cross-curricular vocabulary lists and implement a framework for the systematic teaching of the words. • Create opportunities for students to demonstrate vocabulary acquisition using UDL.

Building Block 3: Ongoing Formative and Summative Assessments			
Area of Concern	**Root Causes**	**Steps Taken**	**Next Steps**
Surveys revealed a perceived weakness among stakeholders of a weakness in the use of diagnostic assessments to verify the accuracy of literacy screenings. **Origination:** **Pre-K-2nd grade.** Programs used in RTI process are limiting number of students in 2nd grade benchmarking on NWF-WWR to 55%.	Lack of diagnostic assessment instruments. Lack of time for teachers to create formative assessments. Lack of technology and training to create and implement technology based assessments.	1. Researched and selected screening and progress monitoring tools. 2. Train regularly on formative assessments. 3. School wide administration and assessment of data. 4. Use data for instructional decisions.	1. Invest in and train teachers in diagnostic assessments that can be used to analyze problems found in literacy screening. 2. Use professional learning days to develop common curriculum-based formative assessments. • Utilize existing assessments and develop new ones as needed. • Use results of formative assessments to drive instruction.

Building Block 4: Best Practices in Literacy			
Area of Concern	**Root Causes**	**Steps Taken**	**Next Steps**
Writing does not take place across the curriculum (The What, p. 10). **Origination:** **1st-5th grades**. A 64% pass rate on the 2011 5th Grade Writing Assessment is indicative of a school-wide problem.	Lack understanding among content area teachers and special area teachers of how to support writing instruction. Failure of school to use common rubrics across grade levels.	Implemented a core literacy program. Examine data regularly to identify greatest needs. Purchased online scoring program for writing.	Study strategies for incorporating writing across content areas. Train teachers on how to incorporate writing into all content areas • Use a common school-wide rubric for each of the three writing genres (Rose & Gravel, 2010). • Utilize online scoring results to differentiate workshop lessons. • Literacy Committee studies curriculum maps to determine which writing genres to incorporate into content instruction.

Building Block 5: System of Tiered Intervention (RTI) for All Students			
Area of Concern	**Root Causes**	**Steps Taken**	**Next Steps**
No system in place to ensure that interventions at all four tiers are well chosen and delivered with fidelity. (The What, p. 11). **Origination:** **K-5th grade students.** When students are referred for testing, there is no guarantee that they received interventions that were delivered with fidelity.	Lack of time to monitor fidelity of tiered interventions. Lack of time and expertise to provide in-depth training for all interventionists.	Consistently study summative and universal screening student data. Implemented an intervention block. Provide planning for non-instructional staff participating in the intervention block.	Monitor the planning, delivery, and assessment for students with special learning needs, - Support teachers will collaborate monthly with grade level teams. - Document all classroom accommodations. Plan and provide professional learning for interventionist. - Utilize diagnostic assessments embedded in intervention program. Schedule time for collaborative discussion and planning between content teachers and interventionists.

Building Block 6: Improved Instruction Through Professional Learning			
Area of Concern	**Root Causes**	**Steps Taken**	**Next Steps**
Most teacher professional learning is focused on whole school goals and objectives. Only teachers on PDP have formal opportunities for individual professional growth. (The What, pg. 13) **Origination:** K-5 grades. Failure of students in grades 1-5 to achieve more than 70% benchmarking on end of year fluency measures over a three-year period could indicate a lack of professional growth in that area.	Ongoing training for transition to CCGPS has necessitated whole school training. Failure to identify unique strengths and weaknesses of teachers based on formative data, summative data, and observations.	Allatoona has a set planning time for each grade level. (The What, p. 13). Staff receives training in administering and interpreting results of literacy assessments (The What, p. 13).	Develop individual professional growth plans based on self-assessment (complete a survey to assess needs). • Design an individual learning plan Develop an online professional learning library. • Set aside money each year to purchase materials

Analysis and Identification of Student and Teacher Data

ALES/ Student Data

CRCT Percentage Meets and Exceeds

Reading	2010	2011	2012
3rd Grade	90%	98.8%	88.1%
4th Grade	84%	88.0%	92.3%
5th Grade	89%	91.7%	93.6%

An average of 91.3% of 3rd- 5th grade students met or exceeded on the 2012 CRCT. 3rd grade scores decreased by 10.7% from the previous year, while 4th and 5th grade saw increases of 1.9% and 4.4%. 4th and 5th grade have maintained an upward trend the last three years. The three grade levels fell short of the state performance target.

ELA	2010	2011	2012
3rd Grade	91%	95.0%	88.1%
4th Grade	85%	89.2%	93.6%
5th Grade	93%	90.3%	93.6%

An average of 91.8% of 3rd- 5th grade students met or exceeded on the 2012 CRCT. 3rd grade scores decreased by 6.9% from the previous year, while 4th and 5th grade saw increases of 4.4% and 3.3%.

Science	2010	2011	2012
3rd Grade	85%	80.0%	70.1%
4th Grade	77%	78.6%	78.5%
5th Grade	63%	73%	81.3%

An average of 76.6% of 3rd- 5th grade students met or exceeded on the 2012 CRCT. Third grade scores decreased by 9.9% from the previous year. Fifth grade scores increased by 8.3% from the previous year. The three grade levels fell short of the state performance target.

Social Studies	2010	2011	2012	Change 2011/2012
3rd Grade	82%	77.5%	65.7%	-11.8%
4th Grade	75%	81%	67.1%	-13.9%
5th Grade	62%	59.5%	80.0%	20.5%

An average of 70.9% of 3rd- 5th grade students met or exceeded on the 2012 CRCT. Third grade scores decreased by 11.8% from the previous year, while fourth grade scores decreased by 13.9%. Fifth grade scores increased by 8.3% from the previous year. The three grade levels fell short of the state performance target.

DIBELS Data

Nonsense Word Fluency- Correct Letter Sounds

	2010	2011	2012
Kindergarten	85%	93%	84%
1st Grade	51%	67%	57%

Nonsense Word Fluency- Whole Words Read

	2010	2011	2012
1st Grade	NA	NA	60%
2nd Grade	NA	NA	45%

Oral Reading Fluency- Words Read

	2010	2011	2012
1st Grade	62%	54%	60%
2nd Grade	54%	63%	48%
3rd Grade	56%	47%	55%
4th Grade	NA	51%	50%
5th Grade	NA	47%	43%

Retell- Comprehension

	2010	2011	2012
1st Grade	NA	NA	69%
2nd Grade	NA	NA	59%
3rd Grade	NA	NA	82%
4th Grade	NA	NA	51%
5th Grade	NA	NA	92%

Daze- Comprehension

	2010	2011	2012
3rd Grade	NA	NA	66%

4th Grade	NA	NA	51%
5th Grade	NA	NA	68%

Our goal at ALES is to have a minimum of 85% of students benchmarking on DIBELS Next measures. With the exception of Kindergarten, our school falls far short. In 2012, only 52.5% of 1st and 2nd graders benchmarked on the Nonsense Word Fluency- Whole Words Read probe. Only 51% of students in grades 1-5 are reading fluently and only 65.2% are reading accurately. While the percentage of students benchmarking on the retell measure is 71.2%, only 61.2% of students in grades 3-5 benchmarked on the Daze measure.   Although the data is not presented, summer regression causes a 40-70% drop in our 1st and 2nd grade student population.

Georgia Kindergarten Inventory of Developing Skills

Percentage of Students Meeting or Exceeding

	2010	2011	2012
Reading	71.6%	92.7%	90.9%
Writing	68.4%	81.0%	83.0%
Listening/Speaking/Viewing	76.4%	96.6%	89.9%
ELA	72.6%	91.4%	89.2%

While ALES experienced a decrease in three of four tested areas in 2012, the Kindergarten team outperformed Bartow County and Georgia in all four areas. The reliability of this data could be questionable due to the subjective nature of the rating system.

5th Grade Writing

Percentage of Meets and Exceeds	2010	2011	2012
Allatoona	68%	64%	79%

Percentage of Exceeds	2010	2011	2012
Allatoona	0%	5%	6%

ALES saw a significant increase (15%) in the percentage of students meeting or exceeding on the 5th Grade Writing Assessment. While the improved results are promising, ALES is still performing slightly below the county and state averages. The percentage of students exceeding on the assessment has improved during the last three years, but still falls far short of our goal of 40% exceeding on the writing test.

Disaggregation of data in subgroups: Gaps are comparisons with ALL subgroup. The number in parenthesis represents the gap from the 'All' subgroup.

- Students with disabilities subgroup: 12% (4) did not meet (DNM) standards in reading. 18% (10) DNM in ELA. 36% (15) DNM standards in science and 55% (27) DNM in social studies.
- Economically disadvantaged students: 26% (4) DNM in science and 34% (6) DNM in social studies.
- ELL students: 9% (1) DNM in reading. 18% (10) DNM in ELA. 35% (13) DNM in science and 50% (22 point gap) DNM in social studies.
- Black students: 10% (1) DNM standards in reading. 20% (12) DNM in ELA. 40% (18) DNM in science and 40% (12) DNM in social studies.

Strengths and Weaknesses identified through prescribed assessments

Each year, the School Improvement Team and grade level teams dig through summative data to identify strengths and weaknesses of the school.

The major strengths we found were: (include percentages)

- ELA in grades 1-5: With the exception of 3rd grade (88%), each grade level achieved 90% or greater meets/ exceeds for the "All" subgroup.
- Reading in grades 1-5: With the exception of 3rd grade (88%), each grade level achieved 90% or greater meets/ exceeds for the "All" subgroup.
- Gifted Students: 96% of gifted students exceeded on the CRCT in the area of reading. 93% of gifted students exceeded on the CRCT in the area of language arts.

The major needs we discovered were: (include percentages)

- Writing: The percentage of students who are at meets/exceeds in the area of writing on state writing assessments is 79% in grades 3 and 5.
- Science: The percentage of students who are at meets/exceeds in the area of science on the CRCT is 77.7%
- Social Studies: The percentage of students who are at meets/exceeds in the area of social studies on the CRCT is 71.9%.

Data for all teachers including CTAE, Special Ed, & Media

See section b

Teacher Retention Data

	2012	2011	2010	2009	2008
Allatoona Elementary	97%	90.5%	86%	94%	96%

Develops goals and objectives based on formative and summative assessments.

Goals and objectives will be developed in the Project Plan section based on needs assessment results of survey and assessment data.

Includes additional district prescribed data such as universal screeners, formative and summative benchmark data as well as diagnostic literacy assessment:

> The Literacy Team completed a comprehensive "data based" needs assessment. Data from the CRCT, 3rd and 5th Grade Writing Assessments, DIBELS, GKIDS, and Pre-K PALS assessments were used to evaluate the state of literacy instruction and learning at Allatoona. Summative data was broken down by grade level and subgroups to identify strengths and weaknesses. Formative data, such as DIBELS, provided additional perspectives on the root causes of the weaknesses.

Teacher participation in professional learning communities.

Professional Learning Program 2010-2012	Hours	% of staff Attended
CCGPS Rollout	20 hours	60%
Power Writing	2 hours	60%
K, 3-5 Imagine It! Training	3 hours	28%
Promethean Software Board Training	4 hours	25%
Depths of Knowledge	2 hours	60%
DIBELS Next Training	2 hours	60%

Project Plan, Procedures, Goals, Objectives and Support

Goal 1   Provide a summer "intervention-prevention" academy for at risk K-1 students.

Current Best Practices:
1. Ongoing intervention before, during, and after school.
2. Implementation of core program and researched-based intervention programs.
3. Teacher training in implementation of CCGPS.

Objectives:
1. Train teachers in evidence based literacy practices (The Why, pg. 131).
2. Provide high quality instruction in vocabulary, oral language, and comprehension (Dikinson, et al, (2003); The Why pg. 61).
3. Screen students for receptive and expressive language difficulties as well as receive intense support in phonological and phonemic awareness, word recognition, decoding, and fluency (Johnson, et al, 2011; The Why pg. 102).

Funding Sources:
1. Partially funded through Title II (Reading Endorsement candidates)
2. SRLCG (Materials for summer academy)

Goal 2   Increase student achievement in grade level fluency and comprehension
Current Best Practices:
1. Ongoing universal screening and progress monitoring of decoding, fluency, and comprehension.
2. Implementation of core program and researched-based intervention programs.

Objectives:
1. Students apply grade level phonics and word analysis skills (Report of the National Reading Panel (2000); The Why, pg. 64)
2. Teachers will identify high priorities within the core program in all grades to ensure that the 90-minute reading block is efficiently addressing critical skills needed for fluency and comprehension proficiency (The What, pg. 5)
3. Administrators will conduct literacy walk-throughs to monitor effectiveness of instruction, instructional choices, and levels of differentiation needed to maximize the 90-minute reading block (The What, pg.5)

Funding Sources:
1. Title I (Existing researched-based programs)
2. Title III (ELL teacher purchases materials to supplement core program)
3. SRLCG (Funding items in budget)

Goal 3   Integrate literacy in content areas

Current Best Practices:
1. Horizontal planning in which content area teachers collaborate in identifying ways to integrate literacy into math, science, and social studies.
2. Implementation of several writing programs to improve student skill levels.
3. Using existing technology to provide opportunities for integrating literacy skills in the content areas.

Objectives:
1. Provide teacher training in reading and writing across the curriculum (Writing to Read, 2010; The Why, pg. 49).
2. Utilize a common framework to teach academic vocabulary across content areas (Marzano, 2005).
3. Provide teachers time to collaborate on horizontal and vertical teams to develop guiding expectations that will be used to gauge success in implementing reading, vocabulary, and writing cross-curricular goals (The What, pg. 7). (Funded through Title I)
4. Provide school-wide access to 21st century technology resources (Partnership for 21st Century Skills, 2009; The Why, pg. 56).

Funding Sources:
1. Title I (Existing core program materials and summer planning)
2. Title II (Additional teacher training)
3. SRLCG (Technology to engage students in 21st century learning circumstances)

Goal 4   Differentiation at the Core Level

Current Best Practices:
1. Workstations are utilized to provide multiple learning experiences (not necessarily differentiated).
2. Teachers provide differentiated instruction while working with small groups in the reading, ELA, and math blocks.

Objectives:
1. Increase the effectiveness of independent reading and writing workstations by creating differentiated choice boards that address student readiness levels, interests, and learning styles (The What, pg. 10).
2. Create common formative assessments that teachers can utilize to form differentiated groups based on student readiness levels (Wren, 2008; The Why pg. 98).

Funding Sources:
1. Title I (Supplemental pay for summer planning)
2. SRLCG (Technology to differentiate group and independent instruction)

Goal 5   Increase teacher understanding of how to select and implement interventions

aligned to student needs.

Current Best Practices:
1. Ongoing universal screening and progress monitoring of decoding, fluency, and comprehension.
2. Implementation of Bartow County Intervention Continuum.

Objectives:
1. Provide teachers with diagnostic assessments that confirm results of universal screenings and identifies root causes of student weaknesses (The What, pg. 12). (Funded by Title 1)
2. Train teachers to use data to diagnose student needs, place the student in the correct tier of intervention, implement and progress monitor interventions, and determine next steps (The Why, pg.133).
3. Create an RTI team to check teacher fidelity to the interventions selected to increase student achievement (The What, pg. 12).

Funding Sources:
1. Title I (Existing core program materials)
2. Title II (Additional teacher training)
3. SRLCG (Funding diagnostic assessment instruments)

Goal 6   Increase student and teacher access to multiple modes of text via technological resources.
Current Best Practices:
1. Use of interactive projectors to increase student engagement in lessons.
2. Use of current technology to engage students in online learning opportunities.

Objectives:
1. Provide student access to 21st technology (Getting Smart, Pullen, 2012; Center for Digital Education, 2004).
2. Increase opportunities for students to produce reading and writing assignments using a variety of technological resources (The What, pg. 10).
3. Provide teachers with the necessary professional learning needed to shift from a knowledge/information based instructional model to a model that demonstrates to students how to use their electronic devices (Journal of Technology and Teacher Education, Hartnell-Young, 2006).

Funding Sources:
1. Title I (Maintain/ replace existing technology).
2. SRLCG (Increase percentage of students participating in one to one opportunities).

Formative and Summative Assessment of Goals and Objectives

- The intervention program will decrease summer regression of at-risk Kindergarten and 1st grade students.

- The use of ongoing formative assessments and choice boards to differentiate instruction will lead to a 5% decrease in the achievement gap of SWD, ELL, and Black students compared to the All subgroups.

- With an increase of disciplinary literacy, 85% of 5th graders will meet or exceed on the 2013 5th Grade Writing Assessment. 50% of 3rd-5th grade students will exceed on the reading and ELA sections of the CRCT. 90% of 3rd-5th grade students will meet or exceed on the science and social studies sections of the CRCT.

- An increase in vocabulary acquisition will improve students' ability to read fluently in a variety of genres. As a result, a minimum of 85% of 2nd-5th grade students will benchmark at the core level on end of year Oral Reading Fluency measures.

- As more 21st century technology becomes available, 90% of 1st-5th grade students will be engaged in their reading and writing assignments (end of year student survey).

Grade Level Schedules

Kindergarten

8:00-8:40 Specials

8:45-10:30 Reading

10:30-11:30 ELA

11:30-12:05 Lunch

12:05-12:20 Recess

12:20-1:00 Science/SS

1:00-2:30 Math

1st grade

8:00-8:30 Differentiated Reading Intervention

8:30-8:55 Core Vocabulary Read Aloud

8:55-9:40 Specials

9:40-11:15 Reading

11:15-12:05 ELA

12:05-12:40 Lunch

12:40-12:55 Recess

12:55-2:00 Math

2:00-2:38 Science/SS

2nd grade

8:00-8:30 Differentiated Reading Intervention

8:30-10:00 Reading

10:00-10:45ELA

10:45-11:15 Science/SS

11:20-11:55 Lunch

11:55-12:05 Recess

12:05-12:50 Specials

12:50-1:05 Recess

1:05-2:38 Math

3rd grade

8:00-8:30 Differentiated Reading Intervention

8:30-10:00 Reading

10:00-10:50 Special Areas

10:50-11:25 Lunch

11:25-11:35 Recess

11:35-12:30 ELA

12:30-2:00 Math

2:00-2:38 Science/SS

4th Grade

8:00-8:30 Differentiated Reading Intervention

8:30-9:30 Reading *

9:30-10:30 ELA *

10:30-11:05 Lunch

11:05-11:50 Specials

11:50-12:00 Recess

12:00-1:30 Math*
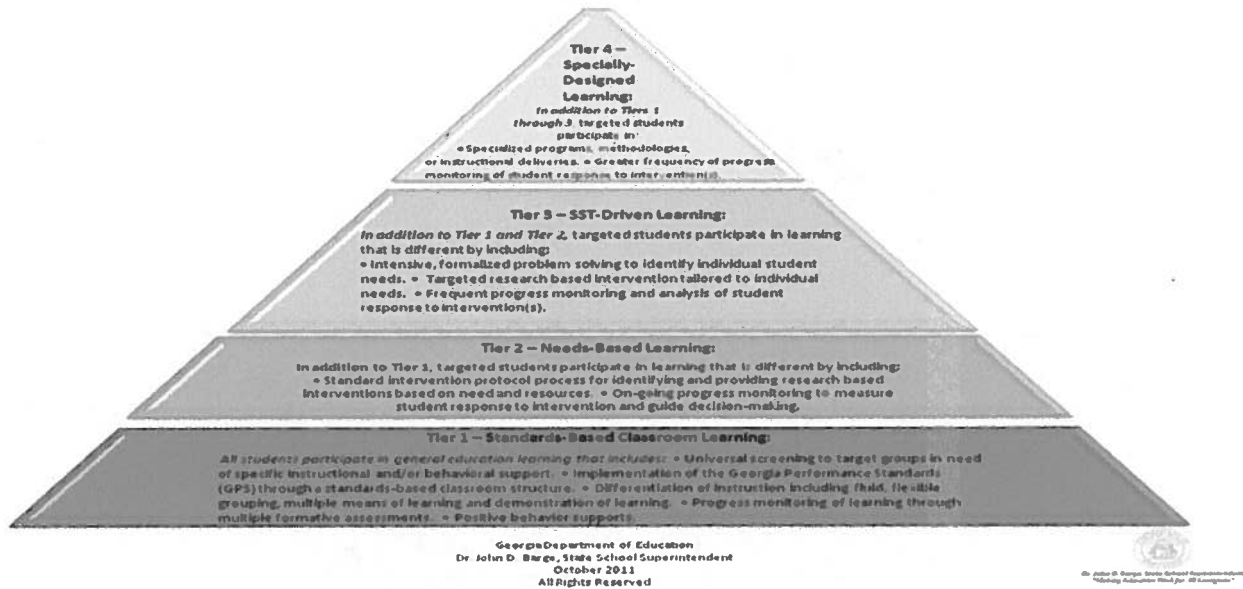
1:30-2:30 Science/SS *

5th grade

8:00-8:30 Differentiated Reading Intervention

8:30-9:30 Reading*

9:30-10:30 ELA*

10:30-11:00 Science/SS*

11:00-11:35 Lunch

11:35-11:45 Recess

11:45-12:15 Science/SS*

12:15-1:45 Math*

1:45-2:30 Special Areas

*Indicates content area literacy instruction

Response to Intervention
The Georgia Student Achievement Pyramid of Interventions

Tier 4 –
Specially-
Designed
Learning:
In addition to Tiers 1
through 3, targeted students
participate in:
• Specialized programs, methodologies,
or instructional deliveries. • Greater frequency of program
monitoring of student response to intervention(s).

Tier 3 – SST-Driven Learning:
In addition to Tier 1 and Tier 2, targeted students participate in learning
that is different by including:
• Intensive, formalized problem solving to identify individual student
needs. • Targeted research based intervention tailored to individual
needs. • Frequent progress monitoring and analysis of student
response to intervention(s).

Tier 2 – Needs-Based Learning:
In addition to Tier 1, targeted students participate in learning that is different by including:
• Standard intervention protocol process for identifying and providing research based
interventions based on need and resources. • On-going progress monitoring to measure
student response to intervention and guide decision-making.

Tier 1 – Standards-Based Classroom Learning:
All students participate in general education learning that includes: • Universal screening to target groups in need
of specific instructional and/or behavioral support. • Implementation of the Georgia Performance Standards
(GPS) through a standards-based classroom structure. • Differentiation of instruction including fluid, flexible
grouping, multiple means of learning and demonstration of learning. • Progress monitoring of learning through
multiple formative assessments. • Positive behavior supports.

Georgia Department of Education
Dr. John D. Barge, State School Superintendent
October 2011
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Opportunities for Tier 2 or Tier 3 Support

7:30-8:00 Math intervention for targeted 2nd-5th grade students (daily)

8:00-8:30 School-wide literacy intervention (daily)

2:30-4:00 After School Tutoring Program for 3rd-5th at risk students (twice weekly beginning in January)

The Title I pullout schedule:

8:00-8:30 1st grade intervention

8:30-9:45 2nd grade reading

9:45-11:00 1st grade reading

11:00-11:30 Kindergarten reading

1:05-1:35 2nd grade math

1:35-2:05 1st grade math

2:05-2:35 Reading Eggs (Computer Lab)

Bartow County School System: Allatoona Elementary School

Assessment/Data Analysis Plan

Current assessment protocol:

Assessment	Purpose	Skills	Frequency	Grade Levels Assessed
PALS	Screening Progress Monitoring Outcome	Alphabetics Phon. Awareness Concepts of Print Oral Language	3 times a year	Pre-K
PPVT4 Form A/B	Screening Progress Monitoring Outcome	Vocabulary Oral Language	2 times a year	Pre-K
CLASS	Teacher Student Interactions	Classroom Environment	1 time a year	Pre-K
DIBELS Next	Screening and Progress Monitoring	Phonemic Awareness, Alphabetics, Fluency	Screening 3 times a year/ PM as needed	K-5
Benchmark Assessment	Progress Monitoring	ELA from CRCT	3-4 times a year	1st-5th
CRCT	Outcome	ELA, Reading	Once annually	3rd-5th
Access for ELL	Screening	Language	Once annually	K-5th

Assessment	Data Analysis Protocol
PALS	Data is analyzed after each of the three screenings to evaluate effectiveness of the Pre-K literacy program and to determine small groups for differentiated instruction.
PPVT4 Form A/B	Data is analyzed after each of the two screenings. Based on outcomes, the teacher adjusts vocabulary instruction and oral language development opportunities for individual students.
CLASS	The observer meets with the teacher to discuss strengths and weaknesses of the classroom learning environment.
DIBELS Next	DIBELS data is analyzed on an ongoing basis. The three yearly benchmark screenings are used by grade levels and administrators to analyze strengths and weaknesses of the core reading program and to determine student need for intervention. Progress monitoring data is

	examined weekly to determine the effectiveness of interventions selected. The principal uses DIBELS Next data to advise teachers on when students should move up and down the RTI pyramid.
Benchmark Assessments	OAS, Coach, and Study Island benchmark assessments are analyzed to determine effectiveness of CCGPS instruction. Teachers make adjustments to the instructional calendar based on data obtained from analysis. The data is broken down by subgroup to identify any gaps that may be developing as the year progresses.
CRCT	CRCT data is thoroughly analyzed by the School Improvement Team, grade level teams, and individual teachers to determine strengths and weaknesses of all subgroups. The test is broken down by content domains to determine areas of need for outgoing and incoming students.
Access for ELL	ACCESS data is analyzed by the ESOL teacher and the principal to determine the percentage of students who moved from one performance band to the next. Each year ACCESS and CRCT data is correlated to determine the best time to pull ELLs for ESOL class.

An examination of the SRCL Grant Assessment Chart revealed the need for ALES to add the Informal Phonics Inventory (IPI) to its assessment calendar. The assessment will be given to students in grades K-3 three times a year to measure decoding abilities. The IPI will provide ALES with a much-needed diagnostic instrument to verify results obtained by the DIBELS Next measures, which tend to over identify student weaknesses. The assessment will also provide teachers with next steps as they intervene on behalf of their students.

A second assessment that will be needed is the Informal Phonics Screener (IPS). The IPS will be administered during the DIBELS Next Benchmark periods. It will be used to progress monitor students at risk as needed, but at least monthly.

To meet the goals of our Literacy Plan, ALES will also need to develop common formative assessments for each grade level. Horizontal and vertical teams will analyze the results of the assessments to inform instruction.

As our assessment protocol aligns to that of Striving Readers, no assessments will be discontinued.

Training teachers will need to implement any new assessments.

The Needs Assessment Survey identified analyzing student data to determine appropriate needs as a priority of teachers. Specifically, teachers need assistance in choosing the most appropriate intervention based on the assessment results. Training will be needed in effective administration, scoring, and analysis of the Informal Phonics Inventory. Additional training will be provided in developing quality formal assessments and how to group students based on assessment results.

How data is presented to parents and stakeholders.

Data is presented to parents at parent conferences that occur throughout the year. CRCT data is posted on a bulletin board in the entrance atrium of our school building showing ALES compares to the rest of Bartow County. In addition, data is shared with parents and stakeholders during the School Improvement planning process, at the annual Title I meeting, at School Council Meetings, on the school website, and in school newsletters.

How data will be used to develop instructional strategies and determine materials needed.

During the School Improvement planning process, the team desegregates CRCT data to develop an implementation plan that includes identifying instructional strategies and materials needed to achieve its measurable goals. The team investigates the strategies and materials to confirm that there is research to support their implementation. Consensus much be reached by the team before adding an instructional strategy or materials to the plan. While CRCT data has been the primary source of data, future teams will utilize put more emphasis on Pre-K assessments, DIBELS, and ACCESS results to acquire a more complete picture of the state of literacy at ALES.

A plan detailing who will perform assessments and how it will be accomplished

Assessment	Person(s) Performing Assessment	Assessment Administration Details
PALS PPVT4 Form A/B	Pre-K Teacher	During the administrations of the assessments, district Pre-K teachers will test a class different than their own. Students will be pulled to a quiet location while the rest of the class is supervised by a paraprofessional.
CLASS	Site Director	The site director will make an unannounced visit to

		the Pre-K classroom to complete the CLASS data instrument.
DIBELS Next	K-5 Teachers	K-5 teachers will administer the DIBELS Next benchmarks with their own students. The rest of the class will work on independent assignments during the time it takes to administer the probes. If needed, a paraprofessional can be assigned to monitor the classroom.
IPI	K-5 Teachers	The IPI will be administered during the same testing window as the DIBELS Next assessment. The same procedures will be in place.
Benchmark Assessments	K-5 Teachers Special Education Staff ESOL Teacher	Benchmarks will be given in the areas of ELA, Math, and Science three times each year. The benchmarks will be completed online via the state Online Assessment System. Support teachers will be utilized to administer the benchmarks according to accommodations dictated in IEPs and TPCs.
ACCESS	ESOL Teacher	The ACCESS test will be administered to small groups of cluster students during a testing window beginning in January and ending in March.
CRCT	**All certified staff**	The CRCT will be administered in April according to the guidelines set by the Georgia DOE. All certified staff will be utilized as examiners to administer the tests to whole classes, small groups, and individual students.

Resources, Strategies and Materials (Existing and Proposed)
Including Technology to Support the Literacy Plan

Resources needed to implement the literacy plan including student engagement (Funds provided through SRCL grant)
- Updated classroom libraries, including nonfiction texts aligned to science and social studies GPS
- Classroom sets of leveled texts to support the scientifically evidence-based core literacy program
- Scientifically research-based reading materials to support the intervention block (K-2)

A list of activities that support literacy intervention programs
- Additional time (including before and after school) built into schedule to allow for intervention
- Scheduling changes necessary for literacy instruction
- Use of Title I teacher to deliver intervention programs to struggling students in grades K-2

A list of shared resources (Title I and local funding)
- Scientifically research-based core program
- Classic core vocabulary read aloud books by grade level
- Read aloud library for kindergarten
- Research-based, scientifically evidenced Kindergarten core literacy program
- Research-based, scientifically evidenced intervention materials (K-2)
- Research-based, scientifically evidenced reading materials (3-5)
- Science and Social Studies expository texts
- Recently published gold standard evidenced based intervention materials

A general list of library resources or a description of the library as equipped (Title I, local funding, and school fundraising)
- Current library resources
  - 11,723 books available for student and teacher check-out
- 6 computers available for student's use
- Novel sets
- Common Core Literature Titles

A list of activities that support classroom practices
- Daily collaborative planning time
- Uninterrupted literacy instruction
- Pacing guide and curriculum map aligned with CCGPS
- Intervention programs

A list of additional strategies needed to support student success.
- Evidence-based, instructional literacy best practices
- Literacy based differentiated choice boards for each unit of each content area

- Training in reading and writing across the content areas
- Professional learning and coaching in implementation of interventions with fidelity
- Strategic instruction model and training for content enhancement strategies in content areas
- Multiple means of accessing diverse media to obtain and present informational text

A general list of current classroom resources for each classroom in the school (Title I funding)
- Scientifically research-based core program
- Core literacy program for grades K-5 with a school, home, and inquiry technology piece
- Shared leveled texts and resources support the program.
- Systematic, explicit phonological and phonemic awareness program at the kindergarten level
- Read aloud lessons for kindergarten

A clear alignment plan for SRCL and all other funding

	SRCL	Title I	Additional Funding*
Resources to implement Literacy Plan including student engagement	21st Century Technology Leveled texts Non-fiction texts aligned to science and social studies (GPS)	Interactive projectors Classroom computers	Guest authors (PIE) Writing contests (PIE)
Activities that support literacy intervention programs	Additional supplies to supplement current interventions	RAVE-O Corrective Reading Title I teacher	Supplemental books (T3) Sound Partners (LF) Stepping Stones to Literacy (LF) Language for Learning (LF)
Shared resources	Lego Robotic Kits Remote access program E-books and E-texts STEM Lab	Core reading program (K-5) Social Studies and Science supplemental materials Next Navigator Write Score Study Island	Intervention programs (LF)
Library resources	Remote access program E-books and E-texts Additional common core reading titles	Interactive projector Computers Printer Common Core Literature Titles	New Books (LF) (FR) Materials for engagement activities (LC) Novel sets (LF) (FR)

Activities that support classroom practices	Building Academic Vocabulary	Intervention programs	Pacing Guide and Curriculum Map (T2) Intervention programs (LF)
Additional strategies needed to support student success	Technology training Universal Design for Learning training STEM training/ conferences	Technology training Data Digs	Professional Learning (T2)
Current classroom resources	NA	Core reading program Intervention programs Phonological/ Phonemic Awareness Kindergarten Program	Core math program (LF) Core science program (LF) Core social studies program (LF) ESOL program (T3)

*Additional funding includes Title II (T2), Title III (T3), local funding (LF), fundraisers (FR), donations from Partners in Education (PIE)

Demonstration of how any proposed technology purchases support RTI, student engagement, instructional practices, writing, etc.

It is a goal of ALES to incorporate the Universal Design for Learning (UDL) guiding principles into our disciplinary literacy, which will greatly impact RTI, student engagement, and instructional practices.

	RTI	Student Engagement	Instructional Literacy Practices
21st Century Technology	Online intervention programs and provides options for perception (UDL 1). Optimizes access to tools and assistive technologies (UDL 4).	Provides options for expression and communication (UDL 5)	Daily individualized practice and application in matching the needs of the 21st century learner. Provides options for comprehension (UDL 3).
STEM Resources	Offers alternative ways of presenting auditory and visual information (UDL 1).	Enables students to experience the work of scientists, technologists, engineers, and	Optimizes individual choice and autonomy enabling expression in multiple content areas (UDL 7).

		mathematicians. Provides options for recruiting interest (UDL 7)	
21st Century Technology	K-2 location for online group interventions. Optimizes access to tools and assistive technologies (UDL 4).	Enables K-2 students to have individualized practice and application in matching the needs of the 21st century learner multiple times each week. Provides options for comprehension (UDL 3).	Individualized practice and application in matching the needs of the 21st century learner. Provides options for comprehension (UDL 3).
Document Cameras	Expands use of limited RTI resources	Expands the use of limited resources	Provides options of customizing the display of information and alternatives for visual information (UDL 1)
Digital book publishing software	Guided writing practice, speech-to-text capability, spelling and vocabulary expansion (UDL 1).	Allows students to use multiple tools for construction and composition (UDL 5).	Enables teachers to incorporate school-wide common rubrics into writing assignments and provide mastery-oriented feedback to students (UDL 8).
Lego Robotic Kits	N/A	Optimizes relevance, value, and authenticity of STEM related fields (UDL 7).	Guides information processing, visualization, and manipulation.

Professional Learning Strategies Identified on the Basis of Documented Needs 10 points

The application includes:
Professional learning activities that staff have attended in the past year.

Professional Learning Program 2010-2012	Hours	% of Staff Attended	Evidence of Implementation* (1 to 5 scale)
CCGPS Rollout	20 hours	60%	4
Power Writing	2 hours	60%	2
K, 3-5 Imagine It! Training	3 hours	28%	4
Promethean Software Board Training	4 hours	25%	2
Depths of Knowledge	2 hours	60%	2
DIBELS Next Training	2 hours	60%	5
Data Dig/CRCT Domain Strengths/Weaknesses (Teacher/Student)	8 hours	50%	3

* Ratings based on anecdotal evidence compiled by administrators during classroom walk-throughs

A detailed list of ongoing and upcoming professional learning

Professional Learning Program 2012-2013	Hours	Anticipated % of Staff Attendance	Evidence of Implementation (1 to 5 scale)
Upgrading the Curriculum and Assessment for the 21st Learner	4 hours	75%	TBD
ELA Instructional Guidance for K-2 or 3-5	1 hour	75%	TBD
Thinking Maps	4 hours	75%	TBD
Making Challenging Texts Accessible	2 hours	75%	TBD
Promethean Software Board Training (continued)	4 hours	25%	TBD
Facilitating Student Led Discussions	2 hours	75%	TBD
From Bach to Lady Gaga (Universal Design for Learning)	1 hour	75%	TBD
Universal Design for Learning and Differentiation (2 parts)	3 hours	75%	TBD
Total Professional Learning Hours	21 hours		

The programmatic professional learning needs identified in the needs assessment.

Anticipated Professional Learning Program 2013-2014	Hours	Project Plan Goals/ Objectives Addressed	Literacy Plan Building Block Addressed
Utilizing Technology to Engage Learners	8 hours	Goal 6: Objectives 1, 2	1, 2, 3
Using Choice Boards to Differentiate Learning	4 hours	Goal 4: Objectives 1, 2	1
Building Academic Vocabulary	4 hours	Goal 3: Objective 3	1, 2
Professional Learning Communities at Work: Using Common Assessment Data to Collaboratively Plan (Book Study)	8 hours	Goal 5: Objectives 2, 3	1, 2, 3, 4
Using Diagnostic Tools to Dig Deeper into Student Learning Issues	4 hours	Goal 2: Objectives 1, 2 Goal 5: Objective 1, 2	3, 5
Effective Strategies for Reading and Writing Across the Content Areas	2 hours	Goal 3: Objective 1, 2	1, 2, 4
Total Professional Learning Hours	30 hours		

Method of measuring effectiveness of professional learning that can be tied back to goals and objectives

The method of measuring effectiveness of professional learning:
- Administration will conduct formal observations to gauge utilization and effectiveness of professional learning strategies and objectives.
- The Literacy Team will conduct informal walk-throughs of all classrooms to ensure utilization of professional learning strategies and instructional practices.
- Teachers will use formative assessments to measure student gains related to the objectives of the professional learning. Adjustments to instruction will be made on an as-need basis reflective of the data.
- Benchmark (OAS, DIBELS, Coach), GKIDS, and CRCT summative data will be used to assess the overall effectiveness of professional learning and used to determine the need for follow-up training.

The Literacy Team will develop rubrics correlated to professional learning objectives that will be utilized during formal and informal observations. Teachers will be rated on each objective using a rating scale. The scale will range 1 through 5 with 5 being fully operational and 1 being emergent. The Literacy Team will analyze the data and create an overall effectiveness score for the school. This score will determine if further training is needed: individual, grade level, or school-wide.

ALES Sustainability Plan

The table below provides information on how we will continue to maintain the resources, strategies, and materials obtained during the SRCLG funding window.

	Title I	Title II	Title III	Local, Partners in Education, Fundraisers
Extending Assessment Protocols	✓		✓	
Literacy Intervention Programs	✓			✓
Training New Employees		✓		
Maintaining Technology	✓		✓	✓
Ongoing Professional Learning	✓	✓	✓	✓
Replacing Print Materials	✓			✓
Expanding Lessons Learned	✓	✓		✓

Maintaining Funding

Allatoona will have six major sources of funding in the years following Striving Readers:

- **Title I-** ALES has averaged $118, 626 of Title I funding the last three years. Annual funding will be utilized to sustain most of the resources, strategies, and materials purchased through SRCLG.

- **Title II-** Bartow County provides training throughout the year using Title II funds. Striving Reader schools will identify common weaknesses to inform the professional learning choices of the district.

- **Title III-** Title III funds will be utilized to replenish assessment materials, maintain technology in the ESOL classroom, and send the teacher to trainings.

- **Local Funding-** Profits from the ALES After School Program provides substantial funding on quick notice.

- **Partners in Education-** ALES is fortunate to have several partners that contribute funding to the school: Cobb EMC, Bartow Education Foundation, and our PTO. The Literacy Team, as mentioned in our plan, will utilize social media technology to spark within our community stakeholders an interest in our school. From there, members of the team will make contact with local businesses to add to our list of partners.

- **Fundraisers-** Allatoona is able to generate funding from sale proceeds from the following sources: pictures, yearbooks, ice cream, school store, and cookie dough.

Maintaining Resources, Strategies, and Materials

Assessment Protocols Materials

Assessment protocols established during the SRCLG window will be maintained. The plan for administering the various assessments will be monitored by the principal with adjustments taking place as needed. An inventory will take place at the end of the year to determine if replacement materials should be ordered.

Print Materials and Intervention Programs

At the end of each year, the principal conducts an inventory of all print and intervention program materials. Title I and Local Money is used to purchase replacements and to invest in new programs as the need arises.

Training New Teachers

Allatoona will maintain a cadre of expert teachers who are well versed in prior staff developments. Experts will develop reference material packets that can be given to new teachers.

The principal will be responsible for directing new teachers to the appropriate expert and conducting follow ups.

Maintaining Technology

The principal will work with the technology specialist to identify needed repairs and replacements. The site license renewal calendar will be maintained by the principal. This information will be presented to the School Improvement Team so that an appropriate amount of Title I and Local funds can be allocated.

Professional Learning

Trainings that are offered by Bartow County (Title II) will continue to be utilized to increase teacher skill levels. A portion of Title I monies will be set aside each year to provide training in areas that are identified as needs by the School Improvement Team. Local funding will be utilized to pay for professional learning that becomes necessary as the year progresses.

Expanding Lessons Learned

The implementation of Allatoona's Literacy Plan will be a process guided by analysis and reflective questioning. The Literacy Team will be responsible for identifying the successes and failures of the plan. Funding from all six sources will be used to make necessary adjustments. Allatoona will share its successes and failures with other schools in the system through social media and district meetings.

Budget Summary

Allatoona will use funds from the Striving Readers Grant to improve teacher effectiveness through training and expand technology to engage students in 21st century literacy opportunities. School leadership, through the administration and the Literacy Team, will serve as the facilitators of the growth of new achievement through enhanced literacy involvement using reading in all content areas, technology, and interventions provided by well trained teachers. The teacher training, technology, and materials provided by the Striving Readers Grant will help the students of Allatoona Elementary to become successful readers and prepare them for College and Career Readiness.

Instructional Initiatives:

- STEM
- 21st Century Technology
- Remote access program in labs for viewing students' screens
- E-books library and e-texts
- Digital book publishing software
- Lego Robotic Kit
- Imagine It Decodable Books (1 set per classroom)

Professional Learning Initiatives:

- Disciplinary literacy
- Building Academic Vocabulary
- RTI
- Diagnostic assessment training
- Universal Design for Learning
- Professional learning communities
- Use of classroom technologies
- How to analyze data and use it to inform instruction
- Literacy training for community stakeholders
- STEM conferences/institutes
- Using choice boards to differentiate learning

ALES Budget Table

Budget Items		
Item	**Quantity**	**Unit Amount**
21st Century Technology	1	TBD
e-books library and e-texts	TBD	TBD
Digital book publishing software	TBD	TBD

Lego Robotic Kit	5	$129.95
Imagine It Decodable Books (1 set per classroom)		TBD

Professional Learning		
Disciplinary literacy	TBD by CO	
Building Academic Vocabulary	TBD by CO	
RTI	TBD by CO	
Diagnostic assessment training	TBD by CO	
Universal Design for Learning	TBD by CO	
Professional learning communities	TBD by CO	
Use of classroom technologies	TBD by CO	
How to analyze data and use it to inform instruction	TBD by CO	
Literacy training for community stakeholders	TBD by CO	
STEM support and training	TBD by CO	
Using choice boards to differentiate learning	TBD by CO	

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