GEORGIA DEPARTMENT OF EDUCATION
Striving Readers Comprehensive Literacy Program
LEA Grant Application
System Cover Sheet.

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

Sub-grant Status

_____Large District (45,000 or more students)

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

___X___ Small District (0-9,999 students)

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

X	School District		Community-based Organization or other Not-for-Profit Organization
	Regional/Intermediate Education Agency		Nationally Affiliated Nonprofit Agency- other

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.
Name of **Fiscal Agent's** Contact Person: Dr. Gayland Cooper

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

Address: 508 East Second Street

City: Rome   Zip: 30161

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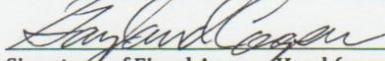
[signature]
Signature of Fiscal Agency Head (required)

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

Superintendent
Typed Position Title of Fiscal Agency Head (required)

December 14, 2011
Date (required)

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Rome City Schools Narrative

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

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

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

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

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

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

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

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

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

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

1. Increase the high school graduation rate of all subgroups.
   - Continue a Response to Intervention Program (RTI) in Grades K-12.

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

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

4. Improve workforce readiness skills.
   - Increase graduation rate in the Career, Technical, and Agricultural Education (CTAE) Program.

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

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

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

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

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

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

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

1. The teacher uses an organizing structure to plan and deliver instruction: opening, work period, and closing.

2. The teacher demonstrates research-based practices that engage students in learning.

3. The teacher emphasizes and encourages all learners to use higher-order thinking skills, processes, and "habits of mind."

4. The teacher communicates clearly the learning expectations using both the language of the standards (LOTS) and strategies that reflect a standards-based classroom.

5. The teacher uses formative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement on the Georgia Performance Standards.

6. The teacher uses a variety of summative strategies to evaluate student achievement relative to mastery of the Georgia Performance Standards.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Eligibility of Schools and Centers.

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

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

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

		AYP Status	N DNM CRCT Grade 8	% DNM CRCT Grade 8
Interval			Yes	

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

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

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

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

Experience of the Applicant.

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

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

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

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

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

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

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

Aligned Use of Federal and State Funds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

GEORGIA DEPARTMENT OF EDUCATION
Striving Readers Comprehensive Literacy Grant

School and Center Cover Sheet

DOE Use Only Date and Time Received:	DOE Use Only: Received By:	DOE Use Only: Project Number
School Name: Main Elementary School		**Total Grant Request:** $250, 000
System: Rome City Schools	**School Contact Information:**	
	Name: Anita C. Cole	**Position:** Principal
Number of Students	**Phone Number:** 706-295-7180	**Fax Number:** 706-235-4930
	Email Address: acole@rcs.rome.ga.us	
256		
Number of Teachers		
24		
Free/Reduced Lunch % 100%		
Principal's Name: Anita C. Cole	**Other Reform Efforts in School:**	
	Principal's Signature: *Anita C. Cole*	

Main Elementary School Striving Readers Grant Application

School History. Main Elementary School, a Blue Ribbon School (2005-2006) is one of seven elementary schools in the Rome City School System. Main Elementary School serves approximately 260 students in grades Pre-Kindergarten through Sixth. Main Elementary has always been fully accredited by SACS. It has also been awarded Pay for Performance by the Georgia Department of Education. The school was one of sixteen exemplary programs selected to be a part of the Seventh Annual Bus Trip Across Georgia sponsored by the Georgia Partnership for Excellence in Education (GPEE).

The original Main School has deep roots in African American history, and it is listed on the National Registry of Historical Places. Main Elementary, as it is known today, was established in 1956. Main Elementary enjoys a rich history that is respected and celebrated in the community. Many members of the community attended school at Main High School as it was previously named, and the school remains a symbol of community pride.

The faculty is very supportive of students with special needs. The regular education teachers are open to co-teaching and collaborative planning for special education students. All of our special needs students attend classes where the inclusion model is implemented for the majority of the segments where they receive special education services.

Our population of English Learners (EL) students is increasing. The EL teacher works closely with the regular education teachers to provide support for the students who have language barriers. The regular education teachers plan instruction and interventions to help students with limited English proficiency.

All teachers at Main Elementary have highly qualified status for the area in which they are currently teaching. The chart below provides information about the faculty and staff at Main Elementary School.

Position	Number of Personnel	Status (Full time, Half time, etc.)
Chief Administrator and Principal	1	Full time
School Secretary	1	Full time
Guidance Counselor	1	Part time (2 days per week)
Media Specialist	1	Full time
Title I Reading and Math Teacher	1	Half time
Speech and Language Pathologist	1	Contract basis (serves 17 students - Phonemic Awareness, Pre-K and Kindergarten)
Duty-free Lunch Monitor	1	Half time
School Nurse	1	Part time (2 days per week)
Title I Parent Involvement Coordinator	1	Half time
Classroom Support Paraprofessional	1	Half time
Classroom Support Paraprofessional	1	Full time
Special Education Paraprofessional	2	Full time
Pre-kindergarten Paraprofessional	1	Full time
Math Coach	1	Full time
Literacy Coach	1	Full time
Physical Education Teacher	1	Full time
Gifted Teacher	1	Half time
Special Education Teachers	2	Full time
Regular Classroom Teachers	13	Full time
Pre-kindergarten Teacher	1	Full time

Administrative and Teacher Leadership Team Members.

- Principal, Ms. Anita Cole (Serving in her first year as Principal)
- Literacy Coach, Mrs. Laura Gafnea (Serving Pre-K-6)
- Math coach, Mrs. Jessi Presley (Serving Pre-K-6)
- Lead teacher for special education services, Mrs. Kriszti Kilpatrick (Serving K-6)

Past Instructional Initiatives Prior to Standards-Based Instruction.

- Basal reader approach
- Traditional grammar instruction
- Formulaic writing instruction

- Emphasis on basic skills

Current Instructional Initiatives.

- Standards-based instruction as the foundation (workshop model)
- Academic coaches for literacy and math
- Systematic phonics program in Tier I for kindergarten-second grade
- Integration of the content areas of study within the reading and writing workshops
- Response to intervention system to support struggling students
- Regular meetings for Response to Intervention Team and the Student Support Team
- DIBELS Next Benchmarks three times per year
- Use of data from formative and summative assessments to drive instruction
- Read-Write-Talk (Emphasis on comprehension and collaboration in all subjects)
- Independent Reading Time built into the Reading Workshop in grades 3-6
- Strategic collaborative planning for optimal student outcomes in all Instructional Tiers
- Class Keys

Professional Learning Needs. (Based on Annual System-wide needs assessment & literacy needs assessment for Striving Readers Grant.)

- Common Core Georgia Performance standards
- Use of technology to enhance instruction and promote student engagement
- Guided Reading Instruction
- Content Area Literacy
- Differentiated Instruction
- Lexile Reading Levels
- Response to Intervention
- Deeper Study of the Five Essential Components of Reading Instruction
- More in-depth training of Reader's Workshop

Need for a Striving Readers Project. There is a significant need for early intervention and school readiness in our kindergarten population. The 2011 DIBELS Next fall benchmark composite scores revealed that 72% of the kindergarten students, 51% of the first grade students, and 43% of the second grade students did not meet the benchmark. Our students are not making enough gains to achieve the desired outcomes by the end of second grade. We need to close the achievement gaps for our students as they move from primary grades to upper elementary grades.

Professional learning for specific interventions to help students who are not achieving the desired learning outcomes is needed. Parent education programs are needed to show parents how to help students in early literacy development prior to entering pre-kindergarten programs, and to help sustain the early literacy developmental process in the primary grades.

The Georgia State Writing Assessment data indicates that none of the Main Elementary students have exceeded the standard for the past two years. Only 71% of the fifth grade students scored in the meets category on the 2010-2011 Georgia State Writing Assessment.

Teachers need classroom libraries with a variety of genres and reading levels in order for our students to be able to self-select texts at their appropriate reading level. Our existing resources are not adequate to fully implement the CCGPS specifically in the areas of text complexity and difficulty of tasks that are addressed in Appendix B of the CCGPS. We have a significant need for intervention materials to meet the needs of struggling students as indicated by Benchmarks and CRCT data. Rome City Schools administered a system-wide end-of-the-year benchmark in first and second grade. The results of these end-of-the-year benchmarks indicate that 36% of first grade students and 47% of our second grade students did not meet the benchmark. There are two subgroups in our student population: black students and students with low socioeconomic status. The student achievement at Main Elementary School has a direct impact on the Rome High School graduation rate. The two lowest performing subgroups for high school graduation match the subgroups at Main Elementary. We must improve the learning outcomes for minority and low SES students.

We need more technology in our classrooms to maximize student engagement and to provide state-of-the-art classroom presentations in all areas of instruction. Because many of our students do not have access to technology outside of school, it is necessary to expose our

students to technology as possible in order to meet the college and career readiness components of the CCGPS. Furthermore, our students would benefit from electronic readers, electronic books, electronic tablets, and other up-to-date technology to prepare them for the College and Career Readiness Standards as set forth in the CCGPS.

School Literacy Team Members.

- Anita Cole, Principal
- Laura Gafnea, Literacy Coach
- Ashley Hardin, Classroom teacher
- Lisa Johnson, Classroom teacher
- Amanda Mayo, Classroom teacher
- Kriszti Kilpatrick, Special Education teacher

Literacy Team Function.

- Ensure literacy teachers' needs as well as students' needs are met
- Resources are available to meet teachers' needs as well as students' need
- Ensure that system-based and site-based initiatives are implemented
- Plan and set goals for the annual school improvement plan
- Administration of the DIBELS benchmarks throughout the year
- Analysis of the benchmark data to identify the area(s) of need for each student
- Attend collaborative planning meetings with teachers to analyze data & plan interventions
- Assist in grouping students for appropriate interventions
- Ongoing analysis of progress monitoring data to drive intervention plans
- Participate in focus walks
- Participate in instructional rounds

Minutes of the meetings of the site based literacy team. The minutes of the team reflected the following key items:

- Training for Administration of DIBELS Next: Moving from DIBELS 6th Edition to DIBELS Next
- Analysis of DIBELS Next Fall Benchmark results
- Identifying Student Needs based on DIBELS results
- Scheduling for Intervention Groups
- Identifying Weakest Areas of CRCT results for Grades 3-6
- Setting Instructional goals for Reading and English Language Arts in the annual School Improvement Plan
- Setting a Schedule for Progress Monitoring of Intervention Groups

- Items for Focus Walk
- Planning for Instructional Rounds
- Planning the Schedule for Faculty Book Study

Communication of Literacy Team. The literacy team communicates with the faculty and staff through grade level and school-wide faculty meetings. The literacy team disseminates information to teachers regarding benchmark and progress monitoring results as well as the results of the focus walks and instructional rounds that are conducted within the school.

Literacy Team Schedule.

- Weekly meetings with the principal
- Weekly grade level collaborative planning meetings
- Monthly literacy team meetings after school

Literacy Team Initiatives.

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

Student CRCT Data for Main Elementary School

Reading: % of All Students Meeting/Exceeding Standard on CRCT past 3 years			
Grade Level	2010-2011	2009-2010	2008-2009
Grade 1	98%	87%	96%
Grade 2	89%	72%	95%
Grade 3	87%	84%	77%
Grade 4	86%	84%	85%
Grade 5	82%	81%	78%
Grade 6	100%	83%	92%
English Language Arts: % of All Students Meeting/Exceeding Standard on CRCT for Past 3 years			
Grade Level	2010-2011	2009-2010	2008-2009
Grade 1	78%	67%	96%
Grade 2	77%	58%	85%
Grade 3	77%	80%	83%
Grade 4	83%	92%	85%
Grade 5	97%	89%	91%
Grade 6	88%	96%	83%

Math: % of All Students Meeting/Exceeding Standard on CRCT for past 3 years			
Grade Level	2010-2011	2009-2010	2008-2009
Grade 1	83	70	86
Grade 2	75	75	85
Grade 3	70	79	74
Grade 4	91	79	53
Grade 5	80	74	31
Grade 6	91	66	74
Science: % of All Students Meeting/Exceeding Standard on the 2010-2011 CRCT			
Grade Level	2010-2011	2009-2010	2008-2009
Grade 1	NA	NA	NA
Grade 2	NA	NA	NA
Grade 3	53%	69%	68%
Grade 4	79%	38%	54%
Grade 5	58%	63%	41%
Grade 6	21%	38%	36%
Social Studies: % of All Students Meeting/Exceeding Standard on CRCT			
Grade Level	2010-2011	2009-2010	2008-2009
Grade 1	NA	NA	NA
Grade 2	NA	NA	NA
Grade 3	69%	76%	74%
Grade 4	74%	45%	31%
Grade 5	26%	67%	38%
Grade 6	17%	33%	17%

Disaggregation of CRCT by Subgroups

Reading % Meeting and Exceeding Standard on CRCT 2010-2011								
Grade Level	Total %	White	Black	Hisp.	Other	SWD	Econ. Disadvantaged	LEP
Third	87%	NA	88%	NA	NA	NA	88%	NA
Fourth	86%	NA	89%	NA	NA	NA	89%	NA
Fifth	82%	NA	78%	NA	NA	NA	78%	NA
Sixth	**100%**	**NA**	**100%**	**NA**	**NA**	**NA**	**100%**	**NA**
ELA % Meeting and Exceeding Standard on CRCT 2010-2011								
Grade Level	Total %	White	Black	Hisp.	Other	SWD	Econ. Disadvantaged	LEP
Third	77%	NA	77%	NA	NA	NA	80%	NA
Fourth	83%	NA	84%	NA	NA	NA	88%	NA
Fifth	97%	NA	96%	NA	NA	NA	88%	NA
Sixth	88%	NA	90%	NA	NA	NA	94%	NA
Math% Meeting and Exceeding Standard on CRCT 2010-2011								
Grade Level	Total %	White	Black	Hisp.	Other	SWD	Econ. Disadvantaged	LEP
Third	79	NA	70%	NA	NA	NA	70%	NA

Fourth	91	NA	89%	NA	NA	NA	89%	NA
Fifth	80	NA	76%	NA	NA	NA	76%	NA
Sixth	91	NA	89%	NA	NA	NA	89%	NA

Science % Meeting and Exceeding Standard on CRCT 2010-2011

Grade Level	Total %	White	Black	Hisp.	Other	SWD	Econ. Disadvantaged	LEP
Third	53%	NA	46%	NA	NA	NA	46%	NA
Fourth	79%	NA	73%	NA	NA	NA	73%	NA
Fifth	58%	NA	48%	NA	NA	NA	48%	NA
Sixth	21%	NA	15%	NA	NA	NA	15%	NA

Social Studies % Meeting and Exceeding Standard on CRCT 2010-2011

Grade Level	Total %	White	Black	Hisp.	Other	SWD	Econ. Disadvantaged	LEP
Third	69%	NA	64%	NA	NA	NA	64%	NA
Fourth	74%	NA	74%	NA	NA	NA	74%	NA
Fifth	26%	NA	20%	NA	NA	NA	20%	NA
Sixth	17%	NA	10%	NA	NA	NA	10%	NA

Georgia State Writing Assessment Data for Grades Three and Five

Grade Three Writing Assessment Data											
Domains	Ideas			Organization			Style			Conventions		
Writing Genre	DNM	M	E	DNM	M	E	DNM	M	E	DNM	M	E
Informational	28	72	0	47	53	0	56	44	0	50	47	3
Persuasive	16	84	0	19	81	0	20	80	0	40	60	0
Narrative	22	78	0	44	56	0	31	69	0	53	47	0
Response to Lit.	3	97	0	16	84	0	19	81	0	19	81	0

DNM=Does Not Meet   M=Meets   E=Exceeds

Main Elementary School Fifth Grade Writing Assessment Results for 2010-2011.

Main Elementary School had a 71% passing rate on the Georgia Grade Five Writing Assessment at in 2010-2011.

Grade Five Writing Assessment Results	Domains of Writing			
Average Scores in each Domain	Ideas 2.61	Organization 2.61	Style 2.60	Conventions 2.21
Average Scale Score	201			

School High School Graduation Data

Academic Year	All Students	Caucasian	Black	Hispanic	ELL	Economically Disadvantaged
2010-2011	77.5%	82.8%	68.9%	83.3%	54.5%	72.7

Early Learning Readiness. Rome City Schools began administering the DIBELS 6th edition assessment to all Kindergarten through second grade students in 2007. The system began using the DIBELS Next assessment in 2011. The Board of Education has set DIBELS outcome goals that follow the phonological awareness continuum.

Rome City Schools Board of Education Outcome Goals for DIBELS End-of-the-Year Benchmark Assessment in Primary Grades.

- 90% of kindergarten students will meet the benchmark for phoneme segmentation fluency
- 90% of first grade students will meet the benchmark for nonsense word fluency
- 90% of second grade students will meet the benchmark for oral reading fluency

Main Elementary School Results for DIBELS End-of-the-Year Assessment as related to the Rome City Schools Board of Education Early Literacy Goals		
Grade Level DIBELS Data	2010	2011
Kindergarten-Phoneme Segmentation	50%	94%
First Grade-Nonsense Word Fluency	69%	90%
Second Grade-Oral Reading Fluency	48%	56%

Teacher Retention Data. The faculty at Main Elementary has remained consistent. During the last 3 years, there have been 3 teachers to leave the school. The following chart provides data for teacher retention and highly qualified teacher status at Main Elementary School.

Main Elementary School Teacher Retention and Highly Qualified Status				
Teachers	Main	Average for the 8 Elementary schools in this district	Average for all schools in district	Average for all Elementary schools statewide
Highly qualified teachers	100%	100%	100%	99.1%
Annual Teacher Retention Rate	69.7%	76.3%	70.6%	74.5%

Teacher participation in professional learning communities or on-going professional learning at the school. Professional learning has been a top priority for the Rome City School System. Teachers actively participate in on-going professional learning at the system level and at the local school level.

Needs Assessment Results for Professional Learning.

- Implementing the Common Core Georgia Performance Standards
- Integrating literacy and the content areas of study
- Using technology to enhance instruction and to engage students in learning.

Curriculum Needs. Assessment data indicates that we have a need for early intervention. The literacy needs assessment indicates that current intervention materials are inadequate to meet the instructional needs of all students. Our existing classroom resources will not satisfy the text complexity and performance task requirements specified in Appendix B of the CCGPS. As a Title I School, we receive funds for instructional needs; however, after examining our curriculum needs, our Title I funds will be insufficient to provide students and teachers with the resources needed to maintain our current level of achievement and to make achievement gains in the areas of weakness.

Technology Needs. The literacy needs assessment indicates that we need to upgrade our technology resources to enhance learning and promote student engagement. Most of our students do not have access to computers or other technology at home, and the classrooms are equipped with only two computers allocated for student use. Because of the college and career readiness component of the CCGPS, our students need exposure to the very latest technology that is available. Electronic pads, electronic tablets, electronic readers, etc. are common in the general society, but they are nonexistent in our school. We have one computer lab at Main Elementary with outdated and unreliable equipment. Our students would benefit from using technology in a

computer lab setting or a mobile cart of I-pads or other electronic tablet devices so that they can learn technology skills to prepare them for college and career readiness as outlined in the new CCGPS.

Needs Assessment Procedures.

- Conducted an on-line literacy needs assessment
- All faculty members were included
- 92% response rate to the on-line literacy needs assessment
- Results were analyzed to form the basis of the Striving Readers Grant Application
- Faculty members had a window of time to complete the needs assessment
- Responses were anonymous for the purpose of obtaining honest answers
- Needs assessment contained a combination of constructed response and short answer items
- Forced response feature built into the assessment so that all questions would be answered
- Total of 33 questions were included on the needs assessment

Areas of Concern and Root Causes. Area of Concern 1. Early Intervention and Literacy Development for students from Birth to Age 5. The literacy needs assessment and our benchmark data indicate a need for strong intervention programs for birth to age 4 children in order for students to enter Pre-kindergarten with an adequate foundation of early language and literacy development.

Root Cause. There is a significant need for parent education programs within our school community to help parents know how to address the early literacy developmental needs of children from Birth to age 5. Another factor is that in spite of opportunities for students in this age category to participate in early learning and literacy programs within the community, many children who are eligible do not participate in the available programs.

Area of Concern 2. Foundational Skills in Literacy Instruction from the Common Core Georgia Performance Standards. Our students need a foundation in the areas of phonological awareness, print concepts, explicit phonics instruction, comprehension, and fluency. Without an adequate foundation, our students will not be able to address the rigor and

difficulty of the tasks and the texts that are required by the CCGPS in Kindergarten through grade 6. We must provide an adequate literacy foundation in order to improve learning outcomes for all students. Since we have only one high school in our system, the instructional practices that are used in the elementary school ultimately impact the learning outcomes for our middle school and high school students. Our current graduation rate is not high enough to meet Annual Yearly Progress at the high school.

Root Cause. Our current standardized test scores indicate that our students are making Adequate Yearly Progress on the current Georgia Performance Standards; however, very few of our Main Elementary students are scoring in the exceeding range. Many of our Pre-kindergarten and kindergarten students enter our school with an inadequate foundation in early literacy developmental skills. The current level of student achievement has only been possible through ongoing teacher training, academic coaching, implementing best practices and offering interventions for our struggling students. The new CCGPS will be a challenge for us with the increased text complexity, rigor of tasks, and integration of content literacy. In addition, while our current resources have been reasonably adequate to meet the demands of GPS, we do not have literacy resources in the form of leveled classroom libraries, informational texts in a variety of formats, technology for non-print resources such as e-Books to address the curriculum demands of CCGPS. We also need a program to obtain independent and instructional reading levels for students in order to match our readers with texts that are appropriate for the reading levels.

Area of Concern 3. Increased Access to Print and Non-print Literacy Resources for Students in Pre-Kindergarten through grade 6. According to the needs assessment, our school does not have materials to meet the instructional needs of students in Kindergarten

through grade 6 as called for in the CCGPS. There is a need for diverse literary and informational texts. Students need a wide variety of texts for self-selected reading at their independent reading level as well as for research and reading in the content areas of study. It is necessary to have a variety of print and non-print materials to improve reading, writing, listening, speaking, and viewing skills. The lack of current technology needed to prepare students for college and career readiness is also a concern.

Root Cause. Insufficient funding is the major underlying cause for our lack of literacy resources in all grade levels. We are a Title I school, but our funds have not been adequate to purchase the instructional resources needed. In addition, our teachers have not had access to current technologies available for classroom use that will enhance their instruction as well as the engagement of students who are products of a 21st century world.

Area of Concern 4. Professional Learning for Implementation of the Common Core Georgia Performance Standards.

- Training to prepare our teachers for the implementation of the CCGPS
- Training to properly use the technology resources that have been requested as part of the Striving Readers Grant
- Training to integrate literacy and content areas of study
- Training to identify and diagnose learning deficits, in order to close achievement gaps

Root Cause. Our teachers have received little training on the CCGPS. Teachers will need additional training on using new technology to enhance learning and promote student engagement as called for in the College and Career Readiness portion of the CCGPS. Additional training is needed to prepare teachers for integrating reading and all content areas of instruction.

Steps the school has taken to address the problems.

1. **Early Intervention and Literacy Development for students from Birth to Age 5**
   - Half-time Title I Parent Involvement Coordinator
   - Scheduled activities throughout the school year to promote parent involvement
   - Parent Education Programs

- Pre-Kindergarten Registration and Orientation Programs
- Kindergarten Registration and Orientation Programs

2. Foundational Skills in Literacy Instruction from the CCGPS
- Professional learning in foundational literacy skills in literacy instruction (Essential Five Components of Literacy Instruction)
- Response to intervention
- Comprehension strategy instruction
- Training for integrating reading and content area studies
- Using Benchmark assessments and progress monitoring assessments

3. Increased Access to Print and Non-print Literacy Resources for Students in Pre-

Kindergarten through grade 6
- Scheduled time for independent reading within the reading workshop
- Interdisciplinary units and performance tasks for all subjects
- 25 Books Campaign for all grade levels

4. Professional Learning for Implementation of the CCGPS
- System-wide initial CCGPS training will begin on December 16, 2011.
- Academic coaches have received initial training through Northwest Georgia RESA.

Underlying Problems. **The specific grade levels that are affected.** Kindergarten through sixth grade will be directly affected. Moreover, because our school system has only one middle school and one high school the learning outcomes for these schools are impacted by the student achievement at the elementary level as well. The lack of an adequate early literacy foundation will impact the educational outcomes of students in grades Pre-kindergarten through high school.

A specific rationale for the determination of the cause. The root cause of our areas of concern is the fact that CCGPS is more rigorous and requires a higher level of text complexity than our current GPS. The new standards require an increased level of integration in content area literacy. Teachers will require extensive training to successfully implement CCGPS. We need to improve our classroom libraries and technology to help our students make a successful

transition to CCGPS. We also need to develop a school-based comprehensive literacy plan based on the State Literacy Plan.

What has been done in the past to address the problem?

- Implementation of a "no excuses approach" to improve the learning outcomes
- Use of assessment data to make instructional decisions
- Collaborative meetings to plan instruction according to specific student needs
- Implementation of best instructional practices and standards-based instruction
- Ongoing professional learning
- Job-embedded classroom support from academic coaches
- High expectations for all learners
- Annual school improvement plan based the needs of our school
- Use of system-wide professional resources used in conjunction with the system-wide training

New information the needs assessment uncovered.

- Extensive professional learning for the implementation of the CCGPS
- Funding for adequate classroom libraries to support the new CCGPS is needed
- Need for more parent involvement and early literacy intervention programs
- Need for more engaging and varied intervention materials to meet student needs
- Need for partnership with the early learning centers that serve children in the Birth to Age 4 category to improve learning outcomes for our youngest children

Goals to be Funded by Striving Reader.

- Increase student outcomes for students in Pre-kindergarten through sixth grade so that all students are college and career ready at the time of graduation.
- Increase targeted intervention programs for our at-risk students and enable more data- based decisions for instruction to consistently meet all the needs of all learners.
- Develop and implement a formal literacy plan based on Georgia State Literacy Plan as outlined in the "What" document that is comprehensive for Birth to grade 12.

Project Objectives.

- Provide adequate literacy resources to fully implement CCGPS.
- Provide additional needs-based interventions.
- Provide professional learning for all teachers on the new CCGPS with emphasis on content area literacy and argument writing.

Goals to be Funded with Other Revenue Sources.

- Provide quality, job-embedded professional learning for all certified staff based on identified needs by using Academic Coaches funded by Title I.
- Provide professional resources for all certified staff based on identified needs.
- Continue to use formative assessment data to inform instruction.
- Continue to provide a quality intervention program for struggling readers.
- Upgrade technology infrastructure to sustain new technology with some funds through E-rate.

Scientific, Evidence-Based Literacy Plan. The School Literacy Plan in accordance with the State Literacy Plan will focus on increasing student achievement by increasing student and teacher access to literacy materials, updated technology, and professional learning in order to improve all tiers of instruction. Using Striving Readers Grant funds, all teachers will receive two days of training on CCGPS, in addition to training provided by Rome City Schools. The school will purchase a reading inventory to gather student literacy data. Teachers will track student data more effectively by using the Georgia Longitudinal Data System, and they will analyze assessment results to make instructional decisions. The literacy coach will train/retrain teachers in the 5 essential components of reading instruction. The literacy coach will also model instruction in classrooms to reinforce professional learning, particularly in CCSS and in components of reading. Given the necessary funds, we will increase the Pre-K school year from the current 160 days to 200 days.

The implementation of the Main Elementary School Literacy Plan will involve every certified staff member. The principal, Ms. Anita Cole, will oversee the implementation of the literacy plan. The literacy team along with classroom teachers and the media specialist will work together to select specific resources to support the literacy plan. The literacy coach will work with teachers to implement the CCGPS by modeling lessons and assisting with the integration of

literacy in the content areas. All teachers will be directly involved with instruction based on the Pyramid of Interventions.

Plan for Tiered Literacy Instruction.

Resources for Tier I instruction
- Standards-based classroom instruction in all classrooms
- Best practices including workshop model of instruction
- New print and non-print resources in the media center and classroom libraries

Time, Personnel, and Strategies for Tier II Instruction
- All Tier I resources listed above
- Additional computers and software
- Purchase and use of Scholastic Reading Inventory
- Additional print resources (such as: Updated Coach books for CCGPS, Updated Quick Reads)

Time, Personnel, and Strategies for Tier III Instruction
- All Tier I and Tier II resources listed above

Time, Personnel, and Strategies for Tier IV Instruction (SPED)
- All Tier I, Tier II, and Tier III resources listed above
- Special Education teachers providing inclusion and resource as dictated by IEP's

No Conflict Statement. There should be no conflicts, in terms of philosophy, time commitments, and allocation of resources, between Striving Reader and other initiatives and/or existing reform efforts because our current implementation of GPS, workshop model, and best practices align with the Striving Readers Grant.

Materials that support literacy, including instructional technology

- 1 teacher-designated computer
- 1-3 student computers
- 1 black and white printer
- 1 interactive board (several are outdated and unreliable)
- 1 ceiling mounted multimedia projector (not in all classrooms)
- 1 Elmo document camera (not in all classrooms)
- Extremely limited classroom libraries
- Sets of dictionaries (not in all classrooms)
- Sets of thesauri (not in all classrooms)
- Phonics Resources in K-2 classrooms

Current shared resources.

- Sound Partners
- Road to the Code
- Quick Reads
- SRA Direct Instruction Materials
- Sets of books for Read Aloud-Think Aloud Comprehension Lessons (stored in the Literacy Coach's room)
- Sets of books for Mentor Text in Writing Workshop (stored in the Literacy Coach's room)

Current library resources.

- 6,294 total books for circulation (including easy and intermediate fiction and nonfiction)
- 3,891 nonfiction books
- 2,403 fiction books
- Small Reference Section
- Small collection of trade books arranged in class sets for check-out by teachers
- Small collection of leveled texts in baskets for check-out by teachers
- 15 student computers that are over 5 years old
- 1 interactive white board
- 1 ceiling mounted projector
- 1 laser printer

Additional resources needed to ensure student engagement.
- Updated classroom televisions
- Document cameras
- Interactive white boards
- CPS Clicker Performance System
- Modulator System
- Updated classroom computers
- Print and Electronic format trade books
- Print and non-print nonfiction resources
- Classroom libraries for independent reading
- Additional leveled texts
- Handheld devices such as e-books and electronic tablets
- Literacy focused software

Classroom practices to support literacy instruction.
- Reading and Writing Workshop in all literacy classes
- Guided and Independent Reading within the Workshop Model
- School-wide 25 Book Campaign

- Integrated Content Area Lessons
- Explicit phonics instruction in the primary grades
- Response to Intervention

Intervention programs to support literacy programs.

- Road to the Code
- Sound Partners
- LIPS (Lindamood-Bell Phoneme Sequencing Program)
- SRA Direct Instruction
- Quick Reads
- After school tutorial program
- Summer Opportunity Program
- Collaborative planning with RTI committee and classroom teachers

Additional strategies needed to ensure student success.

- Partnership with early childhood learning centers within our school community to ensure early developmental literacy for Birth to Age Five students.
- Literacy-based Parent Education Programs to gain more parental support and involvement for our school community.
- Reading, Writing, and Research Across the Curriculum.
- Integration of Technology into student work and classroom presentations.
- Collaborative Planning to include Special Education, ELL and Classroom teachers.

Schedule Information. Main Elementary School students participate daily in Reading, Writing, and Math Workshops for at least 90 minutes. Students receive 30-45 minutes of Science and Social Studies instruction. Students in kindergarten through second grade receive at least 30 minutes of phonics instruction daily. Students participate in physical education class for 45 minutes each day.

Time for intervention is built into the daily schedule. In addition, teachers have the ability to pull RTI groups during the work time of the workshop model. This allows RTI groups to be flexible and fluid based on student need. Special education students receive additional help through the special education teachers in either an inclusion setting and/or in resource segments. The majority of our special education students are served through the inclusion model.

Sample Schedules

Kindergarten									
Teacher	7:50-8:15	8:15 -9:00	9:00-10:00	10:00-10:50	10:50-11:45	11:45-1:00	1:00-1:45	1:45-2:00	2:00-2:40
Hardin and Segrest	Skills and PM	RTI and Phonics	Reading Wkshp.	Writing Wkshp.	Recess and Lunch	Math Wkshp.	Activity and Teacher Planning	Math Skills	Sci/SS

Third Grade						
Teacher	7:50-8:15	8:15 -10:15	10:15-11:00	1100-11:35	11:35-12:25	12:25-2:40
Riddle	Skills and PM	Reading, ELA, and Writing Block 1	Activity and Teacher Planning	RTI for Blocks 1 & 2	Recess and Lunch	Reading, ELA, and Writing Block 2

Additional Professional Learning Needs.

- Training to properly use the technology resources that have been requested as part of the Striving Reader Grant
- Training to integrate literacy and content areas of study
- Training to identify and diagnose learning deficits, in order to close achievement gaps

Professional learning activities that staff have attended in the past year.

Professional Learning Topic	Year(s) Offered	Hours	Participation Number of Participants and Percentage	On-site (school) or Off-site (Central Office, Conference, RESA, etc.)
LIPS Training for Reading	Summer 2010	20	4-17%	Off-site
Classworks Training	2010-2011	12	5-21%	Off-site
Georgia Conference on Teaching Writing and Reading	2010-2011	12	3-14%	Off-site
Study Island Training	2010-2011	2	12-50%	On-site
OAS Benchmark Analysis	2010-2011	1	19-79%	Off-site
Meaningful Commentary	2010-2011	6	12-50%	Off-site
Ruby Payne's Framework of Poverty	2010-2011	10	19-79%	On-site
Class Keys Training	2010-2011	10	21-88%	Combination

Nonviolent Crisis Intervention Training	2011-2012	4	24-100%	On-site
Academic Coaches Training in Literacy and Math	2010-2011	10	2-8%	Off-site
Academic Coaches Training in Literacy and Math	2011-2012	60	2-8%	Off-site
Grades K-2 Writing Training	2011-2012	6	7-29%	Off-site
Grades K-2 Reading Training	2011-2012	6	7-29%	Off-site
Grades K-2 Math Training	2011-2012	6	7-29%	Off-site
Grades 3-6 Writing Training	2011-2012	12	5-21%	Off-site
Grades 3-6 Reading Training	2011-2012	6	5-21%	Off-site
Lucy Calkins Reading and Writing Seminar	2011-2012	6	2-8%	Off-site
Literacy Coaches Consortium	2011-2012	12	1-4%	Off-site
Math Coaches Consortium	2011-2012	12	1-4%	Off-site
Grades 3-6 Math Training	2011-2012	6	5-21%	Off-site
GRASP Training	2011-2012	2	14-58%	Combination
Mike Schmoker Seminar on Elevating the Essentials to Radically Improve Student Learning	2011-2012	3	2-8%	Off-site
John Antonetti Seminar on Planning for engagement: One Slice at a Time (Academic Coach and 3Principal Institute)	2011-2012	6	2-8%	Off-site
DIBELS Next Training	2011-2012	2	17-71%	On-site

The preferred method of delivery of professional learning. The faculty at Main Elementary School prefers to have professional learning delivered from trainers who have experience in the topic that is being presented. The teachers are willing to participate in a variety

of professional learning experiences. Job-embedded professional learning takes place on a regular basis as the academic coaches model and support teachers in their classrooms based on identified needs. Academic coaches meet with teachers individually and by grade levels and subject areas to meet the professional learning needs of the teachers.

Literacy needs assessment results indicate that teachers need professional learning for: implementation of the CCGPS, integrating literacy and the content areas, and using technology to enhance instruction and to engage students.

Assessment/Data Analysis Plan

Assessment	Purpose	Skills	Frequency
CRCT	To determine the level of mastery of the performance standards by grade level, to measure annual measurable objectives and annual yearly progress	All skills within the framework of the Georgia Performance Standards	1 time each year
DIBELS Next Benchmarks	To determine phonological awareness and oral reading fluency for all students in kindergarten-second grade and at-risk students in all other grades	First Word Fluency, Letter Naming Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency, Oral Reading Fluency, and Retell Fluency	3 times per year
DIBELS Next Progress Monitoring	To determine how struggling students are progressing in the interventions that are being used to address their instructional needs	First Word Fluency, Letter Naming Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency, Oral Reading Fluency, and Retell Fluency	Every 2-3 weeks depending on the intervention and the skill being monitored
DAZE Comprehension measure on DIBELS Next	To measure comprehension of reading passages	Comprehension	3 times per year
Benchmarks	To determine level of mastery of standards; to use the data to drive instruction	Georgia Performance that have been covered	3-4 times per year
Classroom Formative	To determine progression toward meeting/exceeding the	Georgia Performance Standards that have been	On-going

Assessments	standards	taught	
Georgia Grade 3 Writing Assessment	To determine understanding/mastery of the GPS in writing and language use and conventions	Mastery of the GPS in writing and language use and conventions	1 time per year
Georgia Grade 5 Writing Assessment	To determine understanding/mastery of the GPS in writing proficiency and language use and conventions	Mastery of the GPS in writing proficiency and language use and conventions	1 time per year

How does the LEA or school/center's current assessment protocol compare to what research has shown is necessary and effective? What are the gaps? The Rome City School System has established the expectation teachers must use data to drive instruction. Annual Data Retreats for the purpose of system-wide data analysis have been conducted by the school system each summer since 2007.

The Rome City Board of Education sets annual goals that are embedded in the system assessment protocol. One of the Board of Education goals addresses early literacy development by setting targets for the DIBELS Next end-of-the-year benchmark assessments in kindergarten through second grade. The Board of Education goals for early literacy are research-based concerning the necessity of a strong early literacy foundation that follows the phonological awareness continuum.

Board of Education outcome goals for early literacy are as follows.

- 90% of kindergarten students will meet the benchmark for phoneme segmentation fluency as measured on the DIBELS Next end of the year benchmark assessment.
- 90% of first grade students will meet the benchmark for nonsense word fluency as measured on the DIBELS Next end of the year benchmark assessment.
- 90% of second grade students will meet the benchmark for oral reading fluency as measured on the DIBELS Next end of the year benchmark assessment.

During the beginning of each academic year, all students in kindergarten through second grade as well as students who are at risk in grades 3-6 are screened on the DIBELS Next

beginning-of-the-year benchmark. If a need for additional support is determined, students are placed in intervention groups to meet their instructional needs. Formative assessments at the classroom level are administered every 2-3 weeks. Classroom teachers and the literacy coach analyze the results to see if the intervention is working, or to see if adjustments in the intervention need to be made in order to better serve the students.

Summative assessments are also included in our school system's assessment protocol. Each year, the school writes a school improvement plan that is based on the current data from the CRCT and the State Writing Assessments. The data is analyzed to focus on improving the weak areas while maintaining the areas where students are meeting or exceeding the Georgia Performance Standards. Annual instructional goals are based on the data analysis of the summative assessments.

After analyzing our school's assessment protocol, there is a gap regarding data on early language and literacy development for students entering Pre-kindergarten and kindergarten. Since many of the young children in our school community do not participate in early literacy programs, we do not have baseline data on their literacy skills when they enter our school.

Budget Summary and Narrative

Georgia Striving Reader Subgrant	
Budget Breakdown and Narrative	
Function Code 1000 – Instruction	Year 1
Object Codes	Amount Budgeted
199 – Other Salaries and Compensation	$10,880.00 Pre-K Teacher and Parapro.
300 – Contracted Special Instructors	$5,000.00
610 – Supplies	$5,000.00
611 – Technology Supplies	$20,000.00
612 – Computer Software	$6,000.00
616 – Expendable Computer Equipment	$2,000
642 – Books and Periodicals	$168,000.00
Function Code 1000 – Instruction Narrative: The funds for instruction will include additional technology to update the school Media Center. Funding will also provide updated technology	

in classrooms. The budget allows for each classroom teacher to have a tablet computer and a device to connect to interactive white boards. The funds will cover computer software and supplies necessary to effectively run the technology. Books and periodicals to support the Content Area Studies in addition to resources to support all other literacy instruction.   Funding is also planned to purchase assessment tools for 4-year-olds. This budget includes 40 additional days salary for a Pre-K teacher and paraprofessional to extend the Pre-K school year. It also includes registration for travel cost for all certified staff members to attend a two-day workshop as professional learning specific to this grant and the implementation of CCGPS.

Function Code 2100 – Pupil Services	Year 1
Object Codes	Amount Budgeted
610 – Supplies	$9,520.00

Function Code 2100 – Pupil Services Narrative: Funding will cover classroom libraries for independent reading, as well as high-interest text to increase student choice and motivation. Funds will also be used to support all tiers of instruction to include intervention materials for deficit specific response to intervention.

Function Code 2210 – Improvement of Instructional Services	Year 1
Object Codes	Amount Budgeted
113 – Certified Substitutes	$4,000.00
580 – Travel	$6000.00 training
810 – Registration Fees for Workshops	$4600.00 registration

Function Code 2210 – Improvement of Instructional Services Narrative: Additional funds in this section are provided for substitutes for all certified staff members to participate in professional learning for content area literacy.

Function Code 2220 – Educational Media Services	Year 1
Object Codes	Amount Budgeted
610 – Supplies	$8,000.00

Function Code 2220 –Funding to purchase current texts, both fiction and nonfiction, in traditional and electronic format to allow access to a variety of texts and media resources to promote engagement and enhance instruction---especially in research and reading across the curriculum that is a vital part of the new CCGPS.   Funds will include resources for a preschool lending library within the school media center. A school modulator system will be purchased to allow students to broadcast productions for the students to view. A CPS clicker system to promote student engagement will also be funded in this category.

Function Code 2500 – Support Services – Business	Year 1
Object Codes	Amount Budgeted
148 – Accountant	$1,000.00

Function Code 2500 – Support Services – Business Narrative: An accountant will take responsibility for the accurate tracking of funds.

Total Budget for Year 1	**$250,000.00**