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

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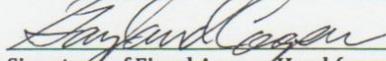
Position/Title of Fiscal Agent's Contact Person: Superintendent

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City: Rome   Zip: 30161

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

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

Signature of Fiscal Agency Head (required)

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

Superintendent
Typed Position Title of Fiscal Agency Head (required)

December 14, 2011
Date (required)

Rome City Schools Narrative

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Eligibility of Schools and Centers.

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

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

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

					Yes		
Interval							

	% 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: Southeast Elementary		**Total Grant Request:** $ 479,500.00
System: Rome City Schools	**School Contact Information:**	
	Name: Monica Landis	**Position: Literacy Coach**
Number of Students	**Phone Number:7062704757**	**Fax Number:7062353772**
448	**Email Address: mlandis@rcs.rome.ga.us**	
Number of Teachers		
40		
Free/Reduced Lunch % 98.7%		
Principal's Name: Kelvin Portis	**Other Reform Efforts in School:**	
	Principal's Signature:	
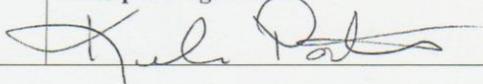
Southeast Elementary Application

School History. Southeast Elementary was constructed in 1971. We are one of seven elementary schools in the Rome City System. The campus includes one building housing 24 classrooms, 6 mobile units, a media center, computer lab, and cafeteria. In addition, we have a gym that serves both the school and the Rome Parks and Recreation Department. The school currently has a faculty and staff of 40 teachers, 15 instructional aides, a nurse, a secretary, a parent involvement specialist, and 2 custodians. Each classroom has a television, LCD projector, speakers, an Interactive board, a document camera, and an internet accessible computer station. The school is linked to a network for further research and learning capabilities. There are 448 students enrolled at this time. Southeast is a community school located in a low socio-economic area of South Rome. Out of all the students enrolled we only have one student that is participating in the talented and gifted program. The majority of our students come to us with very limited background experiences. Several students are performing below grade level which prompted us to start a Saturday school session. Southeast's district includes families that live in the open door home, homeless shelter, and housing authority. With the economy in its current state, there are no monies for fieldtrips. We need desperately to bring as many experiences to them as possible. Despite the population that is served, Southeast has made adequate yearly progress for seven consecutive years. In 2008, we received the No Excuse award which is for Title I schools who achieve through adversity. In 2010, the school was consolidated with Anna K. Davie Elementary bringing the total enrollment of 448 students. We currently serve Pre-K through sixth grade which includes several special need students from across the system. We also house all of the system's severely disabled students. Caring for the disabled requires specialized equipment and highly trained personnel. Working with the Hidden Angels

Foundation, we have established a multi-sensory room which includes several therapeutic activities. Rome City Schools are in the process of locating land to rebuild a new Anna K. Davie that will house all of the current Southeast students.

Administrative and Teacher Leadership Team.   The school leadership team consists of eight members that meet bi-weekly. The members are Mr. Kelvin Portis, Principal, Ms. Monica Landis, Literacy Coach, Ms. Kim Brown, Math Coach, Ms. Elizabeth McLemore, SPED, Ms. Debra Holden, SPED, Ms. Debbo Gray, Counselor, Ms. Carol Maxey, SST Chairperson, and Ms. Martha Holder, Media Specialist.

Past Instructional Initiatives. Academic coaches worked to implement reader's and writer's workshop models to support standards-based instruction and best practices. We have received extensive system-wide trainings on best practices in phonemic awareness, phonics, fluency, reading comprehension strategies, and vocabulary strategies. Reading Instruction, Imagine It Phonics, and integrating literacy in content areas along with two years of CLASS Keys teacher evaluation training gives us a firm foundation in the use of research-based Best Practices. Quality curriculum and instruction, with differentiation, based on the Georgia Performance Standards, is provided for each child as Tier One of the Pyramid. Those at-risk are identified and have received, in addition to Tier One initiatives, scientifically based interventions such as direct instruction programs, guided reading, phonemic awareness programs, phonics programs, and specially designed math units that are based on state Exemplars and are reading intensive.

Current Instructional Initiatives. The programs listed above are still currently in place but we have implemented a strategic schedule and plan for providing and pinpointing specific intervention or enrichment needs for every student in the school. RTI has become a strong

element of our program this year. It is based on the diagnosed needs of the student and uses a wide variety of strategies and programs. Our schedule now holds an intensive intervention or enrichment block from 8:00-8:30 each day for every student. The groups are flexible, multiage groups that provide a prescribed program to meet every child's need. Based on needs that were not meet last year, we have extended our RTI/enrichment block.   Every adult in the building is involved in this process, and we meet monthly to discuss our detailed data and make any necessary group or instructional changes. Grade level planning has become a fundamental process, and through the academic coaching model, job-embedded professional learning is a sustained practice. We are also adding Instructional Rounds to our repertoire of observations to give teachers additional opportunities to observe and gather useful strategies to incorporate in their own classroom. Teachers collaboratively plan to write specific performance task units based on literacy standards; however, this practice needs to be extended to include literacy in content areas. We continue to provide support and training for reader's and writer's workshop, give explicit instruction on reading comprehension strategies, and work toward integrating content areas with literacy.   We are working to provide students with more opportunities to successfully read independently by providing books of interest and strategies that all readers should use.

Professional Learning Needs. Training in the CCGPS is an overriding need. We are receiving some initially introductions through our local RESA and system-wide trainings; however, it will be of most importance to receive intensive training at the school level with monitored use to ensure continuation of curriculum in the classroom. Unfortunately, with the combining of Anna K. Davie and Southeast elementary in 2010, many resources and teaching positions were lost. Even though the populations of both schools are similar, each school had

taken different approaches to instruction in some areas; therefore, we need additional training to ensure that we are working from similar knowledge bases. We also need more strategies to address struggling sub groups, particularly our 30.3 percent African-American male students. Unfortunately, as a system we are experiencing a soaring achievement gap among African-American males. According to last year's graduation rates, only 68.9 percent graduated. In addition to this concern, 98.7 percent of our school population is comprised of students that are economically disadvantaged. Only 72.7 percent of economically disadvantaged students graduated from Rome High this year. We are currently engaged in an intensive book study, *8 Habits of the Heart* by Clifton Taulbert, to gain insight on how to help our African-American males and economically disadvantaged students.

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

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

Classroom libraries are inadequate for the full implementation of a Reader's Workshop. Classroom libraries are vital for Writer's Workshop, as teachers gather texts in each genre of writing in order to immerse students in a genre before they begin writing. Students urgently need high-interest nonfiction texts that relate to content area standards for each grade level these texts

also need to appeal to our subgroups especially in the area of African American males and economically disadvantaged students.

The Southeast Media Center lacks adequate funds to purchase current fiction and nonfiction texts appealing to students. Since most students have neither the means to purchase books nor opportunities to visit the public library, they often have little access to recent children's literature. Our Media Center houses only 3,000 current texts for student use, about 6 books per student. Currently the Media Center collection includes only 19% of the text exemplars included in the Common Core State Standards Appendix B. To provide a literacy rich environment for our students, we must receive this grant.

Literacy Team Structure. The Southeast Literacy Team consists Mr. Kelvin Portis, Principal; Ms. Monica Landis, Literacy Coach and RTI Co Chairperson; Ms. Carol Maxey, SST Coordinator; Ms. Martha Holder, Media Specialist; Ms. Alissa Mitchell, Kindergarten teacher; Ms. Lisa Saroka, 2nd grade teacher; Ms. Becky Kemnitz, 3rd grade writing teacher; Ms. Felicia Corbin, 5th grade reading/writing teacher; and Ms. Debra Holden, Special Education teacher. This group serves as a sub group of the Leadership Team. The Literacy Team is trained in the diagnostic interpretation of data and the administration of diagnostic measures. All assessment information is combined with data and progress monitoring from teachers during our monthly meetings where appropriate interventions are planned. The literacy coach continuously focus on analyzing data, training, collaboration, and strategies for obtaining the best literacy program to reach the needs of all students.

Literacy Meeting Agenda: August

- o Comprehension Toolkit**,** Writing Units, Conference Notebooks, Writing Portfolio (Narratives w/commentary)**,** RTI/Interventions**,** 25 book Campaign

Literacy Meeting Agenda: September

- o DIBELS (PM Materials/On-line Tutorial) , Spilling Ink by Potter & Mazer, Literacy Resources/Checkout system, Classroom Modeling/Collaborative Planning

Literacy Meeting Agenda: October

- o Continue to Analyze Student Writing, Nonfiction Units, Guided Writing

The literacy team meets each month afterschool on the first Monday of the month. We use this time to develop a handful of specific goals to work towards each month. After this meeting the literacy coach redelivers this information during grade level meetings that are scheduled every Tuesday during planning periods. In addition we meet on the last Wednesday of the month to discuss any RTI data that has been collected. It is our hope that through this process we will take small, direct steps towards our ultimate goal each day. As a literacy team we work to provide support and build cohesion among all staff members to create a productive learning environment. We provide materials and training to keep our educators knowledgeable in best practices. We secure time to observe, evaluate, discuss, and plan steps to improve teaching and learning. We have found that one of the most valuable uses of our time comes from sharing student work among teachers and pinpointing areas that are weak or strong. We look at the validity and reliability of the assessments that are being given to our students. We also secure time to go back and look at the assessment results and data collected on each student. The literacy team has spent much of this year revamping our RTI program. We are continuing to work towards providing an individualized plan for each child to help him meet his fullest potential.

Student Achievement Data.

Current Report: 2011	Mathematics	English Language Arts
Met 95% participation	Y	Y

Met AMO for all students without second look	Y		Y
Met AMO for all students with second look(confidence interval, multiyear average, safe harbor)	N/A		N/A
Met AMO for all subgroups without second look	Y		Y
Met AMO for all subgroups with a second look(confidence interval, multiyear average, safe harbor)	N/A		N/A
Did Not meet AMO for the following subgroup(s)	N/A		N/A
Met second indicator for all students	Y		

Reading:	% of All Students Meeting/Exceeding Standard on CRCT		
Grade Level	2010-2011	2009-10	2008-09
Grade 1	NA	79	69
Grade 2	NA	70	74
Grade 3	86	74	85
Grade 4	76	96	86
Grade 5	93	89	79
Grade 6	100	92	92

Reading	Lowest Performance Domain
Grade 3	Reading for Information
Grade 4	Literary Comprehension
Grade 5	Information and Media Literacy
Grade 6	Reading Skills and Vocabulary Acquisition

Language Arts:	% of All Students Meeting/Exceeding Standard on CRCT		
Grade Level	2010-2011	2009-2010	2008-2009
Grade 1	NA	58	56
Grade 2	NA	61	74
Grade 3	82	75	85
Grade 4	77	91	67
Grade 5	93	94	86
Grade 6	94	93	84

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

Grade 6	Grammar and Sentence Construction

Grade 5 Writing Assessment: Percent of **5th graders** in each category

Areas of Writing	2010-2011	2009-2010	2008-2009
DNM	41	36	23
Meets	59	64	77
Exceeds	0	0	0

Rome City Schools' Rome High School is in its first year of a "Needs Improvement" school. Not having met the high school graduation rate, set by the state of Georgia, is largely due to the school not making Adequate Yearly Progress (AYP). The state requirement for schools making AYP in 2010 was to have 80% of their students graduate and in 2011 was to have 85% of the student graduate. Unfortunately, Rome High School only graduated 74.7% in 2010 and 77.95% in 2011. The chart below outlines the disaggregated data for graduation for the past two years.

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

In order for children to be successful in school, their experiences prior to kindergarten must include cognitive and linguistic development. A large and growing body of research supports the critical relationship between early childhood experiences and successful life-long outcomes. Research identifies essential elements such as children being phonologically aware, understanding alphabetic principle, and having knowledge and understanding of print in order to prepare students to learn to read and succeed in school. Southeast Elementary uses a wide range of formative and summative assessments to assess these key elements for students' success. Our

school offers two lottery funded Pre-K classrooms of twenty-two students in each one. Our Pre-K uses the Alpha Skills curriculum to ensure that our students have the fundamental skills necessary to ensure learning success as they transition through their upcoming school years. The table below shows our 2011's fall DIBELS Next screening in our primary grades.

	Students Tested	% of Students Intensive	% of Students Strategic	% of Students Benchmark
Kindergarten	60	45%	8%	47%
First Grade	41	34%	2%	64%
Second Grade	36	42%	16%	42%

Reading:		% Meeting/Exceeding Standard on CRCT in 2010-2011						
Grade Level	All Students	White	Black	Hispanic	Other	SWD	Econ. Disad.	LEP
Grade 3	86	100	79	88	-	-	86	-
Grade 4	76	83	75	77	-	-	76	-
Grade 5	93	75	76	50	-	-	93	-
Grade 6	100	100	100	100	-	-	100	-

Language Arts:		% Meeting/Exceeding Standard on CRCT in 2010-2011						
Grade Level	All Students	White	Black	Hispanic	Other	SWD	Econ. Disad.	LEP
Grade 3	82	100	77	90	-	-	82	-
Grade 4	77	83	75	66	-	-	77	-
Grade 5	93	80	96	100	-	-	93	-
Grade 6	94	-	92	100	-	-	94	-

Teacher Professional Learning Needs. In the fall of 2010, we consolidated Anna K. Davie Elementary with Southeast Elementary due to low enrollment which resulted in a reduction in force of seven teachers. After the consolidation, the number of students enrolled increased in the 2011-2012 school year. We added four new teachers to accommodate the

increased number of students. The only reason that we have had teachers to leave in the past three years is because of retirement or relocation. Serving the minority and low socio-economic population, all of our teachers recognize and are dedicated to providing every opportunity for success. High quality professional learning is one of the cornerstones of an effective school. It enables staff to develop the skills and knowledge they need to improve their practice and improve student learning.

Curriculum Needs. We are taking advantage of many researched based programs to support and enrich our students; however, some of these materials have become outdated or consumed. Through meetings, a school survey, and a system survey teachers have expressed some common needs that they feel would greatly enhance their teaching. Those materials include new DRA 2 kits; additional direct instruction materials; a strong vocabulary and spelling program that teaches roots, prefixes, suffixes, and spelling rules; leveled literacy kits that provided guided reading opportunities; varied reader theater scripts and fluency cards; and a wide range of leveled texts that support readers at all levels, spark interest (especially with our African American male population), in various genres that supports the rigor outlined in CCGPS.

Technology Needs. Our technology needs are vast. We have one computer lab and each classroom has two student computers; however, all are outdated and fail to work the majority of the time. Most of them were donated from other schools and were not fully functional at the time we received them. Many teachers use alternate teaching methods because our computers are unreliable. We would like for our students to be able to research topics of interest and be able to publish their final writing pieces in each genre that we study. We need new computer labs and teacher-student computers in classrooms and media center. We do have interactive boards and document cameras in each room but teachers need more support to use them to their fullest capacity. In addition, all teachers expressed the need to provide enriched learning experiences for

our students. Most of our students enter school with a very limited schema. Teachers are often faced with the struggle to build background knowledge for students to attach new learning. Research tells us that students must have real-world experience and exposure to be able to attach and comprehend newly learned material. We know that our current funds cannot provide ongoing fieldtrips to support this need for experiences; therefore, we are desperately seeking ways to bring experiences to our students. Some tools to help us accomplish these goals would include tablets with applications and accessories, several Classroom Performance Systems, electronic spellers, eBooks, additional online programs to build comprehension and fluency, online magazines and periodicals, video and still cameras, smart tables, and 3D televisions.

Needs Assessment. Southeast Needs Assessments have consisted of: (1) a school level paper and pencil survey for teachers administered November 2011 to all content area teachers; (2) a system-wide computerized survey administered by the system in all schools with data for the system and individually for each school administered November 2011 to all content area teachers: (3) a staff development survey taken by each school and compiled system wide administered in March 2011 to all classroom teacher); (4) In addition, grade levels meeting in November 2011 were held to outline the grant and ask for teacher input. All teachers worked to develop a vision of what our school could become with the help of this grant. Teachers then researched different print and non-print materials to develop a list of needs, implementation plan, and budget.

Area of Concern: Access to print resources is a prime area of concern for early learners, beginning in pre-school and continuing through all grades, as also validated in Georgia's "What" findings. This area of concern is further heightened by the need to access print that is complex enough to meet the more stringent demands of the new College and Career Readiness Standards.

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

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

Area of Concern: Once adequate literacy resources are in place, teachers in all grade levels (ages 5-13) will need professional learning to ensure that these resources are being used most effectively. With the current coaching model already in place, both the math and literacy coaches will be able to deliver some on-site, job-embedded professional learning in teaching reading and writing across the curriculum. Additional training with technology resources may be

required from outside sources. There is a general need for the entire faculty to receive the basic implementation of the CCGPS, with particular emphasis on the College and Career Readiness Anchor Standards for content area teachers.

Root Cause: Teachers at Southeast have no professional training in the CCGPS. The first training for all teachers will be on a professional learning day on December 16, 2011. Literacy coaches have received limited exposure to CCGPS and have shared some information with teachers. One of the greatest concerns is the lack of resources on the levels shown in Appendix B for implementing CCGPS.

Rationale for the determination of the cause. The determination of the root causes are based on data as revealed by surveys, formative testing data, intervention progress monitoring, and needs assessments. It is evident that our students enter school with severally limited experiences. This lack of early learning prerequisites puts students behind before they even get started. For this reason, it is detrimental that we provide extra instructional days for our Pre-K students and work to immediately provide our students with resources to insure early learning readiness. To do this we need an environment that is filled with literacy enrichment opportunities. We are working to use all available resources to their fullest capacity, but we have not seen the gains for which we have worked.

Past actions to address the problem. All literacy teachers have received professional learning in writing and reading instruction from Rome City Schools. Teachers in all grades have implemented reader's and writer's workshop and have addressed student needs through mini lessons and individual conferences. Teachers are also meeting individual student needs through the use of guided reading and leveled texts. Teachers have worked to increase reading fluency. Southeast students who were not meeting or were barely meeting grade level learning objectives

were encouraged to attend the after-school tutoring program and/or the Summer Opportunity Program. We have also placed a focused effort on the RTI process at Southeast this year. Each year we feel we are getting better at meeting the needs of the individual student. In past years our program addressed the needs of students who were on the brink of success, but we are now working to provide a targeted plan of remediation or enrichment for every child. We accomplish this by providing a scheduled block of time in the mornings for every child to receive support each school day. In addition, teachers also provide intervention groups throughout the day based on specific needs. Those needs determine how intensive and how often the additional instruction is provided.

We use scientifically – based programs as the basis for the intervention but balance it with an assortment of other strategies like games and activity-based learning. Progress monitoring has shown some improvement, but with the low graduation rate among our students, we acknowledge that we are not making enough progress to ensure college and career ready individuals. We realize that education should be rich and exciting for all students in order to push them to succeed. For this we need the increased time and resources for every student.

New information the needs assessment uncovered. There is a clear need for professional learning for implementation of CCGPS, as well as additional print and non-print resources and technology to implement CCGPS. Teachers also have concerns about the lack of print rich and real world experiences of which our students are exposed.

Project Goals and Objectives. In accordance with the State Literacy Plan, Southeast Elementary School will continue to work towards providing out students with a literacy rich environment to meet all needs.

Project Goals to Be Funded by Striving Reader

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

Project Objectives to Be Funded by Striving Reader

- Increase the amount and quality of text resources, both in classrooms and in the media center.
- Provide real-world experiences to build schema in order to strength connections across curriculum.
- Increase student and teacher access to current technology.
- Provide professional learning for CCSS.
- Make better use of the State Longitudinal Data System to track student data.
- Use the Scholastic Reading Inventory to gather student data.
- Strengthen phonological awareness, phonemic awareness, fluency, vocabulary, and comprehension in reading classroom instruction.
- To increase the Pre-K school year from 160 days to 200 days.
- Provide more engaging opportunities for African American males and economically disadvantaged students.

Goals to be Funded with Other Revenue Sources

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

Proposes a plan to implement the goals and objectives identified. The literacy plan focuses on improving student achievement by increasing literacy materials (especially in the area of non-fiction), updated technology, and an increase in professional learning. In December 2011, we will begin to lay the foundation of implementing the CCGPS by conducting professional learning. The Striving Readers grant will also allow Rome City Schools' to provide their teachers a minimum of two additional days of training in the Common core State Standards. Our literacy coach will work directly with all ELA teachers to:

- Examine current units of study and resources
- Meet with science and social studies teacher to connect non-fiction texts to their units of study
- Work collaboratively with the media specialist to oversee the ordering of print and non-print resources
- Analyze data with teachers using the Georgia Longitudinal Data System and results from benchmark tests
- Model instruction in classrooms to reinforce professional learning

Establishes who will implement. The implementation of the literacy plan will involve all certified staff members. The principal will oversee the literacy plan while the math and literacy coaches will provide on-site professional learning to their teachers and assist the media specialist on instructional needs which the media center can support. The system technology coordinator will oversee the installation of all new technology hardware and software throughout the building.

Current school/center instructional schedule. The table below is an example of a typical lower grades schedule and an upper grades schedule. All lower grades and all upper grades follow the same length of time for each subject area, just different times of the day according to when they have activity and lunch.

2nd Grade (Lower grades K-2)		
7:50 - 8:00	Homeroom / SE TV	
8:00 - 8:30	RTI / Enrichment	30 minutes
8:30 - 10:00	**Reading / Writing**	**90 minutes**
10:00 - 10:40	**Phonics**	**40 minutes**
10:40 - 11:10	Science / Social Studies	30 minutes
11:10 - 12:00	Lunch / Recess	40 minutes
12:00 - 12:45	Activity	45 minutes
12:45 - 1:45	Math Workshop	60 minutes
1:45 - 2:45	Math Skills	60 minutes

6th Grade (Upper Grades 3-6)		
7:50-8:00	Homeroom / SE TV	
8:00 - 10:00	Math	120 minutes
10:00 - 12:00	**ELA/ Reading**	**120 minutes**
12:00 - 12:15	Social Studies	15 minutes
12:15 - 12:45	Lunch	30 minutes
12:45 - 1:30	Activity	45 minutes
1:30 - 2:00	Social Studies	30 minutes
2:00 - 2:45	Science	45 minutes

Plan for Tiered Literacy Instruction. Southeast teachers are to provide Tier I instruction to all students in the building. These interventions are universal and are required to be available to all students. Teachers often deliver these interventions in the classroom. Teachers meet monthly with the literacy coach to discuss data from student work, progress monitoring and benchmark data. Analyzing the data for individual students determines whether students move through the tiers of the Pyramid of Intervention. Struggling students move to Tier II interventions which include targeted interventions, supplemental small group instruction, more frequent progress monitoring. Once students have been identified as not making progress, students are then moved to Tier III (the student support team) for further investigation. As a final result, students that continue to make little to no progress after weeks of data collection and many interventions are referred to Tier IV (Special Education program).

Resources for Tier I instruction. Tier I interventions consist of all students participating in the instruction that is within the regular classroom Setting with differentiated instruction, whole group instruction with flexible grouping, progress monitoring with universal benchmark testing (DIBELS, OAS, running records, conference logs, student profiles, etc..), standards-based instruction implementing the GPS using best practices (reader's workshop, writer's workshop, math workshop, reading flexible groups…), school wide parental

communication: agendas, behavior notes home, conferences, and school wide discipline procedures. All Tier I interventions attempt to answer the question: *Are routine classroom instructional modifications sufficient to help the student to achieve academic success?*

Time, Personnel, and Strategies for Tier II Instruction. Southeast teachers are provided a 30 minute block in their daily schedule to provide students who are in need of Tier II interventions. We also have 2 RTI interventionists, a literacy coach, and a math coach to support teachers with Tier II and Tier III interventions throughout the day. Some of the strategies that used for Tier II interventions are: targeted interventions, supplemental small group instruction, more frequent progress monitoring, EIP self-contained classrooms, behavior plans, paired reading with cross grade levels, and before / after school tutoring. Interventions are used consistently and pervasively throughout the building.

Time, Personnel, and Strategies for Tier III Instruction. Students who still make inadequate progress receive all of Tier II interventions plus the additional services from some of our school psychologists and/or special education teachers. The students are then referred to the Student Support Team where background information is collected and analyzed. Weekly progress monitoring takes place on the student specific areas of concern and individualized assessments are given to receive more specific data on the student concern. Strategies such as cross-grade grouping, more tailored individual interventions, received interventions become more intense and offered more frequently, one-on-one tutoring, and as a last resort students may be referred to the special education program.

Time, Personnel, and Strategies for Tier IV Instruction. Students who have progressed through the Tiers and have entered Tier IV are students that have been labeled as a Special Education student with a specific disability. These students all receive Individualized

Educational Plans where instructional strategies are delivered through the inclusion model or resource self-contained classes. Strategies and resources that are used with Tier IV students are more extensive and area specific. As a system we have extensively looked at the documents that outline the Striving Reader Grant. We chose to work for this grant because it aligns perfectly with Rome City Schools Philosophy and the goals that we are working so hard to achieve.

Current classroom resources. Each teacher classroom contains one teacher-designated computer, one to two student computers (which still run on Windows 97), one laser black and white printer, one interactive board, one ceiling mounted projector, one document camera, and a limited classroom library.

Current shared resources. Classrooms have the access to our phonics program kits, a phonological awareness program, fluency resources, direct instruction materials, a minimal amount of guided leveled readers mostly in the fiction genre, and one computer lab with 24 outdated computers.

Current library resources. With a combined library of two schools, Southeast is still very limited in resources. We currently have only 3,000 books that are less than twenty years old. Over 50% of our nonfiction books have copyright dates that date back more than fifteen years ago. This falls well below the SACS standards of the recommended 15 books per student. We have no electronic books, a small reference section, one ceiling-mounted projector, 9 outdated computers, three black and white printers, one color printer, three analog televisions on carts, three VHS/DVD players, and one digital camera.

Additional resources needed to ensure student engagement. Southeast is in need of current trade books in print and in electronic format as well as nonfiction text in print and in electronic format for classroom use and small group instruction, handheld electronic tablets for

teacher and student use, classroom libraries in all content areas, additional books for the media center, and literacy-focused software.

Classroom Practices. Southeast uses the best practices of the reading and writing workshop model, guided and independent reading, literacy-based reading centers, 25 book campaign in all classrooms, with the addition of sight word goals in grades K-2 with goal incentives, and interventions for struggling students.

Intervention Programs. Southeast has intervention programs that focus on the areas on phonological awareness, fluency, direct instruction programs, leveled reading programs, and tutoring programs. We have a full-time literacy coach to plan and support our teachers and two RTI interventionists with all our RTI intervention programs.

Additional strategies needed to ensure student success. For success we need to implement reading and writing across the curriculum, particularly in the areas of science and social studies, training teachers and administrators to support technological tools available in order to ensure integration of technology and student lessons, and finally we need to ensure of students receive real world experience through the opportunities that we provide in the classroom.

Project Procedures and Support.

Sample Scenario for a Tier II student:

John Doe: A 5th grade Tier II student		
7:5 – 8:00	Homeroom / SE TV	
8:00 – 8:30	**Reading Intervention (3 days/wk)**	**30 minutes**
8:30 – 8:50	Math Skills	20 minutes
8:50 – 9:50	Math Workshop	15 minutes
10:00 – 10:30	Math Intervention	30 minutes
10:30 – 11:00	Science	30 minutes
11:00 – 11:30	Activity	30 minutes
11:30 - 12:00	**Language Skills**	**30 minutes**

| 12:30 – 12:45 | **Reading Intervention (3 days/wk)** | **15 minutes** |
| 12:45 – 2:45 | **Reading / Writing Workshop** | **120 minutes** |

Sample Scenario for Tier III student:

John Doe: A 5th grade Tier III student		
7:50 – 8:00	Homeroom / SE TV	
8:00 – 8:30	**Reading Intervention (5 days/wk)**	**30 minutes**
8:30 – 8:50	Math Skills	20 minutes
8:50 – 9:50	Math Workshop	15 minutes
10:00 – 10:30	Math Intervention	30 minutes
10:30 – 11:00	Science	30 minutes
11:00 – 11:30	Activity	30 minutes
11:30 - 12:00	**Language Skills**	**30 minutes**
12:30 – 12:45	**Reading Intervention (5 days/wk)**	**15 minutes**
12:45 – 2:45	**Reading / Writing Workshop**	**120 minutes**

Sample Scenario for Tier IV student:

John Doe: a 5th grade Tier IV student		
7:50-8:00	Homeroom / SE TV	
8:00 – 8:30	**Reading Resource (5 days/wk)**	**30 minutes**
8:30 – 8:50	Math Resource	20 minutes
8:50 – 9:50	Math Workshop : Inclusion	15 minutes
10:00 – 10:30	Math Intervention	30 minutes
10:30 – 11:00	**Writing Resource (5 days /wk)**	**30 minutes**
11:00 – 11:30	Activity	30 minutes
11:30 - 12:00	**Language Skills**	**30 minutes**
12:30 – 12:45	**Reading Intervention (5 days/wk)**	**15 minutes**
12:45 – 2:45	**Reading / Writing Workshop: Inclusion**	**120 minutes**

As students need interventions in the area of reading and writing, students move through our tiered schedules increasing the amount of instructional time focused on their targeted area of concern. A Tier I student is given a minimum of 120 minutes reading and writing instruction up to a Tier IV student that is given up to 225 minutes of reading and writing instruction targeting on specific area of weakness.

Professional Learning Content and Strategies Identified on the Basis of Documented

Needs.

Topic	Hours	% of Staff Attended
Common Grade-level planning	20	85%
Lucy Calkins Teaching Writing	5	56%
Children's Mathematics CGI	5	56%
Literacy Targeted Instructional Planning	10	56%
Class Keys	10	95%
CRCT Data Analysis	8	18%
RTI Training	5	85%

A detailed list of on-going professional learning.

- Lori Oczkus Guided Writing, Comprehension Toolkit Grades 3-6, Primary Comprehension Toolkit, Units of Reading and Writing by Lucy Calkins, Common Core Standards, Guided Math, Literacy Centers, Eight Habits of the Heart by Clifton Taulbert, GRASP, and DIBELS Next.

The preferred method of delivery of professional learning

Southeast Elementary provides professional learning to its staff members through weekly grade level meeting with the literacy and math coach. Most of the training in handled on-site while other trainings are held at a central location within Rome City Schools for whole system wide professional learning activities.

Assessment/Data Analysis Plan

Assessment	Purpose	Skills	Frequency
DIBELS Next Grades K-2 DIBELS Next Grades 3-6 At-Risk Students DIBELS Daze	To evaluate effectiveness of interventions for children receiving support in order to make changes when indicated to maximize student learning and growth	Phonological Awareness, Alphabetic Principle, Accuracy and Fluency with Connected Text, Vocabulary, Comprehension	Three times per year
DIBELS Next Progress Monitoring Grades K-6	To monitor student response to intervention or instruction	Phonological Awareness, Alphabetic Principle, Accuracy and Fluency with Connected Text, Vocabulary,	Bi-weekly

			Comprehension	
Running Records	To determine appropriate instructional reading levels of students; To capture student reading behaviors	Accuracy, Fluency, Vocabulary, and Comprehension	Ongoing
DRA	To determine appropriate instructional reading levels of students; To capture student reading behaviors	Accuracy, Fluency, Vocabulary, and Comprehension	Three times per year
G-KIDS	To provide ongoing diagnostic information about kindergarten students' developing skills in language arts, math, science, social studies, social/emotional development, and approaches to learning.	Georgia Performance Standards	Daily
Online Assessment System Benchmark Tests	To assess mastery of grade level standards and to inform instruction	Georgia Performance Standards	Three times per year
CRCT	To assess mastery of grade level standards	Georgia Performance Standards	One time per year
Georgia Grade 5 Writing Assessment	To assess student writing proficiency	Narrative, Persuasive, and Expository Genres	One time per year
ACCESS for ELLs	To monitor students' progress in acquiring academic English	Language	One time per year

Southeast Elementary has been focused in recent years on using assessment data to drive instruction. In addition to the assessment tools listed in the above table, teachers use a myriad of other instruments to assess students. Some teachers in grades Kindergarten through second grade use the Informal Phonics Inventory to determine a student's learning gaps in phonics. Although Southeast is using many effective and research-based assessment tools, it is necessary for us to determine the most appropriate tool for assessing students reading levels, such as the Scholastic Reading Inventory, and to implement it across all grade levels.

Budget Summary. Currently our school is in a state of great expectations. As previously mentioned, Southeast is awaiting an updated school building scheduled to be completed within the next year. We currently serve two small communities that are extremely impoverished and we are very concerned with the number of our students that fail to graduate. It is with great hope that we anticipate the opportunities that this grant would bring our students. This grant would supply our new facilities with updated computers and software in each classroom. It would give students access to handheld reading devices, interactive tables, handheld spellers, and 3D televisions. Every room and library would be filled with current, quality reading material in a variety of genres. Teachers would have access to additional literacy resources and assessment tools. Our students would be completely submerged in a literacy-rich environment. We fell that this grant would provide the resources needed to put diplomas in the hands of more than half of our students that are statically not likely to receive one.

Georgia Striving Reader Subgrant	
Budget Breakdown and Narrative	
Function Code 1000 – Instruction	Year 1
Object Codes	Amount Budgeted
300 – Contracted Special Instructors	
610 – Supplies	15,000
611 – Technology Supplies	3,000
612 – Computer Software	60,000
615 – Expendable Equipment	
616 – Expendable Computer Equipment	150,000
641 – Textbooks	
642 – Books and Periodicals	25,000
Function Code 1000 – Instruction Narrative: The funds for instruction will include tablet computers, new desktop computers, and one smart table with supplies necessary for their effective operation. The funds will cover computer software to be used in classrooms for instructional purposes. Teachers need books and periodicals for classroom instruction, especially in the areas of Science and Social Studies.	
Function Code 2100 – Pupil Services	Year 1
Object Codes	Amount Budgeted
300 – Contracted Services	
520 – Student Liability Insurance	
580 – Travel	

610 – Supplies	
641 – Textbooks	
642 – Books and Periodicals	94,700

Function Code 2100 – Pupil Services Narrative: Classroom libraries for independent reading, as well as sets of high-interest leveled texts, are vital to building communities of readers and writers who will become and remain competent in literacy.

Function Code 2210 – Improvement of Instructional Services	Year 1
Object Codes	Amount Budgeted
113 – Certified Substitutes	
114 – Non-Certified Substitutes	2,500
116 – Professional Development Stipends	2,500
199 – Other Salaries and Compensation	6,600
200 – Benefits	
300 – Contracted Services	
580 – Travel	12,500
610 – Supplies	
810 – Registration Fees for Workshops	9,000

Function Code 2210 – Improvement of Instructional Services Narrative:
Southeast teachers will benefit from the opportunities given to them for professional learning from on-site and off-site trainings. These trainings will allow our teachers to implement strategies taught which enrich and correlate with the CCGPS. Our Pre-K students will also benefit from an additional 40 days of instruction.

Function Code 2220 – Educational Media Services	Year 1
Object Codes	Amount Budgeted
610 – Supplies	
642 – Books and Periodicals	100,000

Function Code 2220 – Educational Media Services Narrative: The school's media center can become a place where students may choose current texts, both fiction and nonfiction, which will contribute to their pleasure of reading and their access to materials for researching nonfiction.

Function Code 2500 – Support Services – Business	Year 1
Object Codes	Amount Budgeted
148 – Accountant	2,000
200 – Benefits	
300 – Contracted Services	
580 – Travel	
880 – Federal Indirect Costs	

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

Total Budget for Year 1	**$479,500**