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: Bartow County School System Cartersville, Georgia		**Project Number:** (DOE Assigned)

Total Grant Request:	System Contact Information:	
$ 5,000,000	**Name:** Dr. John Harper	**Position:** Superintendent
Number of schools 10	**Phone:** (770) 606-5800	**Fax:** (770) 606-5857

Bartow County School System

in system:	applying:		
20	10		
Congressional District: 11th	**Email:** John.harper@bartow.k12.ga.us		

Sub-grant Status

____Large District (45,000 or more students)

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

____Small District (0-9,999 students)

Check the <u>one</u> category that best describes your official fiscal agency:

	School District	Community-based Organization or other Not-for-Profit Organization
x		
	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: _____

Bartow County School System

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Position/Title of Fiscal Agent's Contact Person: __Dr. Elizabeth Williams__

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_____
Signature of Fiscal Agency Head (required)
  Dr. John Harper
_____
Typed Name of Fiscal Agency Head (required)

  Superintendent
_____
Typed Position Title of Fiscal Agency Head (required)

  December 16, 2011
_____
Date (required)

Bartow County School System

Current Priorities

Bartow County's Comprehensive Literacy Plan is grounded in the recognition that literacy is an essential set of skills for success in life. Recent projections show that by 2018 sixty-three percent of all jobs will require at least some college education (Carnevale,Smith, & Strohl, 2010), implying that all students now need to graduate from high school, college, and be career ready. To prepare, Bartow County School System must deliver a high quality education for all students, with literacy across all contents and contexts as the foundation. Bartow County believes that success in literacy results from a combination of a quality early learning environment and formal education. For a system to involve these two settings, coordination and collaboration among many different stakeholders must exist.

The purpose of the Bartow County Striving Readers Comprehensive Literacy Grant (SRCLG) is to ensure that children from birth though grade twelve will receive a standards-based curriculum and graduate from high school ready for college and a career. A secondary, yet unintended benefit for our system has been the sense of commitment which has developed among those working together on the grant application and the system plan. A team spirit was established that will continue to benefit students as a result of "living" the process together. The following sections describe what Bartow County School System currently has in place within each area, what is needed to attain optimum student achievement in reading, and how Bartow County's SRCLG could accomplish the identified needs. In applying for this grant the county Literacy Team has established the following priorities:

1. Improve learning outcomes for all students.
2. Improve use of data to drive instruction.
3. Improve student achievement in content literacy.
4. Develop an infrastructure for technology use and application in every school and classroom.

Bartow County School System

These priorities translate into three goals and accompanying objectives. Bartow County has

recognized the need to use writing and technology in the development of literacy skills. The use

of writing and technology to reach our goals is implicit throughout the application.

- **Goal 1** Provide an annual **summer "intervention-prevention convention" academy** for students at risk in reading from Pre-k through 11th grade, beginning June, 2012.
    - o Objective: Develop and implement an annual summer program for students in need of intervention in the area of literacy.
    - o Objective: Partner with the Rollins Center - Atlanta Speech School to develop and implement a summer language immersion program for pre-K to grade 3.
    - o Objective: Identify and provide training on gold standard interventions in reading aligned to the Georgia tiers. Teachers will learn how to use data to diagnose student needs, place the student in the correct tier of intervention, plan three week lessons aligned to student needs, implement and monitor progress of interventions, and determine next steps.
    - o Objective: Improve student Lexile levels so that all students exit their grades at or above the appropriate grade level band range.
- **Goal 2 Develop oral language skills from pre-school age to third grade**
    - o Objective: A partnership with the Atlanta Speech School at the Rollins Center to implement a summer program that focuses on improvement of oral language will be initiated. In order to meet the challenge of reading and understanding complex texts, students must have a sophisticated semantic and syntactic network, acquired through ample experience in receptive and expressive oral language.
    - o Objective: Improve student achievement in grade level reading skills to insure students exit kindergarten and first grade with sufficient decoding skills to build accuracy and fluency in second grade and beyond. Our data indicates that students show substantial losses in these areas during the summer vacation. The partnership with the Atlanta Speech School at the Rollins Center and a summer program will provide continuation of growth in these skills for low achieving students in Pre-K through third grade.
- **Goal 3 Integrate literacy strategy and skill instruction in content areas**
    - o Objective: Train teachers in the integration of reading strategies and skills in the content areas through extensive teacher training, as well as the purchase of additional levelized, nonfiction texts from kindergarten, first and up.
    - o Objective: Increase the number of students who meet or exceed expectations on the CRCT in science and social studies by three percent annually through identifying a strategic instruction model for content enhancement, providing training to all teachers from fourth through twelfth grade in these strategies, and providing funding for three teachers to become certified as trainers in these models.
    - o Objective: Increase the amount of diverse texts in classrooms that are aligned to content area standards.

Management Structure

We believe that Bartow County has the infrastructure to manage and implement the Striving

Readers Comprehensive Literacy Grant.   We are committed to using diagnosis and support for

individual students within their learning environment. The structure that supports the grant is

detailed below.

Vision, Mission, and Beliefs
This is aligned to Georgia Literacy Plan "The Why" Sections 3.B & 4.D.

In 2008-2009 Bartow County School System reviewed the mission, vision, and beliefs. Developed by

a team of school personnel, community stakeholders, and parents, these form the conceptual

framework within which all education occurs within the county. Each school also reviewed their school

vision and mission to check alignment with the system statement. *Graduation and Beyond…Creating*

Lifelong Learners was added to brand the core beliefs and values. The system has chosen the theme

"LIFE" for our Striving Readers Comprehensive Literacy Grant, reflecting the belief that **Literacy is for**

Everyone and is critical to the creation of lifelong learners in our community.

<div align="center">Vision</div>

The vision of Bartow County School System is to provide all students a world-class education
focused on high academic standards and dedicated to creating lifelong learners who will become
contributing members in a global society.

<div align="center">Beliefs</div>

We believe:

1. We have the responsibility to educate each student academically, physically, socially, and
   emotionally.
2. We must develop each student's potential to succeed in a global society.
3. We must hold high expectations that promote excellence.
4. The education of the student is most successful when it involves the school, home, and
   community.
5. Learning is a lifelong process.

Mission

The mission of the Bartow County School System is to educate all students to understand the past, learn in the present, and flourish in the future as lifelong learners.

Bartow County School System's vision, beliefs, and mission are articulated to members of the professional community, parents, students, and other stakeholders through the system webpage, newsletters, Board of Education meetings, and through displays in every school. Infrastructure components supporting our management system include:

- A scientifically evidence-based core reading program in first through fifth grades.
- An initial four tiered continuum of literacy interventions grades K-12.
- An explicit four tiered response to intervention model.
- A Pre-K Center.
- Screening, Progress Monitoring, and Outcome Assessments.
- Benchmark Assessments in ELA.
- Classic Core Vocabulary Initiative.
- Thinking Map Trained Trainers in every building.
- Focus Classes to accelerate students at risk in reading who are entering 2nd and 4th grade.
- Depths of Knowledge Trained Trainers in every building.
- Middle School Reading Classes.
- Middle School Reading Intervention Programs.
- SACS CASI System Accreditation with Distinction.
- Approval as a PSC Reading and Gifted In-field Endorsement Provider.
  - Leadership that is in process of receiving reading endorsement.
- System Literacy Specialist.
  - Trained DIBELS Next Trainer and Mentor.
  - Trainer in training for new intensive, focused intervention program

Past Instructional Initiatives

Bartow County School System has been supporting the development of literacy through state initiatives and through local funding and professional learning. The table on page 14 shows the development of literacy from 1996 to 2011.

Literacy Curriculum

- Bartow County School System has a literacy program aligned to the Georgia Performance Standards. During the past six years the curriculum has been standardized throughout the system to address the frequent moves of many students between schools. Kindergarten has the phonemic awareness and phonics component of the core program used in grades 1-5.

- The first through fifth grade literacy program is standardized throughout the system, and includes multiple leveled fiction and nonfiction texts, a differentiated instruction period daily, systematic, explicit instruction in phonics and decoding, as well as an intervention, challenge, and English Language Learners components. Teachers have had access to full day training on how to implement the program, with some additional training provided during the last 2 years, but a need remains for more training in the implementation of differentiated instruction, inquiry, and writing.

- Reading is being taught as a separate class in middle school through the study of novels and short stories. Lack of funding has resulted in a shortage of materials in sixth through twelfth grades and many of the current texts are written at a Lexile level that is far below that identified on the CCGPS. Funds were used to purchase some intervention programs that are available to support middle school students who are identified as having difficulty.

Literacy Assessments

- In 2011 the system changed the screening and progress monitoring instrument from the DIBELS 6th Edition to DIBELS Next, because accuracy in scoring assessments is critical for data driven decisions. The Literacy Specialist holds certification as a DIBELS Next Trainer and Mentor, and she delivered official DIBELS Next Transition during the summer and fall of 2011 to teachers in grades K-5.

- The Scholastic Reading Inventory is used in one middle school. High Schools use the end of course tests.

- Universal screening and progress monitoring assessments are needed at every middle and high school.

- All schools' assessment outcomes are examined annually using the CRCT or the EOCT.

Need for a Striving Readers Project

LEA Process for Selecting Schools that Would Successfully Implement a Striving Reader Project

Plan Components Aligned to Georgia SRCL Grant
Standards Based Curriculum

- Bartow County School System has implemented the Georgia Performance Standards. Standards-based classrooms are continuously evaluated through Focus Walks conducted by the building leadership and central office teams. Professional Learning opportunities are garnered from the Focus Walks as well as through an annual Needs Assessment conducted at all levels.

As Georgia transitions to the Common Core Georgia Performance Standards, administrators and teachers will be trained following the Common Core Georgia Performance Standards Roll Out Plan for Bartow County (**Appendix C**). Elements of this plan will be integral to implementation of the Striving Readers Comprehension Literacy Grant. For example, Model classroom teachers in every school, whose selection was based on knowledge and skills, instructional expertise, and a willingness to deliver professional learning at their school site, will act as coaches in their grade level for the purposes of the grant and beyond.

Literacy Assessments
Ongoing Formative and Summative Assessment Data to inform instructional decision making

- Bartow County School System has a commitment to using ongoing formative and summative assessment data that is used to inform instructional decision making about the need and intensity of interventions, and to evaluate the effectiveness of instruction. To accomplish this purpose, the county has the following assessments and schedule in place:

Assessment	Frequency	Purpose
DIBELS Next Benchmark	3 times a year	Screening
DIBELS Next Progress Monitoring	As needed	Progress Monitoring
County Benchmark Assessments for LA	3 times a year	Benchmark Progress Monitoring
CRCT	once a year	Outcome
Scholastic Reading Inventory	3 times a year	Screening and Progress Monitoring
End of Course Tests	once a year	Outcome
ACCESS for ELL	1 time a year	Screening

- The Scholastic Reading Inventory will need to be purchased, and training provided for Cass Middle School, South Central Middle School, and Cass High School, as well as continued training and mentoring in DIBELS Next and informal reading inventories. The county developed, revised and expanded an aligned Continuum of Interventions in reading over the past 3 years. This continuum forms an integral part of the Literacy Plan.
- Needs Assessment data indicate that additional training on selecting and using interventions is necessary. The continuum needs to be expanded to clearly reflect interventions at the pre-K, middle, and high school levels.

Dedicated Block for Literacy with Model Classrooms

Four Tier Response to Intervention

- Bartow County has been implementing a four tier Response to Intervention model for several years, but needs assessments indicate that increased training and support is necessary in order to fully understand the response to intervention process. At the elementary level K-5 multiple assessments and interventions are available and are used to identify student needs and plan targeted instruction with in depth training on interventions still needed. Needs assessments from middle and high school indicate that teachers need much training on how to identify and use additional interventions, as well as how and when to progress monitor students.
- A summer Intervention Convention is planned to increase teacher understanding of when and how to use interventions. Teachers will use formative and progress monitoring assessments to determine student needs, then select and implement appropriate interventions. One administrator from each school will participate on a daily basis during the Intervention Convention.
- The Intervention Convention will involve every level. Identified struggling readers, in groups of 2 - 8 in accordance with their identified needs and interventions, will participate for one to two hours daily during the month of June.

Leadership Committed to Improving Instruction

- Bartow County School System has a System Literacy Team and a Steering Committee in place. (**Appendix C**) Both committees include representation from system leadership at all levels.

High-Quality Materials to Support the GPS and the CCGPS

- Bartow County School System has made a concerted effort to provide high-quality, leveled materials to support the implementation of the GPS and the transition to the CCGPS by providing every classroom in grades 1-5 a scientifically evidence-based core reading program. Some kindergartens have the complete scientifically evidence-based core program while others have the Phonological and Phonemic Awareness piece only. Project LIFE will enable the remaining components of the core to be purchased for every classroom. These varied components may include the leveled text for science and social studies that support the program during daily differentiated instruction, the differentiated support material work stations, and sufficient technology to enable the use of e-suite resources.
- To address oral language development and prior knowledge, the Bartow County School System inaugurated the Classic Core Vocabulary Read Aloud initiative in grades K-5 one year ago. One copy per school of two classic books to serve as read-alouds at each grade level were purchased and vocabulary activities (Beck, McGowan, Biemiller, Block) were developed to accompany each book. Grant monies would be used to purchase copies of the books for each class, the media center, and parent libraries so students and parents can check out the books to reread.

- In a review of the selection of books used in the middle and high schools it was found that many of the books had Lexiles far below those indicated by Metametrics, so an updated, but unfunded, list of required and optional texts was developed by a committee. As monies permit the committee will reconvene to purchase texts and identify more that reflect the rigor of the CCGPS.
- The CCGPS require literacy embedded across the curriculum. Classroom libraries and texts at a variety of levels reflecting the CCGPS will enable in depth inquiry in every classroom, during and after reading about topics.

Technology

- Bartow County Schools are committed to the integration of technology throughout the curriculum. At the K-5 level, the core program is accompanied by an e-suite, which aids teacher presentations, student practice in the form of e-fluency when reading decodables, access to e-texts at home, and access to multiple games supporting literacy. The e-inquiry allows students to explore topics of interest independently. In the middle schools, the intervention program has only an e-suite for teachers. Students' material is needed.
- Technology is a major need for our system and our use of technology is not reflective of 21st century classroom needs. The Striving Readers Comprehensive Literacy project will enable us to provide interactive boards, additional computers in all classrooms, training, document cameras, student response systems, as well as providing access to laptops for students. For the majority of our students, technology implies gaming systems and television. Most students are "digital natives," but economically disadvantaged students have limited access to technology out of school. Presently, limited integration and access to current technological devices is hampering the potential success of learners in Bartow County. Research indicates that failure to educate students in appropriate use of technology will inhibit their future success. Students need to understand how to use the tools to communicate effectively, to research, and to collaborate, in addition to simply typing a report.
- LIFE monies will be used to purchase interactive boards and tables, laptop computers at each school, and training in utilization of the new and existing technology.

High Quality Professional Learning

- Professional learning opportunities are determined through the results of the needs assessment. Specific to the SRCLG Needs Assessments, professional learning in interventions, core implementation, use of data to plan instruction, and in strategy use across the curriculum will be implemented.
- Bartow County will hold an annual site-based Intervention Convention for the purpose of providing high quality professional learning in selecting, implementing, assessing interventions and practicing with a trainer. The Striving Readers Comprehensive Literacy Grant will enable Bartow County to put together the missing puzzle pieces necessary to fulfill the stated goals, objectives, and priorities.

Bartow County School System

Eligibility of Schools

Elementary Schools	% FR	AYP Status	NDMN CRCT Grade 3	% NDMN CRCT Grade 3	NDMN CRCT Grade 5	% NDMN CRCT Grade 5
Adairsville	60.12%	Yes	13	12.70%	13	10.70%
Allatoona	79.14%	Yes-CI-SWD	4	5.00%	7	9.70%
Clear Creek	64.08%	Yes	8	8.20%	7	7.40%
Cloverleaf	68.07%	Yes	3	3.00%	5	5.30%
Emerson	76.77%	Yes	4	7.30%	2	3.20%
Euharlee	56.51%	No-SWD	11	8.70%	7	5.90%
Hamilton Crossing	55.22%	No- SWD	15	15.00%	6	5.80%
Kingston	83.75%	Yes	9	10.80%	6	6.40%
Mission Road	58.52%	Yes	6	5.80%	4	4.90%
Pine Log	65.26%	Yes	7	10.80%	4	5.10%
Taylorsville	58.67%	Yes	1	1.50%	4	4.80%
White	59.68%	Yes	8	11.00%	2	2.10%
Pre-K Center	62.73%					

Middle Schools	% FR	AYP Status	NDMN CRCT Grade 8	% NDMN CRCT Grade 8
Adairsville Middle	58.19%	No-SED	23	9.20%
Cass Middle	63.32%	No-SED	38	12.00%
South Central Middle	74.36%	Yes	21	10.20%
Woodland Middle	51.09%	Yes-SH-SWD	19	6.50%

High Schools	% FR	AYP Status	Graduation Rate
Adairsville High School	51.64%	Yes-CI-ED	76.8%
Cass High School	57.11%	Yes-CO-ALL No-ED No-Black	76.2%
Woodland High School	48.73%	Yes-SH-SWD	75%

LEA Process for Selecting Schools that Would Successfully Implement a Striving Readers Project

The Bartow County School District Literacy Team met to analyze longitudinal data for the purpose of identifying system strengths and weaknesses. The State of the System was reviewed by both the School and System Literacy Teams using current CRCT Data, End of Course Tests, and DIBELS Next. Because Cass High School has not made AYP for the past three years and is now in NI-2 status, data initially completed at schools feeding into Cass High School was presented to and reviewed by the system Literacy Team for further analysis of implications. Minutes of these meetings are attached in **Appendix A**.

CRCT DATA: Number of Students in Grades 3, 5, and 8 not meeting standards based on current CRCT data 2011 is shown in the table below.

3rd Grade Reading	3rd Grade English Lan Arts	3rd Grade Math	3rd Grade Science	3rd Grade Social Studies
78	89	189	229	239
5th Grade Reading	**5th Grade English Lan Arts**	**5th Grade Math**	**5th Grade Science**	**5th Grade Social Studies**
77	67	74	263	334
8th Grade Reading	**8th Grade English Lan Arts**	**8th Grade Math**	**8th Grade Science**	**85th Grade Social Studies**
44	101	257	355	378

All areas of the CRCT were analyzed, and include literacy in science and social studies. The study revealed a weakness in content literacy at all grades. A pattern was identified that showed increasing numbers of students not meeting standards in science and social studies as they progressed from grade five to grade eight. This is of particular concern for two reasons: 1) science will be the second indicator for the system beginning in 2012; 2) as Georgia transitions to the Common Core Georgia Performance Standards, content literacy is a priority.

Improve student achievement in content literacy

We hypothesize that lack of oral language development (receptive and expressive, vocabulary and syntax) is contributing to poor comprehension. Students' ability to call words exceeds their ability to comprehend, both on the DIBELS Next Assessment and on the CRCT. For example, at third grade 70% of students are "core," ready for instruction in the scientifically evidence-based core reading program in accuracy and only 56% are "core" for comprehension as measured by the DAZE. In fourth grade 64% are "core" for accuracy, and only 43% are "core" on the DAZE. By fifth grade, only 41% are "core" on the DAZE. This is confirmed in analysis of the CRCT scores. In science 229 students "Do Not Meet" in third grade, in fourth grade 253 students, and by fifth grade 355 students "Do Not Meet". This trend is also reflected in third, fifth, and eight grade social studies. In third grade 239 students "Do Not Meet," in fifth grade 334, and in eighth grade 378 students "Do Not Meet".

Universal Screener Data

Although the majority of students in Bartow County exit Kindergarten fully phonemically aware according to the DIBELS Next assessment, this is not maintained in first grade. In the schools selected for the SRCLG, between one-fifth and one-third of students are exiting first grade without the foundational skills necessary for reading to learn. An analysis of first grade data indicates that students at Clear Creek, Cloverleaf, Kingston and White Elementary Schools continue to enter first grade below district norms. The guide rule for screening using DIBELS Next is that 80-85% of students should be at or above the benchmark for this measure in order to meet the mid-year benchmark. The trend at Clear Creek (39% Intensive), Kingston (37% Intensive), and White Elementary (43% Intensive) indicates across the board weaknesses compared to other schools in the district in foundational literacy skills with specific weakness is in alphabetic understanding. In analyzing all first grade students 47% are strategic or intensive, and only 52% of first graders county wide enter for core instruction. **Appendix B** shows the screening data for the system and elementary schools in the Cass High School feeder pattern.

Bartow County School System

The following table indicates the building blocks of elementary literacy and where weaknesses have been identified within the Cass High School feeder pattern. Comprehension difficulty is present at all levels in the feeder schools.

Building Block	Print Concepts	Phonological Awareness	Phonics and Word Recognition	Fluency	Comprehension
Clear Creek	K	K	K, 1, 2, 3	2, 3, 5	2, 3, 4, 5
Cloverleaf			1, 2, 3, 5		3, 5
Emerson	K		1, 2, 3, 4	2, 5	3, 4, 5
Hamilton Crossing	K		K, 2, 3, 4	2, 4	2, 3, 4
Kingston	K		1, 2, 4	2, 4, 5	3, 4,5
White	K		1, 2, 4	2, 4	2, 4, 5

Before composing a formal Literacy Plan, Bartow County School System convened a System Literacy Team as well as a Steering Committee and school literacy teams. The PET-R analysis was conducted with the assistance of the Rollins Center. Analysis of these needs assessments **(Appendix B)** shaped the Literacy Plan at the school and system level. Analysis confirmed a pattern existed in feeders to Cass High School. Schools with the highest free/reduced and those in the pattern not meeting standards were selected. Schools feeding into Cass High School were deemed eligible for purposes of the grant.

Assurances That All Guidelines Are Being Met

Assurances that the system is meeting all requirements set forth by the federal grant and the Georgia DOE which include the assurance that the funds provided under this program will supplement, not supplant federal, state, and other local funds that the applicant would otherwise receive can be found in **Appendix F**.

<div align="center">Experience of the Applicant</div>

The application includes:
Audit Findings for the past 5 years. (Not in Rubric but on page 26 of Grant Application) Included in Appendix G

a. A table describing other initiatives with which the LEA has been involved.

Action	1996 1998 2000 2003 2004 2006 2008 2010 2011
Participated in initial Georgia Reading First	⟵————————⟶
Participated in Georgia's Choice; Literacy	⟵————⟶

Action	
Coaches	
Coaches position discontinued (budget constraints)	✕
Adopted Scott Foresman Reading Program	⟵⟶
School surveyed to determine how literacy taught; 27 different programs used for reading	⟷
Elementary program alignment begins	⟵⟶
Project Focus (system funded)	⟵⟶
System Literacy Specialist hired	⟵⟶
Schools begin to purchase scientifically evidence-based core and interventions (system funded)	⟵⟶
DIBELS Next (system funded)	⟩

b. A description of initiatives the LEA has implemented internally and with no outside funding support.

> The table below shows the initiatives the LEA has implemented internally and with no outside funding support.

Action	1996 1998 2000 2003 2004 2006 2008 2010 2011
Adopted Scott Foresman Reading Program	⟵⟶
School surveyed to determine how literacy taught; 27 different programs used for reading	⟷
Elementary program alignment begins	⟵⟶
Project Focus (system funded)	⟵⟶
System Literacy Specialist hired	⟵⟶
Schools begin to purchase scientifically evidence-based core and interventions (system funded)	⟵⟶
System ELA Benchmarks aligned to GPS	⟵⟶
Classic Core Vocabulary Read Aloud Initiative	⟵⟶
DIBELS Next (system funded)	⟩

Project Focus

- The goal of Project Focus was to teach children to lift print from the page fluently while embedding comprehension strategies, vocabulary, and language syntax/structures in order to comprehend grade level expository text. The objective was to provide direct explicit targeted reading instruction to rising second grade students that are achieving below grade level so that they exited at or above end of the year grade level.   Scientifically research based reading programs were selected to be used in the program, including an accelerated intervention program (Torgeson, 2007); and a scientifically evidence-based grade level core reading program (Pressley, Torgeson, 2006). Explicit vocabulary instruction and reading in the content area were embedded into the program using quality picture books aligned to science and social studies Georgia Performance Standards and writing in response to reading was incorporated multiple times daily. In order to identify eligible participants, student data was analyzed. Students were eligible if they meet the following criteria: 1) Three DIBELS scores showing students at-risk, 2) Progress

- monitoring showing progress in the RTI process, 3) CRCT Scores – Level I or marginal Level II.
- Teachers received intensive training both in the programs selected as well as professional learning courses leading to reading endorsement. Once the endorsement was obtained, further professional learning was conducted in advanced comprehension theory and strategies.
- During 2009-2010 the class size was increased by three students due to budget constraints.
- The results of the initial Project Focus initiative indicated a need for a fourth grade class.. These results are shown in **Appendix D**. Although a full one-fifth, 21%, of Focus students did not meet expectations in fourth and fifth grades, the number of students exceeding expectations increased. Results are shown in **Appendix D**.
- While the results of Project Focus have been promising, they also indicate that consistently 15% of students in second grade continue to not meet expectations on the CRCT and 21% of students in fourth grade, nearly one-fifth, did not meet expectations on the CRCT over the life of the initiative. The need to improve student achievement in this 21% of at-risk fourth graders is one reason we need this grant.
- Project Focus included a scientifically evidence-based intervention program and core program. The results of the project were so good that the system purchased the same core program for half of the first grades and half of the second grades in 2010. In 2011, the system purchased the same core for the remaining first and second grades as well as for third, fourth, and fifth grades. When system monies were not available, principals used their monies to put the core in place system wide from first through fifth grades.
- In 2011 the system made the decision to change the screening and progress monitoring instrument from the DIBELS 6th Edition to DIBELS Next. Accuracy of data is critical. The Literacy Specialist received training leading to certification as a DIBELS Next Trainer and Mentor. Official DIBELS Next Transition training was delivered during the summer and fall of 2011 to teachers responsible for administering and scoring the DIBELS Next in grades K-5.

Reading Endorsement

- Bartow County has many teachers with a Reading Endorsement. Beginning in 2000, the county participated in the training of trainers for the Reading Endorsement through Northwest Georgia RESA. In the interim years, 120 teachers in the county were endorsed in the area of reading. In 2009-2010, when professional learning funds were cut for budgetary reasons, Bartow County School System wrote and was approved as a Professional Standards Commission provider for the Reading and Gifted In-field Endorsements. The Reading Endorsement Program was written to reflect the scientific evidence base in reading and embeds theory to practice in application of new learning in the participants' classrooms. Currently, twelve administrators and 20 teachers are completing the endorsement. This initiative has full sustainability beyond the life of the grant. In the past, 120 teachers have completed the reading endorsement. This opportunity will be expanded next year and in subsequent years during and beyond the life of the Striving Readers Comprehensive Literacy Grant in order to infuse best practices in literacy in every school in our county.

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

Executive Directors of Curriculum, Dr. Buffy Williams and Mr. Jim Gottwald have coordinated resources for system initiatives in the past, including the implementation of the elementary Focus program and the development and implementation of the separate reading class at the middle school, both described in this document. In each example, materials purchased, distributed, inventoried, and monitored with training provided. The Coordinator of Professional Learning has responsibility for approving all professional learning. The Administrative Assistant for Professional Learning posts all classes on PD Express, maintains records of class attendance, and monitors participant professional learning units. All budgets are reviewed by the chief financial officer. Program updates, including budgeted resources, are shared with our local board of education. Resources have been coordinated in accordance with all rules and regulations required by the Bartow Board of Education. Five years of audits are included. This grant will be in accordance with all rules and regulations required by the GaDOE/USED. The Fiscal Requirements of Internal, Operating, Accounting and Compliance Controls of this grant will be followed as a commitment to our project.

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

Bartow County School System has a demonstrated record of sustaining initiatives as demonstrated by the table on page 14. DIBELS was introduced as a universal screening and progress monitoring instrument in 2002 and has been sustained for nine years. The system has supported ongoing teacher and trainer workshops, sending the Literacy Specialist to four day transition training in order to effect a system wide change to the DIBELS Next. Project Focus was instituted in 2008 and is ongoing. This project requires acquisition of student materials annually, and these materials have consistently been provided. Curriculum Departments and local administrators conduct ongoing Focus Walks to assure fidelity of initiative implementations.

Resources (10 Points)

The application includes:

a. **A clear plan alignment plan for SRCL and all other funding.**
b. **A list of the resources available at each building.**
   Appendix E shows a list of resources
c. **A plan to ensure that no supplanting takes place.**
d. **A detail of how SRCL will add value to the existing resources in the schools.**

Align use of Federal and State funds (GA Striving Reader Subgrant Application, page 21)

Resources
Align use of Federal and State funds (GA Striving Reader Subgrant Application, page 21)

	Title Funds – FY 2012	Title II Funds – FY 2012
LEA	$2,798,349	$329,342
Each School		
Adairsville Elementary	$164,016	$0
Allatoona Elementary	$155,172	$0
Clear Creek Elementary	$132,660	$0
Cloverleaf Elementary	$180,900	$0
Emerson Elementary	$112,962	$0
Euharlee Elementary	$157,182	$0
Hamilton Crossing Elementary	$162,006	$0
Kingston Elementary	$173,664	$0
Mission Road Elementary	$123,816	$0
Pine Log Elementary	$104,520	$0
Taylorsville Elementary	$103,716	$0
White Elementary	$130,248	$0
Adairsville Middle	$98,124	$0
Cass Middle	$144,534	$0
South Central Middle	$106,522	$0
Woodland Middle	$93,925	$0
Adairsville High	$0	$0
Cass High	$0	$0
Woodland High	$0	$0

School Title I/II Resources

Materials and professional development in academic content areas of reading, language arts, math, science or social studies with the need being determined by data in each schools' needs assessment.

System Title I/II Resources

System data is analyzed in areas of focus that are determined annually. Literacy focus will align to specific content area where gap is indicated.

Funds – Title I/II

Title I and Title II funds are budgeted based on system and school data.

Management Plan and Key Personnel (10 Points)

The application:

a. Details a clear plan for management of the grant implementation

Upon notification of being a grant recipient, Bartow County will convene the Striving Literacy System team to review the implementation plan. The timeline will be as follows:

March – August 2012	System technology infrastructure will be complete at all ten grant schools
March – May 2012	Literacy materials will be reviewed and ordered
March – 2012	Summer Intervention Convention will be planned with partner organizations – Rollins Center and Annie E. Casey Foundation
March – June 2012	Technology orders (including laptops, interactive projectors, and digital camera projectors) and software loaded onto new laptops
June 2012	Yearly Report will be sent to the GDOE
	Monthly professional learning will be planned and published for the year. This training will support new programs and literacy materials purchased with the grant
June and July 2012	Interactive Projectors and Tables will be installed in all classrooms
	All content teachers at grant schools will attend Striving Readers Summer Institute
	Issue computers to teachers
July 2012	Host Technology Conference and training on management system
August 2012	Training on Interactive Projectors for staff members
August - October 2012	Computers issued to students by grade level roll-out

| January 2013 | Mid-Year System Literacy Conference for updates and needs assessment |
| January – June 2014 | Continue with implementing each local literacy plan |

b. Lists the individuals responsible for the day to day grant operations

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

c. Lists the responsibilities of the people involved with the grant implementation
d. Clearly details that the individuals listed understand the goals and objectives as well as the implementation plan.

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

<div align="center">

Sustainability Plan 10 Points

</div>

The application:

a. Details a clear plan for expanding the lessons learned through the SRCL project with other schools and new teachers to the LEA.

- The Literacy Specialist, model classroom teachers, and assistant principals will redeliver all training to schools not included in the Striving Readers Comprehensive Literacy Grant. Trainings will be offered on PD Express and opened to participants on a first come first served basis. Trainings will be offered on an ongoing basis, so that teachers new to the system can receive training upon employment. When intervention programs are implemented that require training, system personnel will be identified to become certified trainers of those interventions. The "Intervention Prevention Convention"

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summer program will include opportunities for teachers from every system school to attend training, acquire skill in implementing and assessing interventions, and using progress monitoring assessments to plan and inform instruction.

b. Details a clear plan for extending the assessments protocol beyond the grant period.

- Bartow County has a commitment to screening, progress monitoring, and outcome assessments. The system has a history of utilizing these practices and a process for this has been established. The Response to Intervention Coordinators and the Literacy Specialist currently monitor and will continue to monitor this data. The County already uses DIBELS Next, the Scholastic Reading Inventory, and several of the Pre-k screening, progress monitoring and outcome assessments.

c. Details a clear plan for extending the professional learning practices beyond the grant period and to new staff to the system.

Bartow County Schools ensures new staff to the system has learning practices extended to them through a number of avenues. In goal area three of the **"System Strategic Improvement Planning Report,"** the following are included:

- Provide 'New Teacher Orientation/Institutes' and continuous professional learning in collaboration with teacher mentors. Each school in Bartow County holds the responsibility of mentoring for each new staff member.
- Recruit and retain a strong workforce.

Bartow County School's **state approved 'Equity Plan'** includes the following to ensure professional learning practices for new and tenured staff:

- Induction of new staff is on-going at the individual schools which include the assignment of unofficial colleague-mentors and introductory staff/team meetings and staff development workshops. These are typically led by principals, assistant principals, subject matter specialists, and invited speakers or presenters.
- Bartow County addresses the retention of highly qualified, effective teachers within the written school improvement plan. New certified staff members are inducted into the work force via a two day orientation. This event introduces the new teaching staff to the curriculum, instructional design, as well as programs and procedures in the Bartow County Schools. The desired outcome of producing a teacher who can focus his/her attention on providing a superior student achievement opportunity without experiencing extraneous business-type distraction is the net objective.
- Opportunities for continuous professional learning are also provided through the system and may be located online in the catalog of PD Express (Professional Learning Database). PD Express also provides data as to the number of educators who are participating in continuous professional learning. In addition Bartow County Schools have data from Northwest Georgia RESA reflecting educator participation in professional learning from this agency.

- Bartow County Schools made the decision to continue to keep transcripts for each educator on the number of professional learning units (PLUs) earned. This clearly reflects participation of **new staff** in professional learning opportunities provided by Bartow County Schools.
- Within each school's 'School Improvement Plan,' the details of continuous professional learning for all school staff is clear and based on school data. This includes the **"what**," as well as the **"how."**
- The Literacy Specialist, model classroom teachers, and assistant principals will redeliver all training to new personnel. Trainings will be offered on an ongoing basis, so that teachers new to the system can receive training upon employment. When intervention programs are implemented that require training, system personnel will be identified to become certified trainers of those interventions. The "Intervention Prevention Convention" summer program will include opportunities for teachers new to the system to attend training, acquire skill in implementing and assessing interventions, and using progress monitoring assessments to plan and inform instruction.

d. **Details a plan for sustaining technology that was implemented with the SRCL funds including site licenses.**
- The Director of the Bartow County Technology Department is part of the Striving Readers System team. Mark Bagnell is working with us diligently to make sure that all requested technology support materials can be maintained and supported by the technology department.
- Infrastructure upgrades at each school will be supported locally and will be ready to support the technology grant requests as new materials are implemented. The technology department has a team of fourteen employees that support our schools with current hardware needs and instructional technology needs.
- All materials purchased with this grant will be supported by our local technology team. The interactive projectors for each classroom and digital camera projectors will be maintained by each school technology team. The laptop conversion will be supported by the system technology staff. The laptops will be on a rotation in accordance with our system technology plan and the school system will purchase upgraded laptops as the system cycles the older laptops out of circulation. The older laptops will be refurbished or sold to another vendor, as Bartow County purchases newer computers in the rotation.
- All site licenses will be maintained locally after the grant expires.

<div align="center">Budget Summary</div>

- Our budget priorities include the development of our summer program addressing oral language and reading in partnership with the Rollins Center. Other priorities are integration of strategy training in best practices in all content areas with a focus on response to intervention. Finally, engaging and motivating students through the integration of technology as a third priority.

Appendix A. Minutes of System Literacy Team, Steering Committee Meetings

Bartow County Literacy Steering Team

November 15, 2011

The members met in the boardroom at 10:30. The committee was updated concerning the information that was given to the leadership team and each participating school. They were updated on comments and concerns of the schools.

Packets containing requirements and a rubric was given to each participant.

Information about school progress and plans were given to the committee.

A time of questions and answers was held.

It was announced that the next meeting date will be November 29th at 9:30.

November 29, 2011

The team met at 9:30 in the board room. We need each school to be as complete as possible by Friday. The Writing Team will clean up and align next week.

Feeder pattern to Cass High has been identified. We shared ideas starting with Cass High School.

School	Ideas	Needs	Next Steps
Cass High School	• Reading Comp Strategy Instruction • Training in Assess • Vocabulary Strategy Instruction and common terms for instruction • Strategic Instructional Model for Content Enhancement Routine	• System 44 • Response Systems • Mobile Labs • Training for Strategies/Vocabulary, Promethean Boards, Common Core • Consultants • Diverse Texts	• everyone in building must go to training • budget – what • schedules • cop
South Central Middle School	• Strategies • Common Language for strategies from elementary to middle school	• 15 Promethean Boards • Up Grade Computers • Laptops • Ereaders • Need for similar technology in all buildings (same brand)	• programs • informal phonics screener • in August put in Woodland High School feeder pattern
Cass Middle School	• Strategies across content areas and	• Training • Fusion	• schedule is key

School	Ideas	Needs	Next Steps
	vocabulary • Training for all teachers in content reading and writing	• More Read 180's • Libraries • Technology – different ereaders • Ipads/Netbooks • Netbooks with word processing may be better • Wireless printers • Promethean Boards • Ereaders, Ipad require emailing • Technology in student hands to increase writing	
White Elementary School	• Inquiry is key K-3 – 120 minutes • 4-5 105 minutes • Must go to two man teams	• Training for teachers • Promethean Boards K-2 • Rave-O – 2 Kits • Corrective Reading to Supplement • Science/Social Studies books	• budget • lexile • fine tuning writing
Emerson Elementary School	• Data: summer regression results in 30-40 pt. loss. • Institute Read to Succeed Program • Scheduling uninterrupted block of time • Diagnosis skills for teachers • More training in Interventions • Classroom libraries of expository text	• Technology check out labs • Phonics screener needed	• Call Julie – Feeder pattern of schools poverty %
Kingston Elementary School	• Similar needs to Emerson Elementary mostly losing K-1 • Phonics Screener for grades 1-2 • Interventions -	• Training in multi-sensory Orton Gillingham • Reading Endorsement • Elmos • Ipads to be compatible	• just about done • budget

School	Ideas	Needs	Next Steps
	Training in how to select interventions • Identification of root cause	with promethean board 30.00 connection • Technology for apps or Ipads isn't being used	

Clear Creek Elementary School	• Value of working with other schools
	• How to integrate literacy in science/social studies
	• Firm up teacher diagnostic skills
	• Summer Learning Loss K-1
		• Portable Classroom Labs
		• 40 Ipads connections
		• Technology is a major need 200 comp/exp. Text libraries; 5 sets core
		• reading program
		• Summer Program Intervention
		  o Convention at Old Cass High School Pre –K – 12
		  o Dividing building so areas will be designated levels
		  o Transportation is what will be built in using 20 day funds
			• just about finished
			• schedule by grade K-3 (120 minutes); 4-5 (2-4 hours literacy)

Hamilton Crossing Elementary School			• just starting
•			

General Comments and Discussions
- Writing committee will work to establish consistency
- Budget will be developed by Buffy and the Central Office
- Adjustments will be made after that
- 1st purchase:
  - Expository Text
  - Reading Programs
  - Training
- Gives us a focus and direction for what we're doing. Will resubmit in August if we don't get it.
- Supplement vs. supplanting - all federal monies.

- Mark Bagnell will meet with Buffy to ensure coordination among technology with what system technology department supports for county.
- System needs to put in infrastructure.
- This grant support training and materials for literacy.

Dr. Williams will visit a tech school in North Carolina next week to obtain more information

Bartow County Leadership Committee Meeting

November 10, 2011

The members met in the boardroom at 2:30 to share information about the grant, expectations and the timeline for completion.

Dr. Buffy Williams led the meeting. Packets were given to all members with directions for completing each school plan and a copy of the rubric was given out to each attendee.

There was a time for questions.

The date and time of the next meeting was announced.

December 1, 2011

The team met at 9:30 in the board room.

Buffy Williams received a status update from each school. The only school we need to focus on is Cloverleaf Elementary

Plans: All plans will be turned in tomorrow. The budget will be pulled out to make sure we aren't scattered and can afford to support the initiative.

Anne Marie and Janice will be working with the budget and Barbara will work to be sure all grants are consistent and meet the formats.

Buffy and Anne Marie will work on reading all of the grants.

ESOL will need to be addressed, Ms. Peck will write a blurb to include in all grants and identify ESOL needs.

Buffy reported that Dr. Harper, Dr. Hinsley, and the mayor will sent letters to show community focus on literacy.

The grant is addressing all needs.

Bartow County School System

Appendix B.   Screening Data for System and Elementary Schools in the Cass High School Feeder Pattern

Kindergarten and First Grade DIBELS Next Screening Fall 2011

FSF and LNF Composite	Clear Creek	Cloverleaf	Emerson	Hamilton Crossing	Kingston	White
Intensive: 337 (31%)	31 (39%)	24 (24%)	39 (60%)	32 (30%)	30 (35%)	22 (28%)
Strategic: 204 (19%)	13 (16%)	16 (16%)	17 (26%)	24 (23%)	19 (22%)	15 (19%)
Core: 528 (49%)	36 (45%)	60 (60%)	9 (14%)	50 (37%)	26 (43%)	41 (53%)
Fall 2011 System First Grade NWF SC	Clear Creek	Cloverleaf	Emerson	Hamilton Crossing	Kingston	White
Intensive: 314 (30%)	31 (39%)	22 (21%)	10 (17%)	18 (18%)	28 (37%)	44 (43%)
Strategic: 180 (17%)	13 (16%)	13 (12%)	11 (19%)	14 (14%)	22 (29%)	16 (16%)
Core: 539 (52%)	36 (45%)	71 (67%)	38 (64%)	65 (66%)	26 (34%)	43 (42%)

Bartow County School System

Second Grade DIBELS Next Screening Data Fall 2011

Measure	NWF CLS	NWF-WWR	ORF WC	DORF Accuracy	DORF Retell	Composite
District Totals	Intensive 22% Strategic 26% Core 52%	Intensive 31% Strategic 18% Core 51%	Intensive 29% Strategic 17% Core 67%	Intensive 20% Strategic 13% Core 67%	Intensive 20% Strategic 20% Core 60%	Intensive 25% Strategic 11% Core 64%
Clear Creek	Intensive 21% Strategic 31% Core 48%	Intensive 24% Strategic 27% Core 49%	Intensive 32% Strategic 18% Core 51%	Intensive 20% Strategic 13% Core 67%	Intensive 17% Strategic 17% Core 66%	Intensive 28% Strategic 10% Core 62%
Cloverleaf	Intensive 18% Strategic 17% Core 66%	Intensive 37% Strategic 12% Core 53%	Intensive 16% Strategic 10% Core 74%	Intensive 13% Strategic 8% Core 78%	Intensive 13% Strategic 32% Core 55%	Intensive 16% Strategic 7% Core 78%
Emerson	Intensive 15% Strategic 40% Core 45%	Intensive 30% Strategic 12% Core 58%	Intensive 30% Strategic 17% Core 53%	Intensive 22% Strategic 5% Core 73%	Intensive 23% Strategic 20% Core 57%	Intensive 22% Strategic 7% Core 72%
Hamilton Crossing	Intensive 19% Strategic 30% Core 51%	Intensive 27% Strategic 25% Core 49%	Intensive 40% Strategic 15% Core 46%	Intensive 26% Strategic 19% Core 55%	Intensive 34% Strategic 21% Core 46%	Intensive 32% Strategic 17% Core 51%
Kingston	Intensive 29% Strategic 29% Core 41%	Intensive 36% Strategic 14% Core 50%	Intensive 37% Strategic 22% Core 41%	Intensive 29% Strategic 12% Core 59%	Intensive 34% Strategic 15% Core 51%	Intensive 35% Strategic 9% Core 56%
White	Intensive 26% Strategic 23% Core 51%	Intensive 20% Strategic 24% Core 56%	Intensive 23% Strategic 24% Core 56%	Intensive Strategic 10% Core 78%	Intensive 11% Strategic 24% Core 65%	Intensive 18% Strategic 10% Core 73%

Third Grade Screening Data

Measure	ORF WC	DORF Accuracy	DORF Retell	DORF RTQ	Daze	Composite
District Totals	Intensive 22% Strategic 15% Core 63%	Intensive 12% Strategic 18% Core 70%	Intensive 5% Strategic 19% Core 75%	Strategic 21% Core 78%	Intensive 23% Strategic 21% Core 56%	Intensive 19% Strategic 11% Core 67%
Clear Creek	Intensive 26% Strategic 12% Core 62%	Intensive. 20% Strategic 10% Core 70%	Intensive 8% Strategic 16% Core 76%	Strategic 19% Core 81%	Intensive 32% Strategic 19% Core 48%	Intensive 24% Strategic 10% Core 66%
Cloverleaf	Intensive 20% Strategic 15% Core 64%	Intensive 13% Strategic 17% Core 69%	Intensive 6% Strategic 34% Core 61%	Strategic 31% Core 69%	Intensive 18% Strategic 20% Core 61%	Intensive 21% Strategic 13% Core 64%
Emerson	Intensive 31% Strategic 13% Core 51%	Intensive 15% Strategic 17% Core 68%	Intensive 3% Strategic 21% Core 76%	Strategic 43% Core 57%	Intensive 27% Strategic 29% Core 44%	Intensive 19% Strategic 19% Core 63%
Hamilton Crossing	Intensive 22% Strategic 13% Core 65%	Intensive 17% Strategic 20% Core 63%	Intensive 6% Strategic 25% Core 69%	Strategic 27% Core 73%	Intensive 21% Strategic 24% Core 54%	Intensive 23% Strategic 13% Core 64%
Kingston	Intensive 18% Strategic 20% Core 66%	Intensive 12% Strategic 18% Core 70%	Intensive 3% Strategic 16% Core 81%	Strategic 21% Core 79%	Intensive 32% S Strategic 19% Core 48%	Intensive 21% Strategic 9% Core 70%
White	Intensive 19% Strategic 15% Core 66%	Intensive 10% Strategic 11% Core 78%	Intensive 8% Strategic 13% Core 78%	Strategic 18% Core 82%	Intensive 17% Strategic 20% Core 63%	Intensive 14% Strategic 11% Core 75%

Fourth Grade Screening Data

	ORF WC	ORF ACC	ORF RTF	ORF RTQ	DAZE	Composite
District	Intensive 31% Strategic 19% Core 50%	Intensive 20% Strategic 16% Core 64%	Intensive 9% Strategic 30% Core 62%	Strategic 20% Core 80%	Intensive 25% Strategic 33% Core 43%	Intensive 28% Strategic 14% Core 52%
Clear Creek	Intensive 27% Strategic 21% Core 52%	Intensive 20% Strategic 15% Core 65%	Intensive 5% Strategic 27% Core 68%	Strategic 22% Core 78%	Intensive 30% Strategic 33% Core 37%	Intensive 31% Strategic 12% Core 57%
Cloverleaf	Intensive 21% Strategic 19% Core 60%	Intensive 15% Strategic 13% Core 72%	Intensive 8% Strategic 40% Core 51%	Strategic 19% Core 81%	Intensive 17% Strategic 34% Core 50%	Intensive 23% Strategic 21% Core 56%
Emerson	Intensive 32% Strategic 27% Core 42%	Intensive 22% Strategic 15% Core 63%	Intensive 10% Strategic 32% Core 58%	Strategic 15% Core 85%	Intensive 24% Strategic 26% Core 50%	Intensive 28% Strategic 22% Core 47%
Hamilton Crossing	Intensive 34% Strategic 24% Core 41%	Intensive 20% Strategic 13% Core 67%	Intensive 9% Strategic 37% Core 54%	Strategic 20% Core 80%	Intensive 29% Strategic 26% Core 44%	Intensive 32% Strategic 19% Core 48%
Kingston	Intensive 33% Strategic 19% Core 48%	Intensive 25% Strategic 18% Core 57%	Intensive 8% Strategic 38% Core 54%	Strategic 21% Core 79%	Intensive 31% Strategic 35% Core 35%	Intensive 35 Strategic 17% Core 49%

Bartow County School System

White	Intensive 39%	Intensive 24%	Intensive 9%	Strategic 18%	Intensive 35%	Intensive 41%
	Strategic 16%	Strategic 27%	Strategic 25%	Core 82%	Strategic 39%	Strategic 12%
	Core 45%	Core 49%	Core 63%		Core 26%	Core 45%

Bartow County School System

Fifth Grade Screening Data

	ORF WC	ORF ACC	ORF RTF	ORF RTQ	DAZE	Composite
District Totals	Intensive 40% Strategic 16% Core 45%	Intensive 20% Strategic 29% Core 51%	Intensive 15% Strategic 26% Core 59%	Strategic 12% Core 88%	Intensive 33% Strategic 25% Core 42%	Intensive 21% Strategic 31% Core 41%
Clear Creek	Intensive 46% Strategic 12% Core 42%	Intensive 33% Strategic 31% Core 36%	Intensive 10% Strategic 15% Core 74%	Strategic 8% Core 92%	Intensive 39% Strategic 29% Core 32%	Intensive 27% Strategica33% Core 39%
Cloverleaf	Intensive 32% Strategic 17% Core 42%	Intensive 25% Strategic 27% Core 47%	Intensive 12% Strategic 30% Core 58%	Strategic 23% Core 77%	Intensive 26% Strategic 27% Core 46%	Intensive 24% Strategic 27% Core 48%
Emerson	Intensive 46% Strategic 18% Core 35%	Intensive 20% Strategic 28% Core 52%	Intensive 20% Strategic 29% Core 51%	Strategic 15% Core 85%	Intensive 45% Strategic 12% Core 43%	Intensive 25% Strategic 38% Core 37%
Hamilton Crossing	Intensive 36% Strategic 13% Core 51%	Intensive 20% Strategic 27% Core 53%	Intensive 10% Strategic26% Core 64%	Strategic 8% Core 92%	Intensive 24% Strategic 29% Core 47%	Intensive 21% Strategic 26% Core 51%
Kingston	Intensive 44% Strategic 10% Core 46%	Intensive 15% Strategic 16% Core 68%	Intensive 16% Strategic39% Core 44%	Strategic 14% Core 86%	Intensive 27% Strategic 35% Core 38%	Intensive 18% Strategic 34% Core 47%
White	Intensive 40% Strategic 13% Core 48%	Intensive 19% Strategic 24% Core 57%	Intensive 7% Strategic 23% Core 70%	Strategic 3% Core 97%	Intensive 47% Strategic 27% Core 26%	Intensive 25% Strategic 31% Core 44%

SYSTEM LITERACY LEADERSHIP TEAM

Dr. Harper – Superintendent
Dr. Buffy Williams – Director of Elementary Curriculum & Instruction
Barbara Neslin – Literacy Specialist
Jim Gottwald – Director of Secondary Curriculum & Instruction
Phyllis Henry – Director of S.T.A.R.S Pre-K
Phoebie Atkins – Coordinator of Elementary Exceptional Education
Mike Nelson – Principal – Cass High School
Tia Hawkins – Assistant Principal – South Central Middle School
Amanda Butler – Teacher – Hamilton Crossing Elementary School
Dr. Scott Smith – Director of Exceptional Education
Stefany Howard – Principal – Kingston Elementary School
Dr. Paul Sabin – Coordinator of Testing & Assessment
Tammy Peck – ESOL Teacher – Clear Creek and Adairsville Elementary School
Phyllis Johnson – Gifted Teacher – Emerson Elementary School
Angie Corn – Babies Can't Wait
Kelly Whitmire – Homeless Liaison – Woodland Middle School

System Comprehensive Literacy Steering Committee

Stacy Barnett – Teacher – Kingston Elementary School
Kathleen McKenzie – Teacher - Cass High School
Sharon Collum – Parent – Euharlee Elementary School
Anne Marie Wiseman – Director of School Improvement & Title I
Janice Gordon – Coordinator for Professional Learning & Title II & RTI
Julie Kittle – Parent – White Elementary School
Kelly Wade – Principal – Clear Creek Elementary School
Lynn Robertson – Principal – Hamilton Crossing Elementary School
Robb Kittle – Principal – Emerson Elementary School
Evie Barge – Principal – Cloverleaf Elementary School
Donald Rucker – Principal – South Central Middle School
Kristy Arnold – Principal – Cass Middle School
Wanda McPherson – SST and Child Find Coordinator
Amy Heater – Principal – White Elementary School

Appendix D Project Focus Results

- The results of Project Focus were promising. During 2009-2010 the class size was increased by three students due to budget constraints. The longitudinal results are shown in Table 1, below.

Table I. Longitudinal Focus Results 2nd Grade

Initial Cadre Grade 2	2008-2009	2009-2010	2010-2011
Exceeds CRCT	32 (21%)	16 (16%)	11 (10%)
Meets CRCT	99 (63%)	81 (66%)	76 (74%)
Does Not Meet CRCT	24 (15%)	17 (17%)	16 (16%)
Cadre 2 Grade 2		2009-2010	2010-2011
Exceeds CRCT		21 (13%)	16 (16%)
Meets CRCT		114 (70%)	66 (67%)
Does Not Meet CRCT		27 (16%)	17 (17%)

Table II. Longitudinal Focus Results 4th Grade

Initial Cadre Grade 4	2009-2010	2010-2011
Exceeds CRCT	6 (4%)	15 (15%)
Meets CRCT	116 (78%)	65 (64%)
Does Not Meet CRCT	32(31%)	21 (21%)
Cadre 2 Grade4		2010-2011
Exceeds CRCT		22 (15%)
Meets CRCT		98 (55%)
Does Not Meet CRCT		31 21%)

Appendix E A List of Resources Available at each Building

Elementary Buildings

Grade/Name of Resource	Clear Creek	Cloverleaf	Hamilton Crossing	Kingston	Emerson	White
Kindergarten						
Imagine It Phonics and Phonemic Awareness Kit for Kindergarten	X	X	X	X	X	X
SRA Phonemic Awareness Curriculum	X	X	X	X	X	X
SRA Read Aloud Program for Kindergarten	X	X	X	X	X	X
Classic Core Vocabulary Read Aloud titles and plans	X	X	X	X	X	X
First Grade						
Imagine It Core Program	X	X	X	X	X	X
Imagine It Leveled Texts for Science and Social Studies	50%	50%	50%	X	50%	50%
Quick Reads	X	X	X	X	X	X
Classic Core Vocabulary Read Aloud titles and plans	X	X	X	X	X	X
Second Grade						
Imagine It Core Program	X	X	X	X	X	X
Imagine It Leveled Texts for Science and Social Studies	50%	50%	50%	X	50%	50%
Quick Reads	X	X	X	X	X	X
Sound Partners	X	X	X	X	X	X
Classic Core Vocabulary Read Aloud titles and plans	X	X	X	X	X	X
Third Grade						
Imagine It Core Program	X	X	X	X	X	X
Imagine It Leveled Texts for Science and Social Studies	50%	50%	50%	50%	X	50%
Quick Reads	X	X	X	X	X	X
Classic Core Vocabulary Read Aloud titles and plans	X	X	X	X	X	X
Interactive Board	X		1/6	X	1/3	
Computers	1			1		
Fourth Grade						
Quick Reads	X	X	X	X	X	X
Classic Core Vocabulary Read Aloud titles and plans	X	X	X	X	X	X
Interactive Board	X		1/6	X	1/3	
Computers	1			1		
Fifth Grade						
Imagine It Core Program	X	X	X	X	X	X
Imagine It Leveled Texts for Science and Social Studies	50%	50%	50%	50%	50%	50%

Middle and High School Buildings

Resource	Cass Middle School	South Central Middle School
Novel Sets	6, 7, 8	6, 7, 8
Tier 3 Intervention	60 seats	60 seats
Tier 2 Intervention	X	X
Interactive Boards	X	X
Direct Instruction Program	X	X
Modern Computers		
Cass High School		
Interactive Boards	90	
Modern Computers		

Appendix F – Assurances That All Guidelines Are Being Met

General Assurances

As a condition of receiving the state and federal funds for which application is made in this Consolidated Application, the applicant's local board of education (Applicant) assures the following: Supplement Not Supplant Funds provided under these programs will supplement, not supplant federal, state, and other local funds that the applicant would otherwise receive. Legal Compliance/Debarment/Lobbying/Reporting

- Each program will be administered in accordance with all applicable federal and state statutes, regulations, program plans, and applications.

- The control of funds provided under each program and title to property acquired with program funds will be in a public agency.

- The applicant will administer funds and property to the extent required by the authorizing statutes.

- The applicant will adopt and use proper methods of administering each such program, including; a) The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and b) The correction of deficiencies in program operations that are identified through the audits, monitoring, or evaluation.

- The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary of Education or other Federal officials.

- The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal and state funds paid to applicant under each program.

- The applicant will make reports to the state educational agency and the Secretary of Education as may be necessary to enable the agency and the secretary to perform their duties under each program.

- The applicant will maintain such records, provide such information, and afford access to the records as the state educational agency or the Secretary of Education may find necessary to carry out the state educational agency's or the secretary's duties.

- In accordance with Part 85 of 34 CFR, neither the applicant nor its principals are presently debarred or suspended from participation in programs by any federal agency.

- In accordance with Part 82 of 34 CFR, funds will not be used for lobbying the executive or legislative branches of the federal government in connection with contracts, grants or loans and will report payments made with unappropriated funds for lobbying purposes.

- The applicant will comply with requirements of Sections 436 and 441 of the General Education Provisions Act (GEPA).

- The applicant will file reports in formats and at times specified by the Georgia Department of Education and/or the United States Department of Education.

- The applicant will cooperate in carrying out any evaluation of each program conducted by or for the State educational agency, the secretary or other Federal officials.

- The applicant is in compliance with all required federal Civil Rights Statutes including: a) Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, creed, or national origin. b) Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender. c) Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which prohibits discrimination on the basis of disability.

The text of the entire bill is available online at: http://www.ed.gov/legislation/ESEA02/

Program Specific Assurances:

Title I, Part E – Striving Reader Comprehensive Literacy Grant (SRCL)

Each LEA funded under the Title I, Part E, Striving Reader Comprehensive Literacy Grant will have developed a project that addresses students in their community birth through grade twelve. Eligible public school systems along with partnerships from non-profit community agencies will implement the following project components:

- Students, birth through grade twelve will receive a standards-based curriculum.
- Teachers will have access to ongoing formative and summative assessment data to inform instructional decisions about the intensity of interventions and to evaluate the effectiveness of instruction.
- Students will receive a minimum of 90-120 minutes (K-5), 2-4 hours (6-12) of instruction in Literacy (Reading, Writing, Listening, Speaking, Viewing), English Language Arts (ELA) and content area (6-12)
- Applicants will employ a four-tiered Response to Intervention model for all students.
- Schools will have leadership that is committed to improving instruction.
- Students will have access to high-quality materials in both print and digital form, narrative and expository, that supports the Georgia Performance Standards as well as the Common Core Georgia Performance Standards in all content areas including Career, Technical and Agricultural Education (CTAE). Materials will be purchased on a variety of reading levels ensuring access for all students.
- Technology applications will be crucial and will take the form of presentation tools, e-texts, and assistive technology.
- Teachers and administrators will have access to high-quality professional learning to build their competence in evidence-based practices in literacy instruction, provided by the state in a variety of methods: face-to-face, through a synchronous polycom system, webinar, and through asynchronous online archives. Training will include, but not be limited to: instructional practices and strategies, assessment and data analysis, materials selection, and integration of technology.
- LEAs will provide a clearly articulated plan for curriculum and professional learning (PL) to include vertical and horizontal alignment for transitions between grades and schools.
- Teachers will use intentional strategies for developing and maintaining engagement as students progress through school.
- An updated sustainability plan will be submitted yearly with the annual evaluation reports.
- Funds will be used to expand implementation of the school and system literacy plan

initiatives that are already in place:
  o Programmatic professional learning and training;
  o Consultants, subcontractors to assist with extended summer literacy programs;
  o Salaries for extended Pre-K;
  o All travel expenses for staff to professional learning and meetings;
  o Intervention materials, assessment materials and training;
  o Classroom equipment, materials, and supplies;
  o Print materials for classroom, media centers, family literacy;
  o Instructional technology to expand media titles for student's access to print, increase student engagement, and add periodicals for student and teacher use for instruction.
- Mandatory trainings on budget and operational requirements, as related to the Educational Department General Administrative Regulations (EDGAR) and the Office of management and Budget (OMB) applicable circulars will be attended.
- An audit of financial statements will be submitted not later than six months after the end of each of the first two fiscal years.
- An end of year evaluation report will be prepared and submitted no later than the June 30th deadline.
- Expenditures will be monitored to ensure expenditures are appropriate, reasonable and necessary.
- Fiscal Requirements set forth by Georgia Online Reporting System (GAORS) and the Georgia Department of Education will be followed to ensure uniform, standard and accurate reporting of fiscal data on the Use of Funds.

Professional Development

The applicant has adopted a policy that provides for the preparation and implementation of a comprehensive program for staff development.

Technical Assistance

The applicant will provide technical assistance and support to programs identified in this application.

Drug-Free Workplace and Community Act Amendments

In accordance with the federal Drug-Free Workplace and Community Act Amendments of 1989, the Drug-Free Workplace Act of 1988 and State Board of Education Policy GAM, Staff Rights and Responsibilities: Drug and Alcohol Free Workforce, the applicant declares that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, marijuana, or dangerous drug is prohibited at geographic locations at which individuals are directly engaged in the performance of work pursuant to this application. In addition, Policy GAM prohibits the unlawful possession, use, manufacture, distribution or sale of alcohol in the workplace.

Please the attached sheet of signatures related to the assurances.

Appendix G – Experience of the Applicant

Single Audit Report Information – Five Year Timeline				
Year	Project Title	Funded Amount	Is there an Audit?	Audit Results

Year	Grant	Program	Amount	Audited	Finding
2006	LEA Grants	Title IA	$2,005,305	yes	*Procurement and suspension and debarment – not considered to be a material weakness *Schoolwide program not fully implemented (non-material –non-compliance)
		Title IIA	$421,327	Yes	None
		Title III	$54,238	No	N/A
		Special Ed. Cluster		Yes	none
		SPL	$306,828	no	N/A
2007		Title IA	$1,985,399	Yes	None
		Title IIA	$414,594	No	N/A
		Title III	$80,073	No	N/A
		Special Ed. Cluster	$2,648,330	No	N/A
		SPL	$324,690	no	N/A
2008		Title IA	$1,931,307	No	N/A
		Title IIA	$411,351	No	N/A
		Title III	$110,089	No	N/A
		Special Ed. Cluster	$2,830,364	yes	none
		SPL	$333,938		N/A
2009		Title IA	$2,538,166	No	N/A
		Title IIA	$466,043	Yes	Semi-annual Time and Effort Sheets
		Title III	$110,840	No	N/A
		Special Ed. Cluster	$2,868,141	Yes	none
		SPL	$342,944	no	N/A
2010		Title IA	$2,564,690	Yes	none
		Title IIA	$432,464	no	N/A
		Title III	$110,074	no	N/A
		Special Ed. Cluster	$2,862,075	yes	Semi-annual Time and Effort Sheets
		McKinney Vento	$31,214	No	N/A
		SPL	$345,478	no	N/A

STARS Preschool Birth to Five Striving Readers Grant

School History: Birth to Three and STARS Pre-School Three and Four

Georgia's early intervention program that serves children from birth to age three, Babies

Can't Wait, was implemented in 1987 under Part C of the Individuals With Disabilities

Education Act (IDEA) that is administered by the Department of Human Resources, Division of

Public Health, Family Health Branch. It is a comprehensive, family-centered, coordinated multidisciplinary system that provides services to infants and toddlers with disabilities or developmental delays. Parents, family members, physicians or day care centers may request an evaluation for children through Babies Can't Wait for birth to three or through STARS Preschool after age three. For children under age three, if eligible for services, an Individual Family Service Plan (IFSP) is developed to assist caregivers and service providers in meeting the needs of the child. After their third birthday, these children may be referred for an evaluation at STARS Preschool. If eligible, an Individual Education Plan (IEP) is developed and services may be delivered in a variety of settings from community to a special needs classroom located at STARS.

Students Transitioning Academically, Responsibly, and Socially (S.T.A.R.S.) opened in the fall of 2001. The creating of STARS Preschool combined all of Bartow County School System preschool services under a collaborative umbrella located on one campus. Two local nonprofit schools (i.e. Trinity Child Care and Cartersville Child Care) that serve birth to four will be included in the grant. Training activities will be coordinated with STARS.

All services conform to our core belief that the creation of lifelong learners begins at birth. We recognize that waiting until a child is five years old is too late. We incorporate a plethora of activities to enable parents to see themselves as lifelong learners and to support them as their child's first teacher. Our purpose aligns with the Bartow County belief statement.

Graduation and Beyond - Creating Lifelong Learners

For our **birth to three year** old population, Bartow County Schools partners with parents, Babies Can't Wait, and local day care centers to provide early learning opportunities to provide services in the home or community.

Bartow County School System coordinates efforts in the transition for students entering the STARS Preschool program by providing parent information on developmental activities in the home with the parent serving as the provider. Opportunities for parent involvement and training have been offered to families on a limited basis. The dissemination of information concerning these opportunities has yielded inconsistent results and has been identified as an area for improvement.

STARS Pre-School serves another program. Twelve years ago, the creation of STARS Preschool joined all services under one collaborative system of supports. Via a lottery system, Pre-K classes of twenty students were created according to local elementary school districts to promote relationships and ease transition to kindergarten. Additional classes, identified as overflow classes, were created to serve wait-listed students. The Pre-K Center, housing all programs in one location, allowed for the development of a community synergy and a unique pathway to serve our children and families.

Three year old and Four year old Special Needs Preschool

- The three year old and four year old special needs classrooms serve children who have been identified as having significant developmental delays or other disabling conditions, and have been determined to be eligible for special education services through the Bartow County School System. Children are referred for evaluation from community agencies, pediatricians, and parents. These children are evaluated and identified as functioning significantly below that of their peers in one or more of five specific areas of development: cognitive, motor, communication, social and adaptive and have an Individual Education Plan designed to address the skills in their areas of delay. Students are grouped heterogeneously within the special needs classrooms. The classrooms, although similar in structure to the regular Pre-K classrooms, are individualized to meet the needs of the students. Students within these classrooms make consistent progress on their individual objectives measured through a process of weekly data collection and anecdotal records along with the use of the Work

Sampling System. Five students were placed in a regular Pre-K classroom, receiving consultative services during 2011-2012

Four year-old Georgia Pre-K

- The children in the Pre-K classrooms display age-appropriate overall development, and are taught with play-based approach. Anecdotal observations and assessments are recorded using the Work Sampling System. Strengths noted on this instrument are found in the areas of Social Skills, Physical and Health Development, as well as the Arts. Language and literacy skills are lower than the other six domains particularly in the areas of phonological awareness and letter knowledge. This data is supported by the STARS Pre-K Benchmark/Response to Intervention Progress Monitoring Instrument.
- STARS Preschool serves sixteen Georgia Pre-K classrooms with six housed at the STARS Preschool Center along with seven special needs preschool programs. Enrollment ranges between 380 to 440 students depending on the number of special needs students. The seven classrooms fluctuate since children are eligible for services on their third birthday. Leadership is provided for the additional nine Pre-K classes in local elementary schools and one high school.

Transition Services

- During the Pre-K year, parent trainings are offered to address the improvement of kindergarten transition. Transition visits to and within the child's feeder schools are scheduled. Guided tours are conducted by a school representative and information regarding kindergarten performance standards is given to all parents.

Resource Coordinator/Transition Coach Services

- Resource Coordinators or Transition Coaches have provided support and parent education activities addressing literacy skills and kindergarten transition needs.   Services to families decreased because of funding. The **birth to age three** children in conjunction with Babies Can't Wait and Pre-K age children and families are also served in local daycare centers.
- The focus of the Transition Coach position differed from the current Resource Coordinator position. Services to families were reduced due to budget constraints, staffing limitations, and increase in eligible families. In 2010, a community-wide Literacy Festival was held, and, a community-wide reading campaign focused on having children read twenty-five books during the year. This campaign included STARS Pre-K, local day care centers, and three year old special needs. Literacy Night at the Library allowed **birth to five year old** students and families to receive free books and obtain library cards.

Program Changes

- In 2009 – 2010, the program was changed from a one campus program to include seven elementary school-based programs and two high school-based programs; partnering with the School Career, Technology, Agriculture Education programs. Although housed separately, all classes continued to meet Department of Early Care and Learning requirements and expectations.

- In 2010-2011, due to a decrease in Pre-K enrollment at these specific locations, two elementary schools that housed two classes each lost one class each, allowing Emerson Elementary to create a classroom and Euharlee Elementary to gain an overflow classroom. Special needs classes remained on the STARS campus.
- We continue to serve a high percentage of income eligible students.

	2011 - 2012	2010 – 2011	2009 - 2010
Percentage of Free and Reduced Lunch	63%	63%	61%

- Total student population has grown. With the criteria of twenty-two students versus twenty students per class, we have added twelve Pre-K children. Our special needs student population is growing and are included throughout all programs of the STARS campus in order to gain socialization skills with their same-age peers.

	2011 - 2012	2010 - 2011	2009 - 2010
Total Pre-K Population	352	340	340
Special Needs Students	96	60	66

Administrative and Teacher Leadership Team

STARS Pre-K is led by Ms. Phyllis Henry. She holds a post-secondary degree in leadership with a focus in Leadership and Special Needs Curriculum. A special education lead teacher and Transition Coach are currently part of the teacher leadership team working with community resources for the **birth to three year** old population.

Past Instructional Initiatives

- Evidence-based early intervention model (Babies Can't Wait)
- Developed a non-standardized method of data collection. (**Appendix A**).
- Designed a demographic table for the administrative team and teachers to analyze individual needs and trends (**Appendix B**). Changes are ongoing and based on the expectations of our system's kindergarten teachers.
- Implemented Work Sampling System. Department of Early Care and Learning provides training.
- Developed data collection document aligning the Pre-K Standards and the Work Sampling System indicators.

- In 2009-2010, developed a model to address the need for a Response to Intervention structure at the Pre-K level. Training was provided for all staff. Strategies included Babies Can't Wait and local day care centers for **birth to age three** children.
- A partnership was formed allowing high school Early Childhood students to work with four year olds. The relationship has benefitted everyone, providing hands on experience for our future teachers and more one-to-one instructional opportunities for our children
- Added Transition Coach. Requiring expansion of partnerships with local agencies and increased collaboration with **birth to age five** population.

Current Instructional Initiatives

- Continued evidence-based early intervention model (Babies Can't Wait).
- Ongoing Work Sampling System training is provided across the county to ensure consistency.
- Development of training videos for new teachers to demonstrate curriculum materials and strategies for specific programs in phonological awareness, early numeracy, and handwriting. These are shared with parents.
- Speech/Language Pathologist delivery of training on Language Facilitation, Modeling, and Extension.
- Occupational Therapists presenting kinesthetic strategies.

Professional Learning Needs

Professional Learning Surveys completed by teachers (**Appendix C**) identified the

following areas as training needs:

- Development of literacy collaboration with the community
- Increase appropriate use of language modeling to improve vocabulary
- Increase appropriate use of open ended questions to develop language/literacy processing skills
- Provide ongoing training for teachers
- Meet training needs for the use of modern technology

Need for a Striving Readers Project

Using Maslow's Hierarchy of Needs we recognize that students must be ready to learn

before literacy or any other skills can be addressed. By providing strong parent involvement, the

opportunities become a spiraling service from **birth** and onward creating an environment for

lifelong learning. Parents will be able to provide a more stable environment; consequently,

children are healthier, have better attendance, which may lead to increased literacy acquisition. Parents pass along the power of reading to their children and provide reading.

The Transition Coach is responsible for developing and implementing parent education programs. The Striving Readers Program will allow us to address a vital **birth to Pre-K** component. As the Coach position has been eliminated due to budget concerns, the grant will allow Bartow County to contract with a trained literacy service consultant to provide literacy services. Using the train the trainer model, this consultant will train representatives from all stakeholders, including not for profit schools, local day care centers, and Babies Can't Wait. Sufficient trainers will be trained to allow for sustainability, after the course of the grant.

The Striving Readers Program would allow for expanded services. Community partners (e.g. Babies Can't Wait County Coordinator) would be added to the current literacy team. Students at two not for profit local private schools will also be served from birth to four. For the **birth to age three** group, siblings of previously serviced children will be offered scientifically evidence-based activities for all parents that choose to participate through multiple trainings. Informational literature will be developed for all services from **birth to five** years old offered in Bartow County thus increasing the visibility of the services. All materials will be developed in English and Spanish.

School Literacy Team

Literacy Team Structure

The Literacy Team (**Appendix D**) has been developed from our Curriculum and

Assessment Team to focus on building stronger pre-literacy skills. The team consists of the

Principal, Transition Coach, lead special education teacher, two special needs teachers, and three

Pre-K teachers. This year the team was expanded to include a Babies Can't Wait representative,

the Child Find Coordinator, as well as a representative from the Advocates for Bartow

Children's Center.

Literacy Team Schedule
- The Literacy Team will meet once per month

Literacy Team Initiatives

- 2011 -2012   Study and evaluation of scientifically research-based literacy programs and assessment is needed to replace existing materials
- 2010-2011   The Pre-K "Imagine It" program was piloted in two Pre-K classrooms. It was not implemented school-wide based on the feedback of piloting teachers
- 2009-2010   Teachers conducted Pre, Post, and Benchmark Assessments. The informal checklist developed was aligned to better address Kindergarten expectations

Analysis and Identification of Student and Teacher Data 5 points

The application includes a completed student data table as described in the grant application that clearly documents the following:

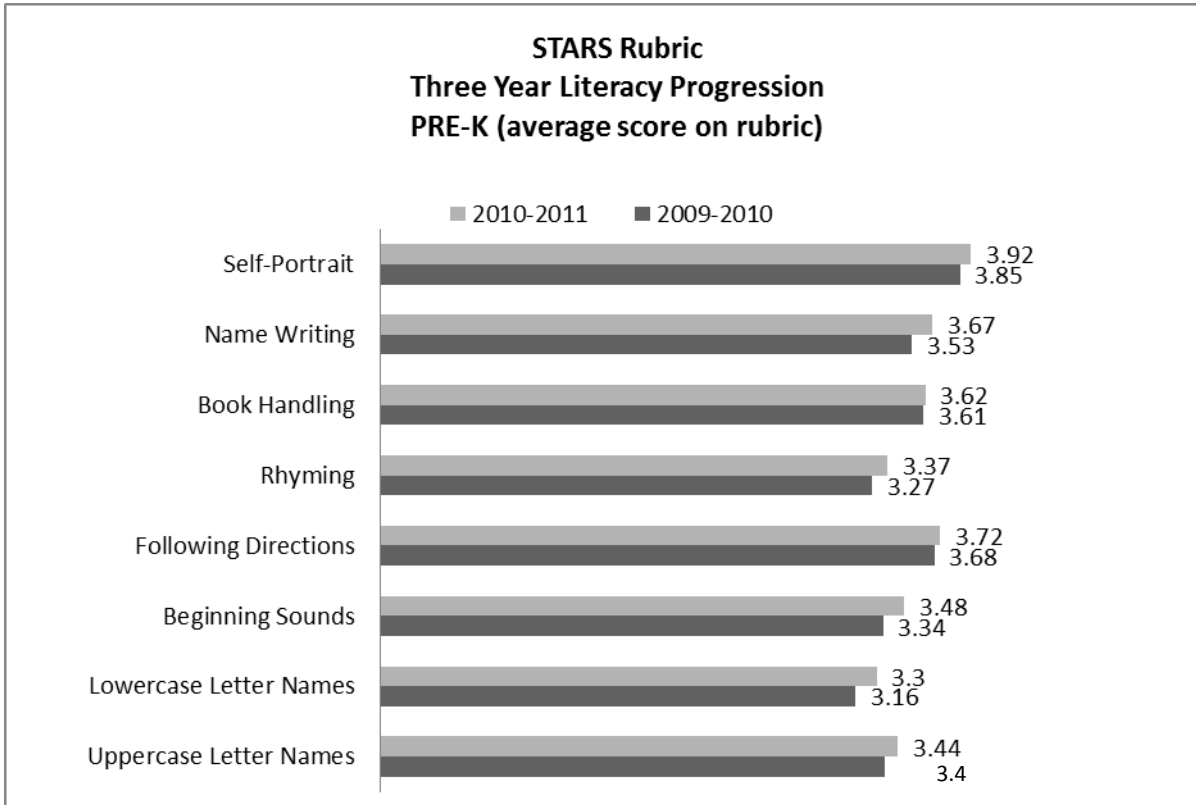**School/Student Data**

a. School student CRCT data:
- **Not applicable for birth to age five**

b. School High School Graduation data:
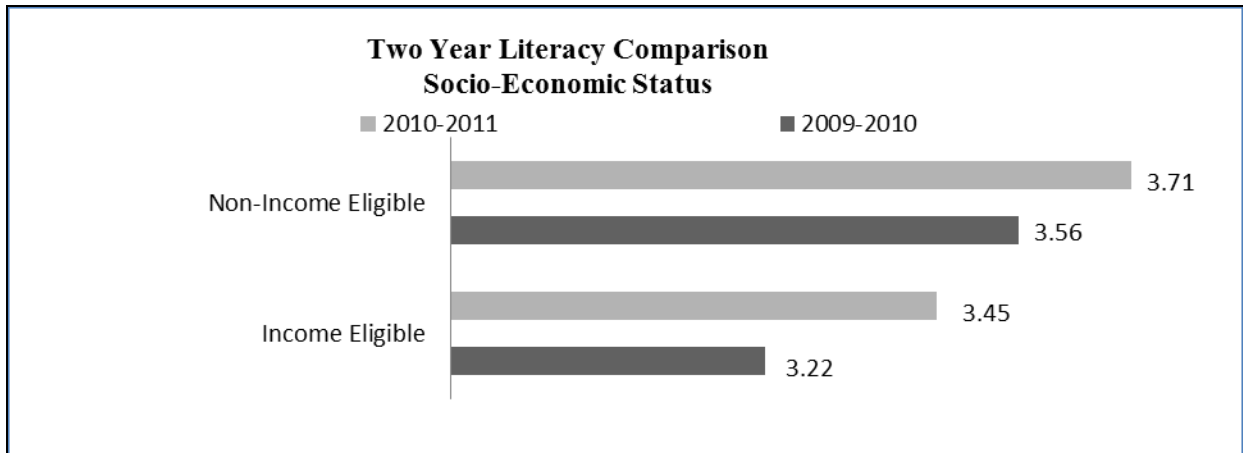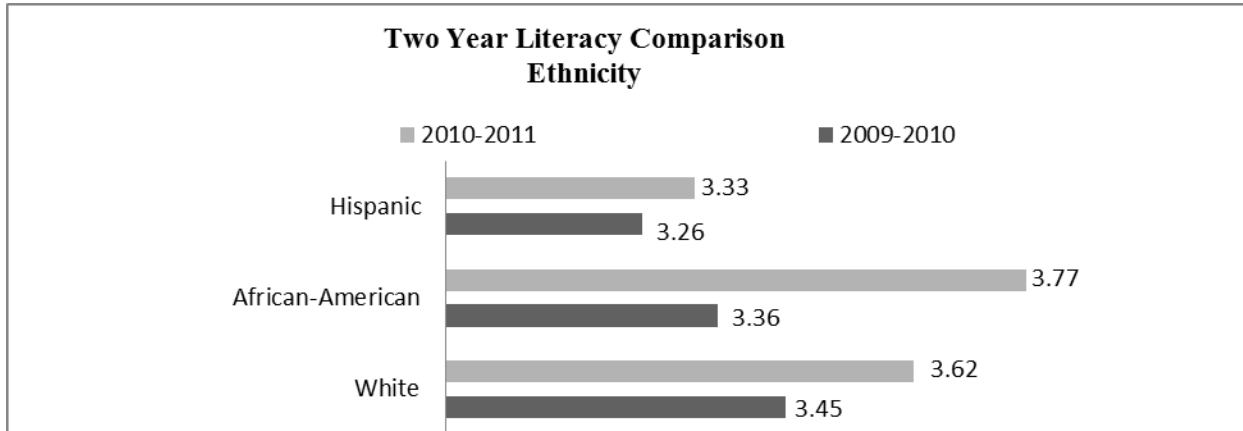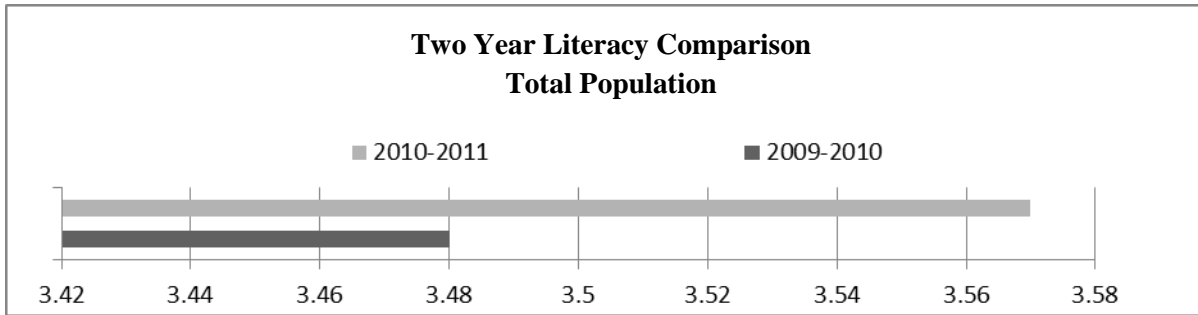- **Not applicable for birth to age five**

c. Early Learning Data:

The **Benchmark Progress Monitoring Response to Intervention Instrument (BPM-RtI)** is a observationally-based method of determining a child's acquisition of needed academic skills. This measure is used to determine adequate progress in the classroom. Scores of 4 indicate that a student exceeds expectations for their age, scores of 3 indicate the student meets expectations, scores of 1 or 2 indicate the skill is in process, and scores of 0 indicate the child is unable to demonstrate the skill. The average cohort scores from the previous two years are shown below.

**STARS Rubric
Three Year Literacy Progression
PRE-K (average score on rubric)**

■ 2010-2011   ■ 2009-2010

Skill	2010-2011	2009-2010
Self-Portrait	3.92	3.85
Name Writing	3.67	3.53
Book Handling	3.62	3.61
Rhyming	3.37	3.27
Following Directions	3.72	3.68
Beginning Sounds	3.48	3.34
Lowercase Letter Names	3.3	3.16
Uppercase Letter Names	3.44	3.4

d. Disaggregation of data in subgroups
- Data is disaggregated by race/ethnicity, and socioeconomic status. This instrument is administered three times per year for Pre, Post and Benchmark Assessment. The aggregate demonstrates that students meet Pre-K standard standards in the regular education program. Disaggregated data also demonstrates standards were met across race/ethnicity and in the lower socioeconomic area.

**Two Year Literacy Comparison
Total Population**

■ 2010-2011   ■ 2009-2010

| 3.42 | 3.44 | 3.46 | 3.48 | 3.5 | 3.52 | 3.54 | 3.56 | 3.58 |

**Two Year Literacy Comparison
Ethnicity**

■ 2010-2011   ■ 2009-2010

Hispanic
3.33
3.26

African-American
3.77
3.36

White
3.62
3.45

**Two Year Literacy Comparison
Socio-Economic Status**

■ 2010-2011   ■ 2009-2010

Non-Income Eligible
3.71
3.56

Income Eligible
3.45
3.22

- The lowest scores on the **BPM-RtI** are in naming lower case letters and rhyming
- Our Hispanic population scores on average 0.22 lower than other sub groups on the **BPM-RtI**
- Student in the Socioeconomic Status on Category I students scored 0.26 less on the **BPM-RtI** than STARS pre-school students
- All of the information gathered provides teachers with individualized data with which to differentiate strategies and move through the RTI tiered process when appropriate

e. Teacher Retention Data

- STARS Pre-K has a significantly high turnover rate thus, maintaining consistency is a challenge.

School Year	2011 – 2012	2010 – 2011	2009 - 2010
% Teachers Retained	70%	86%	73%

f. Teacher participation in professional learning communities or on-going professional learning at the school.

- Teachers participate in professional learning communities and on-going professional learning opportunities at STARS including as evidence in the chart below:

	Professional Learning Program	Hours	Percent of Staff Attended
2010- 2011	Response to Intervention Review	4	100%
	Implementation of new Instructional Guides from Department of Early Care and Learning	6	100%

- On-going professional learning is provided in the area of language development for all Pre-K staff

	Professional Learning Program	Hours	Percent of Staff Attended
2011 - 2012	Extended, Modeling, and Facilitating Language	6	100%
	A Closer Look at Assessment	2	100%

Curriculum Needs

The STARS Literacy Team recognizes the need for scientifically evidence-based research materials for the population of **birth through the Pre-K** program. The current program for phonological awareness has been in place for ten years, and does not meet the gold standard for Pre-K curriculum. An in-depth analysis of scientifically evidence-based programs and strategies for birth to Pre-K is needed. A continuum of purposeful and intentional strategies and materials that can be adopted and differentiated will improve effectiveness of the **birth to three program.**

Technology Needs

- Increased access to technology is needed through the additional desktop computers in each Pre-K classroom and the seven special needs classrooms, allowing teachers to work with students on hand-eye coordination in age appropriate programs.
- Additional computers for parent access and training opportunities are needed.
- Interactive tables for each classroom will enhance instruction.
- Interactive board and projector for each classroom to bring the world to the classroom. And for parent training purposes.
- Two digital pens per classroom for teachers to input data for the online.

Needs Assessment (5 Points)

The process for determining the school's/center's literacy need was clearly articulated, including:
a. A description of the materials used in the needs assessment

- Bartow County used the Planning and Evaluation Tool for Effective School-Wide Reading Programs - Revised Surveys (PET-R, adapted from: Kame'enui & Simmons, 2003) **(Appendix C-1)** to evaluate language and literacy at individual schools. This tool identifies key elements of an effective school-wide reading program. There are seven categories as follows: goals and objectives, assessment, instructional practices, instructional time, differentiated instruction, administration, and professional development. This survey was completed by 18 people which is a 100% reply rate.
- The needs survey (**Appendix C-2**) was adapted from the state of Louisiana for birth to Pre-K was completed by the staff at STARS. with 100% participation.
- In addition a school needs survey (**Appendix E**) was given to parents of STARS Pre-School students, and 22% of the parents completed the needs survey.

b. A description of the needs assessment process

- Pre-School data from the Benchmark Progress Monitoring Response to Intervention Instrument was disaggregated by ethnicity and socioeconomic status. The Needs assessment survey completed by the teachers was analyzed for trends and perceived needs for STARS. Parental responses from the needs surveys were also analyzed for the perceptions of services and changes needed in the community.

c. A listing of individuals who participated in the needs assessment

- All STARS Pre-K staff participated in the assessment along with parents. Parent surveys were completed anonymously. (**Appendix C**).

Areas of Concern 5 Points

The application includes the following:
a. Clearly identifies the areas of concern as they relate to the research-based practices found in the "What" document including: The STARS Literacy Team identified areas of

concern for birth to Pre-K children in the Bartow County District in particular the following components of the GA What Document including:

- Components Unique to Birth-to-Five
    - Deficit in the ability to rhyme
    - Critical importance of parents to provide language and literacy for models children
    - Deficit in the ability to name lower case letters
- Ongoing formative and summative assessments
    - Lack of an scientifically evidence-based standardized norm referenced assessment tool
- Response to Intervention
    - Additional interventions addressing vocabulary/comprehension across the curriculum
    - Student in lower socio-economic status categories and Hispanic students appear to be at-risk for academic underachievement
- Best Practices in Instruction
    - Need for a scientifically evidenced-based core literacy program
    - Student in lower socio-economic status categories and Hispanic students appear to be at-risk for academic underachievement

b.   Identifies the specific age, grade levels, or content areas in which the concern originates. **Please see chart on page 14** (Based on GA What Document pgs. 1-4) including:

- Birth to age three
    - Critical importance of parents to provide language and literacy models for children

- Pre-K (ages four and five)
    - Deficit in the ability to rhyme
    - Deficit in the ability to name lower case letters
    - Students in lower socio-economic status categories and Hispanic students appear to be at-risk for academic underachievement
    - Need for a scientifically evidenced-based core literacy program

- Birth to five
    - Lack of an scientifically evidence-based standardized norm referenced assessment tool
    - Additional interventions addressing vocabulary/comprehension across the curriculum

c.   **Identifies the areas of concern and details the steps the school has or has not taken to address the problems including:**

- Birth to age three
    - Critical importance of parents to provide language and literacy models for children
        - ➢ Partnering with local agencies to further impact **birth to age 3** population.

> ➢ School personnel have integrated more family literacy workshops

- Pre-K (ages four and five)
  - o Deficit in the ability to rhyme
  - o Deficit in the ability to name lower case letters
  - o Students in lower socio-economic status categories and Hispanic students appear to be at-risk for academic underachievement
  - o Need for a scientifically evidenced-based core literacy program
    - ➢ Professional development for expressive language extension
    - ➢ Resources have been given to at risk families to assist with basic needs

- Birth to five
  - o Lack of an scientifically evidence-based standardized norm referenced assessment tool
  - o Additional interventions addressing vocabulary/comprehension across the curriculum
    - ➢ Developed in-house instrument to measure student progress

Root Cause Analysis (5 Points)

This application clearly defines:
  a) **the root or underlying causes of the areas of concern found in the needs assessment**
  b) **the specific grade levels that are affected**
  c) **a specific rationale for the determination of the cause**
  d) **what has been done in the past to address the problems**
  e) **new information the needs assessment has uncovered**

Area of Concern	Root Cause (Rubric A)	Grade Levels (Rubric B)	Rationale for Determination (Rubric C)	Past Efforts (Rubric D)	New Information (Rubric E)

Providing language and literacy models for children by parents	A deficit in training and knowledge base of parents	Birth to age three	82 % of parents request further training in modeling literacy skills (Parent Needs Survey)	Partnered with local agency to further impact **birth to age 3** population. (Babies Can't Wait) School personnel integrated more family literacy training.	Needs assessment indicates to expand to include nonprofit partners **birth to three**
Deficit in the ability to rhyme	Low oral language skill acquisition opportunities at home and school	Pre-K (ages four and five)	Benchmark Progress Monitoring Response to Intervention Instrument **BPM-RtI**	Professional development for expressive language extension	Fewer students meeting or exceeding on this area of the BPM-**RtI** than in any other area
Deficit in the ability to name lower case letters	Limited exposure to printed text at home and school	Pre-K (ages four and five)	Benchmark Progress Monitoring Response to Intervention Instrument **BPM-RtI**	Multiple parent literacy trainings	Fewer students meeting or exceeding on this area of the BPM-RtI than in most other areas
Students in lower socio-economic status categories and Hispanic students appear to be at-risk for academic underachievement	Increase in population and a reduction in services	Pre-K (ages four and five)	Benchmark Progress Monitoring Response to Intervention Instrument **BPM-RtI**	Multiple parent literacy trainings for specific sub groups (i.e. Hispanic)	None identified

Need for a scientifically evidenced-based core literacy program	No gold standard program in place	Pre-K (ages four and five)	Current literacy program does not meet gold standard	Developed a scope and sequence chart of skills by dissecting other available curriculums	Knowledge of availability of gold standard programs
Lack of an scientifically evidence-based standardized norm - referenced assessment	Requirement of state approved assessment	Birth to five	State mandated assessment per the "What" Document. Current assessment is not norm-referenced	Developed in-house instrument to measure student progress	Knowledge of availability of appropriate norm-referenced assessments
Need for additional interventions to address vocabulary/comprehension across the curriculum	Student achievement on GKIDS and Kindergarten Screener	Birth to five	Teacher observation	Implemented targeted, student specific interventions for both vocabulary and comprehension	Knowledge of available interventions

School Literacy Team 5 Points

The application includes the following:

a. **A listing of the members of the site-based Literacy Team**
   (**Appendix D**)
b. **The function of the site-based literacy team in terms of the needs assessment**
   - The function of the literacy team was to distribute, collect and then analyze the needs assessment and parental surveys and developed a list of concerns and goals
c. **Minutes of the meetings of the site-based literacy team (Appendix F)**
d. **How the site-based literacy team communicates and includes all members of the staff in the decision making process.**
   - Members of the Literacy Team distribute minutes from meetings to all members of staff, through faculty meetings and planning teams allowing for discussion and input. School wide data is shared with all stakeholders.

Project Goals and Objective 5 Points

The application includes:
a. **A clear list of project goals directly related to the identified needs**
b. **A clear list of project objectives that relate to implementing the goals identified**
c. **The research-based practices in the "What" and "Why" documents as a guide for establishing goals and objectives**
d. **Considers practices already in place when determining goals and objectives.**
e. **Goals to be funded with other sources**

Goals to Be Funded By Striving Reader Project (See a, b, c & d):

Goal 1 (see rubric a): Provide a summer "intervention-prevention" academy for at-risk children birth to age three and students exiting and entering Pre-K including:

- Objective 1 (**see rubric b**): Develop and implement a summer program for **birth to age three** children, students transitioning into Pre-K from **birth to age three** settings and Pre-K students transitioning to Kindergarten. As a component of this academy students will be screened for receptive and expressive language difficulties and will receive intense support in phonological and phonemic awareness, oral language, and vocabulary. For the **birth to age three** children, opportunities utilizing music activities will be a part of this summer intervention including modeling with parent and child interaction by certified instructor for appropriate literacy exposure and vocabulary development.

- Objective 2 (**see rubric b**): Identify and provide training on gold standard interventions in reading that align to kindergarten to fifth grade. Teachers will learn how to better use data to diagnose student needs, progress into a more intensive tier of intervention when appropriate, implement and progress monitor interventions, and determine next steps in a developmentally appropriate environment.

- Research based practices (**see rubric c**):
  o Skills and concepts must be systemically taught by the teacher to students in the area of literacy

- Practices in place include (**see rubric d**):
  o Summer Pre-K program in 2011
  o Transition conferences with parents addressing Pre-K skills

Goal 2 (rubric a): Develop oral language skills from birth to five to enhance literacy development

- Objective (**see rubric b**): Increase and sustain student achievement from **birth to five** by building effective community partnerships with **birth to age five** parents and agencies including:
  o Provide training and materials for the children and their families in English and Spanish
  o Identifying caretakers of at-risk children who may receive literacy training
  o Develop a resource library to be housed at STARS for **birth to age five** families
  o Provide an intervention convention for **birth to age five** in the summer and once monthly where parents will come and participate in modeled activities with their child

- o Develop informational literature to be made available to all caretakers prior to leaving the hospital with newborns as well as any agencies serving the **birth to five** populations
- Research-based practices (**see rubric c**):
  - o Combine graphics with verbal descriptions
  - o Connect and integrate abstract as well as concrete representations of concepts
- Practices in place include (**see rubric d**):
  - o Large group readings
  - o Small group readings
  - o Literacy workshops
  - o Music activities scheduled twice daily

Goal 3 (rubric a): Integrate intentional and purposeful literacy strategies across the curriculum including:

- **Objective** (**see rubric b**): Increase student skills in comprehension by integrating literacy strategies across content areas, provide training for Pre-K staff in integrating literacy strategies across content areas, and incorporate well-scaffolded read alouds

- Research-based practices (**see rubric c**):
  - o Access students' prior knowledge and build upon background experiences
  - o Build a foundation for the implementation of appropriate strategies that lead to academic success ("Why" document)
- Practices in place include (**see rubric d**):
  - o Large group readings
  - o Using big books
  - o Small group curriculum focused readings

Goal 4 (see rubric a): Engage at-risk families in literacy development utilizing music and multi-sensory activities for birth to five population

- Objective (**see rubric b**): Increase and sustain early development of a foundation of literacy skills by providing training for caretakers in utilizing music and multi-sensory activities as follows:
  - o Provide training and modeling for caretakers in incorporating music and multi-sensory activities in the home and school environments
  - o Develop packets of materials including music, manipulatives, books and scripted activities for caretakers of **birth to five** population
- Research-based practices (**see rubric c**):
  - o Connect and integrate abstract and concrete representations of concepts

- o Integrate early literacy skills correlated with later literacy achievement including concepts about print, print knowledge, reading readiness, oral language, and visual processing (NELP)
- Practices in place include (**see rubric d**):
  - o Music and movement integrated throughout the Pre-K schedule
  - o Community partner (local library) hosts music classes for birth to five population on a limited basis

e. Goals to Be Funded with Other Revenue Sources
(Department of Early Care and Learning/Pre-K Grant)

- o Provide professional training for staff related to revised standards
- o Provide professional training for alignment of **birth to three** Georgia Early Learning standards to Pre-K standards for special needs students

Scientific, Evidence-based Literacy Plan 10 Points

The application includes:
a. **Proposes a plan to implement the goals and objectives identified**
b. **Establishes who will implement**
c. **Clearly defines <u>what</u> will take place in the project based on the "what" document**

We recognize that language and literacy development directly impacts life-long success.

From birth, children acquire language and literacy skills through meaningful interactions.

Through the intertwining of music with literacy activities, families will be encouraged to

purposefully interact with their children in a playful, engaging way. Toddlers and preschoolers

grow rapidly in their language use. Caregivers should talk and read with toddlers, adding new

and more challenging activities. (a., b., c., see table below)

Scientific, Evidence-based Literacy Plan 10 Points					
Goals	**Objectives**	**What**	**Who**	**When**	**Assessment**
Provide a summer "intervention-prevention" academy for children birth to age three and students	Develop/implement a summer program for **birth to age three** children transitioning into Pre-K from **birth to age three** settings and Pre-K students transitioning to	Screening of students for receptive & expressive language difficulties

Receive | Atlanta Speech School representative

Designated certified teachers & | June 2012 | Scientifically evidence-based assessments such as, Peabody Picture Vocabulary Test fourth |

Scientific, Evidence-based Literacy Plan 10 Points					
Goals	**Objectives**	**What**	**Who**	**When**	**Assessment**
exiting and entering Pre-K	Kindergarten. Students will be screened for receptive and expressive language difficulties & receive intense support in phonological awareness, oral language, & vocabulary. For **birth to age three**, utilize music activities including modeling with parent & child interaction for appropriate literacy exposure and vocabulary development. Identify/provide training on gold standard interventions in literacy aligned to K-5. Teachers training for diagnosis student needs data.	intense support in phonological awareness, oral language, & vocabulary. Expand expressive language skills Increase purposeful & intentional read alouds Research & implement gold standard literacy program	assistants		edition (PPVT-4), Developmental Profile-3 (DP-3), Phonolgoical Awareness Literacy Screening (PALS-Pre-K), Get It! Got It! Go! (IGDI)
Develop oral language skills from birth to five to enhance literacy development	Increase and sustain student achievement Build effective community partnerships with parents and service agencies	Provide literacy training /materials for children & families in English and Spanish	Community partners Literacy team All Pre-K staff	Fiscal Year 2013	Scientifically evidence-based assessments as indicated by the Georgia Department of Education Striving

Scientific, Evidence-based Literacy Plan 10 Points					
Goals	**Objectives**	**What**	**Who**	**When**	**Assessment**
		Develop parent resource library for family use Offer monthly intervention convention for caretakers of birth to age three to model literacy & music activities Develop informational literature to be made available to through community partners			Readers Grant
Integrate intentional and purposeful literacy strategies across the curriculum	Increase student abilities in comprehension by integrating literacy strategies & skills Provide training for Pre-K staff in integrating literacy strategies & skills across content areas	Extend literacy strategies across content areas Develop a common core tiered vocabulary to implement across curriculum	Atlanta Speech School Pre-K staff	FY 2013	Scientifically evidence-based assessments as indicated by the Georgia Department of Education Striving Readers Grant
Engage at-risk families in ongoing literacy development	Increase & sustain early development for a foundation of literacy skills by providing training	Integrate abstract & concrete representations of concepts through	Pre-K staff & Literacy Team Community Partner Representat	FY 2013	Scientifically evidence-based assessments as indicated by the

Scientific, Evidence-based Literacy Plan 10 Points					
Goals	**Objectives**	**What**	**Who**	**When**	**Assessment**
utilizing music and multi-sensory activities for birth to five population	for caretakers in utilizing music & multi-sensory activities	literacy and music Develop training for integrating early literacy skills to correlate with later literacy achievement	ives Contracted consultant		Georgia Department of Education Striving Readers Grant

d. Details the current instructional schedule (Appendix G)

e. Details a plan for tiered instruction
- Tier 1:
  - Large group instruction including calendar time, group readings, phonemic awareness activities, as well as writing opportunities are provided. A language and print-rich environment is provided in each classroom and meets the Department of Early Care and Learning's Instructional Quality guideline for planning the environment. Books and writing materials are placed in every center.
  - Pre-K students are screened three times per year using rubric developed by STARS teachers. Teachers were trained in use of rubric.
  - The Work Sampling System provides additional information used in planning differentiated instruction. The portfolio is checked six times per year for progress monitoring and scored twice yearly to determine student achievement.
  - Assessment data are used to obtain baseline information about each student to determine additional interventions, and verify student progress according to established developmental milestones. We recognize the need for a scientifically research-based developmental skill checklist/questionnaire.
- Tier 2:
  - Strategies are delivered in small groups of two to eight children on skill-focused activities. Progress monitoring is conducted weekly and used to guide interventions. The STARS staff realizes that cognitive development is about growing and expanding processing abilities. Additional cognition building strategies will be shared with parents of struggling students and also implemented by teachers in the classroom.
  - Training on additional strategies for expansion of cognitive processing will be provided to all staff.
- Tier 3:
  - Intensive and individualized intervention is provided to aide in the remediation of deficits. Skill deficit data will be analyzed to address specific needs. The following materials are needed:
    - Scientifically evidenced-based screening instrument for oral language

- Training for teachers in expanding oral language, including vocabulary and listening comprehension as well as expressive language
- Training will be provided in the implementation of gold standard interventions which align to tiers of intervention.
- Tier 4:
  - Specialized instruction is delivered by certified special education staff in the least restrictive environment as indicated in the Individualized Education Plan.

f. Details the materials currently used for tier 1 instruction (see rubric f & g):

CURRICULUM / PROGRAM	AREA ADDRESSED BY CURRICULUM/PROGRAM (see key below)							Core	Intervention	Grade Level	Who Provides (teacher, reading specialist, para, etc.)	Service Delivery Model (individual, whole group, small group)
	O L	P A	P	S P	F	V	R C	W					
Current Literacy program	x	x			x	x			x	x	Pre-K	Teacher /assistant	All of the above
Phonemic Awareness	x	x	x						x	x	Pre-K	Teacher /assistant	Small Group Individual
Handwriting Without					x				x	x	Pre-K	Teacher /assistant	Small Group Individual

g. Lists the time, personnel and strategies for tier II, III, and IV instruction.
- Tier 2 will be implemented by Pre-K staff during small group (2 to 8 students) instructional time
- Tier 3 interventions will be implemented by Pre-K staff during individualized (1 to 1) instructional time
- Tier 4 specialized instruction is delivered by certified special education staff in the least restrictive environment as indicated in the Individualized Education Plan.

h. Includes a statement regarding conflict with other initiatives.
- The core literacy program and all interventions used at birth to three and at Stars Pre-K will be directly correlated to the "What" identified in the Georgia Striving Readers Comprehensive Literacy Grant. We recognize that many changes may be needed. We will revise the plan based on technical assistance when the grant is awarded.
- Administration will work with Department of Early Care and Learning to correlate all assessments. Planning time is protected by allocating duties.

Strategies and Materials (Existing and Proposed) Including Technology to Support the Literacy Plan 5 Points

The application contains:
a. A general list of current classroom resources for each classroom in the school.
- Systematic, explicit phonological and phonemic awareness program
- Core literacy curriculum.
- Writing program that addressed fine motor skills, but contains some essential vocabulary and listening comprehension skills as well as letter identification.
- Calendar Math which addresses oral language
- Classroom libraries of at least seventy-five books with an array of genres and levels

- Classroom environment resources (**See Appendix H**)

b. **A generic list of current shared resources**

- Additional fiction and non-fiction books
- Bartow County Library System
- Pre-K read aloud library

c. **A general list of library resources or a description of the library as equipped.**
- We do not have a media center.

d. **A list of additional resources needed to implement the literacy plan including student engagement**
- 3 modern computers for parent use
- 2 interactive boards
- 1 interactive table per classroom
- 2 Digital pens per classroom
- 1 Interactive – modern touch screen computer per classroom
- Additional big books
- Gold standard core literacy program/curriculum
- Vocabulary development resources with training
- Classroom libraries in a variety of genres and levels focusing on non-fiction text
- Music manipulatives, books, and CD's for parent-child engagement

e. **A generic list of the activities that support classroom practices.**
- Large group literacy- combine graphics with verbal descriptions, use quizzing to promote learning
- Small group literacy – teacher modeling of problem solving solutions
- Phonological awareness - to be systemically, explicitly taught
- Planned story times – connect and integrate abstract to concrete concepts

f. **A generic listing of the activities that support literacy intervention programs.**
- Intervention – small group activities with two to eight children on focused literacy skills
- One to one targeted instruction of literacy skills as determined by progress monitoring data
- Multi-sensory and music activities to promote acquisition of literacy skills
- Creative use of modern technology within the learning process

g. **A generic list of additional strategies needed to support student success**
- Increased access to multi-genre texts for added student interest
- Students to scaffold background knowledge for application across content areas

Project Procedures and Support 5 Points

The application includes:
a. **Details of a sample schedule by grade level indicating a tiered instructional schedule**
   - **(See Appendix H)**
b. **Shows that students in elementary will receive at least 90 minutes of tiered instruction and middle/high school 2-4 hours through the contents areas.**
   - **Not applicable for birth to five**
c. **Shows a schedule that is designed for Response to Intervention**
   - **(See Appendix G)**

Professional Learning Strategies Identified on the Basis of Documented Needs

The application includes: (a, b, c – see table below)
a. **A table indicating the professional learning activities that staff have attended in the past year.**
b. **The number of hours of professional learning that staff have attended**
c. **The % of staff attending professional learning**

| Year (Rubric a) | Activities (Rubric a) | # of Hours (Rubric b) | % of Staff Attending (Rubric c) | Method of Delivery | Grade Level | | Goal of workshop |
					0-3	Pre-K	
2010-2011	Response to Intervention Review	4	100%	Interactive	X	X	Improve tiered intervention system
	Implementation of new Instructional Guides from Department of Early Care and Learning	6	100%	Interactive	X	X	Building knowledge of new expectations

d. **A detailed list of on-going professional learning (see table below)**

| Year (Rubric a) | Activities (Rubric a) | # of Hours (Rubric b) | % of Staff Attending (Rubric c) | Method of Delivery | Grade Level | | Goal of workshop |
					0-3	Pre-K	
2011-2012	Extended, Modeling, and Facilitating speech	6	100%	Interactive	X	X	Increase Oral Language

e. **The preferred method of delivery of professional learning**
- 64% of Pre-K staff surveyed indicated the preferred method of delivery is ongoing and site-based (**see Appendix I**)

f. **The programmatic professional learning needs identified in the needs assessment**
- Cumulative data from the CLASS Observation Instrument indicates that scores fell within the mid-range for Language Modeling and low-range for Quality of Feedback. This supports findings in our needs assessment survey.
- Additional technology training in conjunction with modern technology is needed. The Literacy Team realizes that technology use for birth to five requires time limits and adult supervision for dialogic exchanges.
- Collaboration training for staff and community partners

Assessment/Data Analysis Plan 5 Points

The application includes:

a. **A detailed listing of the school's current assessment protocol (see table below)**

<table>
<tr><th colspan="6">STARS Preschool Current Assessment Protocol</th></tr>
<tr><th rowspan="2">Assessment</th><th rowspan="2">Areas Evaluated</th><th colspan="2">Grade Levels</th><th rowspan="2">Who Administers</th><th rowspan="2">How Often Administered</th></tr>
<tr><th>0-3</th><th>P K</th></tr>
<tr><td>**Developmental Profile 3</td><td>Cognition, Motor skill, Personal /Social, Communication, Adaptive</td><td>x</td><td>x</td><td>Interdisciplinary Evaluation Team</td><td>For Evaluation for Special Needs</td></tr>
<tr><td>Battelle Developmental Inventory</td><td>Cognition, Motor skill, Personal /Social, Communication, Adaptive</td><td>x</td><td>x</td><td>Interdisciplinary Evaluation Team</td><td>For Evaluation for Special Needs</td></tr>
</table>

**Preschool Language Scale4 in place of PPVT4	Receptive and Expressive Communications and Articulation	x	x	Speech Pathologist	For Evaluation for Special Needs
Work Sampling System	Personal/Social, Language and Literacy, Math, Science, Social Studies, Science, Art, Physical Health and Development		x	Teacher	Ongoing – Summaries 2x per year
**IQ Guide for The Learning Environment in place of ELLCO	Learning/ Literacy Environment		x	Teacher / Administrator	2xper year
DECAL IQ Guides	Planning, Schedules, Assessment		x	Teacher / Administrator	2x or as needed
Rubric Developed by STARS	Letter Recognition, Rhyming, Book Handling, Beginning Sounds, Following Directions and Name Writing		x	Teacher	3x per year
**CLASS	T-S Interactions		X	DECAL	1x per year
Carolina Curriculum For Special Needs	Cognition, Communication, Social Adaptation and Motor Skills	x		Babies Can't Wait	Evaluation of Special Needs

** Denotes correlations with the "What" assessment document

b. An explanation of the current data analysis protocol

- STARS Rubric data is interpreted by the administrative staff as well as the classroom teachers. For the purpose of Response to Intervention, students who are strategic are progress monitored every four weeks.
- Students who are receiving Tier 3 intensive interventions are progress monitored by the classroom teacher in the area of need every 1-2 weeks.
- The Work Sampling System Developmental Profile/Portfolio is used to determine individual needs. Small group and individual interventions are provided as data indicates.
- **Birth to three year** olds are assessed using a developmental assessment by the Babies Can't Wait Coordinator.
- Students transitioning from Babies Can't Wait and other at-risk students ages three to five year old receive a comprehensive evaluation to determine if eligible for special education services.

c. A comparison of the current protocol with the SRCL assessment plan

- We recognize the current assessment protocol does not align with the recommendations from the SRCL. Gaps exist in scientifically researched based assessments that can be used by classroom teachers to differentiate instruction and provide concrete data that aligns kindergarten through grade 12.
- We will add the following as recommended when the grant is awarded
  a. Gold Standard literacy assessments (e.g. Phonological Awareness Language Screener-Pre-K, Get it!, Got it!, Go! (IGDI's), Peabody Picture Vocabulary Test 4th edition, Early Language and Literacy Classroom Observation (ELLCO) tool) as indicated by what research has shown to be effective

d. A brief narrative detailing how the new assessments will be implemented into the current assessment schedule.

- Scheduled assessments will be phased in and appropriate certified staff trained on assessments as indicated when the grant is awarded.
- Pilot assessments will begin in year one with the Phonological Awareness Language Screener-Pre-K (PALS) for Pre-K.
- For **birth to three**, the Developmental Profile -3 will be implemented by community partners

e. A narrative listing current assessments that might be discontinued as a result of the implementation of the SRCL

- The STARS rubric will be discontinued.

f. A listing of training that teachers will need to implement any new assessments

- Training for staff in year one on the Phonological Awareness Language Screener-Pre-K with additional training as other scientific researched-based assessments are implemented over a three year period.

- Training available for community partners on the administration of the Developmental Profile -3

g. A brief narrative on how data is presented to parents and stakeholders.
- School-wide data is shared with all stakeholders during parent meetings.
- Teachers conduct parent conferences at least twice yearly. Parents may request a conference at any time.

Budget Summary

STARS budget will support the 0-3 year old funds from the Striving Readers Grant. Included in this budget are the partner schools, Excel and The Trinity School. The grant will help support summer intervention programs, classroom materials and supplies to include a scientifically research based three-year old curriculum. Kits will be developed and distributed to include books and music DVD's. Contracted services will include special instruction in literacy and music for the summer program. In addition brochures describing the services will be developed and distributed to the public. Staff members will receive professional learning on early literacy strategies.

The Pre-k budget summary will include the reinstatement of the 20 days, under contracted services, for students that was cut by the State of Georgia for STARS Pre-k. A new literacy program for all students that is scientifically researched based. Technology will be purchased to enhance learning. A summer intervention program will be offered for all Pre-k students. Literacy kits will also be developed for the Pre-k parents and students. All staff members will receive professional learning to support program needs. Included in this budget are the partner schools, Excel and The Trinity School.

Stars Preschool Birth to Five Budget Summary
0-3 Year Old

Georgia Striving Reader Subgrant	
Budget Breakdown and Narrative	
Function Code 1000 - Instruction	Year 1
Object Codes	
300 - Contracted Special Instructors	$ 10,467
610 - Supplies	
611 - Technology Supplies	
612 - Computer Software	
615 - Expendable Equipment	$ 600
616 - Expendable Computer Equipment	$ 117,120
641 - Textbooks	$ 2,000
642 - Books and Periodicals	
Instruction Narrative:	
Function Code 2100 - Pupil Services	Year 1
Object Codes	Amount Budgeted
300 - Contracted Services	$ 33,000
520 - Student Liability Insurance	
580 - Travel	
610 - Supplies	
641 - Textbooks	
642 - Books and Periodicals	$ 6,000
Function Code 2100 - Pupil Services Narrative:	
Function Code 2210 - Improvement of Instructional Services	Year 1
Object Codes	Amount Budgeted
113 - Certified Substitutes	
114 - Non-Certified Substitutes	
116 - Professional Development Stipends	
199 - Other Salaries and Compensation	
200 - Benefits	
300 - Contracted Services	
580 - Travel	
610 - Supplies	
810 - Registration Fees for Workshops	

Bartow County School System – STARS Preschool

Function Code 2210 - Improvement of Instructional Services Narrative:	
Function Code 2220 - Educational Media Services	Year 1
Object Codes	Amount Budgeted
610 - Supplies	
642 - Books and Periodicals	
Function Code 2220 - Educational Media Services Narrative:	
Function Code 2500 - Support Services - Business	Year 1
Object Codes	Amount Budgeted
148 - Accountant	
200 - Benefits	
300 - Contracted Services	
580 - Travel	
880 - Federal Indirect Costs	
Function Code 2500 -Support Services - Business Narrative:	
Total Budget for Year 1	$ 169,187

Pre-K	
Budget Breakdown and Narrative	
Function Code 1000 - Instruction	Year 1
Object Codes	
300 - Contracted Special Instructors	$ 132,213
610 - Supplies	
611 - Technology Supplies	$ 124,000
612 - Computer Software	
615 - Expendable Equipment	$ 600
616 - Expendable Computer Equipment	
641 - Textbooks	$ 10,000
642 - Books and Periodicals	$ 2,000
Function Code 1000 - Instruction Narrative:.	
Function Code 2100 - Pupil Services	Year 1
Object Codes	Amount Budgeted
300 - Contracted Services	$ 40,000
520 - Student Liability Insurance	
580 - Travel	
610 - Supplies	
641 - Textbooks	
642 - Books and Periodicals	$ 3,000
Function Code 2100 - Pupil Services Narrative: .	
Function Code 2210 - Improvement of Instructional Services	Year 1
Object Codes	Amount Budgeted
113 - Certified Substitutes	
114 - Non-Certified Substitutes	$ 3,000
116 - Professional Development Stipends	$ 6,400
199 - Other Salaries and Compensation	
200 - Benefits	
300 - Contracted Services	
580 - Travel	$ 9,760
610 - Supplies	
810 - Registration Fees for Workshops	$ 9,6000
Function Code 2210 - Improvement of Instructional Services Narrative:	
Function Code 2220 - Educational Media Services	Year 1
Object Codes	Amount Budgeted
610 - Supplies	

Bartow County School System – STARS Preschool

Pre-K	
Budget Breakdown and Narrative	
Function Code 1000 - Instruction	Year 1
642 - Books and Periodicals	
Function Code 2220 - Educational Media Services Narrative:	
Function Code 2500 - Support Services - Business	Year 1
Object Codes	Amount Budgeted
148 - Accountant	
200 - Benefits	
300 - Contracted Services	
580 - Travel	
880 - Federal Indirect Costs	
Function Code 2500 -Support Services - Business Narrative:	
Total Budget for Year 1	$ 325,224

Appendix A

Benchmark Response to Intervention Progress Monitoring Instrument

Mark in the following colors: September-green   January-blue   May-red   /=child mastered

Letter Knowledge
Rating Scale: Student expressively identifies

0=Not Yet	1=1-6	2=7-12	3=13-20	4=21-26

Uppercase Letter Names: Show child letter without picture.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
          September:____   January:____   May:____

Lowercase Letter Names

a b c d e f g h i j k l m n o p q r s t u v w x y z
          September:____   January:____   May:____

Beginning Sounds: Teacher states beginning sound and gives student choice of three words. Student must state which of the three words match the given beginning sound. Example: "This is the word apple. Apple starts with /a/, which of these words begin with /a/ like apple? Alligator, cup, or lamp?

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
          September:____   January:____   May:____

Following Directions: Record by observational notes or matrix.
Rating Scale: Observe students during daily routines.

0= Not Yet	1= 1 step routine direction	2= 2 step routine direction	3= 3 step routine direction	4= 2 step NON-routine direction

          September:____   January:____   May:____

Rhyming:
Rating Scale: Show child pictures. Teacher names each picture for child. Child indicates which pictures rhyme.

0= Not Yet	1= 2 of 5	2= 3 of 5	3= 4 of 5	4= 5 of 5

          September:____   January:____   May:____

Book Handling: Observe students during daily routines.

Rating Scale: Observe students during daily routines.

0= Not Yet	1= holds book correctly	2= turns pages one at a time	3= locates words on page	4= tracks text

          September:____   January:____   May:____

Name Writing: Use attached sheet for writing sample.

0= Not Yet	1= traces name	2= copies name	3= writes names	4= writes name

		when given a model	independently	with proper capitalization

September:____   January:____   May:____

Self-Portrait:

Rating Scale: Child draws picture of self on blank sheet of paper.

0= Not Yet	1= uses scribbles & shapes	Self-portrait contains:		
		2= 3-5 body parts	3= 6+ body parts	4= parts plus commentary

(Ex. Both arms count as one part. Same for legs, eyes, ears, hands, and feet)

September:____   January:____   May:____

Math Knowledge

Rote Counting: I can count to the number…

Rating Scale: Have child count out loud by rote, with no assistance.

0= Not Yet	1= counts to 3	2= counts to 7	3= counts to 10	4= counts beyond 10

September:____   January:____   May:____

Touch Counting: I can touch count to the number…

Rating Scale: Have child count actual items.

0= Not Yet	1= counts 3 object	2= counts 7 objects	3= counts 10 objects	4= counts beyond 10 objects

September:____   January:____   May:____

Number Recognition:

Rating Scale: Display numbers in random order.

0= Not Yet	1= receptively ids up to 5 #'s	2= receptively ids up to 10 #'s	3= expressively ids up to 5 #'s	4= expressively ids up to 10 #'s

September:____   January:____   May:____

Shape Recognition:

0= Not Yet	1= uses classroom shapes to make a shape	2= receptively id's 4-8 shapes	3= expressively id's 1-4 shapes	4= expressively ids 5-8 shapes

Receptive:

Expressive:

September:____   January:____   May:____

Color Recognition:

0= Not Yet	1= receptively ids 1-4 colors	2= receptively id's 4-8 colors	3= expressively id's 1-4 colors	4= expressively ids 5-8 colors

Receptive: Red Orange Yellow Green Blue Purple Pink White Brown Black Gray

Expressive: Red Orange Yellow Green Blue Purple Pink White Brown Black Gray

September:____   January:____   May:____

Positional Relationships: Using a house/barn, have child place object where asked

0= Not Yet	1= moves or places an object by following 2-3 directions	2= moves or places an object by following 4-5 directions	3= moves or places an object by following 6-7 directions	4= expressively uses 4 or more positional terms

Beside   below   above   in front   behind   inside   outside

September:____   January:____   May:____

Social Emotional

Initiative:

0= Not Yet	1= shows interest in learning new concepts and trying new experiences by participating in activities	2= demonstrates self-direction in use of materials	3= develops independence during activities, routines, and play	4= attends to teacher selected tasks for 20 minutes

September:____   January:____   May:____

Appropriate Self Expression:

0= Not Yet	1= expresses feelings through gestures or actions	2= expresses feelings through appropriate gestures, actions, and language	3= participates in resolving conflicts and disagreements with others with assistance	4= participates in resolving conflicts and disagreements with others without assistance

September:____   January:____   May:____

Personal Information:

First Name	Last Name	Age	Meal #	Gender	Birthday	Phone #	Address

0= Not Yet	1= 3 of 8	2= 4 of 8	3= 5 of 8	4= 6 of 8

September:_____   January:_____   May:_____

Cutting: Use provided cutting page & attach the sample.
must meet level 1 to progress!

0= Not Yet	1= holds scissors properly	2= cuts using random, short snips	3= cuts on bold straight line using forward progression (no snipping, sliding, or tearing)	4= cuts various shapes

September:____   January:____   May:____

Self-Help:

0= Not Yet	1= independently washes hands	2= open and closes various containers	3= manipulates fasteners for dressing	4= ties shoes, clothing, or dressing board

September:____   January:____   May:____

Optional Reference Chart

Skill	September	January	May
Uppercase Letter Names			
Lowercase Letter Names			
Beginning Sounds			
Following Directions			
Rhyming			
Book Handling			
Name Writing			
Self-Portrait			
Language Average			
Rote Counting			
Touch Counting			
Number Recognition			
Shape Recognition			
Color Recognition			
Positional Relationships			
Math Average			
Initiative			
Appropriate Self Expression			
Personal Information			
Personal Social Average			
Cutting			
Self-Help			
Health and Physical Average			
Overall Average			

Appendix B

STARS Pre-K Demographic Table

Appendix C-1

Effective School-Wide Reading Programs Survey Results

Bartow County

Early Childhood

Bartow County used the Planning and Evaluation Tool for Effective School-Wide Reading Programs - Revised Surveys (PET-R, adapted from: Kame'enui & Simmons, 2003) to evaluate language and literacy at individual schools. This tool identifies key elements of an effective school-wide reading program. There are seven categories as follows: goals and objectives, assessment, instructional practices, instructional time, differentiated instruction, administration, and professional development. There are 3 – 8 individual items within each of these seven major categories.

Participants are asked to reflect on and rate all items as either "fully in place," "partially in place," or "not in place." If an item is fully in place it is awarded 2 points. If it is partially in place it is awarded 1 point, and if it is considered not in place it is assigned a score of zero. This survey was completed by 18 people which is a 100% reply rate.

The percentages listed below reflect the percentage of points awarded from the total possible points. For example, if all teachers gave each question in a category a rating of being fully in place, then the percentage for the category would be 100.

Overall Survey results by Category

The overall categories rated as most "in place" in descending order are listed below for all elementary staff:

Differentiated Instruction/Grouping/Scheduling	92%
• Goals, Objectives, Priorities	92%
• Instructional Time	92%
• Administration/Organization/Communication Overall	85%
• Assessment	83%
• Instructional Programs and Materials	78%
• Professional Development	74%

The chart below reflects these percentages. It is unusual to see a rating for any category that is higher than about 85%. Ratings that are above 85% indicate that elements in that category are considered by staff to be mostly in place. It is noteworthy that 3 categories are rated above 85%. Additionally, one category is equal to 85% and the other three categories are within about 10 percentage points of the 85% mark.

Bartow County Early Childhood
School-Wide Reading Programs Results: Overall Category Ranking

■ Differentiated Instruction/Grouping/Scheduling

■ Goals, Objectives, Priorities

■ Instructional Time

■ Administration/Organization/Communication Overall

■ Assessment

■ Instructional Programs and Materials

■ Professional Development
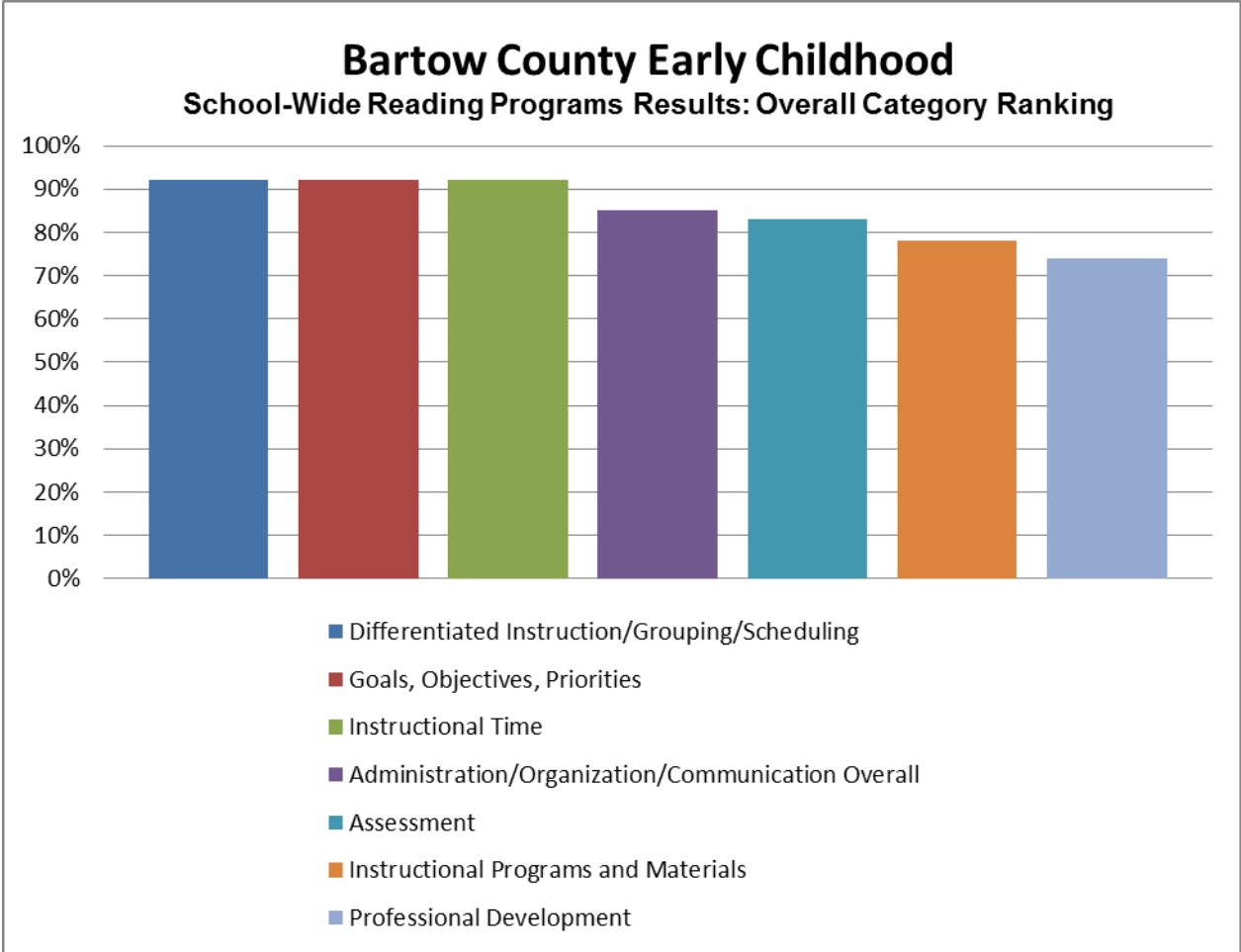
Early Childhood Survey Item Analysis

The top 6 individual items ranked by school-level faculty/staff and administrators as *most in place* in descending order are represented in the charts below:

| Question	# in Survey	%
Assessment - A school or center wide assessment system and database are established and maintained for documenting student performance and monitoring progress.	**A - 1**	100%
Assessment - Progress monitoring measures are administered formatively throughout the year to document and monitor student performance.	**A - 6**	100%
Goals, Objectives, Priorities are prioritized and dedicated to the essential elements (i.e., oral language, phonological awareness, alphabet knowledge and print awareness).	**GOP - 3**	100%
Instructional Time - Instructional time is allocated to skills and practices most highly correlated with later reading success (i.e., essential elements of pre-K literacy development including oral language, phonological awareness, alphabet knowledge and print awareness).	**IT - 3**	100%
Instructional Time - Students in pre-K receive a minimum of 20 minutes of small-group instruction daily.	**IT - 4**	97%
Goals, Objectives, Priorities guide instructional and curricular decisions (e.g., time allocations, curriculum program adoptions).	**GOP- 4**	94%
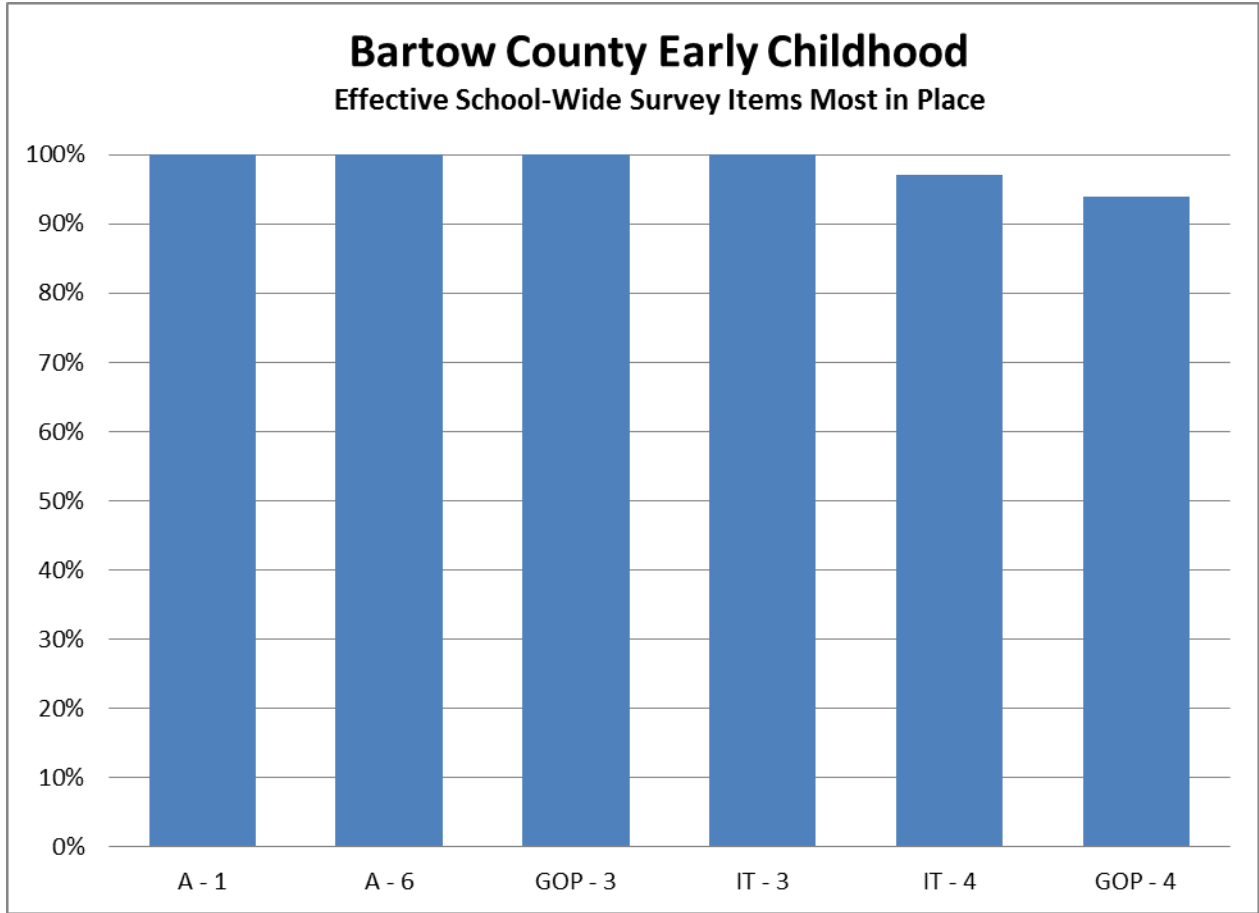
Figure B - Individual Items Most in Place

Individual items that were consistently ranked by school-level faculty/staff and administrators as *least in place* in ascending order are represented in the charts below:

Question	# in Survey	%
Professional Development - Time is systematically allocated for educators, as a team, to analyze, plan, and refine instruction.	**PD - 3**	62%
Assessment - All users receive training and follow-up on measurement administration, scoring, and data interpretation.	**A - 4**	67%
Assessment - The building has a "resident" expert or experts to maintain the assessment system and ensure measures are collected reliably, data are scored and entered accurately, and feedback is provided in a timely fashion.	**A - 8**	67%
Assessment - Student performance data are analyzed and summarized in meaningful formats and routinely used by teaching teams to evaluate and adjust instruction.	**A - 7**	69%
Instructional Programs and Materials - Supplemental materials are in place to support students who do not benefit adequately from the program.	**IPM - 4**	71%
Professional Development - Professional development efforts are explicitly linked to practices and programs that have been shown to be effective through documented research.	**PD - 4**	73%

Figure C – Individual Items Least in Place

Bartow County Early Childhood
Effective School-Wide Survey Items Least in Place
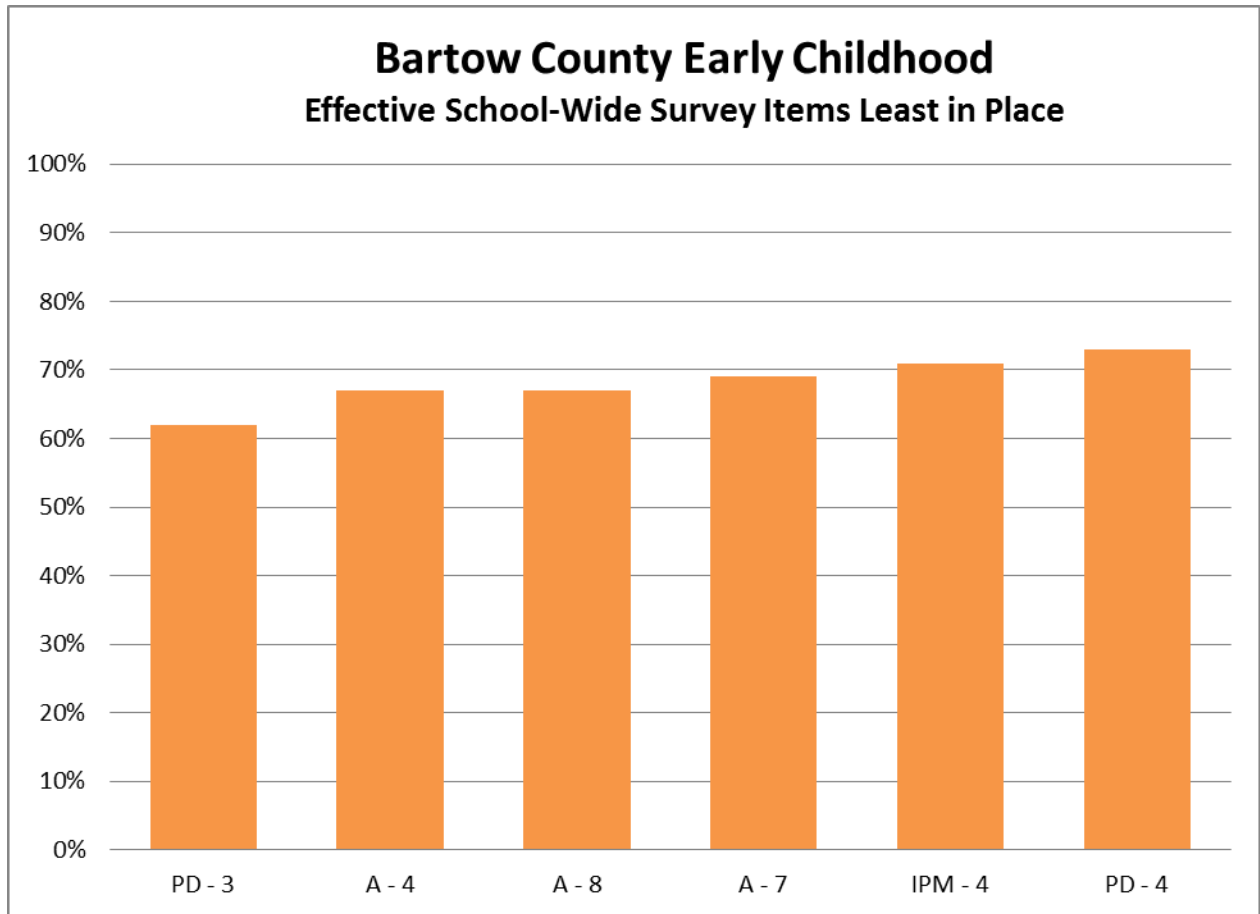
The STARS Early Childhood Center believes its greatest needs are in the areas of instructional programs and materials and professional development. Specifically, they recognize the need for professional development designed to support their use of instructional programs and supplemental materials and their use of data to inform instruction.
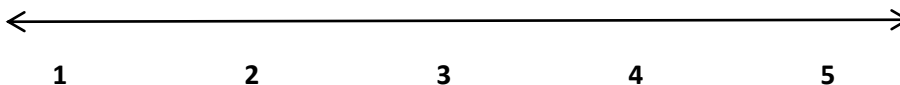
Appendix C-2

Birth to Pre-K Teacher Literacy Capacity Survey

When planning to improve early learning and literacy outcomes for infants, toddlers, and preschools, childcare and preschool provider staff can complete this simple survey to help determine current literacy capacity. Analysis of the results can help determine current strengths and provide a starting point for the improvement process that will lead to improved literacy practices and increased child outcomes. It is important to rate each statement based on the degree to which the practices are currently being implemented.

The components of this provide a systemic and holistic approach to establishing an effective literacy framework.

Survey responses are completely anonymous—respondents are not asked to identify themselves.

Current Practice Rating 1=Infrequent or rare occurrence 5=Frequent or common occurrence ←————————————————————→ 1 2 3 4 5	
Leadership and Sustainability	
1. The school district takes the lead in promoting community-based, collaborative partnerships focused on strengthening school readiness for all children.	
2. Leadership is focused on promoting activities that support early literacy development.	
3. Leadership encourages teachers and caregivers to collaborate on best practices to ensure consistency of teaching and assessment practices.	
4. Leadership engages parents as partners in ways that are culturally and linguistically sensitive.	
5. Collaborative partnerships improve literacy development of young children in the program.	
6. A process (e.g., quality assurances) is followed to ensure accountability for investments that produce lasting changes.	
7. Leadership leverages funds to ensure sustainability of improvement efforts.	
Standards-Based Curriculum	
1. Staff (e.g., teachers, caregivers) uses the state's early learning guidelines for infants and toddlers and/or the state's prekindergarten standards to create high-quality experiences for children.	
2. Parents and families are provided opportunities to gain knowledge of the early learning guidelines and/or the prekindergarten standards, as well as methods that could be used to support children's literacy experiences.	
3. Curriculum and/or activities reflect developmentally-appropriate practices.	
4. Curriculum and/or activities integrate all domains of learning: physical, social-emotional, cognitive, language, and literacy.	
5. Curriculum and/or activities focus on developing children's oral language, alphabet knowledge/phonological awareness, and print concepts.	
6. Curriculum and/or activities support children's home culture and language.	
7. Curriculum and/or activities link to and integrate assessment to identify and	

meet the needs of individual children.	
Assessment System	
1. Appropriate screening measures are used to assess children's language and literacy development.	
2. Diagnostic measures are used to provide more in-depth information for individual children, when necessary.	
3. Performance/observational assessments are used to measure and monitor children's progress in the context of daily interactions and activities.	
4. Program assessments are used to evaluate effectiveness of instruction and quality of programs.	
5. Those who administer assessments are adequately trained in administration and data recordings.	
6. Data from assessments are effectively managed and disseminated to parents and other stakeholders in a timely and easily-interpreted manner.	
7. Staff (e.g., teachers, caregivers) uses assessment data to drive decisions.	
Instruction and Intervention (RTI)	
1. Language and literacy opportunities are provided to children throughout the day.	
2. The early childhood setting provides a high-quality language-and print-rich environment.	
3. Differentiated practices are used to meet the individual needs of children.	
4. Developmental interventions are provided for children needing extra support.	
5. Teachers/caregivers read aloud to children daily.	
6. Technology use is purposeful and appropriate to children's learning and developmental needs.	
7. Enrichment experiences are provided for children and families (e.g., dramatic and musical productions, museum and library visits).	
Professional Learning and Resources	
1. Professional development is aligned with and directly related to the state's early learning guidelines for infants and toddlers and/or state standards for preschoolers.	
2. Professional developmental for staff (e.g., teachers, caregivers) is based on children's identified literacy needs.	
3. Individual targeted professional development is based on teachers' or caregivers' Professional Growth Plans.	

S.T.A.R.S. Preschool Staff
2011-2012

Principal

Phyllis Henry

Pre-K Lead Teachers

Lisa Abbott
Kandace Bruno
Amy Chappell
Michelle Cochran
Heather Henderson
Cris Jankowski
Morgan King
Jessica Lee
Kelly Lemon
Elizabeth Reece
Kali Robinson
Jennifer Stanfield
Amanda Stover
Ellen Sturwold

Pre-K Assistant Teachers
Cami Abernathy
Donna Adams
Debra Barrett
Kelly Hackney
Sharon Hibberts
Ida Jewell
Rachelle Loudermilk
Candice Martin
Reesa Orton
Heather Ray
Palma Phillips
Leslie Smith
Tracie Varvel
Virginia Vaughan

Lead Special Needs Teacher

Kelly Roberts

Special Needs Teachers

Julie Bingham
Jennifer Clark
Lori Kalain
Jill Puckett
Gayla Stepp
Stephanie Tompkins
Jennie West

Special Needs Assistant Teachers

Nancy Bruce
Amanda Garland
Velma Hyde
Cami James
Joannie Lopez
Elyse Loy
Sara Mercado
Kaye Moody
Alethea Murdock
Julie Nelson
Barbara Simpson
Bonnie Simpson
Shane Stark
Barbara Thompson

Appendix D

Literacy Team Members

Phyllis Henry, Principal

Susan Morris, Transition Coach

Kelly Roberts, Lead Special Education Teacher

Angela Ellis, Pre-K Teacher

Jennifer Stanfield, Pre-K Teacher

Julia Bingham, Special Needs Pre-School

Gayla Stepp, Special Needs Pre-School

Vicki Corn, Babies Can't Wait Representative*

Wanda McPherson, Child Find Coordinator*

Phoebie Atkins, Special Education Coordinator

Liz Fox, Advocates for Bartow's Children*

* Represents the **birth to three** population

Appendix E

Birth to Pre-K Parent Literacy Capacity Survey
Please circle the number which represents how you feel about each question.
1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree.

Bartow County School District Administration take the lead in promoting community based, collaborative partnerships that focus on Kindergarten Readiness for all of our students.
1   2   3   4   5

The Principal is focused on promoting activities that support early literacy.
1   2   3   4   5

STARS staff engages parents as partners in ways that are culturally sensitive.
1   2   3   4   5

Our school's community partners help improve literacy development of our students.
1   2   3   4   5

Staff uses the state's early learning guidelines for infants and toddlers and/or the state's Pre-K standards to create high-quality experiences for children.
1   2   3   4   5

Parents and families are provided opportunities to gain knowledge of the early learning guidelines and/or the Pre-K standards, as well as methods that could be used to support children's literacy experiences.
1   2   3   4   5

The school's curriculum and/or activities are developmentally appropriate.
1   2   3   4   5

The schools' curriculum and/or activities integrate all domains of learning: Physical, Social-Emotional, Cognitive, Language, and Literacy.
1   2   3   4   5

The school's curriculum and/or activities focus on developing children's language, alphabet knowledge/phonological awareness, and print concepts.
1   2   3   4   5

The school's curriculum and/or activities support children's home culture and language.
1   2   3   4   5

Information is shared with parents about the school's assessment process and the results for their particular student two times a year (December and May).
1   2   3   4   5

Program assessment is used to evaluate the effectiveness of instruction and quality of the program.

| 1 | 2 | 3 | 4 | 5 |

Language and literacy opportunities are provided to children throughout the day.

| 1 | 2 | 3 | 4 | 5 |

STARS provides a high quality language and print-rich environment.

| 1 | 2 | 3 | 4 | 5 |

Teachers read aloud to children daily.

| 1 | 2 | 3 | 4 | 5 |

Differentiated practices are used to meet the individual needs of children.

| 1 | 2 | 3 | 4 | 5 |

Developmental interventions are provided for children needing extra support.

| 1 | 2 | 3 | 4 | 5 |

The use of computers/ipads in the classrooms is purposeful and appropriate to children's developmental needs.

| 1 | 2 | 3 | 4 | 5 |

Enrichment experiences are provided for children and families (on campus/off campus visits to community areas of interest such as the library, museums, musical productions, zoo, farm)

| 1 | 2 | 3 | 4 | 5 |

Training for STARS staff is directly related to the state's early learning guidelines for infants and toddlers and/or state standards for preschoolers.

| 1 | 2 | 3 | 4 | 5 |

Training for staff is based on children's literacy needs.

| 1 | 2 | 3 | 4 | 5 |

The school has a coordinated system of support that links early learning resources with those children/families in the community that need them.

| 1 | 2 | 3 | 4 | 5 |

PLEASE CIRCLE ONE How would you like to see Birth to 3 services addressed?

A. Increase opportunities for parent involvement
B. Increase parent training opportunities
C. Increase parent and child material accessibility
D. Expand program opportunities for 3 and 4 year olds prior to Pre-K
E. All of the above

Appendix F

Literacy Team Minutes

The birth to pre-k literacy team met on October 27, 2011 to review the needs assessment and brainstorm additions to the current literacy plan. Members present were Phyllis Henry, Vickie Corn (Babies Can't Wait), Susan Morris and Wanda McPherson. Phyllis discussed the recent survey of the pre-k staff. Particular needs that were brought out of the survey include support for the pre-k program outside of the staff in the school, community outreach to parents for early intervention, and improvements in technology at the current pre-k center. Activities for parents in the birth – 3 ages were discussed. The team discussed consulting with local music educator, Katie Hurley for training for parents and teachers on incorporating music activities in the home. Mrs. Hurley is a local music educator that teaches a Kindermusik class in the community that has parents and babies in a structured classroom environment with kits for parents to further provide literacy and developmentally appropriate activities with their child at home. The team discussed this research based program and activities that may be added to the current outreach through Babies Cant's Wait. Mrs. Hurley previously worked in the Bartow County Schools and when her first child was born, began working from her home. Additionally she has conducted workshops at the local library for parents on incorporating music activities in their home. Wanda will contact Mrs. Hurley regarding her thoughts on early intervention and the use of music activities for families. The discussion then turned to the partnership with Babies Can't Wait and First Steps – Advocates for Children and how they could be utilized to further provide support to parents of babies born in Cartersville, and at-risk children in the community. The team would like to add music and more scripted activities for parents to reach beyond the at-risk families. Other ideas shared at the meeting were improvements in the current literacy plan at STARS Pre-K center in the language component of the instruction, use of appropriate technology and building accessibility, additional 20 days of instruction in the summer for at-risk children as part the "intervention-convention," and possibly partnering with the local library for an additional avenue into the community. The team brainstormed additional ways to reach parents of birth – 3 parents in the community and discussed surveying parents of current Bartow County students or teachers that have younger children or siblings. Response to intervention was discussed and appropriate interventions, progress monitoring at each tier. For birth to age 3, the committee discussed utilizing checklists and interviews with families on developmental milestones.

The English Language Learner and their families were also discussed and the team brainstormed ideas of contacting and working with them. Ideas shared were providing materials in Spanish as most of the ELL learners in the community are Spanish speaking, and contracting with an interpreter on an as-needed basis for communication with non-English speaking parents.

Next steps were discussed. Through the Striving Readers Grant, the committee felt the literacy plan could be improved for more early intervention strategies for the community birth to prek age children that could then be sustained beyond the grant. Susan Morris will contact the First

Steps coordinator for partnering with them to outreach to families of children born at the Cartersville Medical Center. The team will develop components of the grant and keep in contact with Phyllis Henry on when to meet back.

The meeting was adjourned.

Wanda McPherson and Katie Hurley met together on November 4, 2011 to develop the music component and activities for the birth to age 3 component of the Striving Readers Grant. Wanda reviewed the needs assessment and the two discussed current research on literacy, music and brain development. Activities, family interaction, materials needed, and cost were discussed as part of the plan. Materials would be low-cost so that families may make or purchase locally with little cost, including scarves, egg shakers, and appropriate books. Katie has conducted workshops locally with parents and their children. One strategy Katie has used for moving music activities into classrooms is surveying and encouraging young mothers who are also teachers to bring their children to music classes to learn the activities. Music may be intimidating to some mothers but shouldn't be. Music educators modeling activities using music to further brain development empowers mothers and fathers to follow up at home. It doesn't take a professional musician, just the appropriate approach.

Katie will develop activities, the "kit" materials that could be presented to parents at schools, pre-k, hospital, and by Babies Can't Wait along with a scheduled 6 week class with Katie. A train the trainer model with teachers who are mothers, school music teachers, and facilitators of early interventionists would be utilized to sustain the plan beyond the grant. Katie is willing to consult with the school system and work with families at the intervention convention in the summer.   Wanda will pull the research and compile for the grant writing. The meeting was adjourned.

Appendix G

Current Pre- K Instructional Schedule

- **7:50-8:05** Fine Motor Skills
- **8:05-8:35** Breakfast (Language Development) (**Tier** 1)
- **8:35-8:40** Music and Movement
- **8:40-8:50** Story Time (**Tier 1**)
- **8:50-9:15** Calendar Math with Music and Movement (**Tier 1 and** 2)
- **9:15-10:55** Work Time
- (Individualization #1-9:15-9:35 Individualization #2-10:10-10:30) (**Tier 2 and 3**)
- **10:55-11:00** Clean Up
- **11:00-11:30** Lunch
- **11:30-12:00** Outdoor Work Time
- **12:00-12:10** Large Group/Literacy (**Tier 1**)
- **12:10-12:30** Phonological Awareness (**Tier 1**)
- **12:30-12:50** Large Theme-Related Groups (**Tier 1**)
- **12:50-1:40** Rest Time
- **1:40-1:45** Story Time (**Tier 1**)
- **1:45-1:50** Closing and Music and Movement
- **1:50-2:00** Bus Rider Departure
- **2:00-2:30** Car Rider Activities-informal story read aloud (**Tier 1 and/or Tier 3**, as needed)

Appendix H

Georgia's Pre-PK Program Basic Equipment, Materials, and Supplies Inventory List

Georgia's Pre-K Program Basic Equipment, Materials, and Supplies Inventory List

Equipment, materials, and supplies for each Georgia's Pre-K class must be appropriate and facilitate a strong educational program. All items must be of quality materials and workmanship and meet the needs of the Pre-K children. Items purchased with Pre-K funds and the items included on this inventory must be available to children and teachers in the Pre-K program throughout the year. **Teachers should not have to use personal funds to purchase equipment, materials, or supplies**.

Once the required level of equipment has been reached in all sections, programs may request to use funds to purchase technology related equipment, software, and/or playground equipment. All such purchases require **prior approval** of the Pre-K consultant. Providers should refer to the current school year Pre-K Providers' Operating Guidelines (Section 22.2) regarding critical submission dates for technology and/or playground expenditure requests.

Georgia's Pre-K Program **does not endorse** any supplier. All items listed do not have to be purchased at the same time or from the same supplier. Many items can be supplied through other sources including donations. Some items may last one to two weeks, while others may last throughout the year.

Program/Center: _____

Completed by: _____ Date: _____

Classroom Environment	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Tables	Space for 22 children		
Chairs	22		
Cubbies / Lockers	1 space per child		
Unit Block Storage Shelf	1		
Storage Shelves • dramatic play • science • art • math manipulatives • block props	1 per area		
Containers/Bins for Materials	as needed		
Cots/Mats and Sheets	22 cots/mats 25-27 sheets		
Chart Tablets, blank	3		
Chart Stand	1		
Area Rugs	as needed		

Bartow County School System

Language and Literacy	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Book Display Shelf for forward-facing titles	1		
Materials to add softness: rug, pillows, lamps	As needed		
Soft Seating, child-size (reading area)	Seating for 2-4 children		
Children's literature books, general and instructionally topic-related (fantasy, nonfiction, wordless, repetitive, informational, rhyming, predictable, familiar sequence, repetitive phrase, cumulative, multicultural, question and answer), class-made	100		
Props to develop alphabetic principle • letter puzzles • displayed alphabet • word cards • alphabet game/lotto • letter dominoes • interlocking letter cubes • wooden alphabet blocks • alphabet letter tiles • alphabet letter stamps	Minimum of 3		
Props to promote language development • puppets • telephones • walkie-talkies • cell phones • magnet stories • flannel board with story choices	Minimum of 3		
Listening Station or headset jack with player (CD, MP3 or cassette) (separate from Music Area)	1		
Head Sets	2-4		
Books with cassette recordings or CDs of stories	20		
Pencils, various sizes	30		
Writing instruments of various sizes • pens • markers • chalk • crayons • pencils • colored pencils	Minimum of 3 types		
Vocabulary cards with words/pictures	1 set		
Real/found materials • envelopes • order forms	Minimum of 3 types		

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	Required	Existing	Pre-K Funds
greeting cards • note pads • stationery • address books • phone books • typewriter • write and wipe cards/boards			
Paper • lined • unlined • Journals • drawing paper • tablets	Minimum of 3 types		
Name cards of children in the classroom with picture and name	1 set		

Dramatic Play	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Wooden housekeeping furniture • sink • stove • refrigerator • hutch	Minimum of 3		
Sturdy Clothing Storage Rack	1		
Wooden Table and Chairs, child-size	1 set		
Dolls	Minimum of 5		
Quality Dress-Up Clothes for boys and girls	3 types for boys; 3 types for girls		
Full-length Mirror	1		
Props for kitchen play • eating utensils • dishes • pots and pans • pretend food • cooking utensils (rolling pin, egg beaters, wooden/plastic spoons, spatula, spaghetti server, etc.)	Minimum of 3 kinds of props		
Child-size props for cleaning play • dish cloths/towels • sponges • mop and bucket • broom and dust pan	Minimum of 3 kinds of props		

Bartow County School System

• child-size vacuum cleaner/sweeper			
Props/furniture for pretend play with dolls • bed or cradle • high chair • blankets • bottles • diaper bag • baby clothes	Minimum of 3 kinds of props		
Collection of empty containers (cereal/food boxes, detergent/spice/juice bottles, milk carton, etc.)	variety		
Additional housekeeping accessories • child-size ironing board/iron • telephone • cash register • clocks/timers • pet dishes	Minimum of 3 additional accessories		
Prop Box(es) for dramatic play theme(s) (grocery store, restaurant, doctor's office, dentist's office, veterinarian's office, beauty shop)	Variety; 1 accessible		

Blocks and Accessories	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Wood unit blocks, various shapes, **standard size**	200-250 blocks		
Large (ages 4 and up) wooden hollow blocks 11"L x 11" W x 5 ½" H	20-30 blocks		
Block accessories • vehicles • farm animals • ocean animals • zoo animals • dinosaurs • traffic signs • block play people	Minimum of 3 sets		
Real/Found materials • egg cartons • PVC pipe • cups • cardboard tubes • other	Minimum of 2 types		
Additional Blocks • large plastic blocks • cardboard blocks • foam blocks	Minimum of 1 type;10-20 blocks		

Bartow County School System

Math Concepts Manipulative/Fine Motor	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Counting materials • inter-locking cubes • number cubes/rods • quiet counters • double-sided counters • theme-related counters	Minimum of 3/ 250 pieces per type		
Sorting materials • dinosaurs • transportation • fruit • animals • buttons • theme-related sorting materials	Minimum of 3/ 100 pieces per type		
Shape recognition materials • pattern blocks • attribute blocks • parquetry blocks • lacing shapes • shapes puzzle	Minimum of 3/ 100 pieces per type		
Hand-eye coordination materials • large/small colored beads of various shapes and laces • pegs and peg boards • lacing cards and laces • inter-locking manipulatives in a variety of shapes and sizes that fit together, etc.	Minimum of 3 types/ 100 pieces per type		
Scales (food, balance, bath)	1		
Measuring tools (rulers, tape measures)	1		
Time keepers (egg/kitchen timer, hour glass, stopwatch)	1		
Real/found materials • buttons • bottle caps/ tops • rocks • dice • other	Minimum of 2 types		
Assortment of puzzles of varying levels of difficulty and number of pieces (knobbed, wooden, floor)	Minimum of 24/ 3 types		

Bartow County School System

Games	Minimum of 3 types		
• dominoes • number bingo • matching games • counting games • patterning games • folder games			

Science Sensory	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Sturdy sensory (sand and water) table with top, that accommodates four children at one time	1		
Sensory table materials • sand • beans • rice • pasta • dirt • rock salt • Other materials suitable for scooping and pouring	as needed for monthly change		
Items for digging, scooping, pouring • scoops • ladles • sifters • strainers • spoons • measuring cups	Minimum of 3 types		

Science General	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Basic materials • magnets/items to attract and repel • binoculars • magnifying glasses • prisms • color paddles	Minimum of 3 types		
Living thing to care for (plant, pet)	1		
Discovery experience materials • matching sounds	Minimum of 3		

	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
• identifying scents • feely bags • sequencing cards • gears • discovery tubes/sensory bottles • tools for simple science experiments • health/nutrition games • animal bingo			
Science/nature pictures and collections • sea shells • pine cones • feathers • rocks • mineral samples • other natural materials	Minimum of 2 sets or collections		

Arts General	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Table and 4 Chairs, child-size	1 set		
Paint Easel, full-sized (holds 16x22 or 18x24 paper)	2-4 spaces		
Drying rack or space	1		
Child-Safety Scissors, left/right	8 pair		
Dough/Clay Tools (rolling pins, cookie cutters, wooden hammers)	variety		
Brushes, various sizes	6-8, as needed		
Paint Smocks	2-4, as needed		
Paint Cups	12		

Arts Consumables	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Crayons, various sizes, basic eight (8) colors and people colors	160		
Markers, various sizes, basic eight (8) colors and people colors	160		

Paper of different sizes, colors, textures • construction • tissue • white • manila • newsprint • foil • wax	At least one ream of 3 types		
Collage Materials • sequins • pom-poms • yarn • pipe cleaners • fabric scraps • buttons • cotton balls • feathers • foam pieces	Minimum of 3 types		
Play dough: red, yellow, green, blue, and orange	1 container per color		
Glue Bottles, small and refillable	8		
Liquid Tempera Paint	1 gallon per color, Minimum of 3 colors		
Easel Paper, 18x24 or 16x22	2 reams		
Materials for three-dimensional creations • small boxes • coffee filters • straws • paper plates • pie plates • pipe cleaners • cardboard tubes	Minimum of 3 types		

Music	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Record Player / CD Player / Tape Player (separate from listening center)	1		
Musical Props • scarves • ribbons • streamers • bean bags	Minimum of 2 types/ 22 per prop		

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• plates			
Musical Instruments, variety	22		
Age-appropriate records, CDs, or Tapes • children's songs • classical • jazz • nature sounds • dance • foreign language • multicultural	Minimum of 3		

Physical Active/Gross Motor	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Age-appropriate mobile equipment • balls • hoops • parachute • wagons • tricycles • scooters • plastic bats • catching games/gloves • cones for obstacle course	Minimum of 3 types		
Helmets	required when riding vehicle(s)		

Assessment Supplies (Please refer to Appendix H in Pre-K Guidelines)	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Tubs or bins that will accommodate legal sized hanging files	2		
Hanging Folders (legal size recommended)	23		
Folders (legal size recommended)	176		
Assorted Sized Labels	as needed		
Clipboards	as needed		
Digital Camera	1		

Appendix I

Professional Learning Data

Response Summary

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1. How would you like to receive training classes? 1 indicates it is your most favorite and 4 indicates it is your least favorite   ⓚ Create Chart   ⬇ Download

	1-Most Favorite	2	3	4-Least Favorite	Rating Average	Response Count
Site based, ongoing training (with Phyllis or other trainers at STARS)	64.3% (18)	25.0% (7)	7.1% (2)	3.6% (1)	1.50	28
Single Workshop (going to a training site)	31.0% (9)	34.5% (10)	13.8% (4)	20.7% (6)	2.24	29
Webinar (what we watched earlier this year)	3.4% (1)	27.6% (8)	51.7% (15)	17.2% (5)	2.83	29
Online Courses (what Teachers did last year)	7.1% (2)	14.3% (4)	21.4% (6)	57.1% (16)	3.29	28
					Other	0
					answered question	30
					skipped question	0