School Profile

Created Wednesday, October 23, 2013

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School Information

School Information | District Name:	Fulton County Schools
School Information | School or Center Name:	Feldwood Elementary School

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal | Name:	Trici Smith
Principal | Position:	Principal
Principal | Phone:	404-765-2001
Principal | Email:	SmithT4@fultonschools.org

School contact information

(the persons with rights to work on the application)

School contact information | Name:	Pamela Sands
School contact information | Position:	Teacher
School contact information | Phone:	404-765-2001
School contact information | Email:	SandsP@fultonschools.org

Grades represented in the building

 example pre-k to 6

Pre-K to 5

Number of Teachers in School

60

FTE Enrollment

822

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

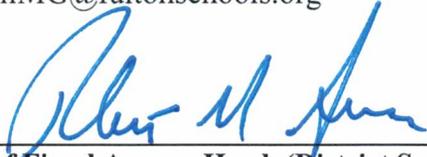Name of **Fiscal Agent's** Contact Person: Montreal Bell

Position/Title of Fiscal Agent's Contact Person: Coordinator - Early Childhood & Remedial Programs

Address: 786 Cleveland Ave., SW

City: Atlanta, GA   Zip: 30315

Telephone: 404-763-4574 Fax: 404-763-4577

E-mail: BellMG@fultonschools.org

_____

Signature of Fiscal Agency Head (District Superintendent or Executive Director)

Dr. Robert Avossa - Superintendent

_____

Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

12/11/2013
_____

Date (required)

Preliminary Application Requirements

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

SRCL General Information Packet-Cohort 3

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

- Yes

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

SRCL Scoring Rubric-Cohort 3

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

I understand that implementing the assessments mentioned on page 6 in the General Information Packet is a necessary part of receiving SRCL funding.

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

- I Agree

Grant Assurances

Created Thursday, December 12, 2013

Page 1

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

• Yes

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

• Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

I. **Conflicts of Interest**

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

a. **Organizational Conflicts of Interest**.

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

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

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

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

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

        1. Disqualify the Applicant, or

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

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

b. <u>Employee Relationships</u>

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

        1. The names of all Subject Individuals who:

            a. Participated in preparation of proposals for award; or

            b. Are planned to be used during performance; or

            c. Are used during performance; and

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

        1. The award; or

        2. Their retention by the Applicant; and

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

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

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

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

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

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

[X] No former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement, and disclosure is not required.

II. **Disclosure of Conflict of Interest after Agreement Execution**

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

III. Incorporation of Clauses

The Applicant must incorporate the clauses in paragraphs A, B, and C of this section into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
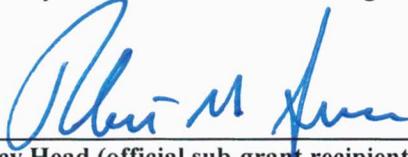
_____
Signature of Fiscal Agency Head (official sub-grant recipient)

Dr. Robert Avossa - Superintendent
_____
Typed Name of Fiscal Agency Head and Position Title

12/11/2013
_____
Date

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

Dr. Robert Avossa - Superintendent
_____
Typed Name of Applicant's Authorized Agency Head and Position Title

12/11/2013
_____
Date

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

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

_____
Date (if applicable)

District Narrative

Brief History and Demographics: Fulton County Schools (FCS) is a large district both in terms of enrollment, more than 95,000 students, and in terms of geographic size, 78 miles from north to south. During the 2013-2014 school year, FCS students are attending classes in 96 traditional schools and 6 start-up charter schools. FCS is a diverse district both in terms of demographic and socio-economic enrollment. Its racial composition is 43% Black, 31% White, 14% Hispanic, 10% Asian, and 2% Multi-Racial. More than 46% of FCS students receive free and/or reduced-priced meals. Ten percent of FCS students are classified in special education, and seven percent are classified as having limited English proficiency. FCS is proud to be a recipient of the Striving Reader Comprehensive Literacy Grant award for Cohorts I and II. Our Pre-K Program, 12 elementary schools, 3 middle schools, and 3 high schools are benefiting from Striving Reader funding as they implement their literacy plans.

Current Priorities and Strategic Planning: Strategic Plan 2017: *Building Our Future* is the roadmap for how FCS aims to improve student achievement over the next five years. Three goals serve as the district's measure for long-term student success, i.e., students will graduate on time and be ready for college or the workforce: 1) Graduation Rate: 90% of Fulton students will graduate on time; 2) College Readiness: 85% of Fulton's seniors will be eligible for admission to a University System of Georgia college or university; and 3) Career Readiness: 100% of Fulton's graduates will be work-ready certified as measured by the ACT WorkKeys assessment.

Current Management Structure: FCS has restructured its operations to become Georgia's largest charter system. Through this innovative shared-governance framework, FCS is introducing new levels of flexibility to waive major aspects of state education law to implement district-wide and local school improvement strategies to meet the diverse needs of a growing

district. Recognizing the need to place more emphasis on supporting schools, our

superintendent, Dr. Robert Avossa, moved staff positions out of the central office and placed

them in four learning communities: South, Central, Northwest and Northeast. The learning

communities allow a decentralized approach to school management and provide schools the

opportunity to work more closely together and align resources. Each is managed by an area

superintendent and supported by an executive director and staff. Striving Reader schools will

take advantage of the flexibility provided to the district through its charter system status to

implement their innovative literacy plans.

Past Instructional Initiatives: FCS teachers have access to model lesson plans written by

district master teachers and the English/Language Arts (ELA) Department staff. The model units

demonstrate a balanced approach to the teaching of standards. Instructional plans outline the

standards addressed in each of the four nine-week units. Additionally, resources, strategies, and

balanced assessments accompany each unit of study. A comprehensive scope and sequence

outline the standards and elements for each semester of the school year.

Literacy Curriculum: The ELA curriculum is based on the Common Core Georgia Performance

Standards (CCGPS) which are implemented through the Continuous Achievement Model. The

goal of Continuous Achievement is to have all students challenged at their highest level. In this

model, the K-1 curriculum is written such that teachers can scaffold, compact, or expand the

curriculum depending upon student needs. In second semester 1st through 5th grade, students

are placed on-level, advanced or accelerated (a full year ahead). Depending upon the placement

level, the pacing depth and instructional level of the curriculum are varied in order to provide

students the necessary challenge or support. The middle school curriculum focuses on the

integration of vocabulary, literature, reading strategies, composition, oral language skills,

research and grammar. While refining writing process skills and grammar knowledge, students produce various kinds of papers and multimedia presentations. To prepare students to be college and career ready, high school students in ELA experience wide and deep reading of literature and literary nonfiction of steadily increasing sophistication in order to expand their literary and cultural knowledge. Students learn to evaluate intricate arguments and surmount the challenges posed by complex written materials independently and confidently. They also write and participate in a variety of conversations in which they assert and defend claims and show what they know about a subject using appropriate examples and evidence.

Literacy Assessments: In the fall of 2013, FCS began deploying a new literacy assessment, STAR Reading. This nationally normed, computer adaptive assessment is based on item response theory and is aligned to CCGPS. Data from these assessments will be used by teachers to make decisions about instruction and flexible grouping to ensure students receive the right instruction at the right level. Students will be screened at least three times per year; however, teachers can screen students more frequently for progress monitoring. Our Striving Reader Cohort I and II schools use DIBELS Next and Scholastic Reading Inventory (SRI) literacy assessments. Further, FCS uses benchmark assessments called Checkpoints which assess student mastery of CCGPS in a pre-test/post-test format per semester. Teachers and principals have easy access to Checkpoints data for formative instructional planning, as well as placement of students within the on-level, advanced or accelerated curriculum. FCS schools administer a writing assessment every nine weeks that focuses on the studied genre. A balanced assessment approach continues to be the assessment model for the district.

Need for a Striving Reader Project: For Cohort III, FCS strategically selected our Pre-K program, 8 elementary schools, 1 middle school, and 1 high school to help complete feeder

patterns from Cohorts I and II in the Central and South Learning Communities. With Cohort III funding, Striving Reader schools can vertically align their literacy plans to improve student achievement across the curriculum.

Georgia created a new accountability system called the College and Career Ready Performance Index (CCRPI), which shows how schools are performing. FCS' baseline CCRPI in 2012 was 85.7 (based on 100 points) versus the state's score of 83.4. The results vary considerably among our targeted Cohort III schools and in most cases are dramatically below the district and state averages.

	CCRPI	% students scoring at Meets or Exceeds on the English Language Arts CRCT	% students scoring at Meets or Exceeds on the Reading CRCT	% students scoring at Meets or Exceeds on the Grade Five Writing Assessment	% students in grade 3 achieving a Lexile measure equal to or greater than 650[*]	% students in grade 5 achieving a Lexile measure equal to or greater than 850[*]
State of GA	83.4	91.6	93.3	81.1	70.4	73
FCS District	85.7	93.4	94.7	87.9	79.6	82
Conley Hills ES	68.2	79.3	80.7	84.1	44.6	45.2
Feldwood ES	80.3	91.5	90.4	82.4	59.6	59
Gullatt ES	65.5	88.8	88.2	96.7	45.6	52.4
Hapeville ES	70.6	85.8	87.6	84.6	41.2	46.8
Harriet Tubman ES	64.4	84.9	86	82.4	55.2	69.5
Liberty Point ES	64.3	89.4	89.8	76.9	69	56.4
Parklane ES	64	81.1	84	79.7	38.5	60.4
Seaborn Lee ES	74.3	90	89.5	87.8	39.1	71.4
Woodland MS	72.8	92.4	93.8	84.1**	79.1**	

* Adjusted Performance Indicator
**For Woodland MS, the CCRPI measures the 8th grade Writing Assessment and a Lexile measure of 1050.

	CCRPI	% students scoring at Meets or Exceeds on the Ninth Grade Literature EOCT	% students scoring at Meets or Exceeds on the American Literature EOCT
Banneker HS	47	66.7	74.3

Source: Georgia Department of Education 2012 College and Career Ready Performance Index (CCRPI)

A Striving Reader grant award will help Cohort III schools address their literacy challenges and improve their CCRPI scores.

District Management Plan and Key Personnel

The FCS management team has extensive experience implementing large, complex grant programs and will implement Striving Reader Cohort III performance plans on time and within budget.

Grant Implementation: Upon grant award, FCS will require Cohort III principals to attend a technical assistance session to provide guidance on creating performance plans and budgets aligned with their literacy plans. Assessment training, budget processes, and grant monitoring will be discussed. Lessons learned and best practices from Cohort I and II principals will be shared. Each summer, Striving Reader schools will be required to participate in professional development workshops provided by the Georgia Department of Education (GaDOE).

Grant Operations: The following individuals are accountable for the Striving Reader grant portfolio:

Dr. Robert Avossa – Superintendent (0.025 FTE) – will be ultimately responsible for grant implementation, will keep the Fulton County Board of Education briefed on grant results, and will allocate the necessary resources to ensure fidelity of implementation.

Dr. Scott Muri – Deputy Superintendent Academics (0.05 FTE) will provide strategic oversight for grant implementation. Dr. Muri reports directly to the Superintendent.

Amy Barger – Assistant Superintendent (0.10 FTE) will be accountable for the Striving Reader grant and will supervise the Striving Reader Project Manager to integrate proposed strategies and supports with other system processes to ensure alignment to the district's strategic plan.

Dr. Donald Fennoy and Karen Cox – Area Superintendents (0.10 FTE) will ensure vertical alignment of curriculum and professional learning across Striving Reader schools. As members of the FCS Executive Leadership team, they will communicate best practices to schools across the district to support sustainability of Striving Reader strategies. The Learning Communities have program specialists in each content and specialty area who provide additional support to schools.

Montreal Bell – Striving Reader Project Manager (.50 FTE) will coordinate the Striving Reader program and will manage the grant budget. Ms. Bell will serve as a bridge among the schools and the functional areas involved. Ms. Bell also coordinates the district's Pre-K Program. She has extensive experience managing complex grants, involving multiple partners and government agencies, with significant reporting requirements.

To Be Determined – Striving Reader Program Specialist (1.0 FTE) will report to Ms. Bell and will work with all Striving Reader schools to develop and implement literacy and performance plans, create budgets to support grant goals, monitor school inventories to insure state and federal compliance, provide professional learning resources, monitor grant implementation, and facilitate the assessment process.

District Commitment: As a recipient of Striving Reader Cohorts I and II, FCS understands the importance of a strong governance structure for grant management. Currently, we are managing a Striving Reader portfolio of 18 schools and the Pre-K program. The district held multiple meetings to assist Cohort III schools with grant development. On September 19, 2013, Ms. Bell convened interested principals to discuss the Striving Reader grant and how to create school literacy plans. She invited principals from Cohorts I and II to share lessons learned and best practices. On September 26, Cohort III schools met with Julie Morrill, the GaDOE program lead, to discuss the grant requirements in greater detail. Further, Ms. Bell facilitated the grant development process by providing central office resources to targeted schools to consult on their literacy plans. FCS has the capacity to effectively manage Cohort III grantees.

Experience of the Applicant

Fulton County Schools (FCS) has a strong track record effectively implementing large, competitive grants at the federal, state, and private foundation level and sustaining results over time. The table below summarizes large grants awarded over the last few years.

Grant	Funder	Award Year	Funded Amount
School Improvement Grant	Georgia Department of Education	2013	$3.4M
ABC Framework for Dropout Prevention	Wilbur and Hilda Glenn Family Foundation	2013	$500K
Striving Reader Comprehensive Literacy Cohort II	Georgia Department of Education	2013	$3.2M
Striving Reader Comprehensive Literacy Cohort I	Georgia Department of Education	2012	$4.5M
Innovation Fund	Governor's Office of Student Achievement	2012	$640K
Readiness & Emergency Management for Schools	U.S. Department of Education	2009	$608K
Strategic Data Project	The Center for Education Policy Research at Harvard University	2009	$500K
Smaller Learning Communities	U.S. Department of Education	2008	$5.2M
Teaching American History	U.S. Department of Education	2008	$990K

Capacity: FCS has rigorous internal controls that ensure funds are properly used to achieve intended results. We have not received any audit findings on grant-funded programs. FCS has extensive experience working across departments and schools as well as with external partners to achieve grant goals. We are committed to Striving Reader and value the opportunity to provide high-quality literacy supports to targeted schools. Dr. Robert Avossa, the superintendent, has made this initiative a district priority. The district has assigned a Striving Reader grant manager, Ms. Montreal Bell, and a Program Specialist to coordinate with all 18 Cohort I and II schools and the Pre-K program. By staffing an additional resource at the district level, FCS will have the capacity to implement Cohort III Striving Reader school performance plans with fidelity.

Sustainability: On July 1, 2012, Fulton County Schools became the largest charter system in the state of Georgia. School Governance Councils are being created at each school whose

responsibilities include developing comprehensive strategic plans and proposing resource allocation and instructional innovations to address student needs. The ultimate value of the School Governance Council system lies in the vision of its members and the innovation such Councils will bring to our schools. The Councils will help Striving Reader schools sustain innovations beyond the grant period by providing a transparent governance structure coupled with a fiscal management process to reallocate resources locally based on data.

Internally-funded Initiatives: FCS has developed and implemented numerous education programs aligned to our strategic plan designed to increase student achievement using general operating funds without the support of outside funding. These programs attend to the delivery of student-focused instruction and continuous improvement. Two examples are cited below: 1) As part of our charter system, the district leveraged general operating funds to create the Charter System School Governance Department and staffed six positions to provide strong school support of our governance and flexibility programs. 2) In August 2013, FCS launched FultonConnect, an integrated instructional management technology tool for all 7,000 Fulton teachers providing them access to online lesson planning, curriculum, assessments, Response to Intervention monitoring, Individualized Education Program management, and student data dashboards.

FCS staff and faculty have the capacity and expertise to successfully implement large, complex grant-funded programs like Striving Reader and sustain them after the grant period.

School Narrative

School History and Administrative and Teacher Leadership Team

Feldwood Elementary School was founded on the belief that all children can learn and are motivated to learn when a team of dedicated individuals work together to create a positive school climate that supports each child's physical, intellectual, emotional, and social growth. It is the vision of the Feldwood Elementary School faculty, staff, parents, and members of the greater school community to be "The Essence of a Child Centered School." We are committed to collaboratively preparing students for their post-secondary options. Feldwood is one of 37 Fulton County Schools to be selected to participate in the second Cohort of schools to transition to the charter system.

Located in College Park, Georgia, Feldwood is one of 58 elementary schools in the Fulton County Schools System.   The community dynamics has a great impact on our school's lack of literacy growth.   According to the August 2013 College Park planning statistics, the city's unemployment rate is 5 percent, as compared to the national's average of 7 percent, 11 percent of families are living below the poverty line. The median household income is approximately $30,000. The graduation rate at Banneker High School, our feeder school, is currently 42 percent. These statistics are contributing factors to parents' challenges in supporting their children's literacy and learning needs at home.

When the school opened, Feldwood's initial leadership team consisted of the Principal, Assistant Principal, Curriculum Support Teacher, Media Specialist, School Counselor, and Grade Level/Department Chairs. The current Leadership Team has expanded to include the Data Support Specialist, Technology Specialist, and Special Areas Teacher representative. Our current principal, Dr. Trici Smith, is committed to working with faculty and parents to address students' literacy needs. Since becoming principal at Feldwood Elementary, she has introduced a more effective open-door policy and has increased teacher involvement in shared-decision making.

Although Feldwood opened strong four years ago, we have faced challenges in creating the current school culture. With the exception of a handful who volunteered or interviewed for positions at Feldwood, the initial staff consisted primarily of surplused teachers from three Fulton County schools, including 18 involuntary surplus, 11 voluntary surplus, and four new hires. Feldwood has achieved greater stability within the past two years, and we began the 2013-14 school year with six novice teachers, seven new hires, and one involuntary surplus. When the school opened in 2010, student enrollment was projected to be 600, but the actual enrollment was 850 students, a majority of whom transitioned from three low-performing schools. In addition, a lack of historical test data in critical areas created unique challenges for the staff at Feldwood Elementary. In consideration of our need to establish baseline data, common assessments were created and administered in all content areas in three-week intervals. Once a month, we hold data talks with our Data Support Specialist to discuss and analyze student scores to determine how to adjust instruction to bring about student gains.

The school has averaged roughly 790 students each year since its inception in August 2010. For the 2013-2014 school year, the total enrollment is currently 822 students. Of this number, 97 percent of the students are African American, 1 percent Hispanic/Latino, 1 percent White, less than 1 percent of students are Asian or Multiracial, and 8 percent of our students are students with disabilities. Approximately 95 percent of our student population is eligible for free or reduced-priced meals. Currently, Feldwood Elementary has a 48 percent mobility rate.

The measure of our commitment and dedication to student achievement is defined by how well Feldwood has performed as defined by the Annual Yearly Progress (AYP) indicator. Though we did not meet AYP our first year, we did meet the criteria in eight of nine areas. Feldwood achieved a score of 80.3 on the CCRPI for the 2011-2012 school year.

As a new school, we were fortunate to have the latest technology in our building. Each classroom was equipped with three computers. The technology department decided to use Feldwood ES as a test site for desktop virtualization using thin clients that allow two or more users to share the same memory of the host computer but on their own terminal. The basic setup consists of three monitors, three keyboards, three mice, but one tower. Reducing the cost of two

towers per classroom allowed us the flexibility to restructure our budget. For a new school, our 33 core classrooms were all equipped with an interactive board; in the following year, we were able to install four more interactive boards in our Special Education classes. However, teachers and students experienced the shortfalls and limitations of the virtualization model, and when the computers malfunctioned, teachers were not able to incorporate the use of technology in their instruction.

Past and Current Instructional Initiatives

Since its inception, Feldwood Elementary School has focused on instructional initiatives that are research-based and that promote literacy across content areas to help improve student achievement. Our initiatives have included:

- A 5th Grade writing initiative was utilized to score practice writings in the genres of persuasive, narrative, and expository. Students' writings were analyzed and webinars were held with teachers.
- A Saturday Parent and Community Empowerment Fair was held and included: post-secondary options, workshops for parents, instructional rituals, homework and workshops.
- Parent Academy: focused on GED classes for parents, job readiness, and technology practices.
- Principal's Challenge: Consisted of 3rd, 4th, and 5th graders taking assessments that focused on standards that weighed heavily on the CRCT. Students were re-assessed based upon standards that were not mastered.
- Reflective Journals: used as a transition from one subject to another and focused on the Essential Questions for each lesson. Students reflected on the lessons taught and responded by writing a reflection and or additional questions about the topic.
- Books and Bites: implemented during lunch time as an additional means of incorporating literacy into the instructional day.

Feldwood Elementary currently implements a number of evidence-based instructional initiatives to help improve student achievement including:

- Development of a Literacy Team
- Core Writing Program
- Core Reading Program
- RTI Resource Library
- Literacy Night
- Parent Take Home Literacy Kits
- Extended Day Opportunities in Literacy

Professional Learning Needs and Need for a Striving Readers Project

Through discussions held during leadership team meetings, the need for professional development began to arise. It was at this point that the Striving Reader Grant was introduced to the principal. A staff survey was used to help determine the professional learning needs. Results of the survey included the following;

On-Going Professional Learning

- Writer's Workshop
- Best Practices in Small Group Instruction for Reading and Math
- Effective Strategies for Differentiated Instruction
- Technology Integration
- Effective RTI Strategies

The Striving Reader Grant (SRG) will help us improve students' literacy skills, specifically reading of varied content across the curriculum, and will enable us to better meet the requirements of College and Career Ready Performance Index (CCRPI). Receiving SRG funding will provide us greater flexibility in attaining the resources needed to bolster our literacy program and ultimately help us better serve our students and prepare them for academic success.

Literacy Plan

Building Block 1. Engaged Leadership

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

It is the vision of Feldwood Elementary School to be the essence of a child-centered school. Our vision statement is what guides our daily work with our students: *"We are collaboratively preparing students for their post-secondary options. We impact students' success by empowering and engaging students, parents, teachers, and the greater school community."* Our mission statement defines our instructional philosophy and our commitment to student success: *"We believe that all children can learn and are motivated to learn when a team of dedicated individuals work together to create a positive school climate that is conducive to each child's physical, intellectual, emotional, and social growth. Teaching and learning are the pedestals of our mission as educators."*

Our school leaders, principal Dr. Smith and assistant principal Dr. Brown, demonstrate their commitment to learning and supporting evidence-based literacy instruction at the school. Their commitment is grounded in standards-based instruction, ongoing professional learning, and high expectations for students. They seek out and participate in professional learning in literacy with the faculty in the following ways:
- Participating in professional learning in literacy leadership in order to support classroom instruction
- Scheduling regular literacy observations to monitor use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices
- Allowing faculty to participate in literacy instruction
- Scheduling protected time for literacy and teacher collaboration
- Conducting literacy walk-throughs to monitor use of literacy strategies, student engagement and learning, as well as to ensure consistent use of effective instructional practices
- The administration regular monitoring of literacy instruction within the school

Feldwood is one of 37 schools in Cohort 2 to make the transition to the charter system during the 2013-14 school year. This is the Planning Year as our focus is on establishing and training our School Governance Council (SGC). The purpose of the SGC is to provide parents, school staff, and community members with a leadership role in the governance of the school as members work hand-in-hand with the principal to develop strategic plans, consider best use of resources, and design innovative practices that align with school needs. The Charter System Model offers freedom and flexibility, both at the school level and system-wide, to employ research-based methods to improve student achievement. Fulton County's charter system strategy would improve student performance through the creation of innovations in three areas of focus: people, instruction, and finances. Our charter status will allow us the flexibility to allocate resources towards instructional needs. Freedom and flexibility at the school level will hold us accountable to continuous innovation and improvement of student achievement.

B. Action: Organize a Literacy Leadership Team

The development and implementation of an effective school literacy team is an essential starting point for improving our students' achievement in the areas of reading and writing. As part of Feldwood's comprehensive Literacy Plan, we will regularly engage a literacy leadership team that is tasked with providing substantive direction for the school and community. The team will meet weekly to discuss literacy needs. The team will communicate information and seek feedback and input from staff members during faculty, grade level, and leadership meetings, collaborative planning, and via emails and surveys.   The team will collect and analyze a wide-range of data such as formative assessments, summative assessments, standardized test (ITBS, CRCT), and input from the community. As a result of its findings, the team will study and research literacy best practices, share professional resources among the faculty, facilitate professional discussions, and train team leaders as facilitators. The team will consist of representatives from all content areas. The table below lists the team members and their functions/roles.

FELDWOOD'S LITERACY TEAM

Member Name	Title	Function/Role
Trici Smith	Principal	• Monitors and evaluates literacy program and curriculum implementation school-wide. • Analyzes data for effectiveness of instruction.
Denise Brown	Assistant Principal	• Monitors and evaluates literacy instruction and curriculum in all grade levels. • Analyzes student achievement data. • Researches additional resources.
Kimberly Edwards	Curriculum Support Teacher	• Monitors and evaluates literacy instruction and curriculum in all grade levels. • Analyzes student achievement data. • Researches additional resources. • Evaluates literacy program to ensure rigor and attention to higher order thinking skills.
Tameka Bonner	Title I Data Support Specialist	• Analyzes student achievement data. • Researches additional resources. • Monitors teacher implementation of rigor.
Andrea Troutman Stella Wilson	Counselor / RtI Chair RtI Support	• Analyzes student achievement data. • Researches additional resources. • Monitors teacher implementation of rigor.
Ruth Hodges Jamnique Kengwa Pamela Sands	Grant Writing Lead Teachers	• Identify schools' needs and foci. • Find ways to help with sustainability of grant initiatives beyond the five years. • Ensures the implementation literacy plan is functional.
Various Teachers	Grade Level Chairpersons	• Analyze class and grade level data for the purpose of sharing information with teachers and making informed decisions relative to instructional practices. • Assesses grade level literacy needs for instruction. • Collects data and provides feedback to drive instruction and rigor.
Tonia Mexile Joseph Goldberger	Special Education Teachers and Dept. Chairpersons	• Evaluates resources for appropriateness and effectiveness for use with SWD learners. • Monitors least restricted environment implementation (inclusion, team taught, resource, etc.).
Rabiah Morning-Parker	Media Specialist	• Provide resources for interdisciplinary classroom instruction.
Lien Ngo	Technology Specialist	• Researches most effective technology tools to using with integrating into every classroom. • Implements technology to increase 21st Century learning.
Teresa Dallas-Wills	Title I Parent Liaison	A special school staff member who works specifically to help parents get the information and assistance they need to support their children at home and to ensure their children's success in school.
Ruth Hodges (1 yr) Nicholas Kemp (2 yr)	School Governance Council (SGC) Teacher Representatives	The SGC provides school staff with a leadership role in the governance of the school. These teachers will be able to provide invaluable insights from a teacher's perspective.
Ramada Butts (1 yr) Juanita Conner (2 yr) Matthew Shaw (2 yr)	School Governance Council (SGC) Parent Representatives	The SGC provides parents and community members with a leadership role in the governance of the school. These parents will be able to provide invaluable insights from a parent's perspective.

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

A protected, dedicated 90-120 minute literacy block is allocated for literacy instruction in grades K–5 for all students. Each day, students receive a minimum of 2.0 hours of literacy instruction in the areas of Reading/English Language Arts using a four-block method of delivery which includes whole and small groups, and center rotations to include differentiated activities and 1.5 hours of hands-on differentiated math activities, and we encourage integration of content in reading for Social Studies and Science. Various technologies such as activotes, document cameras, and interactive whiteboards are utilized to supplement instruction. Extended learning is on-going and is held for grades 3 and 5 in the

content areas of math and reading. Below are samples of current daily schedules for each grade level incorporating our literacy plan.

Kindergarten

7:20 – 8:00	Morning Week / Restroom
8:00 – 8:45	**Specials**
8:45 – 9:30	Reading
9:30 – 10:30	Math
10:30 – 11:30	ELA
11:35 – 12:00	Lunch
12:00 – 1:00	ELA – Science/SS Integration
1:30 – 2:00	**RtI**
2:00 – 2:20	Dismissal

First Grade

7:20 – 7:50	Morning Work
7:50 – 8:00	Restroom
8:00 – 8:30	RtI
8:30 – 10:00	Math
10:00 – 11:05	ELA
11:10 – 11:55	Lunch
12:00 – 1:00	ELA – Science/SS Integration
1:00 – 1:55	Special / Restroom
2:00 – 2:20	Dismissal

Second Grade

7:30 – 8:00	Morning Work / Announcement
8:00 – 8:30	RtI
8:30 – 9:35	Math
9:40 – 10:25	Specials
10:25 – 10:55	Math Continued
11:00 – 11:30	Lunch
11:35 – 12:00	Recess / Restroom Break
12:00 – 2:00	Literacy Block / Social Studies
2:00 – 2:08	Prepare for Dismissal
2:10	Dismissal

Third Grade

7:20 – 7:50	Morning Work
7:50 – 8:00	Restroom
8:00 – 8:30	RtI
8:30 – 10:00	Math
10:00 – 11:05	ELA
11:10 – 11:55	Lunch
12:00 – 1:00	ELA – Science/SS Integration
1:00 – 1:55	Special / Restroom
2:00 – 2:20	Dismissal

Fourth Grade

Time	Subject
7:20am-8:00am	Morning work
8:00am-8:30am	RTI RDG/Math
8:30am-10:00am	Math

10:00am-11:00 am	Reading (integration)
11:00am-11:40am	Science/Social Studies
11:40pm-12:10pm	Lunch
12:15pm-1:00pm	Specials
1:00pm-2:10pm	ELA/Writing

Fifth grade is the only grade level to use the rotation model. As veteran fifth grade teachers, an analysis of prior performance data was used to determine which subjects they teach most effectively. Based on this data, teachers are able to focus on two subjects and can better hone their craft. The expected outcome is that students will receive well-planned instruction. A sample schedule is shown below:

8:00-8:30 RTI (Johnson's Homeroom)	8:00-8:30 RTI (Hendricks' Homeroom)
8:30-10:00 Math 1 (Hendricks' Homeroom)	8:30-10:00 Reading/ELA (Johnson's Homeroom)
10:00-10:30 Science 1 (Hendricks' Homeroom)	10:00-10:30 Social Studies (Johnson's Homeroom)
10:30-11:25 Math 2 (Johnson's Homeroom)	10:30-11:25 Reading/ELA 2 (Hendricks' Homeroom)
11:25-12:10 Specials	11:25-12:10 Specials
12:10-12:55 Lunch	12:10-12:55 Lunch
1:00-1:30 Math 2 (Johnson's Homeroom)	1:00-1:30 Reading/ELA 2 (Hendrick's Homeroom)
1:30-2:00 Science (Johnson's Homeroom)	1:30-2:00 Social Studies (Hendrick's Homeroom)

At Feldwood, the primary purpose of Common Planning is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in lesson quality, instructional effectiveness, and student achievement. Common planning occurs every Tuesday and Friday for each grade level. This time is utilized for the development of lesson plans, evaluating student work, and engaging in literacy discussion and data talks. The first Tuesday of the month is dedicated to literacy. Ideas are discussed to integrate literacy into content areas. We engage in literacy discussions to assist with planning upcoming standards that will be introduced or retaught based on student mastery. If needed, we spiral back on those standards where proficiency has not been achieved. We also identify students who need additional support based on RtI to improve literacy across the board. This grant will help us as we collaborate with other team members to maximize instructional time through the use of filming classrooms for self-evaluation, peer observations, and sharing literacy expertise within the school (HOW, 30).

Lesson plans drive instruction and are tailored to meet the needs of all students. We require each teacher to submit their lesson plans one week in advance. The following are non-negotiable administrative mandates: Curriculum standards and essential questions are to be posted in a visible place. Examples of student work must be displayed with "glows/grows" commentary on both classroom and hallway bulletin boards. One board per classroom is used as a data board containing school academic targets and up-to-date student progress. Interactive word walls are used for student to access content vocabulary. Each teacher's daily schedule is posted for teacher and student use. Teachers engage students in monthly data talks regarding their class and individual goals. Teachers are required to maintain consistent communication of student progress with their parents through face-to-face interactions, phone calls, email, grade level newsletters, and texting, as evidenced by the maintenance of accurate parent communication logs. Additionally, student-parent-teacher conferences are regularly held throughout the school year. Intentional efforts have been made to reduce interruptions during the school day while optimizing instructional time.

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

Our school-wide literacy program lacks consistency and cohesiveness across all subjects in all content areas. For the newly adopted curriculum, *Good Habits, Good Readers* (GHGR), we were supplied with enough teacher kits, including leveled-readers and libraries, big books, touch phonic cards, word study books, but our teachers are in need of professional development for effective implementation. Though the county is currently providing monthly webinars to increase teacher knowledge of the GHGR curriculum, this is the only form of professional development the teachers are currently receiving at this time. The webinars are viewed and discussed as a grade level team. When teachers have questions that need immediate answers, the delay in trying to find the answers causes a disruption in our teacher's ability to comprehend GHGR effectively which leads to a stagnation of implementation of literacy instruction at the school. Our teachers need more hands-on, face-to-face, professional development with real-time demonstrations.

Feldwood piloted *Journeys* (Grade 1) and continued to use the previously adopted *Harcourt* (Grades 3-5) curriculum in previous years. Our teachers notice a big difference between Journeys and Hartcourt (JH) and GHGR. Even though JH has been in the county for years, new teachers could easily adapt to the curriculum without the need for professional development because our veteran teachers were well-versed in the JH curriculum. Our teachers were our knowledge-base of information. With GHGR, however, teachers have no knowledge-base of information and no go-to person in the building who can provide guidance, only non-interactive webinars.

Our teachers accept responsibility for optimizing literacy; however, many are not comfortable in integrating literacy across content areas due to a lack of professional development. In order to help our teachers accept this responsibility, we need to provide opportunities for growth. One way this grant will assist is by providing funds for sending teachers to literacy conferences and workshops.

Teachers are encouraged to teach literacy across content areas. Teaching across the content areas encourages more reading of complex texts which also creates deeper understanding of complex texts.

In order to get all of our teachers engaged in literacy across the curriculum, more professional development is needed with GHGR. SRG funds will allow us to implement a summer session where a team of teachers from each grade level come together to develop instructional calendars, lesson plans, and strategies for the upcoming school year. This bank of resources can then be uploaded to FultonConnect where teachers will have access to them as they prepare their own lesson plans. This process will allow for additional support for targeted, sustained professional learning on literacy strategies and deep content knowledge (HOW, 24). Throughout the school year, teachers can continue building the bank during Common Planning talks. The early stage of preparation allows for time and resources to be used more effectively as teachers can focus on building upon an already established lesson plan and tailoring it for their instruction.

E. Action: Optimize literacy instruction across all content areas

A culture exists in which teachers across the content areas accept responsibility for literacy instruction. Although teachers have a strong commitment to instruction, more professional development is needed so they can become well-versed in Common Core Georgia Performance Standards (CCGPS). We will address teachers' lack of knowledge of CCGPS by unpacking the standards through professional development.

Currently, we have invited a consultant, who specializes in differentiation, to help teachers implement research-based practices to support various levels/styles of learning. We will continue the usage of consultants as we move forward with grant money to train new and veteran teachers alike to implement literacy best practices instruction in the classroom.

With funds from this literacy grant, faculty and staff will participate in targeted, sustained professional learning on literacy strategies within the content area. The learning will support teachers in using content rich fiction and non-fiction text within science and social studies subjects to implement rigor and differentiation to meet student needs. Teachers will be able to monitor literacy instruction across the curriculum through formal and informal observations, lesson plans, walkthroughs, and student work samples. It will also encourage teachers to incorporate text-appropriate strategies into instruction in all subject areas, i.e. self-questioning, summarizing, predicting, inferencing, graphic organizers (HOW, 26).

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

The community at large is beginning to support the efforts of Feldwood and its teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards (CCGPS). Currently, Feldwood has the following community and business sponsors:

- The Feldwood Community Action Association
- Print Tara
- Glamorous Touch Studios
- Why Just Me Boutique
- Atlanta Office Liquidators, Inc.
- Ben Hill United Methodist Church

- Airport Area Kiwanis
- Living Hope Christine Hospitality Team
- Campbell's Grading and Hauling LLC
- McDonald Union City, Store #05142
- Flood Brothers
- ADT Security

We are fortunate to have them be a part of our Feldwood Family as our staff and students benefit from their in-kind services and financial contributions. To optimize literacy instruction in all content areas, we will target our business and community partners to provide literacy instruction for students by serving as mentors for students, visiting classrooms to support teachers and students, and helping with afterschool tutoring plan. An appreciation luncheon, sponsored by the school and PTA, will be held to recognize past achievements and future endeavors. An agenda will be developed to promote cooperation and collaboration among participants in the school (HOW, 28) that allows our partners to assist us building a program that provides struggling readers with reading buddies across grade levels and involves their participation in literacy nights. We will also ask that our sponsors provide additional resources for students in the media center.

In an effort to increase literacy, we partner with the Atlanta Fulton Public Library for library card applications to be on-site and accessible for our students and parents. We would like to partner with Woodruff Arts Center and the Fulton County Museum South to provide more literacy-based activities for our students.

Building Block 2: Continuity of Instruction

A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams (See Leadership Sections I. D., E. in the What document)

Our professional development meetings, led by our Curriculum Support Teacher, meet once per month for team planning and delivery of educational best practices. Our grade level meetings are held during common planning times weekly. Once per month, the CST and DSS meet with every grade level to ensure uniformity across the curriculum – with CCGPS standards and school targets, respectively. The Data Support Specialist meets with each grade level to discuss and analyze student scores to determine how to align instruction to bring about student gains.

During our PLC meetings, the grade levels collaborate, plan lessons, and share best practices. In an effort to strengthen our math instruction, our PLCs are currently focused primarily on instructional-based practices in math. The Literacy Leadership Team will ensure a consistent focus on literacy throughout the school by consistently monitoring the pacing and sequencing of instruction via the instructional calendars. They will also ensure that literacy is taught and reinforced across the curriculum, by assisting with lesson modeling and planning.

We currently have no vertical team meetings where grade levels can share their ideas and help plan for the previous and upcoming grade level. To facilitate greater collaboration and to support student transitions from grade-to-grade, we are planning to implement vertical teams next school year.

To make all collaborative instructional teams more effective, Feldwood needs to focus on several strategies:

- Design an infrastructure for shared responsibility for development of literacy across the curriculum
- Establish/select protocol for team meetings
- Identify team roles, protocols, and expectations
- Identify specific, measureable student achievement goals aligned with grade level expectations to be shared by teachers in all subjects
- Develop cross-disciplinary teams for literacy instruction

In addition, we have established an RtI team which focuses on interventions used in Tiers 1, 2, and 3 of the progress monitoring for all students. The STAR (Standardized Test for the Assessment of Reading) Reading and Math assessments help to identify academic knowledge gaps, differentiate instruction and determine next steps. As only 20% of the entire school population can participate in RtI, we use these assessments to help identify the students in need of critical need of interventions.

B. Action: Support teachers in providing literacy instruction across the curriculum

Our Feldwood Literacy Team defines the ultimate goal of literacy instruction to focus on building comprehension, writing skills, and overall communication skills to meet our district's goals of 90% graduating high school on time, 85% of seniors earning an SAT score to be competitive for admission, and 100% of students to meet the objective standard for work readiness. In order to achieve this goal, teachers must use a variety of strategies in this digital age to engage students by thinking, writing, reading, and talking about the content they are taught.

Our team also agrees that writing helps students make sense of what they are learning and it allows students to think. A variety of strategies need to be employed to ensure students are writing every day in all content areas. The *6 + 1 Writing Traits Program* has identified common characteristics of good writing and teaches students how to use these characteristics. By using and becoming proficient in using these traits that include ideas, organization, voice, word choice, sentence fluency, conventions, and presentation, students improve both their reading and writing skills. Another approach to literacy for Feldwood students is *Writing to Learn*. This process will be applied to all content areas. Students will write about what they are learning as a summary of instruction. In math, students will have to explain in written form how they arrived at a solution. All students will have monthly writing prompts in a variety of genres. To promote a standard of excellence, two students from each grade level will be selected as exemplars, and their work will be displayed on the "Authors of the Month" bulletin board.

Reading will be scaffolded, especially for SWD, by utilizing pre-reading strategies (previewing text, book walks), during reading strategies (making predictions, making inferences), and after reading strategies (drawing conclusions, summarizing, generating questions about text/content, use of graphic organizers). Students will also be taught to generate questions as they read to improve comprehension. These activities will help in mastery as they meet the expectations in CCGPS.

At Feldwood, there is a definite need for professional development in the area of awareness of CCGPS literacy strategies. Awareness sessions will be provided for all staff and faculty members to learn about CCGPS for literacy in history/social studies, science, and technology. Teachers will be provided opportunities to practice teaching the concepts and skills identified using videotaping to provide feedback. PD 360 is another tool we can use to differentiate professional development. The on-demand, online professional development aimed at building a portfolio of teacher needs is leveraged through technology. The online PD can be utilized during PLC to watch and discuss videos, lessons on topics such as guided reading, shared reading, and writing across the curriculum among other teacher needs.

These strategies and research-based resources afford our students the ability to speak, listen, read, and write, as well as to view print and non-print text in order to communicate effectively with others, to think and respond critically in a variety of settings to a myriad of print and non-print text, and to access, use, and produce multiple forms of media, information, and knowledge in all content areas.

Through a collaborative partnership with Metro RESA, we would like to pay at least three of our teachers to be trained as Reading Endorsement Instructors who will teach the Reading Endorsement course to interested staff members. This investment would ensure that more teachers within our building are trained to provide quality, literacy instruction. Having

a reading endorsement will ensure teachers have an understanding of how reading is taught cross-curricular as well as understanding how the diagnostics come into play and how to implement various strategies. It will be our goal that all of our teachers are or will become reading-endorsed.

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

Currently, Feldwood does not have any out-of-school agencies or organizations to support literacy within the community. We employ a full-time Title I Parent Liaison who specifically serves Feldwood Elementary, but that is the extent of our collaboration. Beginning last year, we acquired about eight school business partners who are willing to provide in-kind services for school activities. Our faith-based community supporter, Ben Hill United Methodist Church, provides book bags at the beginning of the school year to assist needy students.   We will go further and ask them to provide book bags filled with literacy items. We will also ask them to sponsor a mentoring program for our students.

Feldwood Elementary School is in the process of developing relationships with out-of-school agencies and organizations to support literacy within the community. We have recently identified the following organizations to complement our vision: The Atlanta Fulton County Public Library System, Barnes and Noble Book Store, and The Woodruff Arts Center.

Atlanta Fulton County Public Library System (AFCPLS)
- Parents and students can obtain library cards to check out materials and online resources.
- Develop literacy nights and workshops that incorporate literacy programs at Feldwood.
- Teachers can contact AFCPLS via email with book titles and schedules for grade level book reports to engage learning at home.
- Communicate about special events at AFCPLS, i.e. children's story time, authors reading program, family/ community activities.
- Coordinate summer reading programs.

Barnes and Noble Bookstore
- Collaborate to provide information about in-store and online literacy programs (Expert's Circle, Story time, Kid's Club)
- Evaluate e-reader technology yearly.
- Develop on-going training for teachers, students, and parents on e-reader upgrades, websites and other technical assistance.
- Field trips to the local Barnes and Noble store to offer parents an opportunity to visit a bookstore and continue the literacy experience.

The Woodruff Arts Center/Alliance Theatre
- Partner with the Alliance Theatre on field trips for grades 3-5 and other programs within the Woodruff Arts Center for grades K-2.
- Develop professional learning residences for teachers and parents that model arts learning instructional strategies.
- Coordinate in-school field trips or summer programs that incorporate how the arts correlate with the common core standards for the student and their families.

To continue the planning phase of community support for literacy, we will implement the following:

- Identify key members of the Feldwood community, teachers, and parents to provide input and assessment of our programs.
- Develop a survey of needs from parents, students, teachers, and counselors that can be used to match available resources to actual need.
- Establish a schedule of literacy programs and activities to be implemented school-wide.
- Continue to develop avenues of communication with key personnel in out-of-school organizations.
- Articulate what an integrated learning-support infrastructure should look like at the community level.
- Evaluate all available funding sources to determine what can be leveraged to support literacy efforts.

- Ensure that all appropriate stakeholders participate in critical planning and decision-making activities.
- Plan with out-of-school organizations to develop enhancement and enrichment activities for all participating students.

Building Block 3. Ongoing formative and summative assessments

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

Expectations for accountability have grown in education. It is imperative that we examine both summative and formative assessment usage. Effective reading and writing instruction requires both summative and formative assessments. The assessments themselves indicate an area in which additional instruction is needed, not how to instruct. "Formative assessments are only effective if they are followed by effective instructional responses or appropriate types of feedback." (Torgesen & Miller, 2009, p. 24). We have established an infrastructure where we continuously administer formative and summative assessments for the purposes of determining interventions and evaluate the effectiveness of instruction. Our screening, progress monitoring, and diagnostic tools include the Criterion-Referenced Competency Test (CRCT), the Iowa Test of Basic Skills (ITBS), Georgia's Online Assessment System, and the Georgia Writing Assessment. Common formative assessments and pre/post-tests for instructional units are being used in all classrooms and they are presented in a variety of formats that include multiple choice, verbal, short answer, constructed response, essay, and performance tasks. We have begun to use BAS to help with fluency assessment. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next will be included in our assessment use. We will use the Scholastic Reading Inventory (SRI) to assist us in differentiating instruction, making meaningful interventions, and forecasting growth toward grade level state tests and accountability. SRI will support our RtI framework.

Our staff is being trained on our assessment and intervention materials. These materials are aligned to our students' needs and are readily available to our staff to use. Timelines and calendars are created and updated as needed based on our curriculum maps to establish specific assessments periods and opportunities.

To help with our data collection, we utilize FultonConnect, the Teacher Access Center, Georgia Statewide Longitudinal Data System, student portfolios, and monitoring charts. These programs and help us store, retrieve, and analyze our data. Additionally, the programs help us to disseminate assessment results.

We also monitor our interventions and instruction through observations (formal/informal), lesson plan reviews, student work samples, walk-throughs, collaborative planning, and data discussions.

FultonConnect has replaced SAMS, Achievement Series, and ENCORE. When it becomes fully functional, FultonConnect will contain an item bank which will eliminate the need for additional assessment bank. Feldwood, as well as the county, will save money and allocate this extra supplement for much needed instructional resources.

Torgesen, J. K., & Miller, D. H. (2009). *Assessments to guide adolescent literacy instruction*. Portsmouth, NH: Center on Instruction at RMC Research Cooperation. Retrieved October 30, 2013, from http://centeroninstrction.org/files/Assessment%20Guide.pdf

B. Action: Use universal screening and progress monitoring for formative assessment

Feldwood relies on many assessments (Study Island, BAS diagnostics, formative and summative assessments) to accurately compile data and effectively teach. At the start of the 2013-2014 school year, the school district purchased STAR Reading and Math to help provide schools with a tool to use for progress monitoring. Students that are targeted for intervention strategies in Tiers II & III are provided with intense instruction based on skills that need reinforcement. Using the STAR assessments, teachers obtain the data they need, the strands that need to be retaught and suggestions for re-teaching.

Additionally, we use BAS: Fountas and Pinell to diagnose student's reading comprehension and fluency. If we are awarded Striving Reader Grant Funds, DIBELS Next will become the primary diagnostic tool used to identify students in grades K-3 who may be at risk for reading difficulties. It will help teachers identify areas to target instructional support, monitor at-risk students while they receive additional, targeted instruction through the enactment of RtI, and examine the

effectiveness of instructional supports. DIBELS Next will be used three times a year to diagnose student reading levels at the beginning of the year, gauge student progress mid-year, and evaluate the overall gains at the end of the year.

DIBELS Next and SRI will be used in conjunction with STAR for students in grade 3. Students in grades 4-5 will be assessed using SRI to determine student Lexile levels. Should we receive the Striving Reader grant, Feldwood teachers and administrators will commit to using DIBELS Next and SRI and participate in professional learning sessions to learn how to administer the assessments. We will use BAS to provide more prescriptive information about students who are at risk and make instructional decisions. Currently, our technology infrastructure does not support the administration of both STAR and DIBELS Next. Feldwood has one computer lab and three computers per classroom. Striving Reader funds will help us increase the capacity to support both assessments.

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

According to Jenkins (2007), the key feature in a screening measure is the accuracy in classifying a student as "at risk" or "not at risk". Assessment data has been used to place students in an intervention setting as needed and to help teachers adjust instruction. The data assists teachers in making learning goals for themselves as well as their students, and it helps the students establish their own learning goals. Also, the assessment data helps with progress monitoring.

During our professional learning community meetings, we devote a portion of the time to review and analyze assessment results to help identify needed instructional adjustments and to ensure progress of all students. The teachers share and analyze student work samples as a way to adjust instruction. Our teachers use the data to help plan lessons, re-teach, set learning goals, monitor progress toward those goals, and develop intervention strategies for areas of need. Utilizing progress monitoring ensures students move in and out of groups as students show mastery based on diagnostic results. All students new to Fulton County are administered a placement/acceleration test; returning students are placed on previous school year data.

Technology is used to help differentiate instruction and to share progress monitoring, especially with web-based applications, such as DIBELS Next and SRI. Feldwood Elementary commits to using DIBELS Next assessment as part of the literacy plan. Staff will be trained on the DIBELS Next during pre-planning and teachers will administer to all students in addition to our current fluency assessment. Substitutes may be hired to allow teachers to complete the first cycle of testing during the first three weeks of school. In-service and professional learning will be scheduled throughout the school year to have on-going training with assessing and implementing literacy strategies for all students based on their data results.

All staff of Feldwood Elementary will participate in the Georgia Department of Education's professional learning sessions to learn how to administer DIBELS Next assessments. DIBELS Next measures are quick and efficient measures that indicate if a student is on track for reading success. With both universal screening and progress monitoring components, these measures are critical tools for educators as they:

- Identify students who need intervention support
- Evaluate the effectiveness of interventions by monitoring student growth
- Support the RtI/multi-tiered model

Our school supports ongoing sharing of assessment data with our parents and community. The data is also shared at the Annual Title I meeting held during the October PTA meeting and through parent meetings (Muffins for Mom and Donuts for Dads). We received two copies of student test results and provided one copy to parents through the mail, in student packets, or during parent/teacher conferences. The interpretation of test results is also provided to parents during conferences and upon request. Parents are given the opportunity to schedule conferences with teachers throughout the school year. Parents are required to set a scheduled time with teachers to discuss progress. In addition, school-wide data is displayed on the data wall located near the front of the building for review by all stakeholders. School-wide test results are also included in the School Improvement Plan which is available on the school website.

SRI will support these measures in that it offers assistance in differentiated instruction and progress monitoring. When Feldwood begins using the Scholastic Reading Inventory (SRI) with SRCL grant funds, the data collected from SRI will be used to engage in the processes of assessing, planning, instructing, and adjusting instruction in response to students' individual needs. Currently, we use STAR for flexible grouping of our students. However, SRI would afford us an opportunity to collect more data, specifically comprehension. We plan to use SRI to assist us in setting individualized reading growth goals for each student and to evaluate students' response to instructional strategies in grades 3-5. Lexile levels will be used to determine student's instructional reading level from which students would be grouped accordingly. If a student is in the lower Lexile group, the student would meet with the teacher five days a week for guided reading instruction. They will also meet an additional 30 minutes during the dedicated RtI time. The online student subscription would also provide additional reading practices for students.

Feldwood teachers use a variety of online options to assist in planning that includes matching Lexiles to student texts, providing practice opportunities to strengthen areas of weakness, and supporting students whose disabilities may preclude them from acquiring information through reading. We will continue to use technology for communicating data to the district literacy leadership team in a timely manner.

Jenkins, J. R., Hudson, R. F., & Johnson, E. S. (2007). Screening for at-risk readers in a response to intervention framework. *School Psychology Review, 36,* 582–600.

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

Our summative data is used to help make programming decisions as well as monitor individual student progress. We use a variety of data sources to analyze our student needs that serve as a baseline for improvement. The data sources include end of unit tests, CRCT and CRCT-M scores, attendance summary reports, ITBS, CRCT diagnostic benchmark assessment, school-wide summative assessments, and Georgia Writing Assessment.

Time is devoted in PLC and grade level common planning to disaggregate data in order to drive student instruction. Teachers are able to collaborate with each other to determine the standards that students have mastered and for the creation of action plans.

Trend data is currently used in interpreting ITBS and CRCT results. We use the historical data to determine the standards that students did not master and plan for interventions and supports within the individual classrooms.

Action 3.E.: Develop a clearly articulated strategy for using data to improve teaching and learning (See V. A.)

Our school commits to using the DIBELS Next assessment as part of the Striving Reader project. Currently, our universal screening tool is STAR. DIBELS Next will allow for appropriate progress monitoring for all tiers of Response to Intervention. It will take the place of our current fluency assessment which is administered three times per year.   We will administer DIBELS Next three times per year. Baseline information in the fall will be used to identify students who are not meeting grade level expectations. These 'at-risk' students will have an opportunity for in-class interventions with progress monitoring assessments to measure the effectiveness of the interventions. A follow-up assessment in the spring will give further information about students' progress toward grade level goals and objectives. The final administration during the last month of the school year will measure the success of our literacy plan and be used to make further educational decisions. We will continue to administer monthly common assessments to monitor mastery of state standards. An item bank will assist teachers in developing high-quality items for each common assessment.

Current Assessment Protocol

Assessment	Purpose	Skills	Frequency
Common Formative Assessments (Grades 1 – 5)	Progress monitoring	Vocabulary, Phonics, Reading Comprehension	Monthly
Periodic Fluency Assessments	Progress monitoring	Fluency	4 times per year

(Grades 1 – 5)			
District Benchmark Assessments (Grades 3 – 5)	Diagnostic, Progress monitoring	Vocabulary, Phonics, Reading Comprehension	Once per year
Informal Assessments (Grades PK – 5)	Progress monitoring	Vocabulary, Phonics, Reading Comprehension	Daily
Georgia's Online Assessment System (Grades 1 – 5)	Progress monitoring	Reading Comprehension, Vocabulary	Ongoing
State writing assessments (Grades 3 & 5)	Outcome	Writing Instruction	Once per year
Georgia Kindergarten Inventory of Developing and Skills (GKIDS)	Progress monitoring, Outcome	Phonological awareness, alphabet knowledge, concepts of print, oral language	4 times per year
Iowa Test of Basic Skills (Grades 3 & 5)	Outcome, Screening	Reading Comprehension, Vocabulary	Once per year
STAR (Grades K – 5)	Screening	Reading and Math	3 times per year

We utilize multiple measures of data to analyze student needs. We use process data and demographic data to make decisions. Student learning data includes informal checklists and formative assessments which gives us student achievement information. Student discipline data is used to brainstorm strategies about school-wide behavior plans as well as intervention strategies for individual students. We use electronic surveys, student testing databases, and assessment software to obtain information from and about our students, staff, and community. Each subgroup is monitored by grade level and content area. Teachers keep a data notebook that includes classroom goals, common assessment results, standardized test scores and progress monitoring results such oral fluency records and phonics/decoding screenings

We use STAR to monitor students reading and math ability levels. Teachers are required to access the Placement Acceleration Test, BAS, and teacher input (as well as parental requests) to identify high-achieving advanced learners. Our protocol consists of all students taking placement tests, teachers analyzing data, and students being placed accordingly.

We will use Dibels Next in order to identify students who may be at risk for reading difficulties; to help teachers identify areas to target instructional support; monitor at-risk students while they receive additional, targeted instruction through the enactment of RtI; and to examine the effectiveness of our school's system of instructional supports.

Other than the county's assessment calendar as well as our school's common assessment calendar, we do not have a general school assessment calendar listing all of the assessments.

Building Block 4. Best Practices in Literacy Instruction

A. Action: Provide direct, explicit literacy instruction for all students

Currently, the literacy plan at Feldwood Elementary School supports the literacy plan at the district level. Teachers have access to model lesson plans written by district master teachers and the English/Language Arts Department staff. The model units demonstrate a balanced approach to the teaching of standards. Instructional plans outline the standards addressed in each of the four nine weeks' units. Additionally, resources, strategies, and balanced assessments accompany each unit of study. A comprehensive scope and sequence outlines the standards and elements for each semester of the school year.

An examination of student data to identify areas of instruction with greatest needs is reflected in the following table:

Assessment	Purpose	Skills	Frequency
Checkpoints	Benchmark Assessments to inform instruction	The Georgia Performance Standards	September
Formative Assessments (Quick Checks)	Progress monitoring	Standards Stressed in Unit of Study	Daily, Weekly, or As Needed
Common Summative Assessments	Progress monitoring	Standards Stressed in Unit of Study	Monthly
CRCT Checkpoints Diagnostic Test	Indicate Areas of Strengths/Weaknesses of Grade Level's Standards	Reading, Vocabulary, Literary Comprehension, Media Literacy, Grammar and Sentence Construction, Research and Writing	February
DIBELS Next	Progress monitoring: Kindergarten	Phonemic awareness	Tri-annually
End of Unit Assessments	Progress monitoring	Assessment of a Writing Genre	At the end of a 9-week period
GKIDS (kindergarten)	Progress monitoring	Critical Early Literacy Standards	Tri-annually
Informal Assessments	Checks for Understanding	Common Core, Georgia Performance Standards	Daily, Weekly
ITBS	Comparison to other students on Nationally Normed Assessment	Vocabulary, Comprehension, Spelling, Capitalization, Punctuation, Usage and Expression	October
Mock Writing Test	Progress monitoring: Grade 5	Ideas, Organization, Style, and Conventions	March
Periodic Fluency Assessments	Progress monitoring: K–5	Decoding and assessing accuracy, rate, and prosody	Tri-annually
State Writing Assessments (grades 3 and 5)	Progress monitoring, writing: K–5	Ideas, Organization, Style, and Conventions	March
GAA	Progress monitoring	Common Core, Georgia Performance Standards	September – March

Our teachers are highly qualified and have experience in teaching reading. But with teacher dependence on the county's literacy plan, there is a need for a Core Literacy Program at the school that will provide all students the direct, explicit instruction based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literacy and informational texts. Faculty and staff need additional professional development in the areas of differentiating instruction to meet needs of students, the use a variety of teaching styles, e.g., peer, hands-on, one-on-one, direct instruction, and student facilitated lessons, learning centers that contain activities based on students' learning styles, and hands-on technology. They are able to motivate students to participate but need additional support through outside resources to supplement what is needed to instruct students. These areas include interdisciplinary teaching across the content areas and incorporating technology into classroom instruction.

Our Extended Day Program offers additional instructional support to our at-risk community of students in grades 3 and 5 students. The grant funds will assist us in expanding the program to all grade levels.

At Feldwood, teachers use interactive whiteboards, common assessments in reading and writing, and monitor and analyze student work in professional learning communities. Student data is examined and analyzed regularly to identify areas of instruction with greatest needs. The administration conducts classroom observations using an assessment tool to gauge current practice in literacy instruction. Further, we offer team teaching and inclusion classes to address the unique needs of our students with disabilities. We have implemented strategies where special education teachers coordinate and team teach with the general education teachers. These specialized services are put in place to support and address the needs of students with disabilities. Multi-sensory devices and assistive technology are also used in these reading classes.

Our students need more exposure to technology in order to be prepared for the digital era. Currently, Feldwood only has one computer lab and a classroom set of laptops that are being used by 800+ students and 50+ classes. The grant will

allow us to purchase more technology products to increase familiarity along with another mobile set of laptops.

Our Curriculum Support Teacher is a critical resource for teachers. She provides targeted, professional development strategies for teachers to extend their instructional program to meet student needs. She models lessons and conducts observations and also provides grade-level professional development during common planning time.

At Feldwood, we recognize that parents have an important role in the early development of literacy in young children. Although this fact is recognized, we currently do not provide any Adult Literacy Programs for parents.   These programs would provide parents with strategies that engage them in reading with their children and help them communicate with teachers during parent-teacher conferences. At the beginning of the school year, we hosted a Curriculum Night to discuss CCGPS and empower parents with the tools and knowledge to help their child achieve a successful school year. In addition, we have a Title I Parent Resource Room equipped with a multitude of books, games, reproducible activities, electronic instructional devices, and informational pamphlets for parents and a Parent Liaison who provides assistance to parents as needed.

Aulls, M.W. *Understanding the Relationship between Reading and Writing.* Education Horizons, 1985.

Goodman, K., & Y. Goodman. (1983). Reading and writing relationships: Pragmatic functions. *Language Arts, 60* (5), 590-599.

Holt, S. L. & Vacca, J. L. (1984). Reading with a sense of writer: Writing with a sense of reader. In J. M. Jensen (Ed.). *Composing and Comprehending (pp. 177-181). Urbana, IL: National Council of Teachers of English.*

Nelson, G.L. (1998). ESL students' perceptions of effectiveness in peer response groups. Journal of Second Language Writing, 7(2), 256-282.

Shanahan, T. (1988). The reading-writing relationship: Seven instructional principles. *The Reading Teacher, 41* (7),636-647.

Tompkins, G.E. (1993). *Teaching Writing: Balancing process and product*. Englewood Cliffs, NJ. Macmillan.

Wilson, M. (1981). A review of recent research on the integration of reading and writing. *The Reading Teacher*, *34* (8), 896-901

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

Writing is one of our greatest deficits for our school. There are mixed opinions about how to teach writing and some teachers are in need of more professional development to effectively teach writing. As a result, as students transition to the next grade level, the inconsistency of practice causes a "writing" gap and impacts student achievement.

Through this grant proposal, a coordinated plan has been developed for writing instruction that includes explicit instruction, guided practice, and independent practice through the a writing Program. Teachers will use idea/content, organization, word choice, sentence fluency, voice, conventions and presentation as a vertically and horizontally articulated writing plan. All subject area teachers will participate in professional learning on best practices in writing instruction.

The Common Core Georgia Performance Standards (CCGPS) have refocused attention on reading and writing across the curriculum. Teachers, instructional leaders, and policymakers must re-conceptualized reading and writing across the discipline. CCGPS has taken a clear stand on behalf of reading and writing across the curriculum. The insistence on making reading and writing instruction "a shared responsibility" within schools signals that teachers in multiple disciplines are expected to help foster literacy development, and the CCGPS benchmarks specify the expectations. This mandate provides the foundation for creating a robust program of reading and writing across the curriculum (RAWAC) in K–12 education (National Council of Teachers of English, NCTE, 2011). The writing instructional plan across the curriculum is to provide teachers with professional development, routine writing opportunities and Writer's Cafe, multiple forms of feedback, and research-based assessments.

At Feldwood, we believe that ensuring all students receive effective writing instructions first begins with empowering our teachers and staff. An intensive and sustained professional development will be offered to support teachers who may feel unprepared to teach the school-wide writing program in their classes. The professional development consists of teachers attending professional workshops and redelivering information to staff upon their return. Specialists in the writing traits method will be employed to conduct in-school professional development activities also. The specialists will support

teachers with writing across the curriculum, modeling effective instruction, teacher and peer editing, establishing a routine for conferencing, and fostering collaboration among teachers. Feldwood teachers will be instructed in methods to provide multiple forms of feedback in writing such as whole class discussion on writing samples, peer responses to writing, students' reflection on their own writing, brief on-one-one conferences, traditional teacher feedback, and researched-based assessments in writing portfolios for all students along with scored rubrics for each genre.

Teachers have professional development once a month with the Curriculum Support Teacher during grade level meetings. As follow-ups to the meeting, the Curriculum Support Teacher walk-throughs in the classroom. Routine writing opportunities such as journaling take place on a daily basis. Currently, writing prompts are done monthly on a given topic and are grade-level specific. At this time, there is no writing across the curriculum plan and frequency schedule at the school.

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

High-quality, evidence-based professional learning is essential to the successful implementation of our literacy plan. Research shows that parents have the greatest influence on children's language and literacy development. (National (Governors Association, October 2013). We will engage parents through parent workshops that include parent literacy nights, family fun nights, and curriculum nights. These activities help parents make connections with what is being taught at school, helps them to understand what the curriculum entails, and offers various ways to implement them at home. It also promotes partnerships between parents giving them an added value of responsibility and improves the home school connection.

We will continue the Book It program (sponsored by Pizza Hut) as it motivates children to read more by rewarding them for their reading accomplishments. Book It also encourages parents to spend more time reading with their children. We will also continue to promote Drop Everything and Read (D.E.A.R.) school-wide and family-wide for 15 or 20 minutes (depending on the grade level). Each Scholastic Book Fair season, we have a Family Night and offer parents a discount off of their total purchase. The discount affords parents more book purchases to add to their home library.

SRG funds will give us the opportunity to implement a school-wide book club. Each grade level will choose a title, and we would be able to supply each student with their book for at-home reading which they can keep to build at-home literacy libraries. It will be monitored through literature circle discussions, and the culminating project would be a school-wide book club fair where students will demonstrate understanding of text through the creation of tri-fold displays and multimedia presentations. In addition, to promote a standard of excellence, two students from each grade level will be selected as exemplars, and their work will be displayed on the "Authors of the Month" bulletin board. Our literacy team will develop strategies and activities to be used during "Authors of the Month" times for each grade level.

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

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

If we increase teacher's knowledge, it will inform the RTI process and SWD achievement gains by providing improved instruction in the hopes that overall student achievement will increase. Even though they are provided on the portal, they would still have to know how to implement the interventions. In addition, to further learning at home, informational sessions for parents of students targeted in Tiers 2, 3, and 4 will help parents to bridge the gap.

In order to provide a unique ownership to the daily RtI time, grade levels were asked to submit creative names to represent Feldwood Elementary School's RtI time. Based on popular voting, Feldwood's RtI time is known as "S.W.A.G. Time" – *S*tudents *W*orking for *A*cademic *G*ain.

Research-based interventions are implemented and progress monitoring is utilized during Response to Intervention (RtI) to match the instruction and intervention to the needs of all students. Feldwood uses the Fulton County RtI process. There are four tiers in the Georgia Pyramid of Intervention. The interventions are found on the Fulton County portal accessible by all staff. The county requires only these interventions to be used during RtI.

Feldwood's Response to Intervention (RtI) Team consists of our Guidance Counselor, Curriculum Support Team, Data Support Specialist, Instructional Support Teacher, and School Psychologist, along with our part-time RtI Support Specialist. The team supports, trains, and makes decisions on the RtI process for the entire school.

Feldwood's Student Support Team (SST) is comprised of grade level teams and SEC teachers. Twice monthly, the inter-disciplinary team meets to collaborate and problem-solve regarding learning and behavior concerns of students. The findings are presented to our guidance counselor after determining if interventions are successful. If unsuccessful, a meeting is held between the guidance counselor, the teacher(s), and parent. Parents are extended an invitation to all scheduled RtI meetings regarding their children along with the counselor and teacher of record.

B. Action: Provide Tier 1 Instruction based upon the CCGPS in all grades to all students in all classrooms (See Sections 4. A & B)

All Feldwood students initially begin in the first tier. In the first tier, classroom teachers use strategies matched to each student's readiness level. Behavioral expectations are specifically taught and reinforced in this tier.

In this tier, we assess all students to determine which students are at-risk for not meeting grade level standards as well as which students who will likely benefit from enrichment and/or acceleration.

- *Tier I* — Standards-based learning implemented in the general education classroom for all students
  (Classroom Teachers, EIP Teachers, Paraprofessionals)
  1. Differentiated instruction for implementation of Common Core
  2. Universal Screening (BAS)
  3. Data Teams (grade levels) collaborate and monitor progress
  4. Progress monitor through formative assessments (determines whether a student is making improvements or is in need of further assistance)
  5. Analyze data and place students in groups according to their performance and design instruction and strategies
  6. Students not performing satisfactorily in Tier 1 will be referred to Tier 2 for interventions.

Resources for Tier I include classroom teachers, EIP teachers, and paraprofessionals, textbooks, and teacher-created activities that are aligned to the Common Core Georgia Performance Standards. Additional resources for Tier I include

Coach books, leveled readers, a variety of online programs (school-wide: Study Island, Brain Pop and Brain Pop Jr., SuccessMaker and teacher-approved web sites). BAS: Fountas and Pinnell benchmark assessments are given twice a year to determine whether a child needs to differentiated approach to literacy learning. In addition, we now have STAR specifically designated as universal screener for RtI.

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

Some students will be identified with skill gaps in reading, math, or behavior. In Tier 2, students who are less than 2 years below grade level will receive targeted intervention in their specific area of weakness. Students who are above grade level receive strength-based instruction in Tier 2. Students who are on-level and advanced will also receive enrichment and rigor in the Tier 1 CCGPS.

We create an individual support plan with additional interventions to help students in weak learning or behavioral areas. Students are monitored closely to ensure that the research-based interventions are successful.

- *Tier II —* Needs-based learning for students identified as performing below grade level
  (Classroom Teachers, EIP Teachers, Paraprofessionals)
    1. 5–15% of school population
    2. Targeted level of instruction
    3. Used in addition to standards-based classroom learning
    4. Research-based interventions should be pre-planned
    5. Implemented for 6 weeks, 3–5 days per week
    6. 15–20 minute sessions
    7. 8 students or less
    8. Progress monitored 2 times per month (determines whether a student is making improvements or is in need of further assistance)
    9. Students that perform sufficiently in Tier 2 can be moved back to Tier 1 to receive interventions
    10. Students not performing satisfactorily in Tier 2 will be referred to Tier 3 for interventions

Daily Schedule for Tier II Interventions at Feldwood Elementary
Feldwood reserves RtI for 30 minutes each day, five days a week, for Grades 1-5 from 8:00 AM – 8:30 AM and KK to 1:30 PM – 2:00 PM DAILY.

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

For students who still experience difficulty, there is a third tier that provides even more intensive academic and behavioral support. Students who are identified as having significant skill weaknesses and students who do not respond to targeted intervention in Tier 2 will participate in intensive intervention in Tier 3.

Students who are well above grade level receive strength-based instruction in Tier 3. This could be through accelerated or Advanced Placement classes. Students who are on-level and well above grade level will also receive enrichment and rigor in the Tier 1 CCGPS.

- *Tier III —* SST Driven Learning – intensive level of instruction
  (Classroom Teachers, EIP Teachers, Paraprofessionals)
    1. 5–10% of school population
    2. GADOE Problem Solving Process utilized
    3. Research0based interventions should be pre-planned
    4. Implemented for 8 weeks, 4–5 days per week

5. 30–45 minute sessions
6. 4 or less students
7. Progress monitored every 4 weeks (determines whether a student is making improvements or is in need of further assistance)
8. Students that perform sufficiently in Tier 3 can be moved back to Tier 2 or Tier 1 for interventions
9. Students performing satisfactorily in Tier 3 will be referred to Tier 4 for possible Special Education services

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

For those students who do not respond to the intensity of intervention provided at Tier 2 and Tier 3, it is at this point that our Student Support Team may recommend a comprehensive psycho-educational evaluation to determine if the child may have a disability and may require specialized instruction through Special Education.

- *Tier IV* — Specially Designed Learning
  (Instruction Support Teacher (IST), Psychologist, Special Education Teachers)
  1. Consent from parents for evaluation
  2. Vision/Hearing screening
  3. Academic testing (cognitive, social, emotional, behavioral, speech and language testing, if warranted)
  4. Data (progress monitoring) + results of comprehensive evaluation are utilized to determine individual goals and objectives
  5. 60 days to complete evaluations
  6. Eligibility team meets after process to determine eligibility

Georgia RtI Pyramid of Intervention, 2011
Georgia Department of Education Manual

At Feldwood Elementary School, students who make progress with interventions are considered appropriate for a general education setting. If a student does not make adequate gain in all 3 tiers of general education intervention, then a referral for an evaluation to determine eligibility for Special Education services will be completed. When a student is found eligible, the IEP will be created to state specific, specially designed instruction to include the amount of service time, instructional and standardized testing accommodations, and criteria for mastery of individual goals and objectives

Due Process (Time determined by IEP) for K-5: Special Education Teachers, Speech Language Pathologist, and General Education Teachers will also be involved with the activities listed above.

Building Block 6. Improved Instruction through Professional Learning

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

In previous years, it was a requirement of our Curriculum Support Teacher (CST) to hold bi-monthly New Teacher Chats to better acquaint the new teachers with the curriculum, technologies, and roll-outs. This year, Fulton County standardized the new teacher and mentor mentoring process. The two eight-hour summer sessions provided training on implementation of the new teacher mentee/mentor process here at Feldwood in regards to instruction, school climate, team building, and new curriculum roll-outs. Our representative, along with our CST, serves as the liaison between the new teachers and their mentors to provide support for first-year and transitioned teachers. The HELP (Helping Educators Learn the Profession) Team, consisting of the liaisons and all new teachers, meets monthly.

Currently, our CST does walkthroughs and provides observational feedback, modeling, and providing support and opportunities for peer observations. Our DSS supports new teachers with TKES, standard 5: Utilization of Data, and standard 6: Assessment Strategies.

To help improve pre-service training at Feldwood, our school will develop and implement committee to provide three days of professional learning strategies during pre-service training to be held at least one week prior the district's scheduled pre-planning days:

- Classroom Management/Organization
- Implementation of Technology
- Differentiation Strategies
- Lesson Plan Development
- Parent Communication

B. Action: Provide professional learning for in-service personnel

Our current school calendar includes protected time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice. Teachers participate in professional learning in the Common Core Georgia Performance Standards based on the needs revealed by student data as well as by surveys, interest inventories, and teacher observations. This learning includes administrators, paraprofessionals, interventionists, and support staff. Instruction is currently monitored through classroom observations and walkthroughs using a variety of assessment tools tied to professional learning.

In the future, with the help of grant funds, we will continue to provide targeted CCGPS professional learning based on teacher and student needs. Teachers will have more input as to professional learning needs. We will encourage every teacher to continue the development of a growth plan based on self-assessment of professional learning needs. (HOW, 49).

A. Overview & Description of the Needs Assessment Process

Data drives our instructional decisions at Feldwood. Feldwood teachers and staff constantly monitor and review school data through both formal and informal processes. Annually, through the development of our Title I and our School Improvement Plan (SIP) as well as our School Quality Review (SQR), we conduct a comprehensive needs assessment. Members of our school and community take part in this needs assessment by analyzing and reviewing data, drafting plans for improvement, and providing feedback and input to inform the work.

As a school community, we recognize the importance of developing our students' reading and writing proficiency. We have assembled a school Literacy Team to determine the literacy needs of the school and develop, implement, and monitor the literacy plan. Through monthly staff meetings, curriculum meetings and data talks, professional development, weekly meetings of Professional Learning Communities, and daily collaborative grade level planning periods, we continuously include the entire staff in decision-making regarding our literacy plan implementation.

The Literacy Team consists of the following school leaders:

MEMBER NAME	TITLE / ROLE
Dr. Trici Smith	Principal
Dr. Denise A. Brown	Assistant Principal
Ms. Kimberly Edwards	Curriculum Support Teacher
Mrs. Tameka Bonner	Title I Data Support Specialist
Mrs. Andrea Troutman	School Guidance Counselor
Mrs. Pamela Sands	2nd Grade Teacher
Dr. Jamnique Kengwa	2nd Grade Teacher, Grade Level Chair
Dr. Ruth Hodges	3rd Grade Teacher
Ms. Marsha Young	TAG Teacher
Ms. Rabiah Morning-Parker	School Library Media Specialist
Ms. Lien Ngo	School Technology Specialist

This year, the Literacy Team and the Leadership Team worked collaboratively to incorporate a literacy needs assessment process into our overall data analysis. We engaged these teams before

the start of school and met monthly from August to present in order to conduct our needs
assessment, closely analyze school data, develop our literacy plan, and ensure our literacy plan
aligns to our existing SIP. We sought input from the entire staff through a Needs Assessment
survey.

Data evaluated through our needs assessment process included: Early Intervention Program
(EIP) data; CRCT performance data; ITBS results; Checkpoints and end-of-unit assessments;
Georgia Department of Education College and Career Ready Performance Index (CCRPI);
portfolio information from teachers; 3rd and 5th grade writing assessments; school-wide common
assessments; BAS: Fountas & Pinnell diagnostics; workshop evaluations; and writing
samples/assessments. When possible, data were disaggregated by subgroup, grade level, and
content areas for a more thorough analysis.

B. Summary of the Data and the Concerns It Raises

Through our needs assessment process, we identified the following strengths and weaknesses in
Feldwood's current literacy instruction:

Major Literacy Strengths Discovered:
- The percentage of students exceeding on the 4th grade Reading and English/Language
  Arts CRCT assessments increased from 24% (in 2012) to 36% (in 2013) and 22% (in
  2012) to 28% (in 2013), respectively.
- From 2012 to 2013, the percentage of students meeting standards on the 5th grade
  Reading CRCT increased from 66% to 71%.
- Improvement in the percentage of students exceeding on the 5th grade writing assessment
  from 16.1% to 26.9%.

Major Literacy Weaknesses Discovered:

- Although there was an increase in student achievement on the Iowa Test of Basic Skills in grades 3 and 5 from 2011 to 2012, student scores fell significantly below Fulton County and National Average scores in Reading and Language.

- Third grade achievement on the Reading CRCT decreased from 2012 to 2013 . In reviewing multiple data points, we determined the drop to be attributed to a lack of teacher knowledge in differentiated instructional strategies and vocabulary development.

- Survey results indicate that Feldwood teachers need professional learning to strengthen their proficiency in teaching the reading and writing process, effectively using reading assessments, and incorporating research-based instructional strategies for phonemic awareness, phonics, reading comprehension, and vocabulary, and integrating technology.

- Our Students With Disabilities (SWD) subgroup's performance indicates that 43 percent did not meet the CRCT Reading portion.

- Fifth grade writing scores have remained stable over the past two years. In 2012 and 2013, 80% of the fifth graders met or exceeded standards on the 5th Grade Writing Test.

- As shown in the table below, for all students as a whole, our scores in Reading/ELA increased from the 2010-11 school year, but decreased drastically in 2012-13. This drop in proficiency was not surprising due to our curriculum becoming more rigorous under the new Common Core Georgia Performance Standards.

Percentage of 3rd, 4th, and 5th grade Students Meeting/Exceeding Expectations on Reading/ELA CRCT

School Year	All Students	Black Students	Students with Disabilities	Economically Disadvantaged Students
2010-2011	86.0%	87.0%	52.5%	84.0%
2011-2012	91.0%	90.5%	74.0%	88.5%
2012-2013	83.5%	83.5%	59.0%	81.5%

Overall, our needs analysis led to the identification of three major areas of concerns. Our first area of concern is the declining performance of our students in Reading/ELA. Based on analysis of assessment data, we attribute this performance to challenges in reading for information, vocabulary acquisition, and fluency. Our second area of concern relates to our Students with

Disabilities population. These students also have difficulties with reading for information, vocabulary acquisition, and fluency, and given their specific needs, tend to fall further behind in their acquisition of skills than their general education peers. Our third area of concern is the lack of parental involvement in exposing children to enrichment opportunities that support their children's literacy development.

The table below summarizes these areas of concern. Each area of concern is aligned to the literacy building blocks as defined in the Georgia Literacy Plan, reflects the age/grade/content area most impacted, and highlights strategies taken to address it thus far.

Area of Concerns	Research-based Practices Found in Georgia Literacy Plan				
	Assessments	Rti-Tiered Instruction	Transitions	Age/Grade	Current Strategies
1.Declining performance of students in Reading/ELA – reading for information, vocabulary acquisition, and fluency	Teachers lack of training in the new literacy program (Good Habits Great Readers) Teachers lack effective use of interpretation and utilization of assessments	Affects all tiers of instruction	Strengthen/ improve vertical alignment across all grades	All K-5 students	Differentiated Instruction Guided Reading Shared Reading Small-group Instruction GHGR webinars
2.Poor performance of Students with Disabilities in Reading/ELA – reading for information, vocabulary acquisition,	No alignment of building assessments to CRCT-M (3-5); Common Assessments (grades 1-2)	Students fall in Tier 4	All SWD students are of particular concern.	SWD in grades 1-5	Team-Taught Classrooms (Grades 3-5) EIP

Area of Concerns	Research-based Practices Found in Georgia Literacy Plan				
	Assessments	Rti-Tiered Instruction	Transitions	Age/Grade	Current Strategies
and fluency					
3.Lack of parental involvement with literacy development	Parents lack the knowledge of what assessment results mean and how to use them to support improvement	N/A	Parents lack the knowledge of what skills are essential to maintain and are required to successfully advance from grade to grade.	All parents of students in grades K-5	Family Literacy Nights Parent Resource Center
4.Need for improved instructional practices for primary grade students in the development of phonological awareness, concepts of print, alphabet knowledge, writing, and oral language.	Lack of school-wide or district-wide assessments of Reading/ELA for grades K-2	Affects all tiers of instruction	Need to strengthen grade to grade transitions across all grades	All students in grades K-2	Differentiated Instruction Small-group Instruction

C. Define the Root Cause

Our needs assessment process identified several underlying root causes that directly and indirectly led to our areas of concern:

1. A major barrier to improving the performance of our general education students and our students with disabilities is our teachers' limited knowledge and skills in effectively teaching reading comprehension of informational texts and writing across the curriculum. As a result, our students have not developed the conceptual knowledge to understand and apply informational texts to real-world situations or to use writing to communicate their ideas outside of the ELA instructional setting. Deepening teachers' knowledge of differentiated instruction and specific literacy strategies would allow the teachers to better meet students' needs.

2. As with our general education population, the Reading/ELA challenges with our SWD students can be traced to difficulties in reading for information, vocabulary acquisition, and fluency. Teachers need more professional development on differentiation and how to increase the level of rigor in their instruction.

3. Our parents struggle to further support learning at home. Many of our parents are limited in knowledge of how to appropriately assist their children in building literacy skills. The extended working hours and limited resources of our families make it difficult to attend school events and extracurricular activities. Children who are provided with enrichment opportunities have greater exposure and are more prepared to benefit from the rigorous curriculum than children who are not afforded the opportunity.

In order for Feldwood to provide our students a lifetime of literacy, we must incorporate research-based literacy component practices into our instruction. In an effective program, these components include common core standards, ongoing formative and summative assessments, RTI tiered instruction, and a plan for transitions and alignment.

Based on our Needs Assessment, our Literacy Team will focus on improving our Literacy Plan to address these major concerns:

- Students' vocabulary development & reading fluency (social and academic, particularly content vocabulary in math, science and social studies);

- Application of language and literacy skills to math content and concepts;

- The development of teachers' skills and confidence in the use of high-quality questioning that promotes higher-level thinking and problem-solving; and

- The development of and application of a shared understanding of what high-quality instruction and learning look like in all classrooms.

Analysis and Identification of Student and Teacher Data

The staff at Feldwood Elementary School consists of dedicated and enthusiastic teachers with the mission of collaboratively preparing students for their post-secondary options. Currently, Feldwood has a teaching staff comprised of 37 teachers who have remained with us since the opening of the school four years ago, 6 who have been at the school for the past three years, as well as three surplused and 11 new teachers (of whom five are first-time teachers) for this school year. We have 18 staff members with bachelor's degrees, 25 with master's degrees, 11 with educational specialists' degrees, and 3 with doctorate degrees. To further increase their knowledge and effectiveness in the classroom, more than 20 percent of our teachers are also pursuing additional degrees. We also have teachers holding the following endorsements: four reading, three ESOL, two gifted, one science, two teacher leader, one math, and one teacher support specialist.

The Teacher Keys Evaluation System (TKES), implemented last year, consists of three components which contribute to an overall Teacher Effectiveness Measure (TEM): Teacher Assessment on Performance Standards (TAPS), Surveys of Instructional Practice (student perception surveys), and Student Growth and Academic Achievement. Per last year's data, our teachers show the most need to develop further in the performance standards of Instructional Strategies, Differentiated Instruction, and Academically Challenging Environment. We need to provide our teachers with more professional development in these areas to increase student achievement.

In an effort to support student achievement and identify teacher efficacy regarding the same, we have devised a plan with the support of our Title I Data Support Specialist process for identifying critical data, capturing the data, reviewing the data, sharing the data, and improving the data. The collection process involves the following:
- Ongoing data talks with the Data Support Specialist
- Data reviews with the Principal
- Data reviews with the Area Superintendent
- Data talks with parents

- Data talk with students
- Student-led data talks using digital portfolios

Teachers are required to utilize the Professional Learning Communities (PLC) process for reviewing, analyzing, and responding to student data. The collaboration between teachers allows for best practice scenarios to be shared and discussed for systemic action. The entire process focuses on students' work and teacher efficacy directly related to the data.

Teachers utilize data during the PLC meetings to develop SMART plans. These plans are directly aligned to the needs of individual students as well as small groups. Response to Intervention (RtI) is at the forefront of data review. This allows for direct impact with regards to student achievement as the team strategizes for instructional "next steps."

An analysis of student data is reflected in the tables below:

Feldwood Elementary School Iowa Test of Basic Skills (ITBS) Results

	Total Reading				Total Language			
	2010	2011	2012	2013	2010	2011	2012	2013
Grade 3	33	43	45	N/A*	36	45	46	N/A*
Fulton County	60	67		N/A*	63	73		N/A*
National Average	50	50		N/A*	50	50		N/A*
Grade 5	30	34	31	N/A*	38	39	36	N/A*
Fulton County	59	63		N/A*	64	69		N/A*
National Average	50	50		N/A*	50	50		N/A*

*Results not yet available

Feldwood Elementary School Grade 5 Georgia Writing Assessment Results

SCHOOL YEAR	DOES NOT MEET	MEETS	EXCEEDS	% TREND PASSING
2011	19	79	1	80
2012	19	78	3	81
2013	20	78	3	81

Feldwood Elementary School Criterion-Referenced Competency Tests (CRCT) Results

Grd	Subject	DOES NOT MEET				MEETS				EXCEEDS				% TREND PASSING			
		2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
3rd	Reading	N/A*	18	12	17	N/A*	59	50	45	N/A*	23	39	38	N/A*	82	88	83
3rd	ELA	N/A*	14	8	23	N/A*	59	58	57	N/A*	27	34	20	N/A*	86	92	77
4th	Reading	N/A*	17	16	9	N/A*	53	60	55	N/A*	30	24	36	N/A*	83	84	91

4th	ELA	N/A*	13	9	15	N/A*	56	69	57	N/A*	31	23	28	N/A*	88	91	85
5th	Reading	N/A*	13	8	15	N/A*	70	66	71	N/A*	16	27	15	N/A*	87	93	86
5th	ELA	N/A*	9	3	9	N/A*	66	70	61	N/A*	25	27	30	N/A*	91	97	91

*No data available; 1st year of school operation

Feldwood Elementary School 2011 Adequate Yearly Progress (AYP) Results

	CRCT Mathematics				CRCT Reading			
	All Students	Black	SWD	Econ. Disadv.	All Students	Black	SWD	Econ. Disadv.
Students in AYP Grade Levels	452	438	61	367	452	438	61	367
FAY Students with Test Scores	316	309	50	278	316	309	50	278
Basic / Does Not Meet	16.5% (52)	16.8% (52)	46.0% (23)	16.2% (45)	13.1% (41.5)	13.3% (41)	43.0% (21.5)	13.8% (38.5)
Proficient / Meets	51.9% (164)	52.4% (162)	44.0% (22)	53.6% (149)	61.7% (195)	61.8% (191)	49.0% (24.5)	63.5% (176.5)
Advanced / Exceeds	31.6% (100)	30.7% (95)	10.0% (5)	30.2% (84)	25.2% (79.5)	24.9% (77)	8.0% (4)	22.7% (63)
Meets + Exceeds	83.5% (264)	83.2% (257)	54.0% (27)	83.8% (233)	86.9% (274.5)	86.7% (268)	57.0% (28.5)	86.2% (239.5)

	Attendance Rate			
	All Students	Black	SWD	Econ. Disadv.
Students in AYP Grade Levels	452	438	61	367
Students Absent Over 15 Days	31	30	8	26
Absent over 15 Days	6.9%	6.8%	13.1%	7.1%

Feldwood Elementary School 2012 College and Career Ready Performance Index Results

2012 College and Career Ready Performance Index (CCRPI) Score **80.3** Sum of Achievement, Progress, Achievement Gap, and Challenge Points						
Achievement Points	Progress Points	Achievement Gap Points	Challenge Points		Financial Efficiency Rating	School Climate Rating
			ED/EL/SWD Performance Points	Exceeding the Bar Points		
51.7	10	12.8	5.3	.5		

The community dynamics have a great impact on our school's lack of literacy growth. According to the August 2013 Atlanta (30349 zip code) planning statistics, the city's unemployment rate is 5.2% compared to the national's average of 7.3% and 11% of families are living below the poverty line. The median household income is approximately $30,000. Our feeder school, Banneker High School, has a graduation rate of 42%. These statistics are contributing factors to parents' challenges for supporting their children's literacy needs at home.

Based on our needs assessment, Feldwood Elementary School has developed the following literacy goals:

Goal 1: Increase Student Achievement in Reading and Writing
- Increase school-wide student performance on the CRCT in Reading to 90%, Language Arts 95%, Math 80%, Science 76%, and Social Studies 71%, by the end of the grant period.

Goal 2: Enhance Professional Development
- Strengthen all teachers' proficiency in teaching the reading and writing process by end of the grant period.

Goal 3: Building Family/ Community Involvement
- Support home/school communication through family workshops, parent academies, and required resources

Project Plan, Procedures, Goals, Objectives, and Support

Project Goals and Objectives

Feldwood's goal is to collaboratively prepare students for their post-secondary options. We believe that balanced literacy is **i**ntentionally delivered instruction to develop students who can read, write, listen and speak with increasing complexity across several disciplines and for a variety of purposes. The instruction moves from modeling to independent authentic application and use of literacy skills (Literacy Task Force, 2010-2012). Based on a needs assessment administered in the Fall of 2011, our plan envisions literacy instruction where teachers deliver explicit and balanced instruction in reading, writing, listening, and speaking, while including various instructional strategies for a variety of student groupings.

Goals	Baseline	Measurable Objectives	Activities	Timeframe
Goal One: Increase Student Achievement in Reading and Writing	Data from CRCT results in 2010-11, 2011-12, and 2012-13.	- Increase school-wide student performance on the CRCT in Reading to 90%, Language Arts 95%, Math 80%, Science 76%, and Social Studies 71%, by the end of the grant period. - Increase 5th grade student performance on the Grade 5 Georgia Writing Assessment to 86% by the end of the grant period. -Improve writing school wide. -Increase student fluency (oral reading rate) on the DIBELS assessment by 50% for K-5 students based on three benchmarks. Baseline will be the first assessment using the new assessment (DIBELS Next).	1.1 Expand classroom libraries 1.2 Implement professional development in phonics, fluency, and assistive technology 1.3 Launch Woodard Arts Center / Alliance Theater for K-2nd 1.4 Implement DEAR (Drop Everything And Read) 1.5 Introduce Authors of the Month 1.6 Implementation of mobile laptop labs 1.7 Develop school-wide book club 1.8 Implementation of school-wide writing program 1.9 Introduce digital storytelling 1.10 Expand	1.1 Beginning Grades PK – 5th by September 2014* 1.2 Literacy PD will be offered to all staff during Pre-planning in August - yearly and then for 5 hours each month 1.3 Offered to all students in K – 2nd grade beginning August 2014* - yearly 1.4 School-wide with mandatory 15 – 20 minutes daily - yearly 1.5 Students' work will be displayed each month during the 5-year grant period 1.6 Made available for check-out in the media center beginning October 2014* 1.7 Implement Fall to Spring yearly 1.8 Implement Fall to Spring yearly 1.9 Implement Fall to Spring yearly 1.10 Implementing January until March yearly

Goals	Baseline	Measurable Objectives	Activities	Timeframe
			Extended Day Sessions for all grades	
Goal Two: Enhance Professional Development	Based upon survey results from a Fall 2013 Needs Assessment	-Strengthen all teachers' proficiency in teaching the reading and writing process by end of the grant period. -Effectively use reading assessments to monitor student progress as evidenced by meets or exceeds on formative assessments by end of grant period. -Incorporate research based instruction in all classrooms by end of grant period -Provide teachers with additional professional development in integrating technology into the classroom by the end of grant period from baseline to expectancy.	1.1 Implement professional development sessions in reading, writing, technology integration, common core, classroom management, differentiated instruction, data, assessments, and literacy best practices.	1.1 For all staff beginning from pre-planning to post-planning – weekly, monthly, and as needed.
Goal Three: Building Family/ Community Involvement	Based upon survey results from a Fall 2013 Needs Assessment	Support home/school communication through family workshops, parent academies, and required resources	1.1 Woodruff Arts Center 1.2 Alliance Theater 1.3 Ben Hill United Methodist Church 1.4 Barnes and Noble Partnership 1.5 Atlanta Fulton County Public Library System 1.6 Pizza Hut: Book-It Program 1.7 PTA Sponsored / Family Activities	1.1 Beginning September – May for students grades K-2nd providing field trips, professional learning, and summer programs for families. – yearly 1.2 Beginning September – May for students in grades 3rd – 5th providing field trips, professional learning, and summer programs for families – yearly. 1.3 In-kind literacy donations for students – as needed. 1.4 Provide in-store and on-line literacy support, training for teachers, and field trips – as needed. 1.5 Literacy programs for students and families – weekly, monthly, and as needed. 1.6 Encourage parents to spend more time reading with their children beginning October – April – yearly 1.7 School-wide family activities

Goals	Baseline	Measurable Objectives	Activities	Timeframe
				held monthly from September – May – yearly.

*Contingent on release of funds.

School Schedule

Current Instructional Schedule		Literacy Plan Strategies
7:40 - 8:00 – Morning Work (spiral review) Students receive additional instruction with alternative materials to support deficits.		Technology Writing Small-group instruction
8:00 - 8:30 – RtI Time Students receive additional instruction with alternative materials to support deficits.		Technology Writing Small-group instruction Differentiated instruction Standards-based classroom
8:30 - 10:30 – Reading/Language Arts Block During this block, students are exposed to a wide range of literature. Instruction is activated with a discussion led by the teacher to build or review any background knowledge necessary to scaffold future learning. Comprehension strategies are taught and practiced at this time.		Professional development (phonics, writing, technology, and general educator/special educator cross-training). Classroom libraries Interactive technology Informal and formal progress monitoring
30 Minutes Whole Group	Teacher reads aloud, introduces new skills, introduces new spelling/vocabulary words, conducts word wall activities, assigns partners for paired reading, and uses a cooperative learning structure to discuss a story.	eBooks Web-based software Classroom libraries
60 Minutes Small Group	Students participate in tiered instruction via Early Intervention Program models, peer tutoring, and individualized activities during independent center rotations. Students take turns using various reading aloud techniques. Assistance is provided with developing fluency, phonics, vocabulary, and comprehension.	Leveled texts in a variety of content areas. eBooks Promethean board Student computers
30 Minutes Writing Block	The writing block provides students with a model that is sequential and consistent with the writing process.	Professional development (writing and genres) Promethean board
10:30-11:00 Science/ Social Studies Block To build content appropriate vocabulary and prior background knowledge, we utilize classroom library sets, county funded databases, periodicals from the Media Center, and various non-fiction trade books.		eBooks Subscription databases Classroom libraries Interactive technology
11:00 – 11:45 Specials		
11:45 – 12:25 Lunch/Recess		
12:30 – 1:45 Math Block To build connections to real-life experiences, we utilize trade books and use of interactive technology provides for hands-on manipulatives.		Classroom libraries Interactive technology
1:45-2:20 – Intervention		Classroom Libraries

Current Instructional Schedule	Literacy Plan Strategies
Students receive additional (individual or small group) instruction with alternative materials to support deficits. RTI tiered interventions are provided for students during this time for the appropriate amount of time.	eBooks Media Center books

Plan for Tiered Literacy Instruction

Our RTI model consists of tiers of interventions. Tier 1 includes differentiated instruction, flexible grouping, and instructional practices that are beneficial for all students. Tier 2 consists of 3-5 days of 15-20 minutes of intervention based on the needs of the individual student. Tier 3 consists of 4-5 days of intervention for a minimum of 30 minutes each day. The teacher works with the identified students in a small group setting with focused instruction on skills in which students have demonstrated deficiencies. Students are identified through universal screeners. Students can also be identified through teacher and parent recommendations based on data from classroom assessments and performance on instructional tasks. If a child demonstrates minimal progress in Tier 3, they will be referred to Tier 4 for a psychological evaluation. A psychological evaluation identifies a student's academic strengths and weaknesses, learning styles and cognitive abilities. The psychological evaluation is used to determine eligibility for Special Education services. Once eligibility has been determined, an Individualized Education Plan (IEP) is developed for the student to address areas of concerns. The IEP is a collaborative effort between the parent, general education teacher, special education teacher and any other related service provider.

Assessment Data Analysis Plan

The table below summarizes our current assessment protocol. Teachers are involved in making decisions regarding the use of academic assessments to improve instructional programs. Recently, Feldwood has adopted the Balanced Assessment System (BAS).

Assessment	Purpose	Skills	Frequency	Responsible Staff
Formative Assessments (Quick Checks)	Progress monitoring	Standards Stressed in Unit of Study	Daily, Weekly, or As Needed	Teachers
Common Summative Assessments	Progress monitoring	Standards Stressed in Unit of Study	Monthly	Teachers
CRCT Checkpoints Diagnostic Test	Indicate Areas of Strengths/Weaknesses of Grade Level's Standards	Reading, Vocabulary, Literary Comprehension, Media Literacy, Grammar and Sentence Construction, Research and Writing	February/March	Testing Team and Teachers
BAS: Fountas & Pinnell	Progress Monitoring	Reading Diagnostic	3 times a year	Teachers
End of Unit Assessments	Progress monitoring	Assessment of a Writing Genre	At the end of a 9-week period	Teachers
GKIDS (kindergarten)	Progress monitoring	Critical Early Literacy Standards	Three times a Year	Teachers
STAR	Progress monitoring	Reading and Math	Every two weeks/weekly	Teachers
ITBS	Comparison to other students on Nationally Normed Assessment	Vocabulary, Comprehension, Spelling, Capitalization, Punctuation, Usage and Expression	October	Teachers
Mock Writing Test	Progress monitoring: Grade 5	Ideas, Organization, Style, and Conventions	September, November, and January	Teachers
CRCT	Overall Performance Assessment Criterion Referenced State Mandated Test	Reading, Vocabulary, Literary Comprehension, Media Literacy, Grammar and Sentence Construction, Research and Writing	April	Teachers
Periodic Fluency Assessments	Progress monitoring: K–5	Decoding and assessing accuracy, rate, and prosody	Tri-annually	Teachers
State Writing assessments (grades 3 and 5)	Progress monitoring, writing	Ideas, Organization, Style, and Conventions	February – March	Teachers
GAA	Progress monitoring	Common Core, Georgia Performance Standards	September – March	Teachers

The testing team consists of the following individuals: Principal, Assistant Principal, Curriculum Support Teacher, Title I Data Specialist, School Counselor, EIP teacher, Instructional Support Teacher, and SEC Grade Level Chair.

All new assessments will be incorporated into the master school calendar and assessment will have due dates and implementation dates. Professional learning will be in place for training prior to teachers having to assess students.

This is the first year we are administering STAR (Standardized Testing and Reporting). These tests are aligned to the content standards, but at this time, only baseline data exists. We use the Fountas & Pinnell Benchmark Assessment System *(*BAS) to determine reading levels of our students and provide baseline data for student placement. Both STAR and BAS are used as universal screeners, with STAR being our primary screener.

Feldwood Elementary commits to using DIBELS Next assessment as part of the literacy plan. Staff will be trained on the DIBELS Next during pre-planning and teachers will administer to all students in addition to our current fluency assessment. Substitutes may be hired to allow teachers to complete the first cycle of testing during the first three weeks of school. Training professional learning will be scheduled throughout the school year with assessing and implementing literacy strategies for all students based on their data results. Assessments will be administered three times per year in the Fall, Winter, and Spring.

All staff of Feldwood Elementary will participate in the Georgia Department of Education's professional learning sessions to learn how to administer DIBELS Next assessments. DIBELS Next measures are quick and efficient and indicate if a student is on track for reading success. With both universal screening and progress monitoring components, these measures are critical tools for educators as they:

- Identify students who need intervention support
- Evaluate the effectiveness of interventions by monitoring student growth
- Support the RtI/multi-tiered model

Our school supports ongoing sharing of assessment data with our parents and community. The data is also shared at the Annual Title I meeting held during the October PTA meeting and through parent meetings (Muffins for Mom and Donuts for Dads). We received two copies of student test results and provided one copy to parents through the mail, in student packets, or during parent/teacher conferences. The interpretation of test results is also provided to parents during conferences and upon request. Parents are given the opportunity to schedule conferences with teachers throughout the school year. Parents are required to set a scheduled time with teachers to discuss progress. In addition, school-wide data is displayed on the data wall located near the front of the building for review by all stakeholders. School-wide test results are also included in the School Improvement Plan which is available on the school website.

When Feldwood begins using the Scholastic Reading Inventory (SRI) with SRCL grant funds, the data collected from SRI will be used to engage in the processes of assessing, planning, instructing, and adjusting instruction in response to students' individual needs. Currently, we use STAR for flexible grouping of our students. However, SRI would afford us an opportunity to collect more data, specifically comprehension. We plan to use SRI to assist

us in setting individualized reading growth goals for each student and to evaluate students' response to instructional strategies in grades 3-5. Lexile levels will be used to determine student's instructional reading level from which students would be grouped accordingly. If a student is in the lower Lexile group, the student would meet with the teacher five days a week for guided reading instruction. They will also meet an additional 30 minutes during the dedicated RtI time. The online student subscription would also provide additional reading practices for students.

Resources, Strategies, Materials including Technology to Support the Literacy Plan

Our school has a practice of using literacy to teach reading and writing but professional development is needed due to an influx of new teachers of the year, implementation Common Core standards, and new administration. To extend our practices with reading and writing, we will use grant funding to purchase various comprehensive programs to help increase writing and writing achievement for our students. Based on the results of our needs assessment, student data and root cause analysis, our students will greatly benefit from these programs. They are aligned with best practices within our school.

We will continue to use existing resources that include our *Good Habit, Good Readers* reading program, our limited amount of progress monitoring tools and our limited amount of technology. We will continue to practice and utilize small group instruction, word wall activities, and RtI strategies to improve literacy instruction. All additional resources that will be provided to use through the Striving Reader Grant will integrate with our current practices as we work towards closing the achievement gap.

Existing Resources, Strategies, Materials, and Technology that support our Literacy Plan

Based on our needs assessment, the following strengths were discovered: Student achievement increased Reading and English/Language Arts in grade 4 from 24% to 36% in 2013, 22% to 28%, respectively. Improvement in the percentage of students exceeding on the 5th Grade Writing Assessment from 16.1% to 26.9% in 2013. The Striving Reader's Grant will enhance student achievement in Reading, English/Language Arts and Writing thorough the use of additional professional development for teachers, a school-wide writing program, and technology integration.

Listed below are the current resources available at Feldwood Elementary. These resources are primarily web-based. We utilize our shared resources in individual classrooms to increase students' comprehension through eBooks and limited class sets of novels. Reader's Theatre supports literary fluency. We also have access to GOAS and SLDS in which assessment data are

analyzed to drive instruction. Additional texts and other resources enable teachers to set literacy goals in which students are given incentives for reaching those goals (i.e., *Book It!*).

Current Resources	Shared Library Resources

• Limited leveled readers & stories on tape
• Access to Georgia Online Assessment System (GOAS)
• Statewide Longitudinal Data System (SLDS)
• *Book It!* Reading Program
• BAS: Fountas & Pinnell kits
• Digital Resources
  ▪ BrainPop Jr. (PK-2) and BrainPop (3-5)
  ▪ Study Island (2-5) and EducationCity (PK-5)
  ▪ SuccessMaker
  ▪ Discovery Education
	• Books and CDs on tape
	• Nooks
	• Playaways
	• Reader's Theatre
	• Limited Instructional Videotapes & CDs
	• Limited class sets of novels
	• Limited Reading Instructional Games
	• Literacy activity kits and board games
	• Access to eBooks
	  ▪ Tumblebooks
	  ▪ Brittanica eBooks
	  ▪ Rourke eBooks

Proposed Resources, Strategies, Materials, and Technology that are needed to support our Literacy Plan

Listed below are proposed implementation resources and strategies to support Feldwood's literacy plan and classroom practices.

- Professional development to include the RTI Process, DIBELS Next and SRI materials, technology integration, inter-disciplinary literacy, school-wide writing program,

professional learning communities, writing for a variety of purposes and audiences, and integrating science and social studies in reading

- Common planning for vertical teaming and cross content meetings
- Supplemental reading materials (graphic novels, children's magazines, audio books, e-books)
- More books for leveled instruction library
- Novel Sets for literature circles in grades 3-5
- Novels for Extended Text in the state CCGPS units grades K-5
- Supplemental text for the state CCGPS units grades K-5
- Literature in content
- Accessibility of Califone readers for general education use
- Trade books aligned to our social studies and science
- Increased materials for literacy nights held throughout the year
- Supplementary instructional resources for ELL and Special Education teachers
- Website subscriptions for teachers to access additional resources
- Field trips, including in-house
- Reading endorsement materials and tuition
- Family school-wide Book Club titles
- Summer curriculum writing to jumpstart the school year
- Extended Day extended to all grades
- One classroom on each grade level on the Inspired Classroom model
- Increased self-evaluation and peer observations to share best practices
- Subscription to *Scholastic News for Kids* and *Times for Kids* magazines to promote nonfiction reading

Common planning will provide time for teachers to collaboratively produce instructional calendars and assessment timelines over the summer, thereby allotting time during the school year to focus on instructional implementation. Leveled readers, novel sets, and supplemental texts support literacy demands for the 21st Century. Reading complex texts requires the ability to comprehend information, understand style and structure, dissect vocabulary, and infer explicit

ideas. Because the Common Core Georgia Performance Standards value reading skill and sophistication equally, what students are asked to read becomes a major determiner of their competency (WHY, 46).

Feldwood's teachers utilize content-specific, complex texts to support students' deeper comprehension of both fiction and nonfiction texts. Students must provide evidence within the texts to show mastery of the CCGPS. Reading in the content areas also allows students to become more familiar with the content being taught through literature.

We plan to use SRG funds to purchase technology resources to enhance and improve student achievement. Technology is used to administer RtI assessments, to perform universal screening, progress monitoring, as well as differentiated instruction.   Students can use technology to research, publish, share, and integrate writing across the curriculum.

Funding Sources

In addition to re-locating resources in our school's budget and Title I budget, the school will aggressively seek additional grant funding that will address some of the items listed. The school will also seek specific items from business and community partners based on their amount of commitments. Moreover, we have established a Grant Writing Lead Team who will search for other avenues and grants to help with the sustainability of grant initiatives during and beyond the five years. We will continue to rely on Fulton County Schools' resources for the continuation of literacy.   Our school technology specialist will be able to maintain the longevity of the technology equipment concurrently with the district's technology plan to help sustain investments made in educational technology.

Professional Learning Strategies Identified on the Basis of Documented Need

The Striving Readers Grant funding will allow Feldwood the opportunity to address several literacy needs that were identified through the needs assessment survey conducted with our teachers. Current literacy resources are needed to meet the needs of students who possess varying ability levels across the curriculum.

Professional learning is ongoing. In past years, we have included professional learning in the following areas: creating authentic Professional Learning Communities (PLCs), using menus and choice boards to differentiate instruction, best practices in math instruction, writing mini lessons, and content integration of math and art. Further analysis of the needs assessment indicates a need for more professional development in the areas of rigor, differentiation, and instructional strategies.

Currently, we have delved deeper into differentiated instruction by having a consultant deliver training to staff on providing choice and rigor. The sessions include observations with feedback. Teacher leaders have trained staff on Teacher Keys, effective classroom management, technology integration, best practices in math, and higher order thinking. We will continue our professional learning in Science, Technology, Engineering, and Mathematics (STEM), effective use of leveled libraries, unpacking reading standards, creating authentic student literacy and math centers, using iPads in the classroom, art and content integration, and Common Core standards.

PD360 is a new forum for independent learning in which teachers are able to create a profile based on their personal professional growth needs and interests. Feldwood's teachers will have detailed training on PD360 in November 2013. Weekly PLCs will be used to access PD360 as needed for grade level discussions. Our teachers will have the freedom to receive training at their convenience and pace any hour of the day.

Professional development is monitored through surveys and the level of our student achievement.

Professional Learning is vital to build teachers' capacity for increasing students' academic achievement. The table below highlights the professional learning activities that Feldwood teachers have attended during the past years.

Professional Learning Topic	% of Staff Attending	Comments
Best Practices in Math Instruction	100% of Teachers	Use math instruction and showing best practices across grade levels.
Creating A Sense of Mystery	100% of Teachers	Teachers participated in activities leading to higher order thinking.
Instructional Technology	100% of Teachers	Using technology to integrate instruction.
PD 360 Training	100% of Teachers	Personalized professional development for teachers based on growth needs and interests.
Differentiated Instruction	100% of Teachers	Series of workshops teaching teachers various methods of differentiating instruction in the classroom.
Using Data to Guide Instruction	100% of Teachers	Analyze all data to effectively plan instruction.
Math Training	100% of Teachers	Redelivery of instructional practices as presented by Fulton County's Leader Math Coach.
Mentoring Program	18% of Teachers	Creating a bond between mentors and mentees for teacher retention.

STAR Training	100% of Teachers	Primarily used for RtI to determine stage of students' Tiers.
Writing Mini-Lessons	100% of Teachers	Using vivid verbs.
e-Readers	100% of Teachers	Proper training of utilization of e-books and nooks.
File Technology Backup	100% of Teachers	Teaching teachers how to back up their files.
Art Integrating in Math	100% of Teachers	Integrating Art in the content area of math using Geometry.
Common Core Implementation	100% of Teachers	Sessions to focus on key components of Common Core Implementation including: Balanced Assessments, Rigor and Relevance, Text Complexity.
Teacher Keys Effectiveness System (TKES)	100% of Teachers	Overview of the TKES evaluation system including: the timeline, artifacts and evidence to support each component.
BAS Training	100% of Teachers	Best Practices in order to assess fluency and comprehension.
STEM Training	100% of Teachers	Incorporate higher order thinking skills during instruction.
Promethean Training (In-House)	100% of Teachers	Basic use of Promethean Board and ActivInspire
Core 1 and Core 2 Promethean Training (County)	18% of Teachers (New Teachers)	Core 1: Basic use of ActivInspire Core 2: Advanced topics in ActivInspire /

		Flipchart creation
Common Assessments	100% of Teachers	Best practices for creating common assessments and utilizing the FultonConnect software to create and score assessments.
Study Island	100% of Teachers	Training: Basic Use, How to create a home page of activities, How to add/remove students,
SuccessMaker	15% of Teachers (Grade Level Chairs)	Training: How to Use, How to Add/Remove Students, Create Classes/Assignments
Book Chats	100% of Special Education Teachers	Increasing rigor through differentiation.
Curriculum Chats	100% of Teachers	CST redelivery of instructional best practices; including Guided Reading, County deadlines, and Lesson Planning.

On-going Professional Learning

On-going professional learning will include all of the sessions listed in the table above. Based on our needs assessment, we will continue to include the above professional topics for future professional development needs.

Future Professional Development

The Literacy Team has determined that professional learning continues as a need to expose teachers to best practices. Feldwood's school culture values and supports ongoing professional learning. The table below lists a few professional learning activities that our teachers will attend in the future.

Professional Learning Topic	% of Staff Attending	Comments
Writing Across the Curriculum	100% of Teachers	Develop abilities to effectively incorporate writing instruction in all content.
Unpacking the Standards	100% of Teachers	Understand the language of the standards and expectations for instruction.
Effective Classroom Management	100% of Teachers	Strategies to utilize to effective manage their classrooms.
Using iPads in Elementary Classroom	100% of Teachers	Strategies and applications to use throughout instruction.
Integrating Content Across the Curriculum	100% of Teachers	Integrating science and math; ELA and social studies through reading using leveled texts.
Art and Content Integration	100% of Teachers	Integrating Art with Social Studies, Science, and ELA.
Common Core Math Strategies	100% of Teachers	Rotation of vertical teams; understand what is expected for Common Core Math implementation.

Instructional Planning	100% of Teachers	Unpacking standards, identify shifts in the Common Core Standards, and evaluate rigor in academic tasks.
Balanced Literacy	100% of Teachers	Overview of the 8 components of the balanced literacy model; ways to implement the model in literacy instruction.
Lexile Training	100% of Teachers	Understand how to put the results of Lexile-linked assessments into action, understand the connection between the Common Core State Standards and the Lexile Framework for Reading, match students with appropriately challenging texts across content areas and grade levels, and track progress toward college and career readiness.
DIBELS Next Training	100% of Teachers	Identify students who may be at risk for reading difficulties (universal screening); help teachers identify areas to target instructional support; monitor at-risk students while they receive additional, targeted instruction; and examine the effectiveness of our instructional support.
SRI Training	100% of Teachers	Learn how Scholastic Reading Inventory assists with the following: Supporting the RtI framework, Understanding Lexile scores, Forecasting growth, and Monitoring

		accountability.

Determining Adequacy and Effectiveness

As professional development is conducted, it is necessary to continuously evaluate the effectiveness of the implementation of the professional development and the Literacy Plan. To assess the success of these initiatives we will utilize the following assessment tools:

Assessment Tool	Details	Method
Ongoing Classroom Observations	Administrative team will conduct observations to check for implementation of professional development initiatives.	- Observations and post observation conferences - Informal observation rubric/checklist - TKES walkthrough platform
Lesson Plan Review	- Review lesson plans weekly - Follow up with classroom observations - Check for alignment of practice and planning	Weekly ; Grade level meeting
Self-Assessment/Evaluations	Compare self-assessments/evaluations to identify trends and progress/areas for development.	- Ongoing after professional development sessions - Self- assessment surveys - Reflection/ Evaluation forms
Student Data	Review pre and post-tests, common assessments, STAR reports, RtI data	Weekly; PLCs

Professional Development Needs

Based on the needs assessment data, teachers need additional professional development in the following areas:

- Instructional Technology: Teachers need strategies on ways to incorporate technology in their teaching practices. This could include training on specific software and assistive technology devices for students with disabilities and Tier 3 and 4 students.

- Daily Routine Writing Practices/ Writing Across the Curriculum: More professional development is needed to improve the writing instruction. Teachers need development on creating strong writing lesson plans, integrating ELA standards in writing instruction, and incorporating writing into all disciplines.

- Informational Reading: A major shift in the Common Core standards is the focus on balancing informational and literary texts in classroom instruction. Teachers need more specific strategies for teaching the skills needed to master Reading Informational CCGPS standards.

- Students with Disabilities: Specific strategies and best practices for instructing students with disabilities are needed to address the 13% of the school population that falls intx`o this category. The majority of the teachers of students with disabilities are first year teachers. The development of these teachers will be vital to the success of students in this subgroup.

- Fundamentals of Teaching Reading: Teachers are in need of best practices for teaching reading. This could include enrolling teachers in Reading Endorsement programs, continuing to build profiles in PD360, and professional learning sessions within the school.

Professional Development Plan

In order for Feldwood to provide our students a lifetime of literacy, we must incorporate research-based literacy component practices into our instruction. In an effective program, these components include common core standards, ongoing formative and summative assessments, RtI tiered instruction, and a plan for transitions and alignment.

Based on our Needs Assessment, our Literacy Team will focus on improving our Literacy Plan to address these major concerns:

- Students' vocabulary development & reading fluency (social and academic, particularly content vocabulary in math, science and social studies);
- Application of language and literacy skills to math content and concepts;
- The development of teachers' skills and confidence in the use of high-quality questioning that promotes higher-level thinking and problem-solving; and
- The development of and application of a shared understanding of what high-quality instruction and learning look like in all classrooms.

Professional Learning Activity	Description	Delivery Method
DIBELS Next and Scholastic Reading Inventory (SRI)	Teachers will receive instruction on how to administer DIBELS Next and SRI	Grade Level Meetings
Writing Across the Curriculum	Develop teachers' abilities to effectively incorporate writing instruction in all subjects.	Professional Learning Communities
PD 360	Provide differentiated instruction to meet the needs of teachers as needed throughout the year.	Ongoing; individual one-on-one settings
Informational Text	Model strategies for teaching informational texts and identifying appropriate texts for the grade level.	Professional Learning Communities
Utilizing Instructional Technology	Introduce a variety of technology resources including: websites, equipment, and social media programs to help teachers engage and encourage students to create new products and discuss ideas presented in class.	Professional Development

Sustainability Plan

Feldwood Elementary School is a part of the Cohort II charter initiative. Our charter status will allow us the flexibility to allocate resources towards instructional needs. The initiatives can primarily be sustained through the use of Title I funds and funds that are given by the county and financial contributions from our school business and community sponsors as well as from our school's PTA.

Extending the Assessment Protocol

Student achievement will continue to happen based on the district's continuous achievement progression. Student progress monitoring will be sustained through the district's STAR program. Beyond the grant, our need to continue the diagnostic assessment of DIBELS Next will be absorbed through the BAS: Fountas and Pinnell diagnostic tool. Without grant funds, we would be presented with two options: Use Title I funds, or resort to our BAS: Fountas and Pinnell.

Expanding Lessons Learned with other Schools and New Teachers

To sustain professional development beyond the grant, we will rely on various Fulton County resources. In addition, to our school-based professional development sessions, staff development will also be sustained through the county's PD360 initiative, an online, web-based training, and collaboration tool. PD360 will also be leveraged when new staff comes aboard. The newly established FultonConnect provides both a data bank and an assessment bank. SRCL funds would enable us to offer summer sessions where teachers would come and build upon instructional calendars, lesson plans, and assessment timelines, which would all be housed in this data warehouse. Professional development will also be leveraged through the district's Humanities Department. Program specialists from Social Studies and ELA/Reading departments provide training to CSTs who redeliver to our staff; they will also redeliver training to the whole school.   The use of SRCL funds for dedicating teachers to become Certified Reading Instructors would sustain us as Certified Reading Instructors in turn would train our teachers to become highly effective reading endorsed.

To assist in teacher retention, new teacher meetings will be held to address all the components of balanced literacy. Typically, new teachers report three days before other teachers for the new school year. During this time, we will have literacy leaders meet with teachers to provide professional learning. Teachers will also have the opportunity to view videos that were made by literacy leaders demonstrating balanced literacy in action and view lesson plans and instructional calendars in FultonConnect. In addition new teachers will be supported by a member of the literacy team. They will also be supported during their collaborative team planning times.

Sustaining Resources

The media center budget will sustain print material and will be inventoried. Missing print items will be replenished using the media center budget, Title I funds, donations through our business and community partners, and fundraising efforts.

Sustaining the Literacy Plan

In addition to re-locating resources in our school's budget and Title I budget, the school will aggressively seek additional grant funding that will address some of the items listed. The school will also seek specific items from business and community partners based on their amount of commitments. Moreover, we have established a Grant Writing Lead Team who will search for other avenues and grants to help with the sustainability of grant initiatives during and beyond the five years. We will continue to rely on Fulton County Schools' resources for the continuation of literacy. Our school technology specialist will be able to maintain the longevity of the technology equipment concurrently with the district's technology plan to help sustain investments made in educational technology.

Budget Summary

Feldwood Elementary School is appreciative of any financial support to come our way, and we will use grant funds to improve individual and school-wide student achievement gains. We plan to purchase items that our school can sustain after grant funding ends. Funds will be used to enhance our instructional program, assessment program, professional development, technology needs, and parent/family involvement.

Instructional Program

Funding is requested to pay for creative literacy projects, a school-wide book club, classroom libraries, and field trips. These creative endeavors broaden our students' learning experiences while helping to develop literacy skills in our school's youth development and providing a fun and educational experience to children and families who rarely get such opportunities. Funds will also be used to purchase leveled readers and content books to expand our current leveled-reader library and online software subscriptions that will aid in student learning, eBooks, and teacher efficacy. Funds are also requested to purchase a writing program to improve writing scores school-wide. We also request funds for the infrastructure of and professional development for an inspired classroom model for each grade level. Funding is needed to pay for additional materials and supplies as well as teacher salaries to expand Extended Learning (currently for grades 3 and 5) to include students in all grade levels. This will help improve their literacy skills to meet or exceed on standardized tests.

Assessment Program

Funding is needed to pay for training and materials for implementation of DIBELS Next and SRI.

Professional Development

Grants funds are requested to pay for professional development and consultants. On-going professional development is an instrumental part of achieving teacher success and teachers can stay current regarding the constantly changing aspects of educational practices. Funding is also requested to pay for our teachers to become Reading Endorsement Trainers. This investment

ensures that teachers have an understanding of how to provide quality literacy instruction. It will be our goal that all of our teachers are or will become reading-endorsed.

Technology Needs

Funds are needed to purchase tablets and downloadable apps for student instructional use. Teachers will implement the use of digital tablets throughout small group instruction for integrating content across the curriculum and promote instructional rigor. We also plan to purchase additional card readers. All students will benefit from these readers to enhance on phonemic awareness, recognition of sight words, and build vocabulary. Funds are also requested to purchase mobile laptop carts to provide more students access to digital material in the classroom, sets of headphones with microphones for each classroom and the computer lab so that students can receive instruction, and video cameras that will allow teachers to maximize instructional time and effectiveness through filming themselves for self-evaluation and peer observations and sharing literacy expertise within the school. All hardware and software purchased will comply with Fulton County Schools' standards, policies, procedures, and guidelines. Hardware and software purchased that is considered non-standard to FCS will either be purchased with manufacturer warranty agreements that cover repair and maintenance or funding for a consultant who will provide maintenance and support.

Parent/Family Involvement

To engage Feldwood's families and strengthen parental involvement throughout the school year, we will add several family literacy workshops and parent academies. These activities will provide opportunities to distribute materials and resources to families and promote literacy strategies needed to increase student achievement.

Stipends

Funding for stipends is requested for a Grant/Projector Manager who will oversee the execution of the grant. Funds will pay for teacher stipends commiserate with extra duties beyond contractual obligations as well as substitutes to relieve teachers when attending trainings.