School Profile

Created Wednesday, December 05, 2012
Updated Thursday, December 06, 2012

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School Information

School Information	District Name:	Fulton County Schools
School Information	School or Center Name:	Brookview Elementary

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal | Name:	Dionne Glass
Principal | Position:	Principal
Principal | Phone:	4046698020
Principal | Email:	glassdc@fultonschools.org

School contact information

(the persons with rights to work on the application)

School contact information | Name:	Dionne Glass
School contact information | Position:	Principal
School contact information | Phone:	4046698020
School contact information | Email:	glassdc@fultonschools.org

Grades represented in the building

example pre-k to 6

PK-5

Number of Teachers in School

32

FTE Enrollment

466

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: <u>Larry Wallace</u>
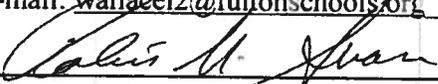
Position/Title of Fiscal Agent's Contact Person: <u>Program Administrator</u>

Address: <u>Fulton County Schools – 2370 Union Road SW</u>

City: <u>Atlanta</u>   Zip: <u>30331</u>

Telephone: <u>(404) 346-4376</u>   Fax: ( )

E-mail: <u>wallace12@fultonschools.org</u>

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

<u>Dr. Robert M. Avossa</u>
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

<u>12-11-12</u>
Date (required)

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

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

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

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

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

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

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

     1. Disqualify the Applicant, or

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

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

b. Employee Relationships

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

     1. The names of all Subject Individuals who:

       a. Participated in preparation of proposals for award; or

       b. Are planned to be used during performance; or

       c. Are used during performance; and

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

     1. The award; or

     2. Their retention by the Applicant; and

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

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

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

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

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

c. <u>Remedies for Nondisclosure</u>
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. <u>Annual Certification</u>. The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

II.   **<u>Disclosure of Conflict of Interest after Agreement Execution</u>**

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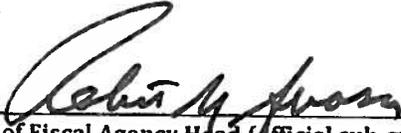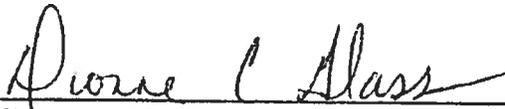
_____
Signature of Fiscal Agency Head (official sub-grant recipient)

_____Robert M. Avossa - Superintendent_____
Typed Name of Fiscal Agency Head and Position Title

_____12-11-12_____
Date

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

_____Brookview ES   Principal_____
Typed Name of Applicant's Authorized Agency Head and Position Title

_____11/30/12_____
Date

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

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

_____
Date (If applicable)

Preliminary Application Requirements

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

General Application Information

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

Å Zf t

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

SRCL Grant Rubric

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

Å Zf t

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

Assessment Chart

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

Å Zf t

Assessments

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

Å JBhsf f

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.

Å JBhsf f

Grant Assurances

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- 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

2007

07-1. Segregation of Duties - Repeat

Condition/Cause: The size of the School System's accounting and administrative staff and the lack of proper delegation of duties and training precluded certain internal controls, that would be preferred if the office staff were large enough, to provide optimum segregation of duties. Substantial duties relative to the receipt and disbursement processes, computer controls, payroll, and general ledger functions are handled by one individual.

07-2. - Proper Recording of Property Taxes Receivable and Deferred Revenue

Condition/Cause: Property taxes receivable and deferred revenue were underestimated by management as of June 30, 2007.

07-3. - Proper Recording of On-Behalf Payments in the General Fund

Condition/Cause: Management did not recognize revenue and expenditures in the General Fund for health insurance paid on the School System's behalf by the Georgia Department of Education to the Department of Community Health for health insurance of non-certified personnel.

07-4. - Error in Posting Year-end Donated USDA Commodities in the School Nutrition Special Revenue Fund

Condition/Cause: Management made an error in posting donated USDA commodities as revenue and inventory at year-end.

07-5. - Cash Management - Title I, Part A (CFDA 84.010) - Repeat

Condition and Context: The School System is not properly segregating duties in regards to draw down requests in that the draw down requests tested for the year ended June 30, 2007 were prepared and authorized by the same person.

07-6. - Cash Management - Title II, Part A, Improving Teacher Quality (CFDA 84.367)

Condition and Context: The School System is not properly segregating duties in regards to draw down requests in that the draw down requests tested for the year ended June 30, 2007 were prepared and authorized by the same person.

07-7. - Error in Student Benefit Determination - Child Nutrition Cluster (CFDA 10.555) - Repeat

Condition and Context: For the year ended June 30, 2007, we noted one instance in which an ineligible student received benefits under the Child nutrition Cluster program.

2008

2008-1. Restatement of Beginning Fund Balance/Net Assets - Prior Period Adjustments
Finding: Internal controls were not sufficient to prevent material misstatements in the reporting of the School System's financial statements.

2008-2. Timely Recording of Intergovernmental Receivable and Deferred Revenue – 2002 SPLOST Capital Projects Fund and 1997 SPLOST Capital Projects Fund
Finding: The School System's Program Management Director responsible for State Capital Outlay projects and management of the School System did not timely request State reimbursements for capital construction as of June 30, 2007

2008-3. Proper Reconciliations of Cash Accounts – General Fund and Pension Fund
Finding: Management of the School System did not accurately or timely reconcile the School System's bank account in the General Fund and the Pension Fund's bank account at year-end.

2008-4. Eligibility - Title I, School-wide Programs (CFDA 84.010)
Finding: As noted in our testing of the schools in the district operation school-wide programs, one (1) of the thirty-three (33) schools tested did not have all of the required elements to operate a school-wide program.

2008-5. Error in Student Benefit Determination – Child Nutrition Cluster (CFDA 10.553 and 10.555)
Finding: An ineligible student received benefits under the grant and reimbursement for the student's meal was claimed under the grant. Therefore, unallowable costs were charged to the grant. In one (1) instance, the necessary changes were not made to the system when verification documents provided by the student did not support the initial benefit determination.

2009

2009-1. Restatement of Beginning Fund Balance/Net Assets - Prior Period Adjustments
Condition: Internal controls were not sufficient to prevent material misstatements in the reporting of the School System's financial statements for the year ended June 30, 2009.

2010

NO FINDINGS

2011

2

2011-01 Timely Recording of Intergovernmental Receivable and Deferred Revenue - 2007 SPLOST Capital Projects Fund

Condition: As of June 30, 2011, documentation from the State regarding approved proceeds from the 2010 application to support the recording of State reimbursements for capital construction projects was not recorded by the School System.

2011-02 Collateralization of Deposits

Condition: As of June 30, 2011, deposits of the School System held at a financial institution totaling approximately $2.7 million were not fully collateralized or insured in accordance with the Official Code of Georgia Annotated (OCGA) Section 45-8-12(c). The pledged collateral for these accounts was less than the required amount by approximately $2 million.

2011—03 . Allowable Costs/Activities - U.S. Department of Education. IDEA. (CFPA #s 84.027, 84.173, 84.391, and.8.4,392)

Condition and Context: For the fiscal year ended June 30, 2011, the School System did not properly maintain semi-annual certification of time and effort sheets for teachers and other staff being paid out of Special Education funds during the period of August - December 2010. Eleven (11) out of 120 items sampled during our testing did not have semi-annual certification of time and efforts sheets for the fall semester of the school year. The errors occurred during the procedure to send the forms to each of the schools as several forms were improperly not sent. The processes, however, were updated during the spring semester and our testing disclosed no instances of noncompliance for that period of the fiscal year.

DISTRICT NARRATIVE

Brief History and Demographics: Fulton County Schools (FCS) is a large district both in terms of enrollment – more than 93,000 students – and in terms of geographic size – 78 miles from north to south. FCS has two distinct regions that are physically bisected by the City of Atlanta's school system, the Atlanta Public Schools. The district employs approximately 10,500 staff, including more than 6,800 teachers and other certified personnel. During the 2012-2013 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 42% Black, 33% White, 13% Hispanic, 9% Asian, and 3% Multi-Racial. More than 44% of FCS students receive free and/or reduced-priced meals. Many schools in the northern part of the district have less than 5% of their students eligible for free and/or reduced-priced lunches while many schools in the southern part of the district have over 95% of their students eligible. Ten percent of FCS students are classified in special education, and seven percent are classified as having limited English proficiency.

Current Priorities and Strategic Planning: As part of its strategic planning process, FCS examined environmental realities, student needs, and organizational opportunities and identified five major themes based on stakeholder feedback: Advancing Instruction, Enhancing People, Integrating Technology, Ensuring Effective Schools, and Managing Resources. Under each theme, FCS identified its current priorities and built a strategic plan for 2012-2017. The plan focuses on enabling students to graduate college and to be career ready. To hold FCS accountable for the strategic plan, the district has committed to three long-term outcomes: **Graduation Rate:** 90% of Fulton students will graduate on time; **College Readiness:** 85% of

Fulton's seniors will be eligible for admission to a University System of Georgia college or university; **Work Readiness**: 100% of FCS graduates will be work-ready certified.

Current Management Structure: FCS is governed by an elected seven-member Board of Education that selects the Superintendent of Schools. Within the school system, the Superintendent – Dr. Robert Avossa - oversees the operations of six divisions: Academics, Information Technology, Operations, Financial Services, Human Resources, and Strategy & Innovation. In addition, FCS is divided into four "learning communities": Northwest, Northeast, Central, and South. Organized geographically, the learning communities allow a decentralized approach to school management and provide schools the opportunity to work more closely together, aligning resources. Each is managed by an area superintendent and supported by an executive director.

On July 1, 2012, FCS became the largest charter system in the state of Georgia. Operating as a charter system is a game-changing opportunity for FCS to leverage more autonomy to implement innovative strategies, to increase student achievement, and to guide continual improvement. With state approval of the charter system model in hand, FCS has the legal authority to implement non-traditional instruction and curriculum options, as well as education reform ideas articulated by its stakeholders. The organizational framework by which FCS is implementing its charter system will devolve decision-making to the local school level, generating new opportunities for innovation and place-based strategies. Striving Reader schools will take advantage of the flexibility provided to the district through its charter system status to implement the more innovative aspects of their literacy plans.

Past Instructional Initiatives: FCS 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-week 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.

Literacy Curriculum: FCS is implementing the Common Core Georgia Performance Standards (CCGPS) in K-12 English language arts and K-9 mathematics as well as literacy standards in grades 6-12 social studies, science, and technology curricula. The Common Core Standards infuse more rigor, complex texts, and informational reading for our students. FCS is adopting new Reading and English/Language Arts (ELA) materials for the next school year. FCS solicited extensive input from teachers, parents, students and administrators via surveys, feedback from a district oversight team, and a pilot of two vendor finalists. This process served not only the materials adoption but also established a basis on which to build our district's literacy plan. Balanced literacy is a K-5 literacy instructional approach that creates a gradual release of responsibility from the teacher to the student. FCS's balanced literacy approach will be used to ensure that each student will progress at his/her optimum pace and depth to maximize academic achievement. This approach will include:

- assessment based planning and student placement;

- modeled, shared, guided, and independent reading and writing;

- explicit skill instruction;

- use of authentic texts across content areas;

- integrated use of technology;

- authentic applications of learning.

Literacy Assessments: Our Striving Reader Cohort 1 schools use DIBELS Next and Scholastic Reading Inventory (SRI) literacy assessments. Other schools use Developmental Reading Assessment (DRA2) and Balanced Assessment System (BAS) reading assessments. Further, FCS uses benchmark assessments called Checkpoints. Checkpoints assessments use a pre and post-test formula and are aligned to the Criterion-Referenced Competency Test (CRCT), Georgia's summative assessment that is administered in the spring. The 2013 and 2014 CRCT will be aligned to the CCGPS. The Partnership for the Assessment of College and Career Readiness (PARCC) assessment will become the summative assessment in April 2015. As FCS transitions to CCGPS and the administration of new summative assessments, FCS anticipates a temporary dip in scores. FCS schools administer a writing assessment every nine weeks that focuses on the studied genre. Schools create common assessments and assess formatively; therefore, a balanced assessment approach continues to be the assessment model for the district.

Need for a Striving Reader Project: The schools included in our district-wide submission for Striving Reader Comprehensive Literacy Cohort II funding were strategically selected to demonstrate FCS's commitment to literacy improvement from Pre-K to 12th Grade. By including our Pre-K program, 6 elementary schools, 2 middle schools, and 1 high school we demonstrate a clear need for literacy support that runs throughout an entire feeder pattern. All schools selected are within the South and Central Learning Communities, where additional literacy resources are of the greatest need.

On average, students in FCS perform better than students across the state. In 2011, a larger percentage of FCS students met or exceeded CRCT standards than students across the state—in every grade and every tested subject. Yet, these district averages mask the rather striking achievement gaps within the district. As with so many schools and districts across the

country, the high poverty schools in FCS tend to fall at the lower end of the performance spectrum. Schools with large groups of students with disabilities or English learners struggle to meet achievement standards. A survey conducted last year of administrators, teachers and parents highlights concerns with the district's literacy efforts and Reading and ELA curriculum and instruction. More than 53% of administrators responding do not believe the current Reading and ELA materials provided by the district address the needs of all components of literacy. More than 54% of parents do not believe their school offers adequate opportunities for parents to learn strategies to support their child's learning in the home. Clearly, the data point to a need for additional materials, professional development, parent outreach and supports to ensure quality literacy instruction in our schools. The Striving Reader grant will help FCS address these challenges.

District Management Plan and Key Personnel

The FCS management team has extensive experience working across departments and with external partners to achieve project goals and thus will implement the proposed project on time and within budget. The following individuals are qualified for their role and committed to improving literacy in targeted schools. The full time equivalent (FTE) for Fulton County Schools' staff to implement the grant is included in parentheses.

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

Dr. Scott Muri – FCS Deputy Superintendent Instruction (0.05 FTE) will chair the Striving Reader Governing Board and provide strategic oversight for grant implementation. Dr. Muri reports directly to the Superintendent.

Amy Barger – FCS Assistant Superintendent Learning and Teaching (0.10 FTE) will be accountable for the Striving Reader grant and will supervise the Striving Reader Program Administrator to integrate proposed strategies and supports with other system processes to ensure alignment.

Dr. Donald Fennoy and Karen Cox – Area Superintendents (0.10 FTE) are the Area Superintendents for the South and Central Learning Communities. They will ensure vertical alignment of curriculum and professional learning across Striving Reader schools. In their capacity 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 also have program specialists in each content and specialty area that provide support in all areas of instruction.

Larry Wallace – FCS Striving Reader Program Administrator (1.0 FTE) will coordinate the Striving Reader project and manage the grant budget. Mr. Wallace will serve as a bridge among the schools and the functional areas involved. Mr. Wallace has most recently served as Program Administrator for the district's $4.2 million Striving Readers Comprehensive Literacy Grant and the $5.2 million Smaller Learning Communities grant. He has extensive experience managing complex projects, involving multiple partners, with significant reporting requirements.

All members of the Executive Leadership Team have read each individual school's plan and reviewed each application with both the system and school teams. In reviewing the applications, we looked for alignment of Striving Readers goals with the district's and school's strategic and Title I plans. After reviewing all of this information there is a clear understanding of each school's plan and support will be given to implement the plans. The alignment of the Striving Reader goals allows the Learning Communities to narrow the focus of their monthly meetings and provide targeted support to the schools.

When start-up funding is awarded in February, principals will meet with the Area Superintendent and Program Administrator to develop their performance plan and begin the Budgeting for Outcomes (BFO) process. The BFO ensures that the cost center and grant budgets are developed by priority and are comprised of new ideas, innovations, cooperation, and improvement. Once the performance plan and budget are completed they are submitted to the Superintendent, Board of Education, and Georgia Department of Education for approval. The performance plans, budgets and assessment data are reviewed monthly to ensure implementation and compliance with local, state and federal regulations. In January, budget services conduct an

analysis by function, department, and commitment item. The midyear analysis and necessary adjustments are then presented to the Board of Education. Final reports will be completed by the Program Administrator and forwarded to the state in July.

EXPERIENCE OF THE APPLICANT

Fulton County Schools (FCS) has a strong track record of effectively implementing large, competitive grants at the federal, state, and private foundation level. The table below summarizes our grant initiatives.

Competitive Grant Title	Funded Amount
Striving Reader Comprehensive Literacy Cohort I grant	$4.5M
Innovation Fund grant	$640,326
Smaller Learning Communities grant	$5.2M
Readiness & Emergency Management for Schools grant	$608,355
Teaching American History grant	$989,801
Carol M. White Physical Education grant	$1.5M
Mathematics and Science Partnership grant	$440,356
Strategic Data Project grant	$500,000

Capacity: As demonstrated through our history with successful implementation of multiple federal, state and private grants and internal initiatives, FCS staff and faculty have the capacity and expertise to successfully implement large, complex initiatives. FCS will implement the proposed Striving Reader project on time and within budget. The FCS management team has extensive experience working across departments and schools as well as with external partners to achieve project goals. Further, FCS has rigorous internal controls that ensure funds are properly used and achieve intended results. FCS provides grant management training on all policies and procedures to all staff prior to releasing grant funds. Programs with similar goals and purposes are coordinated to reduce waste and increase efficiency. FCS is committed to the Striving Reader project and values the need to provide high-quality literacy support to targeted schools. Dr. Robert Avossa, the superintendent, has made this initiative a district priority. Conducting needs assessments in the Cohort 2 schools has provided a solid foundation for FCS's Striving Reader grant and has allowed district and school leaders to plan with the end in mind. That is, the district

and targeted schools have established long-term goals and incorporated sustainability considerations into their literacy plans.

Sustainability: FCS will sustain programming beyond the grant period by securing funding from a variety of sources. FCS general operating funds will be used to support literacy investments. Title II, Part A funds will help support professional development in literacy. Grant funding from local and national philanthropic organizations will be pursued to sustain the literacy interventions over time. Prospective funders who have a philanthropic focus on supporting literacy initiatives include: Laura Bush 21st Century Librarian Program, National Endowment for the Humanities, The Libri Foundation, The Braitmayer Foundation, The Malone Family Foundation, etc. The local business community will also be solicited for corporate contributions to support literacy interventions, e.g., Dollar General, Verizon, AT&T, Target, Wal-Mart, Sylvan Dell Publishing, Houghton Mifflin Harcourt, Barnes and Noble, ING, Sun Trust, etc.

Internally-funded Initiatives: FCS has developed and implemented numerous education programs 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, ongoing assessment, use of data, and continuous improvement. FCS's benchmark assessment program, known as Checkpoints, assesses student mastery of standards in a pre-test/post-test format each 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 through an online Student Achievement Management System (SAMS). Teachers access SAMS to support instructional practices through pacing guides, units, lesson plans and instructional resources for all curricular areas and grade levels. The utilization of these

formative assessments and the analysis of student-specific data have enabled teachers to

implement differentiated learning strategies to improve student achievement.

School Narrative

Brookview Elementary is located in East Point, Georgia and has 464 students enrolled in grades Pre-kindergarten to fifth grade. It is a part of the South Learning Community in the Fulton County School System. The school opened in 1973 serving students in grades kindergarten through seventh. It is nestled in a small community that serves stakeholders in an immediate 3 mile radius. The school has always prided itself on the tradition of being a community school where many of the students and parents are still able to walk to school.

Almost forty years later, Brookview serves students in grades Pre-kindergarten through grade five and continues to foster that same community spirit. Our mission is to prepare students to become productive, contributing members of a competitive, culturally-diverse and technologically advanced society by:

1. Providing quality and innovative learning experiences that encourage academic excellence;

2. Fostering a safe and orderly environment; and

3. Establishing positive partnerships between students, parents and community leaders.

Brookview's leadership consists of educators with a wealth of experience, but only a few years working together as a leadership team. Ms. Dionne Glass, the school principal has over 20 years of educational experience. The beginning of the 2012 – 2013 school year marks her third full year as principal of Brookview. Kimberlie Prather, assistant principal began her second year in this role at the beginning of the 2012 – 2013 school year. This also marks her tenth year of service to Fulton County Schools. The end of this school year will mark two years of service to Brookview by the Curriculum Support Teacher, Michelle Hall. Ms. Hall has been an educator for

16 years. The change in school level leadership reflected above has prompted teacher attrition. Upon the teams' arrival, the collective years of service to Brookview Elementary School exceeded 70+ years. Expectations for the type of instruction delivered to students has progressed to standards based instruction, instructional practices that incorporate technology, and more progressive and current best practices.

Brookview has been identified as a Distinguished Title I School for eight consecutive years. It has made Annual Yearly Progress for ten consecutive years; however, Brookview has experienced a continual decline in its Reading, ELA, Writing, Science and Social Studies achievement as indicated by the GA Writing Assessment, CRCT and ITBS.

In the 2011-12 school year the make-up of the student body was 99.7 percent African American and .3percent Asian. Our student body consists of 10 percent of students with identified disabilities, and a 73percent mobility rate based on the school's most current data. Brookview has no students that receive ESL services.

The 2010 United States Census reveals that the educational attainment of 82percent of residents in this area have a high school diploma and 24percent have a bachelor degree or higher. Nineteen percent of the people in the East Point area live below the poverty level as compared to 16 percent in of the people in the state of Georgia (Census, 2010). The percentage of people in East Point under the 18 that live in poverty is 30 percent.

Eighty-eight percent of Brookview students qualify for free or reduced lunch. School achievement can be a challenge for the economically disadvantaged. Research shows "there is a significant economic reading gap for students: only 16 percent of students eligible for 'free or reduced lunch' programs are proficient in reading, compared to 42 percent who are not eligible ((NAEP Reading cited in Read Every Day, ND)". Students who are raised in homes where

books are plentiful go further in school and having a variety of books at home decreases the amount of summer learning loss for students of poverty (McGill-Franzen and Allington cited in Read Every Day).

Brookview presently has 21students who are classified as homeless. As a school, Brookview works to ensure that the students' emotional, social, physical, and academic needs are met in many ways. We provide students with supplies necessary for completing school assignments. Brookview works in conjunction with Alpha Kappa Alpha Sorority, Inc. and Southwest Christian Church to provide "Blessing in a Backpack" snacks each weekend for our homeless students. Brookview faculty and staff provide additional support through our counseling department and school social worker.

The need for us as educators at Brookview is to provide a comprehensive plan of action to meet the total needs of the students, families, and the community of which we are a part. This would entail professional development for all staff members, extending our partnership with other members of the community, providing leveled and engaging reading materials for home and school, and implementing a comprehensive outreach to parents to assist them in providing support to their children.

After an analysis of our school-wide staff perception surveys and student achievement data, we have identified the following professional development needs aligned to our current initiatives.

Professional Learning Needs and Current Initiatives
Writers Workshop
Standards Based Instruction
Best Practices in Small Group Instruction for Reading and Math
Data Usage and Analysis Meetings
Differentiated Instruction
Common Core GPS – Unpacking for Understanding
PKES/TKES
Depths of Knowledge
Understanding by Design
Backward Design
Balanced Assessment
Academically Challenging Environments
Teacher Commentary
RTI Intervention – Tiers 2 and 3
Characteristics and Implementation of Effective Professional Learning Communities
Effective use of data garnered from universal screeners
Effective use of strategies for inclusion of students with disabilities (SWD)
Tales for Learning literature sets to integrate into math and science into the reading curriculum.
Informational literacy and writing in the content areas (math, science, social studies)
Use of Talented and Gifted (TAG) strategies in general and special education classes

School/District Literacy Plan

<u>Scientific Evidence Based Literacy Plan</u>

Fulton County Schools does not have a documented balanced literacy plan that can be attached to this grant. The literacy leadership through the English/Language Arts Department references research to determine best practices in literacy instruction. For the primary grades, the work of Donald Graves, Lucy Calkins, Richard Allington, Ralph Fletcher, Fountas and Pinnell, as well as others form the framework for the district's literary instruction are referenced.

A balanced literacy approach through Writer's and Reader's Workshops (Shared Reading and Teacher Read-Alouds, Mini Lessons, Teacher Modeling, Student Writing and Sharing and Teacher Conferencing) has been the instructional focus of the English/Language Arts Department. Because the systemic approach to literacy was fragmented with varieties of writing and reading programs, we have adopted the workshop approach for K-12 Language Arts classes.

Brookview has built its literacy plan around the six building blocks identified in the document, *Georgia Literacy Plan Kindergarten-to-Grade 12 Necessary Building Blocks for Literacy: "The What"*, developed by the Georgia Department of Education (GaDOE). The needs assessment that our literacy team conducted helped to guide us as we carefully researched and leveraged documents such as GaDOE's *Georgia Literacy Plan: "The Why"*.

Building Block 1: Engaged Leadership

A. Administrators at Brookview demonstrate a commitment to learn about and support evidence-based literacy instruction in our school. Support from the Administrative Team (Principal; Asst. Principal; Curriculum Support Teacher; Data Support Specialist; Student Support Team Chairperson; and Professional Development Liaison) includes conferences

with teachers, teacher observations, feedback, model lesson demonstrations, and engagement in rich discussions about instructional practices.

B. Literacy Team Structure

Our literacy plan is a vital component of our School Improvement Plan. We included members on the team that are stakeholders in our school and who are advocates for implementing the whole child approach to literacy. While developing our comprehensive School Improvement Plan, we collected extensive data and input from our stakeholders. Our Literacy Team is newly formed and is comprised of members of our leadership team and other staff members with an expertise in literacy development The individuals below serve on our literacy team and will meet monthly to discuss literacy needs. The data will be shared and the staff will be given the opportunity to weigh in on the objectives and initiatives. The literacy team will use surveys and discussion time during grade level meetings to get input from the staff in order to get the most input about the plan and decisions that need to be made.

Member Name	Title / Role
Dionne Glass	Principal
Kimberlie Prather	Assistant Principal
Michelle Hall	Curriculum Support Teacher
Torey Domineck	Data Support Specialist
Belinda Harris	Teacher
Teresa Merriweather	Primary EIP Teacher
Giselle McCalla	Speech Pathologist

Sharondalyn Dupree	4th Grade Teacher
Angie Jackson	Intermediate EIP Teacher
Lucille Clayton	Technology Specialist
Christian Padgett	3rd Grade Teacher
Jessica Law	Media Specialist
Connie Oliveira	TAG Teacher

C. The use of time and personnel is leveraged through scheduling and collaborative planning. Data Team/Curriculum meetings and Professional Learning Communities (PLCs): All of the teachers participate on grade level data teams which meet two Thursdays each month with the Data Support Specialist. During these PLCs, teachers work together to analyze student achievement data and develop interventions to support student needs uncovered through the analysis. During the Curriculum meetings the teachers meet with the CST to work on unpacking standards, instructional strategies, best practices, etc. This meeting occurs two Thursdays each month. Also, our teachers have protected PLC meeting time each Wednesday to meet with their grade level to discuss data, lesson plans, student work, and instructional strategies.

D. A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the Common Core Georgia Performance Standards.

- Departmentalization in Grade 5: We have a Reading/ELA teacher; Math teacher; Social Studies and Science teacher; and each homeroom teacher teaches Health and Writing. This allows teachers to focus on their areas of strength.

- Inclusion Model of Instruction: We initiated an inclusion model between the general and special education teachers for our students with disabilities in Reading, ELA, Writing, Math, Social Studies and Science in 5th Grade. In grades 1st - 4th, the special education teachers use the inclusion model during Science and Social Studies.

- PLCs: Our teachers have protected PLC meeting time each Wednesday to meet with their grade level to discuss data; lesson plans; etc.

- Peer Observation: Teachers observe other colleagues for insight into how to enhance instructional strategies. There is also opportunity for reflective discussions.

E. Literacy instruction is optimized in all content areas.

F. The community at large supports schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards.

- Blessings in a Bag was sponsored through a local church to help families in need during the holiday season.

- Alpha Kappa Alpha Sorority, Inc. supported local families in need during the holiday with food and non-perishable items.

Building Block 2: Continuity of Instruction

A. Active Collaborative teams ensure a consistent literacy focus across the curriculum.

B. Teachers provide literacy instruction across the curriculum.

C. Out-of-school agencies and organizations collaborate to support literacy within the community.

- Rotary Club and Hilton Hotel give dictionaries to the students in 3rd grade annually.

Building Block 3: Ongoing Formative and Summative Assessments

A. An infrastructure for ongoing formative and summative assessments is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.

- *Literacy Assessments:* FCS uses benchmark assessments called Checkpoints. The English/Language Arts Department produces four benchmark assessments per year in grades two through five which assess reading, language arts, and writing. Checkpoints assessments use a pre and post-test formula and are aligned to the Criterion-Referenced Competency Test (CRCT), Georgia's summative assessment that is administered in the spring. FCS schools administer a writing assessment every nine weeks that focuses on the studied genre of writing. Schools create common assessments and assess formatively; therefore, a balanced assessment approach continues to be the assessment model for the district.

B. A system of ongoing formative and summative assessments is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.

C. Problems found in screenings are further analyzed with diagnostic assessments.

D. Summative data is used to make programming decisions as well as to monitor individual student progress.

E. A clearly articulated strategy for using data to improve teaching and learning is followed. Data Teams: All of the teachers participate on grade level data teams which meet two Thursdays each month with the Data Support Specialist. During these data meetings,

teachers work together to analyze student achievement data from formative and summative assessments to develop interventions to support student needs uncovered through the analysis.

Building Block 4: Best Practices in Literacy Instruction

A. All students receive direct, explicit instruction in reading to include small guided reading groups.

- Voyager Universal Literacy

    o Students in kindergarten through third grades are instructed in reading with the Voyager Universal Literacy curriculum. Voyager is designed to help students learn to read at or above grade level by third grade. Students receive instruction in key components of reading (phonemic awareness, phonics, comprehension, vocabulary and fluency) identified by the National Reading Panel (NRP, 2002). Frequent benchmark assessments allow teachers to monitor the progress and differentiate instruction for individual students. (Davidson, 2002; Tomlinson, 1999; Gregory and Chapman, 2002)

- Grade 4 Harcourt Reading Series which consists of direct instruction; small group instruction and independent work for a 1½ hour block of time.

    o *Trophies* is a research-based, integrated, developmental reading/language arts program. Explicit phonics instruction; direct reading instruction; guided reading strategies; phonemic awareness instruction; systematic intervention strategies; and state-of-the-art assessment tools comprise the core

components. (Harcourt Publishers, *School District of Upper Dublin Curriculum Department)*

- Grade 5 Good Habits Great Readers

  o The *Celebration Press Reading: Good Habits, Great Readers* program is premised on the notion that good readers utilize effective strategies (good habits) and that teachers can help students learn and employ these strategies in their reading. Therefore, a distinguishing feature of the program is that it provides explicit models for instruction in reading strategies and skills. This explicit instruction facilitates students' development of effective metacognitive strategies so they can actively make sense of text as they read (Pearson Education, Inc., 2007).

B. All students receive effective writing instruction across the curriculum

- Writing Block: Each day all students participate in Writers Workshop. A 30 minute block is embedded each day where teachers provide students with a mini-lesson on a standard, opportunity for students to write and conference with teachers to provide feedback on writing and to publish their writing. Writing lessons are modeled for teachers in all grade levels. This process has been in place for two years and all teachers have been trained on the process. Writing Calendars and Data Review Dates: Professional Development Liaison helps teachers plan instruction in writing. The topics are aligned to the current ELA unit writing standards. Students produce two to three writing samples every nine weeks that are scored using the appropriate rubric. Data is collected and instructional strategies are implemented based on the data. Grades 3rd-5th participate in a Mock writing assessment 3 times a year.

C. Extended time if provided for literacy instruction

- Early Intervention Program (EIP) Early Intervention Program: 45-50 minutes of additional direct instruction in Reading for grades K-5.

  o The EIP program is designed to serve students who are at risk for not reaching and mastering grade level standards. It provides additional instructional resources for students who are performing below grade level to obtain the skills necessary to meet standards. Students' progress is monitored and frequent feedback is given. (Marzano, *What Works In Schools*. 2003)

- Extended Day/Extended Learning/Saturday School Program

  o These programs increase the amount of instructional time for students to provide them with additional opportunities to learn. (Marzano, *What Works In Schools*. 2003)

- Scana After school program: After school program for at-risk students in grades 2nd and 4th. During the Scana after school program students work on skills that they struggling with in core content areas. Successmaker is also utilized to individualize their instruction.

D. Teachers are intentional in efforts to develop and maintain interest and engagement as students' progress through school.

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

A. Information developed from the school-based data teams is used to inform the RTI process. After universal screening, school and/or grade level RTI data teams meet to

analyze data, place students in tiered intervention groups, and design instruction and intervention.

B. Tier 1 instruction based upon the CCGPS in grades K-12 is provided to all students in all classrooms.

TIER 1

STANDARDS-BASED CLASSROOM LEARNING FOR ALL STUDENTS

All Fulton County students participate in Tier 1/general education learning that includes:

- Universal screenings (three times yearly)

- Implementation of the Common Core Georgia State Standards (CCSS) through a standards based classroom structure.

- Differentiation of instruction including fluid, flexible grouping, multiple means of learning, and demonstration of learning.

- Progress monitoring of learning through multiple formative assessments.

If less than 80 percent of the entire student population meets the benchmark on the universal screening measure, the school data team should review and evaluate the effectiveness of the core curriculum and fidelity of instructional practices.

When the standards-based learning environment is implemented with fidelity, 80-100 percent of students are successful in the general education classroom. If this percentage exists, data teams should identify which students may need Tier 2 interventions based on universal screening data, in conjunction with other available data.

Students identified will require additional assessment in reading, math, or behavior to ensure accurate identification of struggling students or students not performing at expected levels.

Students identified are placed in Tier 2 interventions that supplement the Tier 1 classroom and parents are notified.

- Tier 2 needs-based interventions are provided for targeted students.

TIER 2

NEEDS BASED LEARNING FOR TARGETED STUDENTS

(Approximately 10-15% of students may need the frequency and duration of intervention provided in Tier 2)

Targeted students participate in learning that is different by receiving strategic intervention in addition to the Tier 1, core curriculum.

- Using universal screening data, summative assessment data, and Tier 1 formative assessment data, teachers and instructional leaders should determine concepts, content areas, and/or specific skills needing support.

- Tier 2 interventions should be pre-planned, developed, and supported at the school level in order to become "standard intervention protocols" that are proactively in place for students who need them.

- Intervention should occur for up to 6 weeks, 3-5 days a week for at least 15-20 minutes with 8 students or less; or for whatever parameters a specific research-based intervention sets.

- Progress monitoring with selected tool occurs to measure effectiveness of intervention.

When a student begins Tier 2 strategic intervention:

1. The data team/teacher completes the Tier 1 and Tier 2 Section of Fulton County RTI Documentation Form.

2. The teacher completes the Fulton County Language Skills Checklist. If five or more items are below benchmark for Listening Comprehension or Oral Expression, the teacher gives the checklist to the Speech and Language Pathologist (SLP).

3. Speech and Language Pathologist will collaborate with and provide the data team/teacher with interventions for oral expression and/or listening comprehension skills if necessary. Language intervention information should be completed on the Tier 2 section on the RTI Documentation form.

4. Parents are notified if their child will participate in Tier 2 interventions; however, parent permission is not required.

5. Intervention and progress monitoring begins.

After the appropriate amount of time (time in weeks depending on the intervention), or after 6 weeks (3 data points) the data team should assess student progress and determine if the student can discontinue participation in the Tier 2 intervention (and receive instruction solely in the general education classroom), if Tier 2 interventions need to be continued or changed, or if Tier 3 support, in addition to Tiers 1 and 2, is required.

- In Tier 3, Student Support Team (SST) and Data Team monitor progress jointly.

TIER 3

SST (STUDENT SUPPORT TEAM) DRIVEN LEARNING

Targeted students participate in learning that is different by including:

- Intensive, formalized problem-solving to identify individual student needs.

- Targeted research based intervention occurs 4-5 days a week for at least 30 minutes with 4 students or less.

- Progress monitoring with selected tool occurs weekly to measure effectiveness of intervention.

<u>When a student begins Tier 3 interventions (Request for SST is made):</u>

1. Teacher turns in to the school's Tier 3 chairperson:

    a. Completed Fulton County RTI Documentation Form for Tier 1 and Tier 2

    b. Data collection graphing documents

    c. Fulton County Language Checklist

    d. Behavior Skills Inventory

    e. Skills Inventory

2. The Tier 3 chairperson:

    a. Reviews all paperwork from data team/teacher – clarifies/returns incomplete forms within 1 week.

    b. Schedules the Tier 3 meeting within 3 weeks of receiving *all completed documents.*

    c. Sends to Parent/guardian

        i. Tier 3 - SST Meeting Notification

      ii.   Parent Questionnaire

      iii.   Consent for Hearing and Vision Screening

   d. Notifies Tier 3 team of meeting date, time, and location.

   e. Requests hearing and vision screening in accordance with the school's procedures once the Consent for Hearing and Vision Screening form is returned by parent/guardian.

   f. Schedules file review and collaboration with School Psychologist prior to Tier 3 meeting.

   g. Schedules file review and collaboration with IST prior to Tier 3 meeting.

   h. Schedules file review and collaboration with SLP if language data is being collected.

   i. Consults with counselor for social/emotional/behavior concerns (should attend meeting if data is also being collected in those areas).

   j. Consults with EIP/REP/ESOL teacher(s) if they serve the student (should be invited to meeting or provide information if they are not able to attend).

3. Tier 3 meetings require:

   a. A minimum of 3 school personnel in attendance, one of whom must be the student's classroom/referring teacher for the subject area of concern. Other members who are recommended to attend include:

      i. Tier 3 Chairperson – for all Tier 3 meetings.

      ii. Curriculum Support Teacher (ES) – for all Tier 3 academic concerns.

      iii. Counselor for the student (ES/MS/HS) – for all Tier 3 social/emotional concerns.

(If behavior is a concern and data is being collected in that area as well, the Assistant Principal responsible for discipline is also recommended to attend).

b. Other members may include principal, assistant principal, school psychologist, ESOL teacher, EIP/REP teacher, Special Education teacher, school social worker, speech and language pathologist, central office personnel, or other appropriate personnel.

c. Parents must be invited but are not required to attend.

d. Documentation of the Problem Solving Process

e. Copy of meeting summary to parent/guardian at conclusion of Tier 3 meeting or via US Mail if parent/guardian is not in attendance.

f. Copy of meeting summary to teacher(s) at conclusion of Tier 3 meeting.

g. Copy of meeting summary placed in student's Tier 3/SST file at conclusion of Tier 3 meeting.

4. The Tier 3 committee will:

a. Use the GADOE Problem-Solving Process to determine student support needed.

    i. Identify learning and/or behavior problem based on data

    ii. Conduct additional assessment if necessary (general education evaluation or other)

    iii. Develop plan and set goal

    iv. Implement plan

    v. Follow-up and support

    vi. Continuous monitoring and evaluation

b. Document above meeting discussion points using Fulton County Tier 3 Meeting Summary.

c. Meet every 4 weeks to evaluate fidelity and effectiveness of intervention implementation by analyzing progress-monitoring data.

    i. Students who meet the goal should have their SST file closed.* The team should then decide if the student returns to Tier 2 interventions, or participates in Tier 1 differentiated instruction without targeted or individualized intervention.

    ii. Students who make adequate progress should remain in Tier 3 intervention or return to Tier 2 intervention.

    iii. When a student is not making adequate progress, the team should use the problem-solving process to determine any changes in intervention, or decide if the current intervention should continue for 4 more weeks.

    iv. The IST, Psychologist, and SLP should be notified if a student is not making adequate progress after 8 weeks and be invited to attend any subsequent meetings.

    v. Students who do not make adequate progress toward goal within a twelve week time period may be referred for a Special Education Evaluation or possible Section 504 eligibility.**

Many students will be satisfactorily helped by the level of intervention provided at Tier 3. Their cases will revert to Tier 2 or Tier 1. In some cases, some students may present difficulties for which the even most effective known interventions appear to be inadequate. It is a

combination of supporting data and use of professional judgment as to when or if their cases are referred for a comprehensive evaluation to investigate for a suspected disability.

** At Tier 3, the length of intervention will vary by case, but most will occur over a six to twelve week period. For students who may eventually be considered for Specific Learning Disabilities eligibility, the minimum required time period for intervention and data collection is twelve weeks unless the intervention used specifically calls for fewer than twelve weeks.

The twelve weeks of intervention do not necessarily all have to take place in Tier 3. Additional weeks of intervention can take place:

- During the specified evaluation period for special education eligibility; and

- Tier 2, if the interventions are congruent with the interventions in Tier 3.

However, this should not be a common occurrence.

Existing Resources (Time, Personnel, and Strategies) for Tier I-Tier IV Instruction

Existing Resources for Tier I – Tier IV Instruction			
	Time	**Personnel**	**Strategies**
Tier 1-Core Curriculum			
Kindergarten -5th grade	2-2.5 hours daily of Literacy Instruction	• General Ed. Teacher • Kindergarten Para-Professional • Media Specialist	• Whole group instruction • Small group instruction • Centers • Technology • Brain Pop • Instructional calendars • Informal progress monitoring
Tier 2-Strategic Intervention			
Kindergarten -5th grade	• 30 minutes • Extended Day 2 hours (3rd and 5th) four days a week (Jan.-Mar.)	• General Ed. Teacher • Kindergarten Para-Professional • Early Intervention Program Teacher	• Small group instruction • Study Island Web-based Instruction • Informal collaboration • Individualized progress monitoring • Harcourt Trophies Intervention

			• CRCT practice materials
Tier 3-Intensive Intervention			
Kindergarten -5th grade	• EIP 45-50 minutes daily(K-5th) • Extended Day 2 hours (3rd and 5th) four days a week (Jan.-Mar.)	• General Ed. Teacher • Curriculum Support Teachers • SST chairperson	• Guided instruction • Instructional games • Study Island • Georgia OAS • Intense progress monitoring • CRCT practice materials
Tier 4-Due Process			
Kindergarten -5th grade	Determined by Individualized Education Plan	• Special Ed. Teachers • Speech pathologist • General Ed. Teacher • Instructional Support Teacher	• Student Support Team • Speech and language services • Co-teaching • Special Education • Second Language support

Building Block 6: Improved Instruction through Professional Learning

A. Preservice education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.

B. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in content areas.

Literacy Professional Development

• Writing in the Content Areas

   o Students will use writing in all core content areas. This will allow students to use the strategies of summarizing, synthesis, evaluation, and application to reflect on their learning (Allen, 2004; Horry, 2004)

• Voyager Alignment

• Unpacking Reading Standards

• Standards Based Instruction

- Incorporating language arts standards into the writing instruction

- Meaningful reading center activities

- Rigor

- Text Complexity

- Technology

The CRCT is designed to measure how well students acquire the skills and knowledge described in the Common Core Georgia Performance Standards. The expectation in addition to reading is for the students to integrate the language skills into their writing. The students perform poorly on comprehension, vocabulary, and fluency elements in reading. While certification satisfies minimum requirements to teach the course, the students often continue to receive instruction in traditional pedagogy that did not work the first several times. The younger students come to school with limited schema of reading readiness, such as reading left to right and top to bottom, and their connections may never reach text to self or text to text connections. These struggling readers need connections to reading other than verbal/linguistics; they need music and art and kinesthetic intelligence activation, not to mention the technology connections. Teachers are encouraged to create lessons to address multiple intelligences so that students are often engaged in hands-on learning and addressing the listening/speaking/viewing standards.

To complement the work in the anthologies, students read leveled readers assigned to each grade level. Unfortunately, very little choice is afforded the non-reader. Teachers are advised to teach one novel per semester: the first semester novel study is teacher directed; the second semester novel study is student driven through literature circles or other cooperative forms. The intent is to gradually release the responsibility of instruction from the teacher to the student.

Instructional Initiatives

Brookview has implemented a number of evidence-based initiatives to help improve student achievement including:

G. Differentiated Instruction

Students' instruction is differentiated by process, product, content, and environment in flexible skills groups based on formative and summative assessment data. (Tomlinson, 1999; Gregory and Chapman, 2002; McNary, Glasgow and Hicks, 2005)

H. Data Teams/Curriculum/Professional Learning Communities (PLCs): All of the teachers participate on grade level data teams which meet two Thursdays each month with the Data Support Specialist. During these PLCs, teachers work together to analyze student achievement data and develop interventions to support student needs uncovered through the analysis. During the Curriculum meetings the teachers meet with the CST to work on unpacking standards; instructional strategies; best practices, etc. This meeting occurs two Thursday each month. Also, our teachers have protected PLC meeting time each Wednesday to meet with their grade level to discuss data; lesson plans; etc.

Curriculum Needs

Our students need more engaging literacy activities within the classroom that focus on the listening, speaking, reading and writing standards of the Common Core Georgia Performance Standards. Our students have limited access to books in the home and most classroom libraries are minimal at best. Our students would benefit from high-interest leveled texts that are genre-specific.

Teachers employ standards-based, differentiated instruction to meet the needs of all students. All students participate in classroom-based instruction based on ability level and specific strengths and weaknesses. Although teachers differentiate, the skill level at which this is implemented varies from teacher to teacher. Teachers have participated in professional development to enhance their skill level for differentiation however, many teachers still find it difficult to implement. Our teachers need more resources as well as professional development to enhance instruction for student's ability level.

Current Instructional Schedule

The chart below outlines our current instructional schedule.

	Grade	Reading	Writing	Math	Science	Social Studies	Dear, Read Aloud Review
	K	9:00-11:20	2:00-2:20	12:00-1:10	1:10-1:50 (M-W)	1:10-1:50 (Th-F)	1:50-2:00
1	Baker	8:10 – 9:40	10:35-10:55 11:35 – 12:05 (with math)	12:25 – 1:30	1:30 – 2:00	1:30 -2:00	2:00 – 2:15 DEAR/ Review
	Kim	8:00 – 9:45 10:30 – 11:05	11:35 – 12:05	12:20 – 1:30	1:30 – 2:00	1:30 – 2:00	2:00 – 2:20 Review, Teacher read aloud, DEAR
	Releford	8:00 - 9:45	10:30 - 11:05	12:00 – 12:30 Calendar Math/ROPES 1:00 – 2:00	12:00 – 12:30	12:00 – 12:30	
	K. Williams	8:00 – 9:45	11:30 – 12:05	1:00 – 2:00	12:20 – 1:00	12:20 – 1:00	2:00 – 2:20 Review, Teacher read aloud, DEAR
	2	9:10 -10:35		ROPES – 7:50 – 8:10 8:10 – 9:15	1:40 – 2:10	1:40 – 2:10	
		Lewis –	12:15 –				

		11:25 – 11:35	1:40 (with Voyager)				
		Ramsey – 11:25 – 11:35; 12:05 – 1:00	1:00 – 1:40				
		D. Walls – 11:25 – 11:35; 12:30 -1:00	1:00 – 1:40				
3	Cox	7:40 – 8:55 9:40 – 10:25	10:55 – 11:30	10:25 – 10:55 12:00 – 1:15	1:15 – 2:00	1:15 – 2:00	2:00 2:20 DEAR
	Dawson	8:00 – 8:55 9:40 – 10:50	10:50 11:20	12:50 – 2:00	12:15 – 12:50	12:15 – 12:50	2:00 -2:15 DEAR
	Padgett	9:40 – 11:45	7:50 – 8:20	12:30 – 2:00	8:20 – 8:55	8:20 – 8:55	2:00 – 2:20 DEAR
	G. Walls	7:40 – 8:55 9:40 – 10:25	10:55 – 11:35	12:05 – 1:05	1:05 – 1:40	1:05 – 1:40	1:40 – 2:00 teacher read aloud
Grade		**Reading**	**Writing**	**Math**	**Science**	**Social Studies**	**Story time**
4		9:15 – 10:45	11:55 – 12:25	8:00 – 9:15	1:30 – 2:15	1:30 – 2:15	
Bivins (IRR)		8:15- 9:40	10:35 – 11:35 (LA/Writing)	12:10 – 1:30	1:30 – 2:10 (Push-in)	1:30 – 2:10 (Push-in)	
D. Williams (IRR)		9:15 – 10:45	11:25 – 12:25 (LA & writing)	8:00 -9:15	1:30 -2:15 (Push-in)	1:30 – 2:15 (Push-in)	
5th Grade		7:50 – 8:20	8:30-10:00	10:00-11:30		11:30-12:00	12:30 – 1:20
Davis (Sci./Soc. St.)		Writing	Blue group	Red group		Green group	Green group
V. Williams (Math)		Writing	Red group	Green group		Blue group	Blue group
Sewell (Reading/LA)		Writing	Green group	Blue group		Red group	Red group
Smith (IRR)		Writing	Reading (Sewell)	Math (V. Williams)		Social Studies/Sci. (Davis)	Social Studies/Sci. (Davis)

Red group – EIP

Green – Mixed/IRR

Blue – Mixed

<u>Current and Proposed Resources / Activities</u>

Our literacy plan addresses need-based strategies for all students and targeted subgroups of students on a timely basis. Some strategies that we have already implemented include:

- Extended Day Program: This afterschool program will begin in January, 2013 for at risk students in grades 3rd and 5th.

- Parent Workshops and Principal Chats: Provide parents ideas, tips, and tools to support learning at home.

- Departmentalization in Grade 5: We have a Reading/ELA teacher; Math teacher; Social Studies and Science teacher; and each homeroom teacher teaches Health and Writing. This allows teachers to focus on their areas of strength.

- Our media center has the following items for student and teacher use: instructional videotapes, limited class sets of fiction novels, accelerated reader program, reading instructional games, professional magazines, resource library and magazine subscriptions for students.

- *Literacy Curriculum:* Teachers have access to model lesson plans written by district 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.

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Needs Assessment, Concerns, and Root Cause Analysis

A comprehensive group of Brookview Elementary School employees and stakeholders were instrumental in the needs assessment process. Parents, students, general education teachers, talented and gifted teachers, our medial specialist, Speech Language Pathologist, Curriculum Support Teacher, student support team chairperson, EIP teachers, writing professional development chairperson, our Parent Liaison as well as special education teachers were involved in our needs assessment process.

We used the following instruments, procedures, and processes to obtain student data: CRCT results, student growth and school performance data, common and summative assessments, as well as benchmark data. Survey data from students, parents and staff was also included. Data was disaggregated by subgroup, grade level, and content areas for analysis. Completing the needs assessment allowed us to identify students at-risk of not meeting state standards by reviewing their past CRCT data, retention lists, Student Support Team lists, and attendance data. Moreover, we used data from Workshop Evaluations, Attendance Summary Reports, Mock Writing Assessments, Grade 3 and 5 Georgia Writing Assessments, School-Wide Common Assessments, BLT, Voyager benchmark data as well as data on class assessments and district benchmark assessments to determine our need and students most at risk.

Vocabulary in context, vocabulary acquisition, and comprehending informational texts are among the areas of great need. Currently 27 percent of our third grade students perform below standard in reading achievement as indicated by the CRCT. Likewise, 27 percent of our 4th grade students perform below standard on the CRCT, and 19 percent of 5th grade students perform below grade level standard on the reading CRCT. Similarly 35 percent of Brookview fifth grade students do not meet the standard as indicated by the Georgia Writing Assessment.

An average of 36 percent of our third – fifth grade students do not meet the standard in Literary Comprehension as measured on the 2011-2012 CRCT.

An average of 42 percent of our third – fifth grade students do not meet the standard Reading for Information as measured on the 2011-2012 CRCT.

An average of 27 percent of our third – fifth grade students do not meet the standard in Reading Skills and Vocabulary Acquisition as measured on the 2011-2012 CRCT

Yearly, we conduct a comprehensive needs assessment to support our School Quality Review, School Improvement Plan and our Title I Plan. Data drives our instructional decisions at Brookview. Surveys of teachers and parents were also conducted. As a result, we were able to identify our literacy needs throughout this extensive process. We have identified economically disadvantaged students and students with disabilities as the groups most at risk for not meeting state academic standards in literacy.

During the needs assessment, we reviewed our current programs alongside student learning data. This helped us make decisions regarding our current practices, needs, and goals. In an attempt to collect parent input about our needs, we conducted parent surveys about parent educational attainment, reading materials and resources in the home, amount of time spent reading at home, and parents' ability to provide reading support. From the survey we learned that approximately 85 percent of our families have a home library of fewer than fifty-five books. The survey revealed that less than 50 percent of our families read aloud with their child(ren) two to three times per week. Some of our parents do not feel they are equipped to assist their child(ren) in areas of comprehension, fluency, phonics and vocabulary. Less than 50 percent of our parents surveyed have education beyond a high school diploma.

GKIDS data indicates that the majority of our students enter school with little to no reading readiness. Our 2012 GKIDS data reflects that 44 percent of our students enter school below the standard for reading words from left to right, top to bottom and page by page, 68 percent are unable to identify upper and lower case letters of the alphabet and 96 percent are unable to demonstrate one-to-one letter sound correspondences. Although students in Kindergarten make significant gains by second semester, they enter school performing below reading readiness of the average five year old.

We also found that pre-school aged children in our community have limited opportunities to read with adults, as a result many of our students in Pre-K come to school without a basic level of knowledge about literacy, concepts of print, letters, letter sounds, and the connection that letters have in words, sentences, books and stories. This also affects the level of readiness for our Kindergarten students and their level of achievement on the GKids Assessment. This coupled with our high transiency rate in turn affects our students' abilities to make the necessary gains to increase student achievement in later grades. Furthermore, less than 30 percent of our students remain at Brookview ES for the entire school year. This lack of consistency also affects the gains and level of improvement on standardized assessments.

In order for Brookview to provide children and students access to a lifetime of literacy, there are nine key components that research has determined should be in place. Of those nine components, Brookview is focusing on the following: Standards; Ongoing Formative and Summative Assessments; Response to Intervention; Clearly Articulated Plan for Transitions and Alignment. The table below summarizes the areas of concern based on student needs.

Each area of concern addressed in the table below is aligned to the above components, reflects the age/grade/content area where the concern is present, and highlights the strategies taken to address it.

| Area of Concern | Research-based Practices Found in Georgia Literacy Plan | | | | Current Strategies |
	Standards	*Assessments*	*RTI - Tiered Instruction*	*Transitions*	
Students with Disabilities (IRR) Performance in Reading/ ELA in K-5, ages 5-11, & across content areas	ELAR-The student uses a variety of strategies to gain meaning from grade – level text	Lack of end of unit summative assessments in preparation for CRCT	Provide enhanced training on school's tiered instructional model	Increase time in general education classes to place students in their least restrictive environment.	• Inclusion classrooms (5th grades) • Professional development on: differentiated instruction; small group reading instruction; standards based instruction • Saturday School • Tutoring and Homework Assistance
Economically Disadvantaged students Performance in Reading/ELA in K-5, ages 5-11, & across content areas.	ELAR-The student uses a variety of strategies to gain meaning from grade – level text	Lack of end of unit summative assessments in preparation for CRCT	Provide enhanced training on school's tiered instructional model	Need to improve the effectiveness of our EIP support services	Saturday Academy Differentiated Instruction 2.5 hrs. of daily literacy instruction including guided and shared reading for 2nd – 4th grade students, flexible and small groups Utilizing technology (i.e. interactive whiteboards and web-based software) Professional Learning Communities (PLC) to discuss current practices, student data, and student work

Area of Concern	Research-based Practices Found in Georgia Literacy Plan				Current Strategies
	Standards	*Assessments*	*RTI - Tiered Instruction*	*Transitions*	
Performance in Writing in K-5, ages 5-11, & across content areas.	ELAW1- student demonstrates competency in the writing process ELAW2-The student writes in a variety of genres, including narrative, informational, persuasive, & response to literature	Lack of formalized writing assessments across all grade levels Inconsistent use of genre based rubrics/ checklists Inconsistent instruction in writing across the curriculum	Provide enhanced training on school's tiered instructional	Lack of a formalized writing plan across grade levels	• Opportunities for genre specific and content specific writing professional development • Implementation of genre specific and content specific writing instructional strategies • Planning of genre-specific writing units

Analysis and Identification of Student and Teacher Data

In October of 2011, a School Quality Review team came to Brookview Elementary School to observe, review, assess, and recommend improvements for the school. The SQR findings were:

- Develop teachers' skills in analyzing data and using it to inform planning and differentiate instruction to meet students' needs.

- Increase the level of teacher questioning by:

  o Developing a shared understanding of what constitutes effective high level questioning

  o Providing targeted support and professional development to teachers

  o Rigorously monitoring the impact of the support provided

  o Continuing to provide appropriate support for teachers based on this monitoring

The Striving Readers Grant funds will support professional development on higher order questioning, building rigorous instruction, training teachers to develop higher order questioning, and providing resources to support the specific literacy challenges in comprehension, vocabulary, and writing.

Student Data

The need assessment process, the Reading/English Language Arts instructional strengths shown below:

- 77 percent of all students met standards on Reading and 80 percent in ELA domains of CRCT

- 16 percent of students exceeded standards in Reading and 15 percent in ELA domain of CRCT

There were areas of weakness in our SWD, Black, and Economically Disadvantaged students. All student groups decreased in the number of students meeting/exceeding the standard in Reading/English Language Arts by 8 percent, and the number of Black students meeting/exceeding the standard decreased by 11 percent in Reading/ ELA.

The CRCT and ITBS data indicated that 3rd graders demonstrated a lack of mastery in reading for information on the CRCT and vocabulary and comprehension on both CRCT and ITBS.

Therefore, the root cause is inconsistent use of data-driven instructional decisions and implementation of research based instructional strategies.

Faculty and Staff Data

The teachers and support staff of Brookview completed surveys that reflected degrees obtained by the staff, areas of specialty as it relates to education, and courses needed to further professional growth. The data is shown here:

Junior/Associate's (4), Technical (1), Bachelor's Degree (15), Master's (18), Specialist (6), and Doctorate (2). The years of service as an educator among the staff range from 3 months to 39.

Teacher Professional Learning Needs

The 2012-2013 Georgia Literacy Plan Needs Assessment was conducted at Brookview Elementary School. Certified classroom educators and specialists responded to the survey. The results are reflected below:

Building Block One:

Engaged Leadership revealed that Brookview Elementary school has a great need for a school literacy leadership team. **Eighty-two percent** of the Brookview Faculty believes that the literacy team does not exist or is at a minimal level of operation. Educators also feel that the community at large does not support the school and teachers in the development of students who are college-and-career ready as articulated in the Common Core Georgia Performance Standards (CCGPS). **Eighty percent** of the Brookview Faculty believes that an adequate level of community support does not exist or is at a minimal level of effective operation. **Fifty-nine percent** of the faculty believes that the effective use of time and personnel is not leveraged through scheduling and collaborative planning. **Seventy-nine percent** of the faculty members believe that literacy instruction is minimally optimized in all content areas. Only 21 percent believe that this practice of optimized literacy instruction is fully operational.

Building Block Two:

Continuity of Instruction reveals that the majority educators at Brookview ES believe that active collaborative teams do not yet fully ensure a consistent literacy focus across the curriculum. **Ninety-two percent** believe this need is not addressed or emergent. The next greatest area of need reveals that out-of-school agencies and organizations are needed for collaborative efforts to support literacy within the community; 100 percent of the Brookview faculty members believe that this area is not yet fully operational.

Building Block Three:

Ongoing Formative and Summative Assessments reveal the greatest area of need in the area of further analyzing literacy screenings with diagnostic assessments. The majority of educators at

Brookview, 74 percent, believe that literacy screenings are not analyzed with diagnostic assessment tools or are minimally analyzed diagnostically. There is also room for improved usage of summative data. The survey reveals that 60 percent believe that summative data is minimally used to make programming decisions or to monitor individual student progress.

Building Block Four:

Best Practices in Literacy Instruction all represent areas of weaknesses and the need for growth. Brookview faculty members believe that the greatest area of needs is in the area of writing across the curriculum. The majority of faculty members believe that students are not receiving the most effective instruction in this area. There is not a faculty-wide consensus of fully operational in the categories including students receiving direct instruction in reading and students receiving extended time for literacy instruction.

Building Block Five:

System of Tiered Leadership, the majority of faculty members, 63 percent, believe that the practice of information that is developed from the school-based data teams being used to inform the RTI process is minimally operational or emergent. **Seventy-nine percent** believe that the practice of using Tier 2 needs-based interventions for targeted students ranges from minimally operational to non-existent.

Building Block Six:

Improved Instruction through Professional Learning uncovered the need for participation in ongoing professional learning in all aspects of literacy instruction. Only 12 percent of faculty

members believe this area is fully operational. Educators also do not feel fully prepared for all aspects of literacy instruction through pre-service education. **Seventy-six percent** indicate not being fully prepared, which represents a need for professional development in literacy instruction.

The current classroom model for a majority of the school is one where the students spend most of their day with one educator for various subjects that include math, reading, English language arts, science, and social studies. According to the staff survey, the identified areas where growth is needed are reading and writing subject areas (ELA, reading, teaching non-readers to read, motivating student population to read, reading strategies, writing pedagogy) followed by science, math, technology, and leadership. Professional development in cross-curricular lesson planning with learning programs that provide support, ideas, and resources that are geared towards increasing student retention and application of common core standards in all areas of academics. Ongoing and future professional needs are listed below.

Professional Learning Topics
Writers Workshop
Standards Based Instruction
Best Practices in Small Group Instruction for Reading and Math
Data Usage and Analysis Meetings
Differentiated Instruction
Common Core GPS – Unpacking for Understanding
PKES/TKES
Depths of Knowledge
Understanding by Design
Backward Design
Balanced Assessment
Academically Challenging Environments
Teacher Commentary
RTI Intervention – Tiers 2 and 3
Characteristics and Implementation of Effective Professional Learning Communities
Effective use of data garnered from universal screeners

Professional Learning Topics
Effective use of strategies for inclusion of students with disabilities (SWD)
Tales for Learning literature sets to integrate into math and science into the reading curriculum
Informational literacy and writing in the content areas (math, science, social studies)
Use of Talented and Gifted strategies in general education classes

Teacher retention data indicates a steady decline in the number of teachers who leave Brookview and the district. We expect to see our students make gains as we retain teachers and teachers continue to refine strategies learned.

Year	Number of employees due to non-renewal, retirement, resignation and change in profession	Percent of teacher population
2009-2010	5	7.2 percent
2010-2011	4	8.5 percent
2011-2012	1	3 percent

Project Plan, Procedures, Goals, Objectives, and Support

Examination of our GKIDS baseline data reflects:

- ELACCKRF1a - Follow words from left to right, top to bottom, and page by page
    - 44% below Meets Standard
- ELACCLRF1d - Recognize and name all upper and lowercase letters of the alphabet
    - 68% below Meets Standard
- ELACCKRF3a - Demonstrate basic knowledge of one-to-one letter-sound correspondences.
    - 97% below Meets Standard
- ELACCKL1a - Print many upper and lowercase letters
    - 70% below Meets Standard

Although we chose not to create goals to address GKIDS specifically, it is noted that performance on GKIDS correlates directly to student readiness for subsequent literacy achievement. While our areas of concern addressed all grade levels, K-5, Brookview chose to focus goals on specific grade levels. Brookview's primary outcomes are: (1) Increase student performance in reading for all students; (2) Improve performance in writing for all students. Goals and objectives to reach these outcomes are outlined below:

Goal	Objective/Measures	Timeline
To reach outcome (1): Students in grades K-5 will read grade level text with appropriate level of comprehension	• 60% average – February district benchmark assessment • 50% of students reading on grade level – January DIBELS • 70% of students reading on grade level – May DIBELS	• February 2014 • January 2014 • May 2014
To reach outcome (1): Students in grade K will increase reading fluency	• 70% meeting or exceeding grade level expectations on May GKids Assessment	• May 2014

Goal	Objective/Measures	Timeline
To reach outcome (1): Students in grades 3-5 will increase reading fluency	• 3rd – October DIBELS 90 CWPM • 3rd – May DIBELS 120 CWPM • 4th & 5th – October DIBELS 75% accuracy • 4th & 5th – May DIBELS 85%	• October 2013 • May 2014 • October 2013 • May 2014
To reach outcome (1): K-5th grade students in IRR will improve vocabulary development	• 50% meeting grade level expectations on vocabulary common assessments	• May 2014
To reach outcome (2): Students in grade 5 will improve passing rate on Georgia Writing Assessment (GWA)	• 5% increase on GWA	• March 2014
To reach outcome (2): Students in grade 3 will improve passing rate on GWA	• 2% increase on GWA in all genres	• April 2014
To reach outcome (2): Students in grade K-5 will meet writing expectations on common end of unit writing prompts	• 50% meeting or exceeding expectations on common end of unit writing prompts	• February 2014

Our long term goals that we expect to meet by the end of the term of the Striving Reader Grant are:

- 85% of all kindergarten students will score in the Meets Standard category or above in the area of English Language Arts on the Georgia Kindergarten Instructional Document (GKIDs) by the end of our Spring semester.
- By 2017-2018, 1st grade reading achievement scores will show a 10% increase from 84% to 94% as indicated by a score of 800 or greater on the Spring District-wide Instructional Assessment.
- By 2017-2018, 2nd grade ELA achievement scores will show a 10% increase from 76% to 86% as indicated by a score of 800 or greater on the Spring District-wide Instructional Assessment.
- By 2017-2018, 2nd grade reading achievement scores will show a 5% increase from 90% to 95% as indicated by a score of 800 or greater on the Spring District-wide Instructional Assessment.

- By 2017-2018, 3rd and 4th grade reading achievement scores will show a 10% increase from 73% to 83% in overall performance as indicated by a score of level 2 or greater on the Spring state-wide CCGPS assessment.
- By 2017-2018, 5th grade reading achievement scores will show a 10% increase from 81% to 91% in overall performance as indicated by a score of level 2 or greater on the Spring state-wide CCGPS assessment.
- By 2017-2018, 5th grade writing assessment scores will show a 15% increase from 66% to 81% of our students meeting (200-249) or exceeding (250+) the standard in overall performance.

**Goals will be revisited to align with CCGPS assessments as they are released.

Implementation Plan for Goals and Objectives Identified

Brookview's instructional schedule across the curriculum, including tiered instruction, will consist of 2.5 hour reading and ELA blocks daily that will integrate cross curricular instruction, small group instruction, and differentiated instruction. Technology will continue to be integrated in the learning process and include enhancements such as e-readers, tablets, universal screeners, classroom libraries, audio-books, and digital storytelling.

The following will also be implemented:

- Woodruff Arts Programs (K-2 Wolf Trap, 3-5 Reader's/Writer's Theater)
- Literacy curriculum night for parents and community stakeholders
- Enhancements to Brookview's Annual Reading Carnival
- Continued Professional learning for teachers
- Development of a professional resource library
- Increased exposure to non-fiction text through leveled classroom libraries.

Plan for Tiered Literacy Instruction

Brookview's Response to Intervention (RTI) model works to ensure that students receive appropriate instruction and interventions based on their needs. Vertical teams of teachers and support staff collaborate to ensure that each student succeeds. All struggling students are identified based on their academic and/or behavioral concerns. An individualized plan is then devised to meet those specific areas of concern.

In Tier 1, all students participate in standard-based, differentiated instruction. Teachers frequently monitor progress towards mastery of the Common Core Georgia Performance Standards. This progress monitoring is done through summarizing activities and collection of informal data as well as by common and post-assessments. With the data, teachers are able to provide timely interventions and create flexible groups.

In Tier 2, teachers determine which students need additional support and a general education intervention plan is developed. Students may receive extra support from the Early Intervention Plan (EIP) teacher in a small group setting. Teachers may also provide interventions and monitor those interventions within the general education classroom.

In Tier 3, if students continue to struggle after multiple strategies have been utilized, teachers seek additional support from the Student Support Team (SST). Teachers work with support staff, parents, EIP teacher, and SST chair to establish additional strategies and interventions that are tailored to the needs of the individual student. Teachers continue to gather data on the effectiveness of the interventions for 12 weeks. Students who do not respond to interventions in Tiers 1-3 may move to Tier 4. Students who respond favorably to interventions may move back to Tier 1.

We can enhance our RTI plan by providing additional professional development about the effective strategies to use during tiered instruction. Below is a sample schedule to meet the goals and objectives above:

Sample Schedule by Grade for Tiered Instruction

	K	1	2	3	4	5**
7:15-7:40	Morning Work	Morning Work	Morning Work	Morning Work	Morning Work	Morning Work
7:40-7:50	Ropes	Ropes	Ropes	Ropes	Ropes	Ropes
7:50-8:00	WBVR News Review Morning Work	WBVR News Review Morning Work	WBVR News Review Morning Work	WBVR News Review Morning Work	WBVR News Review Morning Work	WBVR News Review Morning Work
8:00-8:30	Whole Group Reading (Tier 1)	Specials	Whole Group Reading (Tier 1)	Whole Group Reading (Tier 1)	Whole Group Reading (Tier 1)	Whole Group Reading (Tier 1)
8:30-9:30	Writing/ Language Arts	Writing Language Arts	Specials	Reading Groups & Tiered Intervention	Writing/ Language Arts	Reading Groups & Tiered Intervention
9:30-10:30	Reading Groups & Tiered Intervention	Reading Groups & Tiered Intervention	Reading Groups & Tiered Intervention	Specials	Reading Groups & Tiered Intervention	Writing/ ELA
10:30-11:30	Lunch	Lunch	Math	Writing/ ELA	Math	Math
11:30-12:15	Math	Math	Lunch	Lunch	Lunch	Social Studies
12:15-12:45	Specials	Whole Group Reading (Tier 1)	Writing & Language Arts	Math	Specials	Lunch
1:15-1:30	Recess	Recess	Recess	Recess	Science	Recess
1:30-2:15	Science	Social Studies	Science	Social Studies	Recess	Specials
2:15-2:20	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

**Schedule above reflects one group rotation in 5th grade's departmentalized schedule.

Assessment / Data Analysis Plan

Current Assessment Protocol

Assessment	Level/Grades	Purpose	Skills	Frequency
Checkpoints Benchmark Assessments	2-5	Screening Progress Monitoring Diagnostic	Reading Comprehension Vocabulary	Pre/Post
Common Formative Assessments	K-5	Progress Monitoring Diagnostic	Reading Comprehension Vocabulary	Bi-Weekly
Common Summative Assessments	K-5	Progress Monitor Outcome	Reading Comprehension Vocabulary	Monthly
Basic Literacy Test	SWD	Screening Diagnostic	Reading Comprehension Vocabulary	3 times per year
Voyager Benchmark Assessment	K-3	Progress Monitoring Screening	Reading Vocabulary Fluency	3 times per year
18 week/36 week Summative Assessments	K-1	Progress Monitoring	Reading Vocabulary Fluency	Biannually
Diagnostic Reading Assessment 2	4-5	Screening Progress Monitoring Diagnostic	Reading	Biannually
Iowa Test of Basic Skills	3, 5	Outcome Levels	Reading Math Social Studies Science	Annually
Criterion Referenced Competency Test	3-5	Outcome Levels	Reading Math Social Studies Science	Annually
Instructional Assessments	1, 2	Outcome Levels	Reading Math	Annually
Georgia Writing Assessment	3, 5	Outcome	Vocabulary	Annually
Cognitive Abilities Test	K-5	Screening	Mental Ability Motivation Creativity	Biannually
GKIDS	K	Diagnostic	Reading Vocabulary Fluency	Ongoing

a) Comparison of current assessment protocol with the SRCL assessment plan

Because we will no longer use Voyager and the benchmark assessment program that is aligned with Voyager, our school will use DIBELS Next assessment as part of the Striving Reader project. DIBELS Next will allow for appropriate progress monitoring for all tiers of RTI. It will take the place of our current fluency assessment which is administered 3 times per year. We will administer DIBELS Next 3 times per year. Baseline information in the fall will be used to identify students who are below grade level expectations. These 'at-risk' students will have an opportunity for in-class interventions with progress monitoring assessments to measure effectiveness of the interventions. A follow-up assessment in the spring will give further information about students' progress toward meeting grade level standards. 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 bi-weekly common assessments to monitor mastery of state standards. An item bank will assist teachers in developing high-quality items for each common assessment.

The diagnostic tools will all be used to signal alerts to weaknesses and strengths, and to refine or enhance planning and instruction. As a result of the implementation of the SRCL plan, data will be enhanced with a more comprehensive view of student progress and achievement. The new assessment will also provide a greater measure to assess students' comprehension abilities. Additionally, the SRCL plan will provide an opportunity to look at sub-group data. The data will give a more focalized approach for adjusting the curriculum and modifying instruction to enhance student learning and achievement. Media center data will also be analyzed to show needs systematically.

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b) **Brief narrative detailing how the new assessments will be implemented into the current assessment schedule**

We will implement DIBELS Nest across all grade levels K-5, three times per year during the fall, winter, and spring. The current assessment protocol will not interfere with the new assessment plan.

c) **Narrative detailing current assessments that will be discontinued as a result of the implementation of SRCL**

At this time, none of the school's current assessments will be discontinued as a result of the implementation of the SRCL plan. The current assessments and calendars will remain intact. However, the school will eliminate the Voyager Benchmarks as it transitions from Georgia Standards to the Common Core Georgia Performance Standards. Future discussions might warrant a need to discontinue additional current assessments. If this is the case, the transition will be a smooth process and the change will not interrupt the current assessment schedule.

d) **Professional learning needs that teachers will need to implement new assessments**

Professional learning is necessary to ensure that all teachers have adequate knowledge and skills to enhance learning and increase student achievement. Teachers will need to understand the fundamentals of the relationship of reader ability and text readability in order to implement the new assessment. Administrators and teachers will participate in professional development given by the Georgia Department of Education on how to administer the Dynamic Indicators of Basic Early Literacy Skills Next assessment. Continued professional development will be given by the school to support new teachers. In addition, the school will provide professional development on tiered reading resource

lists to support differentiation, how to access online resources for additional support, how to better utilize current school technology, and how to integrate technology into reading lessons. The professional development will be necessary throughout the entire school year.

e) **How data is presented to parents and stakeholders?**

Parental involvement and communication are vital components for a successful school and increased student achievement. Therefore, numerous opportunities will be provided to parents and stakeholders to discuss school-wide data. Student performance data for the school will be discussed during Open House, Curriculum Nights and at the State of the School Address. Individual student data will be provided daily through the use of student agendas, monthly by parent conferences and quarterly by the progress reports. Parents are encouraged to volunteer daily and to participate in conferences to receive a more in-depth look at their child's individual data. This enables parents to become more knowledgeable on how to make necessary changes or to enhance what is already in place for their child's growth. We will also communicate with parents to provide school data through email, U.S. mail, calling posts, newsletters, and PTSA meetings. Our parent liaison will serve as the direct point of contact for parents. The liaison will be responsible for assessing parent needs and concerns. The liaison will work cooperatively with teachers and administrators to devise strategies to meet identified needs of parents.

f) How data will be used to develop instructional strategies and determine materials and need?

Instructional leaders and teachers must implement a balanced assessment plan where there is purposeful and strategic use of information for instructional planning. With this is mind, we will continue to utilize the Data Support Specialist and Curriculum Support Specialist to assist teachers in analyzing data to enhance instructional strategies and to determine student and classroom needs. Teachers will collect data from the Basic Literacy Test, Dynamic Indicators of Basic Early Literacy Skills Next, Georgia Kindergarten Instruction of Developing Skills, and the Diagnostic Reading Assessment 2 as a starting point and to plan learning prior to instruction. Teachers will collect data from the Common Weekly Formative assessments to immediately inform instruction and to determine students' mastery of the standards taught during a given week. Common Monthly/Unit Summative Assessments will be used to evaluate cumulative learning and to verify learning after instruction. Teachers will make adjustments to the curriculum accordingly. The school will use data from the Criterion Referenced Competency Test and the Iowa Test of Basic Skills to identify students' reading deficiencies.

g) Plan detailing who will perform the assessments and how it will be accomplished.

Educators will be trained on how and when to implement the assessment and analyze the assessment results. All teachers will be trained on how to administer the tests prior to the testing date. Educators will be trained on how to use the data to inform instruction and planning. Teachers will be given support by the CST, Professional Development Liaison and SST chairperson to administer the DIBELS Next assessment and the BLT. Homeroom teachers will continue to administer checkpoints, common summative

assessments, and common formative assessments. Third, fourth and fifth grade teachers will continue to administer CRCT. Third and fifth grade teachers will continue to administer ITBS.

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

Listed below are the current resources available at Brookview Elementary.

General Classroom Access Resources and Strategies	Shared Resources	Library Resources
• Access to Successmaker Reading and Math • Access to Accelerated Reader • Access to Study Island • Access to Georgia Online Assessment System (GOAS) • Mountain Language, Mountain Math • 90 minutes of reading instruction	• DRA2 Kits • Limited leveled readers & stories on tape • Mobile laptop computer lab • Projectors, Smart Boards • Limited supply of document cameras • 10 e-readers for the entire school	• Instructional videotapes • Limited class sets of novels • Limited audio collection • Accelerated Reader Program • Reading Instructional Games • Professional Magazines (Reading Teacher) Resource Library • Brain Childs Hand-held devices • Magazine subscriptions for students • Small e-book collection

The following existing strategies and resources support our literacy plan:

- Extended Learning- This program is offered to at-risk students twice a week during the second semester.

- SOLO – This computer-assisted program aids students in writing and reading. It has an auditory feedback read component which reads back to students what they have written and/or internet sites and e-books. The program is also used to read assessment items to SWD who require this service as a part of their Individualized Education Plan. This opportunity could be extended to regular education teachers.

- Writing Across the Curriculum – The goal of having students to write in every class is being accomplished through assessments such as Write Score. A school support administrator also works collaboratively with teachers.

- Saturday School – Students in grades 3 through 5 are invited to participate in CRCT review sessions for Mathematics during the second semester. This takes place in the weeks leading up to the CRCT administration to remediate weaknesses that surfaced on the district's Checkpoints benchmark assessments. A variety of academic vocabulary strategies are incorporated in each of these sessions.

- Early Intervention Program (EIP) is designed to serve students who are at risk of not reaching or maintaining academic grade level. The purpose of the Early Intervention Program is to provide additional instructional resources to help students who are performing below grade level obtain the necessary academic skills to reach grade level performance in the shortest possible time.

- School-Wide Reading Carnival - Parents, district and community members are invited to read with students during this reading celebration.

- Read for Success – Students earn incentives for reading in a partnership with Six Flags.

- Student Book Club – The school counselor hosts a book club for students.

- SuccessMaker is available in the computer labs and through classroom computers. SuccessMaker individualizes learning in reading and mathematics for measurable success. It is a comprehensive digital curriculum that helps teachers to make instructional decisions for all levels of learners.

- Field Trips to enhance literacy program

Proposed Strategies, Materials and Resources to include technology

- Parent Engagement

    o Increased parent-teacher interactive literacy curriculum nights held throughout the school year

- Technology

    o E-readers

    o Tablets

    o MP3 players to enhance literacy instruction and student engagement

    o Audio Books

    o eBooks

    o Listening materials for audio books

    o Laptop computer cart for each grade level

- Assessment

    o Common assessment Item Bank

    o Assessment strategies and uses for general education population

    o Assessment Strategies and uses for special education population

    o Professional Development – implementation of DIBELS Next

    o Professional Development – use of DIBELS Next data

- Professional Development for

    o Successful use and implementation of Accelerated Reader to aid in RTI tiered instruction

    o Tiered RTI instruction

    o Writing effective assessments

- o Writing in the content areas

- o Use of e-readers

- o Use of Tablets

- o Use of MP3 players

- o Reading Endorsement

- o SpEd Endorsement

- o TAG Endorsement

- o 6+1 Writing Traits

- o Summer professional development

    - ▪ Instructional planning

    - ▪ vertical teaming

    - ▪ standards-based literacy strategies

    - ▪ tailor existing units to fit Brookview's needs

- Supplemental reading materials to aid RTI tiered instruction

    - o non-fiction books and novels

    - o graphic novels

    - o children's magazines

    - o leveled classroom libraries

    - o professional resource library

- Additional Tutoring

    - o Year-round extended day for Reading and Writing for 2-5 students

    - o Development of a summer reading enrichment program – one week of full-day literacy instruction for students K-5

- o Transportation for students enrolled in summer reading enrichment program

- o Development of student Book/Drama/Science Clubs to enhance literacy – materials and staff compensation associated with clubs

- Student Engagement

  - o Inclusion of literacy-based integrated field trips with other disciplines

  - o Star Reader Software to support Accelerated Reader

  - o Student Reading Campaign

The structure to implement tiered instruction has been somewhat limited over the past several years due to budgetary constraints. Strengthening of the implementation of developed strategies from the SST process is critical, especially during the informal collaboration phase. Currently, a web-based program that targets individual weaknesses would have a better chance of impacting student performance. Teachers control structuring classroom time for students to engage in such activities. The Striving Readers grant would accommodate a structure that fully supports tiered activities through a Remedial Reading program.

Professional Learning Strategies Identified on the Basis of Documented Need

The table below highlights the professional learning conducted within the past year. 100% of our teachers participated in the professional learning topics listed below and the professional development garnered 10 PLUs for each teacher.

Professional Learning Topics
Writers Workshop
Standards Based Instruction
Best Practices in Small Group Instruction for Reading and Math
Data Usage and Analysis Meetings
Differentiated Instruction
Common Core GPS
Steps 2 Achieve
Depths of Knowledge

On-going Professional Learning

Brookview's preferred method of delivery for professional development is face-to-face, either in faculty meetings, small learning groups; grade level meetings; or individually. As a part of our current professional learning plan, we have identified the instructional strengths of our current staff. The Administrative Team observe all teachers and provide support for struggling teachers through modeling best practices in instructional delivery of the curriculum. In addition, our Title I Data Support Specialist, Professional Development Liaison, and CST meets with teachers on a regular basis to determine instructional modifications and conducts grade level and school-wide data talks to disaggregate data to assess areas that need instructional revisions. We have aligned our professional development initiatives to the student outcomes and goals previously outlined. The alignment is reflected below:

- 85% of all kindergarten students will score in the Meets Standard category or above in the area of English Language Arts on the Georgia Kindergarten Instructional Document (GKIDs) by the end of our Spring semester.

  - Writers Workshop
  - Standards Based Instruction
  - Bst Practices in Small Group Reading Instruction
  - Data Usage and Analysis
  - Common Core GPS – Deconstruction for Understanding
  - PKES/TKES
  - Depths of Knowledge
  - Understanding by Design
  - Backward Design
  - Balanced Assessment
  - Academically Challenging Environments
  - Teacher Commentary
  - RTI Intervention – Tiers 2 and 3
  - Characteristics and Implementation of Effective Professional Learning Communities

- By 2017-2018, 1st grade reading achievement scores will show a 10% increase from 84% to 94% as indicated by a score of 800 or greater on the Spring District-wide Instructional Assessment.

  - Standards Based Instruction
  - Best Practices in Small Group Reading Instruction
  - Data Usage and Analysis
  - Common Core GPS – Deconstruction for Understanding
  - PKES/TKES
  - Depths of Knowledge
  - Understanding by Design
  - Backward Design
  - Balanced Assessment
  - Academically Challenging Environments
  - Teacher Commentary
  - RTI Intervention – Tiers 2 and 3
  - Characteristics and Implementation of Effective Professional Learning Communities

- By 2017-2018, 2nd grade ELA achievement scores will show a 10% increase from 76% to 86% as indicated by a score of 800 or greater on the Spring District-wide Instructional Assessment.

  o Writers Workshop
  o Standards Based Instruction
  o Data Usage and Analysis
  o Common Core GPS – Deconstruction for Understanding
  o PKES/TKES
  o Depths of Knowledge
  o Understanding by Design
  o Backward Design
  o Balanced Assessment
  o Academically Challenging Environments
  o Teacher Commentary
  o RTI Intervention – Tiers 2 and 3
  o Characteristics and Implementation of Effective Professional Learning Communities

- By 2017-2018, 2nd grade reading achievement scores will show a 5% increase from 90% to 95% as indicated by a score of 800 or greater on the Spring District-wide Instructional Assessment.

  o Writers Workshop
  o Standards Based Instruction
  o Best Practices in Small Group Reading Instruction
  o Data Usage and Analysis
  o Common Core GPS – Deconstruction for Understanding
  o PKES/TKES
  o Depths of Knowledge
  o Understanding by Design
  o Backward Design
  o Balanced Assessment
  o Academically Challenging Environments
  o Teacher Commentary
  o RTI Intervention – Tiers 2 and 3
  o Characteristics and Implementation of Effective Professional Learning Communities

- By 2017-2018, 3rd grade reading achievement scores will show a 10% increase from 73% to 83% in overall performance as indicated by a score of level 2 or greater on the Spring state-wide CCGPS assessment.

    - o Standards Based Instruction
    - o Best Practices in Small Group Reading Instruction
    - o Data Usage and Analysis
    - o Common Core GPS – Deconstruction for Understanding
    - o PKES/TKES
    - o Depths of Knowledge
    - o Understanding by Design
    - o Backward Design
    - o Balanced Assessment
    - o Academically Challenging Environments
    - o Teacher Commentary
    - o RTI Intervention – Tiers 2 and 3
    - o Characteristics and Implementation of Effective Professional Learning Communities

- By 2017-2018, 4th grade reading achievement scores will show a 10% increase from 73% to 83% in overall performance as indicated by a score of level 2 or greater on the Spring state-wide CCGPS assessment.

    - o Standards Based Instruction
    - o Best Practices in Small Group Reading Instruction
    - o Data Usage and Analysis
    - o Common Core GPS – Deconstruction for Understanding
    - o PKES/TKES
    - o Depths of Knowledge
    - o Understanding by Design
    - o Backward Design
    - o Balanced Assessment
    - o Academically Challenging Environments
    - o Teacher Commentary
    - o RTI Intervention – Tiers 2 and 3
    - o Characteristics and Implementation of Effective Professional Learning Communities

- By 2017-2018, 5th grade reading achievement scores will show a 10% increase from 81% to 91% in overall performance as indicated by a score of level 2 or greater on the Spring state-wide CCGPS assessment.

  - o Writers Workshop
  - o Standards Based Instruction
  - o Best Practices in Small Group Reading Instruction
  - o Data Usage and Analysis
  - o Common Core GPS – Deconstruction for Understanding
  - o PKES/TKES
  - o Depths of Knowledge
  - o Understanding by Design
  - o Backward Design
  - o Balanced Assessment
  - o Academically Challenging Environments
  - o Teacher Commentary
  - o RTI Intervention – Tiers 2 and 3
  - o Characteristics and Implementation of Effective Professional Learning Communities

- By 2017-2018, 5th grade writing assessment scores will show a 15% increase from 66% to 81% of our students meeting (200-249) or exceeding (250+) the standard in overall performance.

  - o Writers Workshop
  - o Standards Based Instruction
  - o Best Practices in Small Group Reading Instruction
  - o Data Usage and Analysis
  - o Common Core GPS – Deconstruction for Understanding
  - o PKES/TKES
  - o Depths of Knowledge
  - o Understanding by Design
  - o Backward Design
  - o Balanced Assessment
  - o Academically Challenging Environments
  - o Teacher Commentary
  - o RTI Intervention – Tiers 2 and 3
  - o Characteristics and Implementation of Effective Professional Learning Communities

<u>Professional Learning Needs</u>

Based on our needs assessment, we determined that professional learning continues as a need to expose teachers to best practices. In order to effectively implement the Striving Reader grant, we will implement professional learning in in the following areas:

- Reading, TAG, and/or Special Education endorsement to provide teachers with the pedagogy to formally teach reading to increase student literacy at all grades.

- Developing and analyzing data from common assessments to determine if learning is taking place and identify specific areas of need.

- RTI: Teams of teachers will be trained to support the effective implementation of the RTI process; these teams will support other teachers in the building.

- Common Core: All teachers will participate to ensure that these standards are taught effectively.

- Use of technology: All teachers will participate to obtain knowledge of how to effectively integrate technology into literacy instruction as well as on the use of auditory feedback software for students with disabilities and the general education population.

- Effective implementation of Universal Screeners and the data garnered from the universal screeners and diagnostic literacy assessments.

We intend to measure the effectiveness of professional learning through professional conversations, targeted observations and immediate feedback, peer observations, and student achievement data.

Sustainability Plan

The Striving Reader (SR) grant will guide Brookview as we implement standards based instruction and research based strategies in the teaching of reading. Our goal of positively impacting the learning of all our students from Pre-K to fifth grade will prepare them to be successful in middle school, high school, and prepare them to be college and/or career ready after graduation. For this to become a reality, systematic training must encompass all administrators, teachers, paraprofessionals, support staff, and parents.

Development of our plan includes data from common assessments, checkpoint assessments, standardized tests, classroom observations, and parent, student, and staff surveys. Collaboration with the Lead English Language Arts Coaches, Lead Data Support Specialists (DSS), school administrators, school based DSS, Local School Advisory Council, and the school leadership team will play a role in the implementation of this plan both during and after the 5 year funding period.

The district will create the Striving Reader Governing Board including key personnel from central office, targeted schools, and other community based organizations. This board will meet regularly to review program data, assess results, monitor progress and sustain program outcomes. The communication of best practices will be the responsibility of the Instructional Area Superintendent and the Project Director. Brookview will share lessons learned at the district's annual Best Practices Conference with instructional staff and school leaders.

Beyond the life of the grant, use of Dynamic Indicator of Basic Early Literacy Skills (DIBELS Next) and DRA2 will provide essential data for all students. DIBELS Next provides a fluency measure, and it assesses early phonemic awareness and first sound fluency of an individual student. The Developmental Reading Assessment 2nd Edition (DRA2) provides an

evaluation of reading abilities with researched-based reliability and validity. Teachers are provided with tools to observe and document students' reading abilities to inform instructional practices, and provide appropriate instructional reading levels. The grant-sponsored professional development will ensure that all staff at Brookview will be trained in the use of these assessments.

The funds from the grant will provide the Pre-K and kindergarten teachers with the skills and knowledge to enhance early language, literacy, and pre-reading development of young children, particularly those from low income families, through scientifically-based strategies and professional development. This will aid our transition from Voyager Universal Literacy. The plan for professional development addresses early literacy skills essential to future reading success by providing seminars, field trips to model classrooms, study groups, in-classroom coaching, summer institute and local and national conferences. Brookview will share best practices learned in previous years with new staff via new teacher mentors, orientation, and professional development classes.

Fulton County voters extended a one-penny sales tax to upgrade technology in classrooms and build new schools. The SPLOST (Special Purpose Local Option Sales Tax) education tax is expected to raise $912 million for Fulton County school improvements over its five-year lifetime. The SPLOST proposal calls for technology enhancements, particularly in the areas of wireless, mobile learning devices for student use, updated video and audio recording tools, improved distance learning for students, virtual space for digital student work, interactive classroom websites, updated equipment for career-oriented classes, communication and collaboration tools, and online professional learning resources for staff. The district's technology plan will help sustain the SR investments made in educational technology.

Inventory of materials will be conducted during distribution to and collection from teachers. When necessary, materials will be replaced through Title I and Cost Center funding. FCS will adhere to all OMB, EDGAR, GPRA, GADOE Performance Measures, and grant evaluation requirements. The district will prepare an evaluation report yearly to document progress towards achieving grant goals.

Inventory of materials will be conducted during distribution to and collection from teachers. When necessary, materials will be replaced through Title I and Cost Center funding. FCS will adhere to all OMB, EDGAR, GPRA, GADOE Performance Measures, and grant evaluation requirements. The district will prepare an evaluation report yearly to document progress towards achieving grant goals.

Budget Summary

Technology and Software

Brookview Elementary School requests funding for technology supplies, including laptop computers with digital storytelling and visioning software, USB headsets, digital cameras, digital storage space and batteries for cameras, MP3 players, e-readers, tablets, digital books, audio books and the Accelerated Reading Program. These costs incorporate initial purchase and software licenses for the first year, maintenance and replacement costs, and software upgrades and licenses in subsequent years.

All hardware and software purchased will comply with Fulton County Schools (FCS) policies, procedures and guidelines. Hardware and software purchased that is considered non-standard to FCS must either be purchased with manufacturer warranty agreements that cover repair and maintenance, or the items budgeted must include funding for a consultant who will provide maintenance and support.

Professional Development

We request funding for professional learning for targeted teachers to be initially delivered by a consultant, with follow-up by Fulton Instructional Technology staff. The amount incorporates a consultant fee for targeted teachers. It also includes benefits calculated at 27.7% for full-time employees and at 10% for teacher stipends for targeted teachers to attend content-specific professional learning. Additionally, funding is requested for substitutes to effectively lead instruction while allowing targeted teachers to attend professional development.

We also request funding for professional development through Metro RESA, which offers a PSC approved add-on Reading Endorsement for a total of 15 Professional Learning Units (PLUs) for each of the targeted teachers. Funds would also be used for required texts and supplemental materials for each teacher.

Additionally, professional development funds will be utilized in a partnership with the Woodruff Arts Center to provide the Georgia Wolf Trap Literacy Program K-2 and Reader's Theatre 3-5, which have a professional learning focus.

Professional development costs also include benefits calculated at 27.7% for full-time employees and at 10% for teacher stipends for targeted teachers to attend content-specific professional learning. Additionally, funding is requested for substitutes to effectively lead instruction while allowing targeted teachers to attend professional development.

We also request funding delivered by consultants for school training for materials ordered.

Print Materials

We request funding for print materials, including non-fiction informational text, leveled readers, novels and subscriptions to a developmentally appropriate literary magazine, to ensure literacy-rich environments for our children at home and at school. In addition, we request funding for print materials through GA Wolf Trap, as three or four children's books are provided to teachers per targeted classroom.

Events

We request funding for a parent/caregiver event offered each year through GA Wolf Trap and Reader's Theatre, including a Teaching Artist fee per targeted classroom.

Pupil Travel/Field Trip

We request funding for the annual field trip through GA Wolf Trap and Reader's Theatre to an Alliance Theatre production for young people. Grade four classrooms in the Reader's Theatre program also have the option of instead going to the "I See Literacy" tour at the High Museum of Art, at approximately the same fee. These costs include ticket prices for students, a complimentary ticket for the teacher, and bus transportation per classroom. We request funding to support transportation for students to our Enrichment and Tutorial sessions.

Stipends

We request funding for teachers to lead the intervention program for two, nine-week sessions, and funding for 15 teachers to lead 8 weeks of 2 hour sessions during the Saturday School.