

GEORGIA DEPARTMENT OF EDUCATION

Striving Readers Comprehensive Literacy Program

LEA Grant Application System Cover Sheet.

Please return to: Georgia Dept. of Education Attn: 205 Jessie Hill Jr. Dr 1758 Twin Towers East Atlanta, GA 30344	DOE Use Only Date and Time Received:	DOE Use Only: Received By:
Name of Applicant: Fulton County Schools (FCS)		Project Number: (DOE Assigned)
Total Grant Request: \$7,637,193	System Contact Information:	
Name: Kelly Hopkins		Position: Coordinator – Grant Development
Number of schools		Phone:
in system: 100	applying: 11 proposals: 9 schools 1 Pre-K Program 1 Sheltering Arms Program	Fax: 404-763-6786
Congressional District: C05, C06, C13	Email: hopkinsk@fultonschools.org	

Sub-grant Status

Large District (45,000 or more students)

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

GEORGIA DEPARTMENT OF EDUCATION

Striving Readers Comprehensive Literacy Grant

School and Center Cover Sheet

DOE Use Only Date and Time Received:		DOE Use Only: Received By:		DOE Use Only: Project Number	
School Name: Campbell Elementary School				Total Grant Request: \$ 508,770	
System: Fulton County Schools		School Contact Information:			
		Name: Denine W. Cadet		Position: Principal	
Number of Students		Phone Number: 770-969-3430		Fax Number: 770-306-3522	
800		Email Address: <u>cadet@fultonschools.org</u>			
Number of Teachers					
54					
Free/Reduced Lunch %	91%				
Principal's Name: Denine W. Cadet			Other Reform Efforts in School: N/A		
			Principal's Signature: <i>Denine W. Cadet</i>		

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LEA Narrative

Fulton County Schools (FCS) is the fourth largest school district in Georgia. During the 2011-12 school year, more than 93,000 students are attending classes in 58 elementary schools, 19 middle schools, 16 high schools and 7 charter schools. The racial composition of FCS students is 42% Black, 34% White, 12% Hispanic, 9% Asian, and 3% Multi-Racial. Forty-four percent of FCS students receive free and/or reduced meals. Many schools in the northern part of the district have less than 5% of their students eligible for free and/or reduced-meals while many schools in the southern part of the district have over 95% of their students eligible. Ten percent of FCS students are classified as students with disabilities (SWD) and 7% are classified as English Learners (EL). Overall, FCS is a high-achieving district; however, there are subgroups of FCS students who do not perform on level with their peers and schools that need additional strategies and supports to move their struggling students.

Current Literacy Priorities: Fulton County Schools follows the Georgia Performance Standards (GPS) to guide literacy instruction but will transition to Common Core Georgia Performance Standards in the 2012-2013 school year. The implementation of the GPS allowed the integration of reading and writing instruction—a paradigm shift for the schools. Common Core Standards will infuse even more rigor, complex texts, informational reading, and challenge for our teachers and students. Budget constraints prevented the adoption of new materials when GPS were implemented, but plans are underway to adopt a new set of Reading and English/Language Arts (ELA) materials for the school year 2012-2013. 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 school year. This process served not only the materials adoption but also established a basis on which to build our district's literacy plan.

See Appendix A for a comprehensive literacy needs assessment and Appendix B for the district's literacy plan.

Management Structure: Dr. Robert Avossa became Superintendent of the Fulton County Schools in June 2011. As Superintendent, he is responsible for the leadership, administration and management of 100 schools, 13,500 employees, and an \$819.5 million general fund budget. His cabinet members lead the following functional areas: instruction, operations, finance, human resources, organizational advancement and communications.

Past Instructional Initiatives: Prior to the adoption of GPS, the learning objectives for the State of Georgia were known as Quality Core Curriculum. With those objectives, much of the literacy approach rested on the teaching of reading with some writing. Materials often produced whole-class instruction with little consideration for the individual needs of the students.

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

Literacy Assessments: FCS uses benchmark assessments called Checkpoints. The English/Language Arts Department produces four benchmark assessments per year in grades two through eleven 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. 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: On average, students in Fulton County Schools perform better than students across the state; for example, while Georgia's graduation rate over the past three years has moved from 79% to 81%, FCS' rate has consistently been higher and increased from 84% to 86%. 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. Graduation rates across high schools ranged from 52% to 98% in 2011. The percentage of students meeting standards on the 3rd grade CRCT Reading test ranged from a low of 74% to as high as 100% at many schools. 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, as well. A recent survey of FCS administrators, teachers and parents highlights concerns with our 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 and six out of ten believe that technology related to Reading and ELA is not used effectively to maximize student learning. 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.

Striving Reader Grant Partners: FCS needs strong partners to create the necessary building blocks for literacy reform. The district is partnering with United Way of Metropolitan Atlanta and Sheltering Arms to address the needs of children from birth through pre-kindergarten (Pre-K) and is partnering with the Woodruff Arts Center to provide teachers with innovative, engaging approaches to teach literacy to students. **United Way of Metropolitan Atlanta (UWMA)** has created and implemented innovative programs and outreach initiatives to improve the quality of early care and education for all children ages birth to five in Atlanta, Georgia. Smart Start, the early childhood division of UWMA, is nationally recognized for pioneering efforts as an Early Reading First grantee. The district's partnership with UWMA will leverage their success with Early Reading First to build capacity through professional development for teachers and assistants of targeted children from birth through five years old. See Appendix C for a letter of support from UWMA. **Sheltering Arms** is Georgia's oldest nonprofit early childhood education program, and one of its most respected. Its mission is to serve working families with high quality, affordable child care and education and comprehensive support services. Founded by Atlanta volunteers in 1888, Sheltering Arms now annually serves more than 3,600 children, ages six weeks to five years old, and their families in 16 centers. Sheltering Arms is a tax-exempt 501(c)3 organization and has been nationally recognized for the success of its school readiness program. FCS is excited to partner with Sheltering Arms to improve transitions from early learning to kindergarten classrooms in South Fulton County. See Appendix D for a letter of support from Sheltering Arms. FCS has been a long-time partner with the **Woodruff Arts Center**, the largest provider of Pre-K through 12th grade arts education in America. The Woodruff Arts Center recognizes the power and potential of engaging young people in the arts. Empowering teachers with arts learning strategies helps provide students with

the skills, knowledge, and creativity required for success in their education. A Striving Reader grant will strengthen the district's partnership with the Woodruff Arts Center and will provide teachers with effective literacy strategies. See Appendix E for Woodruff's letter of support.

I. Eligibility of Schools and Centers

A. Form A

a. Students in grades 3, 5, 8 not meeting standards, based on current CRCT data

The tables below provide a number of metrics relevant to the Striving Reader grant. For FCS Pre-K classrooms, we analyzed data from the Georgia Pre-K Work Sampling System (WSS), which assesses and documents children's skills, knowledge, behavior, and accomplishments as displayed across a wide variety of education domains and as manifested on multiple occasions.

FCS Pre-K Student Achievement

Targeted Elem Schools	Language & Literacy	Mathematical Thinking	Scientific Thinking	Social Studies	Personal/Social Dev't	Physical Dev't & Health	The Arts
Bethune	56%	48%	69%	53%	60%	77%	62%
Campbell	90%	89%	88%	91%	87%	92%	89%
Love Nolan	70%	67%	64%	68%	74%	94%	80%
Oakley	44%	66%	67%	41%	32%	69%	68%
Palmetto	54%	59%	60%	53%	50%	89%	83%
E.C. West	68%	77%	77%	74%	78%	86%	79%
<i>District Totals</i>	<i>80%</i>	<i>80%</i>	<i>86%</i>	<i>82%</i>	<i>82%</i>	<i>93%</i>	<i>87%</i>

Source: FCS Administrative Records 2010-2011, % of Students with "Proficient" Ratings by Domain via WSS

For each school level, we analyzed key demographic subgroup data. Targeted schools for the Striving Reader grant have much larger populations of economically disadvantaged students and most have larger populations of students with disabilities and/or English learners than the district. The mobility rate, a district indicator to measure student transiency, at each targeted school is equal to or higher than the district average. In addition, CRCT Reading data clearly

exhibit a need for increased literacy supports. Schools included in this grant have higher percentages of students not meeting standards on the 3rd, 5th and 8th grade CRCT Reading tests and much lower graduation rates than the district as a whole. Tables representing school level data for all 100 schools within the district are included in Appendix F.

Data Summary for Targeted Elementary Schools

Targeted Elementary Schools	% FRL	% SWD	% EL	Mobility Rate	Met AYP?	Grade 3 CRCT Reading		Grade 5 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet	# Students Did not Meet	% Students Did not Meet
Bethune	86%	9%	0%	42%	Yes	23	21%	15	11%
Campbell	90%	12%	16%	36%	No	8	7%	12	9%
Love T. Nolan	87%	12%	0%	44%	Yes	24	18%	40	29%
Oakley	83%	11%	6%	37%	Yes	16	15%	15	11%
Palmetto	87%	14%	10%	44%	Yes	4	8%	9	15%
E. C. West	74%	9%	6%	40%	Yes	7	7%	22	16%
<i>District ES</i>	<i>49%</i>	<i>11%*</i>	<i>10%</i>	<i>36%</i>	<i>NA</i>	<i>518</i>	<i>8%</i>	<i>492</i>	<i>7%</i>

*Represents entire district, not just that particular school level. Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

Data Summary for Targeted Middle School

Targeted Middle School	% FRL	% SWD	% EL	Mobility Rate	Met AYP?	Grade 8 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet
Bear Creek	86%	11%	3%	45%	No – NII	16	5%
<i>District Middle Schools</i>	<i>45%</i>	<i>11%*</i>	<i>4%</i>	<i>34%</i>	<i>NA</i>	<i>173</i>	<i>3%</i>

*Represents entire district, not just that particular school level. Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

Data Summary for Targeted High Schools

Targeted High Schools	% FRL	% SWD	% EL	Mobility Rate	Met AYP?	Graduation Rate
Creekside	72%	9%	2%	51%	No – NI4	69%
McClarín	94%	3%	0%	121%	No – NI2	52%
<i>District High Schools</i>	35%	11%*	3%	34%	NA	86%

*Represents entire district, not just that particular school level. Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

FCS also reviewed student scores on the Iowa Tests of Basic Skills (ITBS)—a nationally norm referenced test that our district’s 3rd, 5th and 8th graders take annually. This past year, the district’s average percentile rank for 3rd grade Reading on the ITBS was a 60. Yet, the averages of the targeted schools ranged from a low of 31 to a high of 41—well below the district average. The same can be said of 5th grade Reading scores with targeted schools ranging from the 23rd percentile to the 42nd percentile while the district average was the 59th percentile. Finally, 8th graders in Bear Creek Middle School scored at the 31st percentile compared to the district average of the 57th percentile. With a national mean percentile rank of 50, it is obvious that the schools selected need additional supports to improve their students’ performance to compete with students across the country, as well as within our district. See Appendix G for a report on FCS’ ITBS 2010 results.

b. Needs Improvement Status in Reading / Language Arts under Title I, Part A

Appendix H includes a table reflecting the percentage of students in Title I targeted elementary, middle, and high schools that met/exceeded expectations on the Criterion-Referenced Competency Test (CRCT) and the Georgia High School Graduation Test (GHSGT) based on the state’s Annual Measurable Objectives (AMO). Based on the data, it reveals that the general student population continues to make gains in Reading and English/Language Arts and

appears to be on track to meet the annual measurable objectives in 2012 based on the present percentages. A major concern, however, is the student performance at the high school level. Intensive instruction will be necessary to ensure that all high school students are capable of meeting performance objectives.

c. Percentage of Children Counted for Allocations under Title I, Part A

Striving Reader Targeted School	Number of Students	%
Bear Creek MS	1073	100
Bethune ES	758	100
Campbell ES	803	100
Creekside HS <i>(no longer an eligible Title I school)</i>	n/a	n/a
Evoline C. West ES	726	100
Love T. Nolan ES	756	100
McClarín HS	107	31
Oakley ES	727	100
Palmetto ES	535	100

Source: Student Achievement Management System and Individual Schools

d. Rationale for SRCL Grant Selection

The FCS Striving Reader core grant committee is comprised of administrators representing the following departments: Curriculum, Assessment and Accountability, Title I, Exceptional Children, and Instructional Technology. Based on extensive discussion and review of multiple sources of data, committee members agreed on the following criteria for selecting schools to participate in the Striving Reader project: Reading and English/Language Arts assessment data demonstrating performance gaps, Title I classification, schools on the district’s intensive list (a framework designed to identify and support high-need schools), feeder patterns, concentration of students with disabilities, concentration of English learners, capacity to implement grant-funded activities, and a waiting list for Georgia Pre-K slots. Based on the selection criteria, the committee recommended and the cabinet approved targeting 4 early learning centers and 9 schools arranged in a feeder pattern in South Fulton County. Sheltering Arms runs 4 early

learning centers in South Fulton: East Point Center, Oakley Township Center, Stonewall Tell Center, and Welcome All Center. These centers feed 7 elementary schools: Bethune, Campbell, E.C. West, Love T. Nolan, Oakley, and Palmetto. These elementary schools feed Bear Creek Middle School, which feeds Creekside High School. McClarin High School is also included in the grant as an alternative school with an open campus and a day care center to support teen parents. Most of the elementary schools (all but Campbell) have struggled but managed to make AYP last year; however, Creekside, McClarin and Bear Creek have not made AYP in recent years. Creekside's graduation rate of 69% and McClarin's graduation rate of 52% are significantly below the district's graduation rate of 86% and reflect the socio-demographic challenges faced by students in South Fulton County. These statistics underscore the difficulties with transitions and vertical teaming. The data provide an important example of how poor literacy skills may be flagged through reading assessments during the early years but are masked in the content areas in middle and high school. Students may show early indicators of difficulty yet manage to get by in elementary school, but by the time they reach middle and high school, students experience the compounded interest of poor literacy skills and are no longer able to achieve minimum standards, much less reach higher goals of achievement. As can be seen from the tables in section I.A.a. above, all the elementary, middle and high schools targeted have demonstrable need for additional literacy supports to improve academic performance and to ensure students are graduating ready for college and careers. See Appendix I for a map of all 13 early learning centers and schools targeted for the district's Striving Reader grant.

II. Assurances: Compliance with FERPA, GPRA, GADOE Project Design

See Appendix J for Project Assurances.

III. Project Design

A. Need

School History

Although Campbell Elementary takes its name from “Old Campbell County” which merged with Fulton County in the 1930’s, the school community prides itself on its progressive future. We believe in excellence, trust, and honest communication along with personal responsibility and commitment. Campbell Elementary School is located in Fairburn, Georgia in the southern-most part of Fulton County. According to the 2010 Census, Fairburn has approximately 12,000 residents and has grown 137% in the last 10 years. The residents of Fairburn are comprised of the following ethnicities: 70% Black, 20% White, and 12% Hispanic. Additionally, 14% of the population speaks a language other than English at home.

Campbell Elementary is a Georgia School of Excellence. We currently have an enrollment of 800 students. Our racial breakdown is 68% Black, 27% Hispanic, 1% White, 3.2% Multi-racial and 0.8% Asian. Of these students, 13% are English Learners and 11% are Students with Disabilities. Our mobility rate is 36%, which has steadily decreased over time. Approximately 90% of the school’s population is eligible for free/reduced priced meals. As a result, many of our students lack basic necessities and rely on the school and our community agencies to fulfill these needs.

We strive for academic achievement through continuous improvement and provide transparency and accountability through measured results. Campbell lives by Fulton’s motto, “Where Students Come First.” Our commitment is to provide students with an environment that supports their learning and academic goals. Campbell believes in the “whole child” approach. Each child, in our school deserves to be healthy, safe, engaged, supported, and challenged. We

call on educators, policymakers, business leaders, families, and community members to work together on a whole child approach to education. Collectively educational stakeholders have the knowledge, skill, and ability to meet these challenges and share these strengths to fulfill the needs of the whole child.

Campbell has made Adequate Yearly Progress (AYP) for eight consecutive years and has earned the honor of Title-I Distinguished School; however, during the 2010-2011 school year, we did not make AYP in the area of Reading and English/Language Arts for students with disabilities subgroup. The Striving Reader grant will help our school better address our students' literacy needs so that we meet the state's measure for AYP in the future and so that students are better prepared to compete globally as 21st century learners.

Administrative and Teacher Leadership Team

Campbell's current principal is Mrs. Denine W. Cadet. Mrs. Cadet began her tenure at Campbell as the Assistant principal in 1996. She has served Campbell E.S. for 12 years as principal. Assistant Principal, Mr. Brannon Gaskins is Campbell's newest administrator. He joined the staff after the former assistant principal was promoted and has been a part of the Campbell family for two years.

The administrative team has a facilitative leadership style. This style combines individual commitment of each educational stakeholders and organizational purposes to improve student learning. The administrative team embraces the entire community through established partnerships with parents, educational stakeholders, teachers, and staff to foster leaders within the school. We have committed teachers within all grade levels that are leaders and supporters of literacy development for our students. Our teachers are committed to implementing learning initiatives because they are a valued part of the process. Accordingly, we have seven teachers

that have completed postsecondary degrees in Reading and/or Reading Endorsements and one teacher currently pursuing degrees or endorsements with concentrations in reading. Many teachers from Campbell go on to become educational leaders at other schools within the system and other schools in the Metropolitan area.

Instructional Initiatives

Over the years, we have implemented initiatives that are research-based and promote literacy across content areas, including:

- Literacy Curriculum Nights – provides parents with a focus on improving student literacy by engaging and exploring reading strategies and literacy activities to support all content areas
- Co-taught/Inclusion Classrooms - General Education and IRR Teachers work collaboratively to provide instruction to students with disabilities in least restrictive environment
- English Learners Tutoring - tutorial services throughout the instructional day that help with homework, assistance with class projects and or assignments, and student testing

Need for a Striving Reader Project

The role of literacy in the life of a person is undeniable. Currently, only 27% of our community has earned bachelor degrees or higher and only 15 % of our teachers have reading or literacy based endorsements or degrees. As the elementary school in our community, we are fully aware of our role in making sure that students are college and career-ready. Consequently, there is a great need for professional development in literacy instruction. A major goal from our plan is to use literacy to expose students to a variety of experiences so that students will be adequately prepared when engaging in postsecondary options.

Although statistics show that 85% of our 3rd-5th grade students passed the state mandated Georgia Criterion Referenced Competency Test (CRCT) in Reading and English/ Language Arts, our data still suggests that over 50% of students assessed scored minimally (below 830). Furthermore, informal student learning data as well as teacher-student interactions indicate difficulties with phonics and decoding in grades K-2 and vocabulary and comprehension in grades 3-5. This indicates that our current initiatives are not meeting the literacy needs of our learners.

An award from the Striving Reader grant will allow us to put measures in place that will help to strengthen our literacy program. The funds will afford us the opportunity to provide professional development, extended learning experiences, and enrichment opportunities related to literacy that are sure to get our students on the right path and allow them to become confident readers, fluent writers, and better students.

a. School Literacy Team (5 points)

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
Denine Cadet	Principal
Brannon Gaskins	Assistant Principal
Jovita Wallace	Curriculum Support Teacher
Shawanna Arnold	Data Support Specialist
Rolanda Johnson	Instructional Support Teacher
Shana Weldon	English/Language Arts Instructional Coach
Angela Hudnell	Parent
Latonya Randolph	Teacher
Vera Adebolu	Parent
Amy Anastas	Teacher
Kathleen Stamper	Teacher

b. Needs Assessment (Analysis and Identification of Student and Teacher Data 5 points)

Student Data

The tables below highlight student data for Pre-K-5th grade

Pre-K Student Achievement for Work Sampling

Targeted Elem Schools	Language & Literacy	Mathematical Thinking	Scientific Thinking	Social Studies	Personal/ Social Dev't	Physical Dev't & Health	The Arts
Campbell	90%	89%	88%	91%	87%	92%	89%

Source: FCS Administrative Records; Data for 2010-11 school year

Elementary School	% FRL	% SWD	% ELL	Mobility Rate	Met AYP?	Grade 3 CRCT Reading		Grade 5 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet	# Students Did not Meet	% Students Did not Meet
Campbell	90%	12%	16%	36%	No	8	7%	12	9%

Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

Assessments Taken by Students with Disabilities	Reading Passing Rate	English/Language Arts Passing Rate
Georgia Criterion Referenced Competency Test	70 %	58%

Source: FCS Administrative Records

Student Literacy Needs

Campbell Elementary School has five major subgroups: students with disabilities, blacks, English Learners, Hispanics, and our largest subgroup of economically disadvantaged. Students from these backgrounds come to school and immediately begin to encounter literacy challenges. We have attributed these challenges to limited exposure to text prior to coming to school and barriers in language foundations of literacy for all subgroups. Students in these subgroups need increased opportunities to explore language, experience text, and require the most current resources and best practices in literacy development.

Major Literacy Strengths Discovered:

- Improvement in the percentage of students meeting/exceeding on the 5th grade writing assessment by 15%
- 100% passing rate of 5th grade Special Education students participating in the co-taught/inclusion model for Math and Reading.
- An increase of 3% of students scoring in the highest level on the Reading CRCT

Major Literacy Weaknesses Discovered:

- Achievement in science decreased during the 2010-2011 school year. In using multiple forms of data, student learning, process, and perception data we determined the decrease in achievement to be attributed to limited exposure to science concepts, informational text, and science vocabulary.
- Achievement in Reading among our students with disabilities subgroup: Students with disabilities continue to fall behind peers in achievement on the State assessment. Aside from individual learning disabilities, we have attributed the slow increase toward state standards to teacher's limited knowledge of the reading process, reading assessments, exploration in

specific research-based instructional strategies with focus on phonemic awareness, phonics, fluency, reading comprehension, and vocabulary.

Findings:

All Students

- We experienced a decrease in our Reading performance on the CRCT of 4 percentage points for students in grades 3rd – 5th during the 2010-2011

Black Students

- 3rd – 5th grade Black students' CRCT performance in Reading decreased by 5 percentage points: We attributed this decrease to a relaxed emphasis on frequent assessments and monitoring of Reading and English/Language Arts (ELA) standards.

Students with Disabilities

- Our students with disabilities subgroup performance on the Reading and ELA CRCT fell by 15 percentage points. Part of this decrease may be attributed to students in IRR who have transitioned from CRCT to CRCT-M. We found that the modified version of the CRCT did not necessarily improve the success rate in Reading.

English Learners

- The performance of our English Learner students fell by 1 percentage point in Reading. This was the first year for this subgroup at Campbell. It is necessary to monitor this subgroup more closely and use formative assessments to determine areas of weaknesses so that interventions can be applied more timely. According to the results of the 2011 Assessing Comprehension and Communication in English State-to-State (ACCESS) proficiency test for English Learners, an average of 80% of our English Learners failed to use social English and academic language adequately while working with grade level materials.

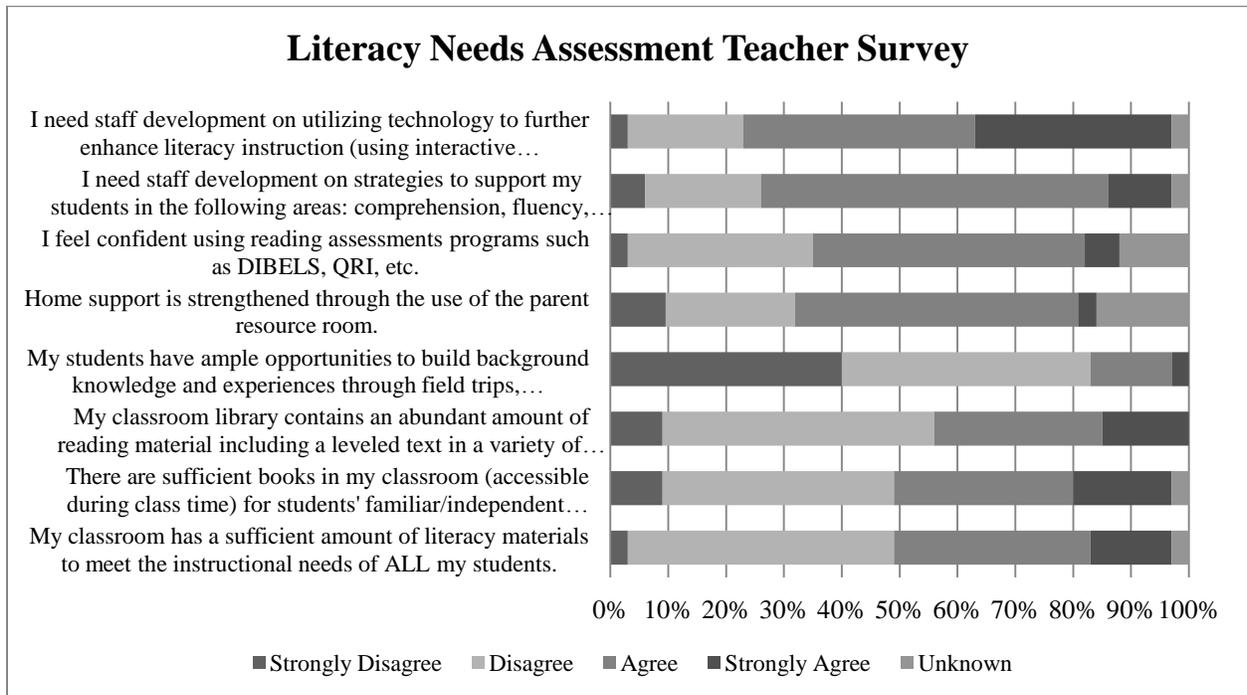
Economically Disadvantaged students:

- Students in this subgroup experienced a decline of 4 percentage points on the Reading CRCT. Over 90% of Campbell students fall into this category.

Teacher Professional Learning Needs

Campbell has a committed staff, most with strong educational backgrounds. Teachers participate in ongoing professional development. A detailed list of teacher participation in professional learning communities and other professional development is included in section III.B.e.

A teacher survey was completed to determine professional learning needs specific to literacy. The results are indicated in the table below:



Survey results indicate that Campbell teachers need professional learning which emphasizes the reading process, reading assessments, and exploration in scientifically research-based instructional strategies with focus on phonemic awareness, phonics, fluency, reading

comprehension, and vocabulary. In addition, teachers need professional learning on the implementation of the Response to Intervention model with emphasis on preventative interventions and tiered interventions for small groups. Survey results also indicate a need for professional development on effective writing instruction in the use of the traits of good writing in conjunction with genre specific expectations. Finally, there is a need for additional professional development on reading and writing applications and software to allow teachers and students an ability to explore literature of all varieties in an efficient manner.

Teacher Retention Data

Due to shared leadership, mutual respect, and community partnerships within our school culture, we are able to retain a high number of our staff each year.

School Year	Percentage of Certified Teachers Retained
2010-11	96%
2009-10	88%
2008-09	94%

Source: Fulton County Schools Administrative Records

It should be noted that the 2009-10 school year represents the year in which the school system implemented a Reduction in Force (RIF) due to the economic climate. The 2010-11 and 2008-09 school years represent years in which a high number of teachers received promotions and/or relocated based on personal needs.

Curriculum Needs

Subgroup	Areas of Weakness	Area affected
Blacks	Vocabulary	<ul style="list-style-type: none"> Understanding word problems in Math Using context clues to determine meaning of unknown words
	Fluency Rates	<ul style="list-style-type: none"> Reading comprehension across content areas due to decreased reading rates
Students with Disabilities	Comp-rehension	<ul style="list-style-type: none"> Understanding of cause/effect relationships in Social Studies/Science Comprehending word problems in Math
	Fluency Rates	<ul style="list-style-type: none"> Reading comprehension across content areas due to rate prosody, rate and accuracy
	Vocabulary	<ul style="list-style-type: none"> Difficulty transferring word meanings to present content Limited background knowledge and experiences outside of school.
Economically Disadvantaged	Vocabulary	<ul style="list-style-type: none"> Limited opportunity to learn new words in new contexts Difficulty understanding text due to limited vocabulary
English Learners	Vocabulary	<ul style="list-style-type: none"> Understanding text due to limited working vocabulary

Technology Needs

Technology plays a role in every aspect of our students' lives. To assist Campbell's education programs in preparing students to become full participants in the 21st century environment, we have identified the following technology needs for use with all subgroups:

- Digital storytelling to weave images, music, narrative and voice together to create digital storyboards. Storyboards lay out images in sequential order to create the flow of the production while digital storytelling and storyboards aid in developing reading comprehension and understanding of genre structure
- E-readers and/or digital tablets for students to access digital storytelling websites that capture their attention and provide practice on reading skills that have not yet been mastered

- Handheld response systems to allow students immediate feedback about their answers and provide an opportunity to make changes in their retention of new material
- Website subscription to allow access to a variety of resources to implement best practices and provide high quality instruction
- Audio books to allow practice with comprehension skills while supporting students who struggle with decoding and fluency

Family Engagement Needs

We have developed a parental involvement policy that includes strategies to increase family engagement such:

- Lunch and Learn Seminars so parents can learn research-based strategies to improve student learning while eating lunch
- Coffee and Conversations with the Principal which allows parents to address issues and concerns with administrative teams
- Two Parent Liaisons (one of whom is bilingual) to organize parent activities, including the volunteer orientation and to encourage the use of the computer lab and parent resource room
- Dining with Dads which allows Dads or father figures to spend the day with their children while enjoying lunch and reading their favorite books to the class

While we try to provide several opportunities for families to engage in the school literacy experience, we continue to encounter numerous challenges. These include limited funding, conflicting work schedules for parents and transportation issues. We recognize the need for increased parental involvement. It is only when all stakeholders are involved that students achieve at the optimal level.

c. Needs Assessment Process (5 points)

Teachers and staff use a combination of data from the CRCT and ITBS as well as data from performance on class assessments and district benchmark assessments to determine students most at risk. We are constantly reviewing data to identify student needs. Yearly, we conduct a comprehensive needs assessment to support both our School Improvement Plan and our Title I Plan. Data drives our instructional decisions at Campbell. As a result, we were able to identify our literacy needs throughout this extensive process. We have identified students with disabilities as the group most at risk for not meeting state academic standards in literacy. Our data tells us that although this group continues to make great gains, there continues to be room for growth as we work toward the state Annual Measurable Objective (AMO) in Reading/ELA. During the needs assessment, we looked at our current programs alongside the student learning data. This helped us to make decisions regarding our current practices, needs, and goals. Additional instruments, procedures, and processes to attain student data include: Parent Perceptions Survey; Workshop Evaluations; Attendance Summary Reports; Mock Writing Assessments and Grade 5 Georgia Writing Assessments; Qualitative Reading Inventory Assessment; School-Wide Common Assessments.

d. Areas of Concern (5 points)

In order for Campbell 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, Campbell 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 identified in section III.A.b. 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	
English Learners (EL) Performance in Reading in grades K-5, ages 5-11, & across content areas	English Language Arts Reading (ELAR)-The student uses a variety of strategies to gain meaning from grade – level text	Lack of end of unit assessments to track student progress	Provide enhanced training on school's tiered instructional model	Need to strengthen transitions for EL students from PreK to K, from K to 1 st grade, and from Elementary School to Middle School	<ul style="list-style-type: none"> • Saturday Academy • Differentiated Instruction • Extended Day • Tutoring and Homework Assistance
Students with Disabilities (IRR) Performance in Reading/ ELA in grades 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.	<ul style="list-style-type: none"> • Inclusion classrooms (4th & 5th grades) • Professional development on: differentiated instruction; small group reading instruction; co-teaching • Extended day • Saturday School

Area of Concern	Research-based Practices Found in Georgia Literacy Plan				Current Strategies
	Standards	Assessments	RTI - Tiered Instruction	Transitions	
<p>Economically Disadvantaged students</p> <p>Performance in Reading/ELA in grades K-5, ages 5-11, & across content areas.</p>	<p>ELAR-The student uses a variety of strategies to gain meaning from grade – level text</p>	<p>Lack of end of unit summative assessments in preparation for CRCT</p>	<p>Provide enhanced training on school's tiered instructional model</p>	<p>Need to improve the effectiveness of our EIP support services</p>	<p>Saturday Academy Differentiated Instruction Extended Day 2.5 hrs of daily literacy instruction including guided and shared reading, literature circles, flexible and small groups Utilizing technology (i.e. interactive whiteboards and web-based software) Professional Learning Communities (PLC) to discuss current practices</p>
<p>Performance in Writing in grades K-5, ages 5-11, & across content areas.</p>	<p>ELAW1-The student demonstrates competency in the writing process</p> <p>ELAW2-The student writes in a variety of genres, including narrative, informational, persuasive, & response to literature</p>	<p>Lack of formalized writing assessments across all grade levels</p> <p>Inconsistent use of genre based rubrics/ checklists</p>	<p>Provide enhanced training on school's tiered instructional</p>	<p>Lack of a formalized writing plan across grade levels</p>	<ul style="list-style-type: none"> ● Implementation of 6+1 traits writing plan ● Creation of common writing prompts for all grade levels & genres ● Planning of genre-specific writing units

Area of Concern	Research-based Practices Found in Georgia Literacy Plan				Current Strategies
	Standards	Assessments	RTI - Tiered Instruction	Transitions	
Performance in Science in grades K-5, ages 5-11	SCS-Students will understand important features of the process of scientific inquiry	Lack of available common assessments for Science	Provide enhanced training on school's tiered instructional model	Need to increase the depth of Science instruction across grade levels	Progress monitoring in each unit Weekly Science experiments in Science lab Early Intervention Program (EIP) teachers using Science content to teach Reading strategies Participating in Math & Science Extravaganza In-house Science field trips

e. Root Cause Analysis (5 points)

Underlying Causes of the Areas of Concern

As we used the data to discover the root causes for areas of concern, we looked at data across grade levels. Additionally, teachers, administrators, and support staff used student learning data to decide the effectiveness of current programs, practices, and strategies. Root cause protocols were used to determine the deepest underlying cause for the decreases we experienced in student achievement.

Throughout the school year, we continue to monitor student learning formally and informally. School staff meets in professional learning communities to review the work of students and assessment results. The information is be used to plan collaboratively and instruct students accordingly. We make it a common practice to use data to create flexible groups and differentiate by process, product, content, and environment.

Listed below are what Campbell determines to be the underlying causes of areas of concern:

- Performance in Reading and English/Language Arts (ELA)
 - Teacher's limited knowledge of the reading process, reading assessments, specific research based instructional strategies with focus on phonemic awareness, phonics, fluency, reading comprehension, and vocabulary impacting K-5th grade students
 - Relaxed emphasis on frequent assessments and monitoring end of unit success and mastery of Reading/ELA standards for all students, grades K-5
 - K-5th grade English Learner (EL) students' limited exposure to text prior to coming to school: EL students need increased opportunities to explore language, experience text, and require the most current resources and best practices in literacy development
- Performance in Science impacting all students, K-5th grade
 - Limited curriculum emphasis in science
 - Students' limited exposure to science concepts, informational text, and science vocabulary.
 - Lack of integration of science vocabulary, concepts, and text structure into the literacy schedule
- Performance in Writing for all students, grades K-5
 - Lack of teacher's content knowledge regarding teaching writing
 - Lack of formal writing assessments across all grade levels
 - Inconsistent use of rubrics/checklist
 - Lack of a consistent school-wide writing plan

B. Quality of Project Design

a. Project Goals and Objectives (5 points)

Project Goals and Objectives

Based on information from our needs assessment, Campbell has created our literacy project goals and objectives to support our literacy plan. We considered the key components that research shows should be in place for students to have successful experiences with literacy. While our areas of concern addressed all grade levels, K-5, Campbell chose to focus goals on specific grade levels. Campbell's primary outcomes are to: (1) Increase student performance in reading for all students; (2) Improve performance in writing for all students. The table below outlines goals and objectives to reach these outcomes:

Goal	Objective/Measures	Timeline
To reach outcome (1): Students in grades K-5 will read grade level text with appropriate level of comprehension	<ul style="list-style-type: none"> • 75% average – February district benchmark assessment • 60% of students reading on grade level – January DIBELS • 80% of students reading on grade level – May DIBELS 	<ul style="list-style-type: none"> • February 2013 • January 2013 • May 2013
To reach outcome (1): Students in grades 3-5 will increase reading fluency	<ul style="list-style-type: none"> • 3rd – October DIBELS 90 CWPM • 3rd – May DIBELS 120 CWPM • 4th & 5th – October DIBELS 90% accuracy • 4th & 5th – May DIBELS 95% 	<ul style="list-style-type: none"> • October 2012 • May 2013 • October 2012 • May 2013
To reach outcome (1): 2 nd -5 th grade students in ESOL will improve vocabulary development	<ul style="list-style-type: none"> • 50% meeting grade level expectations on ACCESS 	<ul style="list-style-type: none"> • May 2013
To reach outcome (2): Students in grade 5 will improve passing rate on Georgia Writing Assessment (GWA)	<ul style="list-style-type: none"> • 5% increase on GWA 	<ul style="list-style-type: none"> • March 2013
To reach outcome (2): Students in grade 3 will improve passing rate on GWA	<ul style="list-style-type: none"> • 2% increase on GWA in all genres 	<ul style="list-style-type: none"> • April 2013
To reach outcome (2): Students in grade K-5 will meet writing expectations on common writing prompts	<ul style="list-style-type: none"> • 75% meeting or exceeding expectations on common writing prompts 	<ul style="list-style-type: none"> • February 2013

b. Scientific, Evidence-Based Literacy Plan (10 points)

Implementation Plan for Goals and Objectives Identified

Campbell's instructional schedule, including tiered instruction, will consist of a 2.5 hour reading block daily, small group instruction and differentiated instruction. Technology will continue to be integrated in the learning process and include curriculum enhancements such as digital storytelling, guest author, classroom libraries, and content area database subscriptions. Media literacy programs currently in use will continue to be implemented. The following will also be implemented:

- Woodruff Arts Programs (K-2 Wolf Trap, 3-5 Reader's/Writer's Theater) – Staff from Woodruff Arts Programs will work collaboratively with teachers and students. GA Wolf Trap Artists developed a K-2 program to provide active engagement through the disciplines of drama, music and movement activities to teach literacy skills. Reader's/Writer's Theater utilizes innovative drama-based teaching strategies to build literacy skills and includes oral presentations of text, application of word recognition and pronunciation, vocabulary, fluency, comprehension and non-verbal communication to make meaning for an audience.
- Extended Learning for grade 4 and monthly Saturday School for content integration
- Increased frequency of Literacy Night and development of Science Night
- Professional learning for teachers
- Development of a professional resource library
- Increased exposure to non-fiction text through leveled classroom libraries

Additional initiatives for the literacy plan can be found in Appendix K.

Faculty and Staff to Implement Plan

All certified staff will be responsible for implementing Campbell's literacy plan.

Designated staff members will be responsible for redelivery of professional development. All members of the staff that do not currently hold reading endorsement or postsecondary degrees in Reading and Literacy will be given the opportunity to participate in the reading endorsement. Administrators will work diligently to monitor the fidelity of the implementation and teams will evaluate the processes often.

Current Instructional Schedule

Campbell's current instructional schedule is detailed below. It includes how our proposed plan will fit into the existing schedule.

Current Instructional Schedule		Implementation of Plan
7:45-8:00 – Math Moment		
8:00-9:00- Math Block		
9:00-9:50 Science/ Social Studies Block		
9:50-12:20 Reading and English/Language Arts Block The purpose of this block is to expose students to a wide range of literature, teach comprehension and teach students how to read with books that increase in difficulty. Students either read from a basal, trade book, or big book.		<ul style="list-style-type: none"> • Professional Development: Understanding the reading process and the use of reading assessments • Implementation of Woodruff Arts Programs through the Alliance Theatre
(30 Minutes) <i>Whole Group</i>	Students are presented with a series of learning tasks to acquire and/or practice their learning. The pace of instruction is monitored for mastery by all. Learning is assessed using standardized measures, graded assignments, tickets out the door and topic tests.	(30 Minutes) <i>Whole Group</i>
(60 Minutes) Small Group	Small group reading instruction provides meaningful literacy experiences. It begins where the learners are, by addressing individual needs. It includes tasks to promote deep understanding, allows teachers to teach reading before and during the reading process, and allows teachers to adjust the teaching to meet the needs of all learners.	(60 Minutes) Small Group
60 Minutes Writing Workshop	Students are given opportunities to write in a variety of genres. The writing workshop allows teachers to meet the needs of their	60 Minutes Writing Workshop

Current Instructional Schedule		Implementation of Plan
	students by differentiating instruction and gearing instruction based on information gathered through the workshop.	
12:15-2:20 – Lunch, Specials, Recess, Dismissal		

Plan for Tiered Literacy Instruction

Campbell’s Response to Intervention (RTI) model works to ensure that students receive appropriate instruction and interventions based on their needs. Teams of teachers and support staff collaborate to ensure that each student succeeds in school. We take great care to put a face to all struggling students by creating a hierarchy system for checking the permanent record folders of each newly enrolled student.

In Tier 1, teachers frequently monitor progress towards mastery of the Georgia Performance Standards. This progress monitoring is done through summarizing activities and collection of informal data as well as via common assessments and end of unit assessments. Teachers also analyze district level benchmark assessments and group students appropriately. 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 created. Students may receive extra support from the Early Intervention Program (EIP) teacher in a small group setting. Teachers may also provide interventions and monitor those interventions within the general education setting. This process of working together to provide scientifically research-based (SRB) strategies for remediation within Tier 2 is called informal collaboration. Through this meaningful interaction, teachers are provided with a support network and strategies from varying perspectives. The effectiveness of the interventions is determined based on data collection.

In the event a student continues to struggle after these strategies have been implemented, the teacher will seek additional support from the Student Support Team (SST) which falls under Tier 3. At this step, 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 collect data on the effectiveness of the interventions. Students who do not respond to interventions in Tiers 1-3 may move to Tier 4 for consideration of special education services. Students who respond favorably to interventions may move back to Tier 1.

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

The table below indicates the time, personnel and strategies for tiered instruction:

	Time	Personnel	Strategies
Tier 1-Core Curriculum			
Kindergarten	<ul style="list-style-type: none"> 2.5 hours daily of Literacy Instruction 	<ul style="list-style-type: none"> General Ed. Teacher Kindergarten Para-Professional Media Specialist 	<ul style="list-style-type: none"> Whole group instruction Small group instruction Centers Technology/Websites Instructional Calendars Informal progress monitoring
1 st Grade			
2 nd Grade			
3 rd Grade			
4 th Grade			
5 th Grade			
Tier 2-Strategic Intervention			
Kindergarten	<ul style="list-style-type: none"> 30 minutes Extended Day 2 hours (3rd and 5th) four days a week (Jan.-Mar.) 	<ul style="list-style-type: none"> General Ed. Teacher Kindergarten Para-Professional Early Intervention Program Teacher 	<ul style="list-style-type: none"> Small group instruction Accelerated Reader Web-based Instruction Informal Collaboration Individualized progress monitoring Harcourt Trophies Intervention
1 st Grade			
2 nd Grade			
3 rd Grade			
4 th Grade			
5 th Grade			

	Time	Personnel	Strategies
Tier 3-Intensive Intervention			
Kindergarten	<ul style="list-style-type: none"> EIP 45-50 minutes daily(1st-5th) ESOL (K-4 50 min. daily; 5th gr. 1.5 hours daily) Extended Day 2 hours (3rd and 5th) four days a week (Jan.-Mar.) 	<ul style="list-style-type: none"> Reading Endorsed Certified Teacher General Ed. Teacher ESOL Teacher School Counselors Curriculum Support Teachers 	<ul style="list-style-type: none"> Guided Instruction Instructional Games Study Island Progress Monitoring CRCT practice materials
1 st Grade			
2 nd Grade			
3 rd Grade			
4 th Grade			
5 th Grade			
Tier 4-Due Process			
Kindergarten	<ul style="list-style-type: none"> Determined by Individualized Education Plan 	<ul style="list-style-type: none"> Special Ed. Teachers Speech-Language Pathologist General Ed. Teacher Instructional Support Teacher 	<ul style="list-style-type: none"> Student Support Team Speech and language services Co-teaching Specially Designed Instruction Second Language support
1 st Grade			
2 nd Grade			
3 rd Grade			
4 th Grade			
5 th Grade			

c. Strategies and Materials to Support Literacy Plan (existing and proposed) to Include

Technology (5 points)

Current Resources / Activities

Listed below are the current resources available at Campbell Elementary.

Current Resources	Shared Resources	Library Resources
<ul style="list-style-type: none"> Oral Fluency Kits Leveled readers & stories on tape Access to Reading A to Z Access to study island Access to Discovery Learning Access to Georgia Online Assessment System (GOAS) 	<ul style="list-style-type: none"> Books and CDs on tape Oral Fluency Kits Access to tumblebooks.com/ tumblrereadables.com Professional resource library 	<ul style="list-style-type: none"> Instructional Videotapes Limited class sets of novels Phonics instructional songs on tape Accelerated Reader Program Reading Instructional Games Professional Magazines (Reading Teacher) Resource Library Brain Childs Hand-held devices Learning tablets Magazine subscriptions for students

Proposed Resources

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

- Increased literacy curriculum nights held throughout the year
- Year-round extended day and Saturday school
- Reduction of extended day class size for students with disabilities to 5:1; 8:1 total
- Internet based publishing software
- Assessment materials/item bank for common assessments
- Reading Instructional flipcharts and interactive resources
- School license to research-based intervention programs
- Common planning for vertical teaming
- Supplementary instructional resources for EL teachers
- Online texts and instructional resources
- Supplemental reading materials (graphic novels, children's magazine, audio books, e-books)
- Materials for leveled instruction library and professional resource library
- Handheld response systems
- Professional development to include research-based strategies for teaching English Learners; tiered instruction; research-based strategies for literacy instruction for students with disabilities; cross-curricular connections; teaching science in the reading block; writing across the content areas; reading and writing application and software (i.e. e-readers)

d. Project Procedures and Supports (5 points)

Tiered instruction is provided within the 2.5 hour Reading and ELA block for grades K-5. Tier 1 instruction is provided during whole group reading. Instruction for all tiers is provided

during reading groups when students participate in small group instruction. Differentiation of instruction and strategies and interventions are implemented during these timeframes for all students. A detailed schedule for all grade levels is included in Appendix L.

e. Professional Learning Strategies Identified on the Basis of Documented Needs (5 points)

Professional Learning Conducted within Past Year

Campbell’s preferred method of delivery for professional development is face-to-face, either in faculty meetings or small learning groups; grade level meetings; professional learning communities; videos; listservs; discussion boards; and book studies.

Professional Learning Topic	PL Hours	% of Staff Attending
Differentiated workshop for struggling readers	10	100% of IRR teachers
Science integration workshop	1	100%
Promethean activboard training & technology workshop	8	100%
Higher Order Thinking Workshop/Bold Print	16	100%
Math Journals	2	100%
Best Practice Workshops	16	100%
Data Analysis and Data Usage Workshops	10	100%
Professional Learning Communities (PLC)	2	100%
7 Step Lesson Plan	8	100%
Question-Answer-Relationship Workshop (QAR)	4	100%
Renzulli/Differentiation	8	100%

A description of each of these professional learning activities is available in Appendix M.

On-going Professional Learning

As a part of our current professional learning plan, we have identified the instructional strengths of our current staff. Staff members share scientifically research-based practices that work well in their classrooms. Faculty members have been engaged in the following in-house professional learning opportunities called *Best Practice Workshops*:

On-going Professional Learning	Descriptions	Delivery Method
Differentiated Instruction	Meeting the needs of all learners	Face-to-face (Faculty), Grade Level Meetings
Use of Technology	Technology integration across content areas	Face-to-face (Faculty), Grade level meetings
Creating a positive classroom climate	Promoting positive student interactions	Face-to-face (Faculty)
Optimizing transitional time (IRR/Special Education)	Tiered activities for special education students	Face-to-face (Faculty)
Whole Brain Teaching	Reinforcing retention of academic content	Face-to-face (Faculty)
Writing using the 6+1 traits	Qualities of good writing	Face-to-face (Small group)

Campbell’s needs assessment determined a variety of professional learning needs that have been described in section III. A. b.

f. Assessment / Data Analysis Plan (5 points)

Teachers are actively involved in decisions regarding the use of academic assessments. Campbell has a school-wide system for informal progress monitoring using a summarizing activity or assessment. This information is recorded on their class monitoring chart and used to structure small groups and organize learning for the next day. The data gives teachers up-to-date information on student learning in order to make informed decisions for planning and instruction. Teachers meet with colleagues, teacher support staff, and administrators to decide the effectiveness of instruction and instructional programs. In addition, school-wide common assessments are administered each month. These assessments are created by a team of teachers and the information is used to modify instruction, pacing, and to create flexible learning groups.

Current Assessment Protocol

Assessment	Purpose	Skills	Frequency
Common Formative Assessments (1 st – 5 th grade)	Progress monitoring	Vocabulary, Phonics, Reading Comprehension	Monthly
Periodic Fluency Assessments (1 st – 5 th grade)	Progress monitoring	Fluency	4 x per year
District Benchmark Assessments (2 nd -5 th grade)	Diagnostic, Progress monitoring	Vocabulary, Phonics, Reading Comprehension	4 x per year
Informal Assessments (K-5 th grade)	Progress monitoring	Vocabulary, Phonics, Reading Comprehension	Daily
Georgia's Online Assessment System	Progress monitoring	Reading Comprehension, Vocabulary	Ongoing
State writing assessments(grades 3-5)	Outcome	Writing Instruction	1 x per year
Georgia Kindergarten Inventory of Developing and Skills (GKIDS)	Progress monitoring, Outcome	Phonological awareness, alphabet knowledge, concepts of print, oral language	4 x per year
Iowa Test of Basic Skills (3 rd and 5 th grade)	Outcome, Screening	Reading Comprehension, Vocabulary	1 x per year

Explanation of Current Data Analysis Protocol

We utilize multiple measures of data to analyze student needs. We use process data, student learning data, demographic data, and perception data to make decisions. Student learning data includes informal checklists and formative assessments which give us student achievement information. Student discipline data is used to brainstorm strategies about school-wide behavior plans as well as intervention strategies for individual students. We use electronic surveys, student testing databases, and assessment software to obtain information from and about our students, staff, and community. Each subgroup is monitored by grade level and content area.

Teachers keep a data notebook that includes classroom goals, common assessment results, standardized test scores and progress monitoring results such as oral fluency records and phonics/decoding screenings.

Comparison of Current Protocol with the SRCL Assessment Plan

Our school commits to using the DIBELS Next assessment as part of the Striving Reader project. We do not currently have a universal screening tool. DIBELS Next will allow for appropriate progress monitoring for all tiers of Response to Intervention. It will take the place of our current fluency assessment which is administered 4 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 not meeting grade level expectations. These 'at-risk' students will have an opportunity for in-class interventions with progress monitoring assessments to measure the effectiveness of the interventions. A follow-up assessment in the spring will give further information about students' progress toward grade level goals and objectives. The final administration during the last month of the school year will measure the success of our literacy plan and be used to make further educational decisions. We will continue to administer monthly common assessments to monitor mastery of state standards. An item bank will assist teachers in developing high-quality items for each common assessment.

Professional Learning Required to Implement New Assessments

Administrators and teachers will participate in the Georgia Department of Education's professional learning sessions to learn how to administer DIBELS Next assessments. Administrators and teachers will also participate in professional learning on the effective use of item banks for common assessments.

How Assessment Data is Shared with Parents

Current achievement data is shared on a consistent basis with all stakeholders. We believe that all stakeholders should understand and be familiar with our strides to promote growth in all subjects. We share assessment data with parents in the following ways: Hallway displays; Parent newsletters; Parent teacher conferences; Bi-monthly progress reports; Reports from District Benchmark Assessments; Annual Title-I meeting and state of the school address; PTA, community meetings, Local Advisory Council meetings; Home Access Center which allows access to teachers' grade books. Two full-time parent liaisons, including one who is bilingual, assist in sharing assessment data with parents.

IV. Experience of the Applicant (10 points)

A. LEA Initiatives

Fulton County Schools has a strong track record of effectively implementing large, competitive grants at the federal, state, and private foundation level. Examples are included in the table below.

Competitive Grant Title	Funded Amount	Audit Findings
Smaller Learning Communities grant	\$5.2M	No audit findings
Readiness & Emergency Management for Schools grant	\$608,355	No audit findings
Teaching American History grant	\$989,801	No audit findings
Carol M. White Physical Education grant	\$1.5M	No audit findings
Mathematics and Science Partnership grant	\$440,356	No audit findings
Strategic Data Project grant	\$500,000	No audit findings

At the federal level, in 2008, Fulton County Schools received a \$5.2 million Smaller Learning Communities grant from the U.S. Department of Education to develop career-focused academies in four high-need high schools, including the targeted Creekside High School. The initiative has been successful; participating schools have seen increased student proficiency on

the state tests, increased graduation rates, and increased enrollment in postsecondary education the year following graduation. Other competitive, federal grant awards include a \$608,355 Readiness and Emergency Management for Schools grant in 2009, a \$1 million Teaching American History grant in 2008, and a \$1.5 million Carol M. White Physical Education Program grant in 2004. At the state level, FCS has received multiple Mathematics and Science Partnership Program grants from the Georgia Department of Education – the current grant valued at \$440,356. Further, Fulton County Schools received a Strategic Data Project grant valued at approximately \$500,000 from the Center for Education Policy Research at Harvard University. The Strategic Data Project, funded by the Bill & Melinda Gates Foundation, is a national education initiative to help school district and state leaders increase student achievement and attainment through data-informed decision-making.

B. Initiatives Implemented Without Outside Funding Support

FCS has developed and implemented numerous education programs designed to increase student achievement using general operating funds. These programs attend to the delivery of student-focused instruction, ongoing assessment, use of data, and continuous improvement. Our benchmark assessment program, known as Checkpoints, assesses student mastery of the Georgia Performance Standards (GPS) 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. Since initial implementation of the GPS, tools such as Checkpoints and SAMS have helped the district demonstrate steady gains in the percentage of students meeting and exceeding state standards in all grades and subjects.

C. Capacity to Coordinate Resources

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. Staff members from partnering organizations, i.e., United Way, Sheltering Arms, and the Woodruff Arts Center, all have experience implementing complex projects that are time and budget constrained.

D. Sustainability of Initiatives Implemented by the LEA

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. Establishing the grant committee and conducting needs assessments have provided a solid foundation for FCS' Striving Reader grant and have 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. 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 also will 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.

V. Resources (10 points)

A. Coordination with Existing Programs and Family Literacy Services

The district has the capacity to implement with fidelity a large, complex grant like the Striving Reader Comprehensive Literacy Project and align resources to complement existing funding streams. FCS is not included in the state's Race to the Top grant, nor does it receive any School Improvement Grant funding. Thus, FCS is currently not implementing any district-wide, federally-funded reform initiatives that might absorb limited capacity within schools. The targeted schools are willing and excited about implementing a Striving Reader grant. The table below summarizes select state and federal funding received by the district and allocated to the targeted schools and centers.

Resources Available	Title I Funds	Title II Funds	Bright From the Start Funds
<i>Fulton County Schools</i>	\$20,685,036	\$2,330,577	\$5,650,000
Bear Creek MS	\$287,040	n/a	n/a
Bethune ES	\$197,440	n/a	\$98,530
Campbell ES	\$248,320	n/a	\$59,806
Creekside HS	n/a	n/a	n/a
E.C. West ES	\$162,134	n/a	\$158,336
Love T. Nolan ES	\$200,640	n/a	\$109,071
McClarín HS	\$76,480	n/a	n/a
Oakley ES	\$196,160	n/a	\$59,806

Resources Available	Title I Funds	Title II Funds	Bright From the Start Funds
Palmetto ES	\$132,160	n/a	\$109,071
Sheltering Arms (4 centers)	n/a	n/a	\$473,308

Title I is a federally funded program designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic standards and state academic assessments. The district's Title I Office provides Title I schools with extensive technical assistance on the appropriate use of funds to comply with federal funding rules and regulations to ensure that funds supplement and not supplant existing resources. Title I funding will complement Striving Reader investments in literacy. **Title II** funding is held at the district level and supports all schools; individual schools do not receive a Title II allocation. The purpose of Title II, Part A is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensuring that all teachers are highly qualified. Priorities for the district's Title II, Part A funding include: moving all non-highly qualified teachers to highly qualified status within an appropriate timeframe, assisting special education teachers with gaining the content knowledge necessary to add content concentrations to their certificates, revising procedures for selecting and retaining professionally certified and highly qualified teachers, and supporting professional development activities aimed at building teacher and principal effectiveness. The purpose of Title II, Part D is to improve student academic achievement through the use of technology in elementary schools and secondary schools. Title II, Part D formula grants for 2010–2011 created a scaffold upon which the Striving Reader Grant can continue to build. Besides having basic literacy skills, today's students also need technology skills for communicating, investigating, accessing and using information, computing, thinking

critically about messages inherent in new media, and understanding and evaluating data. Georgia Department of Early Care and Learning (**Bright from the Start**) is responsible for meeting the child care and early education needs of Georgia's children and their families. Currently, FCS' Pre-K program provides 6.5 hours of instructional time, five days per week, and 160 days per year for eligible children. The school district receives state lottery funding through Bright from the Start to pay for classroom teachers, equipment, materials, and supplies to support its Pre-K program. The portion of the Pre-K grant funds that are allocated to the school level budgets are for teacher and teacher assistant salaries, substitutes, and benefits. The district also allocates funds to school budgets for instructional materials and supplies, field trips and postage. The remaining Pre-K grant funds are kept at the district level for distribution to schools as needed and for support of students, parent involvement, teachers, and classrooms. Bright from the Start funding for the Sheltering Arms early learning centers covers teacher and assistant salaries and benefits, instructional materials and supplies, and other non-instructional costs.

Federal funding from Title I and II as well as state funding from Bright from the Start will complement investments made with Striving Reader funds to ensure alignment with student needs. FCS will incorporate Striving Reader plans and funds into its annual planning and review process in order to ensure funds are used to supplement, not supplant, Federal, state or local funds and to ensure alignment of resources. As schools submit their School Improvement Plans coupled with their Title I and Title II Plans to their Area Superintendents and to the Assistant Superintendent for Curriculum and Support for review, close attention will be paid to the alignment of identified student needs, instructional strategies to address the needs, timelines for implementation and monitoring, and budgets, to ensure that all resources are focused and converge to support student achievement in the area of literacy and will not be used to supplant

public funds. Area Superintendents provide feedback to schools on drafts and must sign-off on the final versions of the school plans.

VI. Management Plan and Key Personnel (10 points)

Administrators, faculty members and program staff from FCS, United Way, Sheltering Arms and Woodruff Arts Center have the capacity and expertise to successfully implement our Striving Reader grant. Qualifications for key personnel are laid out below.

A. Management Plan and Key Personnel Responsible for Grant Implementation

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. Faculty from partnering institutions all have experience implementing complex projects that are time and budget constrained. The following individuals are qualified for their role and committed to improving literacy in targeted schools and early learning centers. 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. Avossa received his Ph.D. from Wingate University.

Dr. Linda Anderson – FCS Deputy Superintendent Instruction (0.05 FTE) will chair the Striving Reader Governing Board and provide strategic oversight for grant implementation. Dr. Anderson reports directly to the Superintendent; she received her Ph.D. in Educational Leadership from Mercer University.

Amy Krause – FCS Assistant Superintendent Curriculum and Support (0.10 FTE) will be accountable for the Striving Reader grant and will supervise the Striving Reader Project Director to integrate proposed strategies and supports with other system processes to ensure alignment. Ms. Krause has served as the district's liaison on several literacy initiatives including Reading Recovery with Georgia State University and Reading First with the Georgia Department of Education. As a former reading specialist in the state of Alabama, Ms. Krause understands the components of a balanced literacy approach. Ms. Krause holds a Specialist degree in Educational Leadership and a Master of Arts in Education with a concentration in Early Childhood and also Administration and Instructional Supervision.

Dr. Vic Shandor – Instructional Area Superintendent (0.1 FTE) is the Instructional Area Superintendent for the Creekside cluster of schools—the main feeder pattern in this grant. He will serve on the Striving Reader Governing Board and will ensure vertical alignment of curriculum and professional learning across Striving Reader schools. In his capacity as a member of the FCS Executive Leadership team, Dr. Shandor will communicate best practices to schools across the district to support sustainability of Striving Reader strategies. Dr. Shandor holds a Master's degree in Special Education and an Ed.D. in Educational Leadership.

Larry Wallace – FCS Striving Reader Project Director (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. Externally, he will liaise with project partners on an operational level and will work collectively with partners to ensure their services are integrated into the project design. Mr. Wallace has most recently served as Project Director for the district's \$5.2 million Smaller Learning Communities grant. He has extensive experience managing complex projects, involving multiple partners, with significant reporting requirements.

Mr. Wallace holds a Master of Arts in Education with a concentration in Instructional Technology and a Specialist in Education with a concentration in Educational Leadership.

Katrina Mitchell – UWMA Senior Director, Education will serve on the Striving Reader Governing Board. Ms. Mitchell is responsible for coordinating all professional learning for Sheltering Arms faculty and FCS Pre-K teachers in targeted elementary schools.

Amy Hobart – Sheltering Arms Director of Early Care and Education will sit on the Governing Board and act as liaison for the Sheltering Arms Striving Reader component. Ms. Hobart designs and delivers training to enhance the effectiveness of the Sheltering Arms teaching and family support staff based on national competency goals and indicators in early education, and provides program-level consultation and training to build the capacity of the center management teams in developmentally appropriate practice.

Carol Jones – Woodruff Arts Center, Alliance Theatre - Director of Institute for Educators and Teaching Artists will serve on the Striving Reader Governing Board and is responsible for coordinating all professional learning for teachers participating in the Alliance Theatre’s literacy-based programs Pre-K – 2 Georgia Wolf Trap Early Learning Through the Arts, Reader’s Theatre, and Collision Plus.

B. Commitment to Implementation Plan

The individuals named in the table below support the district’s Striving Reader grant proposals and are committed to implementing grant strategies and activities with fidelity. The Instructional Area Superintendents are champions of the Striving Reader grant because it provides more focused attention to targeted schools’ literacy needs.

Site/District	Individual Responsible	Supervisor
<i>Site-Level Coordinators - Fulton County Schools</i>		
Bear Creek MS	Darron Franklin – Principal	Vic Shandor – Instructional Area Superintendent

Site/District	Individual Responsible	Supervisor
Bethune ES	Zina Rhodes – Principal	Iris Moran – Instructional Area Superintendent
Campbell ES	Denine Cadet - Principal	Vic Shandor – Instructional Area Superintendent
Creekside HS	Earnest Killum – Principal	Vic Shandor – Instructional Area Superintendent
Evoline C. West ES	Catherine Smith – Principal	Vic Shandor – Instructional Area Superintendent
Love T. Nolan ES	Chandra Lemons – Principal	Iris Moran – Instructional Area Superintendent
McClarín HS	Anita Lee – Principal	Susan Dorenkamp – Instructional Area Superintendent
Oakley ES	Vonnie Thompson - Principal	Vic Shandor – Instructional Area Superintendent
Palmetto ES	Carlene Millen - Principal	Vic Shandor – Instructional Area Superintendent
Site-Level Coordinators - <i>Sheltering Arms</i>		
East Point Center	Kathy Bolling – Acting Director	Bernice Paschal – Program Coordinator
Oakley Township Center	Ron McNair – Center Director	Bernice Paschal – Program Coordinator
Stonewall Tell Center	Rosalyn Williams – Center Director	Lee Shaw – Program Coordinator
Welcome All Center	Linda Rhea – Center Director	Bernice Paschal – Program Coordinator
Professional Learning Coordinator	Lisa McDermott - Facilitator	Karen Cox – Executive Director, Professional Learning
Instructional Technology Coordinator	Mindy Ramon - IT Training Support Coordinator	Kathy Politis – Director, Instructional Technology
Literacy Assessment Coordinator	Mary Rulo – Support Specialist, ELA	Sherrie Moss – Director, ELA
Purchasing	Professional Assistant	Larry Wallace – Striving Reader Project Director

VII.Sustainability Plan (10 points)

Fulton County Schools’ Striving Reader grant can serve as a blueprint that can be scaled and replicated to build principal, early learning site director and teacher capacity to improve literacy achievement for all of our students from birth through 12th grade. Our targeted schools and Sheltering Arms’ early learning centers will become demonstration sites for how to systemically

align multiple funding sources to improve literacy across all content areas. The district will create the Striving Reader Governing Board comprised of key personnel from the central office, targeted schools, United Way, Sheltering Arms, and the Woodruff Arts Center. The governing board, chaired by Dr. Anderson, will meet biannually to review program data, assess results, monitor progress toward goals and sustain program outcomes over time. Board members will serve as ambassadors to share best practices at local and state literacy forums. Through the district's experience with other large-scale initiatives, it has developed a healthy appetite for data analysis and program improvement. For example, annual evaluations of the Smaller Learning Communities grant have pushed participating schools to reconsider certain approaches and develop new strategies to not only meet grant objectives, but to ensure grant activities become embedded in schools' strategic plans beyond the life of the grant. These lessons learned will be carried over to the implementation of the Striving Reader grant.

A. Expanding the Lessons Learned with other Schools and New Teachers

A goal of the Striving Reader grant is to identify best practices at participating schools and share those strategies with schools throughout the district to ensure sustainability. At the district level, the communication of best practices will be the responsibility of the Instructional Area Superintendent (Dr. Vic Shandor) and the Project Director. Participating schools will share lessons learned at the district's annual Best Practices Conference for teachers, instructional staff and school leaders. In addition, participating schools will be expected to share their experiences with all schools and divisions within the district through technical assistance workshops, school site visits, and administrative staff meetings. For example, teachers of English learners in Striving Reader schools can demonstrate through lesson plans how they scaffold instruction by using best practices for EL when developing oral language, reading skills, and writing.

B. Extending the Assessment Protocol Beyond the Grant Period

Beyond the life of the grant, the Dynamic Indicator of Basic Early Literacy Skills (DIBELS Next) and Scholastic Reading Inventory (SRI) can be used to provide essential data for all students. Not only does DIBELS Next provide a fluency measure, it also assesses early phonemic awareness and first sound fluency of an individual student. The SRI provides benchmark assessments for the identification of students' reading skills; SRI guides teachers to differentiate and offer intervention strategies for struggling students. Students receive a Lexile score based on the comprehension of a text which has an equivalent reading level. Once a student masters one level, the program gives another reading passage at a higher level. Media centers categorize books by their Lexile levels; therefore, SRI helps match the reader to the appropriate text for 75% reading accuracy rate. An accuracy rate ensures that appropriate challenge is built in, but the level of frustration for the student will be low. The grant-sponsored professional development for DIBELS Next and SRI will ensure that all staff in targeted schools will be trained in the use of these assessments.

C. Extending the Professional Learning Practices beyond the Grant Period to New Staff

UWMA will provide Sheltering Arms early learning teachers and FCS Pre-K teachers with the skills and knowledge to enhance the early language, literacy, and pre-reading development of young children, particularly those from low income families, through strategies and professional development that are grounded in scientifically-based reading research and family literacy. The professional development plan systematically 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. The success of UWMA's programs can be measured by the quality of the classroom environment, child

outcomes that assess the main skills predictive of reading success, the use of valid assessment instruments, and the professional learning opportunities provided to teachers. Aspects of the Striving Reader professional learning practices delivered by United Way that will be continued beyond the grant period include: enhancing classroom learning environments, providing teachers with new ways to help children improve their language, providing coaching and early literacy training for teachers to help them fully integrate literacy throughout their classrooms, engaging families in their child's early reading experiences to reinforce these skills at home.

As Striving Reader schools bring on new staff in future years, literacy training will be provided as part of new teacher development. Curriculum contacts (High School Department Chairs, Middle School Coordinators, and Elementary Curriculum Support Teachers) will provide opportunities for new teachers to learn grant-funded strategies, such as those learned through the partnership with the Woodruff Arts Center, and use resources during the first two years of induction as a part of each school's new teacher support program. These programs support the new teacher's transition into the school. An assigned mentor teacher will work with new staff as they begin to plan and implement instructional strategies that support the school's literacy plan.

D. Sustaining Technology beyond the Grant Period

On November 8, 2011 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 and expanded distance learning for students, virtual space for digital student work, interactive classroom websites with curriculum resources

and assignments, updated equipment for technology and career-oriented classes, teacher/student communication and collaboration tools, and online professional learning resources for staff. The district's technology plan will help sustain the Striving Reader investments made in educational technology.

VIII.Evaluation – Assurance of Compliance with GADOE Requirements

Fulton County Schools will adhere to all OMB, EDGAR, GPRA, GADOE Performance Measures, and grant evaluation requirements. The district will prepare, according to GADOE requirements, an annual evaluation report by June 30th each year to document progress towards achieving grant goals.

IX. Appendices

- A. Comprehensive Literacy Needs Assessment
- B. Literacy Plan
- C. Letter of Support – United Way of Metropolitan Atlanta
- D. Letter of Support – Sheltering Arms
- E. Letter of Support – Woodruff Arts Center
- F. School Level Data for all Schools in FCS
- G. ITBS 2010 Results
- H. Reading / English Language Arts AMO Results
- I. Map of Targeted Early Learning Centers and Schools
- J. Striving Reader Comprehensive Literacy Grant Specific Program Assurance:
- K. Additional Literacy Initiatives – Campbell
- L. Sample Schedule by Grade for Tiered Instruction – Campbell
- M. Description of Professional Learning Conducted in the Past Year – Campbell

A. Comprehensive Literacy Needs Assessment

The district does not have a single needs assessment document that reflects all of the data collection and analysis that was performed for this grant. The core grant committee from the central office plus the faculty and administrators in the targeted schools and centers reviewed a variety of data sources as part of the needs assessment process including:

- Criterion-Referenced Competency Tests (CRCT) performance data for elementary and middle school students
- End of Course Tests (EOCT) performance data for high school students
- 3rd, 5th, and 8th grade Writing Assessments
- Graduation data for high school students
- Iowa Tests of Basic Skills (ITBS) for 3rd, 5th, and 8th graders
- Checkpoints formative assessment data
- Title I Plans
- School Improvement Plans
- Intensive School Plans
- Socio-economic data
- AYP data
- Mobility data
- Attendance data
- Discipline data
- Pre-K waiting lists
- Preschool Special Education (PSE) classroom data
- Georgia Pre-K work sampling data

B. Literacy Plan

Fulton County Schools does not have a documented literacy plan that can be attached to this grant. The literacy leadership through the English/Language Arts Department references research to determine best practice in literacy instruction. The foundational documents are the reports from the Carnegie Corporation: *Time to Act: An Agenda for Advancing Adolescent Literacy for College and Career Readiness, 2010*; *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High School Literacy, 2006*; *Reading Next: A Vision for Action and Research in Middle and High School Literacy, 2004*. For the primary grades, the work of Donald Graves, Lucy Calkins, Richard Allington, Ralph Fletcher, Fountas and Pinnell, and others, form the framework for literary instruction.

A balanced literacy approach through Writer's and Reader's Workshops (Shared Reading and Interactive Read Aloud, Mini Lesson, Teacher Modeling, Student Writing and Teacher Conferencing, and Sharing) 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.

The CRCT is designed to measure how well students acquire the skills and knowledge described in the Georgia Performance Standards. The reading class is additional to the Language Arts class that every student takes. The middle school reading course is skills driven. 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 poor readers need connections to reading other than verbal/linguistics; they need music and art and kinesthetic intelligence activation, not to mention the technology connections.

Classes are encouraged to create Reader's Theater presentations so that students are often on their feet and addressing the listening/speaking/viewing standards.

To complement the work in the anthologies, students read novels 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.

C. Letter of Support – United Way of Metropolitan Atlanta

United Way of Metropolitan Atlanta

100 Edgewood Avenue, N.E.
Atlanta, Georgia 30303
404.527.7200



December 6, 2011

Dr. Robert Avossa
Superintendent
Fulton County Public Schools
786 Cleveland Avenue SW.
Atlanta, GA 30315

Dear Superintendent Dr. Robert Avossa:

I am writing to you as Vice President of Education at United Way of Metropolitan Atlanta to express our support for Fulton County's application for the Striving Readers Comprehensive Literacy Project. For more than 10 years, United Way of Metropolitan Atlanta has supported the early childhood community through Smart Start and invested in initiatives like Early Reading First, a USDOE grant program that sustain our education goals to see that children enter school ready to learn, avoid risky behaviors and graduate prepared for careers.

United Way has long been a leader in early care and education services to parents and children from birth to age five. Smart Start has successfully led the state's efforts to improve and enhance the well-being of Georgia's children and has collaboratively engaged other state agencies, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, the business and philanthropic community, higher education and other stakeholders to serve Georgia's children effectively and efficiently.

United Way has worked collaboratively with local, state and regional organizations in advancing programs, refining innovative ideas into best practice models and incorporating lessons learned from large scale grant-making. Relevant examples are in our early learning community-based partnership initiative and the coordination of the coalition of early childhood advocates and professionals who have implemented four U.S. Department of Education-funded Early Reading First grants.

United Way also has a reputation for thoughtfully and strategically convening stakeholders at state-wide and regional levels. One example is our convocation the Early Education Commission that researched best practices in early learning and the consequent impact on Georgia's economic development. Having identified best practices that result in solution-driven strategies that can be sustained over time, the Commission recommended the creation of the Georgia Early Education Alliance for Ready Students (GEEARS) to ensure that advocacy for early education work continues.

Over the past five years, United Way has invested more than 36 million dollars in local, state and federal funding in support of young children and their families. Included are:

- Grants to early childhood providers to provide scholarships to families to cover child care costs

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United Way of Metropolitan Atlanta

100 Edgewood Avenue, N.E.
Atlanta, Georgia 30303
404.527.7200



- Technical assistance to child care centers and training of child care providers to secure and maintain national accreditation
- Intensive professional development of early childhood professionals focused on evidence-based practices so that children to have the necessary skills to enter kindergarten ready to learn
- Support services and resources for families that promote parent leadership, understanding of developmental milestones and prevention of child abuse and neglect
- High quality home visiting that matches interested parents with professionals who provide information and support during a child's first three years
- Partnerships that provide linkages to the K - 12 system and the early childhood community
- Opportunities for young children and their families to have quality educational and social experiences that support a successful transition to kindergarten
- Engaging the civic, business and social service community in supporting strategies and initiatives that improve outcomes for early education in Atlanta and throughout Georgia

United Way of Metropolitan Atlanta pledge our support by providing high quality professional learning opportunities based on scientifically based reading research for administrators, teachers, center directors, and family childcare providers. We appreciate this opportunity to partner with Fulton County Public Schools and we enthusiastically endorse the application for the Striving Readers Comprehensive Literacy Project.

Sincerely,

A handwritten signature in black ink that reads "Navella Jean Walker, Ph.D." in a cursive script.

Navella Jean Walker
Vice President, Education

Visit us online at unitedwayatlanta.org
To find or give help, dial 2.1.1

D. Letter of Support – Sheltering Arms



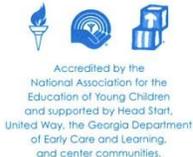
Sheltering Arms

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December 8, 2011

Dr. Robert Avossa
 Superintendent – Fulton County Schools
 786 Cleveland Ave., SW
 Atlanta, Georgia 30315

Dear Dr. Avossa:

It is an honor to provide this letter of support for Fulton County Schools' application for a Striving Readers grant. We are very pleased to be included as a partner in the application.

Sheltering Arms was established in 1888, and since 1990 the number of Sheltering Arms centers has almost doubled from 9 to 16, with an increase in daily capacity from 744 to more than 2,300 children, and services have been added to better address the needs of the family and the community. As a result, the budget has grown from \$3.5 million in 1991 to more than \$26 million today. The agency's programs include Early Head Start for infants and toddlers, Head Start for three and four year olds, the Georgia Pre-kindergarten Program for four year olds, and early childhood education with fees based on family size and income. Sheltering Arms programs are accredited by the National Association for the Education of Young Children (NAEYC), and have been recognized as a Head Start Program of Excellence, Head Start's highest level of recognition for high quality.

In 2004, Sheltering Arms conducted a \$15 million capital campaign to build four state-of-the-art Early Education and Family Center facilities in south Fulton County. Fulton County Schools was an important partner in this undertaking, providing land adjacent to elementary schools for three of the new facilities. This partnership has endured, and by partnering with Fulton County Schools we are able to provide an innovative model that 1) improves teacher retention and recruitment by providing affordable, convenient early childhood education, 2) improves school readiness in an area that has struggled with performance standards, and 3) develops improved school readiness strategies by tracking the performance of Sheltering Arms alumni in Fulton County elementary schools.

We appreciate this opportunity, and pledge to assist in every way possible to produce a nationally acclaimed Striving Readers initiative.

Sincerely,

Elaine P. Draeger
 President/CEO

EPD/cb

The power of education begins here.™

E. Letter of Support – Woodruff Arts Center



December 13, 2011

Dr. Robert Avossa
Superintendent, Fulton County Schools
786 Cleveland Ave. SW
Atlanta, GA 30315

RE: Grant request on behalf of Fulton County Schools

Dear Dr. Avossa:

I am delighted to submit a letter in support of the application by the Fulton County Schools for continuing grant support from the Georgia Department of Education under the Striving Readers Program. The Woodruff Arts Center through its various artistic divisions is a major supporter of arts in education (arts integration) as well as a leading supporter of education in the arts. As a stated part of our mission we seek to provide excellence in both arts and education. We interact on and off our campus with children in Georgia schools over a half million times a year. In this effort we have an excellent, long standing and highly valued relationship with the Fulton County Schools.

What is truly remarkable is that our collection of visual arts (High Museum), dramatic arts (Alliance Theater), musical arts (Atlanta Symphony Orchestra) and our in school arts programming (Young Audiences) each support major educational programming aimed at literacy and language development. "I See Literacy," "Sound Learning," "GA Wolf Trap," "Arts4Learning" and "Collision Plus," are each examples of excellent arts integrated programming that address these challenges with positive results.

In addition, our education teams have worked with six Fulton County schools in some experimental research under the Wolf Trap Program that has shown measurable improvement in language development and writing skills. The partnership with the Kennedy Center currently supports programs in two Fulton County schools whereby each grade level has an opportunity to experience a featured work from our Center along with four classroom sessions focused on 21st Century skills through arts integration.

1280 Peachtree St. NE
Atlanta GA 30309

T 404 733 4200
F 404 733 4393

www.woodruffcenter.org

Dr. Robert Avossa
December 13, 2011
Page 2

I am particularly pleased to support the application of our educational colleagues in the Fulton County School System – not only because they are long standing collaborators who share with us a commitment to address these challenges – but also because they are one of the few systems seeking to integrate arts as a key element in their proposal.

We consider ourselves lucky to have such partners in our shared effort to help increase student learning in literacy and outcomes in life through arts integration. Please know that their application has our unqualified support and endorsement. Please feel free to call with any questions you may have.

With kind regards,

Sincerely yours,



Joseph R. Bankoff
President & CEO
Woodruff Arts Center

404 733 4257

F. School Level Data for all Schools in FCS, based on 2010-2011 school year

Elementary Schools

Elementary School	% FRL	% SWD	% EL	Mo-bility Rate	Met AYP?	Grade 3 CRCT Reading		Grade 5 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet	# Students Did not Meet	% Students Did not Meet
Abbotts Hill	14%	13%	4%	24%	Yes	4	3%	3	2%
Alpharetta	20%	22%	8%	26%	Yes	5	5%	1	1%
Amana Charter	NA	6%	NA	18%	Yes	2	3%	4	7%
Barnwell	12%	12%	4%	16%	Yes	1	1%	0	0%
Bethune	86%	9%	0%	42%	Yes	23	21%	15	11%
Birmingham Falls	2%	12%	0%	16%	Yes	0	0%	1	1%
Brookview	96%	12%	0%	83%	Yes	10	14%	15	22%
Campbell	90%	12%	16%	36%	No	8	7%	12	9%
Cliftondale	63%	8%	0%	37%	Yes	12	10%	11	9%
Cogburn Woods	14%	11%	8%	22%	Yes	2	1%	6	4%
Conley Hills	95%	12%	0%	52%	Yes	11	16%	7	13%
Crabapple Crossing	4%	9%	2%	11%	Yes	1	1%	2	2%
Creek View	14%	9%	7%	25%	Yes	2	1%	4	2%
Dolvin	11%	12%	9%	18%	Yes	3	2%	2	1%
Dunwoody Springs Charter	72%	13%	17%	44%	Yes	1	1%	7	7%
Feldwood	87%	12%	0%	49%	No	19	18%	18	13%
Findley Oaks	8%	13%	5%	15%	Yes	0	0%	0	0%
Fulton Sunshine Academy	8%	7%	5%	32%	Yes	0	0%	0	0%
C. H. Gullatt	96%	11%	2%	62%	Yes	6	18%	6	15%
Hamilton E Holmes	93%	16%	2%	63%	Yes	8	14%	15	22%
Hapeville	95%	9%	29%	53%	Yes	27	22%	12	11%
Heards Ferry	7%	12%	2%	21%	Yes	0	0%	1	1%
Hembree Springs	33%	18%	17%	26%	Yes	1	1%	4	3%
Heritage	96%	11%	1%	77%	No	26	26%	25	21%

Fulton County Schools: Campbell Elementary School's Approach to Literacy

Elementary School	% FRL	% SWD	% EL	Mo-bility Rate	Met AYP?	Grade 3 CRCT Reading		Grade 5 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet	# Students Did not Meet	% Students Did not Meet
High Point	67%	13%	34%	33%	Yes	12	11%	6	8%
Hillside	52%	14%	25%	35%	No	8	7%	3	3%
Ison Springs	75%	14%	22%	61%	Yes	15	15%	8	9%
Esther Jackson	64%	17%	25%	42%	Yes	8	9%	16	25%
Lake Forest	97%	13%	65%	29%	No	12	9%	7	9%
Lake Windward	7%	20%	8%	22%	Yes	5	3%	4	3%
Seaborn Lee	83%	9%	0%	46%	Yes	12	16%	9	10%
S. L. Lewis	89%	13%	1%	51%	Yes	12	13%	15	20%
Liberty Point	86%	14%	0%	39%	Yes	5	5%	14	12%
Main Street Academy	52%	4%	1%	46%	Yes	7	9%	5	11%
Manning Oaks	37%	11%	14%	33%	No	7	6%	10	8%
Medlock Bridge	13%	12%	5%	30%	Yes	1	1%	1	1%
Mimosa	89%	12%	58%	37%	Yes	24	16%	11	9%
Mt. Olive	88%	18%	8%	65%	Yes	9	13%	9	14%
Mountain Park	8%	14%	1%	16%	Yes	1	1%	1	1%
New Prospect	14%	17%	8%	27%	Yes	1	1%	2	2%
Love T. Nolan	87%	12%	0%	44%	Yes	24	18%	40	29%
Northwood	28%	13%	11%	22%	No	8	6%	2	2%
Oak Knoll	94%	12%	28%	52%	Yes	22	25%	11	14%
Oakley	83%	11%	6%	37%	Yes	16	15%	15	11%
Ocee	14%	16%	9%	19%	Yes	5	4%	0	0%
Palmetto	87%	14%	10%	44%	Yes	4	8%	9	15%
Parklane	97%	10%	14%	48%	No	16	23%	13	19%
Randolph	64%	8%	0%	52%	Yes	5	6%	15	13%
Renaissance	74%	13%	0%	46%	Yes	25	19%	9	9%
River Eves	43%	11%	11%	33%	Yes	8	6%	7	5%
Roswell North	30%	11%	11%	26%	Yes	7	5%	8	6%
Shakerag	4%	11%	7%	21%	Yes	1	1%	0	0%

Fulton County Schools: Campbell Elementary School's Approach to Literacy

Elementary School	% FRL	% SWD	% EL	Mo-bility Rate	Met AYP?	Grade 3 CRCT Reading		Grade 5 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet	# Students Did not Meet	% Students Did not Meet
Spalding Drive Charter	43%	7%	16%	32%	Yes	5	9%	3	6%
State Bridge Crossing	11%	9%	5%	20%	Yes	0	0%	0	0%
Stonewall Tell	53%	8%	0%	34%	Yes	14	9%	10	7%
Summit Hill	5%	11%	0%	12%	Yes	0	0%	2	1%
Sweet Apple	4%	17%	1%	13%	Yes	2	1%	1	1%
Harriet Tubman	93%	11%	11%	67%	Yes	12	15%	5	6%
Evoline C. West	74%	9%	6%	40%	Yes	7	7%	22	16%
Wilson Creek	7%	7%	10%	20%	Yes	2	2%	1	1%
Woodland Charter	57%	16%	14%	44%	Yes	5	4%	7	7%

Note: Schools targeted for the Striving Reader grant are highlighted.

Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

Middle Schools

Middle School	% FRL	% SWD	% EL	Mo-bility Rate	Met AYP?	Grade 8 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet
Amana Charter	9%	9%	8%	25%	Yes	0	0%
Autrey Mill	9%	8%	4%	12%	Yes	4	1%
Bear Creek	86%	11%	3%	45%	No - NII	16	5%
Camp Creek	89%	15%	1%	68%	No	22	9%
Crabapple	24%	10%	3%	15%	Yes	2	1%
Elkins Pointe	42%	12%	10%	35%	Yes	6	2%
Fulton Science	6%	7%	2%	32%	Yes	0	0%

Fulton County Schools: Campbell Elementary School's Approach to Literacy

Middle School	% FRL	% SWD	% EL	Mo-bility Rate	Met AYP?	Grade 8 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet
Hapeville Charter	77%	4%	1%	36%	Yes	0	0%
Haynes Bridge	26%	16%	0%	22%	No	0	0%
Holcomb Bridge	56%	13%	11%	34%	No	4	2%
Hopewell	16%	11%	274 %	17%	Yes	2	1%
Ronald McNair	91%	14%	1%	62%	No - NI2	19	7%
Northwestern	10%	10%	1%	14%	Yes	1	0%
Renaissance	78%	11%	200 %	41%	No - NI3	19	5%
Ridgeview Charter	59%	11%	14%	26%	No - NI1	11	5%
River Trail	6%	7%	4%	12%	Yes	7	1%
Sandtown	60%	10%	0%	38%	Yes	7	2%
Sandy Springs Charter	67%	11%	11%	46%	No	13	5%
Taylor Rd	16%	10%	5%	17%	Yes*	0	0%
Webb Bridge	10%	8%	3%	23%	Yes	1	0%
Paul D. West	89%	13%	5%	67%	No - NI1	22	9%
Woodland	89%	12%	2%	60%	Yes	15	5%

Note: Schools targeted for the Striving Reader grant are highlighted.

Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

High Schools

High School	% FRL	% SWD	% EL	Mobility Rate	Met AYP?	Graduation Rate
Alpharetta	13%	10%	3%	18%	No	94%
Banneker	79%	21%	0%	71%	No - NI3	67%
Centennial	29%	11%	6%	52%	No	87%
Chattahoochee	10%	7%	3%	14%	Yes	96%
Creekside	72%	9%	2%	51%	No - NI4	69%
Independence Alternative	39%	13%	4%	101%	No - NI1	68%
Johns Creek	8%	7%	3%	17%	Yes	NA*
Langston Hughes	69%	9%	0%	51%	Yes	NA*
McClarín Alternative	94%	3%	0%	121%	No - NI2	52%
Milton	6%	7%	1%	12%	Yes	97%
North Springs Charter	46%	6%	6%	37%	Yes - NI1	85%
Northview	5%	6%	4%	10%	Yes	98%
Riverwood Charter	30%	6%	6%	27%	Yes	92%
Roswell	21%	11%	5%	23%	No	88%
Tri-Cities	73%	10%	5%	46%	No - NI2	83%
Westlake	57%	6%	0%	38%	Yes	90%

Note: Schools targeted for the Striving Reader grant are highlighted.

Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

G. ITBS 2010 Data

FULTON COUNTY SCHOOLS
Fall 2010 - Iowa Tests of Basic Skills
Grade 3 - Mean National Percentile

All Students	Total Reading			Total Math			Total Language			Social Studies			Science		
	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010
County (FULTON)	60	61	-1	66	69	-3	63	65	-2	65	68	-3	64	65	-1
National Average	50	50	0	50	50	0	50	50	0	50	50	0	50	50	0
Abbotts Hill	71	75	-4	80	83	-3	76	83	-7	71	76	-5	77	78	-1
Alpharetta	81	83	-2	80	85	-5	82	84	-2	85	89	-4	82	83	-1
Amana	69	61	8	67	63	4	63	61	2	70	69	1	68	59	9
Barnwell	77	84	-7	80	85	-5	81	88	-7	79	85	-6	81	83	-2
Bethune	40	41	-1	42	51	-9	47	52	-5	44	50	-6	41	42	-1
Birmingham Falls	81	81	0	81	86	-5	83	83	0	80	83	-3	83	83	0
Brookview	30	32	-2	36	36	0	36	36	0	34	38	-4	33	30	3
Campbell	31	35	-4	44	47	-3	40	48	-8	44	55	-11	41	44	-3
Clifondale	51	42	9	53	48	5	52	43	9	60	62	-2	48	43	5
Cogburn Woods	71	77	-6	80	84	-4	79	81	-2	78	81	-3	76	81	-5
College Park	23	22	1	29	26	3	22	22	0	21	32	-11	24	29	-5
Conley Hills	41	30	11	45	46	-1	63	50	13	50	38	12	47	35	12
Crabapple Crossing	84	83	1	86	90	-4	87	83	4	87	91	-4	84	85	-1
Creek View	78	76	2	79	85	-6	78	82	-4	82	81	1	79	81	-2
Dolvin	75	78	-3	81	86	-5	78	82	-4	75	79	-4	81	83	-2
Dunwoody Springs	58	55	3	65	61	4	56	51	5	66	69	-3	61	57	4
Feldwood	33	na	na	38	na	na	36	na	na	40	na	na	36	na	na
Findley Oaks	79	80	-1	82	88	-6	84	86	-2	79	85	-6	82	85	-3
Fulton Sunshine	82	na	na	88	na	na	88	na	na	79	na	na	86	na	na
Gullatt	37	44	-7	39	53	-14	44	47	-3	42	55	-13	38	42	-4
Hapeville	32	40	-8	48	56	-8	31	41	-10	36	45	-9	37	36	1
Heards Ferry	82	83	-1	82	86	-4	82	89	-7	83	83	0	85	83	2
Hembree Springs	77	81	-4	79	84	-5	80	81	-1	79	80	-1	81	84	-3
Heritage	25	28	-3	27	30	-3	29	25	4	31	33	-2	29	28	1
High Point	63	66	-3	66	73	-7	61	68	-7	66	72	-6	64	69	-5
Hillside	58	75	-17	64	81	-17	57	81	-24	61	81	-20	62	76	-14
Holmes	30	30	0	36	39	-3	35	41	-6	44	35	9	31	34	-3
Ison Springs	45	40	5	52	50	2	45	46	-1	56	51	5	48	46	2
Jackson	49	61	-12	53	66	-13	55	58	-3	64	66	-2	58	63	-5
Lake Forest	21	23	-2	37	40	-3	26	30	-4	34	44	-10	33	38	-5
Lake Windward	74	76	-2	80	84	-4	79	81	-2	77	79	-2	80	80	0
Seaborn Lee	40	39	1	47	45	2	46	48	-2	46	52	-6	40	47	-7
Lewis	32	40	-8	41	43	-2	34	44	-10	37	45	-8	31	41	-10
Liberty Point	44	36	8	44	37	7	41	38	3	47	47	0	42	39	3
Main Street	53	na	na	59	na	na	56	na	na	61	na	na	48	na	na
Manning Oaks	63	56	7	71	64	7	63	60	3	64	65	-1	62	62	0
Medlock Bridge	81	83	-2	81	89	-8	86	88	-2	77	85	-8	76	85	-9
Mimosa	23	32	-9	39	51	-12	30	48	-18	36	53	-17	34	46	-12
Mount Olive	33	40	-7	36	41	-5	39	47	-8	42	58	-16	36	42	-6
Mountain Park	79	81	-2	80	86	-6	80	83	-3	80	88	-8	81	85	-4
New Prospect	79	77	2	85	85	0	85	82	3	76	79	-3	83	82	1
Nolan	31	41	-10	40	47	-7	34	41	-7	36	52	-16	30	43	-13
Northwood	74	78	-4	77	84	-7	72	81	-9	76	78	-2	78	83	-5
Oak Knoll	37	35	2	45	48	-3	44	34	10	43	40	3	39	37	2
Oakley	34	38	-4	44	38	6	36	35	1	41	49	-8	34	39	-5
Ocee	79	77	2	80	82	-2	77	80	-3	80	81	-1	82	79	3

Fulton County Schools: Campbell Elementary School's Approach to Literacy

All Students	Total Reading			Total Math			Total Language			Social Studies			Science		
	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010
Palmetto	32	34	-2	36	46	-10	34	38	-4	42	40	2	37	36	1
Parklane	28	26	2	30	31	-1	27	27	0	29	34	-5	32	31	1
Randolph	47	42	5	53	51	2	56	55	1	63	59	4	51	44	7
Renaissance	43	41	2	44	46	-2	48	44	4	52	56	-4	43	42	1
River Eves	68	67	1	76	74	2	75	77	-2	72	70	2	73	70	3
Roswell North	65	74	-9	69	82	-13	67	76	-9	70	77	-7	69	78	-9
Shakerag	81	82	-1	93	93	0	91	89	2	88	90	-2	87	87	0
Spalding Drive	57	81	-24	58	83	-25	57	81	-24	62	84	-22	67	83	-16
State Bridge Xing	78	74	4	85	84	1	83	79	4	82	80	2	82	78	4
Stonewall Tell	57	57	0	62	61	1	64	61	3	61	62	-1	57	55	2
Summitt Hill	80	79	1	82	86	-4	79	81	-2	80	82	-2	82	81	1
Sweet Apple	77	79	-2	81	83	-2	76	80	-4	81	82	-1	79	79	0
Tubman	40	38	2	41	43	-2	43	48	-5	40	48	-8	37	44	-7
Evoline West	41	40	1	43	48	-5	38	39	-1	50	54	-4	40	39	1
Wilson Creek	73	77	-4	80	85	-5	78	83	-5	78	83	-5	80	82	-2
Woodland	66	58	8	70	65	5	61	53	8	70	67	3	67	62	5

na = first year in operation

FULTON COUNTY SCHOOLS
Fall 2010 - Iowa Tests of Basic Skills
Grade 5 - Mean National Percentile

All Students	Total Reading			Total Math			Total Language			Social Studies			Science		
	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010
County (FULTON)	59	61	-2	63	66	-3	64	65	-1	67	67	0	63	64	-1
National Average	50	50	0	50	50	0	50	50	0	50	50	0	50	50	0
Abbotts Hill	76	84	-8	80	88	-8	75	84	-9	83	85	-2	77	84	-7
Alpharetta	79	79	0	80	76	4	78	78	0	82	80	2	79	78	1
Amana	66	69	-3	65	78	-13	72	70	2	72	76	-4	70	69	1
Barnwell	78	86	-8	74	89	-15	80	88	-8	79	88	-9	79	84	-5
Bethune	42	45	-3	42	51	-9	55	53	2	46	43	3	40	45	-5
Birmingham Falls	81	81	0	77	80	-3	80	82	-2	87	85	2	81	82	-1
Brookview	28	36	-8	34	41	-7	32	39	-7	32	35	-3	33	31	2
Campbell	32	32	0	37	31	6	42	35	7	42	33	9	38	32	6
Cliftondale	49	45	4	49	49	0	53	47	6	55	46	9	50	43	7
Cogburn Woods	79	78	1	79	83	-4	76	77	-1	85	83	2	79	79	0
College Park	30	31	-1	29	24	5	32	34	-2	31	33	-2	30	30	0
Conley Hills	40	41	-1	44	51	-7	59	62	-3	41	47	-6	40	43	-3
Crabapple Crossing	84	82	2	89	88	1	86	83	3	89	87	2	87	84	3
Creek View	79	72	7	83	73	10	79	75	4	86	78	8	80	74	6
Dolvin	84	81	3	84	83	1	86	82	4	87	83	4	84	77	7
Dunwoody Springs	52	58	-6	53	66	-13	54	61	-7	60	56	4	55	57	-2
Feldwood	30	na	na	30	na	na	38	na	na	34	na	na	33	na	na
Findley Oaks	81	85	-4	87	87	0	85	85	0	87	90	-3	82	83	-1
Fulton Sunshine	82	na	na	82	na	na	83	na	na	89	na	na	82	na	na
Gullatt	29	42	-13	37	43	-6	47	50	-3	34	46	-12	36	41	-5
Hapeville	30	34	-4	28	43	-15	30	36	-6	29	39	-10	24	35	-11
Heards Ferry	81	88	-7	78	87	-9	81	85	-4	84	86	-2	78	84	-6
Hembree Springs	75	82	-7	79	86	-7	79	86	-7	81	85	-4	80	84	-4
Heritage	30	28	2	28	30	-2	32	33	-1	28	26	2	29	28	1
High Point	61	52	9	66	64	2	63	57	6	67	57	10	62	56	6
Hillside	64	65	-1	68	72	-4	69	70	-1	71	75	-4	71	73	-2
Holmes	35	35	0	40	37	3	49	38	11	38	36	2	36	34	2
Ison Springs	47	36	11	44	39	5	47	43	4	59	41	18	50	40	10
Jackson	45	66	-21	45	64	-19	55	67	-12	53	68	-15	50	60	-10
KIPP	47	42	5	43	40	3	54	56	-2	55	46	9	42	41	1
Lake Forest	32	30	2	42	40	2	45	37	8	50	50	0	44	42	2
Lake Windward	75	77	-2	82	84	-2	80	82	-2	81	82	-1	80	78	2
Seaborn Lee	35	39	-4	40	42	-2	55	52	3	40	42	-2	38	40	-2
Lewis	36	35	1	31	36	-5	38	45	-7	42	38	4	39	36	3
Liberty Point	37	35	2	38	39	-1	43	39	4	40	40	0	38	39	-1
Main Street	41	na	na	32	na	na	44	na	na	46	na	na	34	na	na
Manning Oaks	62	69	-7	65	71	-6	62	69	-7	68	71	-3	63	66	-3
Medlock Bridge	80	84	-4	82	88	-6	79	84	-5	83	84	-1	79	82	-3
Mimosa	28	41	-13	30	42	-12	33	51	-18	43	53	-10	38	46	-8
Mount Olive	35	41	-6	36	35	1	41	45	-4	38	50	-12	37	40	-3
Mountain Park	83	82	1	82	81	1	83	82	1	87	86	1	83	81	2
New Prospect	82	82	0	85	82	3	84	86	-2	87	85	2	83	77	6
Nolan	23	36	-13	23	37	-14	29	44	-15	26	35	-9	25	37	-12
Northwood	71	74	-3	69	77	-8	74	75	-1	78	78	0	73	74	-1
Oak Knoll	32	33	-1	37	39	-2	43	35	8	37	36	1	35	39	-4
Oakley	35	36	-1	39	34	5	39	40	-1	41	35	6	36	36	0

Fulton County Schools: Campbell Elementary School's Approach to Literacy

All Students	Total Reading			Total Math			Total Language			Social Studies			Science		
	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010
Ocee	81	80	1	85	81	4	85	79	6	84	82	2	83	78	5
Palmetto	31	33	-2	34	33	1	38	35	3	39	31	8	37	30	7
Parklane	29	27	2	27	27	0	36	29	7	32	32	0	33	32	1
Randolph	44	46	-2	43	46	-3	58	55	3	49	53	-4	49	51	-2
Renaissance	37	43	-6	33	41	-8	38	47	-9	40	42	-2	36	44	-8
River Eves	67	72	-5	64	75	-11	69	71	-2	74	79	-5	70	75	-5
Roswell North	64	68	-4	65	70	-5	68	68	0	70	74	-4	65	70	-5
Shakerag	84	87	-3	89	93	-4	87	88	-1	90	92	-2	84	88	-4
Spalding Drive	58	77	-19	60	74	-14	61	71	-10	64	82	-18	63	77	-14
State Bridge Xing	75	80	-5	80	83	-3	77	80	-3	81	85	-4	78	83	-5
Stonewall Tell	55	53	2	58	56	2	61	60	1	61	57	4	57	51	6
Summitt Hill	83	83	0	82	83	-1	82	80	2	87	86	1	82	82	0
Sweet Apple	81	82	-1	81	81	0	80	80	0	84	86	-2	83	81	2
Tubman	36	26	10	35	34	1	40	50	-10	41	39	2	37	36	1
Evoline West	36	41	-5	32	44	-12	43	42	1	45	41	4	39	43	-4
Wilson Creek	80	82	-2	85	84	1	83	80	3	87	86	1	81	81	0
Woodland	57	67	-10	54	61	-7	57	58	-1	68	68	0	64	69	-5

na = first year in operation

FULTON COUNTY SCHOOLS
Fall 2010 - Iowa Tests of Basic Skills
Grade 8 - Mean National Percentile

All Students	Total Reading			Total Math			Total Language			Social Studies			Science		
	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010
County (FULTON)	57	56	1	60	58	2	61	60	1	59	58	1	65	63	2
National Average	50	50	0	50	50	0	50	50	0	50	50	0	50	50	0
Amana	58	55	3	50	55	-5	62	52	10	63	57	6	67	61	6
Autrey Mill	75	71	4	78	74	4	76	74	2	73	70	3	79	74	5
Bear Creek	31	32	-1	33	37	-4	37	41	-4	32	37	-5	40	42	-2
Camp Creek	33	27	6	36	35	1	47	41	6	36	36	0	49	45	4
Crabapple	72	73	-1	69	68	1	72	74	-2	70	73	-3	76	78	-2
Elkins Pointe	59	61	-2	60	58	2	65	63	2	63	61	2	66	63	3
Fulton Science	84	80	4	88	83	5	84	79	5	85	80	5	84	81	3
Hapeville Charter	39	38	1	40	36	4	45	44	1	42	40	2	45	45	0
Haynes Bridge	71	71	0	70	71	-1	70	72	-2	70	69	1	73	73	0
Holcomb Bridge	58	58	0	57	53	4	58	59	-1	60	56	4	69	67	2
Hopewell	70	70	0	69	67	2	69	68	1	70	69	1	74	73	1
KIPP	51	43	8	56	47	9	61	56	5	52	40	12	52	43	9
McNair	29	26	3	31	29	2	33	33	0	32	28	4	36	33	3
Northwestern	80	76	4	80	75	5	79	75	4	80	74	6	82	77	5
Renaissance MS	34	34	0	32	32	0	40	40	0	37	38	-1	44	43	1
Ridgeview	52	49	3	53	54	-1	55	54	1	57	52	5	61	58	3
River Trail	79	77	2	86	81	5	78	77	1	77	76	1	82	80	2
Sandtown	44	44	0	42	43	-1	50	50	0	46	47	-1	53	55	-2
Sandy Springs	49	45	4	47	45	2	53	50	3	52	48	4	57	54	3
Taylor Road	73	72	1	78	74	4	79	77	2	74	69	5	75	74	1
Webb Bridge	73	76	-3	81	82	-1	75	77	-2	77	76	1	77	79	-2
Paul D. West	24	28	-4	32	35	-3	31	36	-5	29	33	-4	35	39	-4
Woodland	32	30	2	35	32	3	39	38	1	37	34	3	43	39	4

H. Reading / English Language Arts AMO Results

Annual Measurable Objectives (2010-2011) ES/MS- 80% HS-90.8%

	SCHOOL	DISTRICT	STATE
Bear Creek MS (DID NOT MAKE AYP)	ALL-91.8% ASIAN(not minimum size)-100 BLACK- 91.5 HISPANIC- 93.5 WHITE(not minimum size)-89.1 MULTI-RACIAL(not minimum size)-90.9 EL(not minimum size)-87.1 ED- 91.1 SWD-58.5	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6
Bethune ES (DID MAKE AYP)	ALL-88.9 BLACK- 88.6 ED- 88.2 SWD(not minimum size)-59.7	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6
Campbell ES (DID NOT MAKE AYP)	ALL- 87.6% BLACK- 86.3 HISPANIC- 91.7 MULTI-RACIAL(not minimum size)- 86.7 ED- 87.3 EL- 88 SWD- 65.5	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6
Creekside HS (DID NOT MAKE AYP)	ALL- 90.3% BLACK- 91.1 HISPANIC(not minimum size)- 75 ED-89.4 SWD(not minimum size)-55	ALL- 95.3% ASIAN- 97.7 BLACK-92.6 HISPANIC- 87.7 WHITE- 98.3 MULTI-RACIAL- 97.6 SWD- 72.9 EL- 72.5 ED- 89.4	ALL- 91.7% ASIAN- 94 BLACK-87.9 HISPANIC- 89 WHITE- 95 MULTI-RACIAL- 94.6 SWD- 63.4 EL- 68.5 ED- 87.2
Evoline C. West ES (DID MAKE AYP)	ALL- 87.9% BLACK- 88.1 WHITE(not minimum size)-73.3 HISPANIC(not minimum size)- 89.3 MULTI-RACIAL(not minimum size)- 95.5 EL(not minimum size)- 80 SWD(not minimum size)-66.2	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6

Fulton County Schools: Campbell Elementary School's Approach to Literacy

	SCHOOL	DISTRICT	STATE
	ED-86.8		
Love T. Nolan ES (DID MAKE AYP)	ALL- 83.6% BLACK- 83.1 MULTI-RACIAL(not minimum size)- 95.5 SWD(not minimum size)- 51.4 ED- 81.5	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6
McClarín HS (DID NOT MAKE AYP)	ALL- 79.2% BLACK(not minimum size)- 79.2 ED(not minimum size)- 81	ALL- 95.3% ASIAN- 97.7 BLACK-92.6 HISPANIC- 87.7 WHITE- 98.3 MULTI-RACIAL- 97.6 SWD- 72.9 EL- 72.5 ED- 89.4	ALL- 91.7% ASIAN- 94 BLACK-87.9 HISPANIC- 89 WHITE- 95 MULTI-RACIAL- 94.6 SWD- 63.4 EL- 68.5 ED- 87.2
Oakley ES (DID MAKE AYP)	ALL- 88.8% BLACK- 88.4 HISPANIC(not minimum size)- 91.1 EL(not minimum size)-94.4 SWD- 81.1 ED- 87.1	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6
Palmetto ES (DID MAKE AYP)	ALL-85.8% BLACK- 86.9 HISPANIC(not minimum size)- 88.9 WHITE(not minimum size)- 79.4 EL(not minimum size)- 82.4 SWD(not minimum size)- 64 ED- 85.7	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6

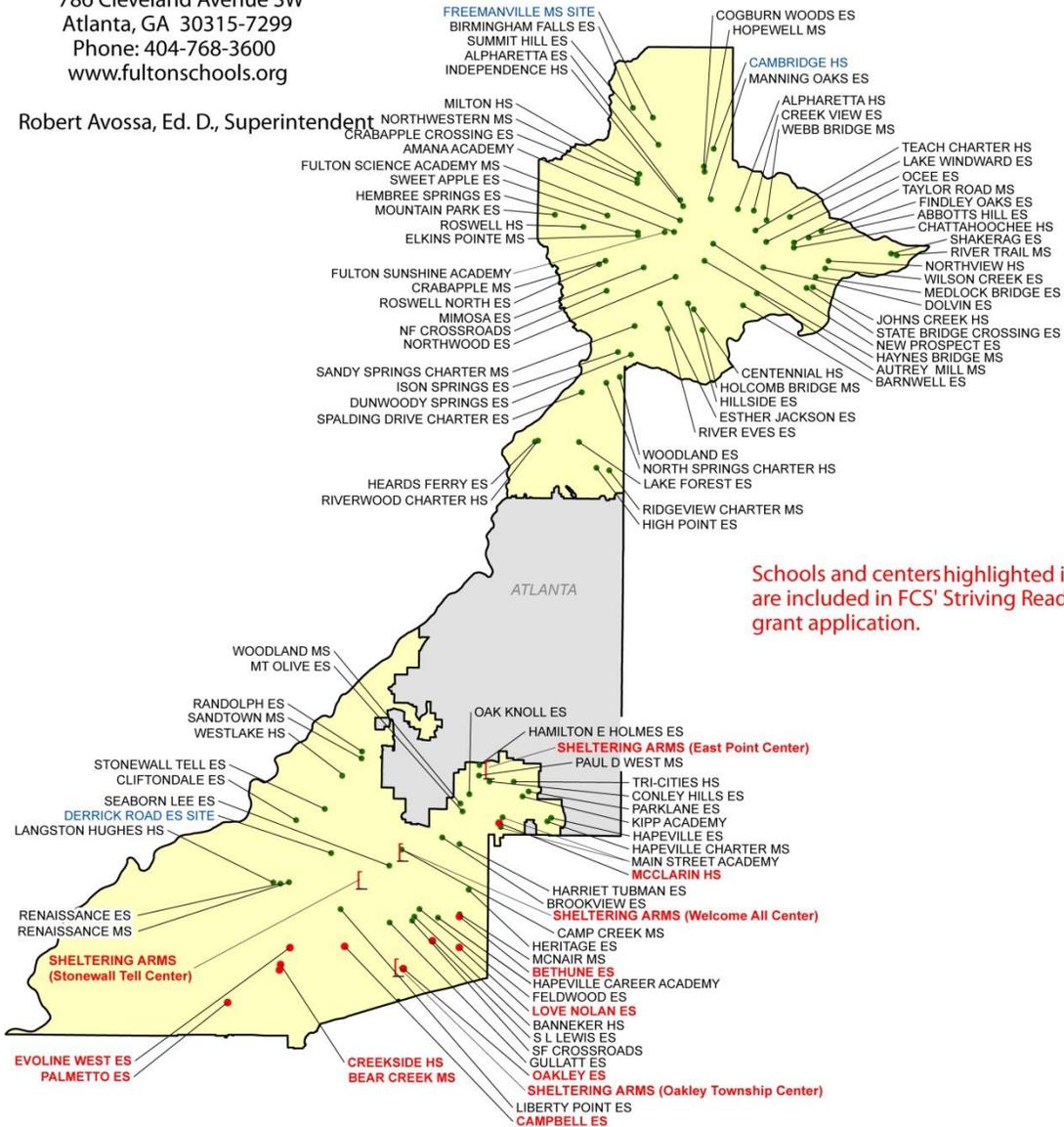
I. Map of Targeted Early Learning Centers and Schools



2011-2012 Map of Schools

Fulton County Schools
 786 Cleveland Avenue SW
 Atlanta, GA 30315-7299
 Phone: 404-768-3600
 www.fultonschools.org

Robert Avossa, Ed. D., Superintendent



Schools and centers highlighted in red are included in FCS' Striving Reader grant application.

**Future school sites indicated in blue text

J. Striving Reader Comprehensive Literacy Grant Specific Program Assurances

**** Please note: The Georgia Department of Education (GaDOE) considers the applicant to be the fiscal agent for the grant. Therefore, any grants awarded will be in the name of the fiscal agent.**

Fulton County Board of Education

Official Entity Name for Fiscal Agent/Sub-Grant Award Recipient

Instructions: The authorized signatory must initial the box adjacent to each assurance and must sign and date the document in blue ink to certify agreement to comply with each assurance. The fiscal agent must sign and date the document as well. These assurances will be in effect for FY12.

The Sub-grantee hereby assures that it will comply with the following:

Number	Initial Each Box Below in <u>Blue Ink</u>	Assurances
1.		The Sub-grantee assures that it has the necessary legal authority to apply for and receive a SRCL Grant.
2.		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.
7.		The SRCL projects will target students who attend Title I schools or schools eligible for Title I schoolwide programs and their families.
8.		The SRCL project will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
9.		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.
10.		All activities must be correlated with the development of STRIVING READER COMPREHENSIVE LITERACY GRANT goals for children birth through grade 12.
11.		The second year of funding is dependent upon successful program implementation and progress aligned with the components of the request for application submitted.

12.		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.
13.		The Sub-grantee agrees to notify the GaDOE, in writing, of any change in the contact information provided in its application.
14.		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.
15.		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.
16.		Funds shall be used only for financial obligations incurred during the grant period.
17.	N/A	The SRCL project funds will supplement, not supplant Federal, state, and other local funds that the applicant would otherwise receive.
18.		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.
19.		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.
20.		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.
21.		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.
22.		The Sub-grantee will submit an annual summative evaluation report no later than June 30.
23.		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.

24.		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).
25.		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.
26.		The Sub-grantee will comply with the Family Education Rights and Privacy Act of 1974 (34 C.F.R. 99).
27.		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.
28.		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 21 st CCLC grant.
29.		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.

My signature below certifies that I am the authorized signatory for the Fiscal Agent and official Sub-grantee, and that I have read, understand, and agree to abide by all assurances. I also understand that failure to abide by all assurances may result in loss or reduction of grant funding.

Please sign in blue ink.

Signature of Fiscal Agency Head (required)

Dr. Robert Avossa

Typed Name of Fiscal Agency Head (required)

Superintendent

Typed Position Title of Fiscal Agency Head (required)

Date (required)

Name of entity/agency acting as Co-Applicant, if applicable:

Co-Applicant Assurance Signatures, if applicable:

My signature below certifies that I am the authorized signatory of the Co-Applicant for the grant program, and that I have read, understand, and agree to abide by all Assurances enumerated in pages 1-5. I also understand that failure to abide by all Assurances may result in loss or reduction of grant funding.

Please sign in blue ink.

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

Typed Name of Co-Applicant's Authorized Agency Head (if applicable)

Typed Position Title of Co-Applicant Authorized Agency Head (if applicable)

Date (if applicable)

K. Additional Literacy Initiatives – Campbell

- Implementation of a screening and progress monitoring instrument (DIBELS Next)
- Development of a summer reading enrichment program
- Inclusion of literacy-based and science-based field trips
- Development of student Book/Drama/Science Clubs
- Enhancements to the Science curriculum by partnering with local universities
- Use of assessment materials/item bank for common assessments
- Use of a writing program with lessons that promote the 6+1 traits of good writing as well as the inclusion of supplementary writing materials

L. Sample Schedule by Grade for Tiered Instruction – Campbell

	K	1	2	3	4	5
7:15-7:40	Morning Work					
7:40-7:50	Math Moment					
7:50-8:00	WCES News Morning Meeting					
8:00-8:30	Whole Group Reading (Tier 1)	Specials	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

M. Description of Professional Learning Conducted in the Past Year – Campbell

Professional Learning Topic	PL Hours	% of Staff Attending	Comments
Differentiated workshop for struggling readers	10	100% of IRR teachers	Strategies and techniques for small group reading instruction
Science integration workshop	1	100%	Integration of Science, Math, and Reading including trade books, manipulatives and graphic organizers
Promethean activboard training & technology workshop	8	100%	Flipcharts and lessons created for immediate classroom use
Higher Order Thinking Workshop/Bold Print	16	100%	Tiered examples to use in classroom
Math Journals	2	100%	Implementation of math journals
Best Practice Workshops	16	100%	Staff members share best practices from their classrooms
Data Analysis and Data Usage Workshops	10	100%	Data analysis; generation of ideas/lessons for re-teaching
Professional Learning Communities (PLC)	2	100%	Research-based strategies to implement effective PLC
7 Step Lesson Plan	8	100%	Detailed look at and examples of the 7 step lesson plan
Question-Answer-Relationship Workshop (QAR)	4	100%	Resources to help students understand how to answer question from text
Renzulli/Differentiation	8	100%	Individualization of learning based on content, process, product, and environment including web-based software for identification of learning styles/preferences

X. Budget

A. District Budget Narrative

Assessments and Supplies

Fulton County Schools (FCS) requested funding includes costs for the purchase of required DIBELS Next assessment for all elementary schools, as well as supplies for four teachers per grade level at eight elementary schools. Additionally, funding is requested for required Scholastic Reading Inventory (SRI), as well as licenses, teacher kits, and product support plans.

Curriculum and Instructional Supplies

We request funding for instructional materials and supplies for each targeted Pre-K site with extended programming for 17 weeks, as well as for ESOL curriculum and other appropriate curricula. We also request funding for curriculum and instructional supplies to be used by one cohort of the Parent Leadership Institute for teenage parents at McClarin High School, in order to build the skills and capacity of parents to take greater leadership roles in the systems serving their children, including early learning programs and schools, and to make suggestions for revisions to the curriculum and training. Also, Bright from the Start has approved the use of several curricula in order to provide students with materials that promote oral language development, phonological awareness, and print awareness across all subject areas. Each Pre-K classroom and special needs Pre-K classroom would receive these materials.

Professional Development

We request funding for targeted teachers to have a full day of SRI Implementation training. Additionally, we request funding for targeted teachers to attend the Leadership Institute for Language and Literacy, a four-day series of workshops focused on leading language and literacy improvement through a variety of best practices. United Way Pre-K teachers will attend two-

day, five-hour professional learning opportunities based on their needs. We also request funding for professional learning opportunities for group daycare, family daycare homes, and selected childcare centers in the targeted feeder patterns that support the coordination and alignment of services from birth-5, and support the feeder patterns in these communities. The three-day, five-hour trainings for Fulton County Pre-K teachers will focus on implementing researched based instruction to foster language and literacy, support and extend Pre-K curriculum concepts, and integrate math and science concepts. Pre-K teachers will also attend professional learning for a total of five days at the Literacy Institute with the United Way to learn additional literacy strategies, as well as professional learning to develop skills in implementing the Bright from the Start curriculum. All requested professional development funding 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, professional development funds will be utilized in a partnership with the Georgia Wolf Trap Literacy Program K-2, which has a professional learning focus. In GA Wolf Trap/Alliance Theatre, classroom teachers work with professional teaching artists to learn drama strategies that promote learning in literacy skills including speaking, listening, reading and writing. The program also builds drama skills in oral and non-verbal expression, creative and critical thinking, ensemble work and self-regulation. Targeted teachers will attend an on-site full-day orientation and instructional session presented by Alliance Theatre at the Woodruff Arts Center staff and Teaching artists, as well as a Summer Seminar. These costs include teacher registration fees and teacher stipends. Also, services provided include 12 classroom sessions with Teaching Artists, to include coaching, demonstration lessons and observations.

Subcontractors/Consultants

We request funding for one full-time equivalent Project Director to manage grant funds, and one Professional Assistant III. Both of these costs include benefits calculated at 27.7%.

Requested contractor funding also includes the cost of Pre-K lead teachers for an additional 21 days and Pre-K teacher assistants for an additional 16 days. The amount includes the daily rate for these teachers and 27.7% for benefits. Additionally, we request funding for Pre-K teachers to be supported by experienced literacy coaches from Bright from the Start throughout the school year.

The GA Wolf Trap Literacy Program K-2 costs include contract fees for Teaching Artists to hold five planning sessions with targeted teachers, documentation, assessment, and curriculum development for each classroom, supplies, including simple props, puppets, and story-telling objects for each classroom, and program administration fees, including training and supervision of Teaching Artists, site coordination, curriculum development, scheduling and data management, budget administration, workshop and seminar design, and other administrative tasks carried out by the Director and Assistant Director of the Institute for Educators and Teaching Artists. Teaching Artists are paid Social Security (Alliance Theatre) at .09%, based on residency, planning, and workshop fees.

Print Materials

We request funding for print materials through GA Wolf Trap, including books, scripts, and supplies for targeted Pre-K classrooms.

Events

We request funding for a parent/caregiver event offered each year through GA Wolf Trap, including a Teaching Artist fee per targeted classroom. We also request funding for targeted Pre-K classrooms to have Read Aloud Workshops.

Pupil Travel/Field Trip

We request funding for the annual field trip through GA Wolf Trap to an Alliance Theatre production for young people. These costs include ticket prices for students, a complimentary ticket for the teacher, and bus transportation per classroom. Targeted Pre-K classrooms will have the option to attend either a play at the Alliance Theatre, or a performance at the Teaching Museum.

Stipends/Additional Salary Money

We request funding for teacher stipends for required Georgia Department of Education Summer Training to implement the grant.

Travel

We request funding for teacher travel expenses for required Georgia Department of Education Summer Training to implement the grant.

B. School Budget Narrative

Technology and Software

Campbell Elementary School requests funding for online software, materials, novels, and audiobooks for students to be used during an intervention program of two nine-week sessions, as well as during a Saturday Enrichment Academy. These costs would include listening centers with headphones, e-readers, tablets, and subscriptions to online print materials. Additionally, we request funding for an item bank for common assessments, so that teachers can effectively differentiate instruction based on student needs.

All hardware and software purchased will comply with Fulton County Schools 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.

Classroom Supplies

We request funding for paper, pencils, construction paper, poster board, composition books, markers, highlighters, and other supplies for intervention teachers to create a literacy-rich and engaging environment for students.

Professional Development

We 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. The Metro RESA Reading Endorsement prepares educators to demonstrate competency at assessing students' literacy needs and planning appropriate for the needs of students. The Endorsement is divided into three courses consisting of five PLUs each.

Completion of the three courses is required in order to add to the base certificate. 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. In GA Wolf Trap/Alliance Theatre, classroom teachers work with professional teaching artists to learn drama strategies that promote learning in literacy skills including speaking, listening, reading and writing. The program also builds drama skills in oral and non-verbal expression, creative and critical thinking, ensemble work and self-regulation. Targeted teachers will attend an on-site full-day orientation and instructional session presented by Alliance Theatre at the Woodruff Arts Center staff and Teaching artists, as well as a Summer Seminar. These costs include teacher registration fees and teacher stipends. Also, services provided include 12 classroom sessions with Teaching Artists, demonstrating drama-based strategies that teach and reinforce literacy skills in listening, speaking and reading; this will ensure a job-embedded professional development approach. Each 35 to 45-minute session (depending on grade level) includes a ten-minute writing and/or drawing reflection task. Professional learning activities with teachers include instruction in drama strategies, classroom demonstration, team teaching, coaching, video observation, reflection, documentation, and assessment.

In Reader's Theatre, an artist comes to the classroom and demonstrates for the teacher how theatre arts can be used to teach curriculum topics. The teacher ultimately learns how to develop Reader's Theatre activities on his or her own while the artist strengthens his or her knowledge of childhood educational theory. Each teacher who participates in the residency program receives curriculum materials consisting of texts on Reader's Theatre, children's literature, and DVD's of

Reader's Theatre techniques. These costs also include an orientation for targeted teachers and a three-day Summer Institute that includes in-depth exploration of literacy skills through drama, an overview of the performance students will attend the following school year, and workshops with national consultants on topics related to best practice in Reader's Theatre. This is followed by a teacher/artist meeting to discuss the curriculum, learning objectives, special needs of individual children, and how the Reader's Theatre can complement the teacher's goals. Funding provides ten classroom sessions of 50 minutes; ten-minute teacher consultations and five artist/teacher planning meetings.

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.

Subcontractors/Consultants

The GA Wolf Trap Literacy Program K-2 costs include contract fees for Teaching Artists to hold five planning sessions with targeted teachers, documentation, assessment, and curriculum development for each classroom, supplies, including simple props, puppets, and story-telling objects for each classroom. The Reader's Theatre contract fees include supplies such as scripts and simple props objects per classroom. The Alliance Theatre costs incorporate program administration fees, including training and supervision of Teaching Artists, site coordination, curriculum development, scheduling and data management, budget administration, workshop and seminar design, and other administrative tasks carried out by the Director and Assistant Director of the Institute for Educators and Teaching Artists. Teaching Artists are paid Social Security (Alliance Theatre) at .09%, based on residency, planning, and workshop fees.

Print Materials

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.

Stipends

We request funding for ten teachers to lead the intervention program for two, nine-week sessions, and funding for 15 teachers to lead six, six-hour sessions during the Saturday Enrichment Academy.

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LEA Narrative

Fulton County Schools (FCS) is the fourth largest school district in Georgia. During the 2011-12 school year, more than 93,000 students are attending classes in 58 elementary schools, 19 middle schools, 16 high schools and 7 charter schools. The racial composition of FCS students is 42% Black, 34% White, 12% Hispanic, 9% Asian, and 3% Multi-Racial. Forty-four percent of FCS students receive free and/or reduced meals. Many schools in the northern part of the district have less than 5% of their students eligible for free and/or reduced-meals while many schools in the southern part of the district have over 95% of their students eligible. Ten percent of FCS students are classified as students with disabilities (SWD) and 7% are classified as English Learners (EL). Overall, FCS is a high-achieving district; however, there are subgroups of FCS students who do not perform on level with their peers and schools that need additional strategies and supports to move their struggling students.

Current Literacy Priorities: Fulton County Schools follows the Georgia Performance Standards (GPS) to guide literacy instruction but will transition to Common Core Georgia Performance Standards in the 2012-2013 school year. The implementation of the GPS allowed the integration of reading and writing instruction—a paradigm shift for the schools. Common Core Standards will infuse even more rigor, complex texts, informational reading, and challenge for our teachers and students. Budget constraints prevented the adoption of new materials when GPS were implemented, but plans are underway to adopt a new set of Reading and English/Language Arts (ELA) materials for the school year 2012-2013. 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 school year. This process served not only the materials adoption but also established a basis on which to build our district's literacy plan.

See Appendix A for a comprehensive literacy needs assessment and Appendix B for the district's literacy plan.

Management Structure: Dr. Robert Avossa became Superintendent of the Fulton County Schools in June 2011. As Superintendent, he is responsible for the leadership, administration and management of 100 schools, 13,500 employees, and an \$819.5 million general fund budget. His cabinet members lead the following functional areas: instruction, operations, finance, human resources, organizational advancement and communications.

Past Instructional Initiatives: Prior to the adoption of GPS, the learning objectives for the State of Georgia were known as Quality Core Curriculum. With those objectives, much of the literacy approach rested on the teaching of reading with some writing. Materials often produced whole-class instruction with little consideration for the individual needs of the students.

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

Literacy Assessments: FCS uses benchmark assessments called Checkpoints. The English/Language Arts Department produces four benchmark assessments per year in grades two through eleven 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. 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: On average, students in Fulton County Schools perform better than students across the state; for example, while Georgia's graduation rate over the past three years has moved from 79% to 81%, FCS' rate has consistently been higher and increased from 84% to 86%. 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. Graduation rates across high schools ranged from 52% to 98% in 2011. The percentage of students meeting standards on the 3rd grade CRCT Reading test ranged from a low of 74% to as high as 100% at many schools. 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, as well. A recent survey of FCS administrators, teachers and parents highlights concerns with our 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 and six out of ten believe that technology related to Reading and ELA is not used effectively to maximize student learning. 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.

Striving Reader Grant Partners: FCS needs strong partners to create the necessary building blocks for literacy reform. The district is partnering with United Way of Metropolitan Atlanta and Sheltering Arms to address the needs of children from birth through pre-kindergarten (Pre-K) and is partnering with the Woodruff Arts Center to provide teachers with innovative, engaging approaches to teach literacy to students. **United Way of Metropolitan Atlanta (UWMA)** has created and implemented innovative programs and outreach initiatives to improve the quality of early care and education for all children ages birth to five in Atlanta, Georgia. Smart Start, the early childhood division of UWMA, is nationally recognized for pioneering efforts as an Early Reading First grantee. The district's partnership with UWMA will leverage their success with Early Reading First to build capacity through professional development for teachers and assistants of targeted children from birth through five years old. See Appendix C for a letter of support from UWMA. **Sheltering Arms** is Georgia's oldest nonprofit early childhood education program, and one of its most respected. Its mission is to serve working families with high quality, affordable child care and education and comprehensive support services. Founded by Atlanta volunteers in 1888, Sheltering Arms now annually serves more than 3,600 children, ages six weeks to five years old, and their families in 16 centers. Sheltering Arms is a tax-exempt 501(c)3 organization and has been nationally recognized for the success of its school readiness program. FCS is excited to partner with Sheltering Arms to improve transitions from early learning to kindergarten classrooms in South Fulton County. See Appendix D for a letter of support from Sheltering Arms. FCS has been a long-time partner with the **Woodruff Arts Center**, the largest provider of Pre-K through 12th grade arts education in America. The Woodruff Arts Center recognizes the power and potential of engaging young people in the arts. Empowering teachers with arts learning strategies helps provide students with

the skills, knowledge, and creativity required for success in their education. A Striving Reader grant will strengthen the district's partnership with the Woodruff Arts Center and will provide teachers with effective literacy strategies. See Appendix E for Woodruff's letter of support.

I. Eligibility of Schools and Centers

A. Form A

a. Students in grades 3, 5, 8 not meeting standards, based on current CRCT data

The tables below provide a number of metrics relevant to the Striving Reader grant. For FCS Pre-K classrooms, we analyzed data from the Georgia Pre-K Work Sampling System (WSS), which assesses and documents children's skills, knowledge, behavior, and accomplishments as displayed across a wide variety of education domains and as manifested on multiple occasions.

FCS Pre-K Student Achievement

Targeted Elem Schools	Language & Literacy	Mathematical Thinking	Scientific Thinking	Social Studies	Personal/Social Dev't	Physical Dev't & Health	The Arts
Bethune	56%	48%	69%	53%	60%	77%	62%
Campbell	90%	89%	88%	91%	87%	92%	89%
Love Nolan	70%	67%	64%	68%	74%	94%	80%
Oakley	44%	66%	67%	41%	32%	69%	68%
Palmetto	54%	59%	60%	53%	50%	89%	83%
E.C. West	68%	77%	77%	74%	78%	86%	79%
<i>District Totals</i>	<i>80%</i>	<i>80%</i>	<i>86%</i>	<i>82%</i>	<i>82%</i>	<i>93%</i>	<i>87%</i>

Source: FCS Administrative Records 2010-2011, % of Students with "Proficient" Ratings by Domain via WSS

For each school level, we analyzed key demographic subgroup data. Targeted schools for the Striving Reader grant have much larger populations of economically disadvantaged students and most have larger populations of students with disabilities and/or English learners than the district. The mobility rate, a district indicator to measure student transiency, at each targeted

school is equal to or higher than the district average. In addition, CRCT Reading data clearly exhibit a need for increased literacy supports. Schools included in this grant have higher percentages of students not meeting standards on the 3rd, 5th and 8th grade CRCT Reading tests and much lower graduation rates than the district as a whole. Tables representing school level data for all 100 schools within the district are included in Appendix F.

Data Summary for Targeted Elementary Schools

Targeted Elementary Schools	% FRL	% SWD	% EL	Mobility Rate	Met AYP?	Grade 3 CRCT Reading		Grade 5 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet	# Students Did not Meet	% Students Did not Meet
Bethune	86%	9%	0%	42%	Yes	23	21%	15	11%
Campbell	90%	12%	16%	36%	No	8	7%	12	9%
Love T. Nolan	87%	12%	0%	44%	Yes	24	18%	40	29%
Oakley	83%	11%	6%	37%	Yes	16	15%	15	11%
Palmetto	87%	14%	10%	44%	Yes	4	8%	9	15%
E. C. West	74%	9%	6%	40%	Yes	7	7%	22	16%
<i>District ES</i>	<i>49%</i>	<i>11%*</i>	<i>10%</i>	<i>36%</i>	<i>NA</i>	<i>518</i>	<i>8%</i>	<i>492</i>	<i>7%</i>

*Represents entire district, not just that particular school level. Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

Data Summary for Targeted Middle School

Targeted Middle School	% FRL	% SWD	% EL	Mobility Rate	Met AYP?	Grade 8 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet
Bear Creek	86%	11%	3%	45%	No – NII	16	5%
<i>District Middle Schools</i>	<i>45%</i>	<i>11%*</i>	<i>4%</i>	<i>34%</i>	<i>NA</i>	<i>173</i>	<i>3%</i>

*Represents entire district, not just that particular school level. Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

Data Summary for Targeted High Schools

Targeted High Schools	% FRL	% SWD	% EL	Mobility Rate	Met AYP?	Graduation Rate
Creekside	72%	9%	2%	51%	No – NI4	69%
McClarín	94%	3%	0%	121%	No – NI2	52%
<i>District High Schools</i>	35%	11%*	3%	34%	NA	86%

*Represents entire district, not just that particular school level. Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

FCS also reviewed student scores on the Iowa Tests of Basic Skills (ITBS)—a nationally norm referenced test that our district’s 3rd, 5th and 8th graders take annually. This past year, the district’s average percentile rank for 3rd grade Reading on the ITBS was a 60. Yet, the averages of the targeted schools ranged from a low of 31 to a high of 41—well below the district average. The same can be said of 5th grade Reading scores with targeted schools ranging from the 23rd percentile to the 42nd percentile while the district average was the 59th percentile. Finally, 8th graders in Bear Creek Middle School scored at the 31st percentile compared to the district average of the 57th percentile. With a national mean percentile rank of 50, it is obvious that the schools selected need additional supports to improve their students’ performance to compete with students across the country, as well as within our district. See Appendix G for a report on FCS’ ITBS 2010 results.

b. Needs Improvement Status in Reading / Language Arts under Title I, Part A

Appendix H includes a table reflecting the percentage of students in Title I targeted elementary, middle, and high schools that met/exceeded expectations on the Criterion-Referenced Competency Test (CRCT) and the Georgia High School Graduation Test (GHSGT) based on the state’s Annual Measurable Objectives (AMO). Based on the data, it reveals that the general student population continues to make gains in Reading and English/Language Arts and

appears to be on track to meet the annual measurable objectives in 2012 based on the present percentages. A major concern, however, is the student performance at the high school level. Intensive instruction will be necessary to ensure that all high school students are capable of meeting performance objectives.

c. Percentage of Children Counted for Allocations under Title I, Part A

Striving Reader Targeted School	Number of Students	%
Bear Creek MS	1073	100
Bethune ES	758	100
Campbell ES	803	100
Creekside HS <i>(no longer an eligible Title I school)</i>	n/a	n/a
Evoline C. West ES	726	100
Love T. Nolan ES	756	100
McClarín HS	107	31
Oakley ES	727	100
Palmetto ES	535	100

Source: Student Achievement Management System and Individual Schools

d. Rationale for SRCL Grant Selection

The FCS Striving Reader core grant committee is comprised of administrators representing the following departments: Curriculum, Assessment and Accountability, Title I, Exceptional Children, and Instructional Technology. Based on extensive discussion and review of multiple sources of data, committee members agreed on the following criteria for selecting schools to participate in the Striving Reader project: Reading and English/Language Arts assessment data demonstrating performance gaps, Title I classification, schools on the district’s intensive list (a framework designed to identify and support high-need schools), feeder patterns, concentration of students with disabilities, concentration of English learners, capacity to implement grant-funded activities, and a waiting list for Georgia Pre-K slots. Based on the selection criteria, the committee recommended and the cabinet approved targeting 4 early learning centers and 9 schools arranged in a feeder pattern in South Fulton County. Sheltering Arms runs 4 early

learning centers in South Fulton: East Point Center, Oakley Township Center, Stonewall Tell Center, and Welcome All Center. These centers feed 7 elementary schools: Bethune, Campbell, E.C. West, Love T. Nolan, Oakley, and Palmetto. These elementary schools feed Bear Creek Middle School, which feeds Creekside High School. McClarin High School is also included in the grant as an alternative school with an open campus and a day care center to support teen parents. Most of the elementary schools (all but Campbell) have struggled but managed to make AYP last year; however, Creekside, McClarin and Bear Creek have not made AYP in recent years. Creekside's graduation rate of 69% and McClarin's graduation rate of 52% are significantly below the district's graduation rate of 86% and reflect the socio-demographic challenges faced by students in South Fulton County. These statistics underscore the difficulties with transitions and vertical teaming. The data provide an important example of how poor literacy skills may be flagged through reading assessments during the early years but are masked in the content areas in middle and high school. Students may show early indicators of difficulty yet manage to get by in elementary school, but by the time they reach middle and high school, students experience the compounded interest of poor literacy skills and are no longer able to achieve minimum standards, much less reach higher goals of achievement. As can be seen from the tables in section I.A.a. above, all the elementary, middle and high schools targeted have demonstrable need for additional literacy supports to improve academic performance and to ensure students are graduating ready for college and careers. See Appendix I for a map of all 13 early learning centers and schools targeted for the district's Striving Reader grant.

II. Assurances: Compliance with FERPA, GPRA, GADOE Project Design

See Appendix J for Project Assurances.

III. Project Design

Sheltering Arms is a nonprofit corporation that provides early care, education, and comprehensive family support services through 16 Early Education and Family Centers with a total program capacity of 2,346 children and their families. In order to be user friendly for working parents, our centers are open 6:30 a.m. to 6:30 p.m., Monday through Friday, year round. Sheltering Arms is proud to partner with Fulton County Schools (FCS) to support 20 Pre-kindergarten (Pre-K) classrooms in four of our Early Education and Family Centers in South Fulton County. Many of our students who attend these centers will matriculate to kindergarten classes in targeted FCS Striving Reader elementary schools.

Mission, Services, Community

Founded in 1888, Sheltering Arms' mission is to nurture and educate children, strengthen families, and build communities by providing:

- High quality early care and education that prepares young children to succeed in school and that is accessible to all, regardless of family income;
- Comprehensive support services for families that promote healthy self-reliance;
- Professional development based on core competencies for early education and family services practitioners that improves the effectiveness of service delivery; and
- Community partnerships and collaborations that create a more synergistic and seamless system of supports for children and families.

A. Need

School History

Striving Reader will be implemented in four Sheltering Arms Early Education and Family Centers in south Fulton County. These centers were established in 2004 in collaboration with

Fulton County Schools, local communities, the philanthropic sector, and Head Start, when a \$15 million capital campaign enabled Sheltering Arms to build the four state-of-the-art South Fulton Early Education and Family Centers: East Point Center, Stonewall Tell Center, Oakley Township Center, Welcome All Center. The capacity at each center is 243 children, ages six weeks to five years, and their families. Our Pre-K classes have 22 students per classroom. Each of the centers has five Pre-K classrooms and a total of 110 students.

Teacher:Child Ratios		Configuration
Infants	1:4	2 infant classrooms
One-year-olds	1:4	2 one-year-old classrooms
Two-year-olds	1:6	2 two-year-old classrooms
Three-year-olds	1:9	5 three-year-old classrooms
Pre-K	1:11	5 Pre-K classrooms
Total		16 classrooms

South Fulton County has historically been home to predominantly poor, African American families. Although this area is not technically part of the inner city, it looks and functions like the traditional inner city community. It is what the Annie E. Casey Foundation calls an isolated, disinvested neighborhood in a major metropolitan area. The Foundation concludes that the extent of disparity between the “life starts” of some inner city children and the rest of our children amounts to an assault on our national confidence in the principle of equal opportunity. According to The Brookings Institution’s *Moving Beyond Sprawl: The Challenge for Metropolitan Atlanta*, high concentrations of single-mother households with children under 18 and families with very low median incomes are found in the southern neighborhoods of the City of Atlanta in south Fulton County. According to Census data, Fulton is one of two metropolitan Atlanta counties that are home to 37 percent of the region’s population, but 66 percent of the region’s poor people.

All Sheltering Arms centers are licensed by Bright from the Start: Georgia Department of Early Care and Learning and are accredited by the National Association for the Education of Young Children (NAEYC). In addition, Sheltering Arms is one of only 25 programs in the nation to have earned the Program of Excellence Award, Head Start's highest honor for quality.

Administrative and Teacher Leadership Team

The Center Management Teams at the each of the four Sheltering Arms centers consist of:

- Program Director – mid-management position, liaison between Center Management Team and Executive Leadership Team at headquarters; requires a Master's degree;
- Center Director - responsible for the direction and supervision of all center staff in accordance with established policies, guidelines, and curriculum and the operation of a quality program; requires a minimum of a Bachelor's degree; Master's preferred;
- Child and Family Specialist - assures that requirements are met in the areas of prevention and early intervention, disabilities, individualization, parent involvement, family support, eligibility, recruitment, selection, enrollment, attendance, and community partnerships; acts as a liaison between the teaching staff, and the center management team; requires a minimum of a Bachelor's degree;
- Family Support Coordinators (3) - informs, involves and inspires mothers and fathers in a way that supports their child in entering school ready to learn; helps them to nurture and financially provide for their children; links them to community resources and supports their personal goals;
- Curriculum Specialist – ensures quality education standards; acts as a role model in regard to teaching techniques, discipline and professional growth and development; acts as a liaison

between teaching staff and center management; requires a minimum of a Bachelor's degree; Master's preferred.

Instructional Initiatives

This year Sheltering Arms has begun using The Creative Curriculum, which balances teacher-directed and child-initiated learning, with an emphasis on responding to children's learning styles and building on their strengths and interests. This curriculum applies the latest theory and research on best practices in teaching and learning and the content standards developed by states and professional organizations. It clearly defines the teacher's vital role in connecting content, teaching, and learning for preschool children. It features goals and objectives linked directly to its valid and reliable assessment instrument, Teaching Strategies GOLD. The Creative Curriculum is a comprehensive curriculum with a clear organizational structure and a particular focus on interest areas. Child development theory and scientific research are the foundation of The Creative Curriculum: Abraham Maslow – Basic needs and learning; Erik Erikson – The emotions and learning; Jean Piaget – Logical thinking and reasoning; Lev Vygotsky – Social interaction and learning; Howard Gardner – Multiple intelligences; and Sara Smilansky – Play and learning. The Creative Curriculum draws on other research that demonstrates that language is the foundation for ongoing literacy support (Strickland & Shanahan, 2004) and involves learning about the structure and sequence of speech sounds, vocabulary, grammar, and the rules for engaging in appropriate and effective conversation (Berk, 2003). It also helps educators support the literacy and language development of children from low-income families. Taken as a whole, The Creative Curriculum's literacy-related resources empower teachers and parents with the latest research-based strategies so that language and literacy learning is integrated into everyday interactions with children while intentionally teaching critical literacy skills. These

resources tap into the importance of how to properly implement materials, from the teaching guides to special cards that discuss books and teach vital literacy and language concepts.

Need for a Striving Reader Project

A Striving Reader grant award will enable Sheltering Arms to extend the hours of Pre-K classrooms during the school year and offer Pre-K classes during the summer to better support our students as they transition to kindergarten. Also, the grant will provide our teachers critical professional development and will enable us to update technology in our classrooms.

a. School Literacy Team (5 points)

Literacy Team Structure

Our literacy team will be formed to guide the Striving Reader project and will include members of the Sheltering Arms Center Management Teams as well as community stakeholders, including representatives from Fulton County Schools, United Way, and the Georgia Department of Early Care and Learning. Montreal Bell, Coordinator of Early Childhood Services, will represent Fulton County Schools on our literacy team. We have a longstanding working relationship with United Way of Metropolitan Atlanta's Early Learning Department. Kartrina Mitchell, Senior Director of Education, and Sakinah Harris, Director of Early Reading First, will both represent United Way. The Georgia Department of Early Care and Learning (Bright from the Start) has been supportive of this application, providing guidance and data, and since Sheltering Arms operates a large, high quality Pre-K Program, we have an excellent relationship with the Department's staff. Deanna Echols Hibbard, Pre-K Consultant and Assessment Coordinator, will represent Bright from the Start. We anticipate that the literacy teams will meet at least quarterly. The Sheltering Arms Georgia Training Institute has an Advisory Council whose members have considerable academic and research expertise and who stand ready to

provide guidance to the Striving Reader project as well. The literacy team will include teaching staff through the Child and Family Specialists, the Curriculum Specialists, and the Instructional Lead Teachers, who work closely with teaching staff. In addition, the Curriculum Specialists and the Instructional Lead Teachers have just become certified Mentor Coaches, and this training will be invaluable in ensuring inclusiveness. See Appendix K for letters of support from our Pre-K faculty at each of the four centers included in the grant.

b. Needs Assessment (Analysis and Identification of Student and Teacher Data 5 points)

Student Data

Center	% Free & Reduced Lunch	% AA	% Hispanic	% Asian	% White	% Multi-Racial	% Spec. Needs
East Point	86%	94%	2%	1%	1%	1%	8%
Oakley Township	72%	96%	1%	1%	1%	1%	9%
Welcome All	71%	96%	1%	1%	1%	1%	4%
Stonewall Tell	85%	87%	12%	0	1%	0	9%

Based on our needs assessment process, multiple factors indicate a pressing need for a Striving Reader project at Sheltering Arms:

- The high number of children from low- and moderate- income homes and from single parent homes (57%), important indicators of children needing focused instruction on language and literacy. The Georgia Department of Early Care and Learning’s annual Report Cards on early learning centers note that the following percentages of Sheltering Arms children fall into their “at risk” category: Oakley Township Center – 82%, Stonewall Tell Center – 65%, Welcome All Center – 67%, and East Point Center – 71%. Research shows that poverty

issues affect development, and that children from low-income families face the most difficulty learning to read in the primary grades.

- Based on 2009-2010 data from the Department of Early Care and Learning Work Sampling System, the latest year for which data are available, 46.5% of Sheltering Arms children were 'in process' and 52.2% were 'proficient' in language and literacy outcomes. The average proficient score for all Fulton County Schools' Pre-K students in language and literacy was 80%.

Teacher Professional Learning Needs

The Georgia Training Institute gathers ongoing data through surveys concerning Sheltering Arms staff professional development needs. Based on findings, our teachers need professional development to help them better understand how to work with teachable moments, ensure that children are involved with language as part of their everyday experience, be less directive, and ask the kinds of questions that stimulate critical thinking and encourage more conversation and observation on the part of children.

Sheltering Arms continues to remain ahead of the staff development requirements as set forth in the Sections 644(a) and 653 of the Head Start Act as well as those required by the Georgia Department of Early Care and Learning and NAEYC: 31 % of teachers have a Child Development Associate Credential CDA, 46% have an Associate degree or technical school diploma, and 23% have a Bachelor of Arts, Bachelor of Science or higher degree. Approximately 40% of teachers are enrolled in postsecondary school in order to advance their education credentials. A detailed list of teacher participation in professional learning communities and other professional development is included in section III.B.e.

Teacher Retention Data

School Year	Percentage of Teachers Retained
2009-10	85.8%
2008-09	91.6%

It is noteworthy that the average national rate of early learning teacher retention is 68%.

Sheltering Arms has obtained a \$2 million grant from The Goizueta Foundation to address teacher retention issues, and the Board is currently raising \$1 million for the same purpose.

Curriculum Needs

Sheltering Arms' use of The Creative Curriculum will be the foundation of our Striving Reader project. However, in order to increase the effectiveness of language and literacy instruction in our Pre-K program, we propose extending the program from a nine-month, 6 ½ hour day program to a 12-month, 12 hour day program. A foundation grant has enabled this extension at another Sheltering Arms center, and instead of losing over 55% of Pre-K students during the summer between Pre-K and transition into kindergarten, the center was able to keep 98% of students throughout the summer. The South Fulton centers currently lose 45% of their Pre-K children during the summer, and the Family Support Coordinators report that all of these children leave due to the families' inability to pay summer fees. Approximately 35% of Pre-K children leave at the end of the 6 ½ hour day for the same reason. Ensuring that the Pre-K children stay for a longer day and throughout the summer will ensure sufficient time and opportunities to improve language and literacy instruction.

Technology Needs

The Creative Curriculum has numerous language and literacy objectives that involve the educational use of computers and software by children. The computer systems currently in place are clone-based PC's that are more than four years old and often out of service. We are therefore

requesting that the Striving Reader project contribute a prorated share of replacement costs for the Pre-K classroom computers.

Family Engagement Needs

Our students begin school with less prior knowledge, verbal abilities, phonological sensitivity, familiarity with the basic purposes and mechanisms of reading, and letter knowledge than students from more affluent families (National Early Literacy Panel, 2008; Snow, Burns, & Griffin, 1998). Our less affluent students have not been exposed to as many reading hours as children from middle-class families and have smaller vocabularies by first grade. The findings show that a child from a low-income family has been exposed to about 25 hours of one-to-one reading while the average child from a middle-class family has logged more than 1,000 hours (Berk, 2006; Neuman 2003). The size of their vocabulary also is one-fourth the size of their middle-class peers (Berk, 2006). For these children in particular, the importance of incorporating purposeful and intentional language and literacy experiences into each preschool day cannot be underestimated and is an essential task for any high-quality early childhood program.

c. Needs Assessment Process (5 points)

The Center Management Team members are constantly reviewing data to address student needs, primarily Work Sampling System data. Teachers rate student progress every 4-6 weeks to determine their level of proficiency in each domain. Review of Work Sampling data revealed few student artifacts (work samples, notes, photos and matrices) in several areas of language and literacy. Additionally, the absence of quality artifacts in mathematics, science and social studies have shown the struggle that teachers have in developing quality learning activities in language and literacy.

Additional evidence of need is found in the teachers' lesson plans. Each week, teachers are expected to use assessment data to plan quality whole group language and literacy activities, small group learning activities based on the content standards and students' needs, and rotate center materials to address different developmental levels of the children and meet their needs as they progress throughout the year. Review of teachers' lesson plans revealed the need to provide additional professional learning in the area of language and literacy instruction. Implementing the literacy plan proposed in this grant will provide a multitude of quality language and literacy experiences for our Pre-K children.

d. Areas of Concern (5 points)

Based on the needs assessment, we have identified three areas of concern. All three are impacted by the Language and Literacy Development learning standards for Georgia Pre-K students as described in the 'What' document.

- Lack of high-quality, extended-day and summer Pre-K programming: there are no affordable after-school and summer options for our students. The extended-day program is complementary to the core program and provides a seamless and consistent experience for the children. It is offered before the core day program begins, continues at the end of the day, and is delivered by teams of qualified early childhood educators. The same teaching teams work together. The extended-day program offers an approach to pedagogy and planning that is consistent with the approach taken in the core day program and makes use of shared resources and shared common spaces to create a seamless system of care and education for children and families. During the summer, low income students generally lose about 2 months of reading achievement. In a 2006 study conducted by Kenneth B. Robin, Ellen C. Frede, & W. Steven Barnett, data suggest that children who attended an extended-

day, extended-year preschool program experienced greater improvement in test scores compared to peers who attended half-day programs. Because of limited budgets, we have not been able to address extending Pre-K classroom time; we need to stem the learning loss.

- Lack of standards-based literacy professional development for our teachers: Teaching practices at Sheltering Arms need substantial improvement. The agency struggles to ensure that the training teachers receive is transformed into practice, as evidenced by Work Sampling System scores. The South Fulton centers have not benefited from enhanced language and literacy initiatives, and we see Striving Reader as an opportunity to continue the arc of improvement.
- Lack of technology to engage our students: Our students are live in a digitally-connected world. When they enter kindergarten, they will be exposed to computer labs and educational technology strategies. We want to provide a more engaging, digitally rich environment for our Pre-K students.

e. Root Cause Analysis (5 points)

All three of our areas of concern are related to prevailing social issues which directly affect our constituency such as: low income levels, single parent households, increased school drop-out rate, high crime rates, limited in affordable housing, and high infant mortality. When compared to their more affluent peers, children from low-income families often begin kindergarten with fewer phonological awareness skills, smaller receptive and expressive vocabularies, less knowledge of the purposes and conventions of print, and less knowledge of letters and their sounds (Snow, Burns, & Griffin, 1998). These root causes highlight why it is imperative that Sheltering Arms provides a high-quality learning environment.

B. Quality of Project Design

a. Project Goals and Objectives (5 points)

Based on our needs assessment data, Sheltering Arms has developed the following four goals to support our literacy plan. Successful implementation of our literacy objectives will enable us to achieve all four goals for each cohort of Pre-K students during the five year grant period.

Goal	Objective
1. 90% of children will meet or exceed The Creative Curriculum’s language and literacy objectives for development and learning	<ul style="list-style-type: none"> ● Pre-K teachers will be trained to effectively implement curriculum materials by United Way Literacy Coaches. ● Teachers will work with Georgia Wolf Trap teaching artists to develop appropriate language and literacy activities. ● The Pre-K day will be extended to promote student learning. ● Pre-K classes will be offered over the summer to stem literacy losses. ● Our computer lab will be upgraded to provide a digital rich environment for our students.
2. Striving Reader classrooms will meet or exceed the national average for CLASS	
3. Work Sampling System language and literacy outcomes will improve from 46.5% of Sheltering Arms children ‘in process’ and 52.2% ‘proficient’ in language and literacy outcomes to 35% of children ‘in process’ and 65% ‘proficient’	
4. 90% of children will participate in before/after care and the summer program	

Sheltering Arms has multiple practices in place that we are leveraging to achieve grant goals including CLASS and our standards-based Creative Curriculum. Both of these practices are funded with other resources. Classroom Assessment Scoring System (CLASS) is a research-based observation tool used to help teachers and schools improve the effectiveness of classroom interactions. Data from CLASS observations are used to support teachers’ unique professional

development needs, set school-wide goals, and shape system-wide reform at the local, state, and national levels. Based on research from the University of Virginia's Curry School of Education and studied in thousands of classrooms nationwide, the CLASS tool focuses on effective teaching, helps teachers recognize and understand the power of their interactions with students, aligns with professional development tools, and works across age levels and subjects.

The Creative Curriculum is composed of resources that support early childhood educators through every step of the process of teaching literacy to young children. The curriculum, which includes five volumes, teaching guides, and related resources, translates and applies the latest research into hands-on daily routines. The new teaching guides and *Intentional Teaching Cards* provide specific, focused, small- and large- group instructional opportunities.

The Creative Curriculum Literacy Objectives for Development and Learning

1. Demonstrates phonological awareness: a. Notices and discriminates rhyme, b. Notices and discriminates alliteration, c. Notices and discriminates smaller and smaller units of sound;
2. Demonstrates knowledge of the alphabet: a. Identifies and names letters, b. Uses letter–sound knowledge;
3. Demonstrates knowledge of print and its uses: a. Uses and appreciates books b. Uses print concepts;
4. Comprehends and responds to books and other texts: a. Interacts during read-alouds and book conversations, b. Uses emergent reading skills, c. Retells stories;
5. Demonstrates emergent writing skills: a. Writes name, b. Writes to convey meaning.

The Creative Curriculum Language Objectives for Development and Learning

1. Listens to and understands increasingly complex language: a. Comprehends language, b. Follows directions;

2. Uses language to express thoughts and needs: a. Uses an expanding expressive vocabulary, b. Speaks clearly, c. Uses conventional grammar, d. Tells about another time or place;
3. Uses appropriate conversational and other communication skills: a. Engages in conversations
b. Uses social rules of language.

b. Scientific, Evidence-Based Literacy Plan (10 points)

The table below summarizes our plan to implement the literacy strategies to achieve project goals.

Implementation Team	Literacy Strategies
Amy Hobart, Director of Early Care and Education, Sally Campbell, Director of Children's Program	<ul style="list-style-type: none"> • Develop Pre-K calendar to extend the school day and add a summer program • Communicate plans to schools • Order curriculum materials (not funded by grant) • Set up curriculum and trainings with grant partners United Way and Woodruff Arts Center • Collaborate with partners and school administrators to plan additional training strategies and determine training needs
Curriculum Specialist, Center Director, Lead Teacher	<ul style="list-style-type: none"> • Review weekly lesson plans • Review Work Sampling Data • Provide teacher support to implement literacy strategies • Provide feedback to teachers about ratings • Develop and determine training needs
Program Coordinator, Center Director, Curriculum Specialist	<ul style="list-style-type: none"> • Monitor and observe teachers to determine success of program implementation • Communicate training needs and program successes with program coordinators
Pre-K teachers	<ul style="list-style-type: none"> • Assess student progress • Plan appropriate language and literacy instruction • Implement strategies learned at trainings
Sheltering Arms Georgia Training Institute staff	<ul style="list-style-type: none"> • Provide teacher support to implement literacy strategies • Develop and determine training needs
Child and Family Specialist and Family Support Coordinators	<ul style="list-style-type: none"> • Work with families and community agencies to communicate and promote language and literacy at home.

Pre-K Daily Schedule

6:30 – 8:00	Arrival – Hellos – Choice Activities/Journal Writing
8:00 – 8:15	Breakfast, Brush Teeth, Nutrition & Health
8:15 – 8:35	Group Meeting – Morning Welcome – Opening Activities Book #1
8:35 – 8:45	Music with Movement and Creativity
8:45 – 9:00	Small Group (may involve literacy)
9:00 – 9:15	Story time/Read Aloud Book #2
9:15 – 10:00	Outside Play 15 minutes of planned physical activities and/or games for child choice
10:00 – 10:15	Transition Activity
10:15 – 10:30	Large Group Literacy
10:30 – 11:45	Center Time/Child Choice in Interest Areas 11:30 – 11:45 Clean-up
11:45 – 12:00	Story time/Read Aloud Book #3
12:00 – 12:30	Lunch Self-serve, family style, conversations, health & nutrition
12:30 – 12:45	Phonological Awareness
12:45 – 1:45	Nap/Rest and Quiet Activities Quiet activities available for non-sleepers
1:45 – 2:15	Other Instructional Activities (may involve literacy)
2:15 – 2:30	Group Meeting - Closing
2:30 – 2:45	Snack
2:45 – 4:00	Center Time/Child Choice in Interest Areas 3:45 – 4:00 Clean-up
4:00 – 4:15	Story Time/Read Aloud
4:15 – 5:00	Outside Play 15 minutes of planned physical activities and/or games for child choice
5:00 – 6:30	Child Choice Time

Plan for Tiered Literacy Instruction

We base our tiered literacy instructional plan on the Response to Intervention (RTI) framework and the Pre-K Content Standards, along with the Center for the Study of Social Emotional Learning, Teaching Pyramid.

Step 1: Teachers observe the child for a 2-week period, documenting the developmental or behavioral concerns. Teachers consult with the Curriculum Specialist. The Curriculum Specialist will notify the Family Support Coordinator of the concern to also share relevant information about the child and family.

Step 2: Within 3 working days, the Curriculum Specialist observes the child and documents the observation. The teacher reviews results to date on the Work Sampling Online assessment. The teacher completes the Ages & Stages Questionnaire: Social Emotional (ASQ: SE) if needed.

Step 3: Within 3 working days, the Curriculum Specialist reviews all documentation with the Management Team (Director, Child & Family Specialist, and Family Support Coordinator). When all team members are in agreement that additional support is needed, the In-House Referral Form will be completed and submitted along to the Early Intervention Specialist.

Step 4: Within 3 working days, the Early Interventionist conducts an observation of the child. Following the observation, the Early Interventionist will meet with the Management Team and classroom teacher(s) to develop a plan to support the child.

Step 5: The teachers will implement the plan for 2-weeks in the classroom. The Curriculum Specialist will conduct regular observations of the classroom to document progress and provide support and feedback to the teachers during the 2-week period.

Step 6: Following the 2-week period, the Early Interventionist will meet again with the Management Team and classroom teachers to discuss any changes in the child's behavior. If

there has been no improvement, the Early Interventionist will look into additional supports for the child. The Family Support Coordinator will schedule a meeting with the parents to discuss the information that was collected and get the parents' input.

Our Striving Reader grant does not conflict with any other initiatives currently being implemented at the four centers.

c. Strategies and Materials to Support Literacy Plan (existing and proposed) to Include Technology (5 points)

Current Resources / Activities

One of our most important literacy strategies that we have already implemented is Operation StoryBook. The goal of Operation StoryBook is to encourage all children to learn and love to read. For children, Operation StoryBook emphasizes that reading is fun. For parents, the program emphasizes that reading is critical to their child's future success. Operation StoryBook includes:

- Curriculum that includes lesson plans based on children's books and stories, helping children to explore themes and cultures in some of the books they will take home.
- The Children's StoryBook Club: The goal is that all Sheltering Arms children receive a new book every month for their home libraries.
- A daylong Read-A-Thon event in every center during September. VIPs, volunteer readers and professional storytellers participate.
- Literacy enrichment activities, including field trips to art and cultural venues and libraries, special performances by storytellers, puppeteers, and other performers, and one-on-one reading help from volunteers through Jumpstart and other programs.

Other resources available in our Pre-K classrooms include books on tape, classroom libraries, literacy props, flannel board stories, CDs for Music with Movement. Shared Resources include language and literacy websites for teaching ideas, language and literacy websites for children, computer lab. Library resources are books, CDs, and books on tape.

d. Project Procedures and Supports (5 points)

As highlighted in our Pre-K daily schedule included in section III.B.b., we offer students a variety of literacy instruction as we follow our standards-based curriculum. Examples of specific, literacy-focused activities include picture cards that are used to help students learn routines and procedures. Circle Time/Morning Message Board/Story Time/Music with Movement/Second Step – all provide students with oral language development strategies to communicate ideas and feelings with each other. Music with Movement provides students with another way of expressing language. Phonological awareness activities are planned to support student proficiency in content standards. During story time, students participate in quality literature activities that promote a love of reading and expression. Large group literacy activities are planned to teach reading and writing skills. With journals, teachers support students as they work to develop their writing skills.

e. Professional Learning Strategies Identified on the Basis of Documented Needs (5 points)

At Sheltering Arms, ongoing professional learning is critical. The table below highlights the professional learning activities that all (100%) of our Pre-K staff received.

East Point Center	Oakley Township Center	Stonewall Tell Center	Welcome All Center
Ages & Stages Questionnaire	Ages & Stages Questionnaire	CLASS Overview: Understanding the CLASS Framework	Ages and Stages Screening: Using the ASQ Questionnaire

East Point Center	Oakley Township Center	Stonewall Tell Center	Welcome All Center
Advance Physical & Intellectual Development: Early Morning, Late Afternoon & Rainy-Day Activities	Challenging Behaviors: Preschool - Pre-K, Session 3, Individualized Intensive Interventions - Determining the Meaning of Challenging Behavior	CLASS Overview: Understanding the CLASS Framework	Challenging Behaviors: Preschool - Pre-K, Session 2, Laying the Groundwork - Social Emotional Strategies for Teachers
Challenging Behaviors: Preschool - Pre-K, Session 2, Laying the Groundwork - Social Emotional Strategies for Teachers	Challenging Behaviors: Preschool - Pre-K, Session 4, Individualized Intensive Interventions – Developing a Behavior Support Plan	Classroom Assessment Scoring System (CLASS)	Challenging Behaviors: Preschool-Pre-K, Session 1, Promoting Childrens Success, Building Relationships & Creating Supportive Environments
Challenging Behaviors: Preschool-Pre-K, Session 1, Promoting Childrens Success, Building Relationships & Creating Supportive Environments	CLASS Assessment Scoring System	Curriculum Support Training	CLASS Assessment Scoring System
CLASS Overview: Understanding the CLASS Overview	Curriculum Support Training	What's New in Pre-K 2010-2011	CLASS Overview: Understanding the CLASS Framework
Curriculum Support Training	PITC: Nurturing & Responding to Infants/Toddlers: More Than Just Routines, Guidance & Discipline- Meeting Individual Needs	Setting Up Your Pre-K Classroom for the Beginning of the Year	Curriculum Support Training
Injury & Disease Control	Using the Matrix to Document Children's	Professional Development:	Injury & Disease Control

East Point Center	Oakley Township Center	Stonewall Tell Center	Welcome All Center
	Development	ASQ	
Language & Literacy: Creating a Literacy-Rich Environment	What's New in Pre-K 2010-2011	Super Saturday For Teachers of Preschool and PreK	Positive Guidance: Part 1, Discipline vs. Punishment, Basics of Positive Guidance
Setting Up Your Pre-K Classroom for the Beginning of the Year	Professional Development: ASQ	Using the Matrix to Document Children's Development	What's New in Pre-K 2010-2011
Using the Matrix to Document Children's Development	Setting Up Your Pre-K Classroom for the Beginning of the Year		Using the Matrix to Document Children's Development
Warm & Welcoming Inclusion Training			Prevent Child Abuse & Neglect: Prevent Child Abuse Georgia
Second Step: Using A Violence Prevention Curriculum in Classrooms			Professional Development: ASQ
Stronger Together: Session 6, Affirming Diversity			Second Step: Using A Violence Prevention Curriculum in Classrooms
What's New in Pre-K 2010-2011			Stronger Together: Affirming Diversity

The Sheltering Arms Board of Directors established the Georgia Training Institute (GTI) in 2006 as a way of leveraging the organization's expertise and resources to improve outcomes for Georgia's preschool children, their families, and their communities through high quality professional development. In GTI's approach, early childhood education caregivers and family development professionals expand their knowledge of child and family development, enhance

their teaching abilities, and refine their skills to build strength-based family support services, preparing children for success in school.

As a result of the documented need for additional professional development in language in literacy, Sheltering Arms has worked diligently to obtain professional development resources for our teachers and staff. These resources have been universally well received, and anecdotal feedback tells us that our teacher and staff feel that language and literacy training improves teaching strategies and child outcomes. Three examples include Early Reading First, Early Learning Mentor Coach program, and Atlanta Speech School Partnership.

Early Reading First: Between 2006 and 2010 Sheltering Arms partnered with United Way's Early Learning Department to provide the federally funded Early Reading First (ERF) program in seven of our centers. ERF incorporated the use of a literacy-focused, research-based curriculum, Opening the World of Learning (OWL). To provide the foundation for future reading and school success, ERF program goals were: (1) Improve children's *oral language skills* (expressive and receptive language and vocabulary development); (2) Build *children's alphabet knowledge* (letter recognition); (3) Develop children's *phonological awareness* (rhyming, blending segmenting); (4) Increase children's *print awareness*; (5) Implement and maintain an SBRR, language and print-rich preschool environment to provide abundant opportunities for children to use print and practice literacy skills; and (6) Increase preschool teacher knowledge and use of SBRR to systematically address early literacy skills essential to future reading success including print awareness, alphabet knowledge, phonological awareness, and oral language. Professional development methods included intensive in-class coaching, study groups, training institutes and seminars, and model classroom observation. Under the leadership of United Way's Early Literacy Coaches, teachers became more skilled in gathering high-quality

data from progress monitoring tools and in using that data to inform instruction. Key assessment tools included the Peabody Picture Vocabulary Test, Third Edition (PPVT-III); Phonological Awareness and Literacy Screening (PALS) Pre-K; the Work Sampling System (WSS); OWL curriculum-embedded assessment; and the Early Language and Literacy Classroom Observation (ELLCO).

Early Learning Mentor Coach grant: Over the past 17 months, this federally funded grant in partnership with Quality Assist provided highly skilled mentor coaching that created a bridge between training and classroom practice to ensure teaching practices improved. Quality Assist is a highly respected training and technical assistance firm providing innovative solutions and proven approaches that raise the quality of early childhood care and education. With their support, Sheltering Arms implemented an Early Learning Mentor Coach Program to enhance its current professional development system. According to a comprehensive review on effective professional development, the National Staff Development Council (2009) identified four primary features associated with positive outcomes. Professional development produces meaningful results when it is: intensive, ongoing, and connected to practice; focused on specific curriculum content; supported by strong relationships; and aligned with larger system improvement priorities and goals. The Sheltering Arms Early Mentor Coach Program was a multi-dimensional approach that incorporated all of these features as well as: classroom, teacher and child assessments, classroom-based mentor coaching, monthly study groups for teachers, and a specialized training series for teachers. The program supported key staff in developing the knowledge and skills needed to effectively mentor coach and provided intensive mentor coaching support in 22 selected classrooms; created an agency-wide system for mentor coaching that now addresses ongoing professional development needs; and trained and certified 22

Curriculum Specialists and Instructional Lead Teachers to provide mentor coaching in all Sheltering Arms classrooms. The program also increased the quality of classrooms as measured by the Classroom Assessment Scoring System (CLASS: Pianta, LaParo, Harmre, 2008) domain – Instructional Support; increased scores in the *Infant and Toddler Components* of the *Assessment Profile for Early Childhood Programs*; and aligned the new mentor coach system with larger program improvements.

Atlanta Speech School Partnership: Sheltering Arms formalized our partnership with the Rollins Center for Language and Learning in 2011 by establishing a language and literacy professional development model project at our East Lake Early Education and Family Center. The Atlanta Speech School's Rollins Center for Language & Learning provides research-based, professional development in teaching language and literacy to teachers and school leaders working with children from birth through eighth grade. This project will put in place a personal coaching/intensive training/ eLearning model that will become systemic and sustainable by finding a balance between these learning modalities that is fully effective and that can be replicated. The following professional learning sessions/topics align evidence-based practices with the current curricular program at the East Lake Center. Training is being delivered through a blended delivery model, including "live" training sessions as well as eLearning sessions developed on Rollins' *Read Right from the Start-Pre-K* Project. This includes training on oral language development, early literacy development, assessment/use of data, and an integrated approach to language/literacy instruction. Following the training sessions, a Rollins facilitator will provide on-site support through coaching and mentoring. A typical coaching cycle involves demonstration teaching, co-teaching, observation and feedback. The Rollins facilitator also

provides embedded professional learning based on needs identified by teachers and staff and will also provide consult on an “as needed” basis

Even though we offer some high-quality professional development, our needs are significant. To offer teachers new and creative literacy approaches, with grant funding we will implement the Woodruff Art Center’s Georgia Wolf Trap program. In this program, classroom teachers work with professional teaching artists on a monthly basis to learn drama strategies that promote learning in literacy skills including speaking, listening, reading and writing. This research based program builds drama skills in oral and non-verbal expression, creative and critical thinking, ensemble work and self-regulation. Professional learning activities with teachers include instruction in drama strategies, classroom demonstration, team teaching, coaching, video observation, reflection, documentation and assessment and how to adapt lessons to Inclusive learning environments. A Parent Caregiver workshop will focus on Interactive Read Aloud as a strategy in support of the Home and Family Connection. Unit content is based on high quality children’s literature selected by the teacher and the teaching artist, with relevance to curriculum standards and children’s’ lives. Lessons are based on the Core Curriculum in Language Arts and the Georgia Performance Standards in Theatre for each grade level, using the “backwards design” template. The Alliance Theater Program incorporates best practices from early childhood education including thinking routines, brain-based learning and differentiation. Lessons can be adapted for specific populations such as special needs students. Language and literacy development skills are addressed through drama strategies including Listening and Comprehension, Phonological Awareness, Vocabulary Development, Expressive Language, Pre-reading and Pre- writing. Parent and caregiver workshop will focus on teaching Interactive Read Aloud.

In addition to the high-quality, standards-based professional development offered by the Woodruff Arts Center, we will also work with United Way to provide professional development for Center Management Teams, Lead Teachers, and Teachers at the four Sheltering Arms South Fulton Centers. For more than 10 years, United Way has supported the early childhood community and invested in innovative programs and outreach initiatives to improve the quality of early care and education for children ages birth to five. Over the past five years, United Way has worked collaboratively with partners to improve the quality of early care programs and providers and develop, strengthen, and grow literacy programs by providing:

- technical assistance to child care centers and training of child care providers to secure and maintain national accreditation,
- intensive professional development of early childhood professionals focused on evidence-based practices so that children to have the necessary skills to enter kindergarten ready to learn, and
- partnerships that provide linkages to the K - 12 system and the early childhood community.

Their experience and expertise as a four-time Early Reading First grantee uniquely positions them to provide professional development that meets the needs of the early childhood professionals, builds on best practices and lessons learned and are grounded in scientifically-based reading research (SBRR).

United Way's Leadership Institute for Language and Literacy is a four-day series of workshops focused on leading language and literacy improvement through a variety of best practices. The goal of the Institute is to increase knowledge and use of scientifically based reading research among leadership to systematically foster the development of early literacy skills essential to future reading success. Administrators will focus on developing and

implementing a Literacy Action Plan. They will develop transition teams to address the early education and school connection. The four day, five hour sessions will be offered to Fulton County district level staff, Sheltering Arms Center Directors and Curriculum Specialist, local Family Childcare provider leadership, and local childcare centers.

Further, United Way will provide two-day, five hour professional learning opportunities for Pre-K teachers. Based on the needs of the teachers, the professional learning topics may include but is not limited to:

- exploring the complexities of language development including comprehension, vocabulary and phonological awareness;
- assessing current practices and environments that support language and literacy development and learn explicit and implicit strategies for positive child outcomes;
- exploring the concept of classroom climate and ways teachers can strengthen the language environment;
- utilizing data to inform instruction;
- examining strategies for building partnerships with families in support of children's language and literacy skills;
- furthering teachers' skills in teaching new vocabulary;
- introducing phonological awareness skills and providing teachers with strategies and activities for use in the classroom;
- examining the stages of children's writing development, the literacy skills related to concepts about print and strategies for supporting children's early writing.

f. Assessment / Data Analysis Plan (5 points)

The Work Sampling System provides observational assessment to systematically document children's skills, knowledge, behavior, and academic accomplishments in seven domains. This reliable program enables continual progress monitoring from multiple sources, documented through developmental guidelines, checklists, and portfolios. Ongoing assessment is summarized three times per year (fall, winter, spring) for each child in an easy-to-read report that families can understand and administrators can readily use.

Bright from the Start Pre-K Operating Guidelines require teachers to use Georgia's Pre-K Child Assessment Tool (Work Sampling). Baseline GKIDS scores will be analyzed at the beginning of the 2013-14 school year. The percentage of proficient ratings scored by children who participated in the Striving Reader Grant will be compared to the children who did not participate to determine the impact of the resources provided by the grant.

New Teachers will receive online and face-to-face Work Sampling Online training as required by Bright from the Start. Fulton County Schools Pre-K Program Specialists will form Professional Learning Communities to give Pre-K Teachers a forum to discuss student documentation. This will help increase inner-rater reliability on the Developmental Checklist.

Assessment data is shared with parents during the three parent conferences per year for each child: in the fall, winter and spring. All Pre-K teachers have received training from the Georgia Department of Early Care and Learning in how to share assessment data with parents.

IV. Experience of the Applicant (10 points)

A. LEA Initiatives

Fulton County Schools has a strong track record of effectively implementing large, competitive grants at the federal, state, and private foundation level. Examples are included in the table below.

Competitive Grant Title	Funded Amount	Audit Findings
Smaller Learning Communities grant	\$5.2M	No audit findings
Readiness & Emergency Management for Schools grant	\$608,355	No audit findings
Teaching American History grant	\$989,801	No audit findings
Carol M. White Physical Education grant	\$1.5M	No audit findings
Mathematics and Science Partnership grant	\$440,356	No audit findings
Strategic Data Project grant	\$500,000	No audit findings

At the federal level, in 2008, Fulton County Schools received a \$5.2 million Smaller Learning Communities grant from the U.S. Department of Education to develop career-focused academies in four high-need high schools, including the targeted Creekside High School. The initiative has been successful; participating schools have seen increased student proficiency on the state tests, increased graduation rates, and increased enrollment in postsecondary education the year following graduation. Other competitive, federal grant awards include a \$608,355 Readiness and Emergency Management for Schools grant in 2009, a \$1 million Teaching American History grant in 2008, and a \$1.5 million Carol M. White Physical Education Program grant in 2004. At the state level, FCS has received multiple Mathematics and Science Partnership Program grants from the Georgia Department of Education – the current grant valued at \$440,356. Further, Fulton County Schools received a Strategic Data Project grant valued at approximately \$500,000 from the Center for Education Policy Research at Harvard University. The Strategic Data Project, funded by the Bill & Melinda Gates Foundation, is a national education initiative to help school district and state leaders increase student achievement and attainment through data-informed decision-making.

B. Initiatives Implemented Without Outside Funding Support

FCS has developed and implemented numerous education programs designed to increase student achievement using general operating funds. These programs attend to the delivery of student-focused instruction, ongoing assessment, use of data, and continuous improvement. Our

benchmark assessment program, known as Checkpoints, assesses student mastery of the Georgia Performance Standards (GPS) 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. Since initial implementation of the GPS, tools such as Checkpoints and SAMS have helped the district demonstrate steady gains in the percentage of students meeting and exceeding state standards in all grades and subjects.

C. Capacity to Coordinate Resources

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. Staff members from partnering organizations, i.e., United Way, Sheltering Arms, and the Woodruff Arts Center, all have experience implementing complex projects that are time and budget constrained.

D. Sustainability of Initiatives Implemented by the LEA

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. Establishing the grant committee and conducting needs assessments have provided a solid foundation for FCS' Striving Reader grant and have 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. 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 also will 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.

V. Resources (10 points)

A. Coordination with Existing Programs and Family Literacy Services

The district has the capacity to implement with fidelity a large, complex grant like the Striving Reader Comprehensive Literacy Project and align resources to complement existing funding streams. FCS is not included in the state's Race to the Top grant, nor does it receive any School Improvement Grant funding. Thus, FCS is currently not implementing any district-wide, federally-funded reform initiatives that might absorb limited capacity within schools. The targeted schools are willing and excited about implementing a Striving Reader grant. The table

below summarizes select state and federal funding received by the district and allocated to the targeted schools and centers.

Resources Available	Title I Funds	Title II Funds	Bright From the Start Funds
<i>Fulton County Schools</i>	\$20,685,036	\$2,330,577	\$5,650,000
Bear Creek MS	\$287,040	n/a	n/a
Bethune ES	\$197,440	n/a	\$98,530
Campbell ES	\$248,320	n/a	\$59,806
Creekside HS	n/a	n/a	n/a
E.C. West ES	\$162,134	n/a	\$158,336
Love T. Nolan ES	\$200,640	n/a	\$109,071
McClarín HS	\$76,480	n/a	n/a
Oakley ES	\$196,160	n/a	\$59,806
Palmetto ES	\$132,160	n/a	\$109,071
Sheltering Arms (4 centers)	n/a	n/a	\$473,308

Title I is a federally funded program designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic standards and state academic assessments. The district's Title I Office provides Title I schools with extensive technical assistance on the appropriate use of funds to comply with federal funding rules and regulations to ensure that funds supplement and not supplant existing resources. Title I funding will complement Striving Reader investments in literacy. **Title II** funding is held at the district level and supports all schools; individual schools do not receive a Title II allocation. The purpose of Title II, Part A is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensuring that all teachers are highly qualified. Priorities for the district's Title II, Part A funding include: moving all non-highly qualified teachers to highly qualified status within an appropriate timeframe, assisting special education teachers with gaining the content knowledge necessary to add content concentrations to their certificates,

revising procedures for selecting and retaining professionally certified and highly qualified teachers, and supporting professional development activities aimed at building teacher and principal effectiveness. The purpose of Title II, Part D is to improve student academic achievement through the use of technology in elementary schools and secondary schools. Title II, Part D formula grants for 2010–2011 created a scaffold upon which the Striving Reader Grant can continue to build. Besides having basic literacy skills, today's students also need technology skills for communicating, investigating, accessing and using information, computing, thinking critically about messages inherent in new media, and understanding and evaluating data. Georgia Department of Early Care and Learning (**Bright from the Start**) is responsible for meeting the child care and early education needs of Georgia's children and their families. Currently, FCS' Pre-K program provides 6.5 hours of instructional time, five days per week, and 160 days per year for eligible children. The school district receives state lottery funding through Bright from the Start to pay for classroom teachers, equipment, materials, and supplies to support its Pre-K program. The portion of the Pre-K grant funds that are allocated to the school level budgets are for teacher and teacher assistant salaries, substitutes, and benefits. The district also allocates funds to school budgets for instructional materials and supplies, field trips and postage. The remaining Pre-K grant funds are kept at the district level for distribution to schools as needed and for support of students, parent involvement, teachers, and classrooms. Bright from the Start funding for the Sheltering Arms early learning centers covers teacher and assistant salaries and benefits, instructional materials and supplies, and other non-instructional costs.

Federal funding from Title I and II as well as state funding from Bright from the Start will complement investments made with Striving Reader funds to ensure alignment with student needs. FCS will incorporate Striving Reader plans and funds into its annual planning and review

process in order to ensure funds are used to supplement, not supplant, Federal, state or local funds and to ensure alignment of resources. As schools submit their School Improvement Plans coupled with their Title I and Title II Plans to their Area Superintendents and to the Assistant Superintendent for Curriculum and Support for review, close attention will be paid to the alignment of identified student needs, instructional strategies to address the needs, timelines for implementation and monitoring, and budgets, to ensure that all resources are focused and converge to support student achievement in the area of literacy and will not be used to supplant public funds. Area Superintendents provide feedback to schools on drafts and must sign-off on the final versions of the school plans.

VI. Management Plan and Key Personnel (10 points)

Administrators, faculty members and program staff from FCS, United Way, Sheltering Arms and Woodruff Arts Center have the capacity and expertise to successfully implement our Striving Reader grant. Qualifications for key personnel are laid out below.

A. Management Plan and Key Personnel Responsible for Grant Implementation

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. Faculty from partnering institutions all have experience implementing complex projects that are time and budget constrained. The following individuals are qualified for their role and committed to improving literacy in targeted schools and early learning centers. 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. Avossa received his Ph.D. from Wingate University.

Dr. Linda Anderson – FCS Deputy Superintendent Instruction (0.05 FTE) will chair the Striving Reader Governing Board and provide strategic oversight for grant implementation. Dr. Anderson reports directly to the Superintendent; she received her Ph.D. in Educational Leadership from Mercer University.

Amy Krause – FCS Assistant Superintendent Curriculum and Support (0.10 FTE) will be accountable for the Striving Reader grant and will supervise the Striving Reader Project Director to integrate proposed strategies and supports with other system processes to ensure alignment. Ms. Krause has served as the district's liaison on several literacy initiatives including Reading Recovery with Georgia State University and Reading First with the Georgia Department of Education. As a former reading specialist in the state of Alabama, Ms. Krause understands the components of a balanced literacy approach. Ms. Krause holds a Specialist degree in Educational Leadership and a Master of Arts in Education with a concentration in Early Childhood and also Administration and Instructional Supervision.

Dr. Vic Shandor – Instructional Area Superintendent (0.1 FTE) is the Instructional Area Superintendent for the Creekside cluster of schools—the main feeder pattern in this grant. He will serve on the Striving Reader Governing Board and will ensure vertical alignment of curriculum and professional learning across Striving Reader schools. In his capacity as a member of the FCS Executive Leadership team, Dr. Shandor will communicate best practices to schools across the district to support sustainability of Striving Reader strategies. Dr. Shandor holds a Master's degree in Special Education and an Ed.D. in Educational Leadership.

Larry Wallace – FCS Striving Reader Project Director (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. Externally, he will liaise with project partners on an operational level and will work collectively with partners to ensure their services are integrated into the project design. Mr. Wallace has most recently served as Project Director for the district's \$5.2 million Smaller Learning Communities grant. He has extensive experience managing complex projects, involving multiple partners, with significant reporting requirements. Mr. Wallace holds a Master of Arts in Education with a concentration in Instructional Technology and a Specialist in Education with a concentration in Educational Leadership.

Katrina Mitchell – UWMA Senior Director, Education will serve on the Striving Reader Governing Board. Ms. Mitchell is responsible for coordinating all professional learning for Sheltering Arms faculty and FCS Pre-K teachers in targeted elementary schools.

Amy Hobart – Sheltering Arms Director of Early Care and Education will sit on the Governing Board and act as liaison for the Sheltering Arms Striving Reader component. Ms. Hobart designs and delivers training to enhance the effectiveness of the Sheltering Arms teaching and family support staff based on national competency goals and indicators in early education, and provides program-level consultation and training to build the capacity of the center management teams in developmentally appropriate practice.

Carol Jones – Woodruff Arts Center, Alliance Theatre - Director of Institute for Educators and Teaching Artists will serve on the Striving Reader Governing Board and is responsible for coordinating all professional learning for teachers participating in the Alliance Theatre's literacy-based programs Pre-K – 2 Georgia Wolf Trap Early Learning Through the Arts, Reader's Theatre, and Collision Plus.

B. Commitment to Implementation Plan

The individuals named in the table below support the district’s Striving Reader grant proposals and are committed to implementing grant strategies and activities with fidelity. The Instructional Area Superintendents are champions of the Striving Reader grant because it provides more focused attention to targeted schools’ literacy needs.

Site/District	Individual Responsible	Supervisor
<i>Site-Level Coordinators - Fulton County Schools</i>		
Bear Creek MS	Darron Franklin – Principal	Vic Shandor – Instructional Area Superintendent
Bethune ES	Zina Rhodes – Principal	Iris Moran – Instructional Area Superintendent
Campbell ES	Denine Cadet - Principal	Vic Shandor – Instructional Area Superintendent
Creekside HS	Earnest Killum – Principal	Vic Shandor – Instructional Area Superintendent
Evoline C. West ES	Catherine Smith – Principal	Vic Shandor – Instructional Area Superintendent
Love T. Nolan ES	Chandra Lemons – Principal	Iris Moran – Instructional Area Superintendent
McClarín HS	Anita Lee – Principal	Susan Dorenkamp – Instructional Area Superintendent
Oakley ES	Vonnie Thompson - Principal	Vic Shandor – Instructional Area Superintendent
Palmetto ES	Carlene Millen - Principal	Vic Shandor – Instructional Area Superintendent
<i>Site-Level Coordinators - Sheltering Arms</i>		
East Point Center	Kathy Bolling – Acting Director	Bernice Paschal – Program Coordinator
Oakley Township Center	Ron McNair – Center Director	Bernice Paschal – Program Coordinator
Stonewall Tell Center	Rosalyn Williams – Center Director	Lee Shaw – Program Coordinator
Welcome All Center	Linda Rhea – Center Director	Bernice Paschal – Program Coordinator
Professional Learning Coordinator	Lisa McDermott - Facilitator	Karen Cox – Executive Director, Professional Learning
Instructional Technology Coordinator	Mindy Ramon - IT Training Support Coordinator	Kathy Politis – Director, Instructional Technology
Literacy Assessment Coordinator	Mary Rulo – Support Specialist, ELA	Sherrie Moss – Director, ELA
Purchasing	Professional Assistant	Larry Wallace – Striving Reader Project Director

VII. Sustainability Plan (10 points)

Fulton County Schools' Striving Reader grant can serve as a blueprint that can be scaled and replicated to build principal, early learning site director and teacher capacity to improve literacy achievement for all of our students from birth through 12th grade. Our targeted schools and Sheltering Arms' early learning centers will become demonstration sites for how to systemically align multiple funding sources to improve literacy across all content areas. The district will create the Striving Reader Governing Board comprised of key personnel from the central office, targeted schools, United Way, Sheltering Arms, and the Woodruff Arts Center. The governing board, chaired by Dr. Anderson, will meet biannually to review program data, assess results, monitor progress toward goals and sustain program outcomes over time. Board members will serve as ambassadors to share best practices at local and state literacy forums. Through the district's experience with other large-scale initiatives, it has developed a healthy appetite for data analysis and program improvement. For example, annual evaluations of the Smaller Learning Communities grant have pushed participating schools to reconsider certain approaches and develop new strategies to not only meet grant objectives, but to ensure grant activities become embedded in schools' strategic plans beyond the life of the grant. These lessons learned will be carried over to the implementation of the Striving Reader grant.

A. Expanding the Lessons Learned with other Schools and New Teachers

A goal of the Striving Reader grant is to identify best practices at participating schools and share those strategies with schools throughout the district to ensure sustainability. At the district level, the communication of best practices will be the responsibility of the Instructional Area Superintendent (Dr. Vic Shandor) and the Project Director. Participating schools will share lessons learned at the district's annual Best Practices Conference for teachers, instructional staff

and school leaders. In addition, participating schools will be expected to share their experiences with all schools and divisions within the district through technical assistance workshops, school site visits, and administrative staff meetings. For example, teachers of English learners in Striving Reader schools can demonstrate through lesson plans how they scaffold instruction by using best practices for EL when developing oral language, reading skills, and writing.

B. Extending the Assessment Protocol Beyond the Grant Period

Beyond the life of the grant, the Dynamic Indicator of Basic Early Literacy Skills (DIBELS Next) and Scholastic Reading Inventory (SRI) can be used to provide essential data for all students. Not only does DIBELS Next provide a fluency measure, it also assesses early phonemic awareness and first sound fluency of an individual student. The SRI provides benchmark assessments for the identification of students' reading skills; SRI guides teachers to differentiate and offer intervention strategies for struggling students. Students receive a Lexile score based on the comprehension of a text which has an equivalent reading level. Once a student masters one level, the program gives another reading passage at a higher level. Media centers categorize books by their Lexile levels; therefore, SRI helps match the reader to the appropriate text for 75% reading accuracy rate. An accuracy rate ensures that appropriate challenge is built in, but the level of frustration for the student will be low. The grant-sponsored professional development for DIBELS Next and SRI will ensure that all staff in targeted schools will be trained in the use of these assessments.

C. Extending the Professional Learning Practices beyond the Grant Period to New Staff

UWMA will provide Sheltering Arms early learning teachers and FCS Pre-K teachers with the skills and knowledge to enhance the early language, literacy, and pre-reading development of young children, particularly those from low income families, through strategies and professional

development that are grounded in scientifically-based reading research and family literacy. The professional development plan systematically 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. The success of UWMA's programs can be measured by the quality of the classroom environment, child outcomes that assess the main skills predictive of reading success, the use of valid assessment instruments, and the professional learning opportunities provided to teachers. Aspects of the Striving Reader professional learning practices delivered by United Way that will be continued beyond the grant period include: enhancing classroom learning environments, providing teachers with new ways to help children improve their language, providing coaching and early literacy training for teachers to help them fully integrate literacy throughout their classrooms, engaging families in their child's early reading experiences to reinforce these skills at home.

As Striving Reader schools bring on new staff in future years, literacy training will be provided as part of new teacher development. Curriculum contacts (High School Department Chairs, Middle School Coordinators, and Elementary Curriculum Support Teachers) will provide opportunities for new teachers to learn grant-funded strategies, such as those learned through the partnership with the Woodruff Arts Center, and use resources during the first two years of induction as a part of each school's new teacher support program. These programs support the new teacher's transition into the school. An assigned mentor teacher will work with new staff as they begin to plan and implement instructional strategies that support the school's literacy plan.

D. Sustaining Technology beyond the Grant Period

On November 8, 2011 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 and expanded distance learning for students, virtual space for digital student work, interactive classroom websites with curriculum resources and assignments, updated equipment for technology and career-oriented classes, teacher/student communication and collaboration tools, and online professional learning resources for staff. The district's technology plan will help sustain the Striving Reader investments made in educational technology.

VIII. Evaluation – Assurance of Compliance with GADOE Requirements

Fulton County Schools will adhere to all OMB, EDGAR, GPRA, GADOE Performance Measures, and grant evaluation requirements. The district will prepare, according to GADOE requirements, an annual evaluation report by June 30th each year to document progress towards achieving grant goals.

IX. Appendices

- A. Comprehensive Literacy Needs Assessment
- B. Literacy Plan
- C. Letter of Support – United Way of Metropolitan Atlanta
- D. Letter of Support – Sheltering Arms
- E. Letter of Support – Woodruff Arts Center
- F. School Level Data for all Schools in FCS
- G. ITBS 2010 Results
- H. Reading / English Language Arts AMO Results
- I. Map of Targeted Early Learning Centers and Schools
- J. Striving Reader Comprehensive Literacy Grant Specific Program Assurances
- K. Letter of Support – Sheltering Arms Pre-K Faculty

A. Comprehensive Literacy Needs Assessment

The district does not have a single needs assessment document that reflects all of the data collection and analysis that was performed for this grant. The core grant committee from the central office plus the faculty and administrators in the targeted schools and centers reviewed a variety of data sources as part of the needs assessment process including:

- Criterion-Referenced Competency Tests (CRCT) performance data for elementary and middle school students
- End of Course Tests (EOCT) performance data for high school students
- 3rd, 5th, and 8th grade Writing Assessments
- Graduation data for high school students
- Iowa Tests of Basic Skills (ITBS) for 3rd, 5th, and 8th graders
- Checkpoints formative assessment data
- Title I Plans
- School Improvement Plans
- Intensive School Plans
- Socio-economic data
- AYP data
- Mobility data
- Attendance data
- Discipline data
- Pre-K waiting lists
- Preschool Special Education (PSE) classroom data
- Georgia Pre-K work sampling data

B. Literacy Plan

Fulton County Schools does not have a documented literacy plan that can be attached to this grant. The literacy leadership through the English/Language Arts Department references research to determine best practice in literacy instruction. The foundational documents are the reports from the Carnegie Corporation: *Time to Act: An Agenda for Advancing Adolescent Literacy for College and Career Readiness, 2010*; *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High School Literacy, 2006*; *Reading Next: A Vision for Action and Research in Middle and High School Literacy, 2004*. For the primary grades, the work of Donald Graves, Lucy Calkins, Richard Allington, Ralph Fletcher, Fountas and Pinnell, and others, form the framework for literary instruction.

A balanced literacy approach through Writer's and Reader's Workshops (Shared Reading and Interactive Read Aloud, Mini Lesson, Teacher Modeling, Student Writing and Teacher Conferencing, and Sharing) 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.

The CRCT is designed to measure how well students acquire the skills and knowledge described in the Georgia Performance Standards. The reading class is additional to the Language Arts class that every student takes. The middle school reading course is skills driven. 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 poor readers need connections to reading other than verbal/linguistics; they need music and art and kinesthetic intelligence activation, not to mention the technology connections.

Classes are encouraged to create Reader's Theater presentations so that students are often on their feet and addressing the listening/speaking/viewing standards.

To complement the work in the anthologies, students read novels 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.

C. Letter of Support – United Way of Metropolitan Atlanta

United Way of Metropolitan Atlanta

100 Edgewood Avenue, N.E.
Atlanta, Georgia 30303
404.527.7200



December 6, 2011

Dr. Robert Avossa
Superintendent
Fulton County Public Schools
786 Cleveland Avenue SW.
Atlanta, GA 30315

Dear Superintendent Dr. Robert Avossa:

I am writing to you as Vice President of Education at United Way of Metropolitan Atlanta to express our support for Fulton County's application for the Striving Readers Comprehensive Literacy Project. For more than 10 years, United Way of Metropolitan Atlanta has supported the early childhood community through Smart Start and invested in initiatives like Early Reading First, a USDOE grant program that sustain our education goals to see that children enter school ready to learn, avoid risky behaviors and graduate prepared for careers.

United Way has long been a leader in early care and education services to parents and children from birth to age five. Smart Start has successfully led the state's efforts to improve and enhance the well-being of Georgia's children and has collaboratively engaged other state agencies, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, the business and philanthropic community, higher education and other stakeholders to serve Georgia's children effectively and efficiently.

United Way has worked collaboratively with local, state and regional organizations in advancing programs, refining innovative ideas into best practice models and incorporating lessons learned from large scale grant-making. Relevant examples are in our early learning community-based partnership initiative and the coordination of the coalition of early childhood advocates and professionals who have implemented four U.S. Department of Education-funded Early Reading First grants.

United Way also has a reputation for thoughtfully and strategically convening stakeholders at state-wide and regional levels. One example is our convocation the Early Education Commission that researched best practices in early learning and the consequent impact on Georgia's economic development. Having identified best practices that result in solution-driven strategies that can be sustained over time, the Commission recommended the creation of the Georgia Early Education Alliance for Ready Students (GEEARS) to ensure that advocacy for early education work continues.

Over the past five years, United Way has invested more than 36 million dollars in local, state and federal funding in support of young children and their families. Included are:

- Grants to early childhood providers to provide scholarships to families to cover child care costs

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United Way of Metropolitan Atlanta

100 Edgewood Avenue, N.E.
Atlanta, Georgia 30303
404.527.7200



- Technical assistance to child care centers and training of child care providers to secure and maintain national accreditation
- Intensive professional development of early childhood professionals focused on evidence-based practices so that children to have the necessary skills to enter kindergarten ready to learn
- Support services and resources for families that promote parent leadership, understanding of developmental milestones and prevention of child abuse and neglect
- High quality home visiting that matches interested parents with professionals who provide information and support during a child's first three years
- Partnerships that provide linkages to the K - 12 system and the early childhood community
- Opportunities for young children and their families to have quality educational and social experiences that support a successful transition to kindergarten
- Engaging the civic, business and social service community in supporting strategies and initiatives that improve outcomes for early education in Atlanta and throughout Georgia

United Way of Metropolitan Atlanta pledge our support by providing high quality professional learning opportunities based on scientifically based reading research for administrators, teachers, center directors, and family childcare providers. We appreciate this opportunity to partner with Fulton County Public Schools and we enthusiastically endorse the application for the Striving Readers Comprehensive Literacy Project.

Sincerely,

A handwritten signature in black ink that reads "Navella Jean Walker, Ph.D." The signature is written in a cursive style.

Navella Jean Walker
Vice President, Education

Visit us online at unitedwayatlanta.org
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D. Letter of Support – Sheltering Arms



Sheltering Arms

EARLY EDUCATION AND FAMILY CENTERS

385 Centennial Olympic Park Drive ♥ Atlanta, GA 30313 ♥ 404-523-2767 ♥ FAX 404-523-9952

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Accredited by the National Association for the Education of Young Children and supported by Head Start, United Way, the Georgia Department of Early Care and Learning, and center communities.

December 8, 2011

Dr. Robert Avossa
Superintendent – Fulton County Schools
786 Cleveland Ave., SW
Atlanta, Georgia 30315

Dear Dr. Avossa:

It is an honor to provide this letter of support for Fulton County Schools' application for a Striving Readers grant. We are very pleased to be included as a partner in the application.

Sheltering Arms was established in 1888, and since 1990 the number of Sheltering Arms centers has almost doubled from 9 to 16, with an increase in daily capacity from 744 to more than 2,300 children, and services have been added to better address the needs of the family and the community. As a result, the budget has grown from \$3.5 million in 1991 to more than \$26 million today. The agency's programs include Early Head Start for infants and toddlers, Head Start for three and four year olds, the Georgia Pre-kindergarten Program for four year olds, and early childhood education with fees based on family size and income. Sheltering Arms programs are accredited by the National Association for the Education of Young Children (NAEYC), and have been recognized as a Head Start Program of Excellence, Head Start's highest level of recognition for high quality.

In 2004, Sheltering Arms conducted a \$15 million capital campaign to build four state-of-the-art Early Education and Family Center facilities in south Fulton County. Fulton County Schools was an important partner in this undertaking, providing land adjacent to elementary schools for three of the new facilities. This partnership has endured, and by partnering with Fulton County Schools we are able to provide an innovative model that 1) improves teacher retention and recruitment by providing affordable, convenient early childhood education, 2) improves school readiness in an area that has struggled with performance standards, and 3) develops improved school readiness strategies by tracking the performance of Sheltering Arms alumni in Fulton County elementary schools.

We appreciate this opportunity, and pledge to assist in every way possible to produce a nationally acclaimed Striving Readers initiative.

Sincerely,

Elaine P. Draeger
President/CEO

EPD/cb

The power of education begins here.™

E. Letter of Support – Woodruff Arts Center



December 13, 2011

Dr. Robert Avossa
Superintendent, Fulton County Schools
786 Cleveland Ave. SW
Atlanta, GA 30315

RE: Grant request on behalf of Fulton County Schools

Dear Dr. Avossa:

I am delighted to submit a letter in support of the application by the Fulton County Schools for continuing grant support from the Georgia Department of Education under the Striving Readers Program. The Woodruff Arts Center through its various artistic divisions is a major supporter of arts in education (arts integration) as well as a leading supporter of education in the arts. As a stated part of our mission we seek to provide excellence in both arts and education. We interact on and off our campus with children in Georgia schools over a half million times a year. In this effort we have an excellent, long standing and highly valued relationship with the Fulton County Schools.

What is truly remarkable is that our collection of visual arts (High Museum), dramatic arts (Alliance Theater), musical arts (Atlanta Symphony Orchestra) and our in school arts programming (Young Audiences) each support major educational programming aimed at literacy and language development. "I See Literacy," "Sound Learning," "GA Wolf Trap," "Arts4Learning" and "Collision Plus," are each examples of excellent arts integrated programming that address these challenges with positive results.

In addition, our education teams have worked with six Fulton County schools in some experimental research under the Wolf Trap Program that has shown measurable improvement in language development and writing skills. The partnership with the Kennedy Center currently supports programs in two Fulton County schools whereby each grade level has an opportunity to experience a featured work from our Center along with four classroom sessions focused on 21st Century skills through arts integration.

1280 Peachtree St. NE
Atlanta GA 30309

T 404 733 4200
F 404 733 4393

www.woodruffcenter.org

Dr. Robert Avossa
December 13, 2011
Page 2

I am particularly pleased to support the application of our educational colleagues in the Fulton County School System – not only because they are long standing collaborators who share with us a commitment to address these challenges – but also because they are one of the few systems seeking to integrate arts as a key element in their proposal.

We consider ourselves lucky to have such partners in our shared effort to help increase student learning in literacy and outcomes in life through arts integration. Please know that their application has our unqualified support and endorsement. Please feel free to call with any questions you may have.

With kind regards,

Sincerely yours,



Joseph R. Bankoff
President & CEO
Woodruff Arts Center

404 733 4257

F. School Level Data for all Schools in FCS, based on 2010-2011 school year

Elementary Schools

Elementary School	% FRL	% SWD	% EL	Mo-bility Rate	Met AYP?	Grade 3 CRCT Reading		Grade 5 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet	# Students Did not Meet	% Students Did not Meet
Abbotts Hill	14%	13%	4%	24%	Yes	4	3%	3	2%
Alpharetta	20%	22%	8%	26%	Yes	5	5%	1	1%
Amana Charter	NA	6%	NA	18%	Yes	2	3%	4	7%
Barnwell	12%	12%	4%	16%	Yes	1	1%	0	0%
Bethune	86%	9%	0%	42%	Yes	23	21%	15	11%
Birmingham Falls	2%	12%	0%	16%	Yes	0	0%	1	1%
Brookview	96%	12%	0%	83%	Yes	10	14%	15	22%
Campbell	90%	12%	16%	36%	No	8	7%	12	9%
Cliftondale	63%	8%	0%	37%	Yes	12	10%	11	9%
Cogburn Woods	14%	11%	8%	22%	Yes	2	1%	6	4%
Conley Hills	95%	12%	0%	52%	Yes	11	16%	7	13%
Crabapple Crossing	4%	9%	2%	11%	Yes	1	1%	2	2%
Creek View	14%	9%	7%	25%	Yes	2	1%	4	2%
Dolvin	11%	12%	9%	18%	Yes	3	2%	2	1%
Dunwoody Springs Charter	72%	13%	17%	44%	Yes	1	1%	7	7%
Feldwood	87%	12%	0%	49%	No	19	18%	18	13%
Findley Oaks	8%	13%	5%	15%	Yes	0	0%	0	0%
Fulton Sunshine Academy	8%	7%	5%	32%	Yes	0	0%	0	0%
C. H. Gullatt	96%	11%	2%	62%	Yes	6	18%	6	15%
Hamilton E Holmes	93%	16%	2%	63%	Yes	8	14%	15	22%
Hapeville	95%	9%	29%	53%	Yes	27	22%	12	11%
Heards Ferry	7%	12%	2%	21%	Yes	0	0%	1	1%
Hembree Springs	33%	18%	17%	26%	Yes	1	1%	4	3%
Heritage	96%	11%	1%	77%	No	26	26%	25	21%

Fulton County Schools: Sheltering Arms' Approach to Literacy

Elementary School	% FRL	% SWD	% EL	Mo-bility Rate	Met AYP?	Grade 3 CRCT Reading		Grade 5 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet	# Students Did not Meet	% Students Did not Meet
High Point	67%	13%	34%	33%	Yes	12	11%	6	8%
Hillside	52%	14%	25%	35%	No	8	7%	3	3%
Ison Springs	75%	14%	22%	61%	Yes	15	15%	8	9%
Esther Jackson	64%	17%	25%	42%	Yes	8	9%	16	25%
Lake Forest	97%	13%	65%	29%	No	12	9%	7	9%
Lake Windward	7%	20%	8%	22%	Yes	5	3%	4	3%
Seaborn Lee	83%	9%	0%	46%	Yes	12	16%	9	10%
S. L. Lewis	89%	13%	1%	51%	Yes	12	13%	15	20%
Liberty Point	86%	14%	0%	39%	Yes	5	5%	14	12%
Main Street Academy	52%	4%	1%	46%	Yes	7	9%	5	11%
Manning Oaks	37%	11%	14%	33%	No	7	6%	10	8%
Medlock Bridge	13%	12%	5%	30%	Yes	1	1%	1	1%
Mimosa	89%	12%	58%	37%	Yes	24	16%	11	9%
Mt. Olive	88%	18%	8%	65%	Yes	9	13%	9	14%
Mountain Park	8%	14%	1%	16%	Yes	1	1%	1	1%
New Prospect	14%	17%	8%	27%	Yes	1	1%	2	2%
Love T. Nolan	87%	12%	0%	44%	Yes	24	18%	40	29%
Northwood	28%	13%	11%	22%	No	8	6%	2	2%
Oak Knoll	94%	12%	28%	52%	Yes	22	25%	11	14%
Oakley	83%	11%	6%	37%	Yes	16	15%	15	11%
Ocee	14%	16%	9%	19%	Yes	5	4%	0	0%
Palmetto	87%	14%	10%	44%	Yes	4	8%	9	15%
Parklane	97%	10%	14%	48%	No	16	23%	13	19%
Randolph	64%	8%	0%	52%	Yes	5	6%	15	13%
Renaissance	74%	13%	0%	46%	Yes	25	19%	9	9%
River Eves	43%	11%	11%	33%	Yes	8	6%	7	5%
Roswell North	30%	11%	11%	26%	Yes	7	5%	8	6%
Shakerag	4%	11%	7%	21%	Yes	1	1%	0	0%

Elementary School	% FRL	% SWD	% EL	Mo-bility Rate	Met AYP?	Grade 3 CRCT Reading		Grade 5 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet	# Students Did not Meet	% Students Did not Meet
Spalding Drive Charter	43%	7%	16%	32%	Yes	5	9%	3	6%
State Bridge Crossing	11%	9%	5%	20%	Yes	0	0%	0	0%
Stonewall Tell	53%	8%	0%	34%	Yes	14	9%	10	7%
Summit Hill	5%	11%	0%	12%	Yes	0	0%	2	1%
Sweet Apple	4%	17%	1%	13%	Yes	2	1%	1	1%
Harriet Tubman	93%	11%	11%	67%	Yes	12	15%	5	6%
Evoline C. West	74%	9%	6%	40%	Yes	7	7%	22	16%
Wilson Creek	7%	7%	10%	20%	Yes	2	2%	1	1%
Woodland Charter	57%	16%	14%	44%	Yes	5	4%	7	7%

Note: Schools targeted for the Striving Reader grant are highlighted.

Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

Middle Schools

Middle School	% FRL	% SWD	% EL	Mo-bility Rate	Met AYP?	Grade 8 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet
Amana Charter	9%	9%	8%	25%	Yes	0	0%
Autrey Mill	9%	8%	4%	12%	Yes	4	1%
Bear Creek	86%	11%	3%	45%	No - NII	16	5%
Camp Creek	89%	15%	1%	68%	No	22	9%
Crabapple	24%	10%	3%	15%	Yes	2	1%
Elkins Pointe	42%	12%	10%	35%	Yes	6	2%
Fulton Science	6%	7%	2%	32%	Yes	0	0%

Middle School	% FRL	% SWD	% EL	Mo-bility Rate	Met AYP?	Grade 8 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet
Hapeville Charter	77%	4%	1%	36%	Yes	0	0%
Haynes Bridge	26%	16%	0%	22%	No	0	0%
Holcomb Bridge	56%	13%	11%	34%	No	4	2%
Hopewell	16%	11%	274 %	17%	Yes	2	1%
Ronald McNair	91%	14%	1%	62%	No - NI2	19	7%
Northwestern	10%	10%	1%	14%	Yes	1	0%
Renaissance	78%	11%	200 %	41%	No - NI3	19	5%
Ridgeview Charter	59%	11%	14%	26%	No - NI1	11	5%
River Trail	6%	7%	4%	12%	Yes	7	1%
Sandtown	60%	10%	0%	38%	Yes	7	2%
Sandy Springs Charter	67%	11%	11%	46%	No	13	5%
Taylor Rd	16%	10%	5%	17%	Yes*	0	0%
Webb Bridge	10%	8%	3%	23%	Yes	1	0%
Paul D. West	89%	13%	5%	67%	No - NI1	22	9%
Woodland	89%	12%	2%	60%	Yes	15	5%

Note: Schools targeted for the Striving Reader grant are highlighted.

Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

High Schools

High School	% FRL	% SWD	% EL	Mobility Rate	Met AYP?	Graduation Rate
Alpharetta	13%	10%	3%	18%	No	94%
Banneker	79%	21%	0%	71%	No - NI3	67%
Centennial	29%	11%	6%	52%	No	87%
Chattahoochee	10%	7%	3%	14%	Yes	96%
Creekside	72%	9%	2%	51%	No - NI4	69%
Independence Alternative	39%	13%	4%	101%	No - NI1	68%
Johns Creek	8%	7%	3%	17%	Yes	NA*
Langston Hughes	69%	9%	0%	51%	Yes	NA*
McClarín Alternative	94%	3%	0%	121%	No - NI2	52%
Milton	6%	7%	1%	12%	Yes	97%
North Springs Charter	46%	6%	6%	37%	Yes - NI1	85%
Northview	5%	6%	4%	10%	Yes	98%
Riverwood Charter	30%	6%	6%	27%	Yes	92%
Roswell	21%	11%	5%	23%	No	88%
Tri-Cities	73%	10%	5%	46%	No - NI2	83%
Westlake	57%	6%	0%	38%	Yes	90%

Note: Schools targeted for the Striving Reader grant are highlighted.

Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

G. ITBS 2010 Data

FULTON COUNTY SCHOOLS
Fall 2010 - Iowa Tests of Basic Skills
Grade 3 - Mean National Percentile

All Students	Total Reading			Total Math			Total Language			Social Studies			Science		
	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010
County (FULTON)	60	61	-1	66	69	-3	63	65	-2	65	68	-3	64	65	-1
National Average	50	50	0	50	50	0	50	50	0	50	50	0	50	50	0
Abbotts Hill	71	75	-4	80	83	-3	76	83	-7	71	76	-5	77	78	-1
Alpharetta	81	83	-2	80	85	-5	82	84	-2	85	89	-4	82	83	-1
Amana	69	61	8	67	63	4	63	61	2	70	69	1	68	59	9
Barnwell	77	84	-7	80	85	-5	81	88	-7	79	85	-6	81	83	-2
Bethune	40	41	-1	42	51	-9	47	52	-5	44	50	-6	41	42	-1
Birmingham Falls	81	81	0	81	86	-5	83	83	0	80	83	-3	83	83	0
Brookview	30	32	-2	36	36	0	36	36	0	34	38	-4	33	30	3
Campbell	31	35	-4	44	47	-3	40	48	-8	44	55	-11	41	44	-3
Clifondale	51	42	9	53	48	5	52	43	9	60	62	-2	48	43	5
Cogburn Woods	71	77	-6	80	84	-4	79	81	-2	78	81	-3	76	81	-5
College Park	23	22	1	29	26	3	22	22	0	21	32	-11	24	29	-5
Conley Hills	41	30	11	45	46	-1	63	50	13	50	38	12	47	35	12
Crabapple Crossing	84	83	1	86	90	-4	87	83	4	87	91	-4	84	85	-1
Creek View	78	76	2	79	85	-6	78	82	-4	82	81	1	79	81	-2
Dolvin	75	78	-3	81	86	-5	78	82	-4	75	79	-4	81	83	-2
Dunwoody Springs	58	55	3	65	61	4	56	51	5	66	69	-3	61	57	4
Feldwood	33	na	na	38	na	na	36	na	na	40	na	na	36	na	na
Findley Oaks	79	80	-1	82	88	-6	84	86	-2	79	85	-6	82	85	-3
Fulton Sunshine	82	na	na	88	na	na	88	na	na	79	na	na	86	na	na
Gullatt	37	44	-7	39	53	-14	44	47	-3	42	55	-13	38	42	-4
Hapeville	32	40	-8	48	56	-8	31	41	-10	36	45	-9	37	36	1
Heards Ferry	82	83	-1	82	86	-4	82	89	-7	83	83	0	85	83	2
Hembree Springs	77	81	-4	79	84	-5	80	81	-1	79	80	-1	81	84	-3
Heritage	25	28	-3	27	30	-3	29	25	4	31	33	-2	29	28	1
High Point	63	66	-3	66	73	-7	61	68	-7	66	72	-6	64	69	-5
Hillside	58	75	-17	64	81	-17	57	81	-24	61	81	-20	62	76	-14
Holmes	30	30	0	36	39	-3	35	41	-6	44	35	9	31	34	-3
Ison Springs	45	40	5	52	50	2	45	46	-1	56	51	5	48	46	2
Jackson	49	61	-12	53	66	-13	55	58	-3	64	66	-2	58	63	-5
Lake Forest	21	23	-2	37	40	-3	26	30	-4	34	44	-10	33	38	-5
Lake Windward	74	76	-2	80	84	-4	79	81	-2	77	79	-2	80	80	0
Seaborn Lee	40	39	1	47	45	2	46	48	-2	46	52	-6	40	47	-7
Lewis	32	40	-8	41	43	-2	34	44	-10	37	45	-8	31	41	-10
Liberty Point	44	36	8	44	37	7	41	38	3	47	47	0	42	39	3
Main Street	53	na	na	59	na	na	56	na	na	61	na	na	48	na	na
Manning Oaks	63	56	7	71	64	7	63	60	3	64	65	-1	62	62	0
Medlock Bridge	81	83	-2	81	89	-8	86	88	-2	77	85	-8	76	85	-9
Mimosa	23	32	-9	39	51	-12	30	48	-18	36	53	-17	34	46	-12
Mount Olive	33	40	-7	36	41	-5	39	47	-8	42	58	-16	36	42	-6
Mountain Park	79	81	-2	80	86	-6	80	83	-3	80	88	-8	81	85	-4
New Prospect	79	77	2	85	85	0	85	82	3	76	79	-3	83	82	1
Nolan	31	41	-10	40	47	-7	34	41	-7	36	52	-16	30	43	-13
Northwood	74	78	-4	77	84	-7	72	81	-9	76	78	-2	78	83	-5
Oak Knoll	37	35	2	45	48	-3	44	34	10	43	40	3	39	37	2
Oakley	34	38	-4	44	38	6	36	35	1	41	49	-8	34	39	-5
Ocee	79	77	2	80	82	-2	77	80	-3	80	81	-1	82	79	3

Fulton County Schools: Sheltering Arms' Approach to Literacy

All Students	Total Reading			Total Math			Total Language			Social Studies			Science		
	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010
Palmetto	32	34	-2	36	46	-10	34	38	-4	42	40	2	37	36	1
Parklane	28	26	2	30	31	-1	27	27	0	29	34	-5	32	31	1
Randolph	47	42	5	53	51	2	56	55	1	63	59	4	51	44	7
Renaissance	43	41	2	44	46	-2	48	44	4	52	56	-4	43	42	1
River Eves	68	67	1	76	74	2	75	77	-2	72	70	2	73	70	3
Roswell North	65	74	-9	69	82	-13	67	76	-9	70	77	-7	69	78	-9
Shakerag	81	82	-1	93	93	0	91	89	2	88	90	-2	87	87	0
Spalding Drive	57	81	-24	58	83	-25	57	81	-24	62	84	-22	67	83	-16
State Bridge Xing	78	74	4	85	84	1	83	79	4	82	80	2	82	78	4
Stonewall Tell	57	57	0	62	61	1	64	61	3	61	62	-1	57	55	2
Summitt Hill	80	79	1	82	86	-4	79	81	-2	80	82	-2	82	81	1
Sweet Apple	77	79	-2	81	83	-2	76	80	-4	81	82	-1	79	79	0
Tubman	40	38	2	41	43	-2	43	48	-5	40	48	-8	37	44	-7
Evoline West	41	40	1	43	48	-5	38	39	-1	50	54	-4	40	39	1
Wilson Creek	73	77	-4	80	85	-5	78	83	-5	78	83	-5	80	82	-2
Woodland	66	58	8	70	65	5	61	53	8	70	67	3	67	62	5

na = first year in operation

FULTON COUNTY SCHOOLS
Fall 2010 - Iowa Tests of Basic Skills
Grade 5 - Mean National Percentile

All Students	Total Reading			Total Math			Total Language			Social Studies			Science		
	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010
County (FULTON)	59	61	-2	63	66	-3	64	65	-1	67	67	0	63	64	-1
National Average	50	50	0	50	50	0	50	50	0	50	50	0	50	50	0
Abbotts Hill	76	84	-8	80	88	-8	75	84	-9	83	85	-2	77	84	-7
Alpharetta	79	79	0	80	76	4	78	78	0	82	80	2	79	78	1
Amana	66	69	-3	65	78	-13	72	70	2	72	76	-4	70	69	1
Barnwell	78	86	-8	74	89	-15	80	88	-8	79	88	-9	79	84	-5
Bethune	42	45	-3	42	51	-9	55	53	2	46	43	3	40	45	-5
Birmingham Falls	81	81	0	77	80	-3	80	82	-2	87	85	2	81	82	-1
Brookview	28	36	-8	34	41	-7	32	39	-7	32	35	-3	33	31	2
Campbell	32	32	0	37	31	6	42	35	7	42	33	9	38	32	6
Cliftondale	49	45	4	49	49	0	53	47	6	55	46	9	50	43	7
Cogburn Woods	79	78	1	79	83	-4	76	77	-1	85	83	2	79	79	0
College Park	30	31	-1	29	24	5	32	34	-2	31	33	-2	30	30	0
Conley Hills	40	41	-1	44	51	-7	59	62	-3	41	47	-6	40	43	-3
Crabapple Crossing	84	82	2	89	88	1	86	83	3	89	87	2	87	84	3
Creek View	79	72	7	83	73	10	79	75	4	86	78	8	80	74	6
Dolvin	84	81	3	84	83	1	86	82	4	87	83	4	84	77	7
Dunwoody Springs	52	58	-6	53	66	-13	54	61	-7	60	56	4	55	57	-2
Feldwood	30	na	na	30	na	na	38	na	na	34	na	na	33	na	na
Findley Oaks	81	85	-4	87	87	0	85	85	0	87	90	-3	82	83	-1
Fulton Sunshine	82	na	na	82	na	na	83	na	na	89	na	na	82	na	na
Gullatt	29	42	-13	37	43	-6	47	50	-3	34	46	-12	36	41	-5
Hapeville	30	34	-4	28	43	-15	30	36	-6	29	39	-10	24	35	-11
Heards Ferry	81	88	-7	78	87	-9	81	85	-4	84	86	-2	78	84	-6
Hembree Springs	75	82	-7	79	86	-7	79	86	-7	81	85	-4	80	84	-4
Heritage	30	28	2	28	30	-2	32	33	-1	28	26	2	29	28	1
High Point	61	52	9	66	64	2	63	57	6	67	57	10	62	56	6
Hillside	64	65	-1	68	72	-4	69	70	-1	71	75	-4	71	73	-2
Holmes	35	35	0	40	37	3	49	38	11	38	36	2	36	34	2
Ison Springs	47	36	11	44	39	5	47	43	4	59	41	18	50	40	10
Jackson	45	66	-21	45	64	-19	55	67	-12	53	68	-15	50	60	-10
KIPP	47	42	5	43	40	3	54	56	-2	55	46	9	42	41	1
Lake Forest	32	30	2	42	40	2	45	37	8	50	50	0	44	42	2
Lake Windward	75	77	-2	82	84	-2	80	82	-2	81	82	-1	80	78	2
Seaborn Lee	35	39	-4	40	42	-2	55	52	3	40	42	-2	38	40	-2
Lewis	36	35	1	31	36	-5	38	45	-7	42	38	4	39	36	3
Liberty Point	37	35	2	38	39	-1	43	39	4	40	40	0	38	39	-1
Main Street	41	na	na	32	na	na	44	na	na	46	na	na	34	na	na
Manning Oaks	62	69	-7	65	71	-6	62	69	-7	68	71	-3	63	66	-3
Medlock Bridge	80	84	-4	82	88	-6	79	84	-5	83	84	-1	79	82	-3
Mimosa	28	41	-13	30	42	-12	33	51	-18	43	53	-10	38	46	-8
Mount Olive	35	41	-6	36	35	1	41	45	-4	38	50	-12	37	40	-3
Mountain Park	83	82	1	82	81	1	83	82	1	87	86	1	83	81	2
New Prospect	82	82	0	85	82	3	84	86	-2	87	85	2	83	77	6
Nolan	23	36	-13	23	37	-14	29	44	-15	26	35	-9	25	37	-12
Northwood	71	74	-3	69	77	-8	74	75	-1	78	78	0	73	74	-1
Oak Knoll	32	33	-1	37	39	-2	43	35	8	37	36	1	35	39	-4
Oakley	35	36	-1	39	34	5	39	40	-1	41	35	6	36	36	0

Fulton County Schools: Sheltering Arms' Approach to Literacy

All Students	Total Reading			Total Math			Total Language			Social Studies			Science		
	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010
Ocee	81	80	1	85	81	4	85	79	6	84	82	2	83	78	5
Palmetto	31	33	-2	34	33	1	38	35	3	39	31	8	37	30	7
Parklane	29	27	2	27	27	0	36	29	7	32	32	0	33	32	1
Randolph	44	46	-2	43	46	-3	58	55	3	49	53	-4	49	51	-2
Renaissance	37	43	-6	33	41	-8	38	47	-9	40	42	-2	36	44	-8
River Eves	67	72	-5	64	75	-11	69	71	-2	74	79	-5	70	75	-5
Roswell North	64	68	-4	65	70	-5	68	68	0	70	74	-4	65	70	-5
Shakerag	84	87	-3	89	93	-4	87	88	-1	90	92	-2	84	88	-4
Spalding Drive	58	77	-19	60	74	-14	61	71	-10	64	82	-18	63	77	-14
State Bridge Xing	75	80	-5	80	83	-3	77	80	-3	81	85	-4	78	83	-5
Stonewall Tell	55	53	2	58	56	2	61	60	1	61	57	4	57	51	6
Summitt Hill	83	83	0	82	83	-1	82	80	2	87	86	1	82	82	0
Sweet Apple	81	82	-1	81	81	0	80	80	0	84	86	-2	83	81	2
Tubman	36	26	10	35	34	1	40	50	-10	41	39	2	37	36	1
Evoline West	36	41	-5	32	44	-12	43	42	1	45	41	4	39	43	-4
Wilson Creek	80	82	-2	85	84	1	83	80	3	87	86	1	81	81	0
Woodland	57	67	-10	54	61	-7	57	58	-1	68	68	0	64	69	-5

na = first year in operation

FULTON COUNTY SCHOOLS
Fall 2010 - Iowa Tests of Basic Skills
Grade 8 - Mean National Percentile

All Students	Total Reading			Total Math			Total Language			Social Studies			Science		
	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010
County (FULTON)	57	56	1	60	58	2	61	60	1	59	58	1	65	63	2
National Average	50	50	0	50	50	0	50	50	0	50	50	0	50	50	0
Amana	58	55	3	50	55	-5	62	52	10	63	57	6	67	61	6
Autrey Mill	75	71	4	78	74	4	76	74	2	73	70	3	79	74	5
Bear Creek	31	32	-1	33	37	-4	37	41	-4	32	37	-5	40	42	-2
Camp Creek	33	27	6	36	35	1	47	41	6	36	36	0	49	45	4
Crabapple	72	73	-1	69	68	1	72	74	-2	70	73	-3	76	78	-2
Elkins Pointe	59	61	-2	60	58	2	65	63	2	63	61	2	66	63	3
Fulton Science	84	80	4	88	83	5	84	79	5	85	80	5	84	81	3
Hapeville Charter	39	38	1	40	36	4	45	44	1	42	40	2	45	45	0
Haynes Bridge	71	71	0	70	71	-1	70	72	-2	70	69	1	73	73	0
Holcomb Bridge	58	58	0	57	53	4	58	59	-1	60	56	4	69	67	2
Hopewell	70	70	0	69	67	2	69	68	1	70	69	1	74	73	1
KIPP	51	43	8	56	47	9	61	56	5	52	40	12	52	43	9
McNair	29	26	3	31	29	2	33	33	0	32	28	4	36	33	3
Northwestern	80	76	4	80	75	5	79	75	4	80	74	6	82	77	5
Renaissance MS	34	34	0	32	32	0	40	40	0	37	38	-1	44	43	1
Ridgeview	52	49	3	53	54	-1	55	54	1	57	52	5	61	58	3
River Trail	79	77	2	86	81	5	78	77	1	77	76	1	82	80	2
Sandtown	44	44	0	42	43	-1	50	50	0	46	47	-1	53	55	-2
Sandy Springs	49	45	4	47	45	2	53	50	3	52	48	4	57	54	3
Taylor Road	73	72	1	78	74	4	79	77	2	74	69	5	75	74	1
Webb Bridge	73	76	-3	81	82	-1	75	77	-2	77	76	1	77	79	-2
Paul D. West	24	28	-4	32	35	-3	31	36	-5	29	33	-4	35	39	-4
Woodland	32	30	2	35	32	3	39	38	1	37	34	3	43	39	4

H. Reading / English Language Arts AMO Results

Annual Measurable Objectives (2010-2011) ES/MS- 80% HS-90.8%

	SCHOOL	DISTRICT	STATE
Bear Creek MS (DID NOT MAKE AYP)	ALL-91.8% ASIAN(not minimum size)-100 BLACK- 91.5 HISPANIC- 93.5 WHITE(not minimum size)-89.1 MULTI-RACIAL(not minimum size)-90.9 EL(not minimum size)-87.1 ED- 91.1 SWD-58.5	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6
Bethune ES (DID MAKE AYP)	ALL-88.9 BLACK- 88.6 ED- 88.2 SWD(not minimum size)-59.7	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6
Campbell ES (DID NOT MAKE AYP)	ALL- 87.6% BLACK- 86.3 HISPANIC- 91.7 MULTI-RACIAL(not minimum size)- 86.7 ED- 87.3 EL- 88 SWD- 65.5	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6
Creekside HS (DID NOT MAKE AYP)	ALL- 90.3% BLACK- 91.1 HISPANIC(not minimum size)- 75 ED-89.4 SWD(not minimum size)-55	ALL- 95.3% ASIAN- 97.7 BLACK-92.6 HISPANIC- 87.7 WHITE- 98.3 MULTI-RACIAL- 97.6 SWD- 72.9 EL- 72.5 ED- 89.4	ALL- 91.7% ASIAN- 94 BLACK-87.9 HISPANIC- 89 WHITE- 95 MULTI-RACIAL- 94.6 SWD- 63.4 EL- 68.5 ED- 87.2
Evoline C. West ES (DID MAKE AYP)	ALL- 87.9% BLACK- 88.1 WHITE(not minimum size)-73.3 HISPANIC(not minimum size)- 89.3 MULTI-RACIAL(not minimum size)- 95.5 EL(not minimum size)- 80 SWD(not minimum size)-66.2	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6

	SCHOOL	DISTRICT	STATE
	ED-86.8		
Love T. Nolan ES (DID MAKE AYP)	ALL- 83.6% BLACK- 83.1 MULTI-RACIAL(not minimum size)- 95.5 SWD(not minimum size)- 51.4 ED- 81.5	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6
McClarín HS (DID NOT MAKE AYP)	ALL- 79.2% BLACK(not minimum size)- 79.2 ED(not minimum size)- 81	ALL- 95.3% ASIAN- 97.7 BLACK-92.6 HISPANIC- 87.7 WHITE- 98.3 MULTI-RACIAL- 97.6 SWD- 72.9 EL- 72.5 ED- 89.4	ALL- 91.7% ASIAN- 94 BLACK-87.9 HISPANIC- 89 WHITE- 95 MULTI-RACIAL- 94.6 SWD- 63.4 EL- 68.5 ED- 87.2
Oakley ES (DID MAKE AYP)	ALL- 88.8% BLACK- 88.4 HISPANIC(not minimum size)- 91.1 EL(not minimum size)-94.4 SWD- 81.1 ED- 87.1	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6
Palmetto ES (DID MAKE AYP)	ALL-85.8% BLACK- 86.9 HISPANIC(not minimum size)- 88.9 WHITE(not minimum size)- 79.4 EL(not minimum size)- 82.4 SWD(not minimum size)- 64 ED- 85.7	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6

J. Striving Reader Comprehensive Literacy Grant Specific Program Assurances

**** Please note: The Georgia Department of Education (GaDOE) considers the applicant to be the fiscal agent for the grant. Therefore, any grants awarded will be in the name of the fiscal agent.**

Fulton County Board of Education

Official Entity Name for Fiscal Agent/Sub-Grant Award Recipient

Instructions: The authorized signatory must initial the box adjacent to each assurance and must sign and date the document in blue ink to certify agreement to comply with each assurance. The fiscal agent must sign and date the document as well. These assurances will be in effect for FY12.

The Sub-grantee hereby assures that it will comply with the following:

Number	Initial Each Box Below in <u>Blue Ink</u>	Assurances
1.		The Sub-grantee assures that it has the necessary legal authority to apply for and receive a SRCL Grant.
2.		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.
7.		The SRCL projects will target students who attend Title I schools or schools eligible for Title I schoolwide programs and their families.
8.		The SRCL project will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
9.		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.
10.		All activities must be correlated with the development of STRIVING READER COMPREHENSIVE LITERACY GRANT goals for children birth through grade 12.
11.		The second year of funding is dependent upon successful program implementation and progress aligned with the components of the request for application submitted.

12.		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.
13.		The Sub-grantee agrees to notify the GaDOE, in writing, of any change in the contact information provided in its application.
14.		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.
15.		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.
16.		Funds shall be used only for financial obligations incurred during the grant period.
17.	N/A	The SRCL project funds will supplement, not supplant Federal, state, and other local funds that the applicant would otherwise receive.
18.		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.
19.		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.
20.		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.
21.		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.
22.		The Sub-grantee will submit an annual summative evaluation report no later than June 30.
23.		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.

24.		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).
25.		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.
26.		The Sub-grantee will comply with the Family Education Rights and Privacy Act of 1974 (34 C.F.R. 99).
27.		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.
28.		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 21 st CCLC grant.
29.		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.

My signature below certifies that I am the authorized signatory for the Fiscal Agent and official Sub-grantee, and that I have read, understand, and agree to abide by all assurances. I also understand that failure to abide by all assurances may result in loss or reduction of grant funding.

Please sign in blue ink.

Signature of Fiscal Agency Head (required)

Dr. Robert Avossa

Typed Name of Fiscal Agency Head (required)

Superintendent

Typed Position Title of Fiscal Agency Head (required)

Date (required)

Name of entity/agency acting as Co-Applicant, if applicable:

Co-Applicant Assurance Signatures, if applicable:

My signature below certifies that I am the authorized signatory of the Co-Applicant for the grant program, and that I have read, understand, and agree to abide by all Assurances enumerated in pages 1-5. I also understand that failure to abide by all Assurances may result in loss or reduction of grant funding.

Please sign in blue ink.

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

Typed Name of Co-Applicant's Authorized Agency Head (if applicable)

Typed Position Title of Co-Applicant Authorized Agency Head (if applicable)

Date (if applicable)

K. Letter of Support – Sheltering Arms Pre-K Faculty



Sheltering Arms

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December 12, 2011

We, the members of the Stonewall Tell Early Education and Family Center Management Team, pledge that we fully support this application for a Striving Readers Initiative. We will support our Lead Teachers and Teachers as they work to improve their skills in teaching language and literacy to the Pre-k children enrolled in our Center, and we will provide guidance to the project as members of the Literacy Team.

_____	_____
_____	_____

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of Early Care and Learning,
and center communities.

December 12, 2011

We, the members of the Welcome All Early Education and Family Center Management Team, pledge that we fully support this application for a Striving Readers Initiative. We will support our Lead Teachers and Teachers as they work to improve their skills in teaching language and literacy to the Pre-k children enrolled in our Center, and we will provide guidance to the project as members of the Literacy Team.

Linda Shea

Bonnie Paschal

Helen Caldwell

Quanya Jost

Carmen Scott

Kitasha Jenkins

Michelle Debney

V. Horton

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December 12, 2011

We, the members of the Oakley Township Early Education and Family Center Management Team, pledge that we fully support this application for a Striving Readers Initiative. We will support our Lead Teachers and Teachers as they work to improve their skills in teaching language and literacy to the Pre-k children enrolled in our Center, and we will provide guidance to the project as members of the Literacy Team.

Carmen Scott

Bertrice Paschall

Elaine Powers

Ann McLean

Carol Griffin

Lucius Mayes

Margaret Scott

Wita Byrd

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Accredited by the National Association for the Education of Young Children and supported by Head Start, United Way, the Georgia Department of Early Care and Learning, and center communities.

December 12, 2011

We, the members of the East Point Early Education and Family Center Management Team, pledge that we fully support this application for a Striving Readers Initiative. We will support our Lead Teachers and Teachers as they work to improve their skills in teaching language and literacy to the Pre-k children enrolled in our Center, and we will provide guidance to the project as members of the Literacy Team.

Kathy Balling

Bernice Paschall

Janet Adams

Angela Howard

Anto Hallard

Debrah Anderson

Alice Jones

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X. Budget

A. District Budget Narrative

Assessments and Supplies

Fulton County Schools (FCS) requested funding includes costs for the purchase of required DIBELS Next assessment for all elementary schools, as well as supplies for four teachers per grade level at eight elementary schools. Additionally, funding is requested for required Scholastic Reading Inventory (SRI), as well as licenses, teacher kits, and product support plans.

Curriculum and Instructional Supplies

We request funding for instructional materials and supplies for each targeted Pre-K site with extended programming for 17 weeks, as well as for ESOL curriculum and other appropriate curricula. We also request funding for curriculum and instructional supplies to be used by one cohort of the Parent Leadership Institute for teenage parents at McClarin High School, in order to build the skills and capacity of parents to take greater leadership roles in the systems serving their children, including early learning programs and schools, and to make suggestions for revisions to the curriculum and training. Also, Bright from the Start has approved the use of several curricula in order to provide students with materials that promote oral language development, phonological awareness, and print awareness across all subject areas. Each Pre-K classroom and special needs Pre-K classroom would receive these materials.

Professional Development

We request funding for targeted teachers to have a full day of SRI Implementation training. Additionally, we request funding for targeted teachers to attend the Leadership Institute for Language and Literacy, a four-day series of workshops focused on leading language and literacy improvement through a variety of best practices. United Way Pre-K teachers will attend

two-day, five-hour professional learning opportunities based on their needs. We also request funding for professional learning opportunities for group daycare, family daycare homes, and selected childcare centers in the targeted feeder patterns that support the coordination and alignment of services from birth-5, and support the feeder patterns in these communities. The three-day, five-hour trainings for Fulton County Pre-K teachers will focus on implementing researched based instruction to foster language and literacy, support and extend Pre-K curriculum concepts, and integrate math and science concepts. Pre-K teachers will also attend professional learning for a total of five days at the Literacy Institute with the United Way to learn additional literacy strategies, as well as professional learning to develop skills in implementing the Bright from the Start curriculum. All requested professional development funding 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, professional development funds will be utilized in a partnership with the Georgia Wolf Trap Literacy Program K-2, which has a professional learning focus. In GA Wolf Trap/Alliance Theatre, classroom teachers work with professional teaching artists to learn drama strategies that promote learning in literacy skills including speaking, listening, reading and writing. The program also builds drama skills in oral and non-verbal expression, creative and critical thinking, ensemble work and self-regulation. Targeted teachers will attend an on-site full-day orientation and instructional session presented by Alliance Theatre at the Woodruff Arts Center staff and Teaching artists, as well as a Summer Seminar. These costs include teacher registration fees and teacher stipends. Also, services provided include 12 classroom sessions with Teaching Artists, to include coaching, demonstration lessons and observations.

Subcontractors/Consultants

We request funding for one full-time equivalent Project Director to manage grant funds, and one Professional Assistant III. Both of these costs include benefits calculated at 27.7%.

Requested contractor funding also includes the cost of Pre-K lead teachers for an additional 21 days and Pre-K teacher assistants for an additional 16 days. The amount includes the daily rate for these teachers and 27.7% for benefits. Additionally, we request funding for Pre-K teachers to be supported by experienced literacy coaches from Bright from the Start throughout the school year.

The GA Wolf Trap Literacy Program K-2 costs include contract fees for Teaching Artists to hold five planning sessions with targeted teachers, documentation, assessment, and curriculum development for each classroom, supplies, including simple props, puppets, and story-telling objects for each classroom, and program administration fees, including training and supervision of Teaching Artists, site coordination, curriculum development, scheduling and data management, budget administration, workshop and seminar design, and other administrative tasks carried out by the Director and Assistant Director of the Institute for Educators and Teaching Artists. Teaching Artists are paid Social Security (Alliance Theatre) at .09%, based on residency, planning, and workshop fees.

Print Materials

We request funding for print materials through GA Wolf Trap, including books, scripts, and supplies for targeted Pre-K classrooms.

Events

We request funding for a parent/caregiver event offered each year through GA Wolf Trap, including a Teaching Artist fee per targeted classroom. We also request funding for targeted Pre-K classrooms to have Read Aloud Workshops.

Pupil Travel/Field Trip

We request funding for the annual field trip through GA Wolf Trap to an Alliance Theatre production for young people. These costs include ticket prices for students, a complimentary ticket for the teacher, and bus transportation per classroom. Targeted Pre-K classrooms will have the option to attend either a play at the Alliance Theatre, or a performance at the Teaching Museum.

Stipends/Additional Salary Money

We request funding for teacher stipends for required Georgia Department of Education Summer Training to implement the grant.

Travel

We request funding for teacher travel expenses for required Georgia Department of Education Summer Training to implement the grant.