# School Profile

Created Saturday, October 26, 2013

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## Page 1

## School Information

| | |
|---|---|
| School Information \| District Name: | Fulton County School System |
| School Information \| School or Center Name: | Seaborn Lee Elementary School |

## Level of School

Elementary (K-5 or Primary, Elementary)

## Principal

| | |
|---|---|
| Principal \| Name: | Kine' Geathers |
| Principal \| Position: | Principal |
| Principal \| Phone: | 404-669-8025 |
| Principal \| Email: | geathers@fultonschools.org |

## School contact information

(the persons with rights to work on the application)

| | |
|---|---|
| School contact information \| Name: | Kine' Geathers |
| School contact information \| Position: | Principal |
| School contact information \| Phone: | 404-669-8025 |
| School contact information \| Email: | geathers@fultonschools.org |

## Grades represented in the building

example pre-k to 6

pre-k through 5

## Number of Teachers in School

40

## FTE Enrollment

498

# Fiscal Agent Memo of Understanding

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

## Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

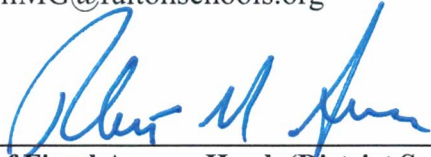Name of **Fiscal Agent's** Contact Person: Montreal Bell

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

Address: 786 Cleveland Ave., SW

City: Atlanta, GA       Zip: 30315

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

E-mail: BellMG@fultonschools.org

_____

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

**Dr. Robert Avossa - Superintendent**

_____

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

12/11/2013
_____

**Date (required)**

# Preliminary Application Requirements

Created Saturday, October 26, 2013

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## Page 1

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

SRCL General Information Packet-Cohort 3

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

- Yes

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

SRCL Scoring Rubric-Cohort 3

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

## Assessments

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

- I Agree

## Unallowable Expenditures

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

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

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

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

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

**Advertisements, Promotional or Marketing Items**

**Decorative Items**

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

**Land acquisition**

**Capital Improvements, Permanent Renovations**

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

**Dues to organizations, federations or societies for personal benefits**

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


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

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- I Agree

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# Grant Assurances

Created Thursday, December 12, 2013

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## Page 1

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

# Page 3

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

- Yes

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

- Yes

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

- Yes

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

- Yes

# Georgia Department of Education
# Conflict of Interest and Disclosure Policy

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

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

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

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

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

        i.  The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
        ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

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

        **1.** Disqualify the Applicant, or

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

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

**b. Employee Relationships**

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

        **1.** The names of all Subject Individuals who:

            **a.** Participated in preparation of proposals for award; or

            **b.** Are planned to be used during performance; or

            **c.** Are used during performance; and

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

        **1.** The award; or

        **2.** Their retention by the Applicant; and

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

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

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

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

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

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

## III.  Incorporation of Clauses

The Applicant must incorporate the clauses in paragraphs A, B, and C of this section into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

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

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

12/11/2013
_____
**Date**

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

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

12/11/2013
_____
**Date**

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

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

_____
**Date (if applicable)**

**District Narrative**

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

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

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

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

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

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

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

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

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

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

implement their innovative literacy plans.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**District Management Plan and Key Personnel**

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

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

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

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

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

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

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

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

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

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

**Experience of the Applicant**

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

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

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

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

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

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

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

**School Narrative**

Seaborn Lee Elementary School is a traditional learning environment located in the South Learning Community of Fulton County. The school was built on twenty acres of land donated to the Fulton County Board of Education by the family of Dr. Seaborn Lee, a prominent local physician in the early 1900's; it was dedicated in November, 1970. The school contained grades one through seven and had twelve classrooms. In 1972, twelve additional classrooms and an enlarged media center were completed. Kindergarten was added in 1979. In 1984, sixth and seventh grade students were moved to Camp Creek Middle School, thus establishing a K-5 organizational pattern. Currently, Seaborn Lee has 23 general education classes, 4 full time special needs classrooms, 2 prekindergarten classes, 3 special area teachers (art, music, and physical education), and 494 students.

Seaborn Lee Elementary School values its stakeholder's time, input, and feedback as we strive to build an organization that creates enriching literacy and learning environments for our students, parents, faculty, business partners, and school community. Seaborn Lee's motto: "Expect Excellence Every Day," guides instructional design and planning, teacher professional development, community/parental involvement, and also influences how data is used to enhance student learning. The faculty of Seaborn Lee Elementary believes in utilizing research-based approaches to instruction such as balanced literacy, Higher Order Thinking Skills, The Benchmark Assessment System and Backwards Design. In addition, we provide opportunities to create, collaborate, and celebrate each milestone we achieve collectively for each and every student.

Our present enrollment reflects 494 students with the following grade level distributions: PK (43), K (70), 1$^{st}$ (80), 2$^{nd}$ (86), 3$^{rd}$ (71), 4$^{th}$ (78), 5$^{th}$ (70). Approximately 86% of the school's population is eligible for free and/or reduced-price meals. Our racial breakdown is 94.8% Black,

White 1.2%, Hispanic 2.4%, and Multi-racial, 1.0%. Our student mobility rate is extremely high and 9% of our students are classified as students with disabilities (SWD).

Seaborn Lee Elementary School is very aware that many of our parents have educational gaps. Over the years parents have expressed their concerns regarding how to support their children at school. As a result of this need, we have a Parent Liaison to better support our parents and provide them with training and resources required to help their children. In order to increase parent attendance of literacy workshops, Seaborn Lee staff is committed to conducting outreach sessions at various satellite locations.

### *Administrative and Teacher Leadership Team*

The school's Leadership Team is representative of each instructional area within the school. The Team is comprised of Kiné Geathers, Principal; Aliza Dorsey, Assistant Principal; Yolanda Wilcher, Counselor; Timmeko Parks, Curriculum Support Teacher, and representatives from each grade level, specials area (art, music, and physical education), information technology, and Early Intervention Program.

### *Past Instructional Initiatives: Learning and Teaching*

With 10 years of experience as a Voyager Universal Literacy school, Seaborn Lee teachers have a good foundation for delivering reading instruction using scripted lessons. Our teachers have prior knowledge of whole group instruction. Although whole group, teaching stations and independent stations are not new concepts of delivering reading instruction, Balanced Literacy is posing a challenge with unfamiliar resources. Even though our teachers frequently use literature to plan reading lessons; using leveled readers to individualize tiered assignments requires ongoing professional development.

Balanced Literacy affords students ample opportunities to make text connections to self, to text, and to the world.  However, Seaborn Lee teachers need support in integrating authentic texts, current events, and technical texts in English Language Arts and in engaging students with these texts at a more rigorous level, i.e. reaching Webb's Depth of Knowledge at level 3 or 4 levels.  Teachers need to better more versed in designing performance tasks that give students an opportunity to use their speaking, viewing, and listening skills to demonstrate mastery through Multiple Intelligences. Due to the following factors:

Despite the many challenges presented by our highly transient population, Seaborn Lee Elementary has what it takes to be good at being great including:

- High percentage of teachers with advanced degrees

- High percentage of teachers with endorsements in critical areas (i.e. Math, Reading, and Science), and

- Teacher/administration team serving as peer leaders in professional learning.

### *Professional Development Needs*

Seaborn Lee Elementary School has a dedicated group of teachers who desire to grow in their professional knowledge in creating an interactive and comprehensive literary environment that teaches students to be analytical readers and apply analytical thinking skills across content areas.  The need for a well-organized and data-driven professional learning community at Seaborn Lee is apparent.  Through our needs assessment survey, the primary professional learning needs include balanced literacy, assessment usage, data utilization technology to enhance learning and writing across the curriculum.  Please see the *Professional Learning Strategies* section for a detailed listing of needed trainings.

Based on local school and central office/ administrative walkthroughs, teachers need additional professional learning experiences that address close reading, guided reading practices, comprehending CCGPS shifts, rigor, text structure protocols, and vocabulary acquisition skills. One resource, the Woodruff Arts Center – Arts Partners, trained our teachers to use arts integration to strengthen students' literacy skills and strategies. This provided teachers in grades prekindergarten through fifth with extensive professional learning (workshops, in-service sessions, summer seminars, and fieldtrips) to deepen their application of the arts approaches such as paired shared thinking strategies, art integration specific strategies framed in 21st Century Skills. In order to sustain unique approaches to student learning, teachers need professional development in the use of digital storytelling, audiobooks, photo editing, musical compositions, scripts to showcase creativity. Continuous achievement can be accelerated by providing intensive professional development on effective instructional strategies that tap into student interest.

### *Current Literacy Priorities*

Balanced Literacy is the framework that governs how reading is implemented, assessed, and monitored. Transitioning from Voyager's Universal Literacy program to utilizing gradients of text complexity and Good Habits Great Readers to implement reading instruction has been a challenge for teachers. Good Habits Great Readers is a comprehensive literacy program that provides a balance of flexibility and structure to support literacy learning through whole group (shared) and small group (guided) instruction. In order to prepare our students to thrive in an academically challenging environment, primary teachers must be knowledgeable and intentional in selecting text to support students in developing rich content knowledge.

*Need for a Striving Readers Grant*

Seaborn Lee's Elementary, has a high mobility rate which adversely impacts instruction and continuous achievement. Since August 13, 2013, we have had 88 students to enroll and 69 withdrawals. A vital part of our school population (17%) resides in Hickory Park, a low-income housing community. This demographic alone has the following subgroups within it: 55.8% EIP, 11.6% SWD, and 96.5% ED.

Reading is the great equalizer. A Striving Reader grant would provide our school the necessary supplemental resources to support our students and families to ensure each child reaches his or her fullest potential. This is a great opportunity to build on our teachers' capacity from Professional Development in literacy instruction and to give teachers and administrators the tools and knowledge to help our students achieve across the curriculum. We believe initiatives proposed in this grant, will increase the number of students exceeding in reading comprehension and galvanizing efforts to move students from the "does not meet" to "meet" category.

A continued partnership with the Woodruff Arts Center-Arts Partners is desired to sustain arts integration. The Striving Readers Grant will allow Seaborn Lee to have a continued partnership with the Woodruff Arts Center- Arts Partners. This will allow Seaborn Lee Elementary to continue good work of challenging both students and teachers to apply and demonstrate new ways of learning language and literacy through art, music and movement through a coaching-mentor model. This will enable students and teachers to receive a variety of strategies to gain meaning from print rich materials and extended text to enhance student achievement.

**Literacy Plan**

| Building Block 1. Engaged Leadership |
| --- |
| **A. Action:  Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school** |
| In developing Seaborn Lee's literacy plan, the Literacy Team collected input and feedback from stakeholders including teachers, administrators, parents, and students.  The staff completed the Georgia Literacy Plan Needs Assessment developed by the Georgia Department of Education (GaDOE). Our literacy plan is informed by the needs assessment data and framed around the six literacy building blocks while incorporating research cited in GaDOE's *"The Why"* document. Additionally, we referenced the *"What"* and *"How"* document throughout our literacy plan to guide our thinking for implementation planning.  According to the *GaDOE*, *Georgia's Literacy Plan*: *The"Why" document, 2010, The* Georgia Literacy Task Force's definition of literacy is the ability to speak, listen, read, and write, as well as to view print and non-print text in order to achieve the following:<br><br>• to communicate effectively with others,<br><br>• to think and respond critically in a variety of settings to a myriad of print and non-print text, and<br><br>• to access, use, and produce multiple forms of media, information, and knowledge in all content areas.<br><br>As a result of a state-developed literacy plan, Georgia students will become sustaining, lifelong learners and contributors to their communities and to the global society (Georgia PreK-12 Literacy Task Force, 2009).  Thus, the administration of Seaborn Lee understands and is knowledgeable of the impact that literacy has in every classroom.  We are committed to assisting with the implementation of balanced literacy in every classroom in the school.  This support is evidenced in classroom observations, conferences with teachers and collaboration in professional development meetings and/or trainings.  The administrative team understands that there must be a collaborative effort with teachers in order to ensure that best practices for literacy instruction is utilized in the delivery of instruction. According to A Governor's Guide for Early Literacy: Getting All Students Reading By Third Grade (October 2013), "One third of the |

nation's fourth-graders demonstrate only basic reading skills (NAEP Reading Achievement Levels by Grade, 2009 – 2011 Achievement-Level Descriptions, Grade 4. Accessed from http://nces.ed.gov/nationsreportcard/reading/achieve.aspx#2009_grade4), while another third fall below even the basic achievement level. The statistics are even worse for certain subgroups. More than 80 percent of children qualifying for the free lunch program (a proxy measure for low family income), about 80 percent of all African-American, Hispanic, and Native American children—and more than 90 percent of dual language learners—score below proficiency on the NAEP fourth-grade reading assessment".( U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessments. Results data accessed from http://nationsreportcard.gov/reading_2011/nat_g4.aspx).  Given these alarming statistics and realizing the demographics of the student population of Seaborn Lee, the leadership of Seaborn Lee commits to the urgency of developing literate students now.

**B. Action:  Organize a Literacy Leadership Team**

Our Literacy Team is newly formed and comprised of stakeholders vested in monitoring student performance in balanced literacy.  Once a month, Star Champions will review progress monitoring data during grade level meetings to inform teachers of data trends.  EIP teachers will conduct literacy workshops in conjunction with media and tech support during fall and spring book fairs.  The Curriculum Support Teacher in conjunction with the grade level chairs will vet lesson plans before submission to verify implementation of balanced literacy with fidelity.  The administrative team and teachers will conduct walkthroughs to evaluate and support balanced literacy instruction. Furthermore, literacy strategies during the walkthroughs will be noted and charted on bulletin boards. Teachers or grade levels will be recognized for use of literacy strategies in relation to the set goals.

| Literacy Team Member | Title |
|---|---|
| Kine' Geathers | Principal |
| Aliza Dorsey | Assistant Principal |
| Timmeko Parks | Curriculum Support Teacher |
| Yolanda Wilcher | Counselor |
| Fawn Bell-Palmer | Teacher |
| Takiyah Foston | Teacher |
| Keya Alston | Teacher |
| Kayla Schlese | Teacher |

| Stephanie McMichael | EIP teacher |
| Thomas Gumes | Teacher |
| Kandace Sloan | EIP teacher |
| Julia Lundstrem | Media Specialist |
| Georgia Brown | Technology Specialist |
| Margaret Dantzler | Teacher |
| Kenneth Mitchell | Teacher |
| Jermey McNease | Teacher |
| Ashley Russell | Instructional Support Teacher |

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

All of the teachers participate on grade level teams which meet weekly to discuss data and instruction.  Teachers also meet monthly during professional learning community meetings to analyze student achievement data and develop interventions to support student needs uncovered through the analysis.  Also, during the grade level meetings, the teachers meet with the CST to work on unpacking standards, instructional strategies, best practices, etc.  Engaged leaders must embrace the fact that, "Providing students with a quality learning environment is the key to a successful adolescent literacy program (IRA, 1999; NCTE, 2007; Meltzer, 2001), GaDOE,  The *"Why"* document, 2010. Our administrative team realizes the need for teachers to engage students in meaningful learning according to individualized student need on a daily basis. "Generally, quality instruction at an early age may decrease incidents of  reading difficulties" (Juel, 1988; Snow, Burns, & Griffin,1998), GaDOE, The*"Why"* document, 2010.  Thus, our school structure takes into account class size and a focus on meeting student's needs.  We offer before and after school tutoring, Saturday school tutoring for the CRCT,  remediation support through the early intervention program as well as a thirty minute block of time which focuses on assisting students with specific skill deficits according to RTI (Response to Intervention).  Our teachers are able to plan collaboratively during their grade level time in order to plan lessons to meet their student's needs.

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

Our school culture is based on literacy instruction as articulated in the Common Core Georgia

Performance Standards.  Teachers in PreK through 2nd grades teach all subjects whereas grades 3-5 are departmentalized. Teachers in grades 3-5 teach 1-2 subjects which allows them to focus on their area(s) of strength.  We also have begun the practice of creating more inclusion classes where our exceptional education students are served in the least restrictive environment.  .  Having been a Voyager school for the past ten years, balanced literacy instruction and implementing literacy strategies across the content is a work in progress.  Ongoing and extensive professional development on balanced literacy will create a school culture that effectively uses phonemic awareness, leveled text, anecdotal notes, and differentiated literacy stations to enhance listening, speaking, reading and writing skills of students.

**E. Action: Optimize literacy instruction across all content areas**

"Reading comprehension and literacy proficiency are also a concern for the majority of adolescent learners in the state of Georgia. A disproportionate number of students of color, English Language Learners (ELL), and economically disadvantaged are represented among the struggling readers identified by low performance on the Criterion-Referenced Competency Tests (CRCTs), Georgia High School Graduation Tests (GHSGTs), and End-of-Course Tests (EOCTs). Without academic skills to be successful in school, these students are at high-risk of dropping out of school. (*GaDoe,* The *"Why"* document*, 2010*).  Based on this compelling research and our school population, it is critical that teachers are more informed on how to deliver instructional strategies to meet the needs of every student.  In order to do this, we will offer professional development to teachers on WolfTrap Early Learning through The Arts and Readers Theater Learning through the Alliance Theatre to implement best practices as it relates to arts integration and literacy skills.  We will offer family literacy nights and an opportunity for students to attend a summer bridge program.  We also want to incorporate more technology such as eBooks, tablets, MP3s, and decodable pens for reading for student and teacher use.

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

The community supports our school and teachers in the development of college-and-career-

ready students as articulated in the Common Core Georgia Performance Standards.

Research has proven that schools with a greater support entity thrive compared to those who do not

have such support. (GaDOE*,* The *"Why",* 2010). The principal has offered various opportunities this school year to enlist the support through literacy workshops, chat and chew with the principal events, state of the school address, literacy education through arts, etc. to provide parents with information on the curriculum and literacy standards.  Our goal is to continue this approach as well as to reach out to our after school provider to enlist their support in our literacy focus.

We also have a need for creating literacy partnerships outside of the school.  This will be facilitated through a partnership with the Atlanta Fulton County Public Library System to develop literacy workshops for parents to enable their ability to help with decoding and vocabulary practice at home. The Youth Services at Georgia Public *Library S*ervice (GPLS) will provide numerous services to improve the quality of children and families' lives.  GPLS plans and implements statewide family literacy programs. GPLS will act as a consultant to our collaborative team for developing new youth initiatives and systems for continuing service for parents and children. GPLS will help plan and monitor several statewide training opportunities each year for professional learning.  GPLS will also help endorse other professional developments available such as children literature conferences and other trainings that support children and staff.

**Building Block 2: Continuity of Instruction**

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

The Standards insist that instruction in reading, writing, speaking and language be a shared responsible within school" (Common Core State Standards, 2010).  A collaborative team is needed to ensure that the literacy focus is consistent across the curriculum.  The need for this team is great at Seaborn Lee and for ongoing professional development for Social Studies and Science teachers on how to teach and incorporate literacy skills in the classroom to increase student comprehension of Social Studies and Science text and skills.  In addition, Reading and ELA teachers are reluctant to incorporate Social Studies and Science strategies into their lessons. An interdisciplinary teacher team is needed for collaboration on aligning instruction that will facilitate the process of students making connections and transferring skills across the curriculum. We have a need to utilize reading as a means of making connections across the curriculum.

Teachers need to ensure students acquire basic Social Studies research skills and Science inquiry skills so that these skills can be transferred to literacy tasks.   Our students struggle with various reading

skills, Social Studies and Science content.  They need to build their subject content vocabulary and informational text skills in order to improve performance in these content areas.  In addition, all of our students could use additional exposure to key vocabulary, informational text and nonfiction.  Seaborn Lee is committed to supporting a consistent literacy focus across the curriculum.

Our system has created Humanities and STEM program specialists positions to support learning communities and to coordinate curriculum and instruction across subject areas. We will have the backing of central office experts and a professional development facilitator that will support curriculum integration and writing across the curriculum. This will allow teachers to design, create and implement a balanced assessment plan.

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

Literacy is vital in Georgia's efforts to lead the nation in improving student achievement.  Therefore, all teachers are literacy instructors who must manage the development of student's skills in accessing, using, and producing a variety of forms of media, information and knowledge in all content areas. On-going professional development is critical at Seaborn Lee.  Professional development empowers teachers by giving them the opportunity to learn new skills and techniques that they can implement with students. Thus, incorporating the five essential components of reading instruction is critical.  The article, Coordinating for Reading Instruction: General Education and Special Education Working Together (August 2000) cites the five components. The five components are: phonological awareness, word identification, fluency, vocabulary and comprehension. For example, "Phonological Awareness is the understanding that sentences are made up groups of words and individual words are made up of a sequence of separate sounds.  A child's phonemic awareness is one of the best predictors of learning to read (Blachman, 1991; Snow, Burns, & Griffin, 1998).  Teachers participating in improving literacy of instruction will need multiple layers of professional learning, research into literacy, and innovative student engagement activities.  Teachers will attend local collaborative planning meetings, professional development led by consultants, resident artists of Woodruff Arts center, administration, learning community specialists and teacher led PD360 sessions. All teachers will receive staff development on literacy strategies and how to incorporate literacy/writing across the curriculum.  In addition, new teachers will attend on going professional development to explore literacy strategies and practical ways to implement engaged literacy learning. School resources that will be used to support

literacy instruction across the curriculum will include classroom libraries, parallel curriculum materials at varying reading levels for units of study, DEAR (Drop Everything and Read) , EIP classes and reading/writing workshops. The need for extended time for literacy is critical and recognized in numerous sources including Reading Next, Writing to Read, ASCD, Center on Instruction, National Association of State Boards of Education (NASCB), and Kappen Magazine as well as a host of other state literacy plans.  A study done in 1990 entitled, "What's all the Fuss about Instructional Time?" by D.C. Berliner, "Providing extended time for reading with feedback and guidance across the curriculum has been well documented and conforms to the extensive literature on academic learning time". This extended time for literacy, anywhere from two to four hours, should occur in language arts and content-area classes (Biancorosa & Snow, 2006).

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

Family and community involvement in education has been long considered essential components of children's academic success.  Stakeholders contribute to the welfare of the community and its members in understanding the importance of literacy and the challenge of helping everyone learn how to read proficiently and helping overcome that challenge. To encourage a community of learners, we will continue with parental workshops for our parents to support their on-going knowledge while increasing their capacity to support their children. In the article, A Governor's Guide for Early Literacy: Getting All Students Reading By Third Grade (October 2013), Research shows that parents have the greatest influence on children's language and literacy development. Parental and home environment characteristics that are associated with language and literacy development include: parental expectations regarding reading; frequent and engaging conversations that expose children to a variety of words, complex sentences, and subjects; parent-child shared book reading; and access to high-quality reading material in the home. Our demographics include students with limited access to various forms of media (i.e., newspapers, magazines, and books) and parents who rarely access our media center.  We need to engage all students with access to technology such as e-readers, decoding pens, MP3 players and tablets to address literacy needs.  This includes supporting struggling readers with the text to speech features as well as providing the ability to check out digital books for all students and their

parents. Additionally, multiple subscriptions to academic magazines such as *Scholastic, National Geographic, Popular Science*, and /or books that students could take home would also help engage our families in improving their child's literacy.  Futhermore, these materials can be used to support engagement and instruction in the classroom to create a print rich environment.

**Building Block 3. Ongoing formative and summative assessments**

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

To ensure that teachers understand the purpose for and the use of Fulton Connect, a student assessment and data reporting system, in-service workshops for Seaborn Lee staff will be created to scaffold our professional knowledge and utilization of the system.  In order for Seaborn Lee students

to make rapid gains along the continuum of continuous achievement, it is imperative that we further develop our ability to support teachers to improve instruction, use data to make informed decisions, build curriculum support and leadership capacity, and build a professional resource library.  One way to accomplish this goal is to improve upon our professional practices in creating a balanced assessment plan that utilizes the components of Fulton Connect in such a way to monitor student performance through frequent and rigorous formative and summative assessments to adequately inform us of student performance, literacy needs, and progress monitoring plan.

A summer development session will be created to give teachers opportunities to create balanced literacy lesson plans that address rigor and relevancy.  The purpose of the professional development will be to ensure that there is development of unpacking CCGPS and identifying DOK levels for each, as well as to continue to develop assessment questions.  There will be additional online training options for staff that will responsible for administering assessments using Fulton Connect.  The main purpose for this additional training is to ensure standardized procedures and accurate data recording.  These individuals will also be responsible for making sure there are consistent expectations across classrooms and teachers by identifying and developing common curriculum-based assessments.  After receiving this professional development on the difference between formative and summative assessments, teachers will work collaboratively to develop rigorous assessment for each CCGPS in the core content areas.  These assessments will include a variety of formats comprised of multiple choice, short answers with multiple answers, constructed responses and scaffolded test items.  Components of narrative, information, and opinion writing will be executed in a scaffold approach at grades kindergarten through second to better prepare students to write on command.  To further ensure continuity of these assessments, rubrics will be created for their scoring. After administering these assessments, iPads will be used to share relevant student progress data with parents in easily interpreted user friendly format.  An additional use of iPads will be for teachers to utilize technology in engaging methods to support daily instruction (i.e. Animoto, Edmodo, Google Docs, Imovies), to analyze student data and to differentiate lesson plans to meet the needs of urgent, intervention, on watch, on track, and accelerated students.

The data collected from the assessment at Seaborn Lee will be used to make adjustments to the implementation of the curriculum.  Teachers will conduct data conferences with students to discuss

their progress (strength and weaknesses based on the assessment results).  Data will be posted on data utilization walls in each teacher's classroom as well as school wide data area.  Dialogue among subject area teachers will take place on their students' performance as well as what the teachers found to be effective in helping their students master required standards.

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

STAR Reading is a universal screener that Seaborn Lee uses to identify where students are in their literacy development to determine what reading intervention is needed to move students from learning to read to reading to learn.  The initial STAR Reading screener is used to create EIP reading groups that serve students who fall in urgent, intervention, or on watch categories.  These students receive additional support on standards not yet mastered in letter naming fluency, initial sound fluency, phoneme segmentation, nonsense word fluency, fluency, retell fluency, basic sight word recognition, spelling patterns, vocabulary, and reading strategies to help students get through reading passages to make meaning with text to self and the world.

STAR Reading is valuable in making recommendations to put students in flexible groups that will provide balanced literacy at appropriate instructional levels to meet the needs of the students to build their ability to manipulate text across lexile levels.  DIBELS Next will be used to progress monitor students based on the following timeframes: urgent (Weekly); intervention (BiWeekly); onwatch (BiWeekly); ontrack/accelerated (Monthly). Progress monitoring data will be used to inform EIP instruction, direct instruction with the teacher of record, and RTI block.

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

Although each day gives us assessment of and for learning opportunities, one day will be reserved as a day where student mastery is a designated topic of discussion for grade levels and/or administration led by CST/DSS. During grade level discussions, oral language, vocabulary, visual memory, phonemic awareness, concepts of print, fluency, errors, and comprehension data will be utilized to help identify patterns to guide and differentiate instruction and learning. It will be necessary for grade levels to review curriculum pacing, prioritize standards, spiral missed skills and concepts, research possible solutions to address RTI and acceleration, seek answers to questions and implement recommendations regarding improving student achievement. Ultimately, the goal of having grade level data meetings is to be vested in knowing how students are progressing along the continuum of continuous achievement. Data is used to monitor our school improvement plan and to better determine what resources and support are needed to help students meet or exceed academic performance goals. Disaggregating data frequently promotes a comprehensive alignment to TKES 5 (assessment strategies) and TKES 6 (assessment uses).

Fulton County designed pre and post units via Fulton Connect in all subjects will provide teacher with information about students' prior knowledge and misconceptions of basic math, reading, and literacy skills. Scholastic Reading Inventory (SRI) will be administered three times a year in grades 3$^{rd}$-5$^{th}$ to inform guided reading instruction. Such assessments give us a point of reference of identifying where students fall in the RTI process. Diagnostic assessments give teachers a better idea for assigning flexible groups and differentiating guided instruction. Another rationale for using diagnostic assessments is to glean information that will assist teachers in ways to modify instructional practices at the teaching and independent stations to address the individual needs (remediation, advancement, or acceleration) of each student.

As a component of balanced assessment, formative assessments will be embedded before, during, and after instruction. Student mastery should be assessed on a daily basis. Teachers are to use various formative assessments to monitor student mastery and make any necessary adjustments to delivery of instruction as needed. Formative assessments designed by the teacher, district, and/or data team will be used to inform instructional content and provide immediate feedback to students. Formative assessments serve as early indicators of how successful students may or not be on summative assessments, as well as to dictate standards that need to be retaught.

As a component of balanced assessment, the goal of summative assessment (culminating assessment) is to measure the level of success or proficiency that students have obtained at the end of an instructional unit.  Summative assessments are determined by the required outcomes of the Common Core Georgia Performance Standards and serve as benchmarks to provide information on students' mastery of content, knowledge and skills.  Teachers will use the data of such assessments to guide the process of improving subsequent planning and instruction.  Summative assessments indicate students needing recovery or concepts and skills that need ongoing review.

The CRCT (3rd-5th), ITBS (3rd & 5th), and 5th Grade Georgia Writing Assessment are used to evaluate whether or not students do not meet, meet, or exceed Common Core Georgia Performance Standards or national percentile rankings.  In kindergarten, student achievement will be measured through GKIDS.  For students in grades 1st-2nd, instructional assessments that mirror the CRCT will be administered to evaluate end of year academic performance.

<div align="center">

Sample Assessment Calendar
*(Dates are subject to change)*

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| National Assessments | | | |
|---|---|---|---|
| **Assessment/Grade-Level** | 3rd & 5th | | |
| **Iowa Test of Basic Skills** | October 21-25 | | |
| **State & School District: Mastery of State Standards** | | | |
| **Assessment/Grade-Level** | Kindergarten | | |
| **GKIDS** | Ongoing | | |
| **Assessment/Grade-Level** | 3rd - 5th | | 3rd & 5th |
| **Criterion Referenced Competency Test** (standards based) | April 16 – April 23 | | CRCT/CRCT-M Retest May 20-21 |
| **Assessment/Grade-Level** | 3rd | | 5th |
| **Georgia Writing Assessment** (performance based) | March 17-28 | | March 5 |
| **Assessment/Grade-Level** | K | 2nd - 4th | 5th |
| **Mock Writing Assessment** (performance based) | GKIDS Writing Standards **October 18** | RAP for Writing Informational **October 18** | Write Score Informational **October 18** |
| | GKIDS Writing Standards **November 15** | RAP for Writing Opinion **November 15** | Write Score Opinion **November 15** |
| | GKIDS Writing Standards **December 13** | RAP for Writing Narrative **December 13** | Write Score Narrative **December 13** |
| | GKIDS Writing Standards **January 17** | RAP for Writing Informational **January 17** | Write Score Multiple Genres **January 17** |
| | GKIDS Writing Standards **February 13** | RAP for Writing Opinion **February 13** | RAP for Writing Multiple Genres **February 13** |
| | GKIDS Writing Standards **March 5** | RAP for Writing Narrative **March 5** | GWA Multiple Genres **March 5** |

| School - Monitoring Progress of Groups of Students Kindergarten - 5th | | | |
|---|---|---|---|
| Universal Screener (Star Math/Star Reading) | Benchmark 1 9/16/13-10/04/13 | Benchmark 2 1/21/14-2/7/14 | Benchmark 3 4/28/14-5/16/14 |
| **Grade Level Common Assessments:** <br> • Summative Assessments "of Learning" to be administered every 4 Weeks with one exception. <br><br> • Grade Level Developed Common Assessments are due on the date given for Vetting Process. At this time, we will review test questions and answers. <br><br> • During each testing window, core content will be assessed on the following days: Reading is Monday ELA is Tuesday Math is Wednesday Science is Thursday Friday is Social Studies <br><br> • On the dates given for data discussion, we will review results of assessments and develop instructional action plans and modify RTI student lists and update strategies. | **Vetting Process** <br> ➢ October 14 <br> ➢ November 11 <br> ➢ December 9 <br> ➢ January 21 <br> ➢ February 3 - 7 <br> ➢ February 18 <br> ➢ March 17 | **Testing Window** <br> ➢ October 21-25 <br> ➢ November 18-22 <br> ➢ December 16-20 <br> ➢ January 27-31 <br> ➢ February 3 - 7 <br> ➢ February 24-28 <br> ➢ March 24-28 | **Data Discussion** <br> ➢ October 28 <br> ➢ December 2 <br> ➢ January 6 <br> ➢ February 3 <br> ➢ February 3 - 7 <br> ➢ March 3 <br> ➢ March 31 |
| **SLES Performance Based Assessment** | K-5 Students Randomly Selected | **October 31** | **January 31** |
| **Scholastic Showcase** | K-5 Students (all) Grade Level Displays | **December 16-20** | **May 5-9** |
| Classroom Perspective-Individual Student Mastery of Standards/Progress | | | |
| District Performance Based Assessment (PBA) | PBA #1 TBA | PBA #2 TBA | PBA #3 TBA |
| Diagnostic (Pre-Assessments) | K-5 All Students | Before Each Unit * All Subjects | |
| Progress Monitoring (RTI) | K-5 All Students | On Going | |
| BAS (Full Battery) | EIP & SEC Students | August * January * May | |

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

Seaborn Lee Elementary School uses summative data to compare and contrast gains made from diagnostic assessments to note the top 10 standards of concerns in each content area. Commonly used summative data is gathered from state standardized tests such as the CRCT (Dietel, Herman, & Knuth, 1991) and the ITBS. These state tests are designed to assess how well students have mastered required course standards as well as the effectiveness of instruction. Data from the summative assessments will be used to determine how many students need further remediation, such as extended learning programs, tutorial, and Saturday school instruction. The collected data will also be used to place students in classes that best meet their educational needs. Students scoring level one

on the CRCT (Georgia Department of Education, 2009) will be assigned extra assistance in the form of additional ELA and reading instruction after school.

We also use summative data to note students who on target for meeting district wide goals on STAR Reading.  End of semester assessments will be used to create action plans for student mastery second semester and to redistribute flexible groups.  Tiered instruction is designed to differentiate instruction at the teaching station and for students receiving EIP.  RTI block will be streamlined so that students will attend reading sessions that attend to remediation, advancement, or acceleration.

| Assessment | Purpose | Skills | Frequency |
|---|---|---|---|
| STAR Reading | Progress Monitoring | Concepts of Print | As Needed |
| STAR Early Literacy | Progress Monitoring | Concepts of Phonics | As Needed |
| DIBELS Next | Progress Monitoring | Comprehension | 3x Per year |

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

Due to the passage of the No Child Left Behind Act (NCLB), schools are under intense pressure to increase student achievement (Toppo, 2008).  One measure of that achievement is how well students perform on assessments (CRCT and ITBS).  Data from formative and summative assessments help teachers to determine students' strengths and weaknesses.  Teachers will develop lesson plans that will be aligned to the Georgia Common Core Professional Standards and reflect data-driven instructional decisions.   Teachers will use this data to identify the needs of each student.  Our school commits to using the DIBELS Next assessments as part of the Striving Reader project.  Currently, the school uses the data from STAR, CRCT, ITBS, and classroom assessments to identify reading deficiencies.  Data is used to determine students who are in need of intervention, determine the adequacy of core curriculum instruction, and inform instruction and educational decisions.

In order to train teachers, we will make use of professional learning.  Professional learning will take place during the summer in order to keep teachers abreast of new strategies and techniques in improving instruction.  Teachers will need training in the use of social studies and science focus passages with reading comprehension questions to assess students' ability to apply literacy skills in science; teachers need training in the use of performance tasks involving multiple modalities and formats.

One way to improve instruction and learning of literacy will be to implement small reading and ELA groups and pullout instruction.  These small reading and ELA groups will focus on identified areas of weaknesses.  The teacher(s) of these small groups will administer frequent assessments in order to collect data so as to evaluate the effectiveness of the pullout grouping.  Additionally, these small groupings will provide more hands on and computer based instruction which will increase student engagement.  Professional learning will be required so that all teachers understand the fundamentals of DIBELS

Next.  After each of the STAR Reading Universal Benchmarking screener, a progress monitoring plan will be executed in the following manner:

- Urgent students will be progressed monitored on a weekly basis per their areas of deficit. Intervention and on watch students will be progress monitored on a biweekly basis per their areas of deficit.  On track students will be progress monitored monthly per their areas of deficit.
- EIP and SEC students will be given DIBELS Next three times a year to monitor text complexity progress.
- Students who score at the 98 percentile on each STAR Universal Screener will be given an accelerated assessment to make sure the reading instruction is given at their correct instructional level.

**Building Block 4.  Best Practices in Literacy Instruction**

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

The literacy team at Seaborn Lee will provide a supportive and positive learning environment in which all children achieve literacy success. Our goal is to strengthen literacy development across all content areas over the next five years.  This includes engaging the five components of reading: phonics, phonemic awareness, vocabulary development, comprehension, and fluency during the reading block of instruction. The students will be grouped according to their SRI and DIBELS Next results. To accommodate phonics and phonemic awareness, word study will be implemented the first

five to ten minutes of guided reading. The teacher will introduce the vocabulary found in the text. Students will then be guided through before, during, and after reading activities and skills. A target comprehension skill will be the focus for the week. Comprehension skills will change from week to week according to the Fulton County pacing of the Common Core Georgia Performance Standards. Many of the priority standards will be spiraled throughout the year to reinforce skills necessary for reading success. Repeated reading and practice will take place throughout the week to assist students with fluency. When the teacher is administering guided reading in a small group, the other students are rotating through stations in twenty minute intervals. The activities in the stations are tiered to accommodate the different reading levels and learning styles. Within our core reading program, shared reading serves as a model for fluency and think a-louds. It provides struggling readers with necessary support they need to understand how books work. Students have the opportunity to enjoy material that they might not be able to read on their own.

Independent reading is the reading students choose to do on their own. A variety of books are available for students to read at this time. The books reflect the needs and interest of the students, and on their instructional level. Teachers and students will conference on an as needed basis to discuss SRI or Lexile Scores to ensure the material they read during free time is appropriate. Independent reading is important because it enables students to become lifelong readers. Students that read voluntarily increase their vocabulary and reading comprehension. Therefore, it is imperative that students read on a daily basis to develop good habits that will enable them to see themselves as readers, make sense of text, and think critically about books. A specific time is set each day for students to read independently. This time varies from class to class. Students are also able to check out books from the library to read during this time.

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

The Common Core Georgia Performance Standards (CCGPS) require that students

become proficient in three types of writing: argumentative, informational, and narrative, beginning as early as kindergarten. Seaborn Lee Elementary was proactive in establishing a school wide writing initiative that will facilitate this process. Teachers were given professional development to assist with writing instruction. Writing continues to be a building block that grows from year to year whereas a foundation is established when students reach the intermediate grades. Therefore writing will take place daily in all grades, especially the primary grades to facilitate writing instruction. Shared writing will be incorporated to promote a strategy that will be utilized during instruction. At this time the teacher will model how to transcribe an entire text while engaging students in a rich discussion about how the text should be composed. It will be done in a whole group setting paced at 5 to 20 minutes per session. Shared writing will be implemented on a week to week basis. In the intermediate grades it will take place when the need arises. Guided writing is another form of writing that teachers will scaffold and chunk through a step by step procedure to publish a specific writing piece. Students are grouped by developmental stages of writing. The writing process and student writing workshop strategies are embedded in guided writing to address the specific needs of students in the various stages. Conferences are held to complete each writing piece and discuss growth and next steps. This will occur every nine weeks according to the framework outlined in the CCGPS writing foundations. All strategies are needed to create a balance approach to writing and ensure writing success.

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

Seaborn Lee's teachers are certified and have experience in teaching reading. They provide all students with direct, explicit instruction they need to make significant growth. Our teachers have the ability to differentiate instruction to meet needs of students. They use a variety of teaching styles, e.g., peer teaching, hands on, one-on-one, direct instruction, student-facilitated lessons, and differentiated instruction consisting of learning stations within the classroom. Each classroom has activities based on students' learning styles and offers hands-on technology. Teachers access and utilize outside resources to supplement what is needed to instruct students. Teachers use BAS assessments, common assessments and STAR data to modify instructional practices. In addition, team teaching and inclusion classes are offered to address the unique needs of our students with disabilities. We have implemented

strategies where special education teachers coordinate and team-teach with the general education teachers. Project Excel supports students in Tier 2 and Tier 3 by providing remediation in reading and math. Students are also given the opportunity to utilize Study Island, Success Maker, and Edmodo to facilitate their learning. These web based resources assist with growth and differentiation for the specific students' needs. We also plan to offer a summer bridge transition program to remediate and accelerate students. Students at Seaborn Lee also participate in an annual Reading Bowl and Spelling Bee to enhance their academic talents. The Rotary Club annually donates dictionaries to all the students to promote literacy at the school.

For our parents, CRCT, common core, math data, and literacy workshops are offered throughout the year to help them develop strategies to assist with assignments and homework at home. Curriculum nights are also provided to inform parents of concepts and skills that will be taught throughout the year. A Title I Parent Resource Room is available for parents to borrow materials that reinforce what their child is learning. The Parent Liaison is on site to bridge the connection with home and school and provide assistance to parents as needed.

In addition, WolfTrap and the Alliance Theatre is poised to partner with teachers and students to achieve increased literacy skills across the curricula. An integral component of an Alliance Theatre Institute partnership is the collaboration between the class room teacher, students, and the WolfTrap and Alliance Theatre teaching artists. Grade level specific programs offer innovative curricula, integrating drama strategies with core content to develop and enhance literacy across the curriculum. The units/lessons are developed in Understanding By Design format created by the teacher/teaching artist team, aligned with common core state standards and, in the case of Striving Reader Comprehensive Literacy grant, with each individual schools' the reading curriculum. This program is unique in that the teaching artists engages the teacher in active, continuous professional learning in arts integration, mentoring the teacher to transfer arts integration skills as a best practice in instruction across the curriculum, as well as students receiving classroom residencies.

## Sample Daily Schedule

| | K-2 | 3rd | 4th | 5th |
|---|---|---|---|---|
| 7:45 – 8:00 | Morning Work | Morning Work | Morning Work | Morning Work |
| 8:00 – 8:30 | Calendar Math | Specials | Science and Social Studies | Math |
| 8:30 – 9:00 | Reading (Tier 1) | | | |
| 9:00 – 9:30 | | Reading (Tier 1) and Language Arts | Specials | Science |
| 9:30 – 10:00 | | | | |
| 10:00 – 10:30 | Writing | | Reading (Tier 1) and Language Arts | Social Studies |
| 10:30 – 11:00 | Specials | | | |
| 11:00 – 11:30 | | Lunch | | Reading (Teir 1) and Language Arts |
| 11:30 – 12:00 | Lunch | Math Science and Social Studies | Lunch | |
| 12:00 – 12:30 | Reading Groups Tier I, II & III Intervention | | Math | Lunch |
| 12:30 – 1:00 | Math | | | Writing, Reading Groups Tier I, II & II Intervention |
| 1:00 – 1:30 | | | | |
| 1:30 – 2:00 | Science and Social Studies | Reading Groups Tier I, II & III Intervention | Reading Groups Tier I, II & III Intervention | Specials |
| 2:00 – 2:20 | | | | |

| |
|---|
| **Building Block 5. System of Tiered Intervention (RTI) for All Students** |
| **A. Action: Use information developed from the school-based data teams to inform RTI process (see Section 3. E.)** |

Team meetings are a vital part of integrating the curriculum and standards, utilizing resources, choosing interventions from the county that are needed based on student data, and also analyzing data to make informed decisions of what students need to be moved to different RTI tiers.   RTI teams use a problems-solving process to analyze data from the school-wide universal screener (STAR) at the Tier 1 level to assist teachers in planning and implementing instructional strategies that are differentiated based on the student's needs and gaps in skills.  The same process is also used to design interventions and to place students into higher tiers (Tiers 2 or 3).  Data teams, which consist of the principal, EIP teachers, classroom teachers and the STAR champions, are convened after the benchmark screenings to review universal data, select students for Tiered Instruction, identify goals for struggling students, and discuss the strategies that will be implemented.  SST teams also meet once a month to discuss progress monitoring scores and the effectiveness of the implemented strategies, and to discuss future student goals.

After the first benchmark screening, plans are set forth in which initial goals are set for struggling students and the team planned interventions that will be used on a daily basis.  Students are identified that need to be moved into Tier 2 and 3 based on the fall screening.  The same format will be used for the year in all data meetings after each universal screening window.  Generally, in all meetings, the data for the grade level will be discussed, along with goals and interventions that will be specifically designed for each individual students based on their data.

Teams based on grade levels will meet on a monthly basis with administration to discuss current student performance, goals, strategies, and progress.  Adjustments will be made based on recommendations that will be highlighted at the meetings.    Root causes, such as lack of adequate time for a literacy block, inconsistent use of literacy text, and inconsistent writing instruction, inconsistency with the integration of reading strategies during social studies and science, inconsistent writing instruction and technology integration, lack of adequate time for a literacy block, lack of technology available, and inconsistent uses of informational text during the literacy block.  These causes effect student achievement, and therefore the RTI process, when delivery of curriculum and

instruction is not uniform throughout Seaborn Lee.  There is a need for a school-wide, commonly adopted writing rubric that is aligned with the CCGPS to set clear expectations and goals for writing performance and a school-wide writing plan that is consistent with CCGPS.  Root causes related to technology include the inconsistent use of technology in the classroom, the lack of knowledge in integrating technology into all subject areas, readily available programs, and inconsistency in using technology for publishing, production, and communication across the curriculum. Our Professional Learning Communities recognize that additional staff development is needed in the areas of strategies, instructional technology and phonics.  Knowing that these are our root causes, as a school, we can come to some common practices across the grade levels.  RTI teams can implement a variety of strategies based on the county suggested interventions to use in the classroom.  The data and RTI teams can look at all of the inconsistencies, and try to find strategies that work for our population of students.

RTI teams are organized into grade-level data analysis teams that include the principal, all teachers from that grade level, the individuals who provide the tiered interventions (EIP teachers), the school counselor, and the individual who manages benchmark and progress-monitoring data (STAR Champions). The principal/assistant principal arranges for meeting logistics, such as scheduling.  The STAR champions act as facilitators for the meetings. Teams meet shortly after each universal screening. They will meet every 4-6 weeks to accommodate changes in student movement or interventions if deemed necessary. Prior to meetings, the data is compiled and sent to all team members in a user-friendly format so that all team members can review the data to familiarize themselves with it.  Teachers look through the data and identified the students that would be moved to Tier 2 or 3 based on their STAR Scaled Score.

Initially, the team reviews whole grade level performance on the universal screening conducted for that grade level. The team reviews what percentage of students is at each performance/risk level: at/above benchmark (low risk), on watch (some risk), intervention needed (high risk), or urgent intervention needed (high risk).  Next, the team uses the percentile rank and scaled score from the STAR screening at each level to set measurable goals to achieve by the next review point. The goals are stated in terms of the percentage of students making a particular amount of progress toward the identified benchmark.  The teachers not only set the goals, but also the interventions that will be used.

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

Tier 1 represents effective, strategic, and expert instruction that is available in all classrooms. The use of effective questioning skills is critical to responding to student performance. The level of questioning used is expected to be rigorous, as is the products and tasks that are assigned to the students.  Focused attention to content knowledge of teachers is required to support appropriate teacher questioning and feedback skills.  Rigorous instruction based on the CCGPS is required. Vertical (across grade level) instructional conversations will support and challenge all teachers to provide instruction where students demonstrate depth of understanding, including such cognitive processes as explanation, interpretation, application, analysis of perspectives, empathy, and self-knowledge. Alignment of instruction and assessment based on the CRCT and the GPS will ensure student access to an appropriate rigorous instructional program. Seaborn Lee has a five point plan (which every teacher implements daily), which consists of Higher Order Thinking Skills (HOTS), Differentiated Instruction, word walls/vocabulary development, learning rotations and writing across the curriculum.

Tier 1 is for every student in a general education setting and is not limited to instruction in the academic content areas, but also includes all developmental domains such as behavior and social development.  Tier 1 is the Core Instructional Program provided to all students by the general education teacher in the general education classroom.  Tier 1 should meet the needs of 80-100% of our students. This means that instruction is differentiated including flexible grouping and multiple means of learning to meet diverse needs of students in each classroom. Teachers and co-teachers, as well as EIP teachers, will be responsible for delivery of instruction.  Instruction will be delivered in a general education setting in a literacy block (this includes whole group instruction and other flexible grouping opportunities.  It also incorporates the balanced literacy plan set forth by Fulton County). Flexible grouping options are offered in the general education setting that will include whole group activities as well as small group and one-to-one learning experiences. All settings will be included.  The on-track students will be screened three times a year, but teachers are able to frequently Progress Monitor students.  Teachers will use monthly common formative assessment results (OAS, etc.) and analysis of student work to guide and adjust instruction.  Based on data review, adjustments in instruction will be made.  At-risk students will be using intervention strategies for a period of six-ten weeks before

moving into Tier 2.

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

In addition to Tier 1, targeted students participate in learning that is different by including standard intervention protocol process for identifying and providing research based interventions.  Fulton County has a list of intervention strategies that are utilized based on the skill deficits of each student.  Additionally, the teachers have intervention activities that are listed in STAR based on each student's deficit that can be used as a resource. Each skill strategy is utilized for each student for a period of at least 2 weeks.  If the student shows growth on that skill, a new intervention strategy can then be used.  On-going progress monitoring will occur bi-weekly in reading and early literacy to measure student response to intervention and guide decision-making.  Using universal screening data (CRCT), summative assessment data (end of unit test), and Tier 1 formative assessment, teachers and instructional leaders will determine concepts, content areas, and/or specific skills needing support.

Interventions will be developed and made available when specific students show weaknesses in those areas. All students who need Tier 2 intervention (in addition to Tier 1 instruction) will be identified through the universal screening and formative assessment protocol.  School wide assessment data and projected levels of student mastery (80% or above) assists in effective planning for Tier 1 and Tier 2 instruction in all content areas. Tier 2 interventions are in place for students who are not being successful or adequately challenged with Tier 1 interventions alone.  (If a student is not at a 50 Percentile Rank in STAR, they are considered either on watch, intervention needed, or urgent intervention needed.  The Students who fall in the "yellow" category, or "intervention needed" are eligible to be entered into Tier 2.  Tier 2 interventions are pre-planned, developed, and supported at the school level during collaborative planning, thereby becoming "standard intervention protocols" that are proactively in place for students who need them.  Once placed in Tier 2, students will be monitored by the data team, and progress or lack thereof will be discussed.  Decisions will be made by the SST team for the student's interventions and data.

Tier 2 interventions are not a substitution for Tier 1 instruction, but are layered in addition to the Tier 1 instruction that is provided.  Acceleration is provided in concepts and content areas that have been mastered by highly able students.  Tier 2 interventions are re-evaluated periodically using assessment

data and teacher evaluation.  Students are also able to stay for Project Excel, which is an afternoon tutoring program where classroom teachers provide support in reading and math.

Instruction will be delivered in the general education setting or an alternative location (push-in or pullout).  Tier 2 should be less than 15% of students who were not meeting the Tier 1 benchmark. EIP teachers work closely with classroom teachers to support students who are struggling in literacy. Tier 2 instruction will occur in small group settings at the student's instructional level with 3-5 students at least three times per week. Reading and EIP teachers will be responsible for instructional delivery during the intervention block set aside by administration. Tier 2 will include will include additional targeted support that extends these efforts beyond the block of instruction into the Extended Day program as well as teacher tutorials opportunities daily. This supplemental instruction intervention is provided in addition to, but not in place of Tier 1. Students will receive core instruction plus 15-20 minutes of supplemental interventions 3-5 days.  Movement between Tier 1 and 2 is fluid and can change based on Progress Monitoring scores.  Specific academic interventions will be established for students who are missing core academic skills (e.g. strong reading skills) that will increase the probability that these high-risk students will have the necessary skills to be successful. The skill focus should last at least 2 weeks, but the intervention period will be reassessed after 6-10 weeks.

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

Tier 3 is a unique individual, diagnostic, data driven instructional problem solving process where the question about a student expands to include the "why" as well as the "what".  Specialists (school psychologists, intervention specialists, behavior specialists, counselors, social workers, speech-language pathologists, etc.) participate in the problem solving process if they have not already been involved at Tiers 1 and 2. Problem solving at this stage is more in-depth and intensive and requires gathering and analyzing additional information about the student, performance strengths and weaknesses, background information, etc. Appraisal by the SST team, including vision and hearing testing is done.  Parent questionnaires are also filled out, as well as additional paperwork from the teacher(s).

Whereas Tier 2's supplemental activities will have been programs designed to strengthen targeted

skills for a range of students, the Tier 3/SST process employs scientific analysis to discover the reason(s) for an individual student's difficulties. This knowledge will guide the design of individualized interventions that attempt to best fit the student.  Many students will be satisfactorily helped by the careful analysis and interventions of the Tier 3/SST process. Their cases will revert to Tier 2 or Tier 1 with the benefit of key discoveries that enabled the student to experience success. These may be in academics or in behavior, and often in both.

In some cases, some students may present problems for which even the most effective known interventions appear to be inadequate. It is a combination of supporting data and use of professional judgment as to when or if their cases are referred for a comprehensive evaluation to investigate for a suspected disability. Upon evaluation of individual student's profile, a decision to pursue Section 504 eligibility and its individual accommodation plan will be employed where necessary.

In addition to Tier 1 and Tier 2, targeted students in Tier 3 participate in learning that is different by including:

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

*Targeted research based interventions tailored to individual needs.

*Weekly progress monitoring and analysis of student response to intervention(s).

*Interventions on a daily basis, for 15-30 minutes.

*Interventions will be based on one skill for a minimum of 2 weeks, advancing only when the skill is mastered.

*Intervention/Observation period lasts 12 weeks.

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

Tier 4 is developed for students who need additional supports and meet eligibility criteria for special program placement including English to Speakers of Other Languages (ESOL), gifted education and special education. With three effective tiers in place prior to specialized services, more struggling students will be successful and will not require this degree of intervention. Tier 4 does not represent a location for services, but indicates a layer of interventions that may be provided in the general education class or in a separate setting.  For students with disabilities needing special education and related services, Tier 4 provides instruction that is targeted and specialized to meet students' needs. If

a student has already been determined to have a disability, then the school system does not require additional documentation of prior interventions when and if the student demonstrates additional delays. The special education instruction and documentation of progress in the Individualized Education Program (IEP) will constitute prior interventions and appropriate instruction. However, in some cases, the student may require a comprehensive evaluation to determine eligibility for additional disability areas.

Students in Tier 4 interventions will be involved in deep, systematic, and formalized progress monitoring, data collection, and targeted instruction. Tier 4 interventions are individualized based on student assessment data.  Documentation of progress is comprehensive and robust.

Tier 4 strategies include:

* extended time

*one on one instruction

*use of technology

*repeated readings to check for fluency

* use of highlighter

*read aloud

* KWL charts

*graphic organizers

* vocabulary instruction

*reciprocal teaching.

An IEP is considered after the student qualifies for special education services. Areas of weaknesses are outlined in the evaluation report with detailed information regarding reading fluency, decoding fluency, reading comprehension, phonemic awareness and word recognition/identification. Listed information is identified in the IEP and goals and objectives are created to work on specified weaknesses. When considering the IEP, the team must base all decisions on present levels of performance and identified learning levels. If a specific strategy works for a particular student, that strategy can be included in the goals and objectives.

**Building Block 6. Improved Instruction through Professional Learning**

**A. Action: Ensure that preservice education prepares new teachers for all the challenges of the classroom**

For the past nine years SLES has been strategic in having professional developmentround themes of differentiation, as well as rigor, and relevancy through the following critical and creative thinking: (1) Using comparing and contrasting strategies; (2) Decision making – a systematic approach to making decisions using data, communicating decisions, and predicting outcomes of those decisions; (3) HOTS- Higher Order Thinking Skills (4) Higher level questioning- Development of questions beyond the knowledge and comprehension level of Bloom's Taxonomy; and (5) Metaphorical expressions- a process of interpreting and creating analogies to be used as a vehicle for enriching written expression in the areas of style.

The goal of a literacy improvement effort is to create an organization that can sustain high levels of literacy and learning for current and future students. The component that may very well be the catalyst for motivating and engaging students is promoting balanced literacy instruction across the content, through an extension of  residencies to support the following:

1.  Telling Stories Together through Story Basket (Prekindergarten-1$^{st}$) - This approach helps teachers use WolfTrap strategies to introduce narrative elements at the primary grade levels. The workshop provides opportunities for teachers to derive interactive lessons on how to select a book, collecting appropriate objects, pointers on student participation, storytelling techniques, ideas for warm-up, transitions and reflection experiences, as well as curriculum connections through CCGPS.ne-on-one practice time with a Wolf Trap teaching artist.

2.  Telling Stories Together through Drama (2$^{rd}$) - This approach helps teachers apply elements of reader's theatre by using the following collaboration skills: Listening, Communication, Taking Turns, and working in Small Groups.

3.  Telling Stories Together through Movement (3$^{rd}$) - This approach helps teachers to use key dance terms and key literary concepts and skills to express and give meaning to text through creative dance.  This approach helps teachers use the following collaboration skills: Listening, Communication, Taking Turns, and working in Small Groups

4. Telling Stories Together through Visual Art (4th) – This approach helps teachers use the elements within a collective art-making experience to encourage visual literacy, brainstorming, and constructive negotiating from their students.  Collaboration focus skills include:  Brainstorming, Negotiation, Adhering to Roles and Responsibilities, and working in Small Groups.

Extensive professional development will be created to help teachers increase the awareness and execution of using formative and summative assessments to write lesson plans and activities that have students examine various text and study literature through peer-peer or teacher-student collaboration, analyzing art forms (visual and performing arts) to reflect on, analyze, and critique multiple forms of print using an integrated approach.  There is evidence to support that arts integration instruction can benefit early learners as well.  Phillips et al. (2010) conducted a twelve month study on how the integration of visual and performing arts improved emergent literacy for one hundred eighty-one at-risk students in three south-side community based preschool settings in Bethlehem, Pennsylvania.

In these workshops, teachers will learn how to employ the arts to get students working successfully and effectively with each other and in groups to achieve specific learning objectives; learn how to use the arts to address CCGPS in English Language Arts; connect the arts learning instructional strategies to Depth of Knowledge; observe teaching artists demonstrate arts instructional strategies and Artful Thinking routines.  Some of the professional development we plan to offer include:

- Word Study- Participants will understand and demonstrate teaching and learning of phonemic awareness, letters, and sounds using knowledge of sounds and letters to decode, spelling patterns and decoding in a systematic progression for students to successfully read and spell words.  Providing opportunities for teachers to explore word study using the spelling patterns of known words to decode, sorts, word walls, making words, and other activities.  Participants will further their knowledge on utilizing assessment data to differentiate word study activities to increase reading proficiency of students by the end of third grade.

- Guided Reading- Teaching strategies in identifying small groups of students and the know-how of selecting leveled text from initial STAR reading benchmarks and ongoing progress monitoring.  More importantly, teachers will develop their capacity to observe, assess, coach,

and prompt student to use critical thinking strategies before, during, and after reading. By modeling best practices on a daily basis, students will have the necessary prerequisites needed to be engaged with DOK 3-4 activities with increasing success in all content areas.

- Guided Writing – Focused writing instruction to a small group of students in order to lead them to independent writing. Students engage in writing a variety of genres. Teacher guides the process and provides mini-lessons and conferences. Meeting with individuals/small groups with similar needs. Students making choices and decisions, Observing and assessing students' writing. Students writing for a variety of purposes and Prompting, coaching, and guiding students through the audiences. The writing process…Students responding to peers and receiving peer. Responding as a reader. feedback to writing. Asking opened-ended questions. Extending students' thinking in the process of composing. Aiding students in developing their voice. Fostering writing independence.

- Woodruff Arts Center Professional Development- Participants will understand the importance of collaborating with team members during planning and instruction. Participants will observe different models of collaboration and identify the model that fits their school's expectations. Participants will implement effective strategies for teaching literacy with a focus on the five components of reading: comprehension, fluency, vocabulary, phonics, and phonemic awareness. Participants will be able to develop a unit that will integrate reading and writing across the curriculum. Serve as a resource to the educational community by advocating the integration of the arts and education through WolfTrap (prekindergarten-1st), Creative Movement (2nd), Reader's Theatre (3rd), Collaborative Mural-Making (4th), and Collaborative Music Composition (5th).

- Balanced Literacy & Arts Partners Summer Leadership Institute- Participants demonstrating an exceptional interest and understanding the philosophy of integrating dramatic strategies with classroom curriculum in order to deepen the student learning will continue their three year professional development plan and collaboration through a variety of options from the traditional classroom residency partnership program:

2014-2015
Summer Woodruff Arts Center Educators Conference
- June
- PK-5th Grade Teachers
- Experiences in all three art forms (theatre, visual arts, and music)
- 2 PLU Credits

First Semester
- Fall Orientation- Onsite: Kindergarten Teachers - 5 PL Credit Hrs.
- Residency unit plan writing
- Sharing Event Grade K
- December Orientation- Onsite: 3rd Grade Teachers - 5 PL Credit Hrs.

Second Semester
- Residency unit planning Grade 3
- Saturday Educators Focus Play Workshop Grade K-5 - 5 PL Credit Hrs.
- Fieldtrip K & 3rd
- Sharing Event Grade 3

2015-2016
Summer Woodruff Arts Center Educators Conference
- June
- PK-5th Grade Teachers
- Experiences in all three art forms (theatre, visual arts, and music)
- 2 PLU Credits

First Semester
- Fall Orientation- Onsite: 1st Grade Teachers - 5 PL Credit Hrs.
- Residency with unit plan writing
- Sharing Event Grade 1
- December Orientation- Onsite: 4th Grade Teachers - 5 PL Credit Hrs.
- AIM (Arts Integrated Mentorship) Residency K & 3rd

Second Semester
- Residency unit planning Grade 4
- Saturday Educators Focus Play Workshop Grade K-5 - 5 PL Credit Hrs.
- Fieldtrip 1st & 4th
- Sharing Event Grade 4
- AIM Residency K & 3rd

2016-2017
Summer Woodruff Arts Center Educators Conference
- June
- PK-5th Grade Teachers
- Experiences in all three art forms (theatre, visual arts, and music)
- 2 PLU Credits

First Semester
- Fall Orientation- Onsite:  2nd Grade Teachers - 5 PL Credit Hrs.
- Residency with unit plan writing
- Sharing Event Grade 2
- December Orientation- Onsite: 5th Grade Teachers - 5 PL Credit Hrs.
- AIM Residency YR 2- K & 3rd
- AIM Residency 1 & 4th

Second Semester
- Residency unit planning Grade 5
- Saturday Educators Focus Play Workshop Grade K-5 - 5 PL Credit Hrs.
- Fieldtrip 2nd & 5th
- Sharing Event Grade 5
- AIM Residency YR 2 -K & 3rd
- AIM Residency 1 & 4

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

Quinn and Eckerson (2010) suggested that getting students to be excited about reading assignments can be a challenging quest for teachers to conquer (p. 89).  Having said this, student apathy, laziness, and lack of enthusiasm for learning essential concepts is revealed through poor academic performance, low pass rates on high stake assessments, and/or increased retention rates.  Cambria and Guthrie (2010) noted that many teachers think of a motivated reader as a student who is having fun while reading.  "Young children become immersed in digital media opportunities and develop digital literacy, the ability to use digital media for speaking, listening, reading, and writing purposes" (Jones-Kavalier & Flannigan, 2006).  Today's learners thrive in settings that reflect twenty-first century initiatives; therefore, this calls for designing learning environments that are structured to promote creative, critical thinking, communicative, and collaborative processes.  Morrison (2012) emphasized this view of considering learning styles, interests of students, and the varied ways they prefer to converse and collaborate with their peers to make realistic connections to common core standards:

> In today's world children have multiple opportunities to observe, explore, play with, and learn from digital media such as television, DVDs, MP3s, iTouch, iPhones, computers, video games, cell phones, and smart toys.  Social collaboration is important for young children.  They rely on and seek out the involvement of peers, siblings, parents and teachers. (p. 368)

We need a series of professional learning workshops specially designed that utilizes technology (i.e. iPads) to video tape instruction and share best practices with colleagues at Seaborn Lee and Camp Creek Middle School to help teachers per grade level learn deliver balanced literacy strategies and arts integration that compliment student learning to meet the cognitive demand of CCGPS with hands on activities, technology utilization, as well as college and career readiness.  Therefore, the next phase of professional development for teachers at Seaborn Lee will help teachers design instruction using a variety of print resources, leveled books, big books, writing journals, charts of poems and rhymes, word walls, sound cards and establish differentiated literacy centers throughout the school.

In closing, Beers and Nagy (2011) suggest that to succeed in school, students must be able to read and write in a variety of genres.  Even in the elementary grades, students are at least implicitly required to distinguish among narratives, descriptions, and an increasing range of expository genres, including explanation, persuasion, and compare/contrast (p. 184).  Additionally, students must acquire the linguistic resources to compose in academic genres, including the use of more sophisticated word forms and syntactic structures (Berman, 2009).  In other words, outstanding teachers can better motivate all their students by offering a wide platform in which to nurture the confidence, dedication, and interests (Cambria & Guthrie, 2012, p. 24) of primary learners through engaging reading and writing activities that utilizes children's literature.  The Striving Readers Comprehensive Literacy Grant will afford Seaborn Lee  to better prepare elementary students for the rigors of twenty-first learning and thinking with the ultimate goal of helping  students seeing themselves as communicators, creative thinkers, innovators,  and collaborators well before leaving fifth grade.

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**Needs Assessment, Concerns, and Root Cause Analysis**

Needs Assessment Process

When looking at the literacy needs of Seaborn Lee Elementary School, teachers and staff use a combination of data from the Criterion Referenced Competency Tests (CRCT), Iowa Test of Basic Skills, STAR and the state writing assessment. In addition, we use data from the Benchmark Assessment System (BAS), common assessments, the district's benchmark assessments and mock writing scores to determine students who are at risk. Teachers review their data weekly to identify areas of concern, as well as the next instructional steps that are needed. We also meet once a month to analyze school-wide data and identify data trends. As a result, we are able to identify our literacy needs for our subgroups of students. It is evident that these subgroups are making progress, but there continues to be room for growth. Yearly, a comprehensive needs assessment is administered to support the School Improvement Plan. We are then able to use the assessment information to make data-driven decisions to identify needs, goals, and current practices/strategies.

While developing the literacy plan, the Literacy Leadership Team (see Table 1) collected input and feedback from stakeholders, including teachers, administrators, parents and students. The team members completed the Georgia Literacy Plan Needs Assessment developed by the Georgia Department of Education (GaDOE). Our literacy plan is informed by the data derived from the GA Literacy Plan Needs Assessment tool and survey data from students, parents and staff. Additionally, the plan is framed around the six literacy building blocks that were defined from the GaDOE.

Table 1

| Literacy Leadership Team |
|---|
| • Kine' Geathers |
| • Aliza Dorsey |
| • Timmeko Parks |
| • Yolanda Wilcher |
| • Keya Alston |
| • Fawn Bell-Palmer |
| • Margaret Danztler |
| • Donna Dolsey |
| • Amber Falconer |
| • Takiyah Foston |
| • Stephanie McMichael |
| • Ashley Russell |
| • Thomas Gumes |
| • Kenneth Mitchell |
| • Kandice Sloan |
| • Julia Lundstrem |
| • Jeremie McNease |
| • Kayla Schlese |

In an attempt to collect parent input about our needs, we conducted parent surveys about parent educational attainment, reading materials and resources in the home, amount of time spent reading at home, and parents' ability to provide reading support.  As a result, we were able to identify some areas of literacy needs.  During the needs assessment, we reviewed our current programs alongside student learning data.  This helped us make decisions regarding our current practices, needs and goals.  From the survey, we learned that approximately 69 percent of our families have a home library of fewer than fifty books.  The survey revealed that 73 percent of our families read aloud with their child(ren) less than two to three times per week.  Some of our parents do not feel they are equipped to assist their child(ren) in areas of comprehension, fluency, phonics and vocabulary.  Of the parents that responded, 62% of parents had Bachelor's or Master's degree but still did not read with their children more than two to three times per week.

Additionally, as part of our data collection, the students (kindergarten through fifth grade) were given a survey based on their reading skills and attitudes.  Ninety-one percent of students stated that they like to read.  Ninety percent viewed themselves as good readers the majority of the time.  When asked if they would attend a summer literacy camp, 74% said they would like to.  Even though students view themselves as good readers and enjoy reading, the data does not reflect reading proficiency.

After completing the Georgia Literacy Plan Needs Assessment for Literacy, we determined that more specific information was needed from our staff.  Eighty-seven percent of the teachers responded to our local school survey.  Eighty-three percent of the teachers felt their area of strength in their teaching was in areas other than reading.  More than half of the staff felt that they could use professional development in reading and writing to impact their current teaching strategies.

In examining our CRCT data, we found an area of great need is supporting students in comprehending vocabulary in context and comprehending informational text.  During the 2012-13 school year, 19% of our fifth graders did not meet the expectations and only 23% exceed expectations with these two literacy indicators.  Additionally, 17% of 5th grade students did not pass the Writing Assessment benchmark that same year.   Regarding the Reading,assessment, 17% of the third grade students and 19% of fifth grade students did not meet benchmarks,.  Finally, our fall 2013 diagnostic data shows the following percentage of students not meeking benchmarks:1st grade, 56%;  2nd grade , 43%; 3rd grade, 43%;  4th grade, 43%; and 5th grade, 42%.

Areas of Concerns

The table below targets student groups, identifies the standards that are weak based on assessment data, highlights the areas of concern, summarizes the current strategies, indicates future strategies, demonstrates the critical transitions, and analyzes the root causes for the areas of concern.  The three student subgroups are Economically Disadvantaged (ED), Students with Disabilities (SWD), and Black (B).

Table 2

| Subgroup | Areas of Concern | | Current Strategies | Future Strategies | Transitions (Existing) | Root Causes |
|---|---|---|---|---|---|---|
| | Standards | Assessment | | | | |
| ED/B | **Fluency** Read with sufficient accuracy and fluency to support comprehension<br><br>**Comprehension** Read and comprehend complex literary and informational texts independently and proficient.<br><br>**Writing** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frame for range of tasks, purposes, and audiences. | **Fluency** BAS, STAR<br><br><br><br>**Comprehension** Common assessments, County Benchmark assessment, ITBS, CRCT<br><br><br><br>**Writing** State Writing Assessment | **Fluency** Reader's Theater, Partner Reading, Echo Reading, Shared/Guided/Modeled/Independent Reading, teacher read aloud, audio books, online books, EdModo Apps, Study Island, Tumble Books, vocabulary development, SuccessMaker<br><br>**Comprehension** Shared/Guided/Modeled/Independent Reading, direct/explicit instruction during whole and small group, Success Maker, Extended Day, MobyMax, ScootPad, Alliance Arts Integration<br><br><br><br>**Writing** Graphic Organizers, Semantic Maps, FAT (Fact, Answer Questions, Two supporting details), transitions, writing through different genres, writer's workshop | *Woodruff's Arts Partners<br>*Reader's/Writer's Theatre<br>*Digital storytelling<br>*Grade level libraries<br>*eBooks<br>*Magazine/Current Events<br>*Digital Progress Monitoring<br>*Ticket to Read<br>*Learning A-Z<br>*Daily Five<br>*Conscious Discipline | *Vertical Planning<br>*End of the year transition planning<br>*Curriculum Night<br>*Middle school visit for 5th grade | *Limited internet access in homes<br>*Lack of books at home<br>*Lack of background experience<br>*Lack of transportation to school events (for parent)<br>*Low household income<br>*High unemployment<br>*No formal language used in the student's home.<br>*Student Transiency<br>*Teacher's Limited Professional Knowledge<br>*Insufficient teacher knowledge of literacy content integration<br>*Insufficient access to literacy-based technology |
| SWD | **Fluency** Read with sufficient accuracy and fluency to support comprehension<br><br>**Comprehension** | **Fluency** BAS, STAR<br><br><br><br>**Comprehension** Common assessments, County | **Fluency**: Read a loud Paired reading Audio books Auditory memory program<br><br>**Comprehension:** Think –Pair-Share Study island Tumble books- technology Auditory memory program | *Woodruff's Arts Partners<br>*Reader's/Writer's Theatre<br>*Digital storytelling<br>*Grade level libraries<br>*eBooks<br>*Magazine/Current Events | *Vertical Planning<br>*End of the year transition planning<br>*Curriculum Night<br>*Middle school visit for 5th grade | *Limited internet access in homes<br>*Lack of books at home<br>*Lack of background experience<br>*Lack of |

| | | | | | |
|---|---|---|---|---|---|
| | Read and comprehend complex literary and informational texts independently and proficient.<br><br>**Writing**<br>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frame (a single sitting or a day or two) for range of tasks, purposes, and audiences. | Benchmark assessment, ITBS, CRCT<br><br><br>**Writing**<br>State Writing Assessment | Direct Instruction<br>Leveled readers<br>Success Maker<br><br><br>**Writing:**<br>Graphic Organizers, Semantic Maps, FAT (Fact, Answer Questions, Two supporting details), transitions, writing through different genres | *Digital Progress Monitoring<br>*Ticket to Read<br>*Learning A-Z | | transportation to school events (for parent)<br>*Low household income<br>*High unemployment<br>*No formal language used in the home.<br>*Transiency<br>*Limited Professional Knowledge<br>*Insufficient teacher knowledge of literacy content integration<br>*Insufficient access to literacy-based technology |

Root Causes

Per Table 2, the root causes to the areas of concern vary. The various staff surveys show that some of the causes include: inconsistency with the integration of reading strategies during social studies and science, inconsistent writing instruction and technology integration, lack of adequate time for a literacy block, lack of technology available, and inconsistent uses of informational text. It is necessary to increase usage of the media specialist and media center for research, to emphasize reading and writing, and extend lessons to support mastery of standards.

The root causes for inconsistent writing instruction include teachers limited knowledge of teaching writing effectively, and assigning too few writing assessments. There is a need for a school-wide, commonly adopted writing plan and writing rubric that is aligned with the CCGPS to set clear expectations and goals for writing performance.

Root causes related to technology include the inconsistent use of technology in the classroom, teachers' lack of knowledge in integrating technology into all subject areas, readily available programs, and inconsistency in students using technology for publishing, production, and communication across the curriculum.

As a result, students have a lack of opportunity for literacy development. In Preschool and Kindergarten, teachers often provide exposure to a text rich environment. As students transition into the primary grades, teachers concentrate on building background knowledge, vocabulary development, and phonemic awareness. Intermediate students face the challenges of weakness in comprehension and fluency in both reading and writing. Teachers consistently use activating strategies, technology, read alouds, extended texts, literacy centers, flexible grouping and multimedia approaches to teaching and learning. Our Professional Learning Communities recognize that additional staff development is needed in the areas of integrating literacy across the curriculum, writing, reading strategies, instructional technology, and phonics.

**Analysis and Identification of Student and Teacher Data**

Student success is dependent upon a thorough analysis and identification of student and teacher data. Seaborn Lee's analysis of student data includes CRCT scores in reading and ELA, and the Georgia Writing Assessment. Additional district prescribed data includes Iowa Test of Basic Skills and STAR reading for the current school year. Analysis provides for disaggregation of data into subgroups and highlights strengths and weaknesses for each assessment. Teacher data, in regards to level of education, longevity of staff, professional development needs and wants have also been analyzed.

**Student Data**

**Seaborn Lee Reading CRCT**

| CRCT READING | 2012-2013 | | | | 2011-2012 | | | | 2010-2011 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Does Not Meet | Meets | Exceeds | Total Tested | Does Not Meet | Meets | Exceeds | Total Tested | Does Not Meet | Meets | Exceeds | Total Tested |
| | % | % | % | | % | % | % | | % | % | % | |
| 3rd Grade | 14 | 46 | 40 | 65 | 19 | 48 | 33 | 69 | 15 | 61 | 24 | 83 |
| SWD | 0 | 100 | 0 | 3 | 33 | 0 | 67 | 3 | 40 | 60 | 0 | 5 |
| Black | 17 | 49 | 34 | 65 | 18 | 51 | 31 | 71 | 14 | 64 | 22 | 83 |
| ED | 17 | 46 | 37 | 59 | 19 | 49 | 31 | 67 | 18 | 70 | 12 | 66 |
| 4th Grade | 8 | 50 | 42 | 60 | 14 | 50 | 36 | 73 | 19 | 61 | 20 | 94 |
| SWD | 33 | 0 | 67 | 3 | 43 | 57 | 0 | 7 | 43 | 50 | 7 | 14 |
| Black | 5 | 51 | 44 | 55 | 14 | 51 | 36 | 73 | 18 | 60 | 22 | 87 |
| ED | 6 | 53 | 41 | 49 | 17 | 60 | 23 | 60 | 20 | 59 | 20 | 74 |
| 5th Grade | 14 | 61 | 25 | 67 | 11 | 65 | 24 | 89 | 10 | 70 | 20 | 91 |
| SWD | 0 | 87 | 13 | 9 | 44 | 44 | 11 | 9 | 29 | 71 | 0 | 7 |
| Black | 19 | 61 | 19 | 67 | 10 | 66 | 24 | 89 | 8 | 71 | 21 | 86 |
| ED | 21 | 67 | 11 | 61 | 10 | 68 | 22 | 88 | 11 | 73 | 16 | 80 |

Strengths

- The percentage of 3rd and 4th grade students meeting/exceeding on the CRCT has increased over the last few years.
- The percentage of 4th grade students not meeting on the CRCT decreased from 2012 to 2013

Weaknesses

- High percentage of ED students in the Does Not Meet category increased from 2012-13 for 5th Grade.
- Reading and comprehending complex literary and informational text independently and proficiently.

## Seaborn Lee English/Language Arts CRCT

| CRCT ENGLISH/ LANGUAGE ARTS | 2012-2013 | | | | 2011-2012 | | | | 2010-2011 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Does Not Meet | Meets | Exceeds | Total Tested | Does Not Meet | Meets | Exceeds | Total Tested | Does Not Meet | Meets | Exceeds | Total Tested |
| | % | % | % | | % | % | % | | % | % | % | |
| 3rd Grade | 23 | 46 | 31 | 65 | 16 | 58 | 26 | 69 | 17 | 59 | 24 | 78 |
| SWD | 33 | 67 | 0 | 3 | 0 | 100 | 0 | 3 | 40 | 60 | 0 | 5 |
| Black | 21 | 51 | 28 | 57 | 16 | 58 | 25 | 67 | 17 | 59 | 24 | 75 |
| ED | 24 | 47 | 29 | 51 | 17 | 59 | 24 | 63 | 22 | 63 | 15 | 60 |
| 4th Grade | 15 | 68 | 27 | 60 | 7 | 57 | 36 | 70 | 18 | 68 | 24 | 93 |
| SWD | 33 | 67 | 0 | 3 | 25 | 75 | 0 | 4 | 57 | 43 | 0 | 14 |
| Black | 13 | 62 | 25 | 55 | 7 | 57 | 36 | 70 | 17 | 60 | 23 | 87 |
| ED | 16 | 59 | 25 | 51 | 9 | 64 | 27 | 58 | 19 | 61 | 20 | 74 |
| 5th Grade | 4 | 66 | 30 | 67 | 5 | 50 | 45 | 86 | 8 | 65 | 27 | 91 |
| SWD | 22 | 78 | 0 | 7 | 40 | 20 | 40 | 5 | 20 | 80 | 0 | 5 |
| Black | 4 | 67 | 30 | 57 | 5 | 49 | 46 | 82 | 7 | 63 | 30 | 84 |
| ED | 6 | 69 | 25 | 52 | 5 | 51 | 44 | 82 | 9 | 65 | 26 | 77 |

Strengths

- Percentage of 5th grade students in the Does Not Meet decreased
- Percentage of 3rd grade students in the Exceeds increased

Weaknesses

- High percentage of SWDs in the Does Not Meet category for 3rd, 4th and 5th.
- High percentage of Black and ED students in the Does Not Meet category for 3rd

## Seaborn Lee Reading CRCT-M

| CRCT-M READING OVERALL | 2012-2013 | | | 2011-2012 | | | 2010-2011 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Below Proficiency | Emerging Proficiency | Basic Proficiency | Below Proficiency | Emerging Proficiency | Basic Proficiency | Below Proficiency | Emerging Proficiency | Basic Proficiency |
| | % | % | % | % | % | % | % | % | % |
| | 51 | 41 | 6 | 23 | 69 | 8 | 20 | 60 | 20 |

## Seaborn Lee Language Arts CRCT-M

| CRCT-M LANGUAGE ARTS OVERALL | 2012-2013 | | | 2011-2012 | | | 2010-2011 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Below Proficiency | Emerging Proficiency | Basic Proficiency | Below Proficiency | Emerging Proficiency | Basic Proficiency | Below Proficiency | Emerging Proficiency | Basic Proficiency |
| | % | % | % | % | % | % | % | % | % |
| | 59 | 39 | 6 | 33 | 50 | 17 | 40 | 40 | 20 |

Weaknesses

- Since 2010, there has been a steady increase of SWD taking the CRCT-M Reading and Language Arts.

- Percentage of SWDs performing below proficiency has increased from 2010 – 2013 for both reading and language arts.
- Percentage of SWDs meeting basic and emerging proficiency has decreased over time for both reading and language arts.

**Fall 2013 STAR Reading Data for Sub-Groups**

| 1st Grade | At/Above Benchmark | Below Benchmark | Total Tested |
|---|---|---|---|
| Overall | 31% | 69% | 68 |
| Black (B) | 33% | 67% | 64 |
| ED | 30% | 70% | 50 |
| SWD | 0% | 100% | 2 |
| 2nd Grade | At/Above Benchmark | Below Benchmark | Total Tested |
| Overall | 52% | 48% | 84 |
| Black (B) | 54% | 46% | 80 |
| ED | 47% | 53% | 73 |
| SWD | 20% | 80% | 5 |
| 3rd Grade | At/Above Benchmark | Below Benchmark | Total Tested |
| Overall | 51% | 49% | 67 |
| Black (B) | 52% | 48% | 64 |
| ED | 41% | 59% | 51 |
| SWD | 0% | 100% | 2 |
| 4th Grade | At/Above Benchmark | Below Benchmark | Total Tested |
| Overall | 44% | 56% | 77 |
| Black (B) | 43% | 57% | 76 |
| ED | 41% | 59% | 69 |
| SWD | 0% | 100% | 9 |
| 5th Grade | At/Above Benchmark | Below Benchmark | Total Tested |
| Overall | 46% | 54% | 69 |
| Black (B) | 47% | 53% | 68 |
| ED | 41% | 59% | 58 |
| SWD | 0% | 100% | 7 |

Strengths

- 2nd and 3rd grade have at least 50% at/above benchmark

Weaknesses

- Reading with sufficient accuracy and fluency to support comprehension.

- With the exception of 2nd grade, 0% of SWD students are at/above benchmark

| 5th Grade Writing Assessment | Meets and Exceeds | Exceeds | Meets | Does Not Meet |
|---|---|---|---|---|
| 2012-2013 | 83% | 11% | 72% | 17% |
| 2011-2012 | 86% | 11% | 75% | 14% |
| 2010-2011 | 90% | 7% | 83% | 10% |

Strengths

- Since 2010, the number of students exceeding has increased.

Weaknesses

- Low percentage of students scoring exceeds on Georgia writing assessment.
- Steady increase in DNM.
- Our 5th grade students performed below the county average.

Although the CRCT and Writing Assessment reveal fairly decent results, they only reflect minimal state standards and are not nationally normed. Conversely, the STAR assessment is based on "real time" data reflecting skill deficits of students. According to Seaborn Lee's CRCT and Writing Assessment scores the majority of students are meeting expectations in the area of reading and English Language Arts. However, STAR data indicates that more than 50% of our students are performing below grade level. Additionally, students with disabilities (SWD) account for the largest percent of scores in the areas of *Does Not Meet* and *Below Benchmark* on all assessments.

| Iowa Test of Basic Skills Mean National Percentile | Reading | | Language | |
|---|---|---|---|---|
| | School | County | School | County |
| | 2012 | 2012 | 2012 | 2012 |
| 3rd | 37% | 66% | 43% | 71% |
| 5th | 43% | 63% | 48% | 69% |

Data from the ITBS, another nationally normed test, supports the findings of the STAR assessment. Seaborn Lee's students performed below the county averages.

Teacher Data

Faculty at Seaborn Lee have obtained the following degrees: Technical (1), Bachelor's Degree (8), Master's (18), Specialist (7), and Doctorate (0). Special endorsements include: Talented and Gifted (1), ESOL (1), Reading (4), Leadership (5), Special Education (3), Math (1), Other (3).

The years of service range from 3 months to 36 years. Teacher retention data indicates a steady decline in the number of teachers who leave Seaborn Lee and the district.  We expect to see our students make gains as we retain teachers and teachers continue to refine strategies learned.

| Year | Number of employees due to non-renewal, retirement, resignation and change in profession | Percent of teacher population |
|------|------------------------------------------------------------------------------------------|-------------------------------|
| 2010-2011 | 5 | 11.6% |
| 2011-2012 | 8 | 20% |
| 2012-2013 | 1 | 2.5% |

**Building Block One: Engaged Leadership**

Engaged Leadership revealed that there is a great need for a school literacy leadership team. Sixty percent of Faculty believe that the literacy team does not exist or is at a minimal level of operation. Educators also feel that the community at large does not know how to support the school and teachers in the development of students who are college-and-career ready as articulated in the Common Core Georgia Performance Standards (CCGPS). Sixty-two percent of Faculty believe that an adequate level of community support does not exist or is at a minimal level of effective operation.  Seventy-four percent believe that the effective use of time and personnel is not leveraged through scheduling and collaborative planning. Fifty-two percent believe that literacy instruction is minimally optimized in all content areas. Only 40% believe that this practice of optimized literacy instruction is fully operational.

**Building Block Two: Community of Instruction**

Our staff believes that the greatest area of need reveals that out-of-school agencies and organizations, like after school programs, are needed for collaborative efforts to support literacy within the community; Eighty-three percent of the faculty believes that this area is not yet fully operational. Sixty-nine percent believe that active collaborative teams are not in existence and need to be formed to ensure a consistent literacy focus.

**Building Block Three**: **Ongoing Formative and Summative Assessments**

Two areas of identified need is the establishment of clearly articulated strategies for using data to improve teaching and learning (48%) and using diagnostic assessments to further analyze problems found in screenings (47%). The survey also reveals that 41% of our staff believe that there is a need for

a system of ongoing formative and summative assessment to determine the need and intensity of intervention and to evaluate the effectiveness of instruction.

**Building Block Four: Best Practices in Literacy Instruction**

Although sixty-four percent of our staff believes that students receive direct instruction in reading, the data suggests that our students need additional support. Their recommendations include, extended time for literacy instruction (70%) and a policy that all students receive effective writing across the curriculum instruction (71%).

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

Seventy-seven percent of staff believe that we are operational to fully operation in Response to Intervention (RTI) Tier 1. Seventy-one percent believe that the practice of using RTI Tier 2, needs-based interventions for targeted students, ranges from minimally operational to non-existent. Seventy-five percent of staff believe that RTI Tier 3 and Tier 4 are not addressed or emergent at our school: specifically in the areas of data monitoring and special programs.

**Building Block Six: Improved Instruction through Professional Learning**

Improved instruction through Professional Learning uncovered the need for participation in ongoing professional learning in all aspects of literacy instruction.  Only 7 percent of faculty members believe this area is operational. Educators do not feel their pre-service education adequately prepared them for all aspects of literacy instruction.  Fifty-two percent indicate not being fully prepared, which represents a need for professional development in literacy instruction.

Teacher Professional Learning Needs

According to the 2013-2014 Georgia Literacy Plan Needs Assessment, 50% of Seaborn Lee's certified classroom educators and specialists would like continued professional development in reading and writing subject areas (ELA, reading, teaching non-readers to read, motivating student population to read, reading strategies, writing pedagogy) followed by science, math, and technology. Additional professional development in cross-curricular lesson planning with learning programs that provide support, ideas, and resources that are geared towards increasing student retention and application of common core standards in all areas of academics, is needed. Ongoing and future professional needs are listed below.

| Professional Learning Topics |
|---|
| Balanced Literacy Instruction |
| Developing, Utilizing, and Analyzing Data |
| RTI |
| Common Core Standards |
| Reader's and Writer's Workshop |
| Technology Intergration |

6

**Project Plan, Procedures, Goals, Objectives, and Support**

Using our needs assessment, Seaborn Lee has created literacy project goals and objectives to support our literacy plan.

> According to Goldstein (2011), in order to become successful readers, young children need (a) to become aware of the phonemic elements in words (phonemic awareness), (b) to learn to decode words they have not seen before in print by using knowledge about relationships between letters and sounds (phonics), and (c) to learn to recognize large numbers of words by sight so they can read fluently. At the same time, young children need language skills that enable them (d) to instantly retrieve the meaning of an increasingly large vocabulary and (e) to think actively while reading to construct meaning (use comprehension strategies).

The key component in our literacy plan is to build capacity with faculty and staff in the area of teaching reading and writing across all content areas. Based on our needs assessment, three major areas of concern were identified: professional development, implementation of balanced literacy, and delivery of intervention strategies to support RTI process. The following project goals address these concerns:

**Project Goals and Objectives**

| Goals | Objective | Literacy Strategies and Descriptions | Implementation and Timeline | Measurements | Funding Source |
|---|---|---|---|---|---|
| K-5th grade students will read at grade level with appropriate level of comprehension | K-students will score 72% or greater on the fall district wide assessment (STAR)<br><br>1st grade – 41% of students will be on level (scaled score of over 181) | a. Professional Development (PD) on components of Balanced Literacy<br><br>b. Teacher training on utilizing appropriate assessment tools<br><br>c. Integration of technology to | Ongoing starting in 2013 | Teacher participation and product, Individual Student Performance on Fulton Common Assessments (Literacy), End of Unit Assessments (Reading), Georgia Kindergarten Inventory of | Striving Readers Grant<br><br>Title I Funding for items d – e<br><br>Woodruff Arts Private Foundation for item f. Funding through 2013-2014 school year |

| | | | | |
|---|---|---|---|---|
| | 2nd grade – 62% of students will be on level (scaled score of over 334)<br><br>3rd grade – 61% will be on level (scaled score of 351)<br><br>4th grade – 49% will be on level (scaled score of 451)<br><br>5th grade – 51% will be on level (scaled score of 531) | build literacy skills<br><br>d. RTI Block on target lessons and focused assessments to help every student become a better reader<br><br>e. 3rd-5th Extended Day Oral Language and Decoding Practice<br><br>f. K-2nd WolfTrap Early Learning Through the Arts<br><br>g. 3rd-5th Readers Theater Learning Through the Alliance Theater | | Developing Skills (GKIDS) (Reading, Scholastic Reading Inventory (SRI). | only. |

| | | | | | |
|---|---|---|---|---|---|
| 3rd-5th Grade students meet or exceed reading expectations on CRCT | 3rd grade- 90% meets or exceeds<br><br>4th grade- 97% meets or exceeds<br><br>5th grade- 91% meets or exceeds | a. PD on Identifying processing problems<br><br>b. Title I Parent Workshop (Reading Strategies) | Ongoing starting in 2013 | Teacher participation and product, Online Assessment System (OAS), RTI Pyramid Percentage Rankings, TAG Eligibility Count | Striving Readers Grant<br><br>Title I Funding for item b |
| K-5th grade students increase reading fluency | K-2nd- 80% will read grade level sight words with accuracy<br><br>3rd grade – 75% will be on level<br>5th grade – 70% will be on level | a. PD on anecdotal notes and iPad data entry<br><br>b. Fluency practice stations | Ongoing starting in 2013 | DIBELS Next, SRI | Striving Readers Grant<br><br>Title I Funding for item a |
| 5th grade students improve passing rate on Georgia Writing Assessment (GWA) | 88% of students will meet or exceed on GWA | a. PD on best practices in using graphic organizers and scoring rubrics | | Teacher participation and literacy artifacts, Individual student performance on Write Score, GWA, and mock writing assessments | Striving Readers Grant |

| | | | | | |
|---|---|---|---|---|---|
| EIP, SEC, STAR Champions, ELA and content area teachers meet regularly for collaboration and planning to ensure RTI goals are being achieved.<br><br>Teachers regularly gather and analyze data from formative assessments to ensure that all students are receiving instruction in appropriate tiers and that instruction is effective. | 5% increase on Write Score<br><br>5% increase on $5^{th}$ grade GWA<br><br>10% increase on overall third grade writing assessment<br><br>K students will have 72% or greater on the fall district wide assessment (STAR)<br><br>$1^{st}$ grade – 41% of students will be on level (scaled score of over 181)<br><br>$2^{nd}$ grade – 62% of students will be on level (scaled score of 351) | a. Review of first semester PD and influence on literacy achievement<br><br>b. Literacy data conferences with students and parents<br><br>c. Second semester literacy action plan developed with student involvement | Winter 2013 | PD agenda<br><br>Sign In Sheets<br><br>Literacy artifacts<br><br>Data and curriculum meeting minutes to share resources, training plans, and professional development needs | Striving Readers Grant |

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| | | | | | |
|---|---|---|---|---|---|
| | 3rd grade – 61% of students will be on level (scaled score of 351) 4th grade – 49% of students will be on level (scaled score of 451) 5th grade – 51% will be on level (scaled score of 531) | | | | |
| K-5th grade students build background knowledge of grade level literacy strand over the summer. | 100% of identified students will attend Summer Literacy Jumpstart | a.  K-5th Summer Literacy Jumpstart | Summer 2014 Ongoing starting in August 2014 | Attendance Rate Completion of Literacy Performance tasks | Striving Readers Grant Title I Funding for item b |

| | | | | | |
|---|---|---|---|---|---|
| Content area teachers consistently incorporate the teaching of academic vocabulary, various types of writing, and discipline specific text structures. | 5% increase on Write Score<br><br>5% increase on 5th grade GWA<br><br>70% increase of K-5th grade students citing resources correctly | b.  Develop appropriate literacy professional development for teachers, students, assistants, and parents | | Individual student performance on Write Score, GWA Evidence of text dependent research used in student writing in all grades. strategies across the content in lesson plans | |
| Faculty and staff know and use effective instructional practices for disciplinary literacy across content areas | 100% of staff trained on DIBELS Next<br><br>100% of 3rd – 5th teachers trained on SRI<br><br>100% of teachers will participate in Woodruff Arts Center PD workshops | a.  PD on assessment tools<br><br><br><br><br>b.  PD on Wolf Trap and Readers Theater strategies | August 2014<br><br><br><br><br>August 2014<br>Summer 2014 | Sign In Sheets<br><br><br><br><br>K-2nd lesson plans containing WolfTrap early learning strategies 3rd-5th lesson plans containing | Striving Readers Grant<br><br>Title I Funding for items a, e |

6

| | | | Readers Theater strategies | |
|---|---|---|---|---|
| 100% of students will participate in Woodruff Center residency workshops | c. K-2nd WolfTrap student residencies | 2016-2017 | | |
| | d. 3rd-5th Readers Theater student residencies | | | |
| 10% increase in Science and Social Studies benchmark assessment | e. PD on integrating informational text | | Science and Social Studies common assessments | |
| 5% increase on the Georgia Writing Assessment | | | Individual student performance on Write Score, GWA, and mock writing assessments | |

To help parents work with their children at home, we will partner with local agencies to offer parent training at local libraries and schools. The following plans will be developed:

- Teachers will develop monthly newsletters that provide parents with the specific learning outcomes for students and ways to support children at home.

- Georgia Wolf Trap will extend professional learning to parents at an orientation at each school that teaches drama strategies.
- Partner with the county library system and media specialists to offer programs that support literacy development and orient parents to free and accessible technology that promotes literacy.
- Additional planning days for teachers to focus on professional development and the rest of the day will be used for team for collaborative planning.
- Teachers will work in the summer to write units that support balanced literacy and common assessments.
- The literacy team will include a librarian from the Fulton County Library System, additional school-based staff from the instructional technology and a Humanities Program Specialist from South Learning Community, and an assessment consultant.

**Plan for Tiered Literacy Instruction**

Response to Intervention (RTI) process is a 4-Tier delivery model designed to provide support matched to student need through the implementation of standards-based classrooms. RTI uses a problem-solving process for schools to address the needs of all students struggling to meet higher learning standards. The RTI approach is also used for developing and evaluating systematic, research-based interventions in the identification of learning problems in students.

Ultimately the goal is to find favorable interventions to decrease the number of students referred to SST.  In Tier 1, all students participate in standard-based, differentiated instruction. Teachers frequently monitor progress towards mastery of the Common Core Georgia Performance Standards. This progress monitoring is done through summarizing activities and collection of informal data as well as by common and end of unit assessments. Frequent data utilization will allow teachers to provide timely interventions and create flexible groups.

In Tier 2, teachers determine which students need additional support and a general education intervention plan is developed. Students will receive extra support from the Early Intervention Plan (EIP) teacher in a small group setting. Students will be afforded the opportunity to attend extended day to receive enrichment in the areas of fluency, vocabulary, and reading comprehension. Teachers will also provide interventions and monitor these interventions within the general education classroom.

In Tier 3 teachers seek additional support from the Student Support Team (SST). Teachers work with support staff, parents, EIP teacher, and SST chair to establish additional strategies and interventions that are specifically tailored to the needs of the individual student. Students receive remediation through EIP, extended day, teacher tutorial and Saturday school. Teachers continue to gather data on the effectiveness of the interventions for 12 weeks. Students who do not respond to interventions in Tiers 1-3 may move to Tier 4. Students who respond favorably to interventions may move back to Tier 1.

The RTI instructional block supports the literacy plan and will include literacy, fluency, vocabulary, and reading comprehension. At this time a minimum of thirty minutes will be used to address remediation and acceleration that are not limited to the following strategies;

Literacy (letter/sound ID, sight words, decoding)

- Blending and Segmenting Games (Guess-the-word game, Robot Talk, Blending slide, Oral blending activity, Sound blending using songs, Segmenting cheer activity)
- Onset/Rime Games
- Syllable Games (Marker activity, Multisyllabic manipulation, clapping games, jumping syllables)

Reading Fluency (rate, accuracy)

- Error Correction and Word Drill (word supply, sentence repeat, word attack hierarchy, error word drill)
- Paired/Partner Reading
- Reader's Theatre
- Fluency Builders

Reading Comprehension

- Previewing with the Frayer Model
- Make a list of key points from the reading material, written at students reading level
- Highlight main idea in one color and supporting details in another
- Provide fill in the blank webs
- Think-Pair-Share
- Junior Great Books
- Inquiry Chart
- Literacy Circles

**School Schedule**

      We can enhance our RTI plan by providing additional professional development about the effective strategies to use during tiered instruction. Below is a sample 2013- 2014 schedule that meet the goals and objectives above:

| Sample Instructional Schedule | | Literacy Plan Strategies |
|---|---|---|
| 7:40 - 8:10 – **RTI Block Intervention** Students receive additional (individual or small group) instruction with alternative materials to support deficits. RTI tiered interventions are provided for students during this time for the appropriate amount of time. | | Subscription databases<br>Classroom libraries<br>RTI |
| 8:10 – 9:40 **Reading/Language Arts Block** During this block, students are exposed to a wide range of literature. Students either read from a basal, multiple copies of trade books, or big books. Instruction is activated with a discussion led by the teacher to build or review any background knowledge necessary to scaffold future learning. Comprehension strategies are taught and practiced at this time. | | Balanced Literacy<br>Reader's/Writer's Theater 3$^{rd}$–5$^{th}$<br>Classroom libraries<br>Interactive technology |
| *30 Minutes Whole Group* | Teacher reads aloud, introduces new skills, introduces new spelling words, conducts word wall activities, assigns partners for paired reading, and uses a cooperative learning structure to discuss a story. | eBooks<br>Digital storytelling<br>Classroom libraries |
| *60 Minutes Small Group* | Students participate in tiered instruction via Early Intervention Program models, peer tutoring, and individualized activities during independent center rotations. Small group instruction relates to the whole group lesson. Students take turns using various reading aloud techniques. Assistance is provided with | Leveled texts in a variety of content areas.<br>eBooks |

| Sample Instructional Schedule | Literacy Plan Strategies |
|---|---|
| developing fluency, phonics, vocabulary, and comprehension. | |
| | |
| 9:40 – 11:10 **Science/ Social Studies Block** | eBooks<br>Classroom libraries<br>Interactive technology |
| 11:10 – 12:15 **Math Block** | |
| 12:15 – 12:45 Lunch/Recess | |
| 12:45 – 1:30 **Writing Block**<br>The writing block provides students with a model that is sequential and consistent: 1) Prewriting 2) Rough Draft 3) Peer Editing 4) Revising 5) Editing 6) Final Draft–Students discuss final draft with the teacher who offers feedback 7) Publishing | Professional development (writing and genres) |
| 1:30-2:15 – Specials | Classroom Libraries<br>eBooks<br>Media Center books |
| 2:45- 4:45 **Extended Learning**<br>Grades 3rd and 5th participate in remediation for Math, Language Arts, and Reading. Small group. Students begin in October and end in March. They meet two times per week. The program focuses on test preparation. | |

**Assessment/Data Analysis**

Teachers are actively involved in decisions regarding the use of academic assessments. Seaborn Lee has a school-wide system for progress monitoring. Student performance in reading, math and early literacy is tracked through the monitored assessment tool (STAR) on a weekly basis. The information teacher's gain through monitoring student progress is used to structure small groups and organize learning for future instruction. Teachers meet with colleagues and administration on a regular basis to determine the effectiveness of instruction, as well as curriculum and resources.

**Current Assessment Protocol**

| Assessment | Purpose | Skills | Frequency |
|---|---|---|---|
| Common Assessments | Progress Monitoring | Literary Comprehension, Reading for Information, Information and Media Literacy, Reading Skills and Vocabulary Acquisition | Monthly |
| Periodic Fluency Assessments (BAS) | Progress Monitoring | Fluency | 3x per year |
| STAR | Diagnostic, Progress Monitoring | Phonics and Word Recognition, Key Ideas and Details, Craft and Structure, Range of Reading and Level of Text Complexity, Vocabulary | Testing 3x per year, Progress Monitoring weekly/bi-weekly for struggling students |

| | | Acquisition and Use | |
|---|---|---|---|
| Informal Assessments (k-5) | Progress Monitoring | Vocabulary, Phonics, Reading Comprehension | Daily |
| Georgia's Online Assessment System | Progress Monitoring | Reading Comprehension, Vocabulary | Ongoing |
| State Writing Assessments (3$^{RD}$-5$^{TH}$) | Outcome | Writing Instruction | 1x per year |
| Georgia Kindergarten Inventory of Developing and Skills | Progress Monitoring, Outcome | Phonological awareness, alphabet knowledge, concepts of print, oral language | Ongoing |
| Iowa Test of Basic Skills (3$^{rd}$ and 5$^{th}$ grade) | Outcome, screening | Reading comprehension, Vocabulary | 1x per year |
| County Performance Assessments | Outcome | Reading comprehension, writing fluency | Ongoing |
| Criterion Referenced Competency Test (3$^{rd}$-5$^{th}$) | Outcome | Reading Fluency, Comprehension, Vocabulary | 1x per year |

**Explanation of Current Data Analysis Protocol**

We utilize multiple measures of data to analyze student needs and make decisions for instruction in the classroom. Student learning data is gathered from informal assessments, as well as formative assessments, which give us achievement information for each student. Student

discipline data is used to brainstorm strategies to develop school-wide behavior plans and intervention strategies for individual students.  Electronic surveys, student testing databases, and the STAR assessment are used to obtain information from and about our students, staff, and community. Each subgroup is monitored by grade level teachers, as well as content area teachers.  All data is monitored and analyzed by data teams (which consist of the administration, grade level teachers, and STAR data champions), and continually examined through the SST process.

## Comparison of Current Protocol with the SRCL Assessment Plan

Our school commits to using the DIBELS Next and Scholastic Reading Inventory (SRI) assessment as part of the Striving Reader grant.  DIBELS Next and SRI will allow for appropriate progress monitoring for all tiers of Response to Intervention (RTI).  It will take the place of our current fluency assessment. DIBELS Next and SRI will be administered three times per year.  Baseline information in the fall will be used to identify students who are not meeting grade level expectations.  These "at-risk" students will have an opportunity for in-class interventions with progress monitoring assessments to measure the effectiveness of the interventions.  A follow-up assessment in the spring will give further information about student's 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 STAR common assessments to monitor the mastery of common core standards, as well as weekly/biweekly progress monitoring of at risk students.  STAR testing will continue, but BAS will be discontinued and replaced with DIBELS Next.

## Professional Learning Required to Implement New Assessments

Administrators and teachers will participate in professional learning sessions to learn how to administer DIBELS Next and SRI assessments.  Administrators and teachers will also participate in professional learning on the effective use of invention strategies based on common assessment data.

## 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, monthly progress reports, reports from benchmark assessments, annual Title I meeting, state of the school address, curriculum nights, classroom and school messenger, PTA and community meetings.  The parent liaison works cooperatively with teachers and administrators to devise strategies to bridge communication with stakeholders.

## SRCL Assessment Timeline

| Test Name | Test Time Frame |
|---|---|
| DIBELS Next | Fall 2014, Winter 2015, Spring 2015 |
| SRI | Fall 2014, Winter 2015, Spring 2015 |
| STAR | Fall 2014, Winter 2015, Spring 2015 |

## Accomplishing the Assessment Plan

Seaborn Lee will develop an Assessment Team.  The team will consist of all EIP teachers and administration (which will total 10 people).  This team will assess 8-10 students per day as time allows to complete all testing in a timely manner and during the testing window.  The testing team will meet during pre-planning to determine a schedule for testing, as well as the breakup of responsibilities.

## Using Data to Develop Instructional Strategies

Instructional leaders and teachers must implement a balanced assessment plan where there is purposeful and strategic use of information for instructional planning. With this is mind, we will continue to utilize the Data Support Specialist and Curriculum Support Specialist to assist teachers in analyzing data to enhance instructional strategies and to determine student and classroom needs.  Teachers will collect data from classroom assessments (formal and informal) to immediately inform instruction and to determine students' mastery of the standards taught

during a given week. Common Monthly/Unit Summative Assessments will be used to evaluate cumulative learning and to verify learning after instruction. Teachers will make adjustments to the curriculum accordingly. The school will use data from the Criterion Referenced Competency Test (grades 3-5), Iowa Test of Basic Skills (grades 3 and 5), and STAR (all grades) to identify students' reading deficiencies.

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

Full implementation of our literacy plan will require utilizing our existing resources and taking full advantage of all new resources, materials, and technology. Listed below are the resources and/or activities readily available at Seaborn Lee Elementary to support our plan:

| Current Resources | Shared Resources | Library Resources |
|---|---|---|
| <ul><li>SuccessMaker Reading and Math</li><li>Education City (Math 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup></li><li>Discovery Learning</li><li>Brain Pop</li><li>Mountain Math and Language</li><li>Access to Georgia Online Assessment System (GOAS)</li><li>BAS Kits</li><li>Extended Day</li><li>Readingworks.org</li></ul> | <ul><li>Reader's Theaters</li><li>Mobile laptop computer lab</li><li>Projectors</li><li>Smart Boards</li><li>Big Books on CD (GHGR)</li><li>6  Color Nooks</li><li>Tumblebooks.com</li><li>Mobile iPad Cart (consist of 10 iPads)</li><li>Cameras and Video Recorders</li><li>WolfTrap/Alliance Theatre Institute for Educators and Teaching Artist (4 classes in grades K and 1<sup>st</sup>)</li></ul> | <ul><li>Magazine subscriptions for students</li><li>Scholastic Leveled Library</li><li>Instructional Videotapes and CDs</li><li>Professional Resource Library</li><li>Limited class sets of novels</li></ul> |

The following existing strategies and resources support our literacy plan:

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

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

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

- **Early Intervention Program** (EIP) is designed to serve students who are at risk of not reaching or maintaining academic grade level. The purpose of the Early Intervention Program is to provide additional instructional resources to help students who are performing below grade level obtain the necessary academic skills to reach grade level performance in the shortest possible time.
- **Student Book Club** – The school media specialist hosts a book club for students.
- **SuccessMaker** is available in the computer labs and through classroom computers. SuccessMaker individualizes learning in reading and mathematics for measurable success. It is a comprehensive digital curriculum that helps teachers to make instructional decisions for all levels of learners.
- **Field Trips** to enhance literacy program.

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

Listed below are the current resources available at Seaborn Lee Elementary.

| Grade(s) | Time | Personnel | Strategies |
|---|---|---|---|
| **Tier 1 – Core Curriculum** | | | |
| K – 3$^{rd}$ Grades<br><br>4$^{th}$ – 5$^{th}$ Grades | 2 hours of daily literacy instruction<br><br>1`.5 hours of daily literacy instruction | • General Ed. Teacher<br>• Kdg. Para-Pro<br>• Media Specialist | • Whole group instruction<br>• Small group instruction<br>• Differentiated centers<br>• Technology/websites<br>• Instructional timelines<br>• Informal progress monitoring<br>• Tutorial (K – 5$^{th}$ Grades) |
| **Tier 2 – Strategic Intervention** | | | |
| K – 5$^{th}$ Grades | • 15 to 20 minutes<br>• 3 to 5 days a week<br>• At least 6 weeks of intervention<br>• Up to 8 students<br>• Extended Day 2 hours/2 times a week (3$^{rd}$ – 5$^{th}$) | • General Ed. Teacher<br>• Kdg. Para-Pro<br>• EIP Teacher | • Small group instruction<br>• Differentiated centers<br>• Technology/web-based instruction<br>• Instructional timelines<br>• Individualized progress monitoring<br>• Individual goals<br>• Tutorial |

| Tier 3 – Intensive Intervention | | | |
|---|---|---|---|
| K – 2nd Grades | • EIP 45-50 minutes<br>• 30 minute intervention block | • General Ed. Teacher<br>• Data Team<br>• EIP Teacher | • Guided Instruction<br>• Instructional Games<br>• Study Island (selected staff)<br>• Individualized Progress Monitoring<br>• Tutorial (K – 5th Grades) |
| 3rd – 5th Grades | • Saturday School<br>• Extended Day 2 hours/2 times a week (3rd-5th)<br>• 30 minute intervention block | | |
| Tier 4 – Due Process | | | |
| K – 5th Grades | • Determined by Individualized Education Plan | • General Ed. Teacher<br>• Special Ed. Teacher<br>• Instructional Support Teacher<br>• Speech-Language Pathologist | • Student Support Team<br>• Speech and language services<br>• Co-teaching<br>• Specially Designed Instruction<br>• Tutorial |

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

Listed below are proposed implementation strategies to support Seaborn Lee's literacy plan and classroom practices:

| Proposed Resources to Support Our Literacy Plan |
|---|
| *Technology*<br><br>• Tablets<br>• Online texts and instructional resources<br>• Online tutorial instruction for students' remediation<br>• Internet based publishing software<br>• Supplemental reading materials for General and Special Education teachers<br>• MP3 players to enhance literacy instruction and student engagement<br>• Audio Books<br>• eBooks |

- Language Series – Voyager Learning
- Listening materials for audio books
- Flocabulary
- Document cameras
- Lap Top Carts
- Write Score
- Reading database subscription(s)
- Accelerated Readers
- AIMS
- Summer Bridge

*Assessment*

- Common Assessment Item Bank
- Assessment strategies and uses for general education population
- Assessment strategies and uses for special education population
- SRI (Scholastic Reading Inventory) grades $3^{rd}$ , $4^{th}$ and $5^{th}$
- DIBELS Next

*Professional Development*

- Successful use and implementation of Accelerated Reader to aid in RTI tiered instruction
- Tiered RTI instruction
- Professional Development – implementation of DIBELS Next
- Professional Development – use of DIBELS Next data
- SRI Training for staff
- Writing effective assessments
- Writing in the content areas
- Differentiated Instruction for SWD
- Comprehension strategies for SWD
- Use of e-Readers
- Use of Tablets
- Use of MP3 players
- Reading Endorsement (1 per grade level)
- Best Practices
- Surveys
- Readers and Writers Workshop
- WolfTrap/Alliance Theatre Institute for Educators and Teaching Artist

*Supplemental reading materials to aid RTI tiered instruction*

- Non-fiction books and novels
- Children's magazines
- Professional resource library
- Classroom Library
- Leveled Library for each grade level
- Cross Curriculum Leveled Libraries
- Readers Theatre
- Culturally Relevant Books
- Language Series for SWD
- Decodable Books for regular and SWD classes
- Literacy games
- Kid's magazine subscription(s)
- Science and Social Studies materials

*Additional Tutoring*

- Year-round extended day for Reading
- Development of a summer reading enrichment program (one week of full-day literacy instruction for students K-5)
- Transportation for students and parents enrolled in summer reading enrichment program
- Development of student Book/Drama/Science Clubs to enhance literacy (materials and staff compensation associated with clubs)
- Literacy classes for parents
- Parent Workshops

*Student Engagement*

- Inclusion of literacy-based integrated field trips with other disciplines
- Star Reader Software to support Accelerated Reader
- Student Reading Campaign

**Funding Sources**

Seaborn Lee plans to leverage grant funding through Title I, cost funds, and local businesses to support the Literacy Plan. Charter status will allow schools to be flexible in spending funds needed for additional resources and materials. We will also seek other grant opportunities that are aligned with the goals of the Literacy Plan.

The chart below highlights the professional learning that has occurred at Seaborn Lee in the past year.

| Professional Learning | |
|---|---|
| **Topics** | **Percent of staff attending Professional Learning** |
| Effective Lesson Planning | 90% - 100% |
| Integration Across Content Areas | 90% - 100% |
| Classroom Management Strategies | 90% - 100% |
| Authentic Assessments | 90% - 100% |
| Assessment of Student Learning | 90% - 100% |
| Differentiation; Tiered Assignments | 90% - 100% |
| Developing Teacher Commentary | 90% - 100% |
| Response to Intervention | 90% - 100% |
| Word Study Strategies | 90% - 100% |
| Next Generation Assessments | 90% - 100% |
| Text Dependent Writing | 90% - 100% |
| Writing Workshop; Text Structures | 90% - 100% |
| WolfTrap | 90% - 100% |

Current On-Going Professional Learning:

- o Small Group Instruction for Reading and Math
- o Differentiated Instruction
- o Depths of Knowledge
- o Backward Design

- RTI Intervention
- Balanced Literacy
- STAR

As a part of our current professional learning plan, we have identified the instructional strengths of our current staff and our areas of growth.  We have aligned our professional development initiatives to the student outcomes and goals previously outlined. Based off of input from staff, families and students we have key areas that are needed for professional development. We have identified the following key areas of needed development:

- Differentiation in guided reading and independent literacy stations
- RTI (response to intervention) literacy strategies
- Wolftrap and Alliance Theatre literacy training in grades K-5
- Parent/family literacy involvement
- Text complexity with an emphasis on non-fiction integration
- DIBELS implementation/data analysis
- Literacy and Technology integration
- Writing Across the Curriculum in both humanities and STEM
- Teacher Driven Professional Development in chosen areas of need
- Behavior Management

A five year plan for how to implement this development has been created to make sure we have thought through how we will present these strategies to staff and families. This plan is presented below.

Five Year breakdown:

Year one:

- Differentiation in guided reading and independent literacy stations
- RTI literacy strategies
- Wolftrap  (K and 1)
- Parent/family literacy involvement
- DIBELS implementation/data analysis (use of tablets for teachers)
- Behavior Management

Year two:

- RTI literacy strategies

- Wolftrap (grade 2)

- Text complexity with an emphasis on non-fiction integration

- Literacy and technology integration

- Differentiation in whole group instruction

- Behavior Management

Year three:

- RTI literacy strategies

- Alliance Theatre Institute Programs (grade 3)

- Writing across the curriculum (humanities)

- Differentiation in product and process

- Literacy and technology integration

Year four:

- RTI literacy strategies

- Alliance Theatre Institute Programs (grade 4)

- Writing across the curriculum (STEM)

Year five:

- RTI literacy strategies

- Alliance Theatre Institute Programs (grade 5)

- Professional Development choice board

In order to see if our professional development was adequate and effective, administration and staff will conduct walk-through observations of strategies as well as surveys from staff. After each professional development session, participants will take part in a survey asking if the development was effective and if they feel confident in using the strategies in their classroom. These surveys will be distributed no later than a week after the session. Additionally,

administration and faculty members will look for the targeted literacy skills. We will have a "literacy goals" bulletin board where each grade level will have a section. Each time a fellow teacher or administration member sees a strategy from professional learning used, they will award that grade level with a sticker or tally mark. During certain months, the grade level with the most stickers or tally marks will be honored for their strategies. Additionally, a staff member will be highlighted monthly in our Professional Development room who is using these literacy strategies consistently in their classroom.

The Striving Reader Grant will allow Seaborn Lee to use standards based instruction and research based strategies to develop proficient readers and writers. In order to make our plan sustainable, we have incorporated an emphasis on professional development, the use of technology and research based and effective assessments.

*Emphasis on Effective Assessments*

The use of Dynamic Indicator of Basic Early Literacy Skills (DIBELS Next) and DRA2 will provide essential data for students. DIBELS Next provides a fluency measure, and assesses early phonemic awareness and first sound fluency of students. The Developmental Reading Assessment 2nd Edition (DRA2) provides an evaluation of reading abilities with researched-based reliability and validity. The grant-funded professional development sessions will ensure that all staff will be trained in the use of these assessments and the grant will provide resources necessary to use these assessments, and provide students with the learning opportunities needed, dictated with information these assessments provide. If funds are not available to continue to purchase DIBELS, our district has put in place the STAR universal screener and assessment to use beyond the life of the grant.

*Emphasis on Professional Learning*

Our staff indicated a need for professional development in order to enhance language, literacy, and reading development of children, particularly those from low income families, through strategies and professional development that are grounded in scientifically-based reading research and family literacy. As our school brings in new staff in the future, literacy training for our new teachers will be made a priority in order to sustain the practices created through the Striving Reader Grant. An assigned mentor teacher will work with new staff as they begin to plan and implement instructional strategies that support our school's literacy plan. These mentor teachers, along with the Literacy Team, will share best practices with the staff and serve as leaders in literacy instruction building wide. In the event that a large staff turnover rate occurs, we have the central support of the humanities and STEM support specialists to support whatever literacy initiatives we are working on.  Due to our student population we have access to Title 1 funds that will allow for a data support or ELA specialist. Additionally, with the implementation of the PD 360 resource, staff members will have access to online literacy based professional

development, created by national experts as well as school-based staff. The arts sustainability plan will provide continuing professional learning through AIM (Arts Integrated Mentorship) provided through the continued support from the Alliance Theatre Institute for Educators and Teaching Artists. In-class coaching provides support and on-going professional learning linked to student learning and systemic change.

*Extending Technology*

Our school also plans to sustain our technology extensions by utilizing the SPLOST (Special Purpose Local Option Sales Tax) funds that will be in effect until 2016 in Fulton County. The SPLOST proposal promises technology enhancements, particularly in the area of wireless, mobile learning devices for student use, updated video and audio recording tools, improved distance learning for students, virtual space for digital student work, interactive classroom websites, up-dated equipment for career-oriented classes, communication and collaboration tools, and online professional learning resources for staff. By coupling the resources and the resources provided by the grant, we will ensure these technological practices extend to the future. The majority of the resources we are asking for are one-time purchases that will not need to be bought yearly but we will buy warranties in order to sustain these resources beyond the life of the grant. Additionally, our E-book and digital resource collection is growing through  SPLOST funds and will continue to through our instructional technology and media specialist department.

**Budget Summary**

The budget requests are being made to address the following areas: assessment, technology and software, professional development, print materials/instructional materials, events, pupil travel/field trips, supplemental materials, and stipends.

**Assessments**

Funding is requested to purchase assessment items, such as:

- Common Assessment Item Bank
- Assessment strategies and uses for general and special education populations
- DIBELS Next (grades k-3)
- Scholastic Reading Inventory (grades 3-5)

**Technology and Software**

Funding is requested for technology supplies, including but not limited to the following items:

- Mobile technology and supplies (laptop carts, tablets, document cameras, mp3 players, eBooks, audio books, headphones, players, tablet keyboards, tablet cases, tablet screen protectors)
- online text and instructional resources
- supplemental reading materials
- site license (internet based publishing company, Earobics [grades k-2], Flocabulary, Ticket to Read, Accelerated Reader)
- Write Score (grades 3-5)
- Reading subscriptions for databases
- Summer Bridge
- AIMS online

These costs incorporate initial purchase and software licenses for the first year, maintenance

and replacement costs, and software upgrades and licenses in subsequent years.

All hardware and software that is 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.

**Professional Development**

Funding is requested for professional learning (for literacy, as well as behavior management) initially delivered by a consultant and followed up by instructional staff.  Funding is requested for substitutes to effectively lead instruction while allowing targeted teachers to attend professional development.  Funds will be used to pay stipends to teachers for off contract hours.  Funding is all inclusive of professional development sessions, materials, events and/or field trips.

Funding is requested to provide professional development for technology, such as the tablets, laptops, programs, and websites.

Funding for professional development and materials required by Metro RESA for PSC approved courses is needed for each teacher.

Professional development funds will be utilized to provide the Georgia Wolf Trap Literacy Program for grades K-2, and the Alliance Theatre Institute for Educators and Teaching Artists for grades 3-5. Funds will be used to pay professional learning consultants, stipends for targeted teachers and substitutes to allow teachers to attend content specific professional learning.

**Print Materials/Instructional Materials**

Funding for print materials is needed, including but not limited to:

- Non-fiction text
- Leveled readers for each grade level to utilize during learning rotations
- Classroom libraries for independent student reading

- Cross curricular libraries
- Novels and subscriptions to developmentally appropriate magazines
- Reader's Theatre
- Print material through GA Wolf Trap/Alliance Theatre

The funding will also be used to purchase additional reading programs and resources to purchase classroom supplies for literacy interventions that will help teachers create literacy-rich centers and an engaging environment for students.  Extended learning (such as afterschool tutorial and Saturday school) will also be utilized.  These learning opportunities will reinforce RTI strategies and extend learning for students in all Tiers.

**Events**

Funding is needed to increase the number of family and parent/caregiver literacy classes. The goal of these literacy workshops is to provide materials and resources to families and promote literacy strategies needed to increase student achievement.

**Pupil Travel/Field Trip**

Funding is requested for the annual field trip through the GA Wolf Trap and Alliance programs.  These costs include ticket prices and transportation.  The funding will also be used to support transportation and admission prices for field trips relating to literacy enrichment or tutorial sessions.

**Supplemental Materials**

Funding is requested to purchase organizational materials, such as shelving, containers, storage bags, labels, ink, and scanner to help coordinate different literacy libraries.  The staff will also need funding for composition books for text dependent responses.  Student incentives will also be funded.

**Stipends**

Funding is requested to pay a stipend for the textbook coordinator to set up, organize and maintain literacy resources.  Funding is needed to pay a grant coordinator who will oversee the execution of the grant.  Funding will also be used to compensate teachers to lead the intervention

program for after school and Saturday sessions.  Stipends will be given for teachers that participate in professional development after school, on the weekends or over the summer.