

School Profile

Created Friday, November 14, 2014
Updated Monday, December 01, 2014

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School Information

System Name:	Fulton County Schools
School or Center Name:	Renaissance Elementary School
System ID	660
School ID	0109

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Name:	Dr. Neill Crosslin
Position:	Principal
Phone:	770-306-4320
Email:	crosslinn@fultonschools.org

School contact information

(the persons with rights to work on the application)

Name:	Ms. Tongelita Balom
Position:	Instructional Coach
Phone:	770-306-4320
Email:	Balom@fultonschools.org

Grades represented in the building

example pre-k to 6

Pre-K through 5

Number of Teachers in School

54

FTE Enrollment

765

Grant Assurances

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

-
- Yes
-

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

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

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

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- Yes
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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.

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

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

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- Yes
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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.

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- 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
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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
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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.

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- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

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- Yes
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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
-

Preliminary Application Requirements

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Click on the [General Application Information](#) link below to assist you in the grant development process.

[SRCL General Information Packet-Cohort 4](#)

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 4](#)

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

-
- Yes
-

Click on the [Assessment Chart](#) link below to assist you in the grant development process.

[SRCL Required Assessments Chart](#)

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

Any costs not allowed for Federal projects per EDGAR, which may be accessed at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

NOTE: This is NOT an all-inclusive list of unallowable expenses. If you have questions about unallowable expenses please e-mail your questions to jmorrill@doe.k12.ga.us

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

• I Agree

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.

Conflict of Interest & Disclosure Policy

- 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.

Conflict of Interest & Disclosure Policy

- 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.


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

11-21-14

Date



Signature of Applicant's Authorized Agency Head (required)

Dr. Robert Avossa - Superintendent

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

11-21-14

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)

Fiscal Agent Memo of Understanding

The application is the project implementation plan, 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

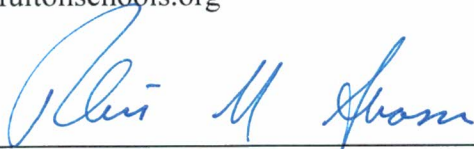
Position/Title of Fiscal Agent's Contact Person: Coordinator - Early Childhood & Remedial Programs

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)

11-21-14

Date (required)

District Narrative

Brief History and Demographics: Fulton County Schools (FCS) is a large district both in terms of enrollment, more than 96,000 students, and in terms of geographic size, 78 miles from north to south. During the 2014-2015 school year, FCS students are attending classes in 94 traditional schools and 7 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, II, and III enabling 28 schools and the Pre-K Program to 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: 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.

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-5 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 deployed 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 is used by teachers to make decisions about instruction and flexible grouping to ensure students receive the right instruction at the right level. Students are screened at least three times per year; however, teachers can screen students more frequently for progress monitoring. Our Striving Reader Cohort I, II, and III schools use DIBELS Next and Scholastic Reading Inventory literacy assessments to inform instruction. Teachers have access to Standards-based Item Banks to create their own quick formative assessments based on the standards they have taught. Further, FCS uses Student Learning Objectives (SLOs) to measure student growth in non-tested subjects in a pre-test/post-test format. Teachers and principals have easy access to SLO data in our instructional management system, FultonConnect, for instructional planning purposes. FCS administers 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 IV, FCS identified six schools to complete feeder patterns from earlier Striving Reader Cohorts in the Central and South Learning Communities. The district hosted an informational session for targeted schools in September

2014 and described the grant development and grant implementation processes to principals and administrators. Many of these schools have new principals and are focused on other innovations that would limit their capacity to implement a Striving Reader grant with fidelity. Five of the six schools identified for Cohort IV determined that they did not have the resources at the current time to manage and implement a Striving Reader grant program. However, the sixth school, Renaissance Elementary School, had requested to participate in Cohort IV nine months ago and had been conducting research on effective literacy programming in preparation for this round of funding. Renaissance's innovative principal and dedicated team members are excited about the opportunity to apply for Striving Reader funding. They recognize that the grant development process alone for Striving Reader is valuable. Team members have marshalled resources both within and outside of the school to support grant development. They have conducted a thorough needs assessment (as described in detail in other sections of this proposal) that has informed their literacy plan. All staff members at Renaissance Elementary School are committed to improving literacy instruction to keep students on track for graduation. A Striving Reader grant award will help Renaissance Elementary School address challenges, provide literacy resources, target professional development, and improve student achievement.

District Management Plan and Key Personnel

As a recipient of Striving Reader Cohorts I, II, and III, Fulton County Schools (FCS) understands the importance of a strong governance structure for grant management. Currently, we are managing a Striving Reader portfolio of 28 schools and the Pre-K program. The FCS management team has extensive experience implementing large, complex grant programs and will implement the Striving Reader Cohort IV performance plan for Renaissance Elementary School on time and within budget.

Grant Implementation: Renaissance Elementary School is deeply committed to improving literacy instruction. The principal and staff members have the capacity to implement the grant with fidelity. Upon grant award, FCS will require Renaissance Elementary School's principal to attend technical assistance sessions to provide guidance on creating a performance plan and budget aligned with the school's literacy plan. Assessment training, budget processes, and grant monitoring will be discussed. Lessons learned and best practices from Cohort I, II, and III principals will be shared. Each summer, Striving Reader schools are required to participate in professional development workshops provided by the Georgia Department of Education.

Grant Operations: The following individuals are accountable for the Striving Reader portfolio and understand grant goals, objectives, and implementation plans:

Dr. Robert Avossa – Superintendent (0.025 FTE) – is ultimately responsible for grant implementation and allocates the necessary resources to ensure fidelity of implementation.

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

Amy Barger – Assistant Superintendent (0.10 FTE) is accountable for the Striving Reader grant and supervises 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 – Area Superintendent South Learning Community (0.10 FTE) ensures vertical alignment of curriculum and professional learning across Striving Reader schools. As a member of the FCS Executive Leadership team, he communicates best practices to schools across the district to support sustainability of Striving Reader strategies. Learning Community Program Specialists provide additional support to Striving Reader schools.

Montreal Bell – Striving Reader Project Manager (.50 FTE) coordinates the Striving Reader program and manages the grant budget. Ms. Bell serves 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.

Altanya Porter – Striving Reader Program Specialist (1.0 FTE) reports to Ms. Bell and works with all Striving Reader schools to 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: The district held multiple meetings to assist Renaissance Elementary School with grant development. On September 22, 2014, Ms. Bell convened interested principals to discuss the Striving Reader grant and how to create school literacy plans. Ms. Bell facilitated the grant development process by providing central office resources to Renaissance Elementary School to consult on their literacy plans and provide feedback.

To monitor performance of Striving Reader schools and discuss ideas for improvement, the district conducts at least one Striving Reader technical assistance session each semester targeting the following stakeholders:

- Principals to discuss Striving Reader performance plans and budgets
- Curriculum Support Teachers to discuss literacy-related instructional needs in elementary schools
- Instructional Literacy Coaches to support teacher professional development needs in all content areas
- Data Support Specialists to facilitate data digs and data-driven decision making.

FCS has the capacity and governance structure to effectively manage a Cohort IV grant award.

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
Connections for Classrooms	Governor's Office of Student Achievement	2014	\$1.2M
Project AWARE	Substance Abuse and Mental Health Services Administration	2014	\$100K
Striving Reader Comprehensive Literacy Cohort III	Georgia Department of Education	2014	\$3.8M
Teacher Induction Program	Belk Foundation	2014	\$125K
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
School Breakfast Program	Walmart Foundation	2013	\$225K
Striving Reader Comprehensive Literacy Cohort I	Georgia Department of Education	2012	\$4.5M
Innovation Fund	Governor's Office of Student Achievement	2012	\$640K

Capacity: FCS has rigorous internal controls that ensure funds are properly used to achieve intended results. For the past three years, the district received a Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association. We have not received any audit findings on grant-funded programs. Further, Mauldin and Jenkins, the district's auditor, has issued unmodified 'clean' opinions of the school board's financial statements for the past three years as detailed in the Comprehensive Annual Financial Reports (CAFR Fiscal Year 2011, 2012, and 2013).

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 participating schools. Dr. Robert Avossa, the superintendent, has made this initiative a district priority. For example, the district

has assigned a Striving Reader grant manager, Ms. Montreal Bell, and dedicated a program specialist, Ms. Altanya Porter, to coordinate with all 28 Cohort I, II, and II schools and the Pre-K program. By dedicating staff at the district level, FCS has the capacity to implement the Striving Reader school performance plan for Renaissance Elementary School 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 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 improve student achievement using general operating funds without the support of outside funding. These programs support the delivery of student-focused instruction and continuous improvement. Two examples of initiatives funded internally are cited below: 1) **FultonConnect**, an integrated instructional management technology tool for all 7,000 Fulton teachers, provides access to online lesson planning, curriculum, assessments, Response to Intervention monitoring, Individualized Education Program management, and student data dashboards; 2) **STAR Reading** assessments, nationally-normed, computer-adaptive tests based on item response theory, are used by teachers to make decisions about instruction and flexible grouping; data from these assessments are stored in FultonConnect.

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

Renaissance Elementary School opened in fall of 2006 in a predominately African-American community in Fairburn, Georgia. The socio-economic status of the student population is middle to lower class, as defined by the number of students receiving free and reduced-cost lunch (73.23%). Renaissance currently serves more than 760 students in grades pre-k through fifth. The racial composition of the school is 98% African American, 0.5% Caucasian, and 1.5% multi-racial. Of the students enrolled in the school in 2014-15, fewer than ten students speak English as a second language.

Staff

Fifty-nine certified personnel serve this school. This number includes 52 full-time teachers, 2 part-time teachers, 2 administrators, 1 curriculum support teacher, 1 math coach, and 1 counselor. The teaching staff is predominately African-American female. More than half of Renaissance teachers have a Masters' degree or higher. The majority of Renaissance teachers have worked at the school less than five years which teaching experience varies from one year to more than thirty years. The average teacher has about eight years of experience.

Leadership Team

Dr. Neill Crosslin, the principal, was appointed to Renaissance during the summer of 2013. Since this time, his vision has been to promote literacy across all grade levels. He vehemently challenges those obstacles that impede students' mastery of literary skills. The leadership team is inclusive of this vision. The assistant principal, curriculum support teacher, and instructional coach all work in tandem to add value to Renaissance specifically in the area of literacy. These staff members participate in weekly meetings facilitated by the principal. Curriculum, instructional goals, data, expectations, professional learning scheduling and school climate are all shared during these meetings. Principal Crosslin addresses many of the school's *general* needs through the Title I School Improvement Plan. A need however remains. A Striving Readers grant will enable the school to address the more *specific* literacy needs of all students and help bolster instructional initiatives.

Renaissance Elementary has implemented many instructional initiatives in literacy to address student achievement. These initiatives (both past and current) have allowed the administrative team to gain multiple perspectives of students' literacy gains and needs. Many of the past initiatives are ongoing and continue to be implemented.

Past Instructional Initiatives	Current Instructional Initiatives	Professional Learning Needs
<ul style="list-style-type: none"> • Study Island Computer Program • Education City • Family Literacy Night • Read Across America Day • Six Flags Six Hour Reading Club • Book It (Sponsored by Pizza Hut) • CRCT Workshop • Literacy Assessments • Data Meetings 	<ul style="list-style-type: none"> • Georgia Milestones Assessment Workshop • IXL Educational Software • Write Score for grades 3-5 • Response to Intervention (RTI) • Formative and Summative Assessments • Technology Integration • Writing Across the Curriculum 	<ul style="list-style-type: none"> • Planning and Implementing Tiered Instruction/ Differentiation • Reading and Writing Across the Curriculum • Reading Strategies for Informational Text • Higher Order Thinking Skills • Analysis of formative and summative assessment data to drive instruction • Professional Learning Communities • Readers Workshop • Writers Workshop • Problem Solving • Social Studies and Science: Critical Experiences • RTI Training

Commitment to Student Achievement

One measure of our commitment and dedication to student achievement is Renaissance's improvement in the state's College and Career Ready Performance Index (CCRPI). In 2012, Renaissance's CCRPI score was only 58.5. In 2013 our score increased to 75.1. Even though Renaissance's score is below the state elementary school average score of 77.8, we are committed to continuous improvement.

Need for a Striving Readers Grant

The administration, the instructional coach, teachers and staff at Renaissance Elementary continue to fully support and implement best practices toward literacy and have sustained a high level of academic performance. However, teachers and students at Renaissance Elementary do not have sufficient access to all materials to specifically address literacy.

Many students only have access to books, computers, magazines, and other literacy resources when they are at school. A lack of literacy materials in homes, limited access to technology in the school, and limited literacy resources in classrooms and the Media Center have served to widen the gap between students who are economically disadvantaged and those who are not. The Striving Readers grant would help close this recognized gap for students and make literacy more accessible at a range of Lexile levels. The following more specifically illustrates the need for the Striving Readers program at Renaissance Elementary:

- In 2014, too many students did not meet state standards in content areas as measured by the Criterion-Referenced Competency Tests (CRCT): 9% Reading, 12% ELA, 16% Math, 27% Science, and 27% Social Studies. Students struggle to read and comprehend expository text in the content areas.
- The school does not have adequate technology resources to provide students with the 21st century technology skills necessary to be college and career ready. There is a need for professional development in the area of effective technology integration across the curriculum.
- In 2014, 9% of 5th graders did not meet standards on the writing assessment. There is a school-wide need for a writing initiative that emphasizes writing across the curriculum in order for students to effectively articulate their selves in constructed and extended response.
- High-quality professional development is needed to aid in planning for and implementing tiered instruction in the classroom and Response to Intervention (RTI) strategies.
- In 2014, 39% of 3rd and 44% of 5th graders failed to meet the state Lexile level of 650 and 850 respectively. Literacy materials in classroom libraries and in the Media Center do not adequately meet the needs of all learners. Students are in need of complex texts at each grade level and more texts at their individual Lexile levels.

A Striving Reader grant award will help us improve students' literacy skills, specifically reading across the curriculum, and will enable the school to better meet the requirements of College and Career Ready Performance Index (CCRPI). Receiving Striving Reader funding will provide Renaissance Elementary greater flexibility in securing the resources needed to bolster our literacy program and ultimately better serve students and prepare them for academic success.

Needs Assessment, Concerns, and Root Cause Analysis

Data plays a major role when making instructional decisions at Renaissance Elementary. Annually, the leadership team conducts a comprehensive needs assessment in order to provide a focus for developing the Title I and School Improvement Plan (SIP). To determine the literacy needs of the school, devise, implement, and monitor the literacy plan, Renaissance Elementary organized a school Literacy Team. The Literacy Team consists of the following individuals:

Member Name	Title/Role
Dr. Neill Crosslin	Principal
James Payne	Assistant Principal
Dr. Charlotte Lockhart	Curriculum Support Teacher
Dr. Tongelita Balom	Instructional Math Coach
Terese Winfrey	Kindergarten Teacher
Tami McDole	1 st Grade EIP Teacher
Lolita Blount	2 nd Grade EIP Teacher
Davetta Cannon	3 rd Grade Teacher
Kedisha Stevens	4 th Grade Teacher
Chandrika Brown	4 th Grade EIP Teacher
Alysia Muse	5 th Grade Teacher
William Lyles III	5 th Grade Teacher
Shellie Roundtree	1 st /2 nd Grade IRR Teacher
Lisa Harrison	TAG Teacher
Lori Henry	Media Specialist
Iris Singleton	School Technology Specialist
Charma Shaw	Parent Liaison
Dr. Charlie Harris	Parent
Mr. Ricky Dolsey	South Fulton Learning Center

Needs Assessment Process

The needs assessment process consisted of distributing a hard copy of the "Georgia Literacy Plan Needs Assessment Kindergarten to Grade 12" to all general and special education teachers, special area teachers (Art, Music, PE, and Talented and Gifted), instructional paraprofessionals, and the media specialist. All staff received an online professional learning needs survey. During the needs assessment process, data analysis of multiple measures included: STAR Reading and Early Literacy, Grade 5 Write Score, Grade 3 and Grade 5 Writing Assessments, CRCT Grades 3-5, and Grade 1 and Grade 2 End of Year Cumulative Assessments. As illustrated in the data analysis section of the literacy plan, the team used

disaggregated data to identify specific areas of concerns, and to prioritize needs. The team participated in brainstorming to seek out root causes.

Needs Assessment Findings

Disaggregated data from STAR, Write Score, Grade 3 and Grade 5 Writing Assessments, CRCT Grades 3-5, and Grade 1 and Grade 2 End of Year Cumulative Assessments provided the information necessary to define underlying issues (see tables in Data Analysis section). In reviewing the data, the team identified the following areas of concern:

- Reading for Information
- Reading Foundational Skills
- Writing
- Language
- Science
- Social Studies

“The What” document specifies what communities and schools need to have in place to provide students with access to a lifetime of literacy. This includes direct explicit instruction in reading, common systematic procedure for teaching academic vocabulary in all subjects, and ongoing professional learning on word identification, vocabulary, and comprehension (“The What”, p. 6-11). Underlying issues found during the needs assessment process that directly align to “The What” document included the lack of: direct explicit instruction, foundational skills in phonics and phonemic awareness, comprehension and vocabulary skills, current literacy resources, and the lack of ongoing job-embedded professional learning focused on literacy. The literacy team pinpointed instructional consistency from class to class, level of rigor, lack of exposure to informational text, inadequate professional learning for implementing the new reading series *Good Habits, Great Readers*, teaching writing and integrating reading into science and social studies, the lack of critical experiences, (i.e. experiments, hands-on activities, field trips), and the increased poverty rate as other root causes affecting student achievement.

Areas of Concern

From the analysis of the "Georgia Literacy Plan Needs Assessment Kindergarten to Grade 12", Renaissance Elementary identified the following areas of concern as related to the research-based practices found in “The What” document:

Area of Concern “The What”	Current Strategies	Grade Level	Needs
<p>Building Block 1: Engaged Leadership</p> <ul style="list-style-type: none"> • B: A school literacy leadership team organized by the administrator or other leaders in the community is active. • D: A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the Common Core Georgia Performance Standards. • E: Literacy instruction is optimized in all content areas. • F: The community at large supports schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards. 	<ul style="list-style-type: none"> • Organized Literacy Team • Grade level common planning • School website • Community Partnerships 	<p>K-5</p>	<ul style="list-style-type: none"> • Vertical Teaming • Uninterrupted time for interventions • Teaching tiered vocabulary • Professional Learning focused on teaching Reading and Writing across the curriculum • Professional Learning in teaching writing, using informational text, text complexity • Professional Learning in phonics, phonemic awareness, and vocabulary • Community Advisory Board • Social Media • Awareness of academic successes • Non-fiction leveled readers • Training to community volunteers to assist with teaching reading • Community mentoring partnerships • More training for parents focused on helping students with literacy skills at home
<p>Building Block 2: Continuity of</p>	<ul style="list-style-type: none"> • Grade level teams • Grade level common 	<p>K-5</p>	<ul style="list-style-type: none"> • Cross-disciplinary teams

Area of Concern “The What”	Current Strategies	Grade Level	Needs
<p>Instruction</p> <ul style="list-style-type: none"> • A: Active collaborative teams ensure a consistent literacy focus across the curriculum (See Engaged Leadership, Building Block 1 C, D). • B: Support teachers in providing literacy instruction across the curriculum. 	<p>planning</p> <ul style="list-style-type: none"> • Set grade level content area goals • Implementation of the core program (<i>Good Habits, Great Readers</i>) 		<ul style="list-style-type: none"> • Protocols for team meetings • Scheduled time for examining student data/work • Resources from Literacy Partners • Professional Learning in effective PLCs, using social media programs in the classroom • More targeted training on implementing the core program (<i>Good Habits, Great Readers</i>) • Collaboration to support literacy within the community • Extended Learning during the summer
<p>Building Block 3: Ongoing Formative & Summative Assessment</p> <ul style="list-style-type: none"> • D: Summative data is used to make programming decisions as well as to monitor individual student progress. 	<ul style="list-style-type: none"> • Grade level common planning • Data collected/stored in Fulton Connect • A Balanced Assessment Calendar for formative assessments • STAR Reading for screening and progress monitoring • Benchmark data • Weekly assessments 	<p>K-5</p>	<ul style="list-style-type: none"> • Protocols and procedures for analyzing and disaggregating data • Diagnostic materials for all grade levels • Professional Learning on student use of data • Professional Learning on teacher use of data for progress monitoring and administering formative assessments • Professional Learning focused on using interventions • Time to discuss,

Area of Concern “The What”	Current Strategies	Grade Level	Needs
			analyze data during preplanning and grade level meetings
<p>Building Block 4: Best Practices in Literary Instruction</p> <ul style="list-style-type: none"> • B: All students receive effective writing instruction across the curriculum. • C: Extended time is provided for literacy instruction. 	<ul style="list-style-type: none"> • Adoption of core program (Good Habits, Great Readers) • Implementation of CCGPS & GPS • Regular teacher observations • Grade level instructional planning meetings • Differentiated instruction • Participation in Professional Learning • Use of technology • Word Walls 	K-5	<ul style="list-style-type: none"> • School-wide writing plan/program • Time to disaggregate and discuss data • Professional Learning in explicit instruction in word identification, vocabulary, and comprehension, writing, implementing the core program • Scheduled time for writing instruction • Protected time • Technology in all classrooms • Real world experiences • Provide parent workshops focused on teaching writing at home
<p>Building Block 5:</p> <ul style="list-style-type: none"> • A: Information developed from the school-based data teams is used to inform RTI process (see Section III. E.) • B. Tier I Instruction based upon the CCGPS in grades K-12 is provided to all students in all classrooms (see 	<ul style="list-style-type: none"> • STAR Reading for Universal Screener • Data reviews in PLCs 	K-5	<ul style="list-style-type: none"> • Data Team • Protocols & Procedures • Monitored interventions • Time to analyze & disaggregate data • Professional Learning in RTI process, strategies, interventions, co-teaching, and inclusion • Scheduled RTI time

Area of Concern “The What”	Current Strategies	Grade Level	Needs
<p>Sections IV. A & B).</p> <ul style="list-style-type: none"> • C. Tier 2 needs-based interventions are provided for targeted students. • D. In Tier 3, Student Support Team (SST) and Data Team monitor progress jointly. 			
<p>Building Block 6: Improved Instruction through Professional Learning</p> <ul style="list-style-type: none"> • A. Preservice education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas. • B: In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas. 	<ul style="list-style-type: none"> • County pre-plannings • Teacher Workdays • Monthly school-wide Professional Learning • Professional Learning (Conferences, Metro RESA) 	<p>K-5</p>	<ul style="list-style-type: none"> • Partnerships with local colleges • Professional Learning for all staff • Professional Learning in Higher Order Thinking Skills, Instructional Technology • Professional Learning in Readers and Writers Workshop • Professional Learning in Planning and implementing differentiation through tiered instruction • Professional Learning in analyzing formative and summative assessment data • Professional Learning in interdisciplinary literacy integrations • Professional Learning in Science and Social Studies

Area of Concern “The What”	Current Strategies	Grade Level	Needs
			<ul style="list-style-type: none">• Ongoing Professional Learning in the core program• Redelivery of Professional Learning based on staff needs

Literacy Plan

Having examined the “What”¹, “How”², and “Why”³ documents, Renaissance's Literacy Leadership Team created a Literacy Plan designed to address the needs and concerns identified during the needs assessment. As outlined below, the goals of the literacy plan explicitly reference the specific building blocks in the “What” and “How” documents as well as the research from the “Why” document.

Building Block 1. Engaged Leadership

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

The vision for Renaissance Elementary School is to create a strong foundation for developing and educating lifelong learners who are socially responsible and globally competitive. The mission is what guides the school’s vision, which is to provide instruction that is rigorous and relevant, featuring real world applications and use of technology. The vision and mission guide our daily work with students.

Dr. Neill Crosslin, the principal, was appointed to Renaissance during the summer of 2013. Since this time, his vision has been to promote literacy across all grade levels and challenge the obstacles that impede students’ mastery of literary skills. The school’s commitment is grounded in standards-based instruction, on-going professional learning, and high expectations for students. Participation in professional learning in literacy is sought out in the following ways:

- Participating in professional learning in literacy leadership to support classroom instruction
- Scheduling regular observations to monitor use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices
- Allowing faculty to participate in literacy instruction
- Scheduling protected time for literacy and teacher collaboration
- Conducting literacy walk-throughs to monitor use of literacy strategies, student engagement and learning, as well as to ensure consistent use of effective instructional practices
- Monitoring literacy instruction within the school

Renaissance began its transition to Fulton County Schools' charter system during the 2013-14 school year. During the Planning Year the focus was on establishing and training the School Governance Council (SGC). The focus for the 2014-2015 school year is implementing the SGC, whose purpose is to provide parents, school staff, and community members with a leadership role in the governance of the school as members work hand-in-hand with the principal to develop strategic plans, consider best use of resources, and design innovative

¹ Georgia Department of Education. (2012). Georgia Literacy Plan Kindergarten-to-Grade 12 Necessary Building Blocks for Literacy: “The What”, 2012. Retrieved November 4, 2014, from FluidReview: <https://gastrivingreader14.fluidreview.com/res/>.

² Georgia Department of Education. (2012). Georgia K-12 Literacy Plan: The How, 2012. Retrieved November 4, 2014, from FluidReview: <https://gastrivingreader14.fluidreview.com/res/>.

³ Georgia Department of Education. (2012). Georgia’s Literacy Conceptual Framework for Birth-to-Grade 12: The Why, 2012. Retrieved November 4, 2014, from FluidReview: <https://gastrivingreader14.fluidreview.com/res/>.

practices that align with school needs. The charter system model offers freedom and flexibility, both at the school level and system-wide, to employ research-based methods to improve student achievement. The district's theory of action is that Fulton's charter system strategy will improve student performance through the creation of innovations in three areas of focus: people, instruction, and finances. Charter status allows the flexibility to allocate resources towards instructional needs. Freedom and flexibility at the school level hold schools accountable to continuous innovation and improvement of student achievement. The Renaissance community is excited about this opportunity for greater control in our instructional practices at the local school level.

B. Action: Organize a Literacy Leadership Team

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

Member Name	Title/Role
Dr. Neill Crosslin	Principal
James Payne	Assistant Principal
Dr. Charlotte Lockhart	Curriculum Support Teacher
Dr. Tongelita Balom	Instructional Math Coach
Terese Winfrey	Kindergarten Teacher
Tami McDole	1 st Grade EIP Teacher
Lolita Blount	2 nd Grade EIP Teacher
Davetta Cannon	3 rd Grade Teacher
Kedisha Stevens	4 th Grade Teacher
Chandrika Brown	4 th Grade EIP Teacher

Alysia Muse	5 th Grade Teacher
William Lyles III	5 th Grade Teacher
Shellie Roundtree	1 st /2 nd Grade IRR Teacher
Lisa Harrison	TAG Teacher
Lori Henry	Media Specialist
Iris Singleton	School Technology Specialist
Charma Shaw	Parent Liaison
Dr. Charlie Harris	Parent
Mr. Ricky Dolsey	South Fulton Learning Center

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

A protected, dedicated 120 minute literacy block is allocated for literacy instruction in grades K–5 for all students. Each day, students receive a minimum of 2.0 hours of literacy instruction in the areas of Reading/English Language Arts using a four-block method of delivery which includes whole and small groups, and center rotations to include differentiated activities and 1.5 hours of hands-on differentiated math activities. Many teachers integrate social studies and science content during reading instruction. Various technologies such as iPad, document cameras, and whiteboards are utilized to supplement instruction. Extended learning (Royal Academy) is on-going and is held for grades 3, 4 and 5 in the content areas of math and reading. Below are samples of grade level daily schedules incorporating our literacy plan:

	K	1st	2nd	3rd	4th	5th
Time	7:40-8:00	7:40-8:00	7:40-8:00	7:40-8:00	7:40-8:00	7:40-8:00
Subject	RTI Intervention & Enrichment (20 Minutes)	RTI Intervention & Enrichment (20 Minutes)	RTI Intervention & Enrichment (20 Minutes)	RTI Intervention & Enrichment (20 Minutes)	RTI Intervention & Enrichment (20 Minutes)	RTI Intervention & Enrichment (20 Minutes)
Time	8:05-8:50	8:00-10:00	8:00-10:20	8:00-10:15	8:00-9:10	8:00-10:15
Subject	Specials	Reading/ELA (120 Minutes)	Reading/ELA (135 Minutes)	Reading/ELA (135 Minutes)	Reading/ELA (70 Minutes)	Reading/ELA (135 Minutes)

Time	8:50-10:35	10:00-10:45	10:20-11:10	10:15-10:50	9:10-9:55	10:15-11:15
Subject	Reading/ELA (105 Minutes)	Specials	Lunch/Recess Window	SS/Science (35 Minutes)	Specials	SS/Science (60 Minutes)
Time	10:35-11:15	10:45-11:10	11:10-12:35	10:50 - 11:35	9:55-11:00	11:15-12:15
Subject	Lunch/Recess Window	Reading/ELA (25 Minutes)	Math (85 Minutes)	Specials	Reading/ELA (65 Minutes)	Math (60 Minutes)
Time	10:35-12:05	11:10-11:50	12:35-1:20	11:35 - 12:15	11:00-11:55	12:15-1:00
Subject	Reading/ELA (30 Minutes)	Lunch/Recess Window	Specials	Lunch/Recess Window	Science (55 Minutes)	Lunch/Recess Window
Time	12:05-1:20	11:50-1:15	1:20-2:15	12:15-12:50	11:55-12:30	1:00-1:25
Subject	Math (85 Minutes)	Math (85 Minutes)	SS/Science (55 Minutes)	SS/Science (25 Minutes)	Lunch/Recess Window	Math (25 Minutes)
Time	1:20-2:15	1:15-2:15		12:50 - 2:15	12:30-2:15	1:25-2:15
Subject	SS/Science (45 Minutes)	SS/Science (60 Minutes)		Math (85 Minutes)	Math (105 Minutes)	Specials
Time	2:15	2:15	2:15	2:15	2:15	2:15
Subject	Daily Wrap Up	Daily Wrap Up	Daily Wrap Up	Daily Wrap Up	Daily Wrap Up	Daily Wrap Up
Dismissal	2:20					

At Renaissance, common grade level planning is used to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in lesson quality, instructional effectiveness, and student achievement. Common planning occurs every Tuesday for each grade level. This time is utilized for the development of lesson plans, evaluating student work, and engaging in literacy discussions and data talks. Ideas are discussed to integrate literacy into content areas. Literacy discussions are held to assist with planning upcoming standards that will be introduced or retaught based on student mastery. Standards are reviewed on a spiral basis to identify students who need additional support through the Response to Intervention (RTI) process. This grant will provide the opportunity to collaborate with other team members to maximize instructional time through the use of filming classrooms for self-evaluation, peer observations, and sharing literacy expertise within the school (GaDOE, The How, page 30).

Lesson plans drive instruction and are tailored to meet the needs of all students. Each teacher is required to submit lesson plans one week in advance. The following are non-negotiable administrative mandates: Curriculum standards and essential questions are to be posted in a visible place. Examples of student work must be displayed with “glows/grows” commentary on both classroom and hallway bulletin boards. One board per

classroom is used as a data board containing school academic targets and up-to-date student progress. Interactive word walls are used for students to access content vocabulary. Each teacher’s daily schedule is posted for teacher and student use. Some teachers engage students in data talks regarding their class and individual goals. Teachers are required to maintain consistent communication of student progress with parents through face-to-face interactions, phone calls, email, grade level newsletters, and texting, as evidenced by the maintenance of accurate parent communication logs. Additionally, student-parent-teacher conferences are regularly held throughout the school year. Intentional efforts have been made to reduce interruptions during the school day while optimizing instructional time.

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

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

Renaissance piloted *Journeys* (Grade 1) and continued to use the previously adopted *Harcourt Reading* (Grades 2-5) curriculum. The teachers noticed a big difference between Journeys and Harcourt (JH) and GHGR. Even though JH has been in the county for years, new teachers could easily adapt to the curriculum without the need for professional development because veteran teachers were well-versed in the JH curriculum. They were the knowledge-base of information. With GHGR, however, teachers have no knowledge-base of information and no “go-to” person in the building who can provide guidance, only non-interactive webinars.

The teachers accept responsibility for optimizing literacy; however, many are not comfortable in integrating literacy across content areas due to a lack of professional development. In order to help teachers improve literacy instruction, additional professional development opportunities are needed. One critical way this grant will help Renaissance address this need is by providing funds for literacy materials and trainings and enabling teachers to attend high quality literacy conferences and workshops. Through the use of grant funds, teachers will participate in project-based learning training and work together to plan cross-curricular units.

Teachers literacy across content areas is emphasized. Teaching across the content areas encourages more reading of complex texts which also creates deeper understanding. In order to engage teachers in literacy across the curriculum, more professional development is needed with GHGR. Grant funds will be used to implement a summer curriculum session in which teams of teachers from each grade level will come together to develop instructional calendars, lesson plans, and strategies for the upcoming school year. This bank of resources will be uploaded to the Instructional Management System (Fulton Connect) so all teachers will have access to them as they prepare their own lesson plans. This process will allow for additional support for targeted, sustained professional learning on literacy strategies and deep content knowledge (GaDOE, *The How*, page 24). Throughout the school year, teachers can continue building the bank during Common Planning and PLC meetings. The early stage of preparation allows for time and resources to be used more effectively as teachers

can focus on building upon an already established lesson plan and tailoring it for their instruction.

Renaissance strongly encourages input from its stakeholders. By incorporating technologies such as student blogs, Twitter and electronic newsletters we can creatively and effectively gain stakeholders support and engagement.

E. Action: Optimize literacy instruction across all content areas

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

Using a consultant who specializes in writing and differentiation, will help teachers implement research-based writing practices to support various levels/styles of learning. It is important to identify and develop a school-wide writing rubric that is aligned to with the CCGPS to set clear expectations and goals for performance. Administration will formally and informally monitor literacy instruction using a literacy checklist. Grant funds will provide access to consultants who can train new and veteran teachers to implement literacy best practices instruction in the classroom.

With funds from this literacy grant, faculty and staff will participate in targeted, sustained professional learning on literacy strategies across content areas. The trainings will support teachers in using content rich fiction and non-fiction text within science and social studies and help to implement rigor and differentiated strategies that will meet student needs. Funds will be used to increase resources across content areas that can be utilized during guided reading instruction and learning centers which would include science, social studies, math and health.

Teachers will be able to monitor literacy instruction across the curriculum by utilizing feedback from formal and informal observations, lesson plans, walkthroughs, and student work samples. It will also encourage teachers to incorporate text-appropriate strategies into instruction in all subject areas, i.e. self-questioning, summarizing, predicting, inferencing, graphic organizers (GaDOE, The HOW, page 26).

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

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

- | | | |
|--------------------|------------------------------|--------------|
| Amirakal Marketing | Publix | Waffle House |
| Chick-fil-A | RuChDa Wings | Zaxby's |
| Dunkin Donuts | South Fulton Learning Center | |
| Little Caesars | Subway | |

As members of the Renaissance Family, staff and students benefit from in-kind services and financial

contributions. To optimize literacy instruction in all content areas, these partnerships will be strengthened. Business and Community partners are willing to help improve literacy for students by serving as mentors for students, visiting classrooms to support teachers and students, and helping with the after school tutoring plan. An appreciation luncheon, sponsored by the school and PTA, will be held to recognize past achievements and future endeavors. An agenda will be developed to promote cooperation and collaboration among participants in the school that allows partners to assist in building a program that provides struggling readers with reading buddies across grade levels and participation in literacy nights (GaDOE, The How, page 28). Sponsors will also be asked to provide additional resources for students in the media center. In an effort to increase literacy, the Atlanta-Fulton Public Library will be invited on-site to register families for library cards and provide information about the services available to students and parents.

Additionally, business and community partners will be invited to participate in existing efforts to promote literacy and student achievement including, Muffins for Moms, Donuts for Dads, Grandparents Day, Scholastic Book Fairs, PTA Literacy Nights, CRCT (GAMS) Nights and Career Day activities. With grant funding, plans can be expanded to include additional family literacy nights in which teachers train parents and students in literacy strategies across content areas. Business and community partners will also be invited to provide opportunities for students and parents to understand the importance of literacy as it relates to their businesses, the services they provide and how it is applied on the job.

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 administration at Renaissance Elementary School has established an expectation of shared responsibility for literacy across the curriculum (GaDOE, The How, p.29). A consistent literacy focus is communicated by having biweekly grade level meetings led by the Curriculum Support Teacher and Teacher Leaders. At grade level team meetings, teachers collaborate, plan lessons, and share best practices. They also discuss research-based literacy instruction strategies. In order to make collaborative teams meetings more effective, protocols for looking at student work and outcome data need to be established and utilized effectively. Team roles and expectations need to be identified and used consistently. Professional Learning Communities (PLCs) need to be re-established in order to implement the research-based components of these teams (GaDOE, The How, page 29). Although teachers meet to examine student data and work, using protocols will provide tools that will help to plan effectively and implement lessons that address the literacy needs of students.

After reviewing the needs assessment, it was determined that vertical teams need to be established for literacy. Vertical teams will meet at regularly established times to review assessment data, review student work, share best practices, plan collaboratively, discuss grade level expectations, and support student transitions from grade-to-grade.

As a part of this plan, the newly established Literacy Leadership Team will meet quarterly to discuss the progress of the school's literacy needs. The team will ensure a consistent focus on literacy throughout the school by consistently monitoring the pacing and sequencing of instruction. They will ensure that literacy is taught and reinforced across the curriculum. They will also help to determine the ongoing professional development needs of the staff and work together to monitor the implementation of staff training.

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

Renaissance Elementary School is committed to supporting teachers in developing high-quality literacy instruction across the curriculum. Teachers in grades K-5 use the CCGPS, *Good Habits Great Readers*, and other related resources to guide literacy instruction across the curriculum in a carefully articulated scope and sequence of skills. Although the current literacy program is aligned with CCGPS, teachers need more professional learning in understanding the language of the CCGPS, more time to research and find engaging materials and technology resources, and more time to write high quality plans that support student learning of the CCGPS. Renaissance Elementary School needs a variety of literacy materials that also focus on informational text. There is a need for access to online readers to help supplement the lack of leveled and Lexile readers for all grade levels. The school district has invested in additional digital programs to assist with this need.

Access to the technology devices needed is limited. Grant funds can be used to increase the number of one-to-one devices that students have access to and provide them with the opportunity to “check out” books based on their interests and Lexile reading levels. The district has a plan to implement one-to-one devices in schools, but the roll out plan is based on a readiness level related to school specifications and staff capacity.

There is also a need to provide professional learning opportunities for teachers to learn how to integrate CCGPS in social studies, science, and math. After participating in professional learning, teachers will be provided with opportunities to practice and implement the new strategies that were learned. As teachers become proficient, they will coach other teachers and model lessons.

As stated in the Why document (p. 43), the CCGPS require that students become proficient in three types of texts, argument, informative/explanatory, and narrative, beginning as early as kindergarten. Currently, teachers in grades 3-5 are using the Write Score writing program to improve literacy. In order for to meet the needs of students, this program will be expanded to students in grades K-2. Expanding this program will create the need for professional learning on the use of a school-wide writing rubric to provide consistent, explicit expectations and goals for writing performance at each grade level. Writing will be a required part of every class, every day, with the use of technology as often as possible (GaDOE, *The How*, p. 31). Students will practice the writing process (pre-write, draft, revise, edit, and publish online and on hardcopy) to improve their writing skills. They will have choices in the variety and types of writing assignments and use different media and genre in writing assignments. The teachers will use exemplary samples to model features of quality writing and celebrate and publish student writing in a variety of formats including the school website, blogs, social media, classroom libraries, and school library.

As stated in the Why document (p.48), the integration of literacy skills into content areas has been made even more explicit in the CCGPS. Content area teachers at all grade levels must include reading comprehension and processing subject-specific texts in all areas: mathematics, science, social studies, English Language Arts (ELA), fine arts, physical education, and health (GaDOE, *The Why*, p.26). Content area teachers must address the components of adolescent literacy using advanced word study, vocabulary, comprehension, fluency, and motivation. Improving content literacy in all grade levels will lead to improved graduation rates and improved readiness for college and careers (GaDOE, *The Why*, p. 27). Strategic literacy instruction integrated into all curriculum areas is critical for the development of students’ ability to use language

(GaDOE, The Why, p. 32).

Renaissance Elementary is committed to infusing all types of literacy into all content areas throughout the day. There is a need for training on ways to incorporate the use of wikis, blogs, web pages, and other social media into daily instruction. Additionally, professional development is needed to identifying explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area, as well as a variety of strategies for incorporating writing in all content areas (GaDOE, The How, p. 31). As a result of the professional development, teachers will be able to effectively integrate appropriate literacy strategies and skill development necessary for achievement in all subjects within the CCGPS. Teachers will teach academic vocabulary in all subjects. They will integrate a common theme across subject areas, and immerse students in content vocabulary connected to the topic. Students will be expected to write in all content areas. They can write songs, manuals, captions, word problems, emails, ads, and instructions, for example (GaDOE, The How, p. 31). Collaborative planning days for vertical teams and grade levels can be used to provide job-embedded opportunities for teachers to learn from each other.

An all of the above approach to training will be used to make sure teachers know how to implement best practices. Teachers will be encouraged to participate in all district-led trainings related to content integration and literacy. They also have access to curriculum units in Fulton Connect and the Humanities Portal which houses links to resources and trainings that will improve literacy instruction. With grant funds, they will also be able to participate in RESA trainings that are specific to their needs and subjects. They will also work with their PLCs to utilize the modules on Comprehensive Reading Solutions to learn specific strategies related to literacy instruction. Most importantly, the focus of professional development will be data-driven. The Literacy Leadership Team will constantly review assessment data to determine will the focus for staff training needs.

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

Renaissance Elementary recognizes that community partnerships need to be expanded to include literacy initiatives. The school will partner with community agencies to develop a plan that focuses on academics, services, supports, and opportunities that will lead to improved student learning. The parent liaison and School Governance team will actively seek new business and faith-based group partners to help reach the literacy goals and to accommodate students.

The Title I parent liaison works to develop avenues of communication between the school and the community by helping parents receive pertinent school information and receiving the help and support they need to ensure their child’s academic and social success in school. Parents are encouraged to use the parent resource room. They have many opportunities to attend PTA meetings, Parent Advisory Council meetings, parent workshops, Principal’s Coffee Hour, and School Governance Council meetings to receive information about the school and district. They can also visit the school’s website and review the newsletter for more information about the schools. The principal sends out a weekly school messenger phone call to all parents.

Renaissance Elementary needs to develop a comprehensive system of learning supports to enhance motivation and capability of the critical mass of stakeholders. The team will work to identify and contact

learning supports in the community that target student improvement.

Currently Renaissance Elementary School is utilizing technology in the form of the school’s website and Twitter to support stakeholder engagement. More professional learning on the creative and effective use of technology in engaging all stakeholders is needed. Additional support can be gleaned from FCSTV and the Communications and Broadcast Technology Team to leverage support and resources available to the public and community.

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

Renaissance Elementary has established an infrastructure that continuously administers formative and summative assessments for the purposes of determining interventions and evaluating the effectiveness of instruction. The screening, progress monitoring, and diagnostic tools include STAR Reading and Math, the Iowa Test of Basic Skills, DRA2, and Georgia Milestones (effective Spring 2015).

All students and teachers participate in RTI Intervention and Enrichment each day for twenty minutes. Students in Tiers II and III are provided with targeted intervention instruction and activities based on assessment data. Additionally, students that are not performing on grade level are provided with targeted instruction that provides the appropriate remediation needed to master specific standards. The Early Intervention Program (EIP) is also used to provide additional instruction for students that are not meeting expectations.

Common formative assessments and pre/post-tests for instructional units are being used in all classrooms. They are presented in a variety of formats that include multiple choice, verbal, short answer, constructed response, essay, and performance tasks. Common formative assessments are administered on each grade level. Grade level teams meet with the Curriculum Support Teacher and Math Coach to analyze and disaggregate data and plan instructional groups. Skills are reviewed on a spiral basis during the RTI block each day. Students are placed in intervention and enrichment groups based on their performance on common assessments and RTI Tiers.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next will be included in the 2015-2016 assessment plans. The Scholastic Reading Inventory (SRI) will be used to differentiate instruction, determine necessary interventions, and forecast growth toward grade level state tests and accountability. SRI and DIBELS levels will be used to help support the RTI framework and develop intervention and enrichment groups.

Balanced assessment timelines and calendars will be updated to include DIBELS and SRI. They will also include the curriculum maps to establish specific assessment periods and opportunities. To help with data collection, the Instructional Management System called Fulton Connect is used to store, analyze, disseminate assessment results, and track interventions. Plans for instruction are monitored by observations (formal/informal), lesson plan reviews, student work samples, walk-throughs, collaborative planning, and data discussions.

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

Renaissance Elementary School relies on many assessments to accurately compile data and effectively teach. STAR Reading /Early Literacy and STAR Math are currently used in Fulton County for progress monitoring. Students that are targeted for intervention strategies in Tiers II and III are provided with intense instruction based on skills that need reinforcement. Using the STAR assessments, teachers obtain the data they need, the strands that need to be retaught and suggestions for re-teaching. In 2015-2016 DIBELS will be used in conjunction with STAR for students in grades K-2. In these grade levels, students in Tiers II and III of RTI will continue to use STAR for progress monitoring. Third graders will be assessed using DIBELS Next and SRI will be used in conjunction with STAR Reading to continue to plan interventions for students in Tiers II and III of the RTI process. Students in grades 4-5 will also be assessed using SRI to determine student Lexile levels. Tier II and III students will also use STAR for progress monitoring.

Currently, DRA2 is used to diagnose students' reading levels. In 2015-2016, DIBELS Next will become the primary diagnostic tool to identify student reading fluency levels in grades K-3 and SRI will become the primary diagnostic tool for grades 3-5. DRA2 will be used primarily with students in the Early Intervention Program (EIP), Special Education and below level students who may be at risk of not meeting standards. It will also help teachers identify areas to target for instructional support, monitor at-risk students while they receive additional, targeted instruction through RTI, and examine the effectiveness of instructional supports. DIBELS Next will be used to diagnose student fluency levels at the beginning of the year, middle of the year and end of the year.

The teachers and administrators will commit to using DIBELS Next and SRI and participate in professional learning sessions to learn how to administer the assessments. The current technology infrastructure does not support the administration of both STAR and DIBELS Next; therefore, there is a need to increase the capacity to support both assessments and the dissemination of results.

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

Initially, students are placed in on, above and accelerated classes based on CRCT scores, previous STAR data, advanced and acceleration assessments and EIP rubrics. Other tools used that are used include district created pre-assessments, IEPs, report cards and teacher recommendation. Upon placement, additional data is derived from the DRA2 assessment and anecdotal notes. When there is a conflict in the initial literacy screening and the student's performance in the classroom, the following process occurs to determine how to meet the student's needs.

Diagnostic assessment data is used to place students in the appropriate instructional levels. As more information is gathered to help teachers adjust instruction, students are moved to intervention, on level, advanced and accelerated levels. The school district has a policy regarding Continuous Achievement which requires students to receive instruction at the appropriate learning levels. The data gathered from diagnostic assessments and placement recommendations assists teachers in making personal learning goals for students. It also helps the students establish learning goals. In addition, the assessment data helps with

monitoring progress towards those goals.

Teachers review and analyze student data after weekly assessments, unit assessments and common assessments to determine which instructional adjustments are needed. This practice occurs at grade level meetings and in PLCs in order to ensure the progress of all students. Teachers use the data to plan lessons, re-teach standards, set learning goals, monitor progress towards goals, and develop intervention strategies for areas of need. Utilizing progress monitoring tools ensures students move in and out of groups as they students show mastery.

DIBELS Next and SRI will be used as additional data to confirm student placements and instructional levels. Staff will be trained to use DIBELS Next during pre-planning and teachers will administer the assessment to all students. Substitutes may be hired to allow teachers to complete the first cycle of testing during the first three weeks of school. In-service and professional learning will be scheduled throughout the school year to have ongoing training with assessing and implementing literacy strategies for all students based on their data results.

The staff will participate in professional learning sessions to learn how to administer DIBELS Next assessments. DIBELS Next measures are quick and efficient indicators that determine if a student is on track for reading success.

With both universal screening and progress monitoring components, these measures are critical tools for educators. They assist with the following processes.

- Identify students who need intervention support.
- Evaluate the effectiveness of interventions by monitoring student growth.
- Support the RTI model.

Renaissance supports ongoing sharing of assessment data with parents and the community. The data is shared at the annual Title I meeting and through parent meetings. The school system provides two copies of student test results so that one copy can be sent to parents via U.S. mail, in student packets, or during parent/teacher conferences. The interpretation of test results is also provided to parents during conferences and upon request. Parents are given the opportunity to schedule conferences with teachers throughout the school year. School-wide test results are also included in the School Improvement Plan which is available on the school website.

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

Our summative data is used to help make programming decisions as well as monitor individual student progress. We use a variety of data sources to analyze our student needs that serve as a baseline for improvement. The data sources include end of unit tests, CRCT and CRCT-M scores (will be replaced by Georgia Milestones starting Spring 2015), STAR, ITBS, school-wide summative assessments, and Georgia Writing Assessment.

Currently, summative data is used to develop goals and actions for the School Improvement and Title I plans.

Data is disaggregated to determine how funds will be used to plan professional learning and purchase resources to improve student outcomes. Time is also spent in grade level common planning to disaggregate data in order to drive student instruction. Teachers are able to collaborate with each other to determine the standards that students have mastered and create action plans. Grade levels are also provided an opportunity to make requests for resources and prioritize training needs that are aligned to the summative data.

Trend data is currently used in interpreting ITBS and CRCT results. Historical data is used to determine the standards that students did not master and plan for interventions and supports within the individual classrooms. Currently, trend data is also being used to determine which students will be considered on track for meeting the grade level standards. By looking at trend data, it is possible to see which grade levels need additional resources and support. Determining what kind of support is needed will also be data-driven and based on student outcomes.

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

Renaissance Elementary is committed to using the DIBELS Next and SRI as a part of the Striving Reader project. Currently, STAR is used as a universal screener in the district for progress monitoring and RTI. As a part of the Striving Reader Grant, DIBELS and SRI will be administered DIBELS three times per year. Baseline information in the fall will be used to identify students who are not meeting grade level expectations. Students who are not on track will receive interventions. Their progress will be monitored using STAR and DRA2 in order to track the effectiveness of the strategies. The mid-year assessment window will give further information about student’s progress towards standards mastery. The final testing window will measure student growth throughout the year and provide data to determine resources and training. The current assessment protocol follows.

Current Assessment Protocol

Assessment	Purpose	Skills	Frequency	Grade Given
DRA2	Diagnostic Progress Monitoring Outcome Identifying Guided Reading Levels	Reading Comprehension Fluency	3 x per year	K-5th
Common Assessments	Standards Mastery Remediation	All	2-3 weeks	K-5th
Benchmark	Outcome Standards Mastery	Reading Comprehension Vocabulary	3 x per year	K-5 th
GA Milestones	Outcome	Reading	1 x per	3 rd -5 th

		Comprehension Vocabulary	year	
Write Score Assessment	Diagnostic, progression, and mastery of writing skills	Language Writing Traits	4 x per year	3 rd - 5 th
GKIDS	Diagnostic and Outcome	Alphabet Knowledge Phonological Awareness Concepts of Print Oral Language Decoding Oral reading Fluency	Ongoing	K
STAR Early Literacy	Universal Screening and progress monitoring	Early Numeracy Reading Comprehension Vocabulary Listening	3 x per year	K-3
STAR Reading	Universal Screening and progress monitoring	Reading Comprehension Vocabulary Listening	3 x per year	K-5 th
STAR Math	Universal Screening and progress monitoring	Math Skills	3 x per year	K-5 th
Student Learning Objectives	Outcome	Reading Comprehension Vocabulary	2 x per year	K-3 rd
Student Learning Objectives	Outcome	Math Skills	2 x per year	K-3 rd
Iowa Test of Basic Skills (ITBS)	Outcome and screening	Reading Comprehension Vocabulary Listening	1 x per year	3 rd & 5 th
Access	Monitor English Language Development	Language	Annually	ESOL Students

Benchmark assessments are used to monitor mastery of state standards. Multiple measures of data are collected to analyze student needs. These include performance assessments, common assessments, DRA2, informal checklists and formative assessments. The STAR assessment is used to monitor students reading ability levels. All students take placement tests in which data is analyzed and appropriate placements are made.

DIBELS Next and SRI will identify students who may be at risk for reading difficulties; to help teachers identify areas to target instructional support; to monitor at-risk students while they receive additional, targeted instruction through RTI; and to examine the effectiveness of instructional supports.

Building Block 4. Best Practices in Literacy Instruction

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

Currently, Renaissance Elementary School literacy plan supports the literacy plan at the district level. Support is provided from the Humanities Department staff with model units, resources, and strategies. The teachers also implement the county initiative with writing and guided reading. The initiatives are aligned with areas that are consistent with the needs assessment.

Additional days are needed in the summer to create a scope and sequence calendar that would focus on students' needs. Although there are teachers on staff with advanced degrees and are highly qualified to teach reading, there is a need for more training on the core literacy program. The goal is to improve the overall quality of reading instruction for all students. The need for differentiated training within grade levels is critical. First, it is important that teachers understand the foundational knowledge of reading instruction. Using Comprehensive Reading Solutions, participating in state and district trainings will provide the teachers with the knowledge and skills needed to implement best practices. As a result of appropriate training, teachers will understand the goal of reading instruction and help students acquire the skills and knowledge they need to read grade-level text fluently and with good comprehension.

Reading comprehension is a very complex skill for students. The most essential elements involve skill in reading text accurately and fluently; sufficient background knowledge and vocabulary to make sense of the content; skill in using reading strategies that improve understanding or repair it when it breaks down; ability to think and reason about the information and concepts in the text; and motivation to understand and learn from text.

Renaissance teachers have committed to participating in high quality training to make sure that all students are reading proficiency at the end of elementary school. This is proven by the initiative taken by kindergarten through second grade teachers who persuaded the administrative team to allow them to review scientifically based reading programs for their grade levels. As a result, they agreed to pilot a program and determined if it was appropriate for their students.

With this grant, grade levels will commit to 120 minutes of literacy instruction. Each grade level will use a balanced literacy approach to teach guided reading, provide high quality literacy stations, phonemic

awareness, and shared reading and writing for all students. Additional time will also be allotted to integrate science, social studies and health when appropriate. Teachers will continue literacy instruction with increased writing activities in math and special area classes (art, music, physical education).

Funds will be used to provide teachers with targeted training for *Good Habits Great Readers* and using assessment data to plan literacy instruction. The Curriculum Support Teacher and teacher leaders are critical resources for teachers. They provide targeted, professional development strategies for teachers to extend their instructional program to meet student needs. They model lessons and conduct observations and also provide grade level professional development during common planning time.

Parents also have an important role in the early development of literacy in young children. Parent workshops and activities will be planned to help parents understand how to support literacy development at home. These programs would provide parents with strategies that engage them in reading with their children and help them communicate with teachers during parent teacher conferences. At the beginning of the school year, Curriculum Night is held to discuss CCGPS and to empower parents with the tools and knowledge to help their child achieve a successful school year. In addition, the Title I Parent Resource Room is equipped with a multitude of books, games, reproducible activities, electronic instructional devices, and informational pamphlets for parents and a Parent Liaison who provides assistance to parents as needed.

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

Improving writing continues to be a challenge at Renaissance. According to the “Why” document, “writing demands for the 21st century are increasing not only in schools but also in workplaces that demand effective communication skills. Georgia advocates strong writing skills beginning in elementary and continuing through high school. All content areas have writing components in their expectations for Georgia students. The implementation of strong writing programs is crucial to a literacy initiative.” Currently Write Score is used to score writing samples for students in grades 3-5 three times a year. After receiving the data, teachers use this information to help students improve their writing skills in the various deficit areas. Using this process has helped to improve writing with these students.

If awarded this grant, funds will be used to expand this service to all grade levels. Teachers will conduct student conferences to target areas of improvement. Mini lessons will be developed to provide specific instruction related to the components needed to improve writing. All teachers will be trained to incorporate writing across the content. Additionally, special area teachers will be required to promote writing in art, music and physical education classes. Students will be expected to provide commentary about their work samples and experiences in these performance-based classes. The staff will be trained to implement a writing program at the beginning of the school year in order to improve in this area.

Additionally, students will be provided opportunities to write, speak, and listen via school performances for PTA and the Young Authors writing programs. All FCS elementary schools participate in Social Studies and Science Fairs in which students are required to write about findings and summarize project outcomes. Students are required to write reflections from field trip experiences and enrichment activities. Writing camps for students will also help to target students who need additional experiences with writing.

Currently, the district provides extended day for third and fifth grade students who are at risk based on testing data. Grant funds can be used to provide support to more students and additional grade levels. Extended day will provide the opportunity to provide additional support to more students.

With the purchase of additional technology devices, students can use teacher-created blog spots to write about current events, reflect on learning and post comments to teacher and student selected topics. Social media is used in the district to communicate and promote activities. This tool can also be used to communicate the goals of literacy throughout the community at large.

Students who struggle with writing will be provided with exemplars and models of writing samples to help guide their writing practice. Student writing can also be showcased on the school or class websites and through blogs, writing assignments, and awards or recognitions such as “Author’s Chair” and grade level or class “Author of the Week/Month.”

The Grant Writing Committee works hard to secure additional funding for projects and initiatives at Renaissance ES. They can work to pursue additional funding sources for specialized literacy training and materials. Teachers can collaborate with other team members to conduct peer observations and analyze lessons to improve disciplinary literacy instruction using videotaping where possible. The school will recognize and celebrate individual student’s incremental improvements toward reaching literacy goals. PLCs will use protocols for looking at student assessments and evaluating student progress. Teachers will be encouraged to use technology to support communication between students and teachers, parents and students, and parents and teachers. Professional learning will be based on student mastery of CCGPS and classroom observations.

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

Renaissance offers a variety of programs that engage students. Extracurricular activities include the Beta Club, Chess Club, Broadcast Team, the Royal Readers Book Club, the Royal J.E.W.E.L.S., Royal Knights, Student Council and Safety Patrol. Students are offered the opportunity to participate in these programs after school.

The Book It program (sponsored by Pizza Hut) as it motivates children to read more by rewarding them for their reading accomplishments. Book It also encourages parents to spend more time reading with their children. Each Scholastic Book Fair season, have a Family Night. Students will also be invited to participate in book clubs and family literacy activities. In addition, to promote a standard of excellence, two students from each grade level will be selected as exemplars, and their work will be displayed on the “Authors of the Month” bulletin board. Our literacy team will develop strategies and activities to be used during “Authors of the Month” times for each grade level.

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

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

Renaissance Elementary uses the Fulton County RTI process found on the Fulton County portal to inform RTI decisions. However staff members do require additional professional learning on accessing this portal, implementing these steps and research-based interventions with fidelity. The SST and RTI teams are still in the emergent stages. The SST team currently consists of the school counselor, and school psychologist. The RTI team consists of the school counselor, school psychologist, and instructional math coach. The goal for the RTI team is to develop a unit capable of analyzing data for individuals to identify students in need of intervention according to established protocols, monitor results of formative assessment to ensure students are progressing, and monitor to ensure that interventions are occurring regularly and with fidelity (GaDOE, The How,43).

Setting aside time each day for RTI is the first step in making sure all students receive the specific instruction they need. Teachers need additional guidance with planning appropriate interventions, spiral reviews, remediation and enrichment activities so all students can benefit from this time. All teachers need assistance with tracking the data to make sure the activities are benefitting all students and that students are progressing appropriately.

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

All Renaissance students have access to Tier 1 standards based classroom instruction. In this tier students are assessed to determine risk for meeting or not meeting grade level standards in addition to identification of students who are in need of enrichment and or accelerated learning. STAR reading and math assessment data is used as a universal screening tool to determine tier placement in addition to the Developmental Reading Assessment (DRA), Iowa Test of Basic Skills (ITBS), Criterion Referenced Competency Test (CRCT), Georgia Milestones Assessment System (GMAS) (effective spring 2015).

Tier 1- (Classroom teachers, Early intervention Program (EIP) teachers, and paraprofessionals)

1. Universal screenings to target groups in need of instructional support
2. Implementation of the CCGPS through differentiated instruction
3. Progress monitoring through formative assessments (pre, post, benchmark assessments, and teacher created assessments).
4. Analyze data and design differentiated instruction
5. Students not performing on grade level or responding to research- based interventions in tier 1 are referred to tier 2 for additional interventions.

In order to expand and sustain our efforts of effectively providing Tier 1 instruction to all students we must ensure that teachers are afforded adequate time for planning and implementing flexible grouping

based on students’ learning needs, establish protocols to support professional learning communities and use decision-making model to evaluate effectiveness and, ensure that communication between administrators is ongoing and effective (GaDOE, The How, page 44).

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

Students who are identified and assessed in Tier 1 as having skill deficiencies will receive Tier 2 targeted instructions. Students will be monitored to ensure that the research-based interventions are successful. Students who are on-level and advanced will receive rigorous instruction in the CCGPS. Tier II- Needs based instruction for students not meeting grade level standards. (Classroom Teachers, EIP Teachers, Paraprofessionals):

1. 5-15% of school population
2. Targeted level of instruction
3. Standards-based instruction continued
4. Pre-planned research-based interventions
5. 8 students or less per group
6. 20 minute sessions, 3-5 days per week
7. 6 week implementation
8. Progress monitored bi-monthly with selected tool to measure effectiveness of interventions
9. Students who make adequate progress in Tier 2 can be moved back to Tier 1
10. Students who do not make adequate progress with tier 2 interventions will be referred to Tier 3 for appropriate interventions.

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

The developed SST and Data Team’s will receive professional learning on student support team processes and procedures as outlined in the GADOE manual and guidance in order to monitor the progress of students receiving interventions.

Tier 3 provides intensive academic support for students who have failed to make adequate progress in Tiers 1 and 2. Students who are well above grade level receive instruction to enrich their strengths identified in Tiers 1 and 2.

Tier III- Intensive instruction (Classroom Teachers and Paraprofessionals, trained interventionist):

1. 5-10% of school population
2. Pre-planned research based interventions
3. 8 week implementation, 4-5 days per week
4. 30-45 minute sessions
5. 4 or less students
6. Weekly progress monitoring to access the effectiveness of the intervention
7. Students who make adequate progress in Tier 3 can be moved back to Tier 2 or Tier 1 for

interventions

8. Students not making adequate progress in Tier 3 will be referred to Tier 4 for Special Education evaluation

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

Students who do not respond to interventions on Tiers 1-3 may be recommended a psycho-educational evaluation to determine if a disability exists and if that said disability requires specially designed learning through Special Education.

Tier IV- Specially Designed Learning (Instructional Support Teacher (IST), Psychologist, Special Education Teachers, Speech and language pathologist (if necessary):

1. Consent from parents for evaluation
2. Vision/Hearing screening
3. Academic testing (cognitive, social, emotional, behavioral, speech and language testing, if necessary)
4. Progress monitoring data and results of comprehensive evaluation are utilized to determine individual goals and objectives
5. 60 days to complete evaluations
6. Eligibility team meets to determine eligibility

(Source: Fulton County RTI Framework, 2014)

Building Block 6. Improved Instruction through Professional Learning

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

Fulton County has recently developed and implemented a rigorous hiring process that ensures our schools are staffed with outstanding, highly effective teachers capable of improving student achievement. As of the 2014-2015 school year prior to the start of the school year new teachers participate in the Teacher Induction Program (TIPS) which provides them with professional learning equipping them with knowledge of current and newly implemented curriculum initiatives in the core subject areas in addition to professional learning on research based practices, innovative resources, and system requirements. The TIPS program is ongoing and also includes virtual seminars and continued support.

Renaissance is in the planning stages of helping to ensure that new teachers are prepared for the challenges of the classroom. The goal is to develop a relationship with the local colleges, creating a

bridge between pre service education and the demands of providing quality instruction in the classroom. New teachers take part in our mentor/mentee program which opens up an avenue of communication between new teachers and administration, and provides curriculum and instructional support. All new teachers are provided virtual coaches that are available to them at “anytime.” Edivation (formerly PD360) also provides teachers access to anytime learning through videos, learning communities and online resources.

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

Professional learning is a key component of the literacy plan. Currently the county calendar provides in-service days for teachers to participate in professional learning, receive curriculum updates and lesson planning. Using the information from the needs assessment, several areas have been identified to target professional learning needs. Those areas include Professional development in RTI process, strategies, interventions, co-teaching, and inclusion, professional learning focused on teaching reading and writing across the curriculum, and professional learning on teacher use of data for progress monitoring and administering formative assessments.

Our plan to improve instruction through professional learning will involve scheduling and protecting time during the school day for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice, continue our use of teacher data surveys and interest inventories as well as student data to target professional learning needs, meet in collaborative teams to support teachers using literacy strategies effectively, use a model of blended professional learning combining online learning with face-to-face support – to provide content and resources to teachers and staff, develop a list of sites for an online professional library that includes research-based books, journals magazines, videos, etc. that teachers can readily access for professional growth (GaDOE, The How, page 48-49).

The district also hosts a Summer Summit each year for teachers. Select teachers from each school attend a two day seminar focused on Teacher Keys priorities for the district including Rigor, Differentiation and Standards-Based Instruction. Teachers share information with the staff during pre-planning and teacher workdays. The district provides 4-5 pre-planning days for schools to implement training for all staff. Content specific areas also provide specialized training for fine arts, special education, ESOL, and EIP teachers. The Humanities Team also offers specialized trainings for teachers in each learning community. All teachers are provided with the opportunity to participate in trainings throughout the year. If awarded this grant, specific training will be selected and teachers will attend based on the strategic needs of the students and staff.

Analysis and Identification of Student and Teacher Data

Student success is dependent upon a thorough analysis and identification of student and teacher data. Renaissance's Literacy Team analyzed multiple sources of data disaggregated by student subgroups including the Criterion-Referenced Competency Test (CRCT), Georgia Writing Assessment, STAR Reading, GKIDS, mobility data, and the College and Career Ready Performance Index (CCRPI). The Literacy Team reviewed teacher data including level of education, longevity of staff, and professional development needs. The tables below outline the student and teacher data that the team compiled and analyzed.

% of Students Meeting/Exceeding Standards CRCT: School-Wide					
Year	Reading	ELA	Math	Science	Social Studies
2014	91%	88%	84%	73%	73%
2013	91%	90%	82%	72%	73%
2012	85%	88%	70%	66%	72%

% of Students Meeting/Exceeding Standards on Reading CRCT: School-Wide Subgroups					
Year	ED	Black	SWD	Male	Female
2014	90%	91%	78%	90%	92%
2013	89%	91%	91%	86%	94%
2012	85%	85%	85%	81%	90%

% of Students Meeting/Exceeding Standards on Reading CRCT			
Year	3rd	4th	5th
2014	91%	88%	94%
2013	88%	92%	89%
2012	83%	85%	87%

Lexile Levels from CRCT 2014			
	Below Range	Within Range	Above Range
3rd	12%	41%	47%
4th	20%	31%	49%
5th	6%	38%	56%

% of Students Meeting/Exceeding Standards on ELA CRCT: School-Wide Subgroups					
Year	ED	Black	SWD	Male	Female
2014	86%	90%	74%	90%	85%
2013	88%	91%	96%	86%	94%
2012	85%	88%	75%	87%	90%

% of Students Meeting/Exceeding Standards on ELA CRCT			
Year	3rd	4th	5th
2014	87%	82%	95%
2013	85%	93%	91%
2012	83%	86%	87%

% of Students Meeting/Exceeding Standards on Grade 5 Writing Assessment						
Year	All	ED	Black	SWD	Male	Female
2014	91%	90%	90%	90%	87%	93%
2013	83%	83%	82%	83%	84%	81%
2012	84%	84%	85%	84%	79%	91%

% of Students Meeting/Exceeding on Grade 3 Writing Assessment			
Informational	Domain	2014	2013
		Conventions	59%
	Ideas	79%	91%
	Organization	75%	83%
	Style	70%	88%
Narrative	Conventions	57%	62%
	Ideas	79%	90%
	Organization	62%	80%
	Style	64%	73%
Persuasive	Conventions	59%	79%
	Ideas	79%	90%
	Organization	67%	88%
	Style	66%	88%

% Correct on ELA Cumulative Assessment Spring 2014		
ELA	1st Grade	2nd Grade
	72%	56%

% of Students at each Benchmark Level on STAR Reading					
Grade Level	Benchmark Performance	2014-2015	2013-2014		
		Fall 2014	Fall 2013	Winter 2014	Spring 2014
1st Grade	At/Above	47%	95%	78%	65%
	Below	53%	5%	22%	35%

2nd Grade	At/Above	47%	80%	76%	55%
	Below	53%	20%	24%	45%
3rd Grade	At/Above	29%	56%	51%	52%
	Below	71%	44%	49%	48%
4th Grade	At/Above	36%	55%	50%	55%
	Below	64%	45%	50%	45%
5th Grade	At/Above	28%	49%	47%	50%
	Below	72%	51%	53%	50%

2013-2014 GKIDS	
Content Area/Strands	Mean% Elements Meets/Exceeds
English Language Arts (CCGPS) Total	66.7%
Mathematics (CCGPS) Total	72.8%

	2012-2013			2013-2014		
	Not Yet	In Process	Proficient	Not Yet	In Process	Proficient
Personal/Social Development	0%	17%	83%	0%	17%	81%
Language & Literacy	0%	27%	73%	0%	27%	70%
Mathematical Thinking	0%	25%	75%	0%	44%	54%
Scientific Thinking	0%	40%	60%	0%	39%	59%
Social Studies	0%	10%	90%	0%	27%	71%
The Arts	0%	17%	83%	0%	12%	85%
Physical/Development & Health	0%	7%	93%	0%	5%	93%

Student Mobility Rate 2013-2014	30.8%
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CCRPI 2012	CCPRI 2013
58.5%	75.1%

Student Data

In 2014, 91% of all students met/exceeded expectations in reading as measured by the CRCT with students continuing to experience success in Literary Comprehension and Reading Skills & Vocabulary Acquisition. Based on the Lexile Framework for Reading, Lexile scores for 3rd grade range from 450-730 and 4th and 5th grade range from 645-850. Over 90% of 3rd-5th grade students have Lexiles within or above that range. However, 39% of 3rd and 44% of 5th grade fail

to meet the state Lexile level of 650 and 850 respectively. In ELA, 88% of students met/exceeded expectations with students showing the greatest achievement in Grammar/Sentence construction. Ninety-one percent of 5th grade students met/exceeded on the Grade 5 Writing Assessment. While informational writing is a strength for 3rd grade writers, students struggle with conventions across the writing genres. CRCT data indicate students in grades 3-5 struggle in the area of Informational Reading, as only 73% of all students met/exceeded standards in both Science and Social Studies in 2014.

Spring 2014 STAR Reading scores show that a large percentage of students exit the grade reading below level. Consistent with the spring 2014 STAR Reading scores, results of the ELA Cumulative Assessment indicate 1st and 2nd grade students complete the grade without having the skills needed for success in the next grade level. Analysis of the fall 2014 STAR Reading scores reveal that kindergarten students entering 1st grade lack the skills essential to become proficient readers. Despite a decrease in the percentage of Economically Disadvantaged (ED) students, results of the fall 2014 STAR Reading test show that students across all grade levels lack the prerequisite skills necessary for success in the area of reading.

A review of the 2013-2014 GKIDS data showed that on average 67% of kindergarteners exiting the grade met/exceeded the kindergarten expectations. Analysis of Pre-K data showed a 3 percentage point decrease in the area of Language & Literacy. With mixed results over time, it is clear that Renaissance must focus on literacy across the curriculum to improve student achievement.

Teacher Data

The Literacy Team distributed a survey to all teachers of whom 87% responded. Data is summarized below. The teaching staff is predominately African-American female. More than half of Renaissance teachers have a Masters' degree or higher, and the majority of teachers have worked at the school less than five years.

Teacher Demographics 2014-2015	
# of Teachers	47
Male	4%
Female	96%
White not Hispanic	4%
African American	91%
Hispanic	0%
Asian or Pacific Islander	2%
American Indian or Alaskan Native	0%

Native Hawaiian/Pacific Islander	2%
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Teacher Education	
	% of Certified Teachers
BA/BS	28%
Masters	48%
EdS	24%
Doctorate	0%
Reading Endorsement	7%

Teaching Experience		
Years	Years of Teaching Experience	# of Years at Renaissance ES
0-5	21%	69%
5-10	29%	31%
10-15	21%	0%
15-20	17%	0%
More than 20	12%	0%

Although five teachers plan to retire within the next three years, teacher retention remains high. For the 2013-2014 school year, 94% of teachers returned. For the 2014-2015 school year, the percentage dropped to 92% due to relocations and promotions.

Grant Goals and Objectives

Based on the needs assessment, the Literacy Team developed the following Striving Reader goals and objectives.

Goals	Objectives
1. Increase student achievement in reading informational text	<ul style="list-style-type: none"> • Offer Professional Learning focused on reading strategies for informational text. • Provide a variety of print and non-print leveled reading materials. • Offer opportunities for students in grades K-5 to extend learning during the summer.
2. Increase reading and writing achievement for all subgroups	<ul style="list-style-type: none"> • Offer Professional Learning focused on tiered instruction and writing across the curriculum. • Implement summer learning opportunities. • Targeted professional learning on the core program (<i>Good Habits, Great Readers.</i>)
3. Increase the percentage of students who read at	<ul style="list-style-type: none"> • Offer Professional Learning to address text complexity and guided reading. • Provide reading materials so that all students are reading on their Lexile

or above the Lexile Level	level.
4. Increase the percentage of students reading At/Above Benchmark on the STAR Reading Test	<ul style="list-style-type: none"> • Offer Professional Learning on best practices in reading interventions and teaching phonics systematically and explicitly. • Provide a range of literary instructional resources to build literacy skills.
5. Increase achievement in Social Studies and Science	<ul style="list-style-type: none"> • Offer Professional Learning focused on teaching reading in the content areas. • Provide a wide variety of leveled expository texts. • Include opportunities for summer learning.

Project Plan, Procedures, Goals, Objectives, and Support

Renaissance Elementary School’s (RES) goal is to create a strong foundation for developing and educating lifelong learners who are socially responsible and globally competitive. To accomplish this goal, a balanced literacy program which includes rigorous and relevant instruction, real world applications and use of technology is essential (“The What”, 2010). Through the collaborative efforts of all stakeholders and by promoting literacy where instruction in reading, writing, speaking, listening, and language is a shared responsibility within the school, RES developed literacy plan goals and objectives as outlined below (“The Why”, 2010).

Goal 1	Measurable Objectives	Activities	Time Frame	Funding Sources
To increase literacy in all content areas through the use of a variety of resources.	By the end of the grant period, 80% of all students will perform at or above the benchmark on assessments (STAR, DIBELS, SRI, Unit Assessments).	<ol style="list-style-type: none"> 1. Equip all classrooms with technology that will enable students to be globally competitive. 2. Provide all classrooms with leveled libraries that include a variety of texts. 3. Provide students with additional research based resources that will develop their literacy capacity, e.g., magazine subscriptions. 4. Provide teachers with professional learning and support in best literacy practices: implementing guided reading across the curriculum, and the explicit, systematic instruction of 	<ol style="list-style-type: none"> 1.1 Purchase technology for all classrooms by August 2015. 1.2 Purchase classroom leveled libraries by August 2015. 1.3 Obtain magazine subscriptions by August 2015. 1.4 Implement Best Literacy Practices Professional Learning beginning August, 2015. 1.5 Implement yearly from September to April. 	SCRL, District Funds, Title I

		phonics, phonemic awareness, vocabulary, fluency, and comprehension. 5. Expand Extended Learning to include K-5.		
Evidence	Teacher Lesson Plans, Observations, Walkthroughs, Purchase Orders, Agendas, Sign-in Sheets, Extended Learning Rosters, Results of STAR, DIBELS, SRI, Unit Assessments			
Goal 2	Measurable Objectives	Activities	Time Frame	Funding Sources
To develop, implement, expand, and sustain a school-wide writing initiative with emphasis on integrating writing across the curriculum to meet the diverse needs of all learners.	Based on the Write Score assessment, 80% of students in all grades will perform on grade level by the end of the grant period.	<ol style="list-style-type: none"> 1. Expand Write Score to include students in grades K-2. 2. Provide teachers with adequate training to administer the Write Score assessment with fidelity. 3. Purchase instructional materials to support a school writing curriculum including mentor text to support genre and the domains of writing. 4. Participate in district-sponsored professional learning focused on Writer’s Workshop. 	<ol style="list-style-type: none"> 1.1 Purchase Write Score materials for grades K-5 beginning August, 2015. 1.2 Provide teachers with professional learning for administering and analyzing Write Score by September, 2015. 1.3 Purchase instructional materials for school-wide writing curriculum by August, 2015. 1.4 Implement Writer’s Workshop beginning August 2015. 	SCRL, District Funds, Title I
Evidence	Teacher Lesson Plans, Observations, Walkthroughs, Workshop Agendas, Sign-in Sheets, Results of Write Score, Student Writing Portfolios			
Goal 3	Measurable Objectives	Activities	Time Frame	Funding Sources
To provide teachers and	By the end of year 1 of the grant period	<ol style="list-style-type: none"> 1. Provide teachers with the following 	1.1 Plan and initiate	SCRL, District

<p>administrators with relevant professional development and build community partnerships with community stakeholders in order to provide explicit literacy instruction in all content areas.</p>	<p>the number of teachers with endorsements in reading and TAG will increase by 50%.</p>	<p>endorsement opportunities: Reading and TAG. 2. Provide teachers with professional learning in Best Practices in Literacy, Assessment, RTI, effective PLCs, and Critical Experiences in Science and Social Studies. 3. Build partnerships with community stakeholders through home/school communication, community and parent workshops.</p>	<p>endorsement programs in reading and TAG by August 2015. 1.2 Devise a school-wide professional learning plan; implement professional learning plan for all staff beginning August 2015, then continue weekly, monthly, and as needed. 1.3 Create and schedule parent and community workshops beginning September 2015.</p>	<p>Funds, Title I</p>
<p>Evidence</p>	<p>Professional Learning Plan Schedule, Workshop Agendas, Sign-in Sheets, Professional Learning Course Registration, Reading and TAG Endorsements</p>			
<p>Goal 4</p>	<p>Measurable Objectives</p>	<p>Activities</p>	<p>Time Frame</p>	<p>Funding Sources</p>
<p>Provide parents with opportunities, resources, and trainings to build the capacity of parents' ability to support the literacy development of their child.</p>	<p>By the end of year 1 of the grant period, parent involvement needed to increase literacy and academic development at home will increase by 50%.</p>	<p>1. Collaborate with the Title I Parent Liaison to provide the additional support and resources needed for parents to support literacy at home. 2. Provide numerous training opportunities for parents to develop the skills necessary</p>	<p>1.1 Devise a list of additional supports for parents. 1.2 Create and implement a parent learning plan focused on supporting literacy at home by September, 2015. 1.3 Beginning</p>	<p>SCRL, District Funds, Title I</p>

		<p>to support literacy at home.</p> <p>3. Provide parents with the opportunity to participate in school sponsored literacy activities.</p> <p>4. Provide parents with login information for Home Access Center and online software subscriptions.</p>	<p>September 2015, provide parents with a monthly schedule of literacy opportunities.</p> <p>1.4 Beginning August 2015, provide parents with student login information.</p>	
Evidence	Parent Learning Plan, Agendas, Sign-in Sheets			

Sample Schedule

	K	1st	2nd	3rd	4th	5th
Time	7:40-8:00	7:40-8:00	7:40-8:00	7:40-8:00	7:40-8:00	7:40-8:00
Subject	RTI Intervention & Enrichment (20 Minutes)	RTI Intervention & Enrichment (20 Minutes)	RTI Intervention & Enrichment (20 Minutes)	RTI Intervention & Enrichment (20 Minutes)	RTI Intervention & Enrichment (20 Minutes)	RTI Intervention & Enrichment (20 Minutes)
Time	8:05-8:50	8:00-10:00	8:00-10:20	8:00-10:15	8:00-9:10	8:00-10:15
Subject	Specials	Reading/ELA (120 Minutes)	Reading/ELA (135 Minutes)	Reading/ELA (135 Minutes)	Reading/ELA (70 Minutes)	Reading/ELA (135 Minutes)
Time	8:50-10:35	10:00-10:45	10:20-11:10	10:15-10:50	9:10-9:55	10:15-11:15
Subject	Reading/ELA (105 Minutes)	Specials	Lunch/Recess Window	SS/Science (35 Minutes)	Specials	SS/Science (60 Minutes)
Time	10:35-11:15	10:45-11:10	11:10-12:35	10:50 - 11:35	9:55-11:00	11:15-12:15
Subject	Lunch/Recess Window	Reading/ELA (25 Minutes)	Math (85 Minutes)	Specials	Reading/ELA (65 Minutes)	Math (60 Minutes)

Time	10:35-12:05	11:10-11:50	12:35-1:20	11:35 - 12:15	11:00-11:55	12:15-1:00
Subject	Reading/ELA (30 Minutes)	Lunch/Recess Window	Specials	Lunch/Recess Window	Science (55 Minutes)	Lunch/Recess Window
Time	12:05-1:20	11:50-1:15	1:20-2:15	12:15-12:50	11:55-12:30	1:00-1:25
Subject	Math (85 Minutes)	Math (85 Minutes)	SS/Science (55 Minutes)	SS/Science (25 Minutes)	Lunch/Recess Window	Math (25 Minutes)
Time	1:20-2:15	1:15-2:15		12:50 - 2:15	12:30-2:15	1:25-2:15
Subject	SS/Science (45 Minutes)	SS/Science (60 Minutes)		Math (85 Minutes)	Math (105 Minutes)	Specials
Time	2:15	2:15	2:15	2:15	2:15	2:15
Subject	Daily Wrap Up	Daily Wrap Up	Daily Wrap Up	Daily Wrap Up	Daily Wrap Up	Daily Wrap Up
Dismissal	2:20					

Plan for Tiered Literacy Instruction

According to the “Why” document, the goal of reading is to comprehend text, in whatever format it is being read. For many students, explicit instruction in how to comprehend is necessary. Tiered instruction is essential and will be provided according to each student’s identified need. Placement of students in the appropriate tier occurs at the beginning of the school year. Teachers and staff provide students in each grade with interventions and support according to their identified need. The sample schedule above outlines when interventions will take place during the school day. In order to devote a significant amount of time to developing strategic readers and writers, the Reading/ELA block includes 30 minutes of whole group, 60 minutes of small group and 45 minutes for writing. This is in addition to the daily 20 minutes set aside for RTI interventions.

Assessment and Data Analysis Plan

“The Georgia Literacy Plan recognizes the importance of identifying the literacy needs of students, the instructional approaches needed to achieve literacy, and the assessment components necessary to improve student growth and success” (“The Why”, p. 95). Renaissance Elementary offers a variety of assessment to inform instruction; the table below highlights the school's current assessment protocol.

Assessment	Purpose	Skills	Frequency	Grade Given
DRA2	Diagnostic Progress Monitoring Outcome Identifying Guided Reading Levels	Reading Comprehension Fluency	3 x per year	K-5th
Benchmark	Outcome	Reading Comprehension Vocabulary	3 x per year	K-5 th
GA Milestones	Outcome	Reading Comprehension Vocabulary	1 x per year	3 rd -5 th
Write Score Assessment	Diagnostic, progression, and mastery of writing skills	Language Writing Traits	4 x per year	3 rd - 5 th
GKIDS	Diagnostic and Outcome	Alphabet Knowledge Phonological Awareness Concepts of Print Oral Language Decoding Oral reading Fluency	Ongoing	K
STAR Early Literacy	Universal Screening and progress monitoring	Early Numeracy Reading Comprehension Vocabulary Listening	3 x per year	K-3
STAR Reading	Universal Screening and progress monitoring	Reading Comprehension Vocabulary Listening	3 x per year	K-5 th

Assessment	Purpose	Skills	Frequency	Grade Given
STAR Math	Universal Screening and progress monitoring	Math Skills	3 x per year	K-5 th
Student Learning Objectives	Outcome	Reading Comprehension Vocabulary	2 x per year	K-3 rd
Student Learning Objectives	Outcome	Math Skills	2 x per year	K-3 rd
Iowa Test of Basic Skills (ITBS)	Outcome and screening	Reading Comprehension Vocabulary Listening	1 x per year	3 rd & 5 th
Access	Monitor English Language Development	Language	Annually	ESOL Students

Currently, Renaissance Elementary does not use all the literacy assessments recommended by the Striving Readers grant. The school will implement Dynamic Indicators of Basic Early Literacy Skills (DIBELS) K-3 and the Scholastic Reader Inventory (SRI) (3-5) as a part of the Striving Readers project. SRI will guide reading instruction and provide students with texts at the appropriate Lexile levels. DIBELS and SRI will be utilized three times a year for benchmark testing. The data provided will determine interventions and guide instruction. Renaissance Elementary School teachers and administrators will receive adequate trainings on administering and implementing DIBELS and SRI.

The table below details Renaissance's assessment plan and indicates who is responsible for which assessment.

Assessment	Personnel Responsible for Planning/Scheduling	Personnel Responsible for Assessing	Assessment Plan	Frequency
DRA2	Curriculum Support Teacher	Classroom Teachers	K-5 Teachers conduct 3 Benchmark assessments and continuously monitor student's progress	3 x per year
Benchmark	Instructional Coach	Classroom Teachers	Benchmark pre-post tests are given each grading period	3 x per year

Assessment	Personnel Responsible for Planning/Scheduling	Personnel Responsible for Assessing	Assessment Plan	Frequency
			to measure mastery of standards	
GA Milestones	Testing Coordinator	Classroom Teachers	The GA Milestones is given by each 3 rd -5 th teacher, except where required by testing accommodations	1 x per year
Write Score Assessment	Curriculum Support Teacher	Classroom Teachers	3 rd -5 th grade teachers administer the Write Score diagnostic writing assessment in the classroom	4 x per year
GKIDS	Testing Coordinator	K Classroom Teachers	K Teachers will conduct this assessment with individual students in the classroom.	3 x per year
STAR Early Literacy	STAR Champion	Classroom Teachers	K-2 Teachers will conduct this assessment with students in the computer lab	3 x per year
STAR Reading	STAR Champion	Classroom Teachers	1-5 Teachers will conduct this assessment with students in the computer lab	3 x per year
STAR Math	STAR Champion	Classroom Teachers	K-5 Teachers will conduct this assessment with students in the computer lab	3 x per year
Iowa Test of Basic Skills (ITBS)	Testing Coordinator	Classroom Teachers	The ITBS is given by 3 rd & 5 th grade teachers except where required by testing accommodations	1 x per year
Access	Testing Coordinator	Classroom Teachers	The Access test is given to ESOL students in the	Annually

Assessment	Personnel Responsible for Planning/Scheduling	Personnel Responsible for Assessing	Assessment Plan	Frequency
			Classroom by the classroom teacher	

Even with the addition of DIBELS and SRI, the school will continue to use of DRA2 for progress monitoring. As Renaissance prepares to implement two new literacy assessments, teachers will need professional learning on:

- Utilizing lexiles to inform differentiation and tiered instruction.
- Utilizing data reports for each assessment to create prescriptive interventions.
- Administering and interpreting DIBELS and SRI results.

Comparison of Current Protocol with Striving Reader Assessment Plan

Similar to the Striving Reader assessment plan, the main goal in giving assessments and disseminating literacy data is to develop more strategic and lifelong readers prepared to attend higher education and become successful stakeholders in their community. All grades are currently teaching the Common Core Georgia Performance Standards in ELA. However, there is a need for additional materials and training. Training is needed for explicit comprehension and vocabulary in content areas. Renaissance currently has interventions for assisting struggling readers and for providing students with enrichment in reading in place, but there is a need to be more consistent with interventions.

Data Analysis Protocol

At Renaissance Elementary, data drives instruction. School data is constantly monitored by grade level teams, the Instructional Coach, Curriculum Support Teacher and other members of the Administrative team. Grade level teams meet to analyze summative, formative, and diagnostic assessments to increase student achievement and drive instruction. Three times a year (beginning, middle, and end) students are given DRA2 assessment, STAR Math and STAR Reading. Based on these scores and progress monitoring data, students are provided regular interventions. At the end of each grading period, students are given a benchmark test in order to assess their progress towards mastering the standards at their grade level. Students are provided remediation and acceleration based on the results of these assessments. The Georgia Milestones

and ITBS are yearly standardized assessments used to gauge students' progress. G-KIDS monitor student's progress monthly. Results from these assessments are used to provide focused remediation and acceleration of all students. The Write Score assessment is given four times a year (after each genre) in grades 3-5. This assessment allows for the writing domains to be analyzed and remediation provided based on the results. Data walls are regularly updated to display charts and graphs that include results from common assessments, universal screenings, progress monitoring, student goals, and standardized tests. The current data analysis protocol ensures that students are screened, remediated, or accelerated appropriately. Data is presented to all stakeholders throughout the year. Parents receive all benchmark, GA Milestones, GKIDS, ITBS, and Write Score results. The CCRPI is posted annually for access to staff, parents, and the community. The school improvement plan is revised every year and available for all stakeholders.

Assessment data is used not only to develop instructional strategies, but it also informs purchasing decisions. With a Striving Reader grant award, all grant-funded purchases will be related to specific needs identified through extensive examination of student assessment data.

Resources Strategies and Materials Including Technology to Support the Literacy Plan

The following table represents resources currently available at Renaissance Elementary as well as resources needed to implement the literacy plan.

Current Resources	Needed Resources
<p>Classroom</p> <ul style="list-style-type: none"> • GPS (2011-2012) • CCGPS (2012) • Good Habits, Good Readers (K-5th) • Common Core Ready Books (3rd-5th) • CRCT Coach Book • DRA2 <p>Classroom Technology</p> <ul style="list-style-type: none"> • Mimio Interactive Boards • Computers (maximum of 4) • Projectors <p>Shared Resources</p> <ul style="list-style-type: none"> • Computer Lab • 1 Mobile Laptop Cart • Tumble-books • iPads • Digital Cameras • Education City • Tumble-books • Brain POP School Combo • Super Teachers • Online Research Materials – Mackinvia <p>Library Resources</p> <ul style="list-style-type: none"> • E Books • Listening Stations • Reference Books • 30 iPads • 10 iPad Minis • Leveled Libraries (1st-5th) • Leapster Literacy Games • Leapfrog Pads • Leapfrog Pens • Reference Books • 15 Nooks 	<ul style="list-style-type: none"> • Tablets and eReaders • Reading software for building comprehension, literacy, and language arts skills • Literacy-based DVDs • Literacy center games • Read with Sarah • 1 document camera per grade level • Leveled books • Leveled take home readers • Headphones and CD players for listening stations • Additional audio books & CDs • DIBELS • SRI • Classroom sets of novels • Online reading intervention software • Elements of Reading: Vocabulary • Adaptive online software • Online subscriptions • E Books (simultaneous use expansion) • Leveled Classroom Libraries for all content areas (for every classroom) • Differentiated literacy center resources • Accessories for Mimio Boards • Class sets of Student Response Systems for assessments • Classroom sets of expository text relating to science and social studies relating CCGPS • Leveling system based on Lexile for classroom libraries and media center books • Periodical subscriptions for the Media Center (Student and Professional) • Funds for substitutes for vertical and team planning

While Renaissance has a range of resources currently available, the school wants to make significant investments in classroom-based resources to support its literacy plan. These resources will help address challenges identified in its needs assessment including: lack of direct explicit instruction, weak foundational skills in phonics and phonemic awareness, limited comprehension and vocabulary skills, etc.

Renaissance has a strong foundation on which to build its literacy plan. The table below summarizes existing activities that support classroom practices and intervention programs. Further it details the additional approaches the school will leverage to support student achievement in literacy.

Activities that Support Classroom Practices	Activities that Support Literacy Intervention Programs	Additional Strategies Needed to Support Student Success
<ul style="list-style-type: none"> • Use of best practices • Data driven instruction based on formative and summative assessments • Technology integration • Instructional strategies such as graphic organizers, scaffolding • Rubrics • Standards-based teacher commentary • Variety of student grouping strategies • Adherence to GPS and CCGPS • Anchor papers (exemplars) • Professional learning in best literacy practices, assessment, RTI process and interventions, DIBELS, and SRI 	<ul style="list-style-type: none"> • Use of adaptive technology programs • Consistent screenings and progress • Daily intervention block in EIP, SEC, K-5, and Extended Learning Classrooms where adaptive software provides for instructional support, intervention, and skill building 	<ul style="list-style-type: none"> • A greater emphasis on tiered instruction • Collaborative planning using common rubrics and anchor papers • Writing across the curriculum in all subject areas

Alignment Plan for SRCL and all other Funding

In conjunction with existing Title I and district funds to support the school's literacy plan, the SRCL grant funds will be used to fully implement the project. Renaissance will solicit business

and community partners to support our curriculum nights and other family literacy initiatives. Our Grant Writing Committee will pursue other resources to help with the sustainability of literacy initiatives beyond the five-year grant period. Renaissance will strategically use Fulton County Schools' funding to sustain the literacy plan. The school will continue to use funds provided by the district for Extended Learning programs; however, additional funds are needed to expand the program to include all grade levels. Budget restraints have limited the acquisition of needed resources. Grant funding and community investments will complement school operating funds to provide additional professional learning, resources, programs, and technology for all teachers and students.

Demonstration of how technology purchases support RTI, student engagement, instructional practices, writing, etc.

Research shows that the use of technology substantially facilitates collecting, managing, and analyzing data used with Response to Intervention (RTI) and instructional programs. Technology-based literacy intervention programs/processes such as adaptive software that provides instructional support and intervention software that provides skill building would meet the individual and personalization needs of students and provide effective, efficient, and immediate differentiated instruction. The need for immediate feedback is crucial.

Students become more engaged when instructional technology is utilized in the classrooms. Most learners are owners of at least one device and are savvy to its uses. Providing opportunities to students to utilize these tools and introducing them to other possibilities, will engage students in ways traditional methods have fallen short. High stakes testing will soon be administrated through computers. Students and teachers must have the knowledge and resources to adequately prepare them for these tests.

Through the use of various computerized programs, all stakeholders benefit. Students will be placed in tiered -level instructional lessons, receiving remediation/enrichment on specific skills. The implementation of this process would ensure that all students will be provided with systematic, pervasive intervention according to their needs. Further, making online software programs accessible from home gives students and parents additional opportunities for developing and enhancing literacy skills.

Technology is an essential tool in enhancing the learning experience. Effective use must support four key components of learning: active engagement, group participation, frequent interaction & feedback, and connection to real-world experiences. Students' motivation to learn is increased when using technology. Renaissance recognizes the importance of incorporating technology with instruction. More effective use of technology will help students develop and master the skills needed in the 21st century.

Professional Learning Strategies

“Because strong reading, writing, listening, speaking and viewing skills are critical for college-and-career-readiness, teachers are required to learn to teach in ways that promote critical thinking and higher order performance. Through professional learning opportunities, teachers understand learning as well as teaching, in order to connect the curriculum goals to students’ experiences” (“The Why”, p.140-141).

Based on the results of the needs assessment, 100% of Renaissance Elementary staff members expressed a need for professional learning in three areas: Best Practices in Literacy, Assessment, and Response to Intervention (RTI). The table below outlines these areas and includes specific topics. Although 100% of the staff expressed a need, participation in specific professional learning will be tailored to the individual needs of teachers.

Professional Learning Needs Identified in the Needs Assessment		
Best Practices in Literacy	Assessment	RTI
<ul style="list-style-type: none"> • Text Complexity • Instructional Technology • Implementing the Core Curriculum • Reading and Writing Across the Curriculum • Reading Strategies for Informational Text • Higher Order Thinking Skills • Readers Workshop • Writers Workshop • Planning and Implementing Differentiation through Tiered Instruction • Guided Reading • Explicit Instruction in Phonics, Phonemic Awareness, Vocabulary, Fluency, and Comprehension 	<ul style="list-style-type: none"> • Analyzing formative and summative assessment data to drive instruction 	<ul style="list-style-type: none"> • Matching instruction and intervention to each student's learning needs • Understanding interventions for skill weaknesses, or strength-based instruction through enrichment and acceleration • Leveraging our Student Support Team (SST) to address learning and/or behavior problems of students

Other professional learning needs identified include: effective professional learning communities, critical experiences in social studies and science, and interdisciplinary literacy integrations (special areas).

Professional Learning - Existing

Over the past year, Renaissance Elementary faculty members have participated in a wide variety of professional learning opportunities. Training was delivered to grade-levels and in professional learning communities. The percentage of participation varies depending upon the audience. Professional Learning is differentiated to meet the needs of the faculty.

Professional Learning Topic	% of Staff Attending
Writing Across the Curriculum	100% of Staff
Differentiation	100% of Staff
Data Utilization	100% of Staff
Effective Lesson Planning Writing	100% of Staff
TKES Training	100% of Staff
STAR Training: Reading and Math	100% of Staff
Best Practices for Meeting the Needs of Male Learners	50% of Staff
National & State Conferences (NCTM, ASCD, NABSE, GETC, AIE, GAEL, Title I)	45% of Staff
Endorsement Programs (Teacher Leadership, Reading, TAG)	15% of Staff
6+1 Writing	8% of Staff
ELA Boot Camp	8% of Staff
Continuous Achievement in Math	4% of Staff
Engaging 21 st Century Minds: Using Brain Science, Technology, Nature and Collaboration for Deeper Learning	3% of Staff

On-going Professional Learning

Professional learning communities among grade levels are held weekly with the Curriculum Support Teacher and Instructional Coach. Monthly meetings are scheduled for the entire faculty.

On-Going Professional Learning	% of Staff Attending
Differentiation	100% of Staff
Writing Across the Curriculum	100% of Staff
Using Data to Drive Instruction/Data Analysis	100% of Staff
Professional Learning Communities	100% of Staff

On-Going Professional Learning	% of Staff Attending
Common Core Georgia Performance Standards	100% of Staff
Depth of Knowledge	100% of Staff
Technology Integration	100% of Staff
Strategies to Increase Student Engagement	100% of Staff

Determining Adequacy and Effectiveness

Effective professional learning enhances teacher knowledge and skills, improves classroom teaching and increases student achievement (The Why, p. 141). Student achievement gains, along with changes in instructional practices, will be analyzed to determine the adequacy and effectiveness of the professional development. To insure that teachers are utilizing strategies and knowledge gained through professional development, lesson plans will be closely examined. Teachers are required to write detailed lesson plans that include standards, differentiated instruction and activities. Requirements for lesson plans will be adjusted as necessary based on professional learning. Focus walks, informal walkthroughs and classroom observations will be conducted by the administrators and the Curriculum Support Teacher with the intent of observing evidence that teachers are utilizing strategies learned in professional development. Additional professional development and coaching will be provided for individual teachers based on student achievement data and information gathered through walkthroughs and classroom observations.

Professional Learning – Proposed

The proposed professional learning plan supports the following Renaissance Elementary strategic plan goals:

- Implement 21st Century Classroom
- Increase student achievement in literacy, math, science, social studies
- Increase the amount of resources available to students for social studies and science
- Reduce the number of students reading below grade level
- Increase the amount of resources available for math instruction
- Increase teacher proficiency in integrating technology into instruction
- Increase teacher proficiency in science and social studies
- Increase teacher proficiency in writing across the curriculum
- Increase the amount of technology resources available

- Increase teacher use of instructional technology to enhance student learning
- Increase student technology use.

Professional Development Plan		
Literacy Plan Goals and Objectives	Professional Learning Necessary to Achieve Goals	Methods of Measuring Effectiveness of Professional Learning
1. To Increase literacy in all content areas through the use of a variety of print and non-print media and technology resources	<ul style="list-style-type: none"> • Integrating technology to enhance literacy instruction and increase student engagement • Teaching informational reading skills in all content areas • Understanding and utilizing Lexile levels to match readers to appropriate text • Analyzing student work to differentiate instruction • Understanding tiered instruction and differentiation • Developing text complexity • Using social media as part of literacy instruction 	<ul style="list-style-type: none"> • Inclusion of technology use in weekly lesson plans • Observation of increased student technology use in classrooms and the computer lab • Increased student achievement
2. To develop, implement, expand and sustain a school-wide writing initiative with emphasis on integrating across the curriculum to meet the diverse needs of all students	<ul style="list-style-type: none"> • Integrating strategies to effectively implement writing across the curriculum • Writers Workshop • Developing strategies to effectively teach writing 	<ul style="list-style-type: none"> • Increased student achievement on constructed and extended responses on Georgia Milestones Assessment • Student work sample analysis • Observations and lesson plans
3. To provide teachers and administrators with relevant professional development and build partnerships with community stakeholders in order to provide explicit literacy in all content areas	<ul style="list-style-type: none"> • Developing strategies to more effectively utilize the RTI process • Focusing more on engaging, rigorous lessons • Including more project-based learning opportunities • Creating opportunities for community to participate in career and literacy activities 	<ul style="list-style-type: none"> • Increased parent communication • Observations and lesson plans • Increased student engagement in activities with a project-based focus
4. To provide parents with opportunities, resources and trainings to build the capacity of parents ability	<ul style="list-style-type: none"> • Designing strategies to increase parent and stakeholder involvement • Developing parent workshops 	<ul style="list-style-type: none"> • Increased parent involvement • Increased attendance at parent/family nights

Professional Development Plan		
Literacy Plan Goals and Objectives	Professional Learning Necessary to Achieve Goals	Methods of Measuring Effectiveness of Professional Learning
to support the literacy development of their child.	focused on: GA Milestones Cloze reading strategies Book Studies DEAR (Drop Everything and Read) Practical ways to help students with literacy at home <ul style="list-style-type: none"> • Sharing student login information with parents • Sharing apps with parents 	<ul style="list-style-type: none"> • Increased student achievement • Increased use of the parent resource center

Renaissance's professional learning strategies were created based on teacher survey data, student achievement data and stakeholder input. Renaissance's professional learning plan closely aligns with the school's literacy plan. School administrators understand the importance of investing in professional learning to improve student literacy.

Sustainability Plan

Renaissance Elementary School will sustain the literacy plan beyond the grant period by securing funds from multiple sources including the district, Title I, business partnerships and community resources. Our Grant Writing Committee will seek other opportunities for resources to continue the literacy plan initiatives. The Literacy Team designed the literacy plan with sustainability as a major focus. The table below highlights how components of the literacy plan will be sustained over time.

<p>Extending the Assessment Protocol</p>	<ul style="list-style-type: none"> ● Use Title I and district funds to continue formative and summative assessments. ● Use paper/pencil assessments. ● Request additional district level support to ensure the school has the necessary assessments.
<p>Developing Community Partnerships</p>	<ul style="list-style-type: none"> ● Cultivate our relationships with community partners. ● Pursue additional funding sources from our community partners to support literacy goals and plans. ● Leverage district grant development resources. ● Utilize school governance teams to develop plans for Seed funding to continue plan implementation. ● Leverage community resources.
<p>Building Capacity</p>	<ul style="list-style-type: none"> ● The Curriculum Support Teacher, literacy team members and other teacher leaders will participate in all trainings in order to become in-house resources for all teachers. ● The Curriculum Support Teacher, literacy team members and other teacher leaders will redeliver professional learning to new staff. ● New teachers will be assigned a mentor to make sure that they receive professional learning and assistance in the classroom. ● New teachers will receive training during new teacher orientation. ● The Curriculum Support Teacher will provide ongoing coaching and assistance to all teachers to reinforce lessons learned from professional learning sessions. ● Professional Learning Communities will be developed to support literacy efforts. ● We will expand on the lessons learned by collaborating with other Striving Reader schools and work with district staff to develop professional learning for our school. ● Equipment and software purchased through the grant

	<p>will be maintained by the school’s Technology Specialist.</p> <ul style="list-style-type: none"> • The principal will request SPLOST funds to augment or replace equipment. • The Technology Specialist will conduct an annual technology needs assessment to determine which technology resources need to be replenished. • Title I and district funds will be used to purchase site software licenses.
<p>Replacing Print Materials</p>	<ul style="list-style-type: none"> • District, Title I, and funds from our community partners will be used to replace print materials as necessary. • An annual inventory of print materials will be conducted in order to determine areas of need. • We will expand the use of online district resources provided by the district.

Renaissance Elementary is committed to Striving Reader and values the need to provide high-quality literacy supports to students. Dr. Crosslin, the principal, has made this initiative a priority for our school. Establishing the Grant Writing Committee and conducting needs assessments have provided a solid foundation for Renaissance's Striving Reader grant and have allowed the school to plan with the end in mind. That is, we have established long-term goals and incorporated sustainability considerations into our literacy plan. The school will leverage general operating funds to support literacy investments. Title II, Part A funds will help support professional development in literacy. Grant funding from local and national philanthropic organizations will be pursued to sustain the literacy interventions over time. Prospective funders who have a philanthropic focus on supporting literacy initiatives include: Laura Bush 21st Century Librarian Program, National Endowment for the Humanities, The Libri Foundation, The Braitmayer Foundation, The Malone Family Foundation, etc. The local business community also will be solicited for corporate contributions to support literacy interventions, e.g., Dollar General, Verizon, AT&T, Target, Wal-Mart, Sylvan Dell Publishing, Houghton Mifflin Harcourt, Barnes and Noble, ING, Sun Trust, etc. The district’s technology plan will help sustain the Striving Reader investments made in educational technology.

Budget Summary

Renaissance Elementary School will use grant funds to improve student achievement school-wide. We plan to purchase items that the school can sustain after grant funding ends. With an emphasis on strengthening literacy across the content areas, funds will be used to enhance our instructional and assessment programs, professional learning, technology needs, and parent/family involvement.

Instructional Program

To assist with developing the literacy skills of our students and teachers and to broaden our students' learning experiences, grant funding is requested for leveled-classroom libraries, novels, and field trips relevant to the curriculum. These creative endeavors will broaden our students' learning experiences while helping to develop literacy skills in the school and provide a fun and educational experience to children and families who rarely get such opportunities. Funds will be used to purchase leveled readers, adaptive software, ebooks, and online software subscriptions that will aid in student learning. For the purpose of improving writing scores school-wide, investments in a writing program will be made. Funding is needed for additional instructional materials and teacher salaries to expand the Extended Learning program to students in all grade levels, which will help students improve their literacy skills to meet or exceed expectations on standardized tests.

Assessment Program

To implement DIBELS Next and SRI with fidelity, funding is needed to pay for training and assessment materials.

Professional Learning

An instrumental part in achieving teacher success, on-going, job-embedded professional learning allows teachers to remain abreast of research-based best practices. Grant funds will be used to pay for substitutes and professional learning focused on best practices in literacy, RTI, and assessment. Funding will be used to pay for our teachers to become Reading Endorsed and/or Reading Endorsed Trainers, ensuring that teachers have an understanding of how to provide quality literacy instruction.

Technology Needs

Renaissance wants to personalize the learning experience for students by leveraging technology. Funds are needed to purchase tablets, ereaders, ebooks, and online subscriptions for

students' instructional use. For integrating content across the curriculum, promoting instructional rigor, and facilitating small group instruction, we will purchase mobile laptop and tablet carts. This purchase will allow students more access to technology in the classroom. All hardware and software purchased will comply with guidelines set forth by Fulton County Schools. Furthermore, hardware and software will either be purchased with manufacturer warranty agreements that cover repair and maintenance or funding for a consultant who will provide for maintenance and support.

Parent/Family Involvement

To further engage Renaissance families, we will continue to provide family literacy workshops as well as opportunities, resources, and trainings that build parents' capacity to support the literacy development of their child at home. These activities will provide a forum for distributing materials and resources and for promoting literacy strategies needed to increase student achievement.

Stipends

Funding for stipends will be used to ensure fidelity of grant implementation. In accordance with district policies, grant-funded stipends will be used to cover grant management, professional learning and vertical teaming for teachers beyond contractual obligations. Grant funds also will help compensate teachers for curriculum unit planning during the summer months.