# School Profile

Created Monday, December 10, 2012

## Page 1

## School Information

| | |
|---|---|
| School Information | District Name: | Fulton County Schools |
| School Information | School or Center Name: | Hamilton E. Holmes Elementary School |

## Level of School

*Elementary (K-5 or Primary, Elementary)*

## Principal

| | |
|---|---|
| Principal | Name: | Renee Prior |
| Principal | Position: | Principal |
| Principal | Phone: | 4047673092 |
| Principal | Email: | prior@fultonschools.org |

## School contact information

(the persons with rights to work on the application)

| | |
|---|---|
| School contact information | Name: | Renee Prior |
| School contact information | Position: | Principal |
| School contact information | Phone: | 4047673092 |
| School contact information | Email: | prior@fultonschools.org |

## Grades represented in the building

example pre-k to 6

*PK-5*

## Number of Teachers in School

*57*

## FTE Enrollment

*839*

# 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: Larry Wallace
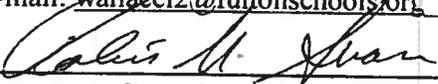
Position/Title of Fiscal Agent's Contact Person: Program Administrator

Address: Fulton County Schools – 2370 Union Road SW

City: Atlanta        Zip: 30331

Telephone: (404) 346-4376        Fax: (        )

E-mail: wallacel2@fultonschools.org

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

Dr. Robert M. Avossa
**Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)**

12-11-12
**Date (required)**

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

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

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

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

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

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

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

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

        **1.** Disqualify the Applicant, or

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

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

**b.** <u>**Employee Relationships**</u>

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

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

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

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

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

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

        **1.** The award; or

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

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

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

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

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

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

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

[  ] 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.

Conflict of Interest & Disclosure Policy

III. **Incorporation of Clauses**

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

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

Robert M. Avossa – Superintendent
**Typed Name of Fiscal Agency Head and Position Title**

12-11-12
**Date**

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

Renee T. Prior    Principal
**Typed Name of Applicant's Authorized Agency Head and Position Title**

December 5, 2012
**Date**

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

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

_____
**Date (if applicable)**

# Preliminary Application Requirements

Created Monday, December 10, 2012

## Page 1

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

General Application Information

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

- Yes

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

SRCL Grant Rubric

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

- Yes

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

Assessment Chart

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

- Yes

## Assessments

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

- I Agree

## Unallowable Expenditures

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

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

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

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

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

**Advertisements, Promotional or Marketing Items**

**Decorative Items**

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

**Land acquisition**

**Capital Improvements, Permanent Renovations**

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

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

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

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

- I Agree

# Grant Assurances

Created Wednesday, December 12, 2012

## Page 1

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

# Page 3

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

- Yes

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

- Yes

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

- Yes

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

- Yes

# Page 3

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

- Yes

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

- Yes

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

- Yes

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

- Yes

## 2007

**07-1. Segregation of Duties - Repeat**

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

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

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

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

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

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

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

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

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

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

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

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

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

## 2008

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

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

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

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

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

## 2009

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

## 2010

NO FINDINGS

## 2011

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

Condition: As of June 30, 2011, documentation from the State regarding approved proceeds from the 20 10 application to support the recording of State reimbursements for capital construction projects was not recorded by the School System.

**2011-02 Collateralization of Deposits**

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

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

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

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## DISTRICT NARRATIVE

***Brief History and Demographics:*** Fulton County Schools (FCS) is a large district both in terms of enrollment – more than 93,000 students – and in terms of geographic size – 78 miles from north to south. FCS has two distinct regions that are physically bisected by the City of Atlanta's school system, the Atlanta Public Schools. The district employs approximately 10,500 staff, including more than 6,800 teachers and other certified personnel. During the 2012-2013 school year, FCS students are attending classes in 96 traditional schools and 6 start-up charter schools. FCS is a diverse district both in terms of demographic and socio-economic enrollment. Its racial composition is 42% Black, 33% White, 13% Hispanic, 9% Asian, and 3% Multi-Racial. More than 44% of FCS students receive free and/or reduced-priced meals. Many schools in the northern part of the district have less than 5% of their students eligible for free and/or reduced-priced lunches while many schools in the southern part of the district have over 95% of their students eligible. Ten percent of FCS students are classified in special education, and seven percent are classified as having limited English proficiency.

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

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

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

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

*Past Instructional Initiatives:* FCS Teachers have access to model lesson plans written by district master teachers and the English/Language Arts Department staff. The model units

demonstrate a balanced approach to the teaching of standards. Instructional plans outline the standards addressed in each of the four nine-week units. Additionally, resources, strategies, and balanced assessments accompany each unit of study. A comprehensive scope and sequence outlines the standards and elements for each semester of the school year.

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

- assessment based planning and student placement;
- modeled, shared, guided, and independent reading and writing;
- explicit skill instruction;
- use of authentic texts across content areas;
- integrated use of technology;
- authentic applications of learning.

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

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

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

country, the high poverty schools in FCS tend to fall at the lower end of the performance

spectrum. Schools with large groups of students with disabilities or English learners struggle to

meet achievement standards. A survey conducted last year of administrators, teachers and

parents highlights concerns with the district's literacy efforts and Reading and ELA curriculum

and instruction. More than 53% of administrators responding do not believe the current Reading

and ELA materials provided by the district address the needs of all components of literacy.

More than 54% of parents do not believe their school offers adequate opportunities for parents to

learn strategies to support their child's learning in the home. Clearly, the data point to a need for

additional materials, professional development, parent outreach and supports to ensure quality

literacy instruction in our schools. The Striving Reader grant will help FCS address these

challenges.

**District Management Plan and Key Personnel**

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

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

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

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

Dr. Donald Fennoy and Karen Cox – Area Superintendents (0.10 FTE) are the Area Superintendents for the South and Central Learning Communities. They will ensure vertical alignment of curriculum and professional learning across Striving Reader schools. In their capacity as members of the FCS Executive Leadership team, they will communicate best practices to schools across the district to support sustainability of Striving Reader strategies. The

learning communities also have program specialists in each content and specialty area that provide support in all areas of instruction.

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

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

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

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

## EXPERIENCE OF THE APPLICANT

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

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

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

and targeted schools have established long-term goals and incorporated sustainability

considerations into their literacy plans.

*Sustainability:* FCS will sustain programming beyond the grant period by securing funding

from a variety of sources. FCS general operating funds will be used to support literacy

investments. Title II, Part A funds will help support professional development in literacy. Grant

funding from local and national philanthropic organizations will be pursued to sustain the

literacy interventions over time. Prospective funders who have a philanthropic focus on

supporting literacy initiatives include:  Laura Bush 21st Century Librarian Program, National

Endowment for the Humanities, The Libri Foundation, The Braitmayer Foundation, The Malone

Family Foundation, etc. The local business community will also be solicited for corporate

contributions to support literacy interventions, e.g., Dollar General, Verizon, AT&T, Target,

Wal-Mart, Sylvan Dell Publishing, Houghton Mifflin Harcourt, Barnes and Noble, ING, Sun

Trust, etc.

*Internally-funded Initiatives:* FCS has developed and implemented numerous education

programs designed to increase student achievement using general operating funds without the

support of outside funding. These programs attend to the delivery of student-focused instruction,

ongoing assessment, use of data, and continuous improvement. FCS's benchmark assessment

program, known as Checkpoints, assesses student mastery of standards in a pre-test/post-test

format each semester. Teachers and principals have easy access to Checkpoints data for

formative instructional planning, as well as placement of students within the on-level, advanced

or accelerated curriculum through an online Student Achievement Management System (SAMS).

Teachers access SAMS to support instructional practices through pacing guides, units, lesson

plans and instructional resources for all curricular areas and grade levels. The utilization of these

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

implement differentiated learning strategies to improve student achievement.

**School Narrative**

Hamilton E. Holmes Elementary School is in East Point, Georgia. According to the 2010 Census, East Point has approximately 33,712 people comprised of the following ethnicities: 74% Black, 12% White, 12% Hispanic, and 2% Asian, Indian or other. The median household income was $42,050 with a poverty rate of 18.7%. Holmes is one of 59 elementary schools in Fulton County Schools. We currently have an enrollment of 868 students. Of these students, 11% are English Learners, 14% are Limited English Proficiency, 34% are Remedial (EIP), and 13% are Students with Disabilities. The student population is 72% African American, 17% Hispanic/Latino, and 11% White. Appropriately 97 % of the school's population is eligible for free/reduced meals. Holmes has a 48.8% mobility rate and enrollment is very inconsistent, ranging from 450 to 868 over the last 3 years making it difficult to gauge what our population will look like for any given year.

Holmes has made Adequate Yearly Progress (AYP) for 3 consecutive years and is a Title-I Distinguished School. Holmes invites learning and cooperative teaching. Our staff is committed to educating responsible, productive citizens who are able to function independently and successfully, and who are active participants in a global society. Holmes is committed to doing everything possible to give our students the literacy skills they will need to begin their successful journey of education.

Administrative and Teacher Leadership Team

Renee Prior, principal, was appointed in 2010. Principal Prior is committed to working with faculty and parents to address students' literacy needs. Holmes' leadership team consists of representatives from kindergarten through fifth grade, special education, special areas talented and gifted, Media Specialist, Technology Specialist, Assistant Principal, Curriculum Support

Teacher, School Counselor, Head Building Custodian, and our Cafeteria Manager. These individuals participate in monthly meetings convened by Principal Prior. Information is shared about students' performance and best practices. Since taking the reign in 2010, Principal Prior's focus has been on improving the quality of instruction delivered to students while improving our customer service to parents and outside stakeholders through better home, school and community connections.

Past Instructional Initiatives

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

- Literacy Curriculum: Model units and instructional plans outlining standards addressed in each of the four nine week units. Resources, strategies, and balanced assessments accompany each unit of study.

- Storybook Character Day: Students, teachers and staff dress up as their favorite storybook character bringing book characters to life and reinforcing reading.

- Literacy Assessments: The District Benchmark, Checkpoints, assesses reading, language arts and writing four times per year in grades two through 5. It uses pre- and post-tests and is aligned with the Criterion-Referenced Competency Test (CRCT), A writing assessment is given every nine weeks focusing on the studied genre. We also utilize common assessments.

- Family Literacy Night: Families rotate to stations including writing a story about your dreams with parents, focusing on the Reading/ELA standards, and playing reading games for comprehension, fluency, and sight words.

- African American Read-In: This initiative is sponsored by the Black Caucus of the NCTE (National Council of Teachers of English) and takes place annually during February to coincide with Black History Month. Books authored by African Americans are selected.

- Read Across America Day: A variety of activities involving reading take place on this day which falls on Dr. Seuss' birthday.

- Six Flags Six Hour Reading Club (Read to Succeed): Students earn a free ticket to Six Flags by reading 6 hours from December 1st – February 28th.

- DEAR Time: At any given time during the day, the teacher will say, "Drop Everything and Read". All students and staff drop everything, pick up a book, and read for a given amount of time.

- Writers Café: Students review writing data, establish goals, examine writing exemplars, and collaborate with peers to create an exemplary writing piece.

- Book It: Sponsored by Pizza Hut, teachers set reading goals for students. Minutes/pages are tracked for students to earn a free personal pizza. It runs from October 1st – March 31.

- Monthly Parent Meetings with a focus on reading

- Reading Workshop: Reading websites and make and take

- "Do the **Write** Thing" Writing Workshop; Types of writing and journaling

- CRCT Workshop: Reading/ELA testing tips and practice tests

Current Instructional Initiatives

- Co-teaching / Inclusion Classes: Instruction to students with disabilities using the Least Restrictive Environment. Teachers practice the integration of Individualized Education Plan goals and grade level curriculum.

- Saxon Phonics: Explicit instruction in critical foundational skills, including high-frequency words, phonics and phonemic awareness, spelling, alphabetizing, and handwriting.

- Orton-Gillingham: Multi-sensory reading methodology that provides the education professional with effective tools for teaching the English language.

- Reading Coach: Provides targeted, professional development strategies for teachers to extend their instructional program to meet student needs. She models lessons and conducts observations while providing grade-level professional development during common planning time.

- Data Teams/Professional Learning Communities (PLCs): Grade level data teams meet one half-day each month. During these PLCs, teachers work together to analyze student achievement data and develop interventions to support student needs uncovered through the analysis.

- Literacy Curriculum Night: Provides parents with a focus on improving student literacy by engaging and exploring reading strategies and literacy activities to support all content areas.

- Reading Carnival: A school-wide celebration of reading at our school. Teachers, staff and students showcase their reading skills in a variety of planned activities at stations located throughout the school.

- Standards-Based Classrooms: Instruction based solely on Georgia Performance Standards, including the newly-implemented Common Core, utilizing research-based best practices - flexible grouping, progress monitoring, tiered instruction, and differentiation.

- Read for the Record: Participants all over the world read the same book on the same day to break the world record for the largest literacy event.

- Read for Life (R4L) Read a Million Pages (RAMP) Campaign: This is a school-wide and community project to promote and increase literacy and reach a goal of one million pages read.

- The Read-In: Endorsed by the International Reading Association, readers of all ethnic groups from the United States, the West Indies, various African countries, and more celebrate African American literacy as part of Black History Month.

- Inspired Classrooms: Teaching through the use of technology

Professional Learning Needs

Based on surveys and assessment sources, our teachers need additional professional development in these areas:

- Instructional technology

- Behavior management & modification

- Literacy instruction

- Assessing data results to make instructional decisions and differentiate groups

- Diagnosing and assessing students' reading difficulties

- Emphasizing the use of evidence-based best practices in every classroom so everyone is working in the same direction and remains focused on student achievement.

Need for a Striving Readers Project

Holmes is located in a community of single-family dwellings and apartment complexes, with many Section 8 low-income rentals. Most families are headed by one parent. Some

students live in homes with other relatives and 2% of our students are homeless.  Our high mobility rate negatively impacts instruction as it is difficult to gain any momentum when students are constantly in and out of school. We are focused on moving the Level I students out of the "does not meet" category on Georgia's CRCT. In addition, our students tend to have vocabulary and language deficiencies, which affect their performance across curriculum areas. With the necessary supplemental resources to support our students and families, we can ensure each child reaches his or her fullest potential.  A Striving Reader grant will help us build on our current literacy work and give teachers the tools and knowledge to help their students achieve across content areas.

**School/District Literacy Plan**

Hamilton Holmes built its literacy plan around the six building blocks identified in the document, *Georgia Literacy Plan Kindergarten-to-Grade 12 Necessary Building Blocks for Literacy: "The What"*, developed by the Georgia Department of Education (GaDOE) as well as research from GaDOE's *Georgia Literacy Plan: "The Why"*. The six building blocks and related research are described below.

**Building Block 1: Engaged Leadership**

Principal Prior and her administrative team are committed to working with faculty and parents to address students' literacy needs. Holmes has made tremendous progress improving student achievement in literacy. The success is grounded in standards-based instruction, ongoing professional learning, high expectations for students, and strong parental engagement. Principal Prior seeks out and participates in professional learning in literacy with her faculty. She demonstrates her commitment in the following ways:

- State-sponsored Webinars and face-to-face sessions with staff to learn about the transition to CCGPS

- Faculty participates in literacy instruction

- Administration regularly monitors literacy instruction within the school

- Administration provides scheduled protective time for literacy and teacher collaboration within and across content areas school-wide

- Time for intervention is built into the school schedule for each day

- Principal and faculty volunteer to participate in a monthly book club reading the following books for professional growth and insightful development:

1). *Motivating and Preparing Black Youth for Success* by Jawanza Kunjufu

2). *Motivating Black Males to Achieve In School & In Life* by Baruti K. Kafele

3). *Teaching with Poverty in Mind* by Eric Jensen

4). *Black Students. Middle Class Teachers* by Jawanza Kunjufu

5). *The Dream-Keepers* by Gloria Ladson-Billings

6). *The Learning Leader-How to Focus School Improvement for Better Results* by Douglas B. Reeves

7). *Building a Professional Learning Community at Work* by Parry Graham & William M. Ferriter

8). *Beyond the Bake Sale* by Henderson, Mapp, Johnson and Davies (this book study is for parents)

Trainers and Motivational Speakers who came to Holmes:

- Joseph Washington, Educating the African American Male

- Ken Williams, Professional Learning Communities (Learning Solutions)

- Kelley York, Metro RESA, Professional Development/Training

- Deborah Smith, Educating the African American Male

- Jordan Reeves-Walker, Student Behavior Strategies

- Torrie Voss, WIDA Standards Training

*Literacy Leadership Team*

The mission of Holmes Elementary School Literacy Team is to provide a supportive and positive learning environment in which all children achieve literacy success. Our vision is to strengthen and sustain literacy development across all content areas. Goals, objectives, and priorities have been clearly articulated, aligned and sequenced throughout our educational

delivery services for the students at Holmes. These goals, objectives, and priorities have been delineated for different age groups in the Georgia Early Literacy Standards (GELS); the Head Start Child Development and Early Learning Framework; the Learning Standards for Georgia Pre-Kindergarten; and the Common Core Georgia Performance Standards (CCGPS). To fully implement these sets of state standards, Holmes has developed a carefully crafted plan of transitions from stage to stage, grade to grade, and school to school to ensure that all children are provided with a coherent educational program. The Literacy Team's function is to create a literacy plan that is an essential blue print for improving student achievement. We collect and analyze a wide-range of data such as formative assessments, summative assessments, checkpoints, standardized tests (ITBS, CRCT) and input from the community. The team meets weekly to discuss literacy needs. The team communicates information to and seeks feedback from staff members during faculty, grade level, and leadership meetings, collaborative planning, as well as via emails and surveys. As a result of findings, the team studies and researches literacy best practices, shares professional resources among the faculty, facilitates professional discussions, and trains team leaders as facilitators. The team consists of representatives from all content areas.

| Member Name | Title | Role |
|---|---|---|
| Renee Prior | Principal | Monitor and evaluate literacy program and curriculum implementation school-wide. Analyze data for effectiveness of instruction. |
| Arnetta Eady | Assistant Principal | Monitor and evaluate literacy instruction and curriculum in all grade levels. Analyze student achievement data. Research additional resources. |
| Shalina Germany | Curriculum Support Teacher | Monitor and evaluate literacy instruction and curriculum in all grade levels. Analyze student achievement data. Research additional resources. |
| Angela Gibson | Parent Liaison | A special school staff member who |

| | | |
|---|---|---|
| | | works specifically to help parents get the information and assistance they need to support their children at home and to ensure their children's success in school. |
| Sharron Greene | English/Language Arts Instruction Coach | Evaluate literacy program to ensure rigor and attention to higher order thinking skills. Provide direct support to teachers to ensure the effective implementation of our literacy program. |
| Tamar Stroman | Math Coach | Analyze class and grade level data in mathematics for the purpose of sharing information with teachers and making informed decisions relative to instructional practices. |
| Vacant | Data Support Specialist | Analyze student achievement data. Research additional resources. Monitor teacher implementation of rigor. |
| Eugenia Fletcher | Special Education Teacher | Evaluate resources for effectiveness with Students With Disabilities. Monitor least restrictive environment implementation (Inclusion, team taught, resource, etc.). |
| Gina Foster | ESOL Teacher | Test students to determine eligibility for ESOL services. Provide effective strategies and accommodations for English learners. Analyze data and monitor language proficiency levels for all English learners. |
| Amanda Bell | Media Specialist | Provide resources for interdisciplinary classroom instruction. |
| Cassandra Lewis | 4th Grade Teacher | Assess grade level literacy needs for instruction. Collect data and provide feedback to drive instruction and rigor. |
| Creighton Bryan | Technology Teacher | Research most effective technology tools to integrate into every classroom. Implement technology to increase 21st Century learning. |
| Pastor Lanier | Pastor | A community leader who volunteers to support our school. |
| Lamonica Washburn | Parent | A parent who volunteers and supports our school. |
| Carol NeSmith | Staff Member at Paul D. West | A staff member at Paul D. West, our feeder school, who works |

| | | collaboratively to support students and teachers. |
|---|---|---|

*Scheduling and Collaborative Planning*

The integration of literacy skills into the content areas has been made even more explicit in the Common Core Georgia Performance Standards (CCGPS). In grades K-5, there are separate sets of standards for reading literature and for reading informational texts. While supporting the same anchor standards as those for narrative reading, the CCGPS delineates the skills that are unique to content area reading (e.g., identifying main idea, using diagrams, using text features, skimming to locate facts, analyzing multiple accounts of the same event). In content-area reading, the reader must be able to flexibly employ a set of skills specific to that discipline. Acquisition of those literacy skills should provide the student with the ability to transfer those skills into workplace or college. Students must be able to comprehend, to make inferences, to draw conclusions, to communicate in oral and written formats, and to create and synthesize ideas. With the support of literacy in the Common Core Georgia Performance Standards, content-area teachers will have specific guidance on the kinds of skills that students need in order to access the more complex texts generally found in content area classrooms. A protected, dedicated 90-120 minute literacy block is allocated for literacy instruction in grades K-5 for all students. Intentional efforts have been made to identify and eliminate inefficient use of student and faculty time within the scheduled instructional day.

*School Culture*

Culture influences everything that goes on in schools: how staff dress, what they talk about, their willingness to change and adapt for students, the practice of instruction, and the emphasis given to student achievement and differences. Holmes has a committed staff, with strong educational backgrounds. Teachers participate in ongoing professional development. A

culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the Common Core Georgia Performance Standards. Faculty and staff participate in targeted, sustained professional learning on literacy strategies within the content area. Staff is aware of the economic and environmental challenges that our students have and they are committed to educating the students in literacy to insure that our students break the cycle of poverty. They adapt well to change and they understand the importance of meeting the students where they are in literacy and pushing them to where they can be. We teach with the end goal in mind, creating a strong positive culture with a shared sense of what is important, a shared ethos of caring and concern for our students, and a shared commitment to helping students learn. Holmes has the following school climate:

- We have a shared sense of purpose, where we pour our hearts into teaching

- Our underlying norms are of collegiality, improvement, and hard work

- Student rituals and traditions celebrate student accomplishment, teacher innovation, and parental commitment

- Our informal network of storytellers, heroes, and heroines provides a social web of information, support, and history

- Success, joy, and humor abound

*Literacy Instruction*

Literacy instruction is optimized in all content areas. Content area teachers consistently incorporate the teaching of one of the following: Academic vocabulary, narrative, informational, and argumentative writing, and the use of discipline-specific text structures.

- Effective leadership requires the teaching of academic vocabulary using a systematic process. In response to this, teachers have adopted a common, systematic procedure for teaching academic vocabulary through the *Wordly Wise* series.

- Writing is an integral part of reading class every day. Supporting teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS remains a high priority for leadership

- Faculty and staff participate in targeted, sustained professional learning on literacy strategies within the content area

- Teachers have participated in professional learning on the following: incorporating writing instruction (narrative, argument, and informational) in all subject areas, selecting text complexity that is appropriate to grade levels as required by CCGPS

- Selecting text complexity that is adjusted to the needs of individual students

*Community Support*

The community at large supports Holmes and our teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards. We work with our stakeholders in a collaborative manner to address identified literacy challenges. We have and will continue to foster partnerships to promote literacy as we endeavor to promote life-long learners. The key people who are involved with promoting collaboration among stakeholders are the principal, assistant principal, counselor, parent liaison, curriculum support teacher, media specialist and ELA coach. Those key individuals along with other stakeholders such as classroom teachers, grade level chairs, and parent teacher association members are involved in the creation, planning and scheduling of literacy programs with out-of-

school agencies and organizations. Examples of existing and newly established partnerships include:

- Woodruff Arts Center Program/Alliance Theatre

- Zeta Phi Beta Sorority-Tutoring/Mentoring/Book Club/Author of the Month

- Tri Cities High School Student Government Association (SGA)-Tutoring /Mentoring

- Literacy Night

- Six Flags-Read for the Record

- Pizza Hut-Book It

- Fulton County Public Library -Summer Reading

- Atlanta-Fulton Public Library System

- Chick Fil A -Student of the Month

- Atlanta-Fulton Public Library System- East Point Branch

- Family Math Night

- Center for Disease Control and Prevention - Family Science Night

- Georgia Institute of Technology -Family Science Night

- Emory University -Family Science Night

- Publix Super Markets- Box Tops for Education

- Girls Incorporation of Atlanta-Mentoring

- Kaiser Permanente -Give Peas a Change

- East Point Police-Red Ribbon Week

- The Body Shop –Mentoring

- McDonalds – Ronald McDonald

- Anti-Defamation League –No Place for Hate

- Serve HAITI – Nonprofit faith based organization

- Dream Maker Photos-STEM Careers

**Building Block 2: Continuity of Instruction**

At Hamilton E. Holmes, we have active collaborative school teams to ensure a consistent literacy focus across the curriculum. Our professional learning communities (PLC) meet every Wednesday for team planning. During our PLC meetings the grade levels collaborate, plan lessons and share best practices. Our ELA coach, Math coach, Data Support Specialist, Curriculum Support Teacher, Administrators, EIP teachers and ESOL teachers are all available to assist classroom teachers and provide strategies and support. We have vertical team meetings so the grade levels can share their ideas and help plan for the previous and upcoming grade level. Grade level meetings are held once a week. During grade level meetings the Curriculum Support Teacher meets with every grade level to insure everyone is on the same page across the curriculum. To make Holmes fully operational we are further working on meeting regularly to examine student work and collaborate on the achievement of literacy goals shared by all teachers. We are in the process of developing a team/group of teachers to meet for level 1 students and focus on reading strategies that can move level 1 students to levels 2 and 3. We are building a readers theater group to put on performances for the school and parents as well as a support group for English learner parents to help them with reading and literacy at home.

As indicated in the GaDOE's *The Why* document, The Georgia Literacy Task Force's definition of literacy is the ability to speak, listen, read, and write, as well as to view print and non-print text in order to achieve the following: to communicate effectively with others, to think and respond critically in a variety of settings to a myriad of print and non-print text, and to access, use, and produce multiple forms of media, information, and knowledge in all content

areas (GaDOE, 2010, pg. 31).

All teachers 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. Students acquire literacy skills by accessing information through a variety of texts with specific organizational patterns and features. The need for content area literacy has been affirmed by Georgia's adoption of the Common Core Georgia Performance Standards (CCGPS) which stresses the need to read across the curriculum. In grades K-5, there are separate standards for reading literature and for reading informational texts.

Based on research from the National Commission on Writing, written communication skills are imperative for successful employment and promotion in the workforce. Studies are also indicative of great weaknesses in the critical reading and comprehension skills of students. Twenty-five percent of 4th-12th graders were identified as a struggling reader in 2005. A large percentage of students do not have the minimum level of reading skills to learn from grade-level text (GaDOE, 2010, pg. 28).

In order to achieve the ultimate goal of literacy instruction (build comprehension, writing skills and overall skills in communication), teachers currently use a variety of strategies to engage students, to get students to think about, write about, read about, and talk about the content they teach. Students are afforded the opportunity to practice speaking in a variety of settings such as informal groupings (sharing with a partner, brainstorming with students in a seating group), or more formal settings such as assignments (group, pairs, oral book reports, public speaking).

Writing helps students make sense of what they are learning and it allows students to think. A variety of strategies are employed to ensure students are writing every day in all content

areas including journal writing, squiggle writing or formal assignments (rough draft, editing, final product). Another school wide strategy is power writing to teach students the basic structure of writing. *Writing to learn* is applied to all content areas - students write about what they are learning (as a summary of instruction). For example, in math, students have to explain in written form how they arrived at a solution. K-5th graders have a monthly writing prompt in a variety of genres. All students submit an entry for this prompt and 2 students from each grade level are selected as exemplars. Their work is displayed on the "Author of the month" bulletin board.

Reading is scaffold by pre-reading strategies (previewing text, book walks); during reading strategies (making predictions, making inferences), and after reading strategies (drawing conclusions, summarizing, generating questions about text/content, use of graphic organizers). Students are also taught to generate questions as they read to improve comprehension.

*Out-of-school Agencies and Organizations*

We employ a full-time Parent Liaison who specifically serves Holmes Elementary School. Parents are encouraged to ask questions about data they see in the Thursday Newsletter. Parents have the opportunity to attend community meetings, PTA meetings, Local School Advisory Council meetings to get information about our school as well as the county. Parents are also invited to attend the State of the School Address. At this event parents learn the goals of our school as well as our current initiatives. Parents have access to Home Access Center which allows parents access to the teacher's grade book as well as other important information.

Hamilton E. Holmes Elementary School is developing relationships with out- of -school agencies and organizations to support literacy within the community. We have identified the following organizations to complement our vision: The Atlanta Fulton County Public Library System, Zeta Phi Beta Sorority, Inc., Barnes and Noble, and The Woodruff Arts Center. We have

identified key members of the East Point community, teachers, and parents to provide input and assessment of our programs. Some programs at Holmes that promote literacy strategies at school and home include the following:

- Lunchtime Book Club

- Writing Contest for 4th and 5th grades

- CRCT Preparation for ELA

- Literacy Night

- E-readers

- Summer reading programs

- Reading Book Fairs

Atlanta Fulton County Public Library System (AFPLS)

- Parents and students can obtain library cards to check out materials and online resources.

- Develop literacy nights and workshops that incorporate literacy programs at Holmes and AFPLS.

- Teachers can contact AFPLS via email with book titles and schedules for grade level book reports to engage learning at home.

- Communicate about special events at AFPLS such as children's story time, authors visits and programs that incorporate the family and community.

- Coordinate summer reading programs because based on studies summer reading programs boost student achievement.

Barnes and Noble

- Provides information about in-store and online literacy programs (Expert's Circle, Story time, Kid's Club)

- Evaluates e-reader technology yearly.

- Developed on-going training for teachers, students, and parents on e-reader upgrades, websites and other technical assistance.

- Field trips to the local Barnes and Noble store to offer parents an opportunity to visit a bookstore, and continue the literacy experience.

Zeta Phi Beta Sorority, Inc.

- Expand and develop the writing contest to include all grade levels and make it an annual event.

- Implement the storytellers program that involves one on one reading time for each grade level.

- Develop literacy activities within other content areas (Cooking with Kids – Math, Science).

The Woodruff Arts Center/Alliance Theatre

- Partner with the Alliance Theatre on field trips for all grade levels, and other programs within the Woodruff Arts Center (High Museum of Art).

- Develop professional learning residences for teachers and parents that model arts learning instructional strategies.

- In-school field trips or summer programs that incorporate how the arts correlate with the common core standards for the student and their families.

We also work with outside Pre-K coordinators, neighborhood childcare providers, and Sheltering Arms to help their students make a smooth transition into kindergarten. In March we have open house for Pre-K and have them experience kindergarten for half a day. We have a mock experience for them where our teachers teach them Reading, ELA, and Math on a

modified scale. Parents of those students have a workshop and are exposed to the language of standards and what their children will be expected to know. This is where we stress the importance of prior knowledge. We ask them to read to their children as much as possible. We discuss the new Common Core Curriculum and answer questions. We find that this type of initiation helps with transition and allows for a network in the community.

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

*Formative and Summative Assessment*

According to the GaDOE's *The Why* document, schools must utilize summative and formative assessment for effective reading and writing instruction. The assessments should assist in determining areas that require additional instruction (GaDOE, 2010, pg. 98). We have established an infrastructure for continual formative and summative assessments that we use to help us determine our interventions and effectiveness of instruction. Our screening, progress monitoring, and diagnostic tools include the Criterion-Referenced Competency Test (CRCT), District Benchmark assessments, the Iowa Test of Basic Skills (ITBS), Georgia's Online Assessment System, the Georgia writing assessment, and the RTI process. Common formative assessments and pre/post-tests for instructional units are being used in all classrooms and they are presented in a variety of formats that include multiple choice, verbal, short answer, constructed response, essay, and performance tasks. We also use Developmental Reading Assessment DRA, by Pearson Education, twice a year to help with fluency assessment and Access which stands for Assessing Comprehension and Communication in English State-to-State for English Learners and is designed to assess language proficiency and it entails speaking, listening, and writing.

Our staff has been trained on our assessment and intervention materials. These materials are aligned to our students needs and are readily available to our staff to use. Timelines and calendars were created based on our curriculum maps to establish specific assessments periods and opportunities.

To help with our data collection, we utilize SAMS, the Student Achievement Management System, Achievement Series program that is connected with SAMS, the Teacher Access Center, and monitoring charts. These programs were already established and they help us store our data, retrieve our data, analyze our data, and disseminate assessment results.

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

A system of ongoing formative and summative assessments is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction. Holmes has a commitment to using ongoing formative and summative assessment data that is used to inform instructional decision making about the need and intensity of interventions, and to evaluate the effectiveness of instruction. We utilize multiple measures of data to analyze student needs. We use process data, student learning data, demographic data, and perception data to make decisions. Student learning data includes informal checklists and formative assessments which give us student achievement information. Our Professional Learning Community analyzes data to identify ever-changing student literacy needs. Annually, comprehensive needs assessments are administered to evaluate our existing Title I and School Improvement Plans. Literacy needs are identified through this rigorous process. Holmes' plan includes a deliberate and comprehensive plan for assessment. The plan promotes the use of ongoing, frequent, and multiple measures that

will be used as diagnostic and monitoring tools to plan for instruction. It is necessary to examine both summative and formative assessments, to determine how that data positively affects instruction, and to see how formative assessments enhance the overall picture of assessment. We use the following instruments, procedures, or processes to obtain student data:

- 2012 Spring CRCT and CRCT-M scores
- 2011-2012 Attendance Summary Report
- District Benchmark Assessment Data
- Monthly School-Wide Common Assessments
- Informal Progress Monitoring
- Fluency Benchmarks
- University of Georgia (UGA) Mock Writing Assessments
- Georgia Writing Assessment for 3rd and 5th grade

Data is reviewed periodically throughout the implementation of our literacy plan to monitor the plan's effectiveness. Data is disaggregated by subgroup, grade level, and content areas for analysis. The students' past and present year teachers collaborate to analyze student data and make informed decisions. Teachers also work in Professional Learning Communities to discuss results of benchmark assessments, common assessments, and informal progress monitoring results. During these meetings, teachers are able to share strategies and determine course of action.

Holmes uses the following assessments:

| Assessment | Frequency | Purpose | Grade Given |
|---|---|---|---|
| CRCT | once a year | Outcome and Screening | 3rd, 4th, and 5th |

| | | | |
|---|---|---|---|
| ITBS | Once a year | Outcome and Screening | 3rd and 5th |
| Cognitive Abilities (CoGAT),TTCT, STAT10-Standford, and GRS Motivation Rating Scale | Once a year | To identify TAG students | Administered to students in grades K-5 who meet preliminary criteria for gifted services. |
| DRA2<br><br>Checkpoints (District Benchmarks) | Twice a year<br><br>Twice a year | Diagnostic(fluency/comp)<br><br>Diagnostic and measures mastery of standards | K-5 |
| Portfolio information | After every unit | Monitors progress and outcome | K-5 |
| Writing samples | Monthly | Diagnostic and progression and mastery of writing skills | K-5 |
| Assessing Comprehension and Communication in English State-to-State (A.C.C.E.S.S.) | Once a Year | Measures Language Acquisition of English Language Learners in reading, listening, writing and speaking. | K-5 |
| W-APT Wida-Access Placement Test | K-5 on-going when students enroll with English not being their primary language | Given to students whose native/first/home language is not English and this has been indicated on their registration form. | K-5 |
| Scholastic Reader Inventory (SRI) | Twice a Year | Universal screening and progress monitoring | K-5 |

Teachers are actively involved in decisions regarding the use of academic assessments. Holmes has a school-wide system for informal progress monitoring using a summarizing activity or assessment. This information is recorded on their class monitoring chart and used to structure small groups and organize learning for the next day. The data gives teachers up-to-date information on student learning in order to make informed decisions for planning and instruction.

Teachers meet each week for PLC. This is where they meet colleagues, teacher support, reading and math coaches, and administrators to decide the effectiveness of instruction and instructional programs.

In addition, using a research-based diagnostic reading assessment for each student helps to establish benchmarks and enables students to make adequate reading gains. This tool also allows for better tracking of tiered instruction through the use of progress monitoring for the RTI process.

*Literacy Screening*

The purpose of a screening measure is to accurately identify a student as being at risk (GaDOE, *The Why,* 2010, pg. 99). Assessment data has been used to place students in an intervention setting as needed and to help teachers adjust instruction. The data assist teachers in making learning goals for themselves as well as their students and it helps the students establish their own learning goals. Also, the assessment data helps with progress monitoring. Technology is used to help differentiate instruction and to share progress monitoring.

Educators must be able to do the following:

- Identify students' strengths and weaknesses

- Determine if fundamental content-based literacy skills are lacking

- Establish learning goals for students based on the Georgia Performance Standards (CCGPS by 2014)

- Match instruction to learning through effective instructional design supporting literacy performance standards

- Evaluate effectiveness of the instruction in meeting the goals for the student

- Monitor student progress toward goals and set new goals

*Summative Data Use*

Our summative data is used to help make programming decisions as well as monitor individual student progress. We use a variety of sources of data to analyze our student needs and serve as a baseline for improvement. Some of them include the CRCT and CRCT-M scores, attendance summary reports, District Benchmark Assessment Data, ITBS, school-wide summative assessments, Georgia Writing Assessment and ACCESS Testing.

During our grade level content meetings, we devote a portion of the time to review and analyze assessment results to help identify needed instructional adjustments and to ensure progress of subgroups. The teachers share and analyze student work samples as a way to adjust instruction. Our teachers use the data to help them plan lessons, create or try re-teaching and intervention strategies for areas of need. Also the teachers use a variety of online options to assist in planning.

According to GaDOE's *The Why* document, assessment should be based in a strong understanding of the standards. A school's assessment program should ensure that specific learning goals have been identified so classroom instruction and work can focus on learning instead of preparing students for high stakes tests (GaDOE, 2010, pg. 98).

To help ensure data use in the improvement of teaching and learning, a protocol has been developed and is used to identify the instructional needs of our students. We utilize SAMS, the Student Achievement Management System, Achievement Series program that is connected with SAMS, the Teacher Access Center, and some monitoring charts. These programs were already established and they help us store our data, retrieve our data, analyze our data, and disseminate assessment results. We will continue to:

- Establish a clear vision for school-wide data usage

- Provide support that fosters a data-driven culture within the school

- Use data as part of an ongoing cycle of instructional improvement

- Conduct data talks and discussion with students to teach them to examine their own data and set learning goals

- Conduct regularly scheduled meetings and data discussions to make adjustments to instruction

- Regularly communicate and model expectations for meetings

- Attend professional learning or professional development sessions

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

*Direct, Explicit Instruction*

Our teachers are highly qualified and have experience in teaching reading. They provide all students the direct, explicit instruction that they need. Our teachers have the ability to differentiate instruction to meet needs of students. They use a variety of teaching styles including peer, hands on, one-on-one, direct instruction, and student facilitated lessons, learning centers that contain activities based on students' learning styles and hands-on technology. They are able to motivate students to participate and be fully engaged by accessing and utilizing outside resources to supplement what is needed to instruct students. Teachers use common assessments and Checkpoints data to modify instructional practices, interdisciplinary teaching across the content areas, and incorporate technology into classroom instruction.

Holmes has numerous resources and activities to support literacy in our classrooms including: guided reading lessons, differentiation based on process and product (EIP reading and math),web-based reading materials, interactive whiteboards, common assessments in

reading/writing and monitoring and analyzing student work in professional learning communities.

Further, we offer Team Teaching and Inclusion Classes to address the unique needs of our students with disabilities. We have implemented strategies where special education teachers coordinate and team teach with the general education teachers. These specialized services are put in place to support and address the needs of students with disabilities. Multi-sensory devices and assistive technology is available throughout the building to accommodate the SWD's specific needs.

Holmes has a Reading Coach who is a critical resource for teachers. She provides targeted, professional development strategies for teachers to extend their instructional program to meet student needs. She models lessons and conducts observations. She also provides grade-level professional development during common planning time.

Here at Holmes we recognize that parents have an important role in the early development of literacy in young children. We provide a free Adult Literacy Program for parents who have limited English proficiency. The Adult Literacy Program meets every Monday and Thursday for two hours, beginning in January and ending in March. The program focuses on English skills needed to communicate successfully. The program teaches vocabulary, verb conjugations, grammar and structure, conversation and practice opportunities. We provide parents with strategies that engage them in reading with their children, strategies that will help them communicate with teachers during parent-teacher conferences, and communicating effectively in the community. We provide snacks and free literacy based child care services for the parent's children during the classes. The children receive homework assistance, books read aloud and play educational games. The parents have

found it to be extremely beneficial and enjoyable. They look forward to us continuing this valuable Adult Literacy Program again this year. Holmes will extend our Adult Literacy Program so that it will begin October 1st and continue throughout the school year. This will give parents more time to enhance their English proficiency levels. Since transportation for the parents is an issue, we will also offer transportation to increase our parent participation in the Adult Literacy Program.

We offer study skills workshops, EIP Reading Parent Orientation, Literacy Night, and Transitioning to the Next Grade. In addition, we have a Title I Parent Resource Room that has many books, games, reproducible activities, electronic instructional devices, and informational pamphlets for parents, internet access, and a Parent Liaison who provides assistance to parents as needed.

All of our teachers participate in a variety of professional learning opportunities throughout the year to ensure students receive direct, explicit instruction in reading. Our school has focused on four main areas for the past few years: math, integration of reading and social studies, and teaching strategies (standards-based classroom) across the curriculum. This year, we developed professional learning community protocols to our areas of focus. Our teachers need ongoing professional learning on rigorous literacy instruction, differentiation, student engagement, and technology integration. Professional learning is needed to meet the increased rigor of the Common Core Standards. Our teachers learn best when the professional learning teaches specific skills/ strategies they can implement immediately, includes modeling of the strategies, and incorporates coaching of the new strategies as teachers begin to implement.

The Common Core Georgia Performance Standards (CCGPS) require that students become proficient in three types of texts - argument, informative/explanatory, and narrative -

beginning as early as kindergarten. According to National Council of Teachers of English (NCTE), writing is an essential skill in the workplace. The way a person writes is a strong predictor of success. It not only adds to one's ability to think critically, but it can create opportunities and help maintain relationships (GaDOE, *The Why*, 2010, pg. 43-44).

Students come into our classrooms with varied needs. One approach to teaching is not sufficient. Writing instruction and assessment should include some of the following:

1. Extensive writing by all students to increase comfort level utilizing various texts and genres

2. Grammar instruction that allows students to see how language works across contexts

6. Utilize varied measures to assess progress such as portfolio assessment (GaDOE, *The Why*, 2010, pg. 44)

*Extended Time for Literacy Instruction*

The need for extended time for literacy has been widely recognized according to the GaDOE's *The Why* document. It has been found that the most effective elementary schools provided an average of 60 minutes a day of differentiated instruction. Furthermore, literacy instruction should cross content areas, rather than isolated to Reading and English/Language Arts (GaDOE, 2010, pg. 58)

Holmes has a Tiered approach and schedule to incorporate extended time for literacy for every child who needs it. All students receive Tier 1 instruction within an ELA class that focuses on reading and writing and in all content-area classes, which includes integrating content-specific literacy strategies. Tier 2 is where some students receive a targeted intervention inside the classroom through one-on-one or small-group instruction, to allow them more time and individual attention to focus on skills taught to the whole class. Tier 3 students receive a targeted, intense intervention outside of the classroom when the commonly applied approaches taught in

the first and second tiers do not work for them.

Teachers use flexible grouping and differentiated instruction, determined by formal and informal assessments, allowing for students to move in and out of the supports they need. The master school schedule also incorporates time for additional learning in each tier for extending the lessons. We also use progress monitoring of learning through multiple formative assessments to insure extended time for literacy.

*Effective Writing Instruction*

Teachers have developed a plan for writing instruction across the content areas. The importance of written communication skills on becoming gainfully employed has been widely researched (GaDOE, *The Why,* 2010, pg. 43). Teachers at Hamilton E. Holmes recognize the importance of writing. A coordinated plan has been developed for writing instruction that includes: explicit instruction, guided practice, and independent practice through the Power Writing Model. Teachers use Power Writing as a vertically and horizontally articulated writing plan. All subject area teachers participate in professional learning on best practices in writing instruction.

The Common Core Georgia Performance Standards (CCGPS) have refocused attention on reading and writing across the curriculum. Teachers, instructional leaders, and policymakers must re-conceptualize reading and writing across the discipline. CCGPS has taken a clear stand on behalf of reading and writing across the curriculum. Our writing instructional plan across the curriculum is to provide teachers with professional development, routine writing opportunities and Writer's Cafe, multiple forms of feedback, and research-based assessments.

At Hamilton E. Holmes we believe that in order to ensure that all students receive effective writing instruction, we must first empower our teachers and staff. An intensive and

sustained professional development is offered to support teachers who may feel unprepared. The professional development consists of writing consultants coming to our school to work with teachers twice a week. The specialist supports teachers with writing across the curriculum, modeling effective instruction, teacher and peer editing, establishing a routine for conferencing, and fostering collaboration among teachers.

The routine writing opportunities and writer's café are K-5 school-wide monthly writing prompts on various genres. The writer's café is a designated area where students write and get support from volunteers. Other examples of routine writing across the curriculum may include daily diaries, exit slips, brief written responses, specific journaling assignments, taking notes, writing to learn strategies, writing short responses to stories, poems, and songs, written explanation of key concepts, summarizing arguments on a given topic, outlining a procedure, writing centers, and summarizing a selection or chapter. Furthermore, the teachers at Holmes provide multiple forms of feedback in writing such as whole class discussion on writing samples, peer responses to writing, students' reflection on their own writing, brief on-one-one conferences, and traditional teacher feedback. The researched-based assessment includes writing portfolios for all students along with scored rubrics for each genre. Teachers have access to the bi-weekly writing performance assessment in the ELA CCGPS unit plans.

Holmes utilizes Write Score, a company that hand scores our students' essays. The product offers reliable formative data to increase student performance in writing and science. We analyze data on individual students, classrooms, grade levels, schools and district report to support our instructional goals. Another writing assessment implemented is the University of Georgia (UGA) services where at least two raters independently read each paper and analyze each student's knowledge and skills in four domains.

Teachers participate in professional development once a month with the writing consultants during grade level meetings. Then the specialists support teachers conduct walk-through visits in the classroom at least twice a week. Routine writing opportunities such as journaling, writing to learn, or exit slips take place on a daily basis. The K-5 writing prompts, along with power writing and six plus 1 routine, are done monthly on a given topic and are grade level specific. Writer's Café is also a part of our routine writing opportunities occurring daily. The assessments such as the portfolios are evaluated weekly, performance tasks are done bi-weekly, Write Score writing assessment happens twice a year, and UGA transpires twice a year.

Below is a table that outlines Holmes' plan and frequency for writing instruction:

| Hamilton E. Holmes Writing Instruction Across the Curriculum Plan & Frequency | | | | | |
|---|---|---|---|---|---|
| **Professional Development** | | **Routine Writing Opportunities** | | **Assessments** | |
| *Category* | *Frequency* | *Category* | *Frequency* | *Category* | *Frequency* |
| Teacher Trainings | Monthly | Writer's Café, Writing Centers, | Daily | Portfolios | Weekly |
| | | | | Performance Task | Bi-Weekly |
| Consultants Support | Twice a Week | Journaling, Write-to-Learn, Exit Sips, etc. | Daily | Write Score | Twice a Year |
| | | | | UGA | Twice a Year |
| | | K-5 School-wide Writing Prompts, Power Writing, Six Plus 1 | Monthly | | |

*Student Interest and Engagement*

To keep up with the higher levels of literacy expectations in a global society, students must have a repertoire of strategies that will enable them to access, use, and retain information

from different sources. To keep up with the higher levels of literacy expectations in a global society, students must have a repertoire of strategies that will enable them to access, use, and retain information from different sources productivity. High-quality, evidence-based professional learning is essential to the successful implementation of our literacy plan. The Common Core Standards specifically target speaking and listening, high level vocabulary, and verbal expression. Our professional learning plan supports teachers in the successful implementation of these new, rigorous standards and 21st century learning. This rigor will allow teachers to engage students and professional development will allow teachers to plan intentional lessons with rigor, fun, excitement and purpose.

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

Holmes is constantly reviewing data to identify student needs. We conduct a comprehensive needs assessment to support both our Title I Plan and our School Improvement Plan. Literacy needs are identified through this rigorous process. Each member of our school team has a part in the completion of our comprehensive needs assessment. Data is collected and analyzed throughout the school year from local, district and state standardized test data to identify at-risk populations of students. At-risk students are identified as those students who scored below the 50th percentile on the Iowa Test of Basic Skills Test (ITBS), students who scored below 50% on the S1 Diagnostics Checkpoints Assessment; below 65th percentile on the end of S1 Checkpoints Assessments; and/or students who scored below 800 on the Criterion Referenced Competency Test (CRCT) in Reading, ELA, or Mathematics. Team members gather and analyze data from the following: Student Support Team referrals, Response to Intervention Informal Collaboration process, school discipline data, and School Social Worker referrals.

The administrative team meets with individual teachers to review their grade level outcomes by content area and to discuss the teacher's plan for meeting individual student academic needs. School leadership monitors the implementation of the teachers' action plans and provides support as needed. Monitoring may occur in many different ways to include a review of formative classroom data on a regular basis, and classroom observations. Teams of certified staff members develop intervention plans for students who are at-risk of not meeting minimal standards as prescribed by the Georgia CRCT. English Language Arts and Social Studies teachers along with the Math and Science teachers collaborate in vertical teams to analyze data, plan for instruction, and develop common assessments that assess students' mastery of power standards. The Curriculum Support Teacher conducts grade level meetings to engage teachers in professional development as well as professional learning communities to support and plan for more effective instructional alignment based on the needs of the students. Student data is collected and disaggregated from CRCT Summary Reports by teacher and grade level. Data is also retrieved from the Student Assessment Management System (SAMS). Data is collected by subgroups (economically disadvantaged (ED), gender, and ethnicity). Student discipline and attendance data is collected from our student information system.

Response to Intervention (RTI) is a comprehensive, multistep approach including instructional interventions to provide support and services to struggling learners. Teachers meet twice each month in Informal Collaboration meetings to discuss students that exhibit early signs of struggling to grasp and maintain academic material. Teachers also meet in the Professional Learning Vertical Teams to discuss strategies that have worked, as well as to offer new strategies for the requesting teacher to use. Classroom teachers collect formative and summative assessment data on students' progress and share this information with the PLC vertical team. The

team discusses progress made or receives additional strategies from their team members. Analysis of data is used to determine movement among the Tiers.

**Tier 1-Core Curriculum** (2.5 hours of daily literacy instruction) for K-5:

General Education Teachers and Kindergarten Paraprofessionals currently use the following materials for Tier 1 Instruction: adopted textbooks, print and non-print collections in the Media Center, and the computer lab. Tier 1 is Standards-Based Classroom Learning. All students participate in general education learning that includes:

- Universal screenings to target groups in need of specific instructional support

- Implementation of the Common Core Georgia Performance Standards by 2014 in a standards-based classroom

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

- Progress monitoring of learning through multiple formative assessments

Adequate time is given for the Tier 1 instructional program to be implemented before determining Tier 2 support is needed.

**Tier 2 Needs-Based Learning:**

In addition to Tier 1, targeted students participate in research-based interventions:

- For 6 weeks, 3-5 days a week for at least 15 minutes

- Groups of 8 or less

- District and/or school benchmark assessments are used to determine student progress toward grade level mastery of the GPS and the CCGPS

- A universal screening process is used to identify students requiring additional assessments in reading, math, and/or behavior. These additional assessments ensure

accurate identification of struggling students or students not performing at expected levels.

During Tier 2, parents are invited in to attend a series of meetings to discuss the student's academic performance and on-going progress or failure to achieve. Parents are provided with strategies to use at home during this phase. Students performing below grade level are given tiered, evidence-based interventions in the general education setting. Students who make expected rates of progress with interventions are considered to be in the appropriate general education setting. If a student does not adequately respond to Tier 2 interventions, movement to Tier 3 is considered. Movement between Tier 1 and Tier 2 is fluid and flexible.

**Tier 3- SST Driven Learning:**

In addition to Tier 1 and Tier 2, targeted students participate in individualized, targeted research-based interventions.

- 4-5 days a week for at least 30 minutes

- Groups of 4 or less

- Progress monitoring weekly

Intensive Intervention (45-50 minutes) for K-5: General Education Teachers, Paraprofessionals, EIP Reading Teacher, and ESOL Teacher will implement the following literacy strategies:

- Books in audio format - strengthen student and parent comprehension and foster independent reading for primary, ESOL, and students with disabilities.

- Technology hardware (table mount projection systems, larger/oversized keyboards, talk systems) – provide students with needed equipment to help them access and utilize information.

- The data team will confirm the fidelity of implementation of the intervention through frequent contact and observation during instruction.

- After the appropriate amount of time depending on the intervention, the data team assesses student progress and determines if continued support through Tier 3 is required, if additional Tier 3 interventions are required, or if movement to Tier 4 is required.

**Tier 4- Specially Designed Learning:**

In addition to Tiers 1 through 3, targeted students participate in specialized programs, methodologies, or instructional deliveries. This provides a greater frequency of progress monitoring of student response to interventions. Tier 4 is developed for students who need additional support and who meet eligibility criteria for special program placement, including gifted education and special education.

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

With three effective tiers in place prior to specialized services, more struggling students will be successful and will not require this degree of intervention. Tier 4 does not represent a location for services but indicates a layer of interventions that may be provided in the general education class or in a separate setting. For students with disabilities needing special education and related services, Tier 4 provides instruction that is targeted and specialized to meet students' needs.

**Building Block 6: Improved Instruction Through Professional Learning**

*Teacher Preparation*

Representatives from the community and/or school leadership meet with representatives from Professional Standards Commission to enlist support for ensuring that:

    a.  Pre-service teachers receive coursework in disciplinary literacy within content areas.

    b.  Teacher preparation is revised to reflect needs that districts report with new teachers.

*Ongoing Professional Learning*

Holmes provides ongoing professional learning for teachers and staff in the area of literacy including:

1. Protected time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice.

2. Professional learning in the CCGPS based on the needs revealed by student data as well as by surveys, interest inventories and teacher observations.

3. Ongoing professional learning on the use of the core program.

4. Monitoring of instruction through classroom observations or walkthroughs using a variety of assessment tools tied to professional learning.

5. Site-based support from an instructional coach for administrators, faculty and staff, where possible.

6. Program-specific training for intervention providers before the beginning of the year to prepare teachers and staff for implementation.

7. Training for administrators, faculty and staff in administering, analyzing and interpreting results of assessments in terms of literacy.

Some or all of the following personnel participate in all professional learning opportunities:

    a. Paraprofessionals

    b. Support staff

    c. Interventionists

    d. Substitute teachers

    e. Pre-service teachers working at the school

    f. Administrators

    g. All faculty

Some or all of the following personnel participate in all professional learning opportunities:

a. Paraprofessionals

b. Support staff

c. Interventionists

d. Substitute teachers

e. Pre-service teachers working at the school

f. Administrators

g. All faculty

# References

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## Needs Assessment, Concerns, and Root Cause Analysis

*Needs Assessment Process*

Annually, we at Holmes conduct a comprehensive needs assessment to support both our Title I Plan and our School Improvement Plan (SIP). Each member of our school has a part in this needs assessment and SIP through data analysis, drafting of the plan and/or reviewing the plan and providing feedback. Additionally, we consider specific literacy needs and goals that align with our ongoing Title I and School Improvement Plans. We developed 2 surveys, one for students and one for teachers, to ensure we are addressing the real cause of why some students are not learning adequate literacy skills at Holmes.

Teachers completed a survey rating various statements as Disagree, Somewhat Disagree, Neutral, Somewhat Agree, or Agree. Statements related to the following areas:

- Socioeconomics: Impact of poverty and teachers' ability to drive change

- Cultural relevance: Implementation of culturally relevant teaching practices

- Technology: Knowledge, use and impact of technology in teaching practices

- Pillars of literacy: Comfort level with a variety of areas including teaching literacy skills to non-readers, differentiating instruction, using balanced assessments and use of a multitude of literacy strategies.

The literacy team also took a look at the program demographics for Holmes 2012-2013 school year. After analyzing the data we discovered an alarming 75% of the school population qualifies for some type of Instructional Services as indicated in the chart below.

| ESOL | GIFTED | LIMITED ENGLISH PROFICIENCY | EIP or LEVEL 1 | SWD |
|---|---|---|---|---|
| 98 students | 26 students | 122 students | 291 students | 115 students |
| 11% | 3% | 14% | 34% | 13% |

*Source: Student Achievement Management System, generated October 12, 2012*

1

Additional information was gathered via a survey for students to explore their literacy experience at home. Students were asked five questions requiring a "yes" or "no" response. Questions related to access to books at home, interest in other experiences to support books they are reading, access to computers at home, visitation to public library, and interest in additional resources for reading at home.

*Root Cause*

The root causes to our areas of concern are varied and improvement needs to be addressed on many levels. Based on our comprehensive needs assessment, we identified the following underlying root causes at our school:

- Significant learning and behavioral challenges presented by SWD, interfering with their ability to learn and retain information and master grade level learning standards.

- Lack of parental education on information regarding student's disability and strategies for addressing the student's needs

- Deficiencies in students' background knowledge based upon amount of exposure to various learning experiences and amount of print.

- Lack of teacher knowledge in the teaching of: phonics, writing, integrating literacy into content areas; general educator/special educator co-teaching/inclusion; instructional technology integration; and classroom management

- Inability of teachers to adequately address apparent gaps in current state curriculum

- Limited access to internet in the home and limited use of public library in community

- Non-English speaking parents

- Low household income

- High transiency

*Student areas of concern*

| Sub-group | Area of Concern | Current Strategies | Future Strategies |
|---|---|---|---|
| ED | **Fluency Comprehension Writing** | **Fluency-** Reader's Theater, Buddy reading, Echo reading, teacher read aloud, audio books Tumblebooks, Pebblego databases (K-2) **Comprehension** Guided reading Instruction, Web-based standards mastery program, Success Maker **Writing-**Student workshop, Power Writing, Format Writer's Café | Woodruff Arts Center: Reader's/Writer's Theater Digital storytelling Published author visits School-wide novel study Classroom libraries eBooks/eReaders Content area Database subscriptions Writing Consultant |
| EL | **Fluency Vocabulary Writing** | **Fluency-** Reader's Theater Buddy reading Echo reading Teacher read aloud Audio books Bilingual book packs Tumblebooks, Pebblego databases (K-2) **Vocabulary-** Print rich Environment Picture cards Success Maker **Writing-**Student workshop, Power Writing format | Woodruff Arts Center: Reader's/Writer's Theater Digital storytelling Published author visits School-wide novel study Classroom libraries eBooks/eReaders Content area database subscriptions Writing Consultant |
| SWD | **Fluency Comprehension Writing** | **Fluency-** Reader's Theater Buddy reading Echo reading Teacher read aloud Audio books Tumblebooks, Pebblego databases (K-2) | Woodruff Arts Center: Reader's/Writer's Theater Digital storytelling Published author visits School-wide novel study Classroom libraries eBooks/eReaders |

| Sub-group | Area of Concern | Current Strategies | Future Strategies |
|---|---|---|---|
| | | **Comprehension**<br>-Guided reading<br>Instruction<br>Web-based standards<br>Success Maker mastery program<br>**Writing**-Student workshop,<br>Power Writing Format<br>Writer's Café | Content area database subscriptions<br>Writing Consultant |

*Programmatic areas of concern*

| Areas of Concern | Current Strategies | Future Strategies |
|---|---|---|
| Active, organized school literacy leadership team | • Identify/prioritize list students needing intervention<br>• Evaluate current practices in classrooms through observation/ walkthrough<br>• Provide professional learning support regarding transition to CCGPS | • Use student achievement data to meet individual teacher needs through follow-up assistance and professional learning<br>• Identify and allocate additional funding sources to support literacy<br>• Share student achievement gains with parents and local community, through community open houses, newspaper articles, displays of student work, websites, etc. |
| Optimized literacy instruction in all content areas | • Ensure the use of research-based strategies and appropriate resources to support student learning of the CCGPS<br>• Support teacher in use of appropriate strategies to help ELs meet English language proficiency standards<br>• Require writing as an | • Monitor literacy instruction across the curriculum through formal and informal observations, lesson plans, walkthroughs, etc.<br>• Use online resources regarding effective strategies for development of disciplinary literacy |

| Areas of Concern | Current Strategies | Future Strategies |
|---|---|---|
| | integral part of every class every day | within content areas<br>• Expand meaningful opportunities for students to write, speak, and listen (e.g., contests, debates, YouTube videos, drama) |
| Community school/teacher support in development of college-and-career-ready students | • Identify key members of the community, governmental and civic leaders, business leaders, and parents to serve as members of a community advisory board | • Establish mentoring system within and outside of school for every student needing additional support<br>• Open school building for adult learners from community in evening, encouraging a community of learners<br>• Foster relationships among schools, postsecondary education institutions, workforce, families, and communities |
| Out-of-school agencies and organizations collaborate to support literacy within the community | • Develop survey of needs from parents, students, teachers, and counselors to match available resources to actual need<br>• Develop avenues of communication (virtual and face-to-face) with key personnel in out-of-school organizations and governmental agencies supporting students and families | • Develop and maintain infrastructure to support literacy across organizations<br>• Focus proactively on broad issues that may prevent students from learning (e.g., health, homelessness, , attendance)<br>• Include academic supports and extended learning opportunities to enhance literacy learning |
| Ongoing formative and summative assessment to determine need for and intensity of interventions and evaluate the effectiveness of instruction | • Research and select effective progress monitoring tools to measure general-outcome literacy competencies<br>• Include assessment | • Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording |

| Areas of Concern | Current Strategies | Future Strategies |
|---|---|---|
| | measures to identify high achieving/advanced learners who would benefit from advanced coursework<br>• Analyze student data in teacher teams to develop and adjust instructional plans | • Use technology to share relevant student progress data with parents and caregivers in easily interpreted user-friendly format<br>• Acknowledge staff's efforts to improve their use of assessment data to inform instruction<br>• Make data-driven budget decisions aligned with literacy priority |
| Summative data used to make programming decisions and monitor individual student progress | • Discuss assessment results with students to set individual goals<br>• Analyze previous year's outcome assessments to determine broad student needs and serve as a baseline for improvement<br>• Plan lessons, re-teaching, and intervention activities that target areas of need | • Disaggregate data to ensure the progress of subgroups<br>• Use school or classroom websites to recognize and celebrate improvements |
| Follow a strategy for using data to improve teaching and learning | Administer summative assessments at scheduled intervals<br>• Plan time in teacher teams to review assessment results to identify program and instructional adjustments | • Apply protocols for looking at student assessments and evaluating student progressDetermine if fundamental content-based literacy skills are lacking<br>• Match instruction to learning through effective instructional design Evaluate effectiveness of the instruction in meeting the goals for the student Monitor student progress toward goals and set new goals |

| Areas of Concern | Current Strategies | Future Strategies |
|---|---|---|
| All students receive effective writing instruction across the curriculum | • Develop a coordinated plan for writing instruction across all subject areas to include explicit instruction, guided practice, independent practice<br>• Create a plan for instruction in writing consistent with CCGPS | • Provide professional learning on best practices in writing instruction in all subject areas<br>• Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum |
| In Tier 3, Student Support Team (SST) and Data Team monitor progress jointly | • Data teams (including psychologist, ESOL teacher, SLP, etc.) meet to discuss students in T3 who fail to respond to intervention<br>• T3 teams meet at least once a month to discuss student progress based on daily interventions that include a minimum of four data points | Continue to ensure that:<br>• Students move into and out of T2 and T3<br>• Data is used to support RTI<br>• Referrals to special education are equivalent to proportion of school and system population that represent ethnic and racial composition as a whole<br>• Ensure that T3 includes proven interventions that address behavior<br>• Use decision-making checklist to ensure appropriate recommendations of evidence-based interventions |

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

Hamilton Holmes's Literacy Leadership Team compiled and analyzed extensive data as part of its needs assessment process. The findings related to student and teacher data are highlighted below.

| 3rd Grade Writing Assessment | Areas of Writing | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Ideas | | | Organizations | | | Styles | | | Conventions | | |
| | DNM | M | Exc | DNM | M | Exc | DNM | M | Exc | DNM | M | Exc |
| Informational | 11 | 77 | 13 | 19 | 72 | 9 | 16 | 77 | 8 | 33 | 64 | 3 |
| Persuasive | 9 | 73 | 17 | 17 | 74 | 9 | 23 | 75 | 2 | 30 | 70 | 0 |
| Narrative | 9 | 74 | 17 | 18 | 71 | 11 | 23 | 69 | 8 | 42 | 53 | 5 |
| Response to Literature | 12 | 80 | 8 | 23 | 72 | 5 | 22 | 75 | 3 | 25 | 75 | 0 |

| 5th Grade Writing Assessment | Meets and Exceeds | Exceeds | Meets | Does Not Meet |
|---|---|---|---|---|
| 2009-2010 | 62% | 7% | 55% | 38% |
| 2010-2011 | 74% | 6% | 68% | 27% |
| 2011-2012 | 69% | 2% | 67% | 31% |

Disaggregation of data in subgroups

| READING | 2011-2012 | | | | 2010-2011 | | | |
|---|---|---|---|---|---|---|---|---|
| | Does Not Meet | Meets | Exceeds | Total Tested | Does Not Meet | Meets | Exceeds | Total Tested |
| | % | % | % | | % | % | % | |
| 3rd Grade | | | | | | | | |
| --SWD | 33% | 56% | 11% | 9 | 25% | 75% | 25% | 36 |
| --ELL | 29% | 59% | 12% | 17 | 33% | 34% | 33% | 3 |
| Males | 25% | 47% | 28% | 67 | 3% | 72% | 24% | 29 |
| ED | 23% | 47% | 30% | 110 | 7% | 74% | 19% | 54 |

| 4th Grade | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| --SWD | 11% | 89% | | 9 | 25% | 50% | 20% | 4 |
| --ELL | 22% | 78% | | 9 | | | | |
| Males | 4% | 58% | 37% | 45 | 37% | 42% | 21% | 24 |
| ED | 10% | 61% | 29% | 87 | 24% | 54% | 22% | 41 |
| 5th Grade | | | | | | | | |
| --SWD | 33% | 34% | 33% | 6 | 43% | 57% | | 7 |
| --ELL | | 75% | 25% | 4 | | | | |
| Males | 26% | 52% | 21% | 42 | 31% | 69% | | 26 |
| ED | 25% | 59% | 16% | 80 | 27% | 69% | 4% | 48 |

Although we have made Adequate Yearly Progress (AYP) as determined by the state of Georgia, we realize that our students continue to have difficulty with phonics, fluency, comprehension, and vocabulary. Based on the data above, we noted that the males did not meet expectations in large percentages. Principal Prior has already had speakers come and discuss closing the academic gaps for our boys. She has a refreshing insight into racial dynamics and academic achievement in public schools.

We currently have a heterogeneous 5th grade class of boys. We have had professional development on motivating and preparing black males for success. We have book studies as a faculty about teaching in an economically depressed area. We recognize the paradigm shift that recognizes student's individual differences and different learning styles. These type of activities help the faculty understand the hidden inequities of schools-where cultural attitudes, academic tracking, curricular access, and after-school activities serve as sorting mechanisms that set students on predetermined paths of success or failure. While the task of closing the achievement gap is daunting, Principal Prior provides in-services that lead to concrete things that parents, educators, and the larger community can do right now.

Holmes' leadership style is shared responsibility, mutual respect within the school culture, keeps the retention high each year. The teachers, administrators and staff are a tight-knit

group that collaborate well to address the needs of our students. Our teachers are highly qualified. Three teachers have a reading endorsement, five have ESOL endorsements, two have Tag endorsements, twenty-two hold Masters, six have Specialist Degrees, two are National Board Certified and one has a Doctorate. Our teachers have the ability to differentiate instruction to meet needs of students. They use a variety of teaching styles, such as peer, hands on, one-on-one, direct instruction, and student facilitated lessons, learning centers that contain activities based on students' learning styles and hands-on technology. They are able to motivate students to participate and be fully engaged by accessing and utilizing outside resources to supplement what is needed to instruct students.

| School Year | Percentage of Certified Teachers Retained |
|---|---|
| 2011-12 | 83 % |
| 2010-11 | 100 % |
| 2009-10 | 100 % |

*Source: Fulton County Schools Administrative Records*

It should be noted that the 2011-12 school years represent years in which a high number of teachers received promotions and/or relocated based on personal needs.

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

The following goals relate to our identified needs:

- Increase performance on the CRCT in Reading to 88% for 5th grade, 92% for 4th grade, and 88% for 3rd grade by the end of the grant period

- Increase 5th grade performance on the Georgia Grade 5 Writing Assessment to 85% by the end of the grant period

- Increase performance of SWDs to 78% on the CRCT in grades 3, 4, and 5 by the end of the grant period

- Increase fluency on the DIBELS assessment by 50% for K-5 students. Baseline will be the first assessment using the new assessment (DIBELS Next).

- Increase home-school connection by showing an annual 10% increase in the number of books read together and aloud by parent and child to impact reading comprehension and fluency

- Provide a comprehensive program of targeted professional learning and support strategies in the area of literacy based on requirements of the Common Core Georgia Performance Standards and identified needs of the school for 100% of the staff

- Decrease the number of males who "Do Not Meet" on the CRCT by 50% for 5th grade males, 40% for 4th grade males, and 30% for 3rd grade males by the end of the grant period

*Project Objectives*

These build on existing initiatives and include new strategies to help us achieve our literacy goals.

- Build classroom interactive literacy centers focusing on verbal expression, vocabulary building skills, varied text options and student collaboration

- Teach students the writing skills and processes

- Increase how much students write

- Implement online reading curriculum that differentiates learning Implement a Summer School Program for 3 weeks focusing on enrichment, SWD, EL and students on level 1

- Increase amount of literacy instruction from 2.5 to 3.0 hours per day

- Utilize CRCT results to include a 4th and 3rd grade heterogeneous class of boys

- Incorporate technology into literacy through the use of e-readers, blogs, and social networking

- Extend the Extended Day experience to include 2nd graders, SWD, ELs

- Encourage parents of SWD and ELs to enroll children in the Extended Learning Program

- Provide bus transportation for parents of ELs to enroll in the Adult Literacy Program

- Implement Georgia Wolf Trap programming through partnership with the Woodruff Arts Center to include drama strategies that promote learning in literacy skills

- Offer a Reading Endorsement program to teachers

- Provide professional learning opportunities for teachers and school personnel in the areas of:

  o Integrating technology into the classroom

  o Behavior management and modification

  o Characteristics of effective literacy instruction

  o Identifying at-risk students, implementing early intervention strategies and monitoring progress

- o Using data to make informed instructional decisions, including assessment

  strategies, data analysis, and appropriate use of results

- Develop a coherent framework of research-based best practices for literacy to support

  implementation of the CCGPS

All goals and objectives data will be collected by the following:

- Literacy Team

- K-5 Teachers

- Administrative Team

- Parent Liaison

The literacy program will be implemented school wide and formative and summative data

will be collected using the assessment school protocol discussed earlier.

As part of our system of instruction, Holmes utilizes Response to Intervention (RTI).

This is a multi-tiered approach for prevention of learning difficulties, intervention when students

do not learn at the expected rate for grade level, as well as identification of students who need

intensive interventions in order to learn at grade-level expected rates. The RTI framework

outlined below.

| Tier | Time | Personnel | Strategies |
|---|---|---|---|
| **Tier 1: Core Curriculum** | *(CCGPS)*<br><br>2.5 hours of Literacy Instruction | K-Para-professional General Ed. Teacher Media Specialist | -Whole/small group instruction<br>-Technology/Websites<br>-Instructional Calendars<br>-Informal progress monitoring<br>-Prescription assessment to design instruction<br>-Standards based classroom<br>-Universal screening<br>-Early morning tutoring<br>-Differentiated instruction<br>-Use of eReaders, mobile |

| | | | labs, interactive white boards. |
|---|---|---|---|
| **Tier 2: Needs-Based Learning**<br><br>Students needing specific supports to make adequate progress | 30 minutes Extended Day 2 hours (3rd-5th) twice a week | General Ed. Teacher K-Para-professional Media Specialist | -Small group instruction<br>-Web-based instruction<br>-Differentiated instruction<br>-Individualized progress monitoring<br>-Research based interventions<br>-Guided Reading groups |
| **Tier 3: Student Support Services**<br><br>Students who continue to struggle without measurable progress | EIP 45-50 minutes daily (1st-5th)<br>ESOL (K-5) 45 minutes daily<br>Extended Day 2 hours (3rd-5th) twice a week | Reading Endorsed Certified Teacher General Ed. Teacher EIP ESOL Teacher School Counselor Curriculum Support Teacher(CST) Student Support Team (SST) Data Team | -Guided Instruction<br>-Instructional Games<br>-Success Maker<br>-Progress Monitoring<br>-CRCT practice materials |
| **Tier 4: Specially Designed Learning** | Determined by Individual Educational Plan (IEP) | Special Ed. Teacher General Ed. Teacher Speech-Language Pathologist Instructional Support Teacher(IST) | Speech/Language services Co-teaching Collaborative teaching Team Teaching Specially Designed Instruction Second Language support Due process |

Goals and objectives are built on existing literacy initiatives and include new strategies to help us achieve our literacy goals. Holmes has effective screening, progress monitoring, and diagnostic tools in place to identify achievement levels of all students, advanced as well as struggling. Common mid-course assessments are in place for use across classrooms and include a variety of formats (multiple choice, short answer, constructed response, performance tasks and

essay). In addition, there is an Adult Literacy Program already in place for our EL parents as well as a Parent Resource Center. We would like to expand these initiatives to focus directly on literacy.

The following are funded with Title I Funds:

- Full-time literacy coach

- Parent liaison

- UGA Mock Writing Assessment (4th/5th grade)

- Data Support Specialist

- Substitutes for 1 professional learning day (41)

- Extended learning teacher (4th grade)

- Ken Williams-Consultant for PLCs

- Professional books for PLC book studies

- Transportation for Extended Learning

- Additional 5th grade teacher (class size reduction)

- CCGPS professional learning (MRESA)

The following is funded through Cost Center budget:

- Extended texts for students (CCGPS)

Below is a 2012-2013 Master Schedule which includes tiered instruction and interventions

| 7:10-7:40 | Breakfast, Drops in the Bucket daily (ELA & Math), Independent Reading | | | | | | |
|-----------|-----------------------------------------------------------------------|--|--|--|--|--|--|
| 7:40-7:50 | Morning Announcements, 2 Minute Workout | | | | | | |
| 7:50-7:55 | LION *Chat* (Review Discipline Matrix) | | | | | | |
| K | 1st grade | 2nd grade | 3rd grade | Team 4A | Team 4B | Team 5A | Team 5B |
| Math 7:55 - 8:40 45mins | ELA 7:55 - 9:30 95mins | ELA 7:55 - 10:15 140mins | ELA 7:55- 10:20 145mins | Specials 7:55 - 8:40 45mins | Specials 7:55 - 8:40 45mins | 1st period 7:55 - 9:10 75mins | 1st period 7:55-9:50 1hr55mins |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Specials 8:4-9:30 45mins | Specials 9:35-10:20 45mins | Math 10:20-10:55 35mins | Specials 10:25-11:10 45mins | 1st period 8:45-10:00 75mins | 1st period 8:45-10:40 1hr 55mins | 2nd period 9:15-10:30 75mins | |
| Math 9:30-10:00 30mins | Lunch Window 10:35-11:15 | Lunch Window 10:55-11:35 | Math 11:15-11:30 15mins | 2nd period 10:05-11:20 75mins | 2nd period 10:45-11:10 25 mins | 3rd period 10:35-11:50 75mins | 2nd period 9:55-11:50 1hr 55mins |
| Lunch Window 10:00-11:00 | ELA 11:15-12:00 45mins | Math 11:40-12:25 45mins | Lunch Window 11:35-12:15 | Lunch Window 11:20-11:55 | Lunch Window 11:15-11:45 | Lunch Window 11:55-12:35 | Lunch Window 11:55-12:35 |
| ELA 11:00-1:15 2hrs15min | Math 12:00-1:15 75mins | Specials 12:30-1:15 45mins | Math 12:15-1:15 60mins | 3rd period 12:05-1:25 80mins | 2nd period 11:50-1:30 1hr 40mins | Intervention 12:40-1:20 40mins | Intervention 12:40-1:20 40mins |
| Intervention 1:15-1:45 30mins | Intervention 1:15-1:45 30mins | Intervention 1:20-1:45 25mins | Intervention 1:15-1:45 30mins | | | | |
| Science/Soc St. 1:45 - 2:15 30mins | Science/Soc St. 1:45 - 2:15 30mins | Science/Soc St. 1:45 - 2:15 30mins | Science/Soc St. 1:45 - 2:15 30mins | Intervention 1:35-2:15 40mins | Intervention 1:35-2:15 40mins | Specials 1:25 - 2:10 45mins | Specials 1:25 - 2:10 45mins |
| 2:10 - Prepare for dismissal | 2:15 - Prepare for dismissal | 2:15 - Prepare for dismissal | 2:15 - Prepare for dismissal | 2:15 - Prepare for dismissal | 2:15 - Prepare for dismissal | 2:15 - Prepare for dismissal | 2:15 - Prepare for dismissal |
| 2:20 - DISMISSAL | 2:20 - DISMISSAL | 2:20 - DISMISSAL | 2:20 - DISMISSAL | 2:20 - DISMISSAL | 2:20 - DISMISSAL | 2:20 - DISMISSAL | 2:20 - DISMISSAL |

**Assessment / Data Analysis Plan**

Holmes has effective screening, progress monitoring, and diagnostic tools in place to identify achievement levels of all students, advanced as well as struggling. Common mid-course assessments are in place for use across classrooms and include a variety of formats including multiple choice, short answer, and performance tasks. Assessment and intervention materials align with students' needs. All teachers and administrators are trained at the beginning of the school year to be proficient in administering and interpreting all assessments.

A calendar for formative assessments based on local, state, and program guidelines, including specific timeline for administration and persons responsible has been developed. Specific times for analyzing the previous year's outcome assessments are identified in the school calendar to determine the broad student needs for the upcoming school year. Protocol is already in place to use this data as a baseline for improving the program and the curriculum. Holmes uses a data-management system – Student Achievement Management System (SAMS) – for storing, analyzing, and disseminating assessment results. SAMS helps support data- driven instruction, district-wide data aggregation, and monitoring of student performance targets. The Achievement Series program, connected with SAMS, and the Teacher Access Center, further assist staff with monitoring progress.

All current assessments used at Holmes line up with the SRCL assessment plan in the following ways:

- Research-based assessments for students in Grades K–5 measuring reading comprehension, fluency, vocabulary or writing

- Reliable low-stakes assessment to inform instruction and make placement recommendations

- Alignment to state tests to forecast student achievement

- Universally screens all students

- Supports progress monitoring in Tier I II

- Identifies students with reading comprehension deficiencies

We will continue to allow the assessment data results to drive our instruction and interventions. Assessment will always be given before the school year ends to assist decision making for the next years' group of students.

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

Holmes commits to using the DIBELS Next assessment as part of the literacy plan. Staff will be trained on the DIBELS Next during pre-planning and teachers will administer to all students in addition to our current fluency assessment administered twice per year. Substitutes may be hired to free up teachers to complete the first cycle of testing during the first three weeks of school.

All staff of Holmes will participate in the Georgia Department of Education's professional learning sessions to learn how to administer DIBELS Next assessments. Staff will embrace the face-to-face in-depth training so they are prepared to implement the assessment program. Research clearly shows the value of ongoing professional development. Therefore, in-service and professional learning will be scheduled throughout the school year for on-going training. Support days are built around the specific needs of our school staff, and can include working with new teachers and pairing them up with seasoned teachers. Professional learning days may include refresher training, teacher observations and feedback, modeling lessons, and

data analysis will be provide throughout the year.

Data is shared on a consistent basis with all parents and stakeholdersin the following ways:

- Hallway displays

- Parent newsletter

- Parent teacher conferences

- Bi-weekly progress reports

- Reports from District Benchmark Assessments

- Annual Title I meeting

- State of the School Address

- PTA and community meetings

- Local Advisory Council meetings

- Home Access Center-which allows access to teachers' grade books

- 1 full-time Parent Liaison

- School website

- School Messenger

Teachers as well as administrators collect data from a variety of assessments to determine our students' mastery of standards and skills. The data is used to guide and adjust instruction as well as our pacing with the curriculum. Teachers incorporate performance tasks to enable students to demonstrate their learning and mastery of the standards. They develop lesson plans aligned to the CCGPS that reflect data-driven instructional decisions.

In addition to the use of SAMS, Achievement Series program, the Teacher Access Center, and monitoring charts, we will:

- Establish a clear vision for school-wide data usage

- Provide support that foster a data-driven culture within the school

- Make data part of an ongoing cycle of instructional improvement

- Conduct data talks and discussion with students so they can examine their own data and set learning goals

The table below indicates the assessment plan for Holmes. Teachers are responsible for giving all assessments for their designated grades with additional assistance provided as needed.

| Assessment | Frequency | Purpose | Grade Given |
|---|---|---|---|
| CRCT | Once a year | Outcome and Screening | 3rd, 4th, and 5th |
| ITBS | Once a year | Outcome and Screening | 3rd and 5th |
| Cognitive Abilities (CoGAT),TTCT, STAT10-Standford, and GRS Motivation Rating Scale | Once a year | To identify TAG students | Administered to students in grades K-5 who meet preliminary criteria for gifted services. |
| DRA2 | Twice a year | Diagnostic (fluency/comp) | K-5 |
| Checkpoints (District Benchmarks) | Twice a year | Diagnostic and measures mastery of standards | K-5 |
| Portfolio information | After every unit | Monitors progress and outcome | K-5 |
| Writing samples | Monthly | Diagnostic and progression and mastery of writing skills | K-5 |
| Assessing Comprehension and Communication in English State-to-State (A.C.C.E.S.S.) | Once a Year | Measures Language Acquisition of English Language Learners in reading, listening, writing and speaking. | K-5 |
| W-APT | K-5 on-going when | Given to students whose | |

| Wida-Access Placement Test. | students enroll with English not being their primary language | native/first/home language is not English and this has been indicated on their registration form. | K-5 |
|---|---|---|---|
| DIBELS Next | Three times a year | Universal screening and progress monitoring | K-5 |
| Scholastic Reader Inventory | Twice a Year | Universal screening and progress monitoring | K-12 |

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

Listed below are proposed implementation strategies to support Holmes' literacy plan and classroom practices:

- Reduction of extended day class size for students with disabilities to 5:1

- Increase the number of students who receive extended day by opening it to 2nd grade

- Increase the number of students who receive extended day by getting more ELL, SWD and ED students involved in this opportunity

- Common planning for vertical teaming

- Supplemental reading materials (graphic novels, children's magazines, audio books, e-books, etc.)

- Handheld response systems

- Professional development to include research-based strategies for teaching English Learners, tiered instruction, teaching literacy across the curriculum, writing across the curriculum, co-teaching and inclusion training, classroom management to service SWD, teaching teachers how to identify literacy gaps and how to develop strategies to address those gaps, and working with boys to implement strategies for success,.

- Increase curriculum nights to be held throughout the school year

- Utilize an internet-based publishing software

- Utilize research-based intervention programs

- Provide materials for leveled reading instruction library and professional resource library

The following resources are currently available at Holmes:

| Current Resources | Shared Resources |
|---|---|
| Success Maker | Oral Fluency Kits |
| A to Z Reader | Books and CDs |
| Brain Pop | Tumblebooks.com |
| Oral Fluency Kits | Professional resource library |
| Georgia Online Assessment (OAS) | Assessment materials/item bank for common |
| Softschools.com | assessments |
| Pbskids.com | Audio books |
| Storylineonline.com | Level Readers |
| Readworks.org | Chapter Books |
| Elearningforkids.org | Reading Rods |
| Versa Tiles Kits | Saxon Phonics (Grades K-2) |
| Leveled Readers | Wordly Wise (Grades 3 -5) |
| Books on Tape | Main Idea Games |
| Book Sets | Inferencing Games |
| Literacy Board Games | Cause and Effect Games |
| Cobblestone Magazine Subscription | Context Clues Manipulatives |
| | Following Directions Games |
| | Vocabulary Builders |
| | Language Master Cards |
| | Alphabetizing Games |
| | Word Families |

| Current Resources | Shared Resources |
|---|---|
| | Beginning Blends |
| | Word Family Magnets |
| | Keep On Reading |
| | Reading Longer Passages |
| | Think Along Comprehension As You Read |
| | Quick Reads |
| | Scholastic Guided Reading Program |
| | Phonics Word Lab |
| | Sundance Reading Power Works |

Each teacher has the following equipment in their classrooms:

Audiovisual equipment: Television, DVD/VCR player; card reader; listening center; CD player

Instructional equipment: Overhead projector

Each grade level has access to LCD projectors as well as a document camera. These are available for check out from the grade level chair for easy access. . One portable interactive whiteboard as well as 5 e-beams are available for checkout in the media center.

The library houses an extensive print and non-print collection. The print collection includes magazine subscriptions for teachers and students, professional collections, nonfiction and fiction titles. The non-print collection includes subscription databases, audio book collections as well as an extensive video and DVD library.

Below is a list of activities that support further classroom practices:

- Peer Review

- Writing Centers

- Writer's Café

- Teacher & Student Conferences

- Group Review Exercise

- Classroom Procedures & Routines

- Power Writing

- Six Plus 1

The following are additional strategies Holmes needs to support student success:

- Scaffolding

- Explicit Instruction

- Small Groups

- Modeling

- Asking & Answering Questions

- Differentiated Instruction

- Additional Opportunities

- Engaging Conversations

- Higher-Order Thinking

- Classroom Procedures & Routines

- Authentic Assessment

Our literacy plan addresses evidence-based strategies for all students and targeted subgroups of students. Strategies we have already implemented include Early Intervention Program, Extended Day, Success Maker, Guided Reading Groups, Drop Everything and Read (DEAR), Literacy Workshops, Parental Data Discussions, RTI training/implementation and Standards-based classrooms.

Holmes has a clearly aligned plan for implementation of the literacy grant. Funds are aligned with funds coming from other sources to ensure the best use of all expenditures. As demonstrated through our history with successful implementation of multiple federal, state and private grants and internal initiatives, Holmes' staff and faculty have the capacity and expertise to successfully implement initiatives. Holmes will implement the proposed Striving Reader project on time and within budget.

As part of our school culture, we value technology as a means to improve student achievement. To improve literacy instruction, we need access to software that will help teachers quickly assess student needs, differentiate instruction, and monitor progress.

Holmes understands that to prepare our students for the 21st Century they must be exposed to technology in as many variables as possible. In addition to printed books, our students need access to eReaders in 3rd through 5th grades. This will encourage small group reading instruction utilizing quality literature in a way that inspires our 21st century students. This technology will increase the availability of quality novels/chapter books consistently so that at all levels, students will be reading books at independent reading levels. This technology will also allow students to listen to books that are at a higher reading level with the text-to-speech feature

to support heterogeneous reading groups or mixed ability literature circles. Our students are part of the digital native generation and respond well to technology resources. This technology will not only engage students but prepare them for the technological requirements of their generation.

Some of our teachers have been trained in the Inspired Classroom model. This model increases the number of desktop computers in a classroom and assigns lessons using the computers throughout the day, such as digital storytelling, creating Power Points, typing papers, and researching topics. The Inspired Classroom allows students to participate in authentic and engaging learning activities. The benefit of this model also encourages students to use the technology to get information, find solutions, and respond as a team to prove understanding and learning. More desktop computers are needed to increase the number of teachers using this teaching model.

**Professional Learning Strategies Identified on the Basis of Documented Need**

In an increasingly competitive global economy, the need for students to have the strong literacy skills of reading, writing, listening, speaking, and viewing is critical for college-and-career-ready opportunities. This requires teachers to learn to teach in ways that promote critical thinking and higher order performance. At Holmes, we know that professional learning opportunities must focus on ensuring that teachers understand learning as well as teaching. They must be able to connect curriculum goals to students' experience.

The goal of professional learning is to support viable, sustainable professional learning, improve teacher instruction, and ultimately promote student achievement. Professional learning is organized to engage all teachers in ongoing, high-quality, job-embedded, sustained, collaborative learning. Effective professional learning is linked to higher student achievement.

The table below highlights the professional learning that has taken place at Holmes:

| Professional Learning Topic | PL Hours | % of Staff Attending | Comments |
|---|---|---|---|
| Math Instruction | 10 | 100% | K-5/Face-to-face |
| Parent Engagement | 15 | 100% | P-5/Faculty |
| Achievement of African American Males | 8 | 100% | P-5/Math, Reading, Writing |
| Standards Based Instruction | 10 | 100% | K-5/All Subjects/Faculty |
| Writing Workshop(Power Writing and 6+1 Traits) | 20 | 100% | P-5/Writing emphasis on grade 3 & 5 |
| Inclusion Instructional Model | 20 | 100% | General/Special Ed. Faculty |
| Renzulli Learning Software | 8 | 100% | K-5/All Subjects/Faculty |
| Success Maker Software | 8 | 100% | K-5/Reading & Math/Faculty |
| Use of Technology | 40 | 100% | P-5/Integration across content areas |
| Data Analysis and Data Usage | 40 | 100% | P-5/Faculty/small groups |
| Differentiation for Struggling | 20 |  | P-5/Face-to-face/Faculty |

| Professional Learning Topic | PL Hours | % of Staff Attending | Comments |
|---|---|---|---|
| Readers | | | |
| Professional Learning Communities | 50 | 100% | P-5/Faculty/Face-to-face and small group |
| 7 Step Lesson Plan | 4 | 100% | P-5/Face-to-face/Faculty |
| Writing Effective IEPs | 4 | 100% IRR staff | 2-5/Face-to-face and webinar |
| Steps 2 Achieve Evaluation Training | 8 | 100% | K-5/All Subjects/Face-to-face |
| Common Core Georgia Performance Standards Training | 20 | 100% | K -5/Reading & ELA/Face-to-face and small group |
| Response to Intervention (RTI) | 2 | 100% | P-5/Faculty/small group |
| Flexible Grouping/Making Centers | 8 | 100% | K-5/All Subjects/Face-to-face |

Based on our needs assessment we have identified the need for additional professional development in the areas of:

- Phonics and writing

- Integrating literacy into content areas

- Co-teaching for, technology integration and classroom management for general education and special education teachers

- Behavior management and modification for teachers working with students with disabilities

**Sustainability Plan**

Holmes is committed to making sure the literacy program that we are expanding with this grant will continue long after the five years. We understand the importance of literacy and we will develop additional business partners, secure foundation support and community support to ensure this literacy program, using best practices, continues. We will also continue to use Federal dollars based on our economic standing to ensure success. Holmes is committed to the Striving Reader project and values the need to provide high-quality literacy support to our students.

We will devote sufficient time and attention during the start-up phase in order to lay a solid foundation for our literacy plan and the protocols we implement. This involves carefully selecting an appropriate intervention model for struggling readers and a professional development plan for staff, recruiting and training teachers, identifying students for participation, and building infrastructure and buy-in to support the literacy program. We will strengthen our data system that enables teachers to chart student progress on an ongoing basis. Deadlines and deliverables will be mapped on the master calendar. During this phase, partnerships with outside researchers, university faculty, or even evaluators will be formed, protocols will be created, and preliminary data will be collected.

We will use partnerships, shared resources, and protocol changes to integrate new practices going forward, based on the key findings from the expansion of the literacy program to sustain this program. We will develop stronger relationships with multiple agencies and systems, and capitalize on district funding streams. Holmes will establish and maintain an effective professional-development system that we believe will be the key feature to ongoing sustainability of our literacy plan.

Holmes will build ownership among the teachers, parents, stakeholders, and students so the program survives beyond infancy. Specific strategies and protocol will be developed and implemented to ensure strong fidelity of implementation. The protocol will guide teachers in making necessary adjustments in their instruction and help outside evaluators explain student achievement outcomes by examining the degree to which literacy is being implemented. We will also pair new teachers up with seasoned teachers as mentors to help the new teachers adapt to protocol, schedules, assessment and other components of the literacy plan that must be followed.

Holmes will explore ways to achieve collaborative synergy at the local level by establishing similar and diverse partnerships and learning strategies for balancing declining grant funds with new revenue sources and community asset planning. We plan to develop strong insights about leveraging resources through media showcasing, social networking and more grant writing.

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## Budget Summary

Holmes plans to utilize every cost cutting measures possible to ensure that we maximize our purchase power with these funds. We are presently searching for bundle prices for e-books and e-readers. All staff will need training on our new assessment instruments. Ongoing professional development will need to be considered. Transportation and teachers for our new EL Parent Learning Program will need to be included.

The budget will be broken down into phases:

Phase 1 (First Year) is designed to expand the literacy program and develop strategies for implementation of new assessments and protocol. Holmes will need to:

- Expand the Literacy Program, teach the five components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension after being trained

- Use needs assessment to create an action plan for student achievement

- Make decisions and maximize student achievement through analyzing the assessment results

- Purchase educational software to augment reading instruction

- Purchase intervention materials, assessment materials and training

- Purchase new assessment, DIBELS Next, and have all staff trained on using this assessment through Professional Development

- Develop an on-going calendar for professional development in all areas mentioned in this proposal (managing behaviors, analyzing data and interpreting this data, differentiating training and flexible grouping, etc.)

- Purchase materials for our Adult Literacy Program, including transportation costs

- Purchase school wide site licenses for educational assessment

- Train new teachers on protocol already in place for literacy and assessment

- Purchase e-readers and e-books for media center and classroom uses

- Purchase books, magazines, audio books for students to take home and to enhance our present library

- Purchase classroom equipment, materials, and supplies

- Purchase technology to gather data and inform instruction, enhance instruction, and communicate and increase professional learning

- Explore methods of working with and training volunteers and paraprofessionals to implement our literacy program

- Increase print materials for classroom, media centers, family literacy, etc.

- Purchase online classes for professional development

- Purchase books for teachers to read for study groups and pay for Motivational speakers and trainers

- Increase instructional technology to expand media titles for student's access to print, increased engagement, and additional periodicals for student and teacher use

- Contract to have a Writing Consult work with teachers and students weekly to model, develop strategies, and conference with teachers and students to help with writing skills

- Purchase instructional materials to enhance the Tier stages.

- Pay for Reading Endorsement for all teachers who would like to participate

During year 2-5 Holmes will need to:

- Continue to budget for transportation for Adult Literacy Program, Summer Program, Extended Day Program, Boys classroom for 3$^{rd}$, 4$^{th}$, and 5$^{th}$ grade class.

- Continue to pay for assessment, monitoring, professional development and training, etc.

- Purchase language- and text-rich classroom and school materials that engage and motivate children and youth in speaking, listening, reading, and writing

We estimate that the cost per student is $500 x 868 students = $434,000.