School Profile

Created Monday, October 28, 2013

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School Information

School Information | District Name:	Fulton County School System
School Information | School or Center Name:	C.H. Gullatt Elementary School

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal | Name:	Felipe Jackson
Principal | Position:	Principal
Principal | Phone:	770-969-3425
Principal | Email:	jacksonf@fultonschools.org

School contact information

(the persons with rights to work on the application)

School contact information | Name:	Tenagne Turner
School contact information | Position:	Teacher
School contact information | Phone:	770-969-3425
School contact information | Email:	turnert6@fultonschools.org

Grades represented in the building

 example pre-k to 6

Pre-K to 5

Number of Teachers in School

35

FTE Enrollment

464

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

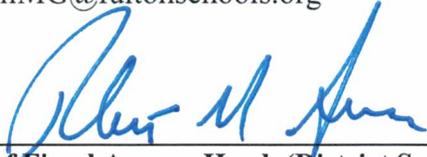Name of **Fiscal Agent's** Contact Person: Montreal Bell

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

Address: 786 Cleveland Ave., SW

City: Atlanta, GA   Zip: 30315

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

E-mail: BellMG@fultonschools.org

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

Dr. Robert Avossa - Superintendent

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

12/11/2013
_____
Date (required)

Preliminary Application Requirements

Created Monday, October 28, 2013

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

SRCL General Information Packet-Cohort 3

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

- Yes

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

SRCL Scoring Rubric-Cohort 3

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

 • I Agree

Grant Assurances

Created Thursday, December 12, 2013

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

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

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

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

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

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

        1. Disqualify the Applicant, or

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

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

b. Employee Relationships

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

        1. The names of all Subject Individuals who:

            a. Participated in preparation of proposals for award; or

            b. Are planned to be used during performance; or

            c. Are used during performance; and

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

        1. The award; or

        2. Their retention by the Applicant; and

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

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

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

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

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

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

III. **Incorporation of Clauses**

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

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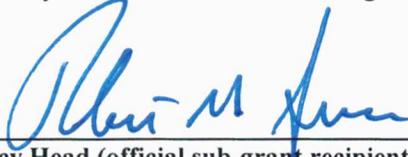
Signature of Fiscal Agency Head (official sub-grant recipient)

Dr. Robert Avossa - Superintendent

_____

Typed Name of Fiscal Agency Head and Position Title

12/11/2013

_____

Date

_____

Signature of Applicant's Authorized Agency Head (required)

Dr. Robert Avossa - Superintendent

_____

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

12/11/2013

_____

Date

_____

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

_____

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

_____

Date (if applicable)

District Narrative

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

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

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

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

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

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

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

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

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

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

implement their innovative literacy plans.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

District Management Plan and Key Personnel

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

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

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

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

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

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

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

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

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

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

Experience of the Applicant

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

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

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

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

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

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

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

<u>**School Narrative**</u>

      C.H. Gullatt Elementary School is located in Union City, Georgia and is part of the South Learning Community. According to the 2012 Census, Union City has approximately 20,501 people. From 2000-2012, the population in Union City grew by 76.4%. The residents of Union City are comprised of the following ethnicities: 80.2% African American/Black, 9.6% White, 7.7% Hispanic, and 2.5% are Asian, Indian, and other. The median household income was $32,755. According to the Title I Programs Annual Report for the 2009-2010 school year, the population of our school has an 89% poverty rate.

      The Great Gullatt Elementary school is one of 58 elementary schools in Fulton County. There are 485 students that attend the school. The demographics of the student population are as follows: 89% African American/Black, 6% Hispanic, 3% White, and 2% Multi-Racial. 90% of the population of students qualify for free or reduced lunch. Our school's mobility rate in the 2010-11 school year was 62%. The enrollment at Gullatt is inconsistent. That is why it is crucial for our staff to recognize that we might only have students for a short period of time. Therefore, we must work diligently to ensure that our students are able to become functioning, independent, active citizens in our society. Teachers, parents, and administrators work collaboratively to provide consistent, meaningful communication between school and home. Gullatt Elementary School's mission is to facilitate and create opportunities that will empower people to work collaboratively in order to meet challenges and prepare all stakeholders to build capacity and drive student achievement. Our vision is that by empowering students to be committed to excelling in academics and uplifting their community, students will meet the challenges of society with courage, equity, and integrity.

      Gullatt Elementary has a school-wide focus of increasing the use of technology for instructional practices. This school-wide focus has resulted in primary and intermediate computer labs. There are at least two computers in every classroom. Every teacher in grades 3, 4, and 5 has an interactive white board. Grades K-2 have one interactive white board per grade level. There is one iPad cart for the primary grades and one for the intermediate grades. There are 30 iPads in a cart, and each grade level chair has an iPad as well. A Striving Reader grant will help us increase the use of technology in the classroom and ensure that all students are receiving meaningful, differentiated literacy instruction.

It is essential that Gullatt have a team of teacher leaders who are proficient in providing meaningful literacy instruction to all students. Gullatt is committed to hiring and training teachers to become proficient in effectively instructing all students using the balanced literacy approach. We want our students to be able to think critically and apply the literacy standards in real-life situations. With the help of the Striving Readers grant, teachers will be able to receive the training they need in order to instill these learning experiences in our students.

Administrative and Teacher Leadership Team

Felipe Jackson is the principal, who was appointed in 2013. Principal Jackson is committed to working with faculty and parents to ensure all students are receiving quality literacy instruction. Gullatt's leadership team consists of teacher representatives from Pre-K through fifth grade, special education, special areas (e.g., Art, Music, P.E.), Media Specialist, Assistant Principal, Curriculum Support Teacher, and Instructional Reading Coach. The leadership team meets twice a month. These meetings are convened by Principal Jackson. The focuses for the meetings are on transitioning to Common Core, implementing the balanced literacy model, creating flexible grouping for guided reading, and targeting students who are urgent intervention, and developing interventions to help increase their achievement.

Past Instructional Initiatives

Previously, Gullatt Elementary has implemented initiatives that are research-based and promote literacy across content areas, including:

- Literacy Curriculum: Teachers have access to model thematic units based on the Common Core standards. Instructional plans have been available that outline the standards addressed in each nine week period. Suggested science and social studies content texts have been provided to incorporate the content into the reading standards.
- Leveled Library: A leveled book room has been created for teachers to check out leveled science and social studies content books. These books can be used for guided reading as well as independent reading centers, since the books are leveled to meet the needs of all students.
- Literacy Assessments: Gullatt uses the Benchmark assessments (BAS) three times a year to assess fluency and comprehension. Students also take common assessments every

three weeks, which assess the standards taught in the classroom. Checkpoints were given as well, which are aligned to the Criterion-Referenced Competency Test (CRCT), Georgia's summative assessment that is administered in the spring. There is also a writing test that is administered in 5th grade. Teachers continually administer formative and summative assessments to mark students' progress and determine the need for interventions or enrichments.

- Read To Succeed- Students can earn a free ticket to Six Flags by reading a total of six hours. This motivates students to want to read for fun.
- Book Clubs- Students are able to create a book club with their friends. They choose a book to read together and they discuss it as a group, relating their discussions to the literacy standards.

Current Instructional Initiatives

Gullatt currently implements research-based initiatives to promote student achievement in literacy, including:

- Co-teaching/Inclusion Classes: Students with disabilities are being taught in the Least Restrictive Environment with their peers, as well as students who receive Speech services. The special education and general education teachers plan and work closely together to ensure that all students benefit. Every student in the class benefits from the co-teaching model, as they all receive extra support when needed. Individualized Education Plans are implemented for students with disabilities, and are integrated with the grade level curriculum.
- Instructional Reading Coach- Our Instructional Reading Coach is an essential part of our team. She assists with allotting teachers resources to use in their classrooms, such as the leveled book room and professional books for teachers on guided reading. She also conducts observations and co-teaches in classrooms for extra support.
- Data Team- We currently have a data team in place at our school that come together to discuss student achievement. Data from the STAR assessments is reviewed, and targeted interventions are put in place for students.

- Professional Learning Communities (PLCs)- All teachers participate in Professional Learning Communities twice a week with the administrative team during their planning periods. Topics discussed are such as creating meaningful and valid learning objectives for students, creating a targeted list of students who need urgent interventions, and the balanced literacy model.

- Standards-Based Classrooms- All students are receiving instruction that is based solely on the Common Core standards, utilizing best practices such as: the balanced literacy approach, flexible grouping, progress monitoring, tiered instruction, and differentiation.

- Good Habits Great Readers Program- Our school is currently implementing the Good Habits Great Readers Program, which includes a variety of content leveled texts, word work notebooks that promote achievement with phonics and phonemic awareness, a writing guide for teachers, etc.

Professional Learning Needs

Based on our students' STAR data, teacher's professional needs survey, and our school's needs assessment, our teachers need professional development in the following areas:

- Balanced Literacy model
- Writing across the curriculum
- Phonics
- DIBELS Next
- Informal Phonics Inventory
- Scholastic Reading Inventory
- Integrating literacy into content areas
- General educator/special educator co-teaching/inclusion
- Instructional technology integration
- Classroom management
- Behavior management and modification for students with disabilities

Professional development in these areas will help our teachers learn and grow.

Gullatt Elementary Literacy Plan

Building Block 1. Engaged Leadership
A. Action: Administrator demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school
Principal Jackson and his administrative team are committed to working with faculty and parents to address students' literacy needs. Gullatt 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 Jackson seeks out and participates in professional learning in literacy with faculty.   Principal Jackson demonstrates his commitment in the following ways: • Participating in state-sponsored Webinars and face-to-face session 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 month book club reading the following books for professional growth and insightful development
B. Action: Organize a Literacy Leadership Team
The mission of Gullatt 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 Gullatt. The Literacy Team's function is to create a literacy plan that is an essential blue print for improving student achievement. We plan to collect and analyze a wide-range of data such as formative assessments, summative assessments, checkpoints, standardize test (ITBS, CRCT) and input from the community. The team will meet weekly to discuss literacy needs. The team will communicate information, seek feedback and input from staff members during faculty, grade levels, and leadership meetings, collaborative planning, via emails, and surveys. As a result of our findings, the team will study and research literacy best practices, share professional resources among the faculty, facilitate professional discussions, and train team leaders as facilitators. The team consists of representatives from all content areas.

Member Name	Title	Role
Felipe Jackson	Principal	Monitor and evaluate literacy program and curriculum implementation school-wide. Analyze data for effectiveness of instruction.
Deanna Rogers	Assistant Principal	Monitor and evaluate literacy instruction and curriculum in all grade levels. Analyze student achievement data. Research additional resources.
Leroyce Williams	Curriculum Support Teacher	Monitor and evaluate literacy instruction and curriculum in all grade levels. Analyze student achievement data. Research additional resources.
Vacant	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.
Diana Watson	Instructional Reading Coach	Evaluate literacy program to ensure rigor and attention to higher order thinking skills.
Vacant	Data Support Specialist	Analyze student achievement data. Research additional resources. Monitor teacher implementation of rigor.
Taja Robinson	Special Education Teacher	Evaluate resources for effectiveness with SWD learners. Monitor least restricted environment implementation (Inclusion, team taught, resource, etc.)
Mary Houser	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.
Duane Wilson	Media Specialist	Provide resources for interdisciplinary classroom instruction.
Sharlissa Pollard	Kindergarten Teacher	Assess grade level literacy needs for instruction. Collect data and provide feedback to drive instruction and rigor.
Tenagne Turner	First Grade Teacher	Assess grade level literacy needs for instruction. Collect data and provide feedback to drive instruction and rigor.
Mariah Crew	2nd Grade Teacher	Assess grade level literacy needs for instruction. Collect data and provide feedback to drive instruction and rigor.

Munifah Zeigler	3rd Grade Teacher	Assess grade level literacy needs for instruction. Collect data and provide feedback to drive instruction and rigor.	
Courtney van Vugt	4th Grade Teacher	Assess grade level literacy needs for instruction. Collect data and provide feedback to drive instruction and rigor.	
Candace Heath	5th Grade Teacher	Assess grade level literacy needs for instruction. Collect data and provide feedback to drive instruction and rigor.	
Regina McDowell	Technology Specialist	Research most effective technology tools to using with integrating into every classroom. Implement technology to increase 21st Century learning.	
Albert Lindsey	Pastor	A community leader who volunteers to support our school.	
Angela Sims	Parent	A parent who volunteers and supports our school.	
DeMarco Holland	Principal at Camp Creek Middle School	Principal at Camp Creek Middle, our feeder school, who works collaboratively to support students and teachers.	

C. Action: Maximize the use of time and personnel through 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. 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. Teachers maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of reading writing. Intentional efforts have been made to identify and eliminate inefficient use of student and faculty time with in the scheduled instructional day. 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. Gullatt ensures that teams meet for collaborative planning and examining student data/work during scheduled times

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

Literacy instruction is optimized in all content areas. Content area teachers consistently incorporate the teaching of one of the following:

- Administering the BAS to assess student's fluency, comprehension, and writing
- Effective leadership requires the teaching of academic vocabulary using a systematic process. In response to this, teachers will need to adopt a common, systematic procedure for teaching academic vocabulary
- 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
- A targeted, sustained professional learning plan has been developed for the staff on literacy strategies and deep content knowledge.
- Teachers and administration have identified and prioritized a list of students to be targeted for intervention or support.

E. Action: Optimize literacy instruction across all content areas

It is essential that literacy instruction is optimized across all content areas. The balanced literacy approach allows for a balance between reading and writing instruction. According to *Best Practices in Literacy Instruction*, comprehensive literacy instruction "acknowledges reciprocity among reading processes (e.g. decoding, vocabulary, comprehension, motivation) and between reading and writing" and that it "recognizes that comprehension is the ultimate goal of literacy instruction" (Duke, Gambrell, Morrow p. 18). With this being said, one of the strategies that will be implemented is the use of content-based vocabulary words throughout the literacy block. This will be incorporated into the students' word study lessons. The more the students view and utilize vocabulary words based on the science and social studies content, the more proficient the students will become with not only learning the content but being able to expand their vocabulary. Another strategy we will use to implement the balanced literacy approach across all content areas is incorporating the content standards into the writing standards. When the students are required to write an informational piece, it is a great opportunity for them to write about the science or social studies content being taught. The more times students have the opportunity to write about the science and social studies content, the better.

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

Presently, Gullatt has a Local School Advisory Council. The mission of the LSAC is to "bring communities and schools and schools together in the spirit of cooperation to address educational issues, improve academic achievement, provide support for teachers and administration, and bring parents into the school based-decision making process." The LSAC meets quarterly to work to improve student achievement and performance, encourage the participation of parents and other within the school community, act as a link between the school council and the community, participate in information and training programs, and maintain a school-wide perspective on issues.

Gullatt has established a mentoring system from within and outside of the school for every student who needs additional support. We currently work with the following after school programs that service our children: GEMS, Leapfrog, Kreative Kids, Kids R Kids, Drama and Arts, Kids First Choice, New Leaf, Step of Faith, Best Results, Next Level, Boys Academy, and Child Care of Network.

Gullatt has a plan to enlist members of the various participating entities to provide leadership by:
- Serving as mentors
- Speaking to groups of students
- Publicizing efforts within the community
- Visiting classrooms to support teachers and students

Building Block 2: Continuity of Instruction

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

The *Literacy Leadership team* will serve as a committee by developing and implementing a school wide literacy plan, norms and expectations and identify specific components that are mandated within instruction and the classroom environment. The following methods will be used to ensure a consistent focus school wide:

- The *Literacy Leadership Team* will use student data (S.T.A.R Reading, Common Formative Assessments and etc.) to develop the literacy plan for each grade level

- The *Instructional Reading Coach* will host and/or identify appropriate professional development workshops for *all* teachers to attend with hopes of receiving training and resources to support the grade level literacy plan and most importantly the students.

- The *Grade Level Representatives* will identify specific, measurable student achievement goals aligned with grade- level expectations to be shared by teachers in all subjects

- The *Literacy Leadership Team* will also create an academic calendar that includes set collaborative planning times for the various team structures: **1)** grade level meetings (literacy across the curriculum) **2)** literacy teachers collaborative planning (all literacy teachers amongst various grade levels) **3)** collaborative planning with *Instructional Reading Coach* **4)** collaborative planning with Literacy Leadership Team and **5)** collaborative planning with data

teams and other members within the Learning Communities.

- The *Literacy Leadership Team* will work with *all teachers* to create balanced literacy classroom checklist (multi-genre library, anchor charts, guided reading centers, choice boards for literacy, 20 Day Reading Program, reading rules and behaviors, etc.) to establish transparent expectations of how a literacy classroom should look visually and what students and teacher should be doing instructionally.

- The *Literacy Leadership Team* will also conduct observations and walkthroughs to provide constructive feedback to teachers to assist with instructional and student support as suggested in the "What" document.

- The *Literacy Leadership Team* will conference with teachers to ensure that everyone is still adhering to expectations and goals of the literacy plan, identifying strengths and weakness, as well as tracking and monitoring student progress.

- The *Literacy Leadership Team* will work with all teachers to develop curriculum pacing maps for literacy across all grade levels.

- The *Literacy Leadership Team* will work with all teachers create Common Formative Assessments for literacy.

- The *Literacy Leadership Team* will also collaborate with content area teachers (Math, Science and Social Studies) to create instructional plans to ensure that literacy is being taught across the curriculum in an effective and relative manner.

- The *Media Specialist* and *Technology Specialist* will identify and communicate databases, anthologies, and content level books to PLC Teams. The Media Specialist and Technology will also participate quarterly in PLC Meetings.

These methods will be driven by student data and repeated as often as they are needed.

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

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 schoolwide strategy is power writing to teach students the basic structure of writing. Writing to learn: This 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-2 and 3-5 will 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 will be displayed on the "Author of the month" bulletin board.

Reading is scaffolded 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.

According to Marzano (2005) the strongest action a teacher can take to ensure that students have the academic background knowledge to understand the content they will encounter is providing them with direct instruction in these terms. Teachers can teach academic vocabulary by following these six steps:
1. Provide a description, explanation, or example of the new term. If working with ELL students the teacher should first provide the description in the native language and a visual representation of the word.
2. Ask students to restate the description, explanation, or example in their own words. ELL students may write their definition in their native language.
3. Ask students to construct a picture, symbol, or graphic of the term. This activity is critical for ELL students.
4. Engage students every other week in activities that help them add to their knowledge of the terms.
5. Every other week ask students to discuss the terms with one another.
6. Once a week involve students in games that allow them to play with the terms.

Professional Learning Opportunities	Descriptions
Differentiated Instruction	Meeting the needs of all learners
Use of Technology	Technology integration across content areas
RTI process	Promoting positive student interactions
Optimizing transitional time (IRR/Special Education)	Tiered activities for special education students
Whole Brain Teaching	Reinforcing retention of academic content
Writing using the 6+1 traits	Qualities of good writing
Guided Reading	Maximize instruction to increase student achievement
Elementary Science Content	How to effectively integrate Science into literacy instruction
Elementary Social Studies Content	How to effectively integrate Social Studies into literacy instruction
PD360	How to utilize the research portal for individual specific needs and resources for instruction

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

community

We employ a full-time Parent Liaison who specifically serves Gullatt Elementary School. 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. Gullatt 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 South Fulton County Public Library System, 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 Gullatt that promotes literacy strategies at school and home include the following:

- Writing Contest for 4th and 5th grades
- CRCT Preparation for ELA (English Language Arts)
- Literacy Night
- E-readers
- Summer reading programs
- Reading Book Fairs

South Fulton County Public Library System

- Parents and students can obtain library cards to check out materials and online resources.
- Develop literacy nights and workshops that incorporate literacy programs at Gullatt and the SFPLS
- Teachers can contact SFPLS via email with book titles and schedules for grade level book reports to engage learning at home.
- Communicate about special events at AFPLS   i.e. children's story time, and authors, programs the incorporate the family and community.
- Coordinate summer reading programs because based on studies summer reading programs boost student achievement.

Building Block 3. Ongoing formative and summative assessments

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

Effective reading and writing instruction requires both summative and formative assessments. The assessments themselves indicate an area in which additional instruction is needed, not how to instruct. Formative assessments are only effective if they are followed by effective instructional responses or appropriate types of feedback." (Torgesen & Miller, 2009, p. 24) 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, STAR Early Literacy and STAR Reading, F&P BAS, and the RTI process. These assessments tools help to identify achievement levels of all students, advanced as well as struggling. We have identified and trained all staff who will administer assessments to ensure standardized procedures and accurate data recording. STAR Reading and Early Literacy provides teachers with an informational report to give to parents. This letter provides details about each student's progress. It also provides instructional suggestions that parents can do at home with their child to improve on their scores. Data from formative and summative assessments is also reviewed regularly during grade-level collaboration, the Instructional Leadership Team, and Local School Council which is comprised of parents, community members, administrators, and teachers. We will also monitor our interventions and instruction through observations (formal/informal), lesson plan reviews, student work samples, walkthroughs, collaborative planning, and data discussions.

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

The STAR Early Literacy and STAR Reading Enterprise assessment is an untimed computer-adaptive assessment. It is designed to provide teachers with reliable data that can be used to drive their instruction. Teachers have the option to administer the test biweekly, weekly, or monthly depending on the progress of students in intervention platforms. The test provides diagnostic data on each student and analyzes the data again to measure growth over the year. The STAR testing is practical, sound, and provides teachers with a plethora of information on their student's current reading, math, and language abilities. With the information from the Star Reading assessment, teachers can use the information to provide an individualized instructional plan for each student, set learning goals for students, and even conference with students to develop plans to meet those goals. Once teachers have the data, they can use the information to drive their instruction and meet the needs of those students. STAR is essential because it provides teachers with lesson plans and assessment strategies that can be used to individualize the instruction for all students.

C.H. Gullatt will use DIBELS to assess students on phonemic awareness, alphabetical principles, accuracy and fluency, vocabulary, and comprehension. DIBELS will be used to identify those students that are at risk for reading difficulties. We will assess those students 3 times a year—at the beginning, middle, and end of the year. This will allow us to keep track of those students' progress and allow teachers to tailor instruction to the needs of those students who are showing signs of reading struggles. DIBELS will not be used to grade students or suggest retention, but it will be used to show students' present reading levels and as a means to monitor students' progress.

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

In Tier 1, teachers frequently monitor progress towards mastery of the Georgia Performance Standards. This progress monitoring is done through summarizing activities and collection of informal data as well as via common assessments and end of unit assessments. Teachers also analyze

district level benchmark assessments and group students appropriately. With the data, teachers are able to provide timely interventions and create flexible groups.

In Tier 2, teachers determine which students need additional support and a general education intervention plan is created. Students may receive extra support from the Early Intervention Program (EIP) teacher in a small group setting. Teachers may also provide interventions and monitor those interventions within the general education setting. Through the meaningful interaction of data teams, teachers are provided with a support network and strategies from varying perspectives. The effectiveness of the interventions is determined based on data collection.

In the event a student continues to struggle after these strategies have been implemented, the teacher will seek additional support from the Student Support Team (SST) which falls under Tier 3. At this step, teachers work with support staff, parents, EIP teacher, and SST chair to establish additional strategies and interventions that are tailored to the needs of the individual student. Teachers continue to collect data on the effectiveness of the interventions. Students who do not respond to interventions in Tiers 1-3 may move to Tier 4 for consideration of special education services. Students who respond favorably to interventions may move back to Tier 1.

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

Gullatt has identified STAR as diagnostic assessments that isolate the component skills needed for mastery of literacy standards. Teachers have selected interventions that include diagnostic assessments and multiple- entry points to avoid a one-size-fits-all approach. Teachers use existing assessment data from STAR, BAS, and common assessments to determine students' strengths and growth areas. Teachers also use this data to identify students who are in urgent need of intervention and which students need supplemental and enrichment activities.
STAR Early Literacy and Reading software allows you to measure reading achievement as often as weekly. The Student Progress Monitoring Report then displays the data in an easy-to-read fashion. The purpose of this report is to help teachers determine if a student is responding to an intervention. If the student is responding, teachers are able to decide if he or she is ready to move out or should continue. If the student is not responding, schedule a problem-solving meeting to figure out why and decide what to do next. If teachers change the intervention, they can edit the software so it can keep track of the student's progress in the new intervention.

In order to monitor the effectiveness of instruction, the teachers create "tickets out of the door" or exit slips that will assess students' mastery of the standards being taught that day. Teachers use multiple sources, such as STAR Assessment, BAS data, unit assessment data, informal assessment data, etc., and analyze it. After analyzing the data, teachers can conference with each student and collaboratively set goals for the students. After conferencing with the students, the teachers can identify appropriate instructional strategies that will be suitable for the students' individualized, preferred learning styles.

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

Specific times for analysis of the previous year's outcome assessments are identified in the school calendar to determine broad student needs and serve as a baseline for improvement. Those assessments are:

- Criterion Reference Competency Test (CRCT) in grades 3, 5, and 8
- End-of-Course Tests (EOCT) in grades 9-12 in math, social studies, science, and English language arts
- Georgia Alternate Assessment (GAA) for students with disabilities
- Time is devoted in teacher team meetings to review and analyze assessment results to identify needed program and instructional adjustments.
- During teacher team meetings, discussions focus on changes that can be made to improve the instructional program for all students.
- Data is disaggregated to ensure the progress of subgroups.

Our teachers use summative data to flexibly group students, examine our teaching strategies, and prepare lesson plans with strategies for differentiating instruction. Teachers also use trend data to help us determine when a student can be moved from one group to another group or whether a student's work needs to be differentiated according to his or her skill level. Teachers give assessments weekly or bi-weekly to those students who are early emergent learners to track their progress more closely. Teachers continue to monitor the student's progress with weekly or bi-weekly assessments and to differentiate instruction to meet every child's need. There will use designated planning time for teaching teams to share data and student work.

Action 3E.: Develop a clearly articulated strategy for using data to improve teaching and learning

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 will:
- Establish a clear vision for school-wide data usage
- Provide support that foster a data-driven culture within the school
- Data will be a part of an ongoing cycle of instructional improvement
- Data talks and discussion will be done 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
- Expectations for meetings will be communicated and modeled regularly
- Attend professional learning or professional development sessions

Data Teams will use the Tuning Protocol, developed by the Coalition of Essential Schools, as a means of providing teachers feedback on the authentic assessment systems. A teacher, or team of teachers, presents samples of student work and the context for the work (assignment, rubric) and (usually) a focusing question about which he or she would especially welcome discussion. After carefully reviewing the work, participants provide "warm" and "cool" feedback on the work while the presenter listens in silence, who then reflects on what she's heard. The Tuning Protocol may be facilitated by someone from inside or outside the group using it.

Building Block 4. Best Practices in Literacy Instruction

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

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, e.g., 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 STAR data to modify instructional practices, interdisciplinary teaching across the content areas, and incorporating technology into classroom instruction.

Gullatt 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.

Gullatt has an Instructional 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.

Gullatt has also compile and examine classroom observation data through a Literacy Classroom Environment Checklist used gauge current practice in literacy instruction. The checklist is used during walkthroughs and for peer observations.

Faculty participates in professional learning on the following:

a. Using of data to inform instructional decisions and explicit teaching
b. Selecting of appropriate text and strategy for instruction
c. Telling students specific strategies to be learned and why
d. Modeling of how strategy is used
e. Providing guidance and independent practice with feedback
f. Discussing when and where strategies are to be applied
g. Differentiating instruction

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

Teachers are beginning to develop a plan for writing instruction across the content areas. Teachers at Gullatt 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. The insistence on making reading and writing instruction "a shared responsibility" within schools signals that teachers in multiple disciplines are expected to help foster literacy development, and the CCGPS benchmarks specify the expectations. This mandate provides the foundation for creating a robust program of reading and writing across the curriculum (RAWAC) in K–12 education (National Council of Teachers of English, NCTE, 2011). The 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 Gullatt, we believe that in order to ensure that all students receive effective writing instructions first begins with empowering our teachers and staff. An intensive and sustained professional development is offered to support teachers who may feel unprepared to take up (RAWAC) in their classes. 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 designate area set were 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 just to name a few. 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 are 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. Write Score which is 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.

Teachers will have professional development once a month with the writing consultants during grade level meetings. Then the specialists will support teachers by conducting 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 task are done bi-weekly, Write Score writing assessment happens twice a year, and UGA transpires twice a year.

Gullatt Elementary					
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			

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

Motivation, education, and innovation are the key ingredients to engaging students and their families in our school wide literacy approach. The U.S. Department of Education defines family literacy as "services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family and that integrate all of the following activities:
- Interactive literacy activities between parents and their children;
- Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children;
- Parent literacy training that leads to economic self-sufficiency;

In order to best support children, schools, families, and communities must work together. Relationships between families and schools can improve if families are directly involved in the ongoing work of the schools. There are several things that literacy programs can do to create partnerships among educators and parents. Your program may consider developing the following opportunities:
- A reading room where parents can find reading materials on childcare and education.
- A check-out library of good books that parents can read to their children at home.
- A "homework hotline" that parents and children can call for assistance.
- A system for "publishing" books that children write, and displaying them in small
- libraries or special collections.
- A home book program that will provide books for children and families to create a
- permanent collection at home.   □
- A program to assure that children have writing materials in their homes.   □
- Childcare for younger children when parents attend workshops or meetings.   □
- Workshops on a variety of subjects, i.e. on book making so that parents can enjoy making books at home with their children.
- A parent center or a room for parents at the school that is staffed by volunteers. The center can provide information on the school, resources for parents, as well as a location for a various activities.
- A home visitor program that consists of staff or volunteers who visit homes to help families understand what they can do to encourage their children's success in school.

Gullatt motivates students and parents by integrating literacy in activities like Jump Rope for Heart, Field Day, Literacy Night, Technology Night, Gullatt's Basketball Team, Science/Social Studies Fair, and the Black History Program. At Gullatt, we work to create opportunities for family involvement.

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

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

  Gullatt 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 state of 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 collected by subgroups (economically disadvantaged, gender, and ethnicity). Student discipline and attendance data is collected from our student information system.

Response to Intervention (RTI) is a comprehensive, multistep approach to initial diagnosis of children with possible learning disabilities, and/or speech impairment. It is also an instructional intervention used to provide support and services to struggling learners. Teachers meet twice each month in Data Team meetings to discuss students that exhibit early signs of struggling with grasping and maintain academic material. Teachers will 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. After twelve weeks of strategy implementation and collecting data on students' performance, teachers then use the data to determine whether the student should be moved to Tier 2 of the RTI process.

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

Tier 1-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

Strategies and activities used during Tier 1 Implementation include but are not limited to:

- Use technological tools and computer software to allow students to access content in multiple ways.
- Integrate learning into a game show format.
- Display poster-size versions of problem-solving steps in the classroom, refer to posters often and encourage students to follow steps.
- Anchor new knowledge to previously learned knowledge.
- Integrate cooperative experiences into instruction.
- Build frequent opportunities for movement during instruction to address needs of students who are kinesthetic learners.
- Use reading partners and skilled peer or adult mentors to provide academic support.
- Differentiate instruction by using all levels of Bloom's Taxonomy to ask questions and plan learning activities.
- Use multi-sensory techniques to present information.
- Work collaboratively with a student and gradually withdraw support.

Lujan, M. (n.d.). Response to intervention model. In B. Collins & S. Love (Eds.), *Response to intervention strategies*. Tyler, TX: Mentoring Minds.

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

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 all three tiers of general education intervention, then we consider a referral to special education. Movement between Tier 1 and Tier 2 is fluid and flexible. Adequate time should be given for the Tier 1 instructional program to be implemented before determining Tier 2 support is needed.

- Using universal screening data, summative assessment data, and Tier 1 formative assessment data, teachers and instructional leaders should determine concepts, content areas, and/or specific skills needing support.
- Tier 2 interventions are pre-planned, developed, and supported at the school level in order to become "standard intervention protocols" that are proactively in place for students who need

them.
- Intervention occurs for 6 weeks, 3-5 days a week for at least 15-20 minutes with 8 students or less; or for whatever parameters a specific research-based intervention sets.
- Progress monitoring with selected tool occurs bi-monthly to measure effectiveness of intervention.
- Schools determine concepts and content areas that are likely to have been mastered by highly able students and, through strategies such as pretesting and curriculum compacting, be prepared to provide acceleration.

Materials and strategies used during Tier 2 Implementation include but are not limited to:

- Deliver instruction in short sessions using brisk pace.
- Provide clearly written directions and instructions in a step by step manner with illustrations and use as few words as possible.
- Use multiple, flexible grouping opportunities for students (e.g. partners, independent, by interest, by learning style, teacher-assigned, small group of 5 or less students).
- Divide instruction into shortened segments and provide feedback to students before moving to the next segment.
- Utilize mnemonic cues (e.g., songs, cartons, rhymes, stories, images) for teaching in a process.
- Reinforce memorization of steps using repetition in a variety of contexts where memory is required (e.g., oral, written, act it out).
- Explain clearly each academic task and the specific criteria needed to successfully complete the task.
- Increase opportunities for students to respond in a variety of ways (e.g., questions, dry-erase boards, thumbs-up, partner share, graphic organizers).
  Have students record notes or make illustrations of key points during instruction.
- Present instruction at a lively pace using humor.

Lujan, M. (n.d.). Response to intervention model. In B. Collins & S. Love (Eds.), *Response to intervention strategies*. Tyler, TX: Mentoring Minds.

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

Targeted students participate in learning that is different by including:

- Intensive, formalized problem-solving to identify individual student needs.
- Targeted research-based intervention occurs 4-5 days a week for at least 30 minutes with 4 students or less.
- Progress monitoring with selected tool occurs weekly to measure effectiveness of intervention.

When a student begins Tier 3 interventions (Request for SST is made):

1. Teacher turns in the following to the school's Tier 3 chairperson:
   a. Completed Fulton County RTI Documentation Form for Tier 1 and Tier 2
   b. Data collection graphing documents
   c. Fulton County Language Checklist

       d.   Behavior Skills Inventory
       e.   Skills Inventory

2. The Tier 3 chairperson:
   a. Reviews all paperwork from data team/teacher – clarifies/returns incomplete forms within 1 week.
   b. Schedules the Tier 3 meeting within 3 weeks of receiving *all completed documents.*
   c. Sends to Parent/guardian
      i. Tier 3 - SST Meeting Notification
      ii. Parent Questionnaire
      iii. Consent for Hearing and Vision Screening
   d. Notifies Tier 3 team of meeting date, time, and location.
   e. Requests hearing and vision screening in accordance with the school's procedures once the Consent for Hearing and Vision Screening form is returned by parent/guardian.
   f. Schedules file review and collaboration with School Psychologist prior to Tier 3 meeting.
   g. Schedules file review and collaboration with IST prior to Tier 3 meeting.
   h. Schedules file review and collaboration with SLP if language data is being collected.
   i. Consults with counselor for social/emotional/behavior concerns (should attend meeting if data is also being collected in those areas).
   j. Consults with EIP/REP/ESOL teacher(s) if they serve the student (should be invited to meeting or provide information if they are not able to attend).

3. Tier 3 meetings require:
   a. A minimum of 3 school personnel in attendance, one of whom must be the student's classroom/referring teacher for the subject area of concern. Other members who are recommended to attend include:
      i. Tier 3 Chairperson – for all Tier 3 meetings.
      ii. Curriculum Support Teacher – for all Tier 3 academic concerns.
      iii. Counselor for the student – for all Tier 3 social/emotional concerns.

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

   b. Other members may include principal, assistant principal, school psychologist, ESOL teacher, EIP/REP teacher, Special Education teacher, school social worker, speech and language pathologist, central office personnel, or other appropriate personnel.
   c. Parents must be invited but are not required to attend.
   d. Documentation of the Problem Solving Process
   e. Copy of meeting summary to parent/guardian at conclusion of Tier 3 meeting or via US Mail if parent/guardian is not in attendance.
   f. Copy of meeting summary to teacher(s) at conclusion of Tier 3 meeting.
   g. Copy of meeting summary placed in student's Tier 3/SST file at conclusion of Tier 3 meeting.

4. The Tier 3 committee will:
   a. Use the GADOE Problem-Solving Process to determine student support needed.

     i. Identify learning and/or behavior problem based on data
     ii. Conduct additional assessment if necessary (general education evaluation or other)
     iii. Develop plan and set goal
     iv. Implement plan
     v. Follow-up and support
     vi. Continuous monitoring and evaluation

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

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

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

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

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

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

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

Materials and strategies used during Tier 3 Implementation include but are not limited to:

- Administer diagnostics that link directly to actual or suspected deficit in content area.
- Meet daily to provide student with specific intensive instruction targeted to the skill deficit.
- Consult with and involve instructional specialists and document actions taken.
- Use direct, systematic instruction.
- Adjust and extend time as needed.
- Provide audiotapes of text or literature read.
- Monitor student understanding continuously so misunderstandings can be clarified and corrected immediately.
- Use graphic organizers to focus attention on key elements, concepts, or ideas.
- Use a laser pointer, stick pointer, highlighter tape, or colored pens to focus on key information in the text.
- Provide a different program that addresses a content area or special learning need to be used in place of an existing program or approach that resulted in insufficient student progress.

Lujan, M. (n.d.). Response to intervention model. In B. Collins & S. Love (Eds.), Response to intervention strategies. Tyler, TX: Mentoring Minds.

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

Tier 4 is specially designed learning for students who move through the previous tiers. Targeted students participate in:

- Specialized programs, methodologies, or instructional deliveries

Tier 4 is developed for students who need additional supports and meet eligibility criteria for special program placement including ESOL, gifted, and special education. With three effective tiers in place prior to specialized services, most 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.

Building Block 6. Improved Instruction through Professional Learning

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

In order to ensure that the goals of the C.H. Gullatt's mission statement are accomplished, new teachers in the general and special education classroom, grades pre-kindergarten through fifth, have been afforded pre-service education, additional trainings, and mentoring opportunities. New teachers participated in a New Teacher Orientation that began during pre-planning week for the 2013-2014 school year. During the New Teacher Orientation, administrative staff facilitated and engaged in collaborative discussions with new teachers to promote effective teaching strategies in the classroom to encourage student achievement. The teaching strategies reviewed during orientation included but were not limited to teacher training to reinforce best practices, developing successful classroom management procedures and plans, establishing a standards-based classroom, and introduction to the school's new reading series, Good Habits Great Readers.

The mentoring program was established and implemented by administration to provide further support for new teachers from experienced, effective teachers. New teacher mentors are responsible for modeling and sharing lessons that focus on worthwhile content (i.e. differentiation, rigor, and appropriateness). New teachers and their mentors are expected to attend monthly meetings to develop communication skills regarding observations and feedback directly tied to TKES. Furthermore, instructional planning strategies, differentiated instruction, utilizing assessment data, and professionalism will be discussed during the school year.

New teachers meet with school administration twice a month to discuss literacy instructional strategies, classroom management techniques, observation feedback, and best practices to effectively implement balanced literacy in the classroom. The program is facilitated by the Principal, Assistant Principal, CST, and Instructional Reading Coach. Feedback is received from new teachers in survey form at the end of each meeting and is used to plan for future meetings.

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

Professional Learning opportunities are provided to teachers, principals, and paraprofessionals at Gullatt based on needs assessment surveys provided to all stakeholders. Professional Learning is also provided based on other data, such as student assessments and district initiatives determined by student needs. For example, information in our gap analysis revealed the lack of collaborative planning time, the lack of using data to drive instruction, no evidence of standard based classrooms, and no evidence of differentiated instruction. Teachers will continue to be supported with professional development in these areas to increase their understanding and build capacity in order to provide quality instruction that will lead to student achievement. We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide ways to improve the achievement of individual students and the overall instructional program in the following ways:

- Teachers have been trained in data analysis cycle
- Teachers participate in collaborative planning sessions that focus on the following: analyzing student work, differentiated instruction, checking for understanding, teacher/student expectations, standards-based classrooms, CCGPS, balance literacy, creating common assessments, and integrating literacy in all content areas.
- Teachers participate in bi-weekly professional development after-school that are aligned to CCGPS
- Teachers participate in developing rubrics and providing feedback
- Teachers create student profiles and maintain a system for monitoring student's progress
- Teachers receive orientation and training on the standards and domains of TKES
- Teachers complete an Individual Development Plan to identify their goals and benchmarks for the 2013-2014 school year
- Teachers participate in BAS and STAR training (universal screeners for reading and math)
- School calendar includes protected time for teachers to collaborate, analyze data, share expertise, study and unpack standards, plan lessons, examine student work, and reflect on their practice.
- Students participate in PL in the CCGPS based on needs revealed by student data surveys, teacher observations, TKES and school quality review.
- Classroom, observation informal walkthroughs/checklists using a variety of tools tied to the professional development provided are used to monitor literacy instruction
- Instructional Coach provides cite support for admin, faculty and staff. Intervention providers receive specific training.
- Administrators, faculty and staff have received professional development in how to administer, analyze and interpret results of literacy assessments.

GULLATT ELEMENTARY SCHOOL

Needs Assessment, Concerns, and Root Cause Analysis

A. Description of the needs assessment process

The Georgia Literacy Plan Needs Assessment for Literacy survey was given to all 65 faculty and staff members at C.H. Gullatt Elementary School. However, only 29 surveys were completed and returned. Pre-K through 5th grade and support staff were represented in the data analysis. An additional survey was also given to ELA and Content Area Teachers at Gullatt in order to identify the root causes for the current state of literacy instruction. ELA teachers were represented across Pre-K through 5th. Math and Science teachers were included as Content Area teachers. The focus of the survey was to identify grade levels and classrooms whose literacy instructors had not been supported with resources or professional learning opportunities needed to enhance their literacy environment.

B. Description of the types or styles of surveys used in the needs assessment of process.

ELA and Content Area Literacy Needs Survey
1. Do you have access to an adequate supply of current literacy resources?
2. Do you have access to leveled readers?
3. Do you have access to a research-based program for struggling writers?
4. Do you have access to a research-based program for challenged readers?
5. Do you have access to an adequate book room?
6. Do you have access to an adequate supply of current supplemental literacy resources such as coach books, etc.?
7. Does the media center have current resources to support literacy instruction for all students?
8. Have you participated in any professional learning outside of Gullatt Elementary School within the

last year?
9. If yes, what kind of professional learning was it?
10. Do you have access to professional learning opportunities for literacy instruction in your classroom?
11. What type of professional learning do you feel would be most beneficial to the faculty of Gullatt Elementary School?
12. Do you have adequate time for planning and collaboration with colleagues?
13. Do you feel comfortable implementing RTI interventions?

Interviews were conducted with the Principal, Curriculum Support Teacher, Instructional Reading Coach, First Grade Chair, and Fourth Grade Teacher. Interviewees were asked to describe some of the concerns with the current state of literacy instruction at the school. They were also asked to identify some of the causes of these concerns and what the school was doing to address them. Data analysis from the assessment, surveys, and interviews highlights the following areas of concerns in literacy instruction at our school.

Building Block 1: Engaged Leadership

Building Block 1. Engaged Leadership				
.Evaluating Strengths and Needs	Fully Operational 14%	Operational 34%	Emergent 42%	Not addressed 10%

The current state of literacy instruction suggests that teachers are not integrating literacy across all content areas. This is an area of concern because there has not been professional development or resources available to successfully integrate literacy into content areas. The data from the survey suggests that this is especially true for first and second grade teachers who are

departmentalized for the first time this year. Two teachers have been designated as the Reading, Language Arts, and Social Studies and two teachers for Math, Science, and Health. Data also suggests that teachers, across all grade levels feel Time needs to be scheduled for literacy and teacher collaboration.

A literacy environment checklist is in place, but recent observations using a literacy environment checklist suggest that teachers are not successfully implementing the components of balanced literacy in the classroom. Professional learning in targeted areas of literacy instruction has not been addressed implemented to improve literacy instruction. Gullatt plans to begin professional learning in balanced literacy, guided reading, and analyzing STAR data. Administrators consistently monitor literacy instruction in the classroom. Currently, an instructional leadership team is in place, but a literacy team is not in place and does not consist of any of the following:

      a. Faculty

      b. Representatives from the stakeholders for your school (i.e., preschools, daycares, middle schools within your school's feeder pattern as well as students and representatives from higher education)

      c. Community and government leaders

      d. Parents

Although a desired state of literacy instruction has been agreed upon by the school, the vision did not include any feedback from members of the community.

STAR Early Literacy and STAR Reading Universal Screenings have been administered to all students, but an analysis of recommendations and goals for improvement have not yet been addressed. The school has not yet identified a plan to make sure that literacy instruction is integrated across all content areas. Classroom teachers do not have adequate classroom libraries to support instruction in all content areas. Teachers have shared that every classroom should have a leveled library along with a variety of text. We are in the process of forming a Parent-Teacher Advisory Council to address the current lack of involvement from parents and community stakeholders.

Building Block 2: Continuity of Instruction- *Emergent*

Building Block 2. Continuity of Instruction				
Evaluating Strengths and Needs	<u>Fully Operational</u> 0%	<u>Operational</u> 12%	<u>Emergent</u> 48%	<u>Not addressed</u> 34%

In order to function at a fully operational status, we must first address the certain elements outline in the Needs Assessment survey:

1) Cross-disciplinary teams for literacy instruction
2) Specific, measurable student achievement goals aligned with grade-level expectations are shared by teachers in all subjects.

We are not in a state where we have access to exchange instructional ideas of validity within our community.

ELA and Content Area Literacy Needs Survey		
12. Do you have adequate time for planning and collaboration with colleagues?	16% yes	84% no

Survey suggests that teachers need professional learning opportunities to become proficient on what literacy instruction looks like in the classroom and how to be effective using research-based strategies and interventions. Currently, the time set aside for grade-level collaboration is reserved for meeting with administration to discuss lesson plan components and writing objectives, TKES overview, grading policy, etc. These meetings have not been geared to allowing teachers time to plan together and analyze best practices and student data.

Building Block 4: Best Practices in Literacy Instruction

Building Block 4. Best Practices in Literacy Instruction A. All students receive direct, explicit instruction in reading.				
Evaluating	<u>Fully</u>	<u>Operational</u>	<u>Emergent</u>	<u>Not addressed</u>

<mark>Strengths</mark> and Needs	Operational 0%	73%	26%	0%
Building Block 4. Best Practices in Literacy Instruction B. All students receive effective writing instruction across the curriculum.				
Evaluating Strengths and <mark>Needs</mark>	Fully Operational 0%	Operational 12%	Emergent 25%	<mark>Not addressed 63%</mark>

There is a need for additional professional development on reading and writing applications and software to allow teachers and students an ability to explore literature of all varieties in an efficient manner. According to the survey, 63% of staff members believe that Gullatt has not effectively addressed writing across the curriculum. There has not been professional learning to do explicitly   professional learning in explicit literacy instruction has not been provided because we have been in the process of creating a desired state of literacy instruction at our school. Survey results also indicate a need for professional development on effective writing instruction in the use of the traits of good writing in conjunction with genre specific expectations. Teachers are not adequately trained to provide literacy instruction at a rigorous level. Writing is only taught by English/Language Arts teachers. All students do not receive effective writing instruction across the curriculum because teachers are not knowledgeable of strategies that would enable them to effectively implement writing instruction in their content areas.

Building Block 5: System of Tiered Intervention for All Students

Building Block 5: System of Tiered Intervention for All Students.				
Evaluating Strengths and Needs	Fully Operational 0%	Operational 21%	<mark>Emergent 46%</mark>	<mark>Not addressed 33%</mark>

Needs Assessment Process

ELA and Content Area Literacy Needs Survey		
13. Do you feel comfortable implementing RTI interventions?	16% yes	84% no

Data from the survey suggests that effectively implementing the process of RTI has been a constant struggle for our teachers. We understand the importance of intervention in addressing and differentiating instruction to meet the needs of all students. Teachers need professional learning on the implementation of the Response to Intervention model with emphasis on preventative interventions and tiered interventions for small groups.

Building Block 6: Improved Instruction through Professional Learning

Building Block 6. Improved Instruction through Professional Learning				
Evaluating Strengths and Needs	Fully Operational 0%	Operational 35%	Emergent 45%	Not addressed 21%

The time set aside for grade level collaboration has been used to discuss the components of lesson plans, create a desired state of literacy instruction, and train teachers on the TKES process. These meetings are held with administration and are not designated times for data collection and analysis, lesson planning, examining student work, or reflecting on practice. Based on interview and survey feedback, teachers would like the scheduled time to be secured for collaborating with the grade level across content areas to specifically address the needs of our students.

C. Root or underlying causes of the areas of concern found in the needs assessment

As detailed in the table above, the root causes to our areas of concern are varied and improvement needs to be addressed on many levels. Staff members should engage in

Professional Learning Communities to discuss strategies for under-performing students as well as strategies to accelerate the advanced students. Teachers need to work to define key indicators of student success in each content area and determine ways to analyze data. Teachers should meet in vertical teams to ensure appropriate instruction for a grade or subject. They also should review the standards for the next grade level to understand what is expected of students the following year. Staff members should engage in data talks following each common assessment. Data should be disaggregated and analyzed to determine specific areas of weaknesses. Further, we need to discuss specific groups of students who are not mastering the curriculum standards. We need to implement strategies to remediate, accelerate and enrich students who need additional levels of support. Student data from state and local assessment results should be disaggregated to identify patterns for specific students or groups of students. Grade level and/or content area teachers and administrators need to collaborate to analyze data to determine learning priorities. Staff should be engaged in crucial conversations and asked to use student data to identify a challenge at their grade level, and then discuss barriers that may have hindered progress in student learning.

Based on our comprehensive needs assessment, we identified the following underlying root causes at our school:

- Need for professional development in the areas of: balanced literacy, phonics, writing, integrating literacy into content areas; general educator/special educator co-teaching/inclusion; instructional technology integration; and classroom management
- Need for professional development in behavior management and modification for SWD.
- Deficiencies in students' background knowledge based upon amount of exposure to various learning experiences and amount of print.
- Need for more reading-focused professional development to provide on-going/follow-up professional learning in Differentiated Instruction for teachers to enhance their skills, depth of knowledge and rigor/relevance in teaching literacy comprehension skills.

Gullatt Analysis of Identification of Student and Teacher Data

This section involves looking at student data and disaggregating by group, grade and race in order to add detail to the needs assessment in determining a detailed course of action for planning to improve student achievement at Gullatt.

a) Choose appropriate applicant grade levels.

5th Grade Writing Assessment	Meets and Exceeds	Exceeds	Meets	Does Not Meet
2009	93%	26%	67%	7%
2010	91%	17%	74%	9%
2011	95%	34%	61%	5%
2012	95%	25%	70%	5%

b) Disaggregation of data in subgroups.

		All Students	Black	Hispanic	White	Multiracial	SWD	ELL	Econ Disadv
2011	Students in AYP Grade Levels	134	124	--	--	--	20	--	118
	Enrollment During Testing Window	111	103	--	--	--	13	--	106

Test Participants	111	103	--	--	--	13	--	106
Participation Rate	100%	100%	--	--	--	100%	--	100%

		All Students	Black	Hispanic	White	Multiracial	SWD	ELL	Econ Disadv
2010	Students in AYP Grade Levels	342	329	--	--	--	48	--	326
	Enrollment During Testing Window	269	259	--	--	--	39	--	255
	Test Participants	269	259	--	--	--	39	--	255
	Participation Rate	99.8%	99.8%		--	--	100%	--	99.8%

		All Students	Black	Hispanic	White	Multiracial	SWD	ELL	Econ Disadv
2009	Students in AYP Grade Levels	134	124	--	--	--	20	--	118
	Enrollment During Testing Window	111	103	--	--	--	13	--	106

Test Participants	111	103	--	--	--	13	--	106
Participation Rate	100%	100%		--	--	100%	--	100%

c & d) Identify strengths and weaknesses based on prescribed assessments. Include data for all teachers including CTAE, Spec. Ed., & Media.

In years past, we have made the Annual Yearly Progress (8 years in a row a one time), but we understand that our students reading and comprehension levels could improve in relationship to other top performing schools in Georgia, as well as the nation. According to the data recorded, we broke down our weaknesses as follows: Reading fluency and reading comprehension is an area of concern that we will focus on, to improve overall student achievement in the area of reading. This year we are using Fountas and Pinnell Benchmark Assessment System (BAS) to assess student instructional levels. Our current scores are as follows:

Data Summary K- 5th Grades							
5th Teachers	**Fluency**	**Comp.**	**Writing**	**4th Teachers**	**Fluency**	**Comp.**	**Writing**
	93	6	2		40	6	2
	87	5	2		73	6	2
	101	7	2		102	7	2
Grade Level Average	**94 wpm**	**6**	**2**	**Grade Level Average**	**82 wpm**	**6**	**2**
3rd Teachers	**Fluency**	**Comp.**	**Writing**	**2nd Teachers**	**Fluency**	**Comp.**	**Writing**
	54	6	2	Urgent	44	5	2
	49	4	2	Jones	50	6	2
Grade Level Average	**51 wpm**	**5**	**2**		53	4	2

	Fluency	Comp.	Writing		Fluency	Comp.	Writing
					54	5	2
1st Teachers	**Fluency**	**Comp.**	**Writing**	**Grade Level Average**	**52 wmp**	**5**	**2**
	47	3	1				
	42	4	1	**Kindergarten**	**Fluency**	**Comp.**	**Writing**
	40	4	2	K. Carter	16	1	1
	25	4	2	Hall	13	1	1
Grade Level Average	**39 wpm**	**4**	**2**	Pollard	0	0	1
				White	13	1	1
				Grade Level Average	**11 wpm**	**1**	**1**

STAR assessments have also been built into the master schedule to promote student achievement. Results from earlier assessments are below.

Gullatt Elementary - STAR Data

	Tier 1 **At/above** **Benchmark**	**Tier 2** **On Watch/Intervention**	**Tier 3** **Urgent Intervention**
Percentage of Students (Desired state)	100%	10-15%	Less than 10%
Grade K	Early Literacy- 77%	Early Literacy – 15%	Early Literacy – 7%
Grade 1	Math – 49% Early Literacy– 52%	Math – 38% Early Literacy– 39%	Math – 14% Early Literacy– 8%
Grade 2	Math – 32% Early Literacy– 50%	Math – 35% Early Literacy– 29%	Math – 32% Early Literacy– 21%

Grade 3	Math – 56% Reading– 32%	Math – 19% Reading – 46%	Math – 25% Reading – 22%
Grade 4	Math – 58% Reading– 36%	Math – 22% Reading – 38%	Math – 20% Reading – 26%
Grade 5	Math – 56% Reading– 40%	Math – 27% Reading- 48%	Math – 17% Reading – 12%

We plan to focus heavily on Reading strategies during this school year through professional development trainings, peer observations, as well as off-site observations. Based on the trainings, feedback, as well as additional instructional strategies, our goals are as follows:

Increase the percentage of "exceed" students in reading:

Grade Level	Baseline Data 2012	Target 2013
3rd	22%	25%
4th	19%	25%
5th	16%	25%

Increase the percentage of students scoring who "meet" statewide standards in reading:

Grade Level	Baseline Data 2012	Target 2013
3rd	69%	85%
4th	64%	85%
5th	75%	85%

Increase the percentage of SEC students who meet/exceed in reading:

Grade Level	Baseline Data 2012	Target 2013
3rd	69%	85%
4th	75%	85%
5th	59%	85%

e) Include teacher retention data.

Our teachers come from a diverse background that enjoys teaching to our students' strength. Over the years our staff has remained strong and determined to bring out the best in our students to create life-long learners. Our staff has a valued interest in the community and because of this, our teacher retention rate remains high. The numbers will indicate this below:

School Year	Percentage of Certified Teachers Retained
2009-10	100 %
2010-11	100 %
2011-12	99 %

f) Goals and objectives based on formative and summative assessments

Gullatt plans to begin professional learning in balanced literacy, guided reading, and analyzing STAR data. Eventually our goal is to increase student achievement across the board to indeed compete at a state level, when it comes to test scores.

Administrators consistently monitor literacy instruction in the classroom. Currently, an instructional leadership team is in place, but a literacy team is not in place and does not consist of any major figures within the community. Although a desired state of literacy instruction has been agreed upon by the school, the vision did not include any feedback from members of the community.

STAR Early Literacy and STAR Reading Universal Screenings have been administered to all students, but an analysis of recommendations and goals for improvement have not yet been addressed. The school has not yet identified a plan to make sure that literacy instruction is integrated across all content areas. Classroom teachers do not have adequate classroom libraries to support instruction in all content areas. Teachers have shared that every classroom should have a leveled library along with a variety of text. We are in the process of forming a Parent-Teacher Advisory Council to address the current lack of involvement from parents and community stakeholders.

h) Teacher participation in professional learning communities or ongoing professional learning at school.

Aforementioned in the document, our staff should engage in Professional Learning Communities to better advance our struggling students, as well as our advanced students. Teachers routinely take part in professional development presented by in-house staff, but would be open to outside professional development opportunities with best practice strategies to hone not only personal skills, but others as well.

Organizations such as ASCD and Griffin Resa provide quality professional development opportunities that our staff would love to partake in. Seeing as how Gullatt truly needs to increase our overall student scores, any professional development would be greatly desired.

Project Plan, Procedures, Goals, Objectives, and Support (10 points; 1250 max)

A. Project goals directly related to the identified needs.

- Increase student performance on the CRCT in Reading to 90% for 5th grade students, 85% for 4th grade students, 85% for 3rd grade by 2016.

- Increase 5th grade student performance on the Georgia Grade 5 Writing Assessment to 92% by 2016.

- Increase student performance of SWDs to 75% on the CRCT in grades 3, 4, and 5 by 2016.

- Increase student fluency on the BAS by 50% for K-5 students based on the following areas: fluency, comprehension, and writing.

- Increase student performance on the STAR Early Literacy by 50% for K-2 based on the following areas: print concepts, phonological awareness, phonics, word recognition, vocabulary acquisition, and vocabulary use.

- Increase student performance on the STAR Reading by 50% for 3-5 based on the following areas: fluency and phonics; key ideas and details, craft and structure, integration of knowledge and ideas, text complexity, word recognition, vocabulary acquisition, and vocabulary use.

B. Project objectives that relate to implementing the goals identified.

With grant funding, we will implement the following strategies to address our areas of concern:

- Provide additional instructional materials and supports to impact students' improvement in the areas of speaking and listening through rich literary experiences.

- Build classroom resources of interactive literacy centers that focus on phonics, phonemic awareness, vocabulary acquisition, and promote student collaboration.

- Implement an After School Program from October-March that will focus on SWD with a special education teacher and ELL with an ESOL teacher and students on level 1.

- Engage students in 2.5 hours of literacy instruction daily (currently students are engaged in 2.5 hours each day).

- Extend the Extended Day experience by opening it up to all grades (currently 3rd and 5th), SWD will be taught by special needs teacher with a ratio of 5:1; ELL will be taught by ESOL teacher with a ratio of 6:1.

- Encourage parents of SWD and ELL to enroll their children in the Extended Learning Program so that we can provide additional literacy support.

- Provide additional professional development in integrating technology into the classroom that will be during bi-weekly staff meetings provided by the media and technology specialists.

C. The goals and objectives are measurable either formatively or summatively.

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

- Literacy Team
- Instructional Leadership Team
- Teachers K-5
- Administrative Team
- Parent Liaison

D. Shows that students in elementary will receive at least 90 minutes of tiered instruction.

The RTI framework is part of a well-integrated system of instruction available to every student at C.H. Gullatt Elementary School. The TRI model below shows the details of our system.

E. The application provides an RTI model.

	Time	Personnel	Strategies
Tier 1 Core-Curriculum			
Kindergarten	CCGPS	General Ed Teachers	-Whole and small group

1st grade			instruction
2nd grade	2.5 hours of	IRC	-Data driven instruction
3rd grade	Literacy		-Universal screening (STAR
4th grade	Instruction		and BAS)
5th grade		CST	-Tutoring
	Balanced Literacy		-Differentiated instruction
ALL STUDENTS	Model		for all learners (Standard 4 from TKES)
Tier 2 Needs-Based Learning			
Kindergarten	-30 minutes	General Ed Teachers	-Small group instruction
1st grade	-Extended Day 2		-Informal Collaboration
2nd grade	hours (3rd-5th)	IRC	-Research based
3rd grade	twice a week on		interventions
4th grade	Mondays and	CST	-Guided Reading groups
5th grade	Thursdays		
Students are performing below expected levels or needing specific supports to make adequate progress			
Tier 3 Student Support Services			
Kindergarten	EIP 45-50 minutes	General Ed. Teacher	-Guided Instruction
1st grade	daily (1st-5th)		-Instructional Games

2nd grade 3rd grade 4th grade 5th grade Students who continue to struggle without measurable progress after a period of 12 weeks in Tier 1 and Tier 2	ESOL (K-5) 45 minutes daily Extended Day 2 hours (3rd-5th) twice a week	EIP and ESOL Teacher School Counselor Curriculum Support Teacher(CST) Instructional Reading Coach Student Support Team(SST) Data Team	-Progress Monitoring -CRCT practice materials -Intervention Centers
Tier 4 **Specially** **Designed Learning**			
Kindergarten 1st grade 2nd grade 3rd grade 4th grade 5th grade	Determined by Individual Educational Plan (IEP)	Special Ed. Teacher General Ed. Teacher Speech-Language Pathologist Instructional Support Teacher(IST)	-Speech and Language services -Co-teaching -Collaborative teaching -Team Teaching -Specially Designed Instruction -Second Language support -Due process

This RTI system includes the following essential components:

- High-quality instruction for all students, demonstrated through scientific research and evidence-based practice to produce high rates of learning for most students
- Universal screening of all students with interventions for struggling learners provided at increasing levels of intensity and matched to individual student need
- An integrated system of assessment and data collection for identification of students struggling to meet academic and behavioral expectations
- Mechanisms for monitoring students' learning rates and levels of performance and using that information in ongoing problem solving and decision making

F. The application is inclusive of all teachers and students (where relevant) in the school.

To support tiered instruction, we include additional time for common planning and collaboration among teachers. The school schedule is designed to reflect designated times for common content area teacher meetings, grade, or team meetings, and vertical planning meetings.

G. Considers practices already in place when determining goals and objectives.

C.H. Gullatt is in the process of developing effective screening, progress monitoring, and diagnostic tools in place to identify achievement levels of all students, advanced as well as struggling. The assessment and intervention materials align with students' needs are available to use. All teachers and administrators will be trained to be proficient in administering and interpreting all assessments.

H. Goals to be funded with other sources.

Full-time literacy coach	Title I Funds
Parent liaison	Title I Funds
UGA Mock Writing Assessment For 4th /5th grade students	Title I Funds
36 Teacher substitutes for one	Title I Funds

professional learning day	
1 Extended learning teacher at 4th grade for days	Title I Funds
Teacher Leader/Writing Expert – Writing Workshops (PLCs)	Title I Funds
Purchase professional books for PLC book studies	Title I Funds
Additional transportation for Extended Learning	Title I Funds
Purchase extended texts for students for CCGPS	Cost Center

I. Details a sample schedule by grade level indicating a tiered instructional schedule with appropriate interventions.

Master Schedule (INTERVENTION) January 2014

Intervention is embedded into Guided Reading for 45 minutes. Social Studies, Science, and Health are integrated in ELA.

7:10-7:40	Breakfast and Tutoring				
7:40-7:50	Morning Announcements				
7:50-8:20	RTI for Grades 1-5				
Kindergarten	1st grade	2nd grade	3rd grade	4th grade	5th grade
Specials 7:55-8:40 45 minutes	ELA 8:20-10:45 135minutes	ELA 8:20-11:00 160minutes	ELA 8:20-9:20 60minutes	ELA 8:20-8:45 25minutes	ELA 8:20 – 10:20 120minutes

ELA 8:45-10:30 105 minutes	Lunch and Recess 10:45-11:35	Lunch and Recess 11:00-11:50	Recess 9:20 – 9:35 15minutes	Specials 8:45-9:30 45 minutes	Specials 10:25-11:10 45 minutes
10:30-11:20 Lunch and Recess	Specials 11:45-12:30 45 minutes	ELA (Cont.) 11:55 12:15- 20 minutes	Specials 9:35-10:20 45 minutes	ELA (Cont.) 9:35-11:40 125minutes	ELA (Cont.) 11:15-11:45 30 min
ELA 11:25-11:55 30 minutes	ELA (Cont.) 12:30 - 1:15 45minutes	Math 12:15-12:30 15minutes	ELA (Cont.) 10:20-11:20 60 minutes Lunch 11:25-12:00	Lunch and Recess 11:40-12:30	Lunch and Recess 11:45-12:30
11:55-12:40 45 minutes ELA total= 180 minutes	Math 1:15-2:20 65 minutes	Specials 12:35-1:20 45 minutes	ELA (Cont.) 12:00-12:30 30 minutes	Math and Science 12:30-1:50 80 minutes	Math and Science 12:30-1:50 80 minutes

		Math 1:25-2:20 55 minutes			
12:40-1:40 Math 60 minutes	Dismissal 2:20	Dismissal 2:20	Math and Science 12:30-1:50 80 minutes	RTI 1:50- 2:20 30 minutes	
1:40-2:20 RTI 40 minutes			RTI 1:50-2:20 30 minutes	Dismissal 2:20	RTI 1:50-2:20 30 minutes
Dismissal 2:20			Dismissal 2:20		Dismissal 2:20

Assessment/Data Analysis Plan

a) A detailed listing of the school's current assessment protocol.

Currently C.H. Gullatt is administering two literacy data assessments. They are the Fountas & Pinnell Benchmark Assessment System and STAR Reading Enterprise. BAS is a series of benchmarks that measure the level of difficulty at which a student can read fiction and nonfiction text. BAS provides teachers with information on individual students' reading levels. The assessment gives teachers insight on how to differentiate their flexible grouping. Teachers administer BAS in the fall and twice in the spring to students in grades K-5th. The STAR Reading Enterprise is a timed computer- adaptive assessment. It is designed to provide teachers with reliable data that can be used to drive instruction. The assessment is given three times a year: once in the fall, winter, and again in the spring. Teachers have the option to administer the test biweekly, weekly, or monthly depending on the progress of students in intervention platforms. The test provides a starting position on each student's ability and is analyzed again to measure growth over the year. The STAR testing is practical and provides teachers with a plethora of information on their student's current reading and language skills. With the information from the Star Reading assessment, teachers can provide an individualized instruction plan for each student, set learning goals for students, and conference with students on making plans to meet those goals. C. H. Gullatt 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). The assessment and intervention materials align with students' needs are available to use. 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 have been developed. Specific times for analyzing the previous year's outcome assessments are identified in the school calendar to determine what student needs will look like for the school year. Protocol is in place to use this data as baseline for improving the program and curriculum.

b) Comparison of the current assessment protocol with the SRCL assessment plan.

Current assessments administered at C.H. Gullatt line up with the SRCL assessment plan in the following ways:

- Research-based assessments for students in Grades K–12 that measures reading comprehension, fluency, vocabulary or writing
- All assessments are reliable low-stakes assessment used to inform instruction and make accurate placement recommendations
- Aligned to state tests and helps educators forecast student achievement to those important goals
- Universally screens all students on the same scale
- Support progress monitoring in Tier I and Tier II placements
- Identifies students with reading comprehension deficiencies
- Defines student performance-level skills
- Supports benchmarking of reading performances
- Supports accurate evaluations about program effectiveness

c) A brief narrative or table detailing how the new assessments will be implemented into the current assessment schedule.

All new assessments will be incorporated into the master school calendar and assessment will have due dates and implementation dates. Professional learning will be in place for training prior to teachers having to assess students. Once adopted, the new assessment schedule including BAS and STAR will be administered to students in grades K-5th in the fall, winter, and spring. Students will be tested on various literacy components such as word knowledge, comprehension, and analyzing and evaluation of texts. The school will continue to use a computer- adaptive assessment to gain immediate feedback on students' abilities, and to sustain student engagement with text. Teachers will use information obtained from the assessment to drive their instruction. The data will also be used to analyze student's instructional level. Teachers will participate in professional development in the areas of interpreting data, using data to meet the needs of students, and interventions based on student needs. Participation in professional development

will also guarantee that all stakeholders are equipped with the information needed to accurately use the data to meet student's needs.

d) A narrative or table detailing current assessments that might be discontinued as a result of the implementation of SRCL.

C. H. Gullatt will discontinue use of BAS and be trained in DIBELS Next. DIBELS Next will provide the needed fluency data that is not generated by STAR testing. Faculty will be trained on DIBELS during pre-planning and teachers will administer to all students. In-service and professional learning will be scheduled throughout the school year to have on-going training with assessing and implementing literacy strategies for all students based on their data results.

e) A listing of professional learning needs that teachers will need to implement any new assessments.

If C.H. Gullatt Elementary qualifies for the Striving Readers Comprehensive Literacy Grant, our faculty will need some professional learning to effectively change the literacy instruction. We are not accustomed to administering the DIBELS Next, Informal Phonics Inventory, or the Scholastic Reading Inventory here at C.H. Gullatt. Therefore, C. H. Gullatt would participate in the Georgia Department of Education's professional learning sessions to learn how to administer DIBELS Next assessments. DIBELS Next measures are quick and efficient measures that indicate if a student is on track for reading success. With both universal screening and progress monitoring components, these measures are critical tools for educators as they:

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

The initial face-to-face training session provides in-depth program training—including program research, materials, methods, and implementation. Using an interactive, practice-driven training process, the training session prepares participants to immediately begin implementing the program.

f) A brief narrative on how data is presented to parents and stakeholders.

Data is shared on a consistent basis with all stakeholders. We share assessment data with parents in 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
- School website

g) A description of how the data will be used to develop instructional strategies as well as determine materials and need.

We will:

- Establish a clear vision for school-wide data usage
- Provide support that foster a data-driven culture within the school
- Data will be a part of an ongoing cycle of instructional improvement
- Data talks and discussion will be done 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
- Expectations for meetings will be communicated and modeled regularly
- Attend professional learning or professional development sessions

h) A plan detailing who will perform the assessments and how it will be accomplished.

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.
BAS Checkpoints (District Benchmarks)	3 times a year Twice a year	Diagnostic(fluency/comp) 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

Resources, Strategies, Materials including Technology to Support the Literacy Plan (10pts; 1250 max)

A. *A list of resources needed to implement the literacy plan including student engagement.*

Existing Resources (Time, Personnel, and Strategies) for Tier 1-Tier 4 Instruction

Our literacy team will help ensure that there are no conflicts, in terms of philosophy, time commitments, or allocation of resources. These practices include student-centered instruction that is based on data and reflects the needs and interest of students. We want to teach reading as a process, which means using strategies that activate prior knowledge and allow student opportunities to make and test predictions. Further, we want to structure help for students during reading and provide after reading applications and other initiatives. Collectively, we understand the importance of aligning limiting resources to address student needs. Our RTI model considers the failure to respond to well designed and implemented interventions as evidence of an underlying disability. We have structured our literacy plan around our tiered instruction model. Our literacy plan includes strategies that will enable Gullatt to achieve its Striving Reader project goals. These literacy strategies will not conflict with existing programs because they will be embedded within all tiers and content areas. Our RTI model considers failing to respond to well designed and implemented interventions as evidence of an underlying disability. RTI is an early intervention model rather than a "wait to fail" model. To support our RTI approach, we want to provide quality professional learning in differentiating instruction to give teachers continuous feedback and systemic monitoring of these best practices throughout the school. We plan to share best practices for teaching and learning adapted from Zemelman, Daniels, and Hyde-*Best Practices for Teaching and Learning.*

The state of literacy instruction at Gullatt Elementary school suggest that incorporating these resources, strategies, materials, and technology will support our literacy plan and enhance literacy instruction at our school.

Technology

- Tablets

- Online texts and instructional resources

- Internet based publishing software

- Supplemental reading materials for General and Special Education teachers

- MP3 players to enhance literacy instruction and student engagement

- Audio Books

- eBooks

- Listening materials for audio books

- Reading and Subscription databases

Assessment

- Common Assessment Item Bank

- Assessment strategies and uses for general education population

- Assessment strategies and uses for special education population

- SRI (Scholastic Reading Inventory) grades 3rd , 4th and 5th

Professional Development

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

- Tiered RTI instruction

- Professional Development – implementation and use of DIBELS Next

- SRI Training for staff

- Balanced Literacy

- Writing across the content areas

- Differentiated Instruction for SWD

- Use of e-Readers and tablets

Supplemental reading materials to aid RTI tiered instruction

- Non-fiction books and novels

- Children's magazines

- Professional resource library

- Classroom Library

- Leveled Library for each grade level

- Cross Curriculum Leveled Libraries

- Culturally Relevant Books

- Language Series for SWD

- Decodable Books for regular and SWD classes

- Literacy games

- Kid's magazine subscription(s)

- Science and Social Studies materials

Student Engagement

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

- Star Reader Software

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

B. *A list of activities that support literacy intervention programs.*

Listed below are proposed implementation strategies to support Gullatt's 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 all grade levels, Kindergarten through 5th grade
- Increase the number of students who receive extended day by getting more ELL and SWD students involved in this opportunity
- Common planning for vertical teaming
- Supplemental reading materials (graphic novels, children's magazines, audio books, e-books, etc.)
- Handheld interactive response systems
- Increase curriculum nights to be held throughout the school year
- Literacy Workshops – Our Parent Liaison, CST and Literacy Coach develop and deliver strategies to help parents support classroom instruction at home.
- Parental Data Discussions - Parent Liaison, CST and Literacy Coach inform parents of procedures and requirements to meet or exceed expectations for writing and reading.
- Internet based publishing software
- School license to research-based intervention programs
- Materials for leveled reading instruction library and professional resource library

C. A list of shared resources available at each building.
- Books and CDs on tape
- Oral Fluency Kits
- Access to Brainpop
- Access to Reading A to Z
- Access to Study Island
- Phonics and language building games
- Reading comprehension passages

D. A general list of library resources or a description of the library as equipped.

Each teacher has the following equipment in their classrooms:

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

Instructional equipment: Overhead projector

Kindergarten through second grade classrooms has one Interactive white board per grade level. Third through fifth grade classrooms have one Interactive white board per classroom. Two IRR classrooms also have an Interactive white board. Additional LCD projectors and document cameras are available in the media center for check-out.

The library houses an extensive print and non-print collection. The print collection includes magazine subscriptions for teachers and students, professional collection, nonfiction and fiction titles. The non-print collection includes subscription databases, audio book collection as well an extensive video and DVD library. DVD's and Video cassettes 1001, reading kits 286.

E. A list of activities that support classroom practices.
- Peer Review
- Guided Reading
- Literacy Centers
- Writing Workshop
- Teacher & Student Conferences
- Classroom Procedures & Routines
- Writing Curriculum to support writing across the curriculum

F. A list of additional strategies needed to support student success.
- Scaffolding
- Explicit Instruction
- Small Groups
- Modeling
- Asking & Answering Questions
- Differentiated Instruction
- Engaging Conversations
- Higher-Order Thinking
- Classroom Procedures & Routines
- Authentic Assessment

G. A general list of current classroom resources for each classroom in the school.

- Good Habits, Great Readers leveled reading books

- Literacy center activities

- Books on tape

- Listening center

- Online access to Brainpop, Study Island, Reading A-Z, and Reading Eggs

H.   A clear alignment plan for SRCL and all other funding.

Gullatt 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, Gullatt's staff and faculty have the capacity and expertise to successfully implement initiatives. Gullatt will implement the proposed Striving Reader project on time and within budget.

I. A demonstration of how any proposed technology purchases support RTI, student engagement, instructional practices, writing, etc.

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.

Gullatt 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 to 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.

Professional Learning Strategies Identified on the Basis of Documented Needs

Annually, our school completes a professional learning survey provided by the district office. In addition to the professional learning survey, we conduct a school based survey to identify and prioritize the needs for our teachers that is aligned with TKES. We use the results of surveys, gaps analysis, and the results of our comprehensive needs assessment of student achievement to determine the professional development needs of our staff. A description of the activities planned to meet the needs is included in our Implementation Plan. The funding needs and funding sources for each of these activities are also listed in the Implementation Plan.

Gaps Analysis for the State of Literacy Instruction

Desired State of Literacy Instruction	Current State	Gaps	Non-Negotiables
• students completing independent reading and writing each day • time for conferences with students about independent reading • teacher coaching kids when they use reading strategies (visualizing, inferring, summarizing, making connections, asking questions, predicting, evaluating) until they can do them on their own • students getting feedback on writing and drawing dictation daily and weekly • students reading high frequency words	• students are not completing independent reading on a regular basis • students are completing informal writing every day in their journal/do now and in their formative assessments • students are learning new vocabulary words in context every week • teacher is coaching students on their use of reading strategies when explicitly teaching a reading strategy • teacher models	• time to complete independent reading and have conferences • students need to have access to books that are on their reading level and are interesting to them • content learning teachers need PD for how to teach reading skills • assessment that differentiates what specific skills students need support in (decoding, fluency, comprehension, etc.)	• model for effective literacy instruction independent reading • writing across the curriculum • knowledge of student academic levels • data that drives instruction • student academic talk • students and teacher feedback • classroom libraries • reading strategies • materials for students to document their thoughts while reading (post-it notes, bookmarks,

Desired State of Literacy Instruction	Current State	Gaps	Non-Negotiables
• content teachers knowledge around teaching literacy and reading strategies like summarizing, main idea, making inferences (see <u>Reading in the Content Area</u> by Janet Allen) • uniformed reading diagnostic assessment (students should be assessed at least 4x per year) • listening centers in classrooms so that students can hear fluent readers and make the sound to text connections	strong examples for writing responses and using literacy skills • many students struggle to practice skills independently because of behavior issues or misunderstandings as a result of management issues • students are given feedback on writing weekly or bi-weekly (tests, BCRs, selected response questions based on reading)	• professional development library for staff • staff trained to work with small reading groups based on reading levels/letter recognition sounds production • www.readinga-z.com account to print off leveled readers	graphic organizers) • informal writing every day • independent reading on a daily basis • grammar skills taught in reading instruction • listening centers • independent writing • visual aids • student-developed process charts • interactive word walls • learning centers • journals and journal writing • small group instruction/activities • vocabulary development • word study • accountable talk/peer discussion • posted objectives or included lesson plans • ongoing assessments or check understanding • integration of reading strategies and skills across the content areas • critical thinking

Desired State of Literacy Instruction	Current State	Gaps	Non-Negotiables
			questions that are generated by the teacher and students/ongoing questioning • cooperative learning activities • students respond to text through writing • daily oral language practice • explicit teaching in reading and writing

The Instructional Reading Coach will plan with each grade level one day a week to assist with developing lesson plans and implementation of the balanced literacy model. We will also collaborate with other schools in the South Learning Community and to develop differentiated instruction training within standards-based classrooms; classroom management strategies connected with guided reading, writing, and math groups; and data analysis.

Specific activities	Identified faculty members	Resources needed to	Responsible team member(s)	Timeframe	Outcome measure
Common Core for ELA training	Administrative Team Teachers Non-instructional Staff	Copies of the Common Core	Principal Assistant Principal Teacher Leaders Instructional Reading Coach Curriculum Support Teacher	8/13-5/14	Lesson plans Student work Activities

Balanced Literacy Model and Components	Teachers Non-Instructional Staff	Articles on Balanced Literacy Guided Reading by Fountas and Pinnell Guided Readers and Writers by Fountas and Pinnell Better Learning Through Structured Teaching	Instructional Reading Coach Teacher Leaders Teachers	12/13- 5/14	Lesson Plans that reflect the balance literacy model Walkthroughs and Formative Evaluations
Gaps Analysis of State of Literacy	Administrative Team Teacher Non-Instructional Staff	Copies of the Common Core Data from CRT STAR Data	Principal Assistant Principal Teacher Leaders Instructional Reading Coach Curriculum Support Teacher	8/13	List of Non-Negotiables for Literacy
Integration of ELA across content areas	Administrative Team Teacher Non-Instructional Staff	Copies of CCGPS for Social Studies, Science, Math, Health	South Learning Team Instructional Reading Coach Curriculum Support Teachers	8/13-12/13	Revised Curriculum Maps
Collaborative lesson planning	Administrative Team Teacher Non-Instructional Staff	Copies of the Common Core Standards for all content areas CRT Data	Teacher Leaders Instructional Reading Coach	8/13-5/14 Twice a week	Lesson Plans Student Work Assessments

Writing Process	Administrative Team Teacher Non-Instructional Staff	Writing Process Format CCGPS Thematic Units	Dr. Abotsi Teachers	10/13-5/14	Student Work Samples
Progress Monitoring	Administrative Team Leadership Team Teacher	Research based best practices Monitoring tool Data Form	Instructional Reading Coach Curriculum Support Teacher	8/13-5/14	Student Work Student Data Lesson Plans Tracking Sheets
Data driven instruction	Administrative Team Leadership Team Teachers	Data Driven Instruction Formal and Informal Assessments (benchmarks, interim assessments, classwork)	Administrative Team Leadership Team Teachers	01/14-5/14	Lesson Plans Interim Assessments
RTI interventions, action plans	Administrative Team Leadership Team Teachers	Data Driven Instruction Formal and Informal Assessments (benchmarks, interim assessments, classwork) STAR Data	Administrative Team Leadership Team Teachers	12/13-5/14	Lesson Plans Interim Assessments Intervention Group Lists of Students
Analyzing student work, integrating instruction	Administrative Team Leadership Team Teachers	Scheduled timeframes Grading Rubric Student Samples	Administrative Team Leadership Team Teachers	1/14-5/14 Twice a week	Lesson Plans Increased Engagement Student Work

Family and Community workshops focused on critical thinking and comprehension skills and strategies	Administrative Team Leadership Team Teachers Volunteers Parent Liaison	Publicity Activity Ideas Refreshments Supplies	Administrative Team Leadership Team Teachers Instructional Reading Coach Curriculum Support Teacher Parent Liaison Community Partners	10/13-5/14 Once a month	Increased Community Involvement and Student Achievement
Technology training	Administrative Team Leadership Team Teachers Media Specialist Technology Support	Computers Staff members Software that has been identified and vetted by Media Specialist and Technology Support	Administrative Team Leadership Team Teachers Instructional Reading Coach Curriculum Support Teacher Medial Specialist Technology Support	1/14-5/14 Twice a month	Student Work Data usage from computer usage Lesson plans that reflect integration of technology

We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways:

➢ data analysis cycle

➢ collaborative planning sessions that will focus on analyzing student work, differentiated instruction, checking for understanding, teacher/student expectations, standards-based

classrooms, CCGPS, balanced literacy, creating common assessments, and integrating

literacy in all content areas

➢ developing rubrics and providing feedback

➢ create student profiles and maintain a system for monitoring student progress

➢ orientation and training on the standards and domains of TKES.

Sustainability Plan (10pts; (600 max)

Gullatt is committed to ensuring the literacy program that we are expanded with this grant will continue long after the five years. We already have some programs in place and we are using this grant to expand that. We will continue to use literacy assessments like STAR and DIBELS to help us inform instruction. The data we receive from the assessments will help us properly group our students in order to differentiate instruction to meet the needs of every student. Based on the results of the literacy assessments, students will be given the appropriate leveled work to meet them at their point of need. The literacy assessments will help drive the instruction in the classroom.

Trained and accomplished teacher leaders can be used to present workshops in the various content areas to our teachers to give them the knowledge and expertise to enhance their teaching. We currently have a 5th grade writing teacher that could model the writing process and a 4th grade writing teacher that could model the integration of science and social studies content. Our 3rd grade reading teacher could model the integration of science and social studies content for the intermediate grades. Our 2nd grade reading teacher could model guided reading, and our 1st grade ELA teacher could model the integration of science and social studies content for the primary grades. These teacher leaders could provide these trainings to teachers at other schools within our learning community. Schools must support each other to build and encourage team effort. Success should be spread across, so in the end we all gain from one another.

As new teachers come on board or join our staff, especially when the funding is gone, experienced teachers could provide them with professional development in literary strategies. Their knowledge and experiences will be shared with new teachers during PLC meetings and monthly afterschool Professional Development training. New teachers need lots of support, modeling practices, and exposure to enable them to become great professionals in their field. New teachers will receive support and modeling practices from the Instructional Reading Coach as well as veteran teachers. New teachers would have the opportunity of working with a vertical literacy team to observe effective literacy instructional practices to enhance literacy instruction within their own classrooms. Teacher leaders from within our school or from other schools could

model great instructional practices that will help and empower new teachers to gain the expertise that they need to groom and refine our students.

We will develop more business partners in the community such as the South Fulton branch of the Atlanta Public Library. We intend to partner with the library for field trips, read alouds, and special guests in the classroom. We will secure some foundation support and community support to ensure this literacy program, while using best practices continues. We will also continue to use Federal dollars based on our economic standing to ensure success. Gullatt is committed to the Striving Reader project and values the need to provide high-quality literacy instruction to support our students.

We will maintain technology purchases by ensuring that they are properly stored in a secure location, inventory is constantly being taken, and the staff and students are properly trained to work with technology. These technology purchases would include iPad carts and online programs such as Accelerated Reader, iRead, CraftPlus Writing, and Power Writing. The reading and writing online programs, the leveled libraries for each classroom, and the professional resource library for teachers would be purchased the first year and are sustainable materials to be used for many years following.

Budget Summary

Gullatt Elementary School proposes to utilize the grant funds to enhance literacy instruction and achievement in every grade level. We request funding for technology and software, print materials, professional development, and stipends.

Technology and Software

These costs would include listening centers with headphones, e-readers, tablets, and subscriptions to online print materials. Technology and supplies include laptop carts, tablets, document cameras, mp3 players, eBooks, audio books, listening centers, headphones. All hardware and software purchased will comply with Fulton County School's policies, procedures and guidelines. Hardware and software purchased that is considered non-standard to FCS must either be purchased with manufacturer warranty agreements that cover repair and maintenance, or the items budgeted must include funding for a consultant who will provide maintenance and support. Additionally, we request funding for an item bank for common assessments, so that teachers can effectively differentiate instruction based on student needs.

Print Materials

We request funds to expand our leveled reader's library to support our school-wide guided reading initiative. This includes funding for print materials, including non-fiction informational text, leveled readers, novels, subscriptions to developmentally appropriate literary magazines, to ensure literacy-rich environments for our children at home and at school. Additionally, in order to enhance our use of the state CCGPS ELA units, funds are needed to purchase extended and supplemental text. We also need novel text sets in grades 3rd – 5th, and supplemental reading materials such as, graphic novels, children's magazine, audio books, and e-books are also needed to promote reading engagement and reading and writing for a variety of purposes and audiences. Moreover, literature in math units and trade books aligned to social studies and science are needed to teach discipline literacy and reading for information across content areas.

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

Professional Development

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

Additionally, professional development funds will be utilized to provide training in the RTI Process, balanced literacy, use of technology, professional learning communities, writing for a variety of purposes and audiences and integrating science and social studies in reading. We also request funding to train teachers in DIBELS Next and the use of e-readers and other technology to enhance literacy instruction.

Stipends

Funding is requested to pay a stipend for the textbook coordinator to set up, organize and maintain literacy resources. Funding is needed to pay a grant coordinator who will oversee the execution of the grant. The grant coordinator will be responsible for ordering grant-funded materials, monitoring the grant budget, coordinating the assessment schedule, keeping track of assessment data, preparing for GaDOE site visits, etc. We also request funding to pay a stipend for a reading coach to support and enhance literacy instruction. Funding will also be used to compensate teachers to lead the intervention program for after school and Saturday School. Stipends will be given for teachers that participate in professional development and training after school, on the weekends, and during the summer.