

School Profile

Created Sunday, December 01, 2013

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School Information

School Information District Name:	Fulton County Schools
School Information School or Center Name:	Harriet Tubman Elementary School

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal Name:	Mari Early
Principal Position:	Principal
Principal Phone:	4046698115
Principal Email:	earlym@fultonschools.org

School contact information

(the persons with rights to work on the application)

School contact information Name:	Mari Early
School contact information Position:	Principal
School contact information Phone:	4046698115
School contact information Email:	earlym@fultonschools.org

Grades represented in the building

example pre-k to 6

PreK to 5

Number of Teachers in School

43

FTE Enrollment

546

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

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

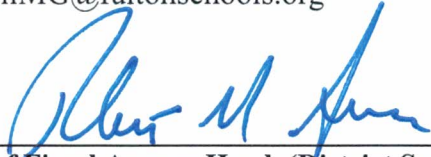
Position/Title of Fiscal Agent's Contact Person: Coordinator - Early Childhood & Remedial Programs

Address: 786 Cleveland Ave., SW

City: Atlanta, GA Zip: 30315

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

E-mail: BellMG@fultonschools.org



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

Dr. Robert Avossa - Superintendent

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

12/11/2013

Date (required)

Preliminary Application Requirements

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

SRCL General Information Packet-Cohort 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

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

-
- Yes
-

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

-
- Yes
-

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.

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

-
- Yes
-

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.

Conflict of Interest & Disclosure Policy

- iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:
 - 1. Disqualify the Applicant, or
 - 2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.
- iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

b. Employee Relationships

- i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:
 - 1. The names of all Subject Individuals who:
 - a. Participated in preparation of proposals for award; or
 - b. Are planned to be used during performance; or
 - c. Are used during performance; and
 - ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:
 - 1. The award; or
 - 2. Their retention by the Applicant; and
 - 3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
 - 4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.
- iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

Conflict of Interest & Disclosure Policy

- iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
 - v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.
- c. **Remedies for Nondisclosure**
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:
- 1. Termination of the Agreement.
 - 2. Exclusion from subsequent GaDOE grant opportunities.
 - 3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.
- d. **Annual Certification**. The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III. Incorporation of Clauses

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



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

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.

Harriet Tubman Elementary Narrative

Harriet Tubman Elementary is located in College Park, Georgia and has 546 students enrolled in grades Pre-kindergarten to fifth grade. It is a part of the South Learning Community in the Fulton County School System. The building opened originally in 1960 as Lakeshore High School, and in 1989 became Harriet Tubman Elementary. It is nestled in a small community that serves stakeholders in an immediate 5 mile radius. The school has always prided itself on the tradition of being a community school where many of the students and parents are still able to walk to school.

Over 50 years from the buildings original opening, Harriet Tubman serves students in grades Pre-kindergarten through five and continues to foster that same community spirit. Our mission is to **prepare all students for success in college or in their chosen profession by providing high quality learning experiences that**

- integrate technology into all content areas
- incorporate writing across the curriculum
- emphasize cross-curricular instruction
- include problem-based, inquiry based learning

Harriet Tubman's leadership consists of educators with a wealth of experience, but only less than one year working together as a leadership team. Mrs. Mari Early, the school's Principal has over 15 years of educational experience. The 2013-14 school year marks her first full year as Principal of Harriet Tubman Elementary. Mrs. Jennifer Burton, Assistant Principal will also complete her first year in this role during the 2013-14 school year. This also marks her tenth year of service to Fulton County Schools. The end of this school year will mark 15 years of service to Harriet Tubman by the Curriculum Support Teacher, Mrs. Gaile Bulloch. Mrs. Bulloch has been an educator for 26 years. The change in school level leadership is similar to the teacher/staff changes. During the 2012-13 school year staff turnover was high, but this year, our staff has stabilized and the expectation is clear that engaging, standards-based instruction that incorporates technology and integrates content areas is a best practice that is non-negotiable.

Harriet Tubman has been identified as a Distinguished Title I School twice – in 2007 and in 2009, however, Harriet Tubman has experienced a continual decline in its Reading, ELA, Writing, Science and Social Studies achievement as indicated by the GA Writing Assessment, CRCT and ITBS for four years consecutively. Our CCRPI score from the 2011-12 data was a 64.4.

In the 2012-13 school year, the make-up of the student body was 88 percent African American, 10 percent Hispanic, and two percent multi-racial. Nine percent of our students were served under Special Education, and our mobility rate stood at 74 percent.

Research shows “there is a significant economic reading gap for students: only 16 percent of students eligible for ‘free or reduced lunch’ programs are proficient in reading, compared to 42 percent who are not eligible (NAEP Reading cited in Read Every Day, ND)”. Harriet Tubman fits the profile of economically disadvantaged student body. The 2010 United States Census revealed that College Park had a population of 14,649 people, of which 85 percent received a

high school diploma. Twenty-four percent earned a bachelor's degree or higher. Nearly 31 percent of the people in the College Park area live below the poverty level as compared to 17 percent in of the people in the state of Georgia (Census, 2010). 42 percent of Kindergarten students did not attend a Pre-K program. The percentage of students qualified for free or reduced lunch is 93 percent. Harriet Tubman presently has 12 students who are classified as homeless.

Ruby Payne, author of *A Framework for Understanding Poverty*, states: "We can neither excuse students nor scold them for not knowing; as educators we must teach them and provide support, insistence, and expectations." As a school, Harriet Tubman works to ensure that the students' emotional, social, physical, and academic needs are met in many ways. We provide students free breakfast each morning and have used a significant portion of our school funds to purchase supplies necessary for completing projects and school assignments. Harriet Tubman also works in conjunction with Alpha Kappa Alpha Sorority, Inc. and the City of College Park to provide additional school supplies and "Blessing in a Backpack" snacks each weekend for our disenfranchised students. The Harriet Tubman faculty and staff provide additional support through our counseling department and school social worker. Our teachers and staff volunteer to provide afterschool activities for the students including Extended Learning for support and/or extension in learning, Student Council, Distinguished Gentlemen, Young Girls of Promise, a Basketball Team, Cheerleading Squad, Step Team, Art Club.

All of the teachers at Harriet Tubman are highly qualified. Sixty-two percent of our staff holds Master's Degrees. We currently have seven teachers that are equipped with the English for Speakers of Other Language endorsement, three have the reading endorsement, two have the science endorsement, and one teacher has the Talented and Gifted endorsement. We have one teacher who holds the recognition of Master Teacher. In addition, we currently have one teacher pursuing the Teacher Leaders endorsement while another teacher is pursuing the Coaching endorsement.

Although we have made Adequate Yearly Progress (AYP) as determined by the state of Georgia, we realize that our students continue to have difficulty with phonics, fluency, comprehension, and vocabulary. Harriet Tubman must embrace the mindset of "high intellectual performances" as articulated in *AIM High Achieve More*, where there is a high expectation from teachers and students. This mindset begins at Tubman with professional development for all staff members, extending our partnerships with other members of the community, providing leveled and engaging reading materials for home and school, and implementing a comprehensive outreach to parents to assist them in providing support to their children.

School Literacy Plan

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

Building Block 1: Engaged Leadership

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

The administrative team researches and identifies effective literacy strategies and resources for teachers and provides professional learning on the strategies and resources that address the specific needs of the diverse population at Harriet Tubman Elementary. Based on surveys, classroom observations, and student data at the beginning of this school year, the administration determined the following needs: standards-based teaching, integrating literacy in the content areas, adding rigor to language arts curriculum, integrating technology and balanced literacy. Mrs. Burton, the assistant principal, has provided professional development on Guided Reading as well as demonstrating model lessons in several classrooms. Additionally, administration has provided expectations for a balanced literacy approach in all classrooms, which directly aligns with the instructional expectations of Common Core. Extensive professional development, provided by the state Department of Education on Common Core Georgia Performance Standards, has been conducted by the Assistant Principal and Curriculum Support Teacher. As well, the administrative team develops and delivers further professional learning as teachers

expand their knowledge base. Thus far, professional learning has been provided in the following areas: English Language Arts Common Core Georgia Performance Standards, Literacy Across the Curriculum, Text Complexity, Guided Reading, Understanding by Design, Standards Based Instruction, and Balanced Literacy.

The administration protects literacy instruction and teacher collaboration through deliberate and methodical school-wide scheduling. Teachers allocate a minimum of 120 minutes to literacy instruction daily with an additional 45 minutes of integrated literacy instruction through Social Studies and Science content. Each grade level has 45 minutes of collaborative planning at least four times per week. Once a week, the Curriculum Support Teacher facilitates collaborative planning sessions during the teachers' planning time, often highlighting specific literacy needs, including balanced literacy, integrating literacy across the content areas, and adding rigor to language arts.

B. Organize a Literacy Leadership Team

Harriet Tubman Elementary is in the early stages of development in creating a Literacy Leadership Team. The Literacy Leadership Team is comprised of:

Member Name	Title	Role
Mari Early	Principal	Monitor and evaluate literacy program and curriculum implementation school wide. Analyze data for effectiveness of instruction. Research additional resources.
Jennifer Burton	Assistant Principal	Monitor and evaluate literacy program and curriculum implementation school wide. Analyze data for effectiveness of instruction. Research additional resources. Provide professional development to support teachers in

		literacy needs.
Gaile Bulloch	Curriculum Support Teacher	Monitor and evaluate literacy program and curriculum implementation school wide. Analyze data for effectiveness of instruction. Research additional resources. Evaluate literacy program to ensure rigor and attention to higher order thinking skills. Analyzes class and grade level data for the purpose of sharing information and strategies with teachers and making decisions relative to instructional practices. Provide professional development to support teachers in literacy needs.
Teffeny Edmondson	Media Specialist	Provides resources and instructional support for interdisciplinary classroom instruction.
Alexandria Elikwu	Parent	Offers feedback for the schools' literacy performance. Provides questions to determine professional learning. Attends meetings in which administration provides school wide data and makes decisions based on school needs. Advises administration of school's literacy needs based on perception and understanding of data.
Sadrena Mattox	Parent Liaison	Communicates literacy needs to parents. Collects data from parents to help determine professional learning. Works with administration to understand literacy data collected by teachers and administration.
Datoria Campbell	Teacher/ESOL	Assesses grade level literacy needs for ELL instruction. Collects data and provides feedback to drive instruction and rigor. Responds to data provided by administration by differentiating classroom needs.
Lindsey Fredette	Teacher	Assesses grade level literacy needs for instruction. Collects data and provides

		feedback to drive instruction and rigor. Responds to data provided by administration by differentiating classroom needs.
Robert Jackson	Teacher/Special Education	Assesses literacy needs for special education instruction. Collects data and provides feedback to drive instruction and rigor. Responds to data provided by administration by differentiating classroom needs.

The Harriet Tubman Elementary literacy vision is that all students will be well educated citizens with a command of literacy that prepares them for the challenges of the 21st Century and enables them to be college and career ready. Multiple forms of student, school, and teacher data have been analyzed to develop a list of prioritized recommendations and goals for improvement. These prioritized recommendations and goals include: encouraging family involvement in literacy, daily instruction using the Balanced Literacy framework, fluency instruction via guided reading and workstations, daily writing instruction via the Writer’s Workshop model, phonemic awareness instruction in grades K and 1, content literacy instruction, differentiated instruction throughout the English/Language Arts instructional block, and the use of student engagement techniques. These recommendations and goals directly align to the Georgia Literacy Plan and have been found to address the needs of the students served at Harriet Tubman Elementary.

To stay responsive to students’ literacy needs, the Literacy Leadership team will meet monthly to discuss student data and what strategies and resources to use to respond to the data. These meetings will be relayed to the school’s leadership team, and the information will be given as needed to the staff and the parents at large.

In order to communicate the plans of our literacy vision, administration will present the school’s data to teachers and parents in staff meetings and meetings with parents. Furthermore,

administration will present strategies for improvement alongside the data in order to give stakeholders a clear picture of where we are as a school and how we can improve.

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

Citing a study done in 1990 titled, “What’s all the Fuss about Instructional Time?” by D. C. Berliner, the authors of a report to the NASCB stated, “Providing extended time for reading with feedback and guidance across the curriculum has been well documented and conforms to the extensive literature on academic learning time.”

More specifically, the CIERA researchers, Taylor, et al., found that the most effective elementary schools provided an average of 60 minutes a day of small, ability-grouped instruction. *Reading Next* states that literacy instruction for adolescents should extend beyond a single language arts period and be integrated in subject area coursework. This extended time for literacy, anywhere from two to four hours, should occur in language arts and content-area classes (GaDOE, *The Why*, 2010, pg. 58).

Currently, administration allocates a 120 minute block for literacy instruction in all grades. Based on professional development from the administration, including the assistant principal and the Curriculum Support Teachers, teachers are in the initial stages of implementing a model for integrating literacy across the content areas. Teachers have begun to integrate informational texts, aligned to science and social studies Georgia Performance Standards, in the 120 minute literacy block. Moreover, teachers are working to include ability-grouped Guided Reading during time that administration has allocated for social studies and science. Resources, like a leveled classroom library that includes non-fiction texts, would be helpful for the integration of literacy into all content areas. Also, additional professional development is needed

to ensure a full implementation of the integration model. Technology resources, like read-alouds with headphones and literacy-based informational web sites would also allow teachers to better implement science and social studies content into the literacy block.

Currently, administration provides a 45 minute block for collaborative planning to each grade level at least 4 days a week. Teachers use this time to analyze various forms of student data, including informal and formal, as well as formative, diagnostic, and summative assessment data. Teachers set measurable goals for students and created ability group to use in both the allocated time for the literacy block and the allocated time for science and social studies. Through extensive professional development provided by the county, two teachers at Harriet Tubman Elementary have become experts on the STAR testing system and have redelivered best practices to the staff. Currently, teachers have used the STAR data to address students' intervention and remediation needs. In the future, these teacher experts will help teachers to address students' acceleration needs as well.

While administration currently works to protect grade-level collaborative planning, our next focus is on scheduling and protecting vertical collaboration. Scheduled and protected time for vertical planning would help to ensure that teachers use data consistently to inform instruction and are reinforcing literacy needs across content areas. Likewise, teachers need more professional development in using protocols developed by The National School Reform Faculty (NSRF) such as Tuning, Text Rendering, Atlas-Learning from Student Work, Consultancy, etc. to allow for a more focused collaborative planning period.

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

Based on professional learning from the beginning of the year, teachers have begun to incorporate reading across the content areas. Given direction from the assistant principal and the Curriculum Support Teacher, teachers have incorporated informational texts in science and social studies. However, faculty and staff have received no professional learning in disciplinary literacy. When including disciplinary literacy at the elementary level, students are exposed to engaging experiences connected to informational text, vocabulary, and writing for content-specific purposes, which builds background knowledge and prepares students for more rigorous content in those disciplines at the middle and high school level. To further develop teachers in disciplinary literacy, professional learning based on integrating rigorous language arts instruction in content areas will be planned, developed, and delivered to teachers. Teachers also need leveled informational libraries that are based on science and social studies Georgia Performance Standards in order to successfully integrate literacy across the content areas.

Because administration wants to remain responsive to the needs of both students and teachers, the literacy leadership team will develop an informal observation document to monitor and support the implementation of effective instructional practices that include disciplinary literacy across the content areas. Administration will use this document to monitor successful integration of literacy in all content areas.

E. Optimize literacy instruction across all content areas

According to the Georgia DOE, “[s]tudents must be able to comprehend, to make inferences, to draw conclusions, to communicate in oral and written form” based on the Common Core Georgia Performance Standards (*The Why*, 2010, pg. 48). In order to do this, the DOE recommends that literacy be integrated across all content areas. Teachers and administrators at

Harriet Tubman Elementary agree that literacy should be integrated in all subjects as articulated within CCGPS. Our struggle is with systematizing those structures to ensure consistency in all grades. Currently, content area teachers incorporate teaching academic vocabulary; however, a systematic vocabulary instructional practice has yet to be adopted. For further development of academic vocabulary, the SIOP program, which has been proven to work well with ELL students would greatly benefit our students. The SIOP program, or Sheltered Instruction Observation Protocol, is a research-based program that has been proven to increase literacy for ELs greatly. The SIOP program highlights 8 areas of need:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review & Assessment

The implementation of this program would serve the literacy needs of both our ELs and our general population.

Currently, additional professional development is needed in teaching academic vocabulary. Targeted support from a literacy strategist would help to develop teachers' ability to

integrate literacy across content areas, incorporate project-based learning, and include writing in the content areas.

Writing in the content areas is not currently an integral part of every class, every day, but teachers are working towards this objective. Teachers need additional professional development in incorporating writing in all subject areas to continue making progress towards this objective. Teachers would need scheduled planning time in order to develop a school-wide writing program based on the 6+1 Traits model. A leveled library using informational texts would also provide students with mentor texts that could be used as models for informational writing.

Professional learning will also be provided to assist teachers in instructional strategies to build phonics skills, integrating literacy across the content areas, implementing a balanced literacy plan, and designing rigorous and engaging lessons.

F. 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.

Harriet Tubman Elementary is in the early stages of developing a community literacy council. This council will include governmental, civic and business leaders, as well as parents. The purpose of this council will be to actively participate in developing and achieving literacy goals. Harriet Tubman Elementary currently partners with select members of the community but understands the need to expand those partnerships. Administration has developed a relationship with the Pizza Hut Book-It and Six Flags Read for Success programs in order to encourage successful reading habits. Teachers have developed classroom-based incentives based on the Accelerated Reader program. Local community partners, including Lakeshore Alumni,

Chick-fil-a, Chili's, and Chuck-e-Cheese have had a financial influence on literacy based programs like ESOL. The literacy team would like to develop a mentor program with a local middle or high school in order to help encourage literacy growth in the school. Currently, our parent liaison has a Parent Resource room in which parents can meet to discuss ideas and get educational needs that they may have for home. Additional resources would be needed to develop a school-wide library that parents can check out in order to foster literacy at home. The school has worked to create grade-level and teacher specific web sites that include promoting literacy at home and communicating with parents' literacy needs and curriculum based strategies for use at the home. However, these web sites could be used more consistently in order to promote a community of literacy.

Building Block 2: Continuity of Instruction

A. Ensure a consistent literacy focus across the curriculum through the use of collaborative teams

The teachers at Harriet Tubman Elementary plan with the Curriculum Support Teacher and other members of the grade level on a weekly basis as a professional learning community to review data and determine the literacy needs of the students in that grade level. Unfortunately, all teachers attending these collaborative sessions have not fully assumed responsibility for achieving literacy goals. It is our goal to ensure that all teachers, regardless of content or grade level, collaborate on the achievement of literacy goals outlined for the students at Harriet Tubman Elementary. These data-driven, measurable goals will be aligned with grade-level expectations in an effort to hold teachers in all subject areas accountable. The Literacy Leadership Team will ensure a consistent focus by systematically developing equitable team roles, effective team meeting protocols, and rigorous expectations. In the collaborative team

meetings, teachers should be able to discuss learning progressions that appear at each grade level in an effort to encourage more uniformed instructional practices that lead to more uniformed assessments of student achievement. Additional professional development will be sought to fully implement the professional learning community model.

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

The integration of literacy skills into the content areas has been made even more explicit in the Georgia adoption of the Common Core Georgia Performance Standards (CCGPS). In grades K-5, there are a separate set of standards for reading literature and for reading informational texts. 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. (GaDOE, *The Why*, 2010, pg. 48) At Harriet Tubman, we have a consistent focus on literacy during Reading and English/Language Arts. Lessons are currently planned and implemented to provide opportunities for students to read a variety of genres to increase fluency, comprehension, and make connections within the core content areas. Although some teachers have developed integrated units and focus on teaching literacy through content areas such as science and social studies, literacy integration is not consistent across the building. We are proud that the majority of our teachers have demonstrated the ability to identify the concepts and focus skills needed to meet expectations in specific content areas for the CCGPS; however, our goal is that the teachers at Harriet Tubman Elementary move to the next step of integrating literacy instruction across the curriculum and addressing issues in literacy around text complexity, higher order thinking, and rigor.

According to the Georgia Literacy Action Plan-The Why, "To be effective in the 21st century, citizens and workers must be able to exhibit a wide range of functional and critical thinking skills, such as information literacy; media literacy; and information, communications, and technology literacy." (GaDOE, 2010, pg. 56) Teachers at Harriet Tubman need support to truly understand informational literacy, media literacy and technology literacy. The instructional staff cannot integrate literacy across the curriculum with fidelity without greater understanding of disciplinary literacy and strategies to support the implementation. To address this deficit, we would like to provide all staff with the opportunity to earn their Reading Endorsement at our local school site. Having our teachers equipped with this level of professional development will serve as a literacy tool that can be used immediately in classroom. We have also identified specific reading and writing curricula to support this area. They are the Orton Gillingham phonics instruction to alleviate students who may struggle with reading challenging texts in all content areas, as well as the 6 + 1 Traits for writing in order to increase consistency in the writing curriculum throughout content areas. In addition, we would also like hire a literacy strategist to help teachers effectively plan and model best practices of integrating literacy into content areas, writing across the content areas, and project-based learning.

At this time, teachers do not coach, model, co-teach, observe and give feedback to fellow teachers using videos and social media on the use of literacy strategies in the classroom. A peer observation process is planned for implementation. It is the goal of the school's Literacy Leadership Team to observe teachers using an informal observation tool. The team will use the information obtained during observations to provide feedback, coaching, and modeling to teachers in order to promote best practices in literacy. Again, while there are pockets of great literacy instruction at Harriet Tubman, our students will benefit from teachers who are

professionally developed in the art of literacy integration across the curriculum and across the school.

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

Currently there are no out-of-school organizations or agencies making plans to develop learning supports to complement literacy instruction at Harriet Tubman. Students do participate in literacy programs sponsored by local businesses such as: Six Flags Read for the Record and Pizza Hut’s Book-It program. A plan for utilization of technology to creatively and effectively support stakeholder engagement is also being developed. We are currently soliciting the Lakeshore Alumni Association, Chik-Fil-A, and the South Fulton Regional Library to develop a literacy support plan. Our partnership with the public library will help us serve our parents so they can support their children’s literacy development. A plan for utilization of technology to creatively and effectively support stakeholder communication and engagement is also being developed.

Building Block 3. Ongoing formative and summative assessments

A. 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

As stated in the GaDOE’s The Why document, it is necessary for schools to use ongoing, frequent, and multiple measures for effective reading and writing instruction. It is also necessary to examine both summative and formative assessments, to determine how that data positively affects and enhances instruction (GaDOE, 2010, pg. 95). An infrastructure for ongoing formative

and summative assessments is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction at Harriet Tubman Elementary. The Developmental Reading Assessment, 2nd Edition (DRA2) is the screening tool that teachers use to assess students' initial level in reading. It is the Literacy Leadership Team's goal to develop the capacity for teachers to dig deeper in assessing students reading levels by administering specific diagnostic assessments, like STAR, based on areas of concern identified by DRA2. Finally, summative data will be used to systematically to determine student placement in Response to Intervention tiers (RTI), Early Intervention Program, and rotation in flexible groups.

A calendar for other formative and summative assessments, based on standards-based literacy, has been developed and is now its early stages of implementation. This year, each classroom has been given the directive to administer common formative assessments and pre/post-test for each instructional unit. In order to provide all students the opportunity to showcase their knowledge, assessments are administered using performance tasks, informal checklists, online assessments, multiple choice questions, and short answer responses.

Having the “right” assessments in place is only one element of an effective literacy assessment plan. Data must be easily accessible to school personnel in order for it to drive decision making. Educators and instructional support personnel must be able to sort, aggregate, and/or scan in sufficient time for data analysis and collaborative decision-making to occur. (GaDOE, *The Why*, 2010, pg. 95-96). We have several software systems and computer assisted instruction programs that facilitate our data collection analysis. Fulton Connect is an online database that aids Harriet Tubman with data collection. This system is new to Fulton County Schools, and was established to help teachers track and store data, as well as access supplemental resources to aid students. In addition to Fulton Connect, teachers track data by using data

notebooks and data walls that include standardized test scores, student goals, common assessment results, and progress monitoring results.

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

Harriet Tubman Elementary School uses universal screeners as a systematic measure to identify underperforming students and to determine the rate of academic growth happening in classrooms and ultimately the entire school. At the start of our school year, teachers administered STAR reading tests as a means of identifying the performance levels of their students. This computer-based reading program gives teachers a current reality of students’ progress of mastering thirty-six reading skills embedded in the five domains including word knowledge and skills, comprehension strategies and constructing meaning, analyzing literary text, understanding author’s craft, and evaluating text. After the universal screening was complete, flexible grouping was created to establish a guided reading framework and interventions have been put in place. The frequency of the administration of the STAR reading test has increased since our initial screening and has been used as a means of progress skills monitoring. Data is reviewed periodically in an effort to create refreshed, progressive goals and tailored fit instruction to meet the immediate needs of our students.

In addition to the STAR Early Literacy and STAR Reading assessments, our plan promotes the use of ongoing and frequent assessments to plan for instruction. We use the following instruments to obtain student data:

Assessment	Purpose	Frequency	Grade Given
Criterion Referenced Competency Test (CRCT /	Outcome and Screening	Once a year	3 rd , 4 th , and 5 th

CRCT-Modified)			
Iowa Test of Basic Skills (ITBS)	Outcome and Screening	Once a year	3 rd and 5 th
3 rd Grade Writing Assessment	Diagnostic and progression and mastery of writing skills	Once a year	3 rd
5 th Grade Writing Assessment	Diagnostic and progression and mastery of writing skills	Once a year	5 th
Write Score Assessment	Diagnostic and progression and mastery of writing skills	Three times a year	1 st -5 th
Cognitive Abilities (CoGAT), TTCT, STAT10-Stanford, and GRS Motivation	To identify TAG students	Once a year	K - 5 th
STAR Early Literacy Enterprise	Diagnostic (early literacy skills) and progress monitoring	Three times a year	Pre-K – 3 rd
Common Assessments	Monitors progress and outcomes	Monthly	K-5
Georgia Kindergarten Inventory of Developing	Progress Monitoring and Outcome	Ongoing Assessment	K

Skills			
Scholastic Reading Inventory (SRI)	Progress Monitoring and Outcome	Monthly	3-5
DRA2	Diagnostic and Outcome	Three times a year	K-5

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

Harriet Tubman Elementary School will implement the STAR assessment instrument (K-5) as part of our Striving Readers Grant. This resource will function as a universal screening and progress monitoring tool in order to effectively identify students who may be at risk for reading difficulties, students who fall in all of the tiers of Response to Intervention, as well as students who show reading readiness of higher levels of text complexity. STAR will be administered three times per year for students in grades K-5. Baseline data collected in the fall will be used to identify students who are not meeting grade level expectations. Once identified, these students will have an opportunity for interventions with the STAR progress monitoring assessments to measure the effectiveness of the additional support given to students. Progress monitoring will continue throughout the course of the school year with data being collected monthly on each student. STAR reading automatically generates a line plot for students to show their progression towards competence in a grade-level skill. At the end of the year, students will be administered a final assessment to measure the student’s growth as a result of the implementation of the literacy plan to guide instruction. Students in grades 3-5 will also take the Scholastic Reading Inventory (SRI), as required by the grant three times a year. The DRA2 will be administered to all students to determine guided reading level and provide a miscue analysis. Therefore, the STAR, DRA2

and SRI assessments will be used cohesively to help establish benchmarks and enable students to make adequate reading gains.

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

According to GaDOE’s The Why document, assessment should be based in a strong understanding of the standards. A school’s assessment program should ensure that specific learning goals have been identified so classroom instruction and work can focus on learning instead of preparing students for high stakes tests (GaDOE, 2010, pg. 98). Currently, teachers meet with administrators to discuss progress of individual students on summative assessments. Specific times for analysis of the previous year’s outcome assessments (Iowa Test of Basic Skills (ITBS), Criterion Reference Competency Test (CRCT), Georgia Writing Assessment, and GKIDS Assessment) are identified in the school calendar to determine broad student needs and serve as a baseline for improvement. Time is devoted in teacher team meetings, particularly with the Curriculum Support Teacher, to review and analyze assessment results to identify needed program and instructional adjustments, yet more time is needed to make this process more effective. 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.

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

The purpose of a screening measure is to accurately identify a student as being at risk (GaDOE, The Why, 2010, pg. 99). Data from these assessments has been used to drive literacy instruction. Initial screenings stand as a body of evidence to support students’ current reading skills. Once established, teachers actively seek critical data and often review results in order to

adapt instruction to meet the individual needs of students. The Literacy Leadership team will ensure each classroom at Harriet Tubman has an interactive data wall with the most up to date information regarding student learning. Teachers use informal summarizing activities to monitor students understanding daily. This information is used to plan for instruction and adjust small group environments. Technology is used to help differentiate, track, and share instruction at a faster rate. Teachers meet as data cohorts with the school’s literacy leadership team to analyze test results from multiple sources to set goals for students and to identify appropriate instructional strategies and interventions.

To improve and meet our goal of being a data driven school, we are committed to doing the following:

- Establish a clear vision for school-wide data usage
- Provide support that fosters a data-driven culture within the school
- Conduct data analysis as part of the ongoing cycle of instructional improvement
- Conduct data talks with students to foster their own data literacy
- Conduct regularly scheduled school-wide, grade-specific, and interdisciplinary data talks
- Communicate and model norms and expectations for meetings regularly
- Develop and deliver professional learning to all staff members

Building Block 4. Best Practices in Literacy Instruction

A. Provide direct, explicit literacy instruction for all students

As recommended by the Georgia Literacy Plan, teachers at Harriet Tubman Elementary are beginning to embed literacy across all content areas, specifically in science and social studies. Teachers work to plan lessons that foster students’ abilities to acquire literacy skills by accessing information through a variety of texts with specific organizational patterns and features. Teachers that instruct in English/Language Arts participate in all aspects of explicit

literacy instruction including word study, vocabulary, comprehension, fluency, and motivation.

Harriet Tubman’s literacy plan includes a balanced literacy framework to ensure effective implementation of explicit literacy instruction. Balanced literacy is a philosophical orientation that assumes that reading and writing achievement are developed through instruction and support, in multiple environments, using various approaches that differ by level of teacher support and child control. Balanced Literacy classrooms focus on different types of reading experiences: read-aloud, shared reading, guided reading, reading conferences, and independent reading. Students also participate in shared and individual writing activities each day. The types of writing experiences include shared writing, interactive writing, guided writing, writing conferences and independent writing. Additionally, during many daily reading and writing experiences, students are engaged in word study. Listening and speaking are also emphasized in this integrated language approach.

Teachers implementing a Balanced Literacy instructional framework use an integrated approach to teaching language arts. This framework for literacy lessons consists of a number of elements that provide substantial amounts of reading and writing on a daily basis. Each day a student-centered Balanced Literacy lesson ends with an opportunity for students to share and reflect upon their learning. These authentic opportunities for reading and writing are arranged on a continuum based on the gradual release of responsibility (Ex: I Do, We Do, You Do). Some reading and writing tasks are modeled by the teachers and others are accomplished with the support of the teacher, leading to those that are done independently by the child. Throughout the 120 minute literacy block students are instructed through mini lessons, in the form of whole group explicit instruction that includes shared reading, small group guided reading, work stations, and independent work. Balanced literacy programs include community, home, and

library involvement in addition to the classroom practices. The involvement of all stakeholders in the development of literacy has been found to have a significant impact on literacy development and has been an essential component of the Harriet Tubman Elementary Literacy Plan (Fountas & Pinnell, 1996).

The core literacy program provides continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts, but the faculty is not yet fully trained in its use. Professional learning in the core program started during preplanning and is ongoing throughout the school year. In addition, teachers also participate in ongoing professional development in the following topics:

- Balanced Literacy (shared reading, guided reading, independent reading, and writer’s workshop)
- Using data to inform instructional decisions and explicit teaching
- Communicating to students specific strategies to be learned and why
- Modeling of how strategies are used
- Discussing when and where strategies are to be applied

The effectiveness of instruction is monitored regularly by an analysis of formative student data, measured by STAR and DRA2. However, additional professional development is needed in order to encourage teachers to use this process with fidelity.

Daily schedules include a 120 minute literacy block, but does not include consistent time scheduled for disciplinary literacy in content areas. The daily literacy block in K-5 includes whole group instruction as well as small groups to allow for differentiation for students who struggle or need extension. Some aspects of literacy instruction have been implemented in

specific content areas. The use of literature in math instruction is needed to promote number sense and problem solving. Informational texts that address science and social studies content have been integrated into the regular literacy block, and research and writing tasks have science and social studies content embedded in them as well.

Administration conducts classroom observations using an assessment tool to gauge current practice; however, the tool is specific to guided reading and not all components of literacy instruction. An observation tool that specifically focuses on literacy will be utilized in the future. Schedules will be developed and feedback will be provided based on the components of balanced literacy and best practices in literacy instruction.

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

Administrators and teachers are beginning to develop a plan for writing instruction across all subject areas. Currently, all special area teachers (Music, Art Physical Education) have been provided with writing journals and are expected to incorporate writing into lessons. According to the National Council of Teachers of English, writing has become a critical need for workers and the way we write has become a predictor of future academic and career success. Since students enter school with such diverse needs, a one-size-fits-all approach is no longer effective and teachers need to have a wealth of knowledge and strategies to help develop strong writers for the 21st century. (GaDOE, *The Why*, 2010, p. 43-44)

Our Literacy Plan includes the full implementation of the 6 + 1 Traits as the instructional framework for explicit writing instruction. During the writing workshop, students are invited to live, work and learn as writers. They learn to observe their lives and the world around them while collecting, drafting, revising, editing, and publishing well-crafted narrative and expository

texts. Students will receive direct instruction in the form of a mini-lesson and a mid-workshop teaching point. The teacher explicitly names a skill that proficient writers use that is within reach for most of the class, then demonstrates the skill and provides students with a brief interval of guided practice using it. Students are also given time to write, applying the skills and strategies they've learned to their own writing projects. As students write, the teacher provides feedback that is designed to move students along trajectories of development. Feedback is given through one-to-one conferences and small group instruction, and includes instructional compliments and teaching. The teacher helps writers imagine what the next challenge is, and equips writers with the skills and strategies necessary to begin tackling that new frontier.

In addition, teachers also utilize writing performance tasks that integrate the use of technology, science, and social studies content, and informational text that are read with students during shared reading. The future plan for writing will be consistent with CCGPS and articulated vertically and horizontally. This plan will include writing instruction in all subject areas that includes explicit instruction, guided practice, and independent practice. All subject area teachers will participate in professional learning on best practices in writing instruction in all content areas. The administrative team is in the process of developing a plan that will require every teacher to provide instruction in and opportunities for writing at least one day a week in the following areas: developing an argument citing relevant and reliable textual evidence, writing coherent information or explanatory texts, writing narratives to develop real or imaginary experiences to explore content area topics

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

Devotion to reading spans across time, transfers to a variety of situations, and culminates in valuable learning. Devoted students are intent on reading to understand. They focus on meaning and avoid distractions. Strategies such as self-monitoring and use of inference skills are used with little effort. These readers exchange ideas and interpretations with fellow students. We refer to such students, those who are intrinsically motivated to read for knowledge and enjoyment, as “engaged” readers. Engagement is strongly related to reading achievement. Engaged readers can overcome obstacles to achievement and become agents of their own reading growth. An engaged reader comprehends a text not only because she can do it, but because she is motivated to do it. ([Guthrie, Schafer, & Huang, 2001](#)).

Most teachers provide students with opportunities to self-select reading material and topics for research. Teachers take steps to provide students with an understanding of the relevance of academic assignments to their lives. Efforts have been made to increase access to texts that students consider engaging; nevertheless, classroom libraries are needed to further address this need. Scaffolding techniques are utilized to tap into students’ background knowledge and competency in navigating literary and informational texts to ensure their confidence and self-efficacy. The creative use of technology has been leveraged within the learning process to help build background, to promote engagement to make real world connections.

In the future, we will begin building home libraries, by allowing parents to check out large quantities of books for 2 weeks at a time. We will also host school-wide programs during and after school for the families of Harriet Tubman to showcase their development in literacy. These may include a Student Debate Assembly, Poetry Slam, Wax Figure Museum, and Literacy

Night. Students will also participate in the Fulton County Social Studies Fair and the Hellen Ruffin Reading Bowl.

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

A. Use information developed from the school-based data teams to inform RTI process

Response to Intervention (RTI) is a technique of tiered layers of interventions for students needing support. Implementation of RTI requires a school-wide common understanding of the Common Core Georgia Performance Standards (CCGPS), assessment practices, and instructional pedagogy. Data-driven decision making must be available at the classroom level (GaDOE, *The Why*, 2010, pg. 125). In order to accomplish this best practice, teachers need additional professional development to understand how to correctly convert data results into student-centered, responsive instruction. At Harriet Tubman Elementary, the data team currently consists of general education teachers and administrators. The data team has recently begun meeting with grade levels to monitor and analyze data. Special education teachers are included in these grade level meetings in order to maximize the knowledge of monitoring and analyzing data. In the future, the plan is to train grade level leaders to lead grade level data meetings, while the administrative team monitors progress. Teachers, with the help of the data team, regularly and flexibly determine the percentage of students currently served by grades K-5 in each tier through the STAR data meetings, where STAR results are analyzed, students are placed into instructional groups, and SMART goals are made for each instructional group. In order to be as effective as possible, the goals will be revisited every 9 weeks to track progress and growth. The STAR data is currently, although not consistently, used to monitor efficacy of instruction in each tier. Further professional development is needed to monitor the fidelity of instruction at all tiers. Protocols for identifying students and matching them to the appropriate intervention are in place,

but also need more development. Interventions should be monitored frequently to ensure that they occur regularly and with fidelity. According to Harriet Tubman’s RTI protocol, the results of formative assessment should be analyzed by teachers and administrative staff frequently to ensure that students are progressing. For students who are not progressing, instruction is adjusted to match the students’ needs.

While administration has put this RTI process in place at Harriet Tubman, additional support is needed for all teachers to appropriately use formative and diagnostic assessments to inform the RTI process. Currently, teachers are not consistently using data to control the tiers at which their students are in the RTI process. Progress has been made through the help of teacher experts in the STAR testing process on how to correctly use data to create ability groups and on how to create measurable goals based on this data. Additional planning time as well as additional professional development would be needed to increase teachers’ knowledge on this subject and to increase the likelihood of our students’ improvement in literacy.

B. Provide Tier 1 Instruction based upon the CCGPS in all grades to all students in all classrooms

The school-based RTI team regularly meets to review data that is used to inform the RTI process. As part of our Title I school improvement plan, the team consistently conducts a comprehensive needs assessment. Literacy and other student achievement needs are identified through this comprehensive needs assessment. Every staff member is a part of the school improvement planning process and has collective and individual responsibility for meeting our goals and objectives. According to the Georgia Literacy Action Plan, *The Why* document, intervention at Tier I requires teachers to “routinely address student needs and environmental factors to create the optimal learning environment.” Tier 1 interventions include seating

arrangements, fluid and flexible grouping, lesson pacing, collaborative work, demonstrations of learning, differentiation of instruction, and student feedback. Teacher response to student performance is a critical element of all classroom learning environments. The teacher’s ability to identify areas of focus, scaffold the learning for the individual to reach the expectation, and support the solidification of new learning behaviors is vital to student success” (GaDOE, *The Why*, 2010, pg. 126). With the help of the RTI team, teachers work to collect data to determine student progress and adjust strategies and interventions as needed to reach the school’s goals. Teachers place students in flexible groups based on formative and summative assessment data. Teachers also work to provide students with specific feedback in the general education setting to improve performance. Teachers still need further professional development to correctly understand how to use data to inform the levels of students in the RTI process. Based on the needs of our student population, the following literacy strategies will be implemented by general education and special education teachers in Tier 1:

- Classroom libraries
- Orton Gillingham whole group instruction and materials
- Nonfiction content specific leveled readers
- Subscription data bases, i.e. Reading from A to Z
- Subscriptions to student periodicals
- Audio equipment and books in audio format
- Licenses for Imagine Learning

The literacy strategies will be monitored regularly to ensure that they occur regularly and are implemented with fidelity. Currently, teachers inconsistently use data to determine the percentage of students on each tier and the efficiency of instruction at each tier. Further

professional development is required in order ensure fidelity to the RTI process. Ideally, grades and summative assessment data will be reviewed by the teacher and the RTI team to determine if any class has a significant number of students failing, resulting in additional coaching and feedback to reteach and retest content. Identified at risk students are students who:

- Score below 815 on the CRCT
- Score below grade level on the Standardized Testing and Reporting, STAR
- Score below grade level on the Scholastic Reading Inventory, SRI
- Score below 26 on specific sections of the GKIDS
- Qualify for Early Intervention Services, according to the EIP checklists
- Score more than a year below on the Developmental Reading Assessment 2, DRA2

Additional data is currently gathered from enrollment folders, Discipline Data, Counselor Referrals and Informal Collaboration Meetings to determine if students are at risk.

Additionally, teachers meet in grade-level meetings to discuss student progress. The team strategically looks for outliers based on assessments, teacher observations, and student work. Grade-level teachers discuss strategies and interventions for struggling students in the meeting, as well as when teachers are planning their lessons to enable success for all learners. In the future, a permanent agenda item on the weekly PLC meetings will address misconceptions and adjusting instruction and student groups to meet the needs of all learners. Teachers give students bi-weekly multiple choice assessments in literacy, based on the standards that they have been taught. In the future, the assessments will be done in a fashion that can easily be analyzed by teachers in groups, such as scantron. Based on the results from the data, including tests such as STAR Early Literacy and Reading test, teachers completed an action plan based on their data which requires them to reteach, use new strategies, and reassess. Teachers gave a copy of the

action plan to the administrators as well so that they are responsive to the needs of the teachers school-wide. If students continue to fail assessments, including both STAR tests and common assessments given on the grade level, additional assessments are administered to ensure accurate identification of struggling students, including a bi-weekly administration of STAR. Strategies are also shared by the teachers with high passing rates. The students are monitored over a period of 9 weeks and the data team may decide to place the student on Tier 2 of the RTI process. If a referral is made, the parent is notified.

Currently, grade level chairs share grade level data with the entire leadership team. The strengths and weaknesses are shared by grade level chairs and the leadership team provides strategies for teachers to use in their classrooms. This information is then redelivered to the grade level in order to inform instruction. The use of additional planning time would be helpful in order for teacher to meet in vertical teams to discuss trends in the data and the responsiveness of their teaching in Tier 1.

Currently, Harriet Tubman Elementary provides Tier 1 instruction to all students, including students that are SWD, EL, and gifted. Harriet Tubman Elementary has a range of support services, from push-in, pull-out, and full inclusion. Teachers work to meet the literacy needs of students at all levels in the general classroom, including remediation and extension. While data is currently used to help teachers to identify intervention strategies, further professional development is needed to correctly identify how to use data for extension purposes.

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

Targeted students receive direct, explicit instruction which includes a variety of research-based interventions that addresses the weaknesses identified from the data. They also continue to receive the Tier 1 core curriculum. After analyzing data from STAR, DRA2, CRCT, ITBS,

common assessments, unit assessments, and informal classroom assessments (including oral fluency), teachers and instructional leaders determine concepts and or skills where the students need support. Student goals are set for Tier 2 students in the vertical team meetings called “Data and Chata.” In the future, interventions will occur in four week increments with specific attention to the following intervention strategies:

- Teacher reading endorsement by Kennesaw State University, where staff will learn how to diagnose and provide reading interventions
- Orton Gillingham small group instruction and materials
- Extended Day, where nonfiction content leveled readers are used
- Reading and writing manipulatives, i.e. letter and word cubes, Versatiles

Students will receive interventions at least three days a week for 15 to 20 minutes in groups of less than 6 students. Progress is monitored every 2 weeks by STAR for students on Tier 2. After four weeks, the vertical teams meet to determine whether students should be discontinued, continue in Tier 2, or moved to Tier 3.

Although the Tier 2 structure is in place, teachers are not implementing it fully. Some teachers still need professional learning on using STAR and DRA2. We also need to provide professional learning on interpreting the data, data utilization, and how to develop interventions and strategies that address the identified weaknesses. We have begun this process by using the STAR data to correctly identify ability-leveled groups and create action plans based on these groups. However, we need additional time and professional development in order to ensure that all teachers correctly understand how to use diagnostic data to inform the RTI process.

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

Targeted students participate in learning that is different by receiving intensive instruction, 4 days a week for at least 30 minutes in groups with 4 or less students. Student progress is monitored weekly by STAR to measure effectiveness of instruction. All teachers, including EIP teachers, teachers of English Learners (EL), and special education teachers tutor students before the school day actually begins. The Technology Specialist monitors students in the computer lab to ensure that these students receive the Imagine Learning intervention. While the expectation is that teachers are implementing Tier 3 interventions with fidelity, we have not fully implemented this process. Teachers still need both professional development and resources that can be used for effective interventions. A literacy coach can help to guide teachers to the most effective uses of literacy interventions in order to correctly monitor the percentage of students that go from Tier 2 to Tier 3. Having teachers to go through the Reading Endorsement will also secure that they are using best practices when using interventions in small flexible groups. Finally, if the RTI team could provide teachers with additional resources that can be used for interventions, including but not limited to hands-on manipulatives, including letter and word cubes and Versa-Tiles, leveled classroom libraries, specifically in standards-based science and social studies content, audio books, and subscriptions to literacy-based web programs like Imagine Learning will greatly improve the ratio of students that correctly make it to Tier 3 in the RTI process.

The Tier 3 chairperson serves as the coordinator for the meetings. They are responsible for scheduling Tier 3 meetings, collecting required paperwork from parents and notifying them of meetings, ensuring that district protocols are being followed, scheduling meetings with appropriate school personnel and reviewing all paperwork from the data team or teacher. This person helps teachers with the RTI process that is currently in place. However, additional time is

needed for further professional development to ensure that all of the staff at Harriet Tubman Elementary is implementing the RTI process with fidelity.

The Tier 3 meetings require specific staff members to be present based on the concerns of the child. The role of the committee is to develop a plan which outlines the concern with the student and determine if additional assessments are needed. They also have to develop a support plan for the student, set goals for the plan, as well as to monitor and evaluate the plan. The team meets every four to six weeks to determine if a child is making progress. If a child is progressing, the child may be placed on a lower tier. If the student is not making progress, the team will decide if the intervention continues or whether changes may be needed to the intervention. If the child is not making progress after 8 weeks, specialized support staff members will attend meetings for additional strategies. If a student does not make progress after 12 weeks, the student may be referred for a Special Education Evaluation or possible Section 504 eligibility.

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

Tier 4 is developed for students who need additional supports and meet eligibility criteria for special program placement including ESOL, gifted, and special education. As we continue to build and create three effective tiers of intervention, prior to specialized services, more struggling students will be successful and will not require this degree of intervention. Tier 4 does not represent a location for services, but indicates a layer of interventions that may be provided in the general education class or in a separate setting. Currently, Harriet Tubman Elementary provides a tiered set of interventions for students that are in Tier 4 through

collaboration between general classroom teachers, special education teachers, ELL teachers, and talented and gifted teachers. The administration at Harriet Tubman Elementary attempts to place students in the least restrictive environment possible by pushing them into inclusive general education classrooms.

Due Process (Time determined by IEP for K-5)

Special education teachers, speech language pathologist, other related service providers, and general education teachers will be involved with the activities listed above. The establishment of effective tier interventions will result in more students being academically successful and not requiring this degree of intervention. The tiers do not designate placement, rather strategies and interventions to ensure student success. Tier 4 provides students needing special education and related services instruction that is targeted and specialized to meet the students' needs. The IEP team will monitor student success and needs. For students already determined to have a disability, the school district will not require additional documentation of prior interventions.

When students require more specialized services, the staff at Harriet Tubman Elementary makes every attempt to serve students in the least restrictive environment. Services are available on a continuum of environments, ranging from full inclusion to self-contained. The staff needs continued development on implementing research-based best practices for co-teaching models. However, Principal Early makes sure she matches content experts with special education teachers to make sure the delivery of content is not compromised. Every attempt is made to match teachers with the greatest expertise in areas of greatest student need.

Building Block 6. Improved Instruction through Professional Learning

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

When possible, Harriet Tubman Elementary serves as a host site for pre-service teachers. Pre-service training focuses on incorporating the Common Core Georgia Performance Standards in Science and Social Studies content areas, increased use of rigor, effective use of differentiated instruction, and connecting the curriculum to the real world. Administration provides each new teacher with extensive training before the start of the school year, during our pre-planning. Additional planning time would be helpful in order to fully ensure that these teachers are committed to Harriet Tubman’s literacy vision. Mentor teachers plan with novice teachers and assist them in adjusting instruction based on data and student work. Novice teachers are also supported through weekly collaboration meetings with their team, individual assistance from the curriculum support teacher, observations and feedback from the administrative staff. Administration provides teachers with opportunities to visit and observe in other classrooms to observe effective instructional strategies in use. With evolving technology, shifting demographics, and the changing of district priorities, it is imperative that we continue to develop and revise a comprehensive professional development plan yearly. This is also a best practice outlined in the Georgia K-12 Literacy Plan: The How 2012 (GaDOE, The How, 2012, pgs. 48-49).

B. Provide professional learning for in-service personnel

In an increasingly competitive global economy, the need for students to have the strong literacy skills of reading, writing, listening, speaking, and viewing is critical for college-and-career-ready opportunities. Because of this fact, teachers must learn to teach in ways that promote critical thinking and higher order performance. According to Darling-Hammond (2005),

professional learning opportunities must focus on ensuring that teachers understand learning as well as teaching. Teachers could benefit from further professional development in order to understand how to promote students' metacognitive skills in literacy. Successful teachers must also be able to connect curriculum goals to students' experience (GaDOE, *The Why*, 2010, pg.140-141). This idea highlights a critical need at Harriet Tubman Elementary. Students that come from an impoverished background such as ours often lack background experiences to help them make connections. They lack vocabulary development, which results in the need for staff to be explicitly trained in teaching academic vocabulary, preferably through the SIOP model. Teaching literacy across the curriculum is clearly articulated in the Common Core Georgia Performance Standards and understanding issues around text complexity, rigor, impact of poverty on literacy and utilizing research based best practices is a critical need for teachers.

Teachers possess the greatest capacity to positively affect student achievement, and a growing body of research shows that the professional development of teachers holds the greatest potential to improve adolescent literacy achievement. In fact, research indicates that for every \$500 directed toward various schools improvement initiatives, those funds directed toward professional development resulted in the greatest student gains on standardized achievement tests (Greenwald et al., 1996).

Currently, administrative and instructional staff participate in professional learning on many aspects of literacy instruction, including training on use of the reading core program, which is a combination of the anchor reading series and resources from the school leveled library. Teachers still need to receive professional development in the following areas:

- Reading endorsement program by Kennesaw University
- Orton Gillingham

- Content integration and project based learning from a literacy strategist
- 6+1 Traits
- SIOP strategies
- Lexile training

Currently, administration partners new teachers with veteran teachers to provide on-going support and development. The school calendar includes protected time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice. This time is also needed in the summer months for teachers.

Teachers participate in ongoing professional learning in CCGPS and the use of the reading series and supplementary resources based on the needs revealed by students' data and teacher observations; however, the use of interest inventories and surveys to plan professional learning is an area that needs development. Teachers' instruction is monitored through classroom observations using a variety of assessment tools tied to professional learning, such as checklists to look for specific strategies, Teachers Keys Effectiveness System (TKES) and district informal observation forms. The Literacy Leadership Team is looking to highlight the needs of literacy instruction through an informal observation based specifically around literacy needs. Additional planning time would be needed for this method to be successful. The administrative team and teacher leaders provide site-based support for administrators, faculty, and staff as needed and professional learning on research based best practices in literacy to all faculty and staff. Some of the training is provided by the district and additional training is provided through site based leaders or Title I resources. Administrators, faculty, and staff have received training in administering, analyzing and interpreting results of assessments in terms of

literacy. Interventionists participate in all professional learning opportunities, while support staff and paraprofessionals only participate in some.

Teachers are given 45 minutes four days a week for common planning. Professional learning is also scheduled for Tuesday afterschool. Teachers are occasionally given additional planning time by securing substitutes as well. As we continue to extend our professional development for teachers, we hope to create on-line resources of best practices, expand peer observations and feedback, as well as utilizing technology to share best practices such as blogs, Edmodo, or other collaborative digital tools. It is our hope to grant teachers the opportunity to receive tailored fit professional development in the areas of phonics instruction (Orton Gillingham), writer's workshop (6+1 traits), and vocabulary (SIOP) in order to improve student achievement in the area of literacy. In addition to increased professional development, teachers also need additional resources, both text-based and technology based, in order to provide instruction that includes the best practices of integrating literacy across the content areas, increased rigor in literacy instruction, and providing differentiated instruction to all ability groups.

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HARRIET TUBMAN NEEDS ASSESSMENT:

As a Title I school, Harriet Tubman Elementary takes part in ongoing needs assessments at the school and district level. The data compiled is used to write our Title I School Improvement Plan (SIP) and to determine what is specifically needed for that improvement, thus bringing the literacy plan into alignment with Title I and Fulton County Schools. A Response to Intervention (RTI) process is utilized to provide additional support at the classroom level for students in the academic areas of Reading, Math, and/or Writing. CRCT scores are used to determine student eligibility for programs that offer academic student support such as the Early Intervention Program (EIP), Extended Day and Extended Learning (EL). Finally, ongoing feedback from all teachers, parents and administrators further identifies the essentials for academic success.

Needs Assessment

- A) A *Literacy Needs Assessment Survey* was given to teachers to help ascertain teacher needs for professional development, materials and resources for the literacy program and teacher efficacy in teaching reading and writing across the curriculum.
- B) A *Professional Learner Survey* was created to determine the teachers' knowledge, comfort level and their vision of an ideal literacy program.
- C) An *Idea Share Bulletin Board* was created for parents and the community at large to provide feedback on the how Harriet Tubman can improve literacy in the areas of Engaged Leadership, Continuity of Instruction, Best Practices in Literacy, Response to Intervention, and Improving Literacy Instruction through Professional Development

D) *Vertical Data Teams meet monthly* to identify areas of concern and collaborate on next intervention steps. The teams also meet twice a year to analyze school wide data and identify data trends

Not Addressed:

1. Literacy instruction is optimized in all content areas
2. Active, collaborative teams to ensure a consistent literacy focus across curriculum
3. Out-of-school Agencies Collaborating
4. Summative data is used to make programming decisions as well as to monitor individual student progress
5. Tier II needs based interventions are provided for targeted students

Emergent:

1. A school leadership literacy team organized by administrator is active
2. Effective use of time and personnel is leveraged through scheduling and collaborative planning (K-5)
3. A school culture exists in which teachers across content areas accept responsibility for literacy instruction as articulated in the Common Core Georgia Performance Standards (CCGPS)
4. Teachers provide literacy instruction across the curriculum
5. An infrastructure for ongoing formative and summative assessments is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.
6. A system of ongoing formative and summative assessment (universal screening and progress monitoring) is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.
7. Problems found in literacy screenings are further analyzed with diagnostic assessments
8. A clearly articulated strategy for using data to improve teaching and learning is followed
9. All students receive direct, explicit instruction in reading
10. Extended time is allotted for literacy instruction
11. All students receive effective writing instruction across the curriculum
12. Information from data teams is used to inform RTI process
13. Tier I instruction based on CCGPS in K-12 is provided to all students
14. Tier III SST and data team monitor progress jointly
15. Pre-service education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in content areas
16. In service personnel participate in on-going professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.

Areas of Concern

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

Fulton County Schools: Harriet Tubman Elementary – Needs Assessment Priorities

Sub-group	Area of Concern		Current Strategies	Future Strategies	Transitions (Existing)	Root Causes
	Standards	Assessment				
Economically Disadvantaged	Fluency	Fluency DRA ²	Fluency- Partner Reading, Echo Reading, teacher read aloud	<ul style="list-style-type: none"> · Reader's/Writer's Theater · Digital storytelling · Published author visits · novel study · Classroom libraries · eBooks · Content area database subscriptions · Guided reading whisper reading 	<ul style="list-style-type: none"> · Vertical planning · End of the year transition meeting · Beginning of the year Curriculum Night 5th grade visit to middle school 	<ul style="list-style-type: none"> · Lack of books at home · Low quality professional learning · No classroom leveled libraries · Limited school leveled library · Lack of background experiences · Lack of transportation to school events (parent workshops) · Low level of formal language used in the home · High transiency rate · Insufficient teacher knowledge of guided reading strategies · Insufficient teacher knowledge of literacy content integration · Insufficient access to literacy based technology · Limited internet access in homes · No local bookstores
	Comprehension-	Comprehension Common assessments, County's Benchmark Assessment, ITBS CRCT	Comprehension- Shared Reading, Guiding Reading, direct / explicit instruction, Study Island, Reading Eggs/ Express, Success Maker, Learning Labs, Extended Day			
	Writing-	Writing- Write Score, State Writing Assessment	Writing Writing Process		<ul style="list-style-type: none"> · Writing across the curriculum 	
Students with Disabilities	Fluency	Fluency DRA2 -	Fluency Partner Reading, Echo Reading, teacher read aloud, audio books	<ul style="list-style-type: none"> · Reader's/Writer's Theater · Digital storytelling · Published author visits · novel study 	<ul style="list-style-type: none"> · Vertical planning · End of the year transition meeting · Beginning of the year Curriculum Night 5th grade 	<ul style="list-style-type: none"> · Lack of books at home · Low quality professional learning · No classroom leveled libraries · Limited school leveled library · Lack of background experiences

Fulton County Schools: Harriet Tubman Elementary – Needs Assessment Priorities

	<p>Comprehension-</p>	<p>Comprehension Common assessments, County’s Benchmark Assessment, ITBS CRCT</p>	<p>Comprehension- Shared Reading, Guiding Reading, direct / explicit instruction, Study Island, Reading Eggs/ Express, Success Maker, Learning Labs, Extended Day</p>	<ul style="list-style-type: none"> · Classroom libraries · eBooks · Content area electronic subscriptions 	<p>visit to middle school</p> <ul style="list-style-type: none"> · IEP meeting to revise goals for entering general education or next grade level 	<ul style="list-style-type: none"> · Lack of transportation to school events (parent workshops) · Low level of formal language used in the home · High transiency rate · Insufficient access to literacy based technology · Limited internet access in homes · No local bookstores · Lack of parental education on information regarding the disability and strategies for addressing the student’s needs · Identified or not identified cognitive deficits and achievement weaknesses
	<p>Writing-</p>	<p>Writing- Write Score, State Writing Assessment</p>	<p>Writing Writing Process</p>			

<p>English Language Learners</p>	<p>Vocabulary Grammar Writing</p>	<p>Vocabulary End of Unit test ACCESS Writing-Write Score, State Writing Assessment</p>	<p>Fluency Partner Reading, Echo Reading, teacher read aloud, audio books, bilingual books Vocabulary- Print rich environment, picture cards Avenues textbook Writing Writing Process</p>	<ul style="list-style-type: none"> · Reader’s/Writer’s Theater · Digital storytelling · Published author visits · novel study · Classroom libraries · eBooks · Content area electronic subscriptions · Guided reading whisper reading 	<ul style="list-style-type: none"> · Vertical planning · End of the year transition meeting · Beginning of the year Curriculum Night 5th grade visit to middle school · ACCESS exit testing into general education 	<ul style="list-style-type: none"> · Lack of books at home · Low quality professional learning · No classroom leveled libraries · Limited school leveled library · Lack of background experiences · Low level of formal language used in the home · High transiency rate · Insufficient access to literacy based technology · Limited internet access in homes · No local bookstores · Lack of parental education on information regarding the disability and strategies for addressing the student’s needs · Identified or not identified cognitive deficits and achievement weaknesses- Second language in the home · Parents intimidated by school · Non- English speaking parents · Non-English reader in home language
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Root Cause Analysis

Listed below are explanations of our root causes of the areas of concern:

- Inconsistent use of rigor in instruction and higher order thinking skills including:
 - Lack of high quality professional development
 - Lack of knowledge in planning and implementing rigorous instruction
- Inconsistent integration of reading during social studies and science including:
 - Lack of professional development regarding the integration of reading and writing strategies into social studies and science
 - Lack of adequate instructional time and informational texts for social studies and science blocks
- Inconsistent Writing Instruction:
 - Writing instruction is not consistently incorporated in all subject areas.
 - No school-wide writing expectation or plan
 - Lack of a consistent CCGPS aligned writing rubric
 - Limited teacher knowledge and comfort with effective writing strategies
- Inconsistent Technology use in the classroom:
 - Lack of knowledge in integrating technology into all subject areas
 - Lack of instructional software programs that are readily available
 - Limited instructional technology hardware and software
 - Inconsistency in using technology for publishing, production, and communication
- Ineffective use of the media center and media specialist for research:
 - Lack of opportunities to access media center
 - No alignment with media center activities and classroom instructional needs

- Inadequate informational texts and technological resources for teacher and student use

As a result of these causes, students have had a lack of opportunity for literacy development. To address this, teachers consistently use activating strategies, technology, read aloud, extended texts, centers, flexible grouping and multimedia approaches. However, our professional learning communities recognize that additional staff development is needed to increase literacy proficiency.

Analysis and Identification of Student and Teacher Data

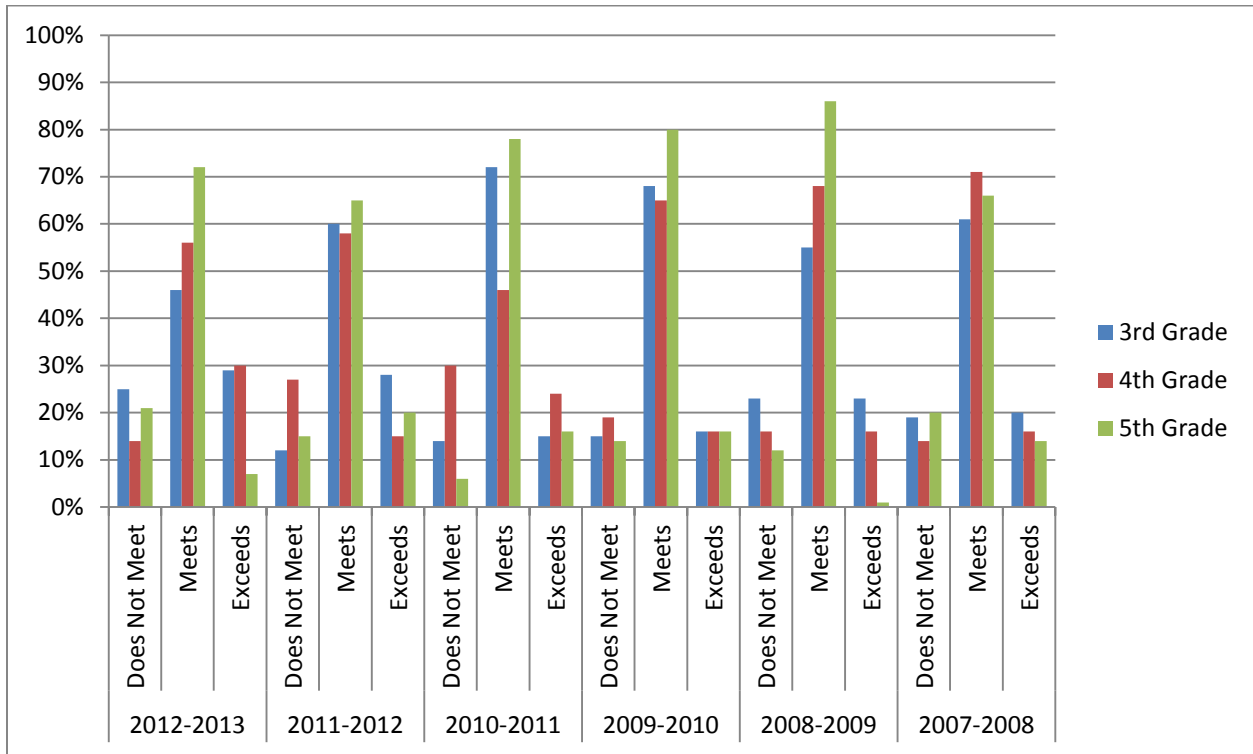
Student Data

GA Writing Assessment

The chart below summarizes the 5th Grade Georgia Writing Assessment results for the 2009 thru 2012 school year. Harriet Tubman has had an average of 78% of the 5th graders meet or exceed the writing standards. Although we have seen some gains and success, we have not seen a consistent increase in the Meets and Exceed categories. However, in the last three years we have seen a steady increase in the Does Not Meet category. This is an alarming trend and one that requires greater emphasis on literacy in an effort to increase the number of students meeting and exceeding standards.

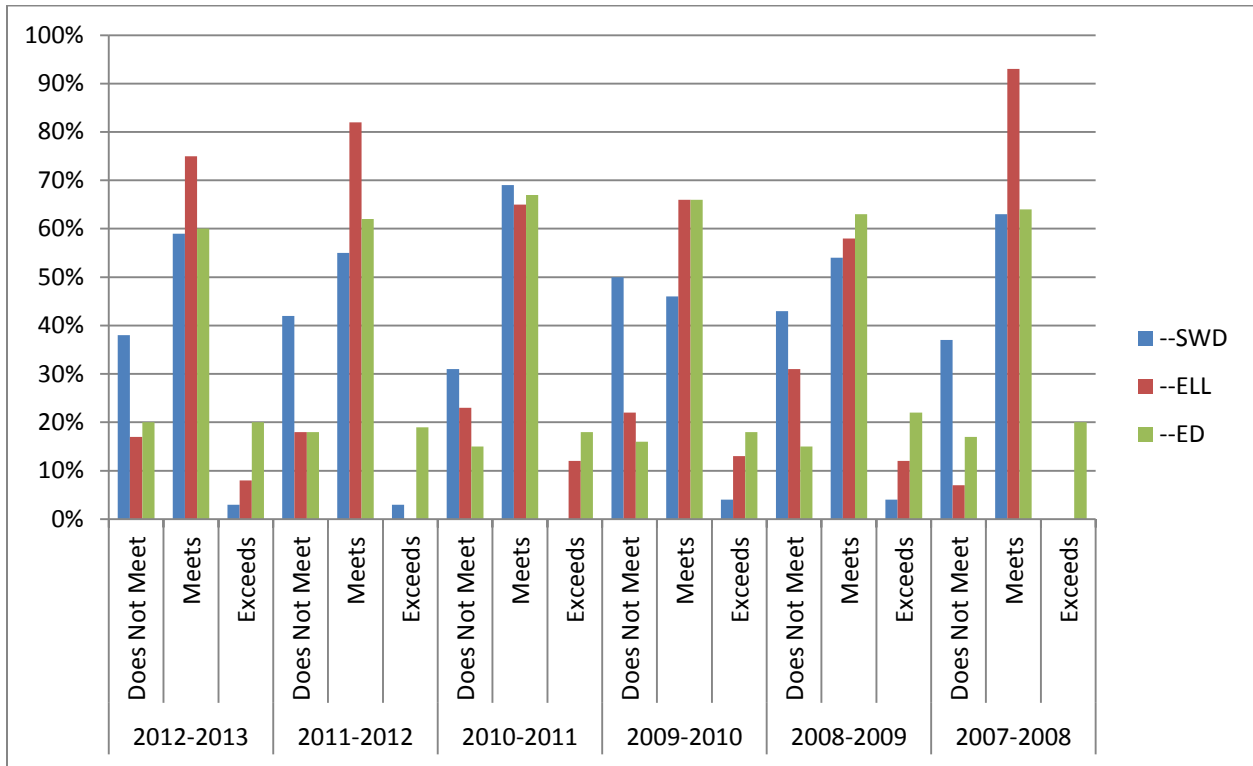
5th Grade Writing Assessment	Meets and Exceeds	Exceeds	Meets	Does Not Meet	Annual Change
2009-2010	74%	5%	68%	26%	-
2010-2011	87%	10%	77%	13%	13% increase
2011-2012	79%	18%	77%	21%	8% decrease
2012-2013	71%	3%	68%	30%	8% decrease

CRCT Grade Level Totals



The CRCT Reading Grade Level totals for 3rd through 5th grade indicate inconsistent growth in students meeting and exceeding standards. For the last six years an average of 82% of 3rd graders have met or exceeded standards, 80% of 4th graders have met or exceeded standards, and 87% of 5th graders have met or exceeded standards.

CRCT Totals by Sub-Groups



Six year data report for the CRCT Sub-Groups of Students with Disabilities (SWD), English Language Learners (ELL), and Economically Disadvantage indicate that an average of 60% of SWD students met or exceeded standards, 81% of ELL students met or exceeded standards, and 83% of ED students met or exceeded standards.

Teacher Data

Teacher Retention

Staff retention is a concern. There have been recent teacher retirements and promotions that contributed to staff turnover. With proper training, teacher retention will improve to the 90-100% again.

School Year	% of Staff Returning from previous year
2010-2011	97%
2011-2012	77%
2012-2013	85%

Project Plan, Procedures, Goals, Objectives, and Support

Project Goals and Objectives

Our project goal is to increase student achievement, as measured through Reading portion of the CRCT by at least 10% by the end of the grant period. Our objectives build on existing initiatives and include new strategies to help us achieve our literacy goals. Harriet Tubman has effective universal screeners, progress monitoring, and diagnostic tools in place to identify achievement levels of all students, both those that are advanced and those that struggle. Common assessments are not consistently used across classrooms, but the framework is in place and they will be utilized more consistently during the grant period. All teachers and administrators will be trained toward proficiency in assessment administration, interpretation and utilization.

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

- Provide additional professional development in technology integration and literacy best practices.
- Offer a campus-based Reading Endorsement program
- 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 verbal expression, vocabulary building skills, and promote student collaboration. These literacy centers will offer vital content instruction in an engaging, student-friendly format.
- Expand the Extended Day Program by adding more classes for grades 3, 4, and 5. 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 8:1.
- Encourage parents of SWD and ELL to enroll their children in the Extended Learning Program so that we can provide additional literacy support.
-

Goals	Baseline	Measurable Objectives	Activities	Timeframe
<p>Increase student performance in the meets and exceeds categories of the Criterion Referenced Competency Test (CRCT) in Reading.</p>	<p>An average of 82% of 3rd graders have met or exceeded standards, 80% of 4th graders have met or exceeded standards, and 87% of 5th graders.</p>	<p>By the end of 2015-2016 year, the number of students who meet/exceed standards will increase by 10% in Reading as measured by the CRCT.</p>	<p>1.1 Expand classroom libraries 1.2 Implement professional development in phonics, fluency, and assistive technology 1.3 Launch Reader's/Writer's Theater 1.4 Install computers for Inspired Classrooms 1.5 Teacher Reading Endorsement 1.6 Offer reading tutorials before and after school</p>	<p>1.1 K-5 by Nov. 2014 1.2 Professional Development will be offered to all staff during Pre-planning August 2014 and then for 4 hours each month 1.3 Reader's Theater will launch for students in grades 2-5 by March 2014 and continue on an ongoing basis; Writer's Theater will launch for students in grades 3-5 by March 2014 and continue on an ongoing basis. 1.4 Computers will be purchased and available for Inspired Classroom setup by August 2014 1.5 7 Teachers will receive the reading endorsement offered through Kennesaw State University by August 2015 1.6 Reading tutorials will be available from Sept-April each year of the grant from 2:30-4:00pm</p>
<p>Increase student performance of SWDs in Reading and Language Arts.</p>	<p>40% percent of SWD met or exceeded.</p>	<p>By the end of the grant period, student performance of SWDs will increase by at least 10% as measured by the Reading and Language Arts portions of the CRCT.</p>	<p>A 3 week program with a focus on Reading and support literacy instruction (phonemic awareness, phonics, vocabulary, comprehension and fluency) 5:1 ratio for SWD 8:1 ration for ELL Extended Learning for SWD and ELL students with reduced class size.</p>	<p>Summer School will occur in the month of July throughout the grant period for SWD students and ELL students in grades 3-5 40 days between September and March</p>

Plan for Tiered Literacy Instruction

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.

Most learning team meetings are scheduled during common planning periods, and teachers meet during the school day each Tuesday. Teachers also meet afterschool in Professional Learning Communities to discuss student data and instructional strategies that work best for struggling learners. Vertical Team Informal Collaboration meetings are also held afterschool, and are designed for teachers to discuss and provide support strategies to each other for those students who have been identified as needing additional support to meet current academic goals and expectations. The chart below outlines the what, the when, the who, and the how our tiered instruction will be implemented.

Tier 1 Core-Curriculum	Time	Personnel	Strategies
Kindergarten 1 st grade 2 nd grade 3 rd grade 4 th grade 5 th grade ALL STUDENTS	(<i>Common Core Georgia Performance Standards</i>) 2.5 hours of Literacy Instruction integrated throughout the day.	K-Para-professional General Ed. Teacher Media Specialist	-Whole group instruction -Small group instruction Centers -Technology/Websites -Instructional Calendars -Informal progress monitoring -Prescription assessment to design instruction -Standards based classroom -Universal screening -Early morning tutoring -Differentiated instruction for all learners -Use of eReaders, mobile labs and interactive white boards.
Tier 2 Needs-Based Learning	Time	Personnel	Strategies
Kindergarten 1 st grade	In addition to Tier 1 instruction:	General Ed. Teacher K-Para-professional	-Web-based instruction - Vertical Team Informal

2 nd grade	30 minutes Early morning (7:10-7:40) Extended Day 2 hours (3 rd -5 th) twice a week	Media Specialist Technology Specialist	Collaboration -Differentiated instruction for all learners -Individualized progress monitoring -Guided Reading groups - Intensive, systematic instruction on up to three foundational reading skills in small groups
3 rd grade			
4 th grade			
5 th grade			
Students are identified as at- risk, performing below expected levels or needing specific supports to make adequate progress			
Tier 3 Student Support Services	Time	Personnel	Strategies
Kindergarten	In addition to Tier 2 instruction: EIP 45-50 minutes daily (K-5 th) ESOL (K-5) 45 minutes daily Extended Day 2 hours (3 rd -5 th) twice a week	General Ed. Teacher EIP Teacher ESOL Teacher Student Support Team(SST) – School Counselor and Curriculum Support Teacher Data Team	-Guided Instruction -Instructional Games -Success Maker -Progress Monitoring -CRCT practice materials
1 st grade			
2 nd grade			
3 rd grade			
4 th grade			
5 th grade			
Students who continue to struggle without measurable progress after a period of 12 weeks in Tier 1 and Tier 2			
Tier 4 Specially Designed Learning	Time	Personnel	Strategies
Kindergarten	Determined by Individual Educational Plan (IEP)	Special Ed. Teacher General Ed. Teacher Speech-Language Pathologist Instructional Support Teacher(IST) School Psychologist	Speech and Language services Supported Instruction Consultative teaching Team Teaching Specially Designed Instruction Second Language support Due process
1 st grade			
2 nd grade			
3 rd grade			
4 th grade			
5 th grade			

School Schedule

The chart below is a prototype of our Master Schedule. A 30 minute intervention block has been created at the beginning of each day for Reading and Language. This schedule combines multiple subjects so that English Language Arts and Writing are incorporated in every instructional block. Additionally, on Fridays, our Special Area teachers push into the General Education Classrooms to provide additional tiered instructional support for students based upon deficit areas in Reading and English Language Arts.

	Specials	Kindergarten	First	Second	Third	Fourth	Fifth	ESOL
7:10-7:40	Intervention Block							
7:50-7:55		Rdg/ELA 90 min.	Rdg/ELA 90 min.	Math 90 min.	Rdg/ELA 90 min.	SS/Sci/ ELA 60 min.	Morning Meeting	Kdg
7:55-8								
8-8:05								
8:05-8:10								
8:10-8:15								
8:15-8:20								
8:20-8:25	5th							
8:25-8:30								
8:30-8:35								
8:35-8:40								
8:40-8:45								
8:45-8:50								
8:50-8:55								
8:55-9								1st
9-9:05								
9:05-9:10								
9:10-9:15	4th							
9:15-9:20								
9:20-9:25								
9:25-9:30					SS/ELA 20 min.			
9:30-9:35								
9:35-9:40								
9:40-9:45			SS?ELA 45 min.					2nd
9:45-9:50		Math 90 min.		Rdg/ELA 90 min.				
9:50-9:55								
9:55-10	3rd				Specials	Rdg/ELA 90 min.	Rdg/Math/ ELA 95 min.	
10-10:05								
10:05-10:10			Math 90 min.					Planning
10:10-10:15								

Fulton County Schools: Harriet Tubman Elementary – Project Plan, Procedures, Goals, Objectives, and Support

10:15-10:20								
10:20-10:25								
10:25-10:30	Lunch				SS/ELA 30 min.			3rd
10:30-10:35								
10:35-10:40								
10:40-10:45								
10:45-10:50								
10:50-10:55	Planning	Lunch 1/2 Lunch 3/4 Lunch 5			Sci/ELA 50 min.	Lunch 1/2 Lunch 3/4	Recess	
10:55-11:05								
11-11:05								
11:05-11:10								
11:10-11:15								
11:15-11:20	2nd	Recess	Recess		Lunch 1/2 Lunch 3/4	Recess		
11:20-11:25								
11:25-11:30								
11:30-11:35								
11:35-11:40								
11:40-11:45	1st	Science/ELA 40 min.	Specials		Lunch		Planning	
11:45-11:50								
11:50-11:55								
11:55-12:05								
12-12:05								
12:05-12:10	Kdg	Specials	Sci/ELA 60 min.		Math 120 min.	Rdg/Math/ ELA 90 min.	SS/Sci/ ELA 50 min.	5th
12:10-12:15								
12:15-12:20								
12:20-12:25								
12:25-12:30								
12:30-12:35	Lunch				Recess			
12:35-12:40								
12:40-12:45								
12:45-12:50								
12:50-12:55								
12:55-1:05	Recess							
1:05-1:10								
1:10-1:15								
1:15-1:20								
1:20-1:25								
1:25-1:30	Sci/ELA 60 min.							
1:30-1:35								
1:35-1:40								
1:40-1:45								
1:40-1:45								

Fulton County Schools: Harriet Tubman Elementary – Project Plan, Procedures, Goals, Objectives, and Support

1:45-1:50	Kdg				50 min.		
1:50-1:55							
1:55-2							
2-2:05							
2:05-2:10	Plann- ing	Prepare for Dismissal					Planning
2:10-2:15							
2:15-2:20							

Assessment/Data Analysis Plan

Harriet Tubman’s Current Assessment Plan

Assessment	Purpose	Skills	Frequency
STAR Early Literacy (K-3 rd grade)	Universal Screener Progress monitoring Diagnostic	Pre-reading Skills	3 x per year
STAR Reading (2 nd -5 th grade)	Universal Screener Progress monitoring Diagnostic	Reading Comprehension	3 x per year
Periodic Fluency Assessments (K-5 th grade) *Discontinued when DIEBELS implemented	Progress monitoring	Fluency	4 x per year
Informal Assessments (K-5 th grade)	Progress monitoring	Vocabulary Phonics Reading Comprehension	Daily
DRA2 (K-5 th grade)	Universal Screener Diagnostic	Reading Comprehension Oral Reading Fluency Phonics	3 x per year
Georgia Kindergarten Inventory of Developing and Skills (GKIDS) (Kindergarten)	Progress monitoring Outcome	Phonological Awareness Alphabet Knowledge Concepts of Print Oral Language	4 x per year
Common Summative Assessments (K-5 th grade) *Discontinued when Write Score implemented grades 2-5	Progress monitoring Outcome	Writing	Quarterly
Common Formative Assessments (K-5 th)	Progress Monitoring	Reading Comprehension Vocabulary Phonics	Bi-monthly
Iowa Test of Basic Skills (ITBS) (3 rd and 5 th grade)	Comparative Outcome Screening	Reading Comprehension Vocabulary Language Arts	1 x per year
Georgia Writing Assessment (3 rd and 5 th grade)	Outcome	Writing	1 x per year
Criterion Referenced Competency Test (CRCT) (3 rd , 4 th and 5 th grade)	Outcome	Reading Comprehension Vocabulary Language Arts	1 x per year
Write Score (3 rd , 4 th , and 5 th graded	Progress monitoring	Writing	2 x per year

e. Professional learning needs that teachers will need to implement new assessments

Professional learning is necessary to ensure that all certified staff and instructional paraprofessionals have adequate knowledge and skills to enhance learning and increase student achievement. All instructional staff and administrators will need to understand the relationship of student reading ability and text readability in order to implement assessments. Administrators and teachers will participate in professional development on how to administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Continued professional development will be given by the school to support new teachers. New teachers will be assigned to a veteran teacher for an easy transition into their new school. Professional development will be provided in DIBELS, Developmental Reading Assessment 2nd Edition (DRA2), STAR Literacy, STAR Reading and the Scholastic Reading Inventory (SRI). The school will also provide professional development on additional reading resources to support differentiation, how to access online resources for additional support, how to better utilize current school technology, and how to integrate technology into reading lessons. Data from teacher self-assessments in TKES and teacher surveys suggest that professional development is needed in the areas of differentiated instruction, technology integration, and reading literacy. Survey results of need for professional development: 88% in technology integration, 71% in literacy foundation (phonemic awareness, phonics, fluency, vocabulary, and comprehension), 57% in universal screeners for literacy, 56% in guided reading, 75% in project based learning, 58% in rigor of text complexity, and 68% in RTI intervention. To address the needs of the staff, professional development will be necessary throughout the entire school year.

f. How data is presented to parents and stakeholders?

Parent involvement and communication are essential elements for increased student achievement and school success. Numerous opportunities will be provided to parents and stakeholders to discuss school-wide data. Student performance data for the school will be discussed during Open House, Curriculum Nights and at the State of the School Address. Individual student data will be provided quarterly by the progress reports and quarterly by parent conferences. Teachers will keep a data notebook with a separate sections for each of their students to share with parents. Parents are encouraged to volunteer daily and to participate in conferences to receive a more in-depth look at their child's individual data. This enables parents to become more knowledgeable on how to make necessary changes or to enhance what is already in place for their child's growth. We will also communicate with parents to provide school data through our website, U.S. mail, School Messenger, newsletters, and PTA meetings. Our parent liaison will play an integral part in reaching our parents. The liaison will be responsible for assessing parent needs and concerns. The liaison will work cooperatively with teachers and administrators to devise strategies to meet identified needs of parents. A data wall will be posted in the main hallway, so all stakeholders, i.e. parents, community members, business partners, teachers and students can view current school data. To ensure that our parents are literate in understanding data, a class will be developed to teach parents on how to read and understand their child's data. This class will be headed by the school's parent liaison in collaboration with the curriculum support teacher.

g. How data will be used to develop instructional strategies and determine materials and need?

Instructional leaders and teachers must implement a balanced assessment plan where there is purposeful and strategic use of information for instructional planning. With this in mind, we will begin having data meetings at which the Curriculum Support Specialist will assist teachers in analyzing data to: establish goals and objectives, monitor student progress, make instructional decisions, identify achievement gaps, evaluate curriculum and instructional programs, and determine interventions to raise student achievement. Teachers will collect data from Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS), Georgia Kindergarten Instruction of Developing Skills, STAR Reading and the Diagnostic Reading Assessment 2 as a starting point and to plan learning prior to instruction. Teachers will collect data from the Common Bi-monthly Formative assessments to immediately inform instruction and to determine students' mastery of the standards taught during a given unit. Common Unit Summative Assessments will be used to evaluate cumulative learning and to verify learning after instruction. Teachers will make adjustments to the curriculum accordingly. The school will use data from the STAR Reading, Criterion Referenced Competency Test (CRCT) and the Iowa Test of Basic Skills (ITBS) to identify students' reading deficiencies.

h. Plan detailing who will perform the assessments and how it will be accomplished.

Teachers and administrators will be trained on how and when to implement assessments and analyze assessment results. All teachers will be trained on how to administer the tests prior to the testing date. Teachers will be trained on how to use assessment results to inform instruction and planning. Teachers will be given support by the CST and trained staff to administer the DIBELS Next assessment, DRA2, STAR Reading and Write Score. Homeroom teachers will continue to administer common formative assessments and common summative assessments. Third, fourth and fifth grade teachers will continue to administer CRCT. Third and fifth grade teachers will continue to administer ITBS.

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

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

Current Resources/Activities: Listed below are the current resources available at Harriet Tubman Elementary.

Current Resources	Shared Resources	Library Resources
<ul style="list-style-type: none"> • Oral Fluency Kits • Limited leveled readers & stories on tape • Reading A to Z • Access to Georgia Online Assessment System (GOAS) 	<ul style="list-style-type: none"> • Books and CDs on tape • Access to tumblebooks.com/ tumblereadables.com • Access to BrainPop • Measuring Up 	<ul style="list-style-type: none"> • Limited Instructional Videotapes & CDs • Limited class sets of novels • Limited Reading Instructional Games • Limited Brain Child Hand-held devices

Proposed Resources: Listed below are proposed implementation strategies to support Harriet Tubman’s literacy plan and classroom practices.

Software & Programs	Electronic Hardware & Accessories	Other Resources & Materials	Professional Development
<ul style="list-style-type: none"> • Imagine Learning • Reading A-Z • Reading Eggs • Write Score • Moby Max • Study Island • Flocabulary • Literacy Station Games • Reading Intervention Software 	<ul style="list-style-type: none"> • Language Masters • e-readers • Headphones w/ microphone • Listening Centers (CD players w/ cassette capability for books on tape) • Books on CD • Computers • Computer Accessories • DIBELS Next (Handheld devices) • Online texts and instructional resources 	<ul style="list-style-type: none"> • Leveled Library • Letter tiles • Versatiles • Decodable readers for Kdg - 1 • Tables for Inspired Classroom • Supplemental reading materials • Novel Sets for literature circles for grades 3-5 • Leveled Readers for Math • Novels for Extended Text in the CCGPS units • Trade Books aligned to our social studies & science • Year-round Extended Day & Saturday School 	<ul style="list-style-type: none"> • Professional Development (RTI) • Professional Development (6+1 Traits) • Professional Development (Guided Reading) • Professional Development (Orton-Gillingham) • Professional Development (Bernadette Landers, Literacy Strategist) • Materials for professional resource library • Supplementary instructional resources for ELL and SEC teachers • Professional Development (SRI) • Professional Development (DIBELS Next)

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

Listed below are *proposed* implementation strategies that will support Harriet Tubman’s literacy plan and classroom practices:

- RTI is an early intervention model rather than a “wait to fail” model. Our RTI model considers failing to respond to well designed and implemented interventions as evidence of an underlying disability. 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*.
- Reduction of general education class size
- Increase the number of students who receive extended day by adding additional classes
- Increase the number of students who receive extended day by recruiting and engaging more ELL, SWD and ED students
- Protected meeting time for vertical teaming and collaboration on student data
- Supplemental reading materials (graphic novels, children’s magazines, audio books, e-books, etc.)
- Handheld response systems
- Professional development to include research-based strategies for teaching English Learners, tiered instruction, teaching literacy across the curriculum, writing across the curriculum, professional development for teachers to learn how to identify literacy gaps and how to develop strategies to address those gaps.
- Increase curriculum nights to be held throughout the school year
- Internet based publishing software

- School license to research-based intervention programs
- Materials for leveled reading instruction library and professional resource library

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

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, an audio book collection as well as an extensive video and DVD library.

E. A list of activities that will support effective classroom practices.

- Peer Review
- Writing Centers
- Teacher & Student Conferences
- Classroom Procedures & Routines
- Writing Traits 6+1

F. A list of additional strategies needed to support student success.

- Scaffolding
- Explicit Instruction
- Small Groups
- Modeling
- Asking & Answering Questions
- Differentiated Instruction
- Problem-based learning
- Project based learning
- Cross-curricular 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.

Our literacy plan addresses evidence-based strategies for all students and targeted subgroups of students, on a timely basis. Some strategies that we have already implemented include:

- Early Intervention Program (EIP) – Students receive additional instruction in reading and/or mathematics based on previous CRCT score.
- Extended Day Afterschool Tutorials - Students who need additional instructional time in mathematics and/or reading are given the opportunity to participate in this afterschool learning initiative.
- Imagine Learning – Computer-based reading and assessment program for ninety-five K-5th grade students that is accessible before school and during the school day.
- Guided Reading Groups – Classroom teachers engage students in direct instruction around guided reading in small groups of 3-5 students.
- Open House – Before the first day of school, we meet with parents to discuss expectations, relieve concerns, and establish a positive parent relationship.
- Response to Intervention (RTI) training - our comprehensive approach to the initial diagnosis of children with possible learning disabilities, and/or speech impairment.

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

Harriet Tubman has a clearly aligned plan for implementation of the literacy grant.. Harriet Tubman’s staff and faculty have the capacity and expertise to successfully implement our

proposed initiatives. Moreover, our passion is toward the students and community we serve, which has created a unique and special environment for our families. Harriet Tubman’s staff will implement the proposed Striving Reader project on time and within budget. All of the strategies and instructional resources that will be used are connected to the needs assessment, student data and root cause analysis and will directly impact literacy, access to print, instructional engagement and teacher support.

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

The Harriet Tubman staff understands that to prepare our students for college or career, the children must be exposed to technology within various educational and vocational contexts. . We also need access to software that will help teachers quickly assess student needs, differentiate instruction, and monitor progress. In addition to printed books, our students need access to e-Readers in all grades to encourage small group reading instruction utilizing quality literature in a way that inspires our 21st Century students. This will not only increase the availability of quality novels/chapter books consistently at all levels, but it will also encourage students to read books at independent reading levels. It also allows students to listen to books that are at a higher reading level in literature circles. Research shows that kindergarteners and first graders using digital readers demonstrated greater progress in word meaning and fluency than students using traditional texts. This technology will engage students and prepare them for the technological requirements of their digital native generation.

Some of our teachers have been trained in the Inspired Classroom model. This model increases the number of desktop computers in a classroom and assigns lessons using the computers throughout the day, such as digital storytelling, creating PowerPoints, typing papers, and researching topics. This model encourages students to authentically use the technology to gather information, find solutions, and respond as a team to prove understanding and learning. More desktop computers and the accompanying accessories are needed to increase the number of teachers using this teaching model.

Professional Learning Strategies Identified on the Basis of Needs

Harriet Tubman has had a number of professional learning topics in the 2012-13 school year, which are listed in the chart below.

2012-13 Professional Learning Topic	2012-13 Approximate PL Hours	% of Staff attendance
Differentiated Instruction Book Study	2	95%
Professional Keys	2	100%
Unit Organizer	1	95%
Balanced Assessment	2	95%
Blooms Taxonomy/Critical Thinking	1	95%
Rigor and Relevance	1	95%
Teacher Keys	2	100%
Balanced Literacy	8	100%
Understanding By Design	16	100%
Literacy Across the Curriculum	1	90%
Text Complexity	1	85%
Building Our Future	1	90%
Standards Based Instruction	1	85%
Guided Reading	3	90%

In Harriet Tubman’s Needs Assessment, several areas of growth were highlighted. The growth areas included developing fluency through vocabulary and phonics, reading comprehension, reading and writing integration, family involvement, assessment uses, and balanced literacy. Based on a survey given to the Harriet Tubman staff, 80% of teachers are comfortable teaching Reading, but only 60% of teachers are comfortable teaching reading across different content areas. There is also a low percentage (40%) of teachers that are confident in using reading assessments such as DIBELS. To address these particular areas of weakness, professional development will be provided on the following topics: Orton-Gillingham phonics,

Sheltered Instruction Observation Protocol (SIOP), guided reading, writer's and reader's workshop, balanced literacy, and data analysis.

Our primary professional development goal is for 90% or more of Harriet Tubman teachers to be confident in teaching Reading across the curriculum. Our secondary goal is for 90% of teachers to be confident in the reading assessment process.

In previous years, Harriet Tubman did not have a process in place to measure the effectiveness of professional development (PD). Beginning in the 2013-14 school year, online surveys are conducted following each professional development. These surveys provide feedback on both the adequacy and perceived effectiveness of the PD. By mid-year, Harriet Tubman will begin using walkthrough observation data as another means by which to identify implementation of professional development strategies in the classroom.

We believe that by:

- addressing reading and reading assessment through professional development,
- using data from our staff needs assessment and our student achievement data to structure the PD offerings and
- by supervising and providing effective feedback on the implementation of best practices,

student achievement will improve at Harriet Tubman.

Sustainability Plan

Harriet Tubman Elementary will use the literacy plan as a guide as we implement research based strategies in the teaching of reading. Our goal of increasing student achievement in literacy from Pre-Kindergarten to fifth grade will be driven by a direct focus on professional development.

We believe that by increasing the instructional capacity of our teachers, we are ensuring that our current and future students' literacy achievement is supported by a prepared and knowledgeable set of teachers. Through professional development, we will always have the appropriate tools, in our instructional toolkit, to support student learning and prepare children for success in college or the career of their choice. For this to become a reality, our primary focus will be systematic professional development for all administrators, teachers, paraprofessionals, support staff, and parents as well as ongoing coaching and feedback for the staff.

Extending the Assessment Protocol

This grant will support the initiation and implementation of assessment protocols to support literacy at Harriet Tubman. Because most of the protocols generally rely on knowledge of best and promising practices, sustainability is rooted in the monitoring of protocol utilization. Our administrative team is dedicated to ensuring that all newly initiated protocols are continued with both fidelity and integrity. Our sustainability plan also includes ongoing and consistent data disaggregation from common assessments, checkpoint assessments, standardized tests, classroom observations, and parent, student, and staff surveys. We will continue to use DIBELS Next, and DRA2 to provide essential data for all students. We will have monthly data reviews and will make instructional changes as needed when the data suggests modifications to instructional practices are needed. Teachers will be provided with tools to observe and document students' reading abilities to inform instructional practices, and provide appropriate instructional reading levels. Ongoing professional development will ensure that all staff at Harriet Tubman will be trained in the use of these assessments.

Expanding Lessons Learned with other Schools and New Teachers

Consistent collaboration between the district and local school will play a role in the implementation of this plan both during and after the 5 year funding period. At the district level, the communication of Fulton County's vision and mission comes from the Superintendent. Harriet Tubman's instructional leaders will share lessons learned that are filtered down from the

district with instructional staff and school leaders. Harriet Tubman staff will share best practices learned in previous years with new staff via new teacher mentors, orientation, and new teacher professional development offerings. This may include the sharing of lesson plans, assessments, and strategies for differentiation of instruction that impact the acquisition of reading, language, and writing skills. Through our new teacher mentor group, we will ensure that new teachers are informed of the instructional priorities that are a part of the Harriet Tubman culture.

The funds from the grant will provide the teachers with the skills and knowledge to enhance early language, literacy, and reading development of young children, particularly those from low income families, through scientifically-based strategies and professional development. The plan for professional development addresses early literacy skills essential to future reading success by providing seminars, field trips to model classrooms, study groups, in-classroom coaching, summer institute and local and national conferences. Ideally, our plan will serve as a blueprint for other schools with demographics and needs similar to ours. As such, our findings and successes will be shared with schools around us, particularly others in our feeder pattern.

Sustaining the Literacy Plan

Updates and replacements to training, resources and materials are inevitable. As time progresses, so will best practices. We have developed a Humanities Committee whose primary purpose is to seek out the most effective practices and resources available to achieve literacy success. Funding for these changes will come from four sources:

- Cost Center Funds
- Title I Funds
- SPLOST funds
- Additional grants

Through the use of our local school budget and our Title I funds, we will make gradual efforts toward inventory replacement, additional training and upgrades to software. Because literacy is our priority, we will focus the majority of our funds from materials and supplies to sustain the grant initiatives. Likewise, the SPLOST (Special Purpose Local Option Sales Tax) education tax which can be used for literacy needs. Additionally, through the efforts of grant seekers within Harriet Tubman Elementary and Fulton County Schools, we will continue pursue grants that connect with our plan for improving literacy.

Budget Summary

Harriet Tubman Elementary will use the literacy grant to implement research based strategies in the teaching of reading. Our goal of increasing student achievement in literacy from Pre-Kindergarten to fifth grade will be manifested through a direct focus on professional development, student resources and instructional materials, and technology. Updates and replacements to training, technology, resources and materials are inevitable. As time progresses, there will be a need to replenish and update these resources and materials as well as complete additional training. The chart below shows the major categories through which we will use the grant funds.

Technology, Software & Accessories	Other Resources & Print Materials	Professional Development
<ul style="list-style-type: none"> • Imagine Learning (site license) • Reading A-Z(site license) • Reading Eggs (K-1) • Write Score (3 – 5) • Moby Max (site license) • Study Island (site license) • Flocabulary (site license) • Literacy Station Games • Reading Intervention Software • Language Masters • e-readers • Headphones w/ microphone (300) • Listening Centers (CD players w/ cassette capability for books on tape) • Books on CD • 50 Computers (for Inspired Classrooms) • Computer Accessories (for Inspired Classrooms) • DIBELS Next (Handheld devices) • Online texts and instructional resources • Tables for Inspired Classroom 	<ul style="list-style-type: none"> • Leveled Library (per classroom) • Letter tiles (per classroom) • Versatiles(per classroom) • Decodable readers (K- 1) • Supplemental reading materials • Replenish missing items for leveled library • Novel Sets for literature circles (3-5) • Leveled Readers for Math (K-5) • Novels for Extended Text in the CCGPS units • Trade Books aligned to our Social Studies & Science • Year-round Extended Day & Saturday School 	<ul style="list-style-type: none"> • Response to Intervention (RTI) • 6+1 Writing Traits • Guided Reading • Orton-Gillingham • Bernadette Landers, Literacy Strategist • Materials for professional resource library • Supplementary instructional resources for ELL and SEC teachers • Scholastic Reading Inventory (SRI) • DIBELS Next • Woodruff Arts Center

Projected Budget for Expenditures

The chart below itemizes a close approximation of our Striving Readers expenses.

Item	Cost
Online Instructional Resources	\$ 32,000.00
Literacy Station Games	\$ 3,000.00
Language Masters & accessories (20)	\$ 2,000.00
e-readers & expansion e-book subscriptions	\$ 9,200.00
Headphones w/ microphone (300)	\$ 3,300.00

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Listening Centers (40 CD players w/ cassette capability for books on tape)	\$ 3,400.00
20 Laptop Computers (for Inspired Classrooms)	\$ 15,000.00
Computer Accessories (wireless mice, printers, etc. for Inspired Classrooms)	\$ 5,000.00
Tables for Inspired Classroom	\$ 1,000.00
Leveled Library (per classroom)	\$ 10,000.00
Supplemental literacy materials (for learning centers)	\$ 15,000.00
Replenish missing items for leveled library	\$ 2,000.00
Novel Sets for literature circles (3-5)	\$ 10,000.00
Leveled Readers for Math (K-5)	\$ 10,000.00
Novels for Extended Text in the CCGPS units	\$ 10,000.00
Extended Day & Saturday School	\$ 16,800.00
Professional Development for staff	\$ 85,500.00
Substitutes for Professional Development	\$ 15,000.00
Performing Arts & Literature Program	\$ 2,500.00

Total Expense \$ 250,700.00