School Profile

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School Information

System Name:	Gordon County
School or Center Name:	Fairmount Elementary
System ID	664
School ID	2050

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Name:	Kimm Smith
Position:	Principal
Phone:	706-879-5380
Email:	kimsmith@gcbe.org

School contact information

(the persons with rights to work on the application)

Name:	Lee Ann Amico
Position:	Assistant Principal
Phone:	706-879-5380
Email:	laamico@gcbe.org

Grades represented in the building

 example pre-k to 6

Pre-K to 5th

Number of Teachers in School

26

FTE Enrollment

421

Grant Assurances

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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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

Preliminary Application Requirements

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

SRCL General Information Packet-Cohort 4

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

- Yes

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

SRCL Scoring Rubric-Cohort 4

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

- I Agree

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.

Beth L. Herod
Signature of Fiscal Agency Head (official sub-grant recipient)

Beth Herod - Curriculum Specialist
Typed Name of Fiscal Agency Head and Position Title

_12.5.14_
Date

Susan Remillard
Signature of Applicant's Authorized Agency Head (required)

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

_12-5-14_
Date

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

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

_12/5/14_
Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: Dr. Susan Remillard

Position/Title of Fiscal Agent's Contact Person: Superintendent

Address: 205 Warrior Path

City: Calhoun   Zip: 30701

Telephone: (706) 629-7366   Fax: (706) 879-5043

E-mail: Sremillard@gcbe.org

Susan Remillard

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

Susan Remillard

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

12-5-14

Date (required)

System History

Gordon County School System is located in Northwest Georgia along the natural gateway where the first railroad was located in our region. Gordon County has historically been an area of leadership and southern culture. We are the home of New Echota, the last seat of the Cherokee Nation and the location of key battles fought during the Civil War. The economy is rooted in manufacturing including Mohawk Industries, Shaw Industries, and Mannington Carpets. Farming is also prevalent in Gordon County.

The mission of Gordon County Schools is to provide a relevant, rigorous, results-based education made possible through supportive and nurturing relationships. We have a strong commitment to increase academic achievement for all students and to improve their learning experience by analyzing data and by providing ongoing professional learning. Gordon County's ultimate goal is to increase the percentage of students who complete high school and are college and/or career ready. We have embraced the Common Core Georgia Performance Standards and work diligently to provide the professional learning and resources needed for all students to succeed. Gordon County Schools serves approximately 6, 890 students within ten schools of which are comprised of two high schools, one career academy, two middle schools, and six elementary schools. We are submitting applications for the middle and elementary schools to be rewarded the fourth Striving Readers Comprehensive Leadership Grant in hopes of enhancing and improving the literacy for all students K-8.

Gordon County has made a commitment to professional learning and literacy by using an instructional coach model to provide job-embedded professional development. We have six literacy coaches of which support the elementary and middle schools. Through this model, we have been able to implement best practices in reading and writing, create units, and provide training on the Common Core Georgia Performance Standards. We have a structure in place to effectively use funds awarded with the Striving Reader Comprehensive Literacy Grant to improve literacy instruction.

System Demographics

Gordon County's population is 55,757 of which has a growth of 2.3% since the 2010 Census. The economy has taken a toll on the families of Gordon County with 19.9% living below the poverty level and the current Unemployment Rate is 8.9%. The demographics of Gordon County include:

Race:	Current Percentage in Gordon County:
African American	4.4 %
American Indian	.06%
Asian	1.1%
Hispanic	14.6%

White	78.9%

Current Priorities

The current priorities with literacy include the implementation of rigorous instruction with the Common Core Georgia Performance Standards. The district and school leadership agree that literacy instruction must have a solid foundation K-2 and strategic instruction in place for grades 3-8 to meet the needs of a variety of learners. The literacy coaches provide job-embedded professional learning to implement priorities such as weekly collaboration during common planning time, system-level collaboration days, workshop model, analysis of data to guide instruction, and integrated units to support the implementation of CCGPS.

After an analysis of system and school achievement data, the current priorities are:

- Revise current K-12 Literacy Plan to reflect rigorous literacy instructional practices across all content areas
- Provide professional learning for all leadership and teachers based on data analysis, TKES, LKES, and CCRPI.
- Provide a rigorous education for all students to prepare them to exceed expectation on the Georgia Milestones Assessment System.
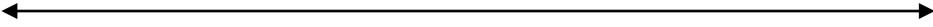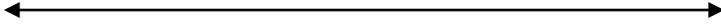- Expand technology usage with students

System Priorities

1. All students will increase academic achievement in their Pre-Kindergarten through 12th grade learning experience.
2. Student attendance will improve to maximize CCRPI School Attendance Indicator.
3. The percentage of Gordon County students who complete high school, college and/or career ready, will increase.
4. Provide a standardized centralized and consistent level of technology, informing services, and infrastructure will enhance and support teaching and learning.
5. Stakeholders' satisfaction with school environment will improve.

Strategic Planning:

The goals and objectives of our plan reflect the following priorities:

Goal 1: Appropriate tiered interventions will be implemented to will remediate or accelerate based on the five areas of the cognitive reading model through formative and summative assessments.

Goal 2: Technology will be relevant to students and ensure that they develop the latest skills necessary to excel globally in the 21st Century.

Goal 3: All elementary and middle schools will establish a school literacy leadership framework to ensure a consistent literacy focus across the curriculum for all students.

Goal 4: Students will receive effective interdisciplinary literacy instruction across the curriculum.

To achieve these goals, Gordon County Schools is committed to providing professional learning that is data-driven and targeted toward school improvement. Job-embedded staff development, clearly aligned with the instructional and student achievement goals for the system, is provided through the utilization of literacy coaches.

Management Structure

Gordon County Schools benefits from a management structure that is best described as laser-focused. We have seven board members that are dedicated to school improvement and success for all students. Our Superintendent, Dr. Susan Remillard, was our Curriculum Director for six years prior to becoming our Superintendent in 2013. Her years of experience and consistent high expectations have provided excellent leadership. The district employs eight directors and specialists who share responsibilities for the administration and management of personnel, finances, instructional, and professional learning resources. These people are the Cabinet of the system and meet once a week to collaborate with the Superintendent and monthly with school-level leadership. Communication and collaboration is a priority for Gordon County Schools.

Past Instructional Initiatives:

Gordon County Schools has implemented the coaching model for elementary schools and most recently two of the three middle schools. Professional learning and literacy instruction has been a priority historically, which is evident in the chart below:

	2006-2007	2008-2009	2010-2011	2012-2013	2013-2014	2014-2105
Grade-level Planning during Common Planning Time	←					→
System Grade-Level Collaboration Days			←			→

Writer's Workshop	←————————→
Standards-Based Instruction	←————————————→
Explicit Instruction on Reading Comprehension Strategies	←————————→
Awareness/Focus Walks by Administration and Coaches	←————————→
Integration of Content Areas with Literacy	←————————→
Academic Coaching Model	←————————————→
Response to Intervention ———————— **Analysis of Data to Guide Instruction**	←————→ ———————— ←————————→
The Fabulous Five Components of Reading Instruction	←————————————→
Staff's Book of the Month	←————→
Increase time for Independent Student Reading across the Curriculum	←————→
Vertical Planning	←————→

Read-Write-Talk across the Curriculum	⟵⟶
Constructive Response	⟵⟶
Integration of Literacy with Content Areas	⟵⟶
Reader's Workshop	⟵⟶
Guided Reading	⟵⟶

Literacy Curriculum:

- Gordon County Schools has supported the implementation of Common Core Georgia Performance Standards through in-depth professional development opportunities. Continuous support is provided through academic coaches in the core areas of literacy.
- The literacy coaches have created detailed units that provide support for extended text that meet the Lexile Range requirements of Common Core and reflect the rigor of the standards.
- Literacy coaches have established model classrooms in strategic places to provide a place for all teachers to observe and learn best practices. Examples of best practices and strategies that have been priorities in the model classrooms:
  - Workshop framework for reading and writing
  - Guided Reading
  - Independent Reading
  - Read-Write-Talk
  - Critical thinking through constructed and extended response prompts
  - Effective read aloud instruction through the use of higher Lexile extended text
  - Long-term studies of literature and nonfiction through the implementation of extended text
  - Research on informational and argumentative topics through the use of both paper and digital text
- As evident in our Strategic Plan, literacy instruction is a priority for Gordon County Schools.

Literacy Assessments Used District Wide:

If Gordon County Schools is awarded the Striving Reader Comprehensive Literacy Grant, we will use the required assessments with fidelity. The following are assessments that are used system-wide now:

Grade Level(s)	Assessment:	Frequency
K-5	AIMS web	Three times a year*
	Secure Benchmarks	Three Times a Year
	Informal Phonics Inventories	Three Times a Year*
6-8	Secure Benchmarks	Three Times a Year

(progress monitoring occurs throughout the year for students at-risk)

Need for a Striving Reader Project:

Despite all of the hard work and achievement, Gordon County Schools are faced with budgetary constraints and our population continues to become more and more economically disadvantaged. The hope for all Gordon County students is to graduate high school, college and/or career ready.

District Access Scores:

ACCESS Scores for EL Students			
Proficiency Level	2012	2013	2014
Entering	12%	10%	10%
Beginning	11%	12%	11%
Developing	22%	21%	23%
Expanding	19%	21%	18%
Bridging	22%	21%	22%
Reaching	14%	15%	15%

Reading CRCT Data for District:

Reading	2011-2012		2012-2013		2013-2014	
	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds
All 3rd Grade Students	31.30%	91.80%	52.40%	94.90%	44.60%	94.70%
All 4th Grade Students	29.30%	92.80%	44.80%	93.00%	51.00%	93.90%
All 5th Grade Students	37.80%	95.10%	35.90%	95.20%	41.80%	96.80%
All 6th Grade Students	26.00%	94.70%	44.30%	97.20%	49.40%	98.80%
All 7th Grade Students	38.50%	93.70%	26.30%	95.80%	37.10%	94.90%
All 8th Grade Students	34.00%	96.20%	43.30%	97.40%	49.90%	98.90%
Black	28.60%	92.90%	22.00%	89.80%	28.00%	96.00%
White	38.00%	94.70%	42.70%	95.90%	47.30%	96.50%
Hispanic	28.80%	93.90%	34.40%	93.50%	33.80%	94.90%
Migrant	33.30%	88.90%	25%	100%	50%	100%
SWD	8.40%	78.10%	9.40%	83.40%	16.40%	87.30%
ELL	10.20%	83.10%	17.20%	82.80%	14.20%	88.50%
ED	31.00%	93.40%	34.60%	94.30%	39.60%	95.30%
Multi-Racial	38.00%	92.90%	32.80%	100.00%	47.10%	98.10%
Gender - Male	33.50%	93.50%	38.00%	95%	43.10%	95.70%
Gender - Female	39.40%	95.50%	44.10%	96.40%	48.30%	97.00%

Language Arts CRCT Data for District:

Language Arts	2011-2012		2012-2013		2013-2014	
	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds
All 3rd Grade Students	31.30%	91.80%	31.30%	91.20%	31.40%	92.60%
All 4th Grade Students	29.30%	92.80%	35.20%	91.50%	34.20%	91.00%
All 5th Grade Students	37.80%	95.10%	38.10%	96.20%	39.20%	96.50%
All 6th Grade Students	26.00%	94.70%	32.90%	92.70%	30.60%	92.60%
All 7th Grade Students	38.50%	93.70%	37.20%	92.50%	42.10%	94.70%
All 8th Grade Students	34.00%	96.20%	39.10%	95.30%	41.80%	96.00%
Black	25.50%	94.60%	20.70%	84.50%	27.50%	96.10%
White	33.10%	93.80%	36.00%	92.90%	37.40%	93.70%
Hispanic	31.40%	95.60%	34.50%	94.70%	31.50%	93.80%
Migrant	22.20%	100%	0%	100%	50%	100%
SWD	5.30%	73.40%	6.10%	73.60%	6.00%	79.50%
ELL	3.30%	86.60%	11.90%	87.40%	9.80%	86.60%
ED	28.80%	93.60%	29.50%	91.90%	30.80%	92.40%
Multi-Racial	38.90%	91.70%	41.50%	98.40%	37.30%	92.20%
Gender - Male	28.60%	91.40%	31.00%	91.30%	33.20%	91.50%
Gender - Female	37.00%	96.80%	40.60%	95.30%	40.30%	96.20%

Graduation Rate:

Graduation Rate

Percent of Students Graduating High School

Year	Gordon County	Georgia
2002	50	62
2003	45	63
2004	51	65
2005	59	69
2006	62	71
2007	69	72
2008	74	75
2009	81	79
2010	81	80
2011	82	67
2012	82	70
2013	86	72
2014	86	73

— Gordon County — Georgia
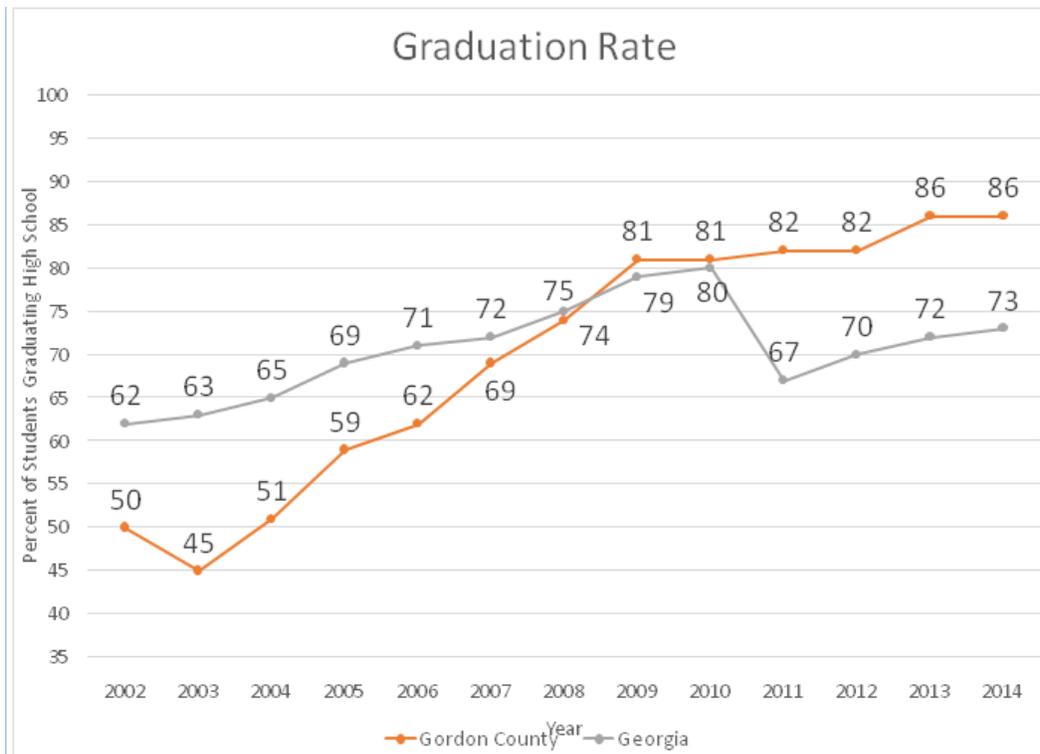
It is our belief that a strong foundation in the early years of the student's education experience will impact their success with graduation. As evident in the scores above, we need to continue our work with focused and strategic planning and resources. Ultimately, it is the hope of Gordon County Schools that ALL students are able to exceed expectations on all state assessments. We believe the funds from the Striving Reader Comprehensive Literacy Grant will help us to create students that possess the self-awareness to work hard to become life-long learners.

District Management Plan

      The Gordon County Schools management plan and key personnel in supporting, implementing, and overseeing the grant will include both system and school leaders. Beth Herod, System Curriculum Specialist, will collaborate with all grant recipients during the entire process of implementation and management of the grant. She has overall responsibility for managing the grant. The school-level administrators will have regular meetings and planning sessions with Beth Herod to ensure that the literacy needs are being met and that all stakeholders are working to meet the goals outlined in the Literacy Plan. All stakeholders will have voice in decisions made. The following chart provides information on individuals in the system and their role in the Striving Readers Project:

Person Responsible:	Individual Duties:	Duties with School Grant Management Teams
Beth Herod, System Curriculum Specialist	Coordinate grant implementation with district financial department including: - Oversee requests for resources and fund allocations. - Issue purchase orders - Advise on federal programs regulations - Manage grant audits - Maintain financial reports	Meet with school-level key personnel to select appropriate resources aligned with needs - Develop grant budget and plan for sustainability - Ensure federal guidelines compliance - Audit grant
The following individuals are the literacy coaches in Gordon County. Andrea Salmon, Ashworth and Red Bud Middle Schools Mandy Jackson, Belwood Elementary Kimm Smith, Fairmount Elementary Lindsay Baxter, Red Bud Elementary Bobbie Bruton, Sonoraville	- The literacy coaches will be responsible for collaborating with the School Literacy Team. - The literacy coaches will lead professional learning and model best practices for teachers using new professional text or training that is expected of the teachers. - The literacy coaches will work with teachers with	*(The principals are expected to be heavily involved with the project.)* The literacy coaches will work with their school-level administration to follow all guidelines and goals in the Literacy Plan: Scott McClanahan, Principal Chad Moore, Principal Kimm Smith, Principal Katherine Vaughan, Principal Jennifer Hayes, Principal Elizabeth Anderson, Principal Kederia Angland, Principal

Elementary Rebecca Richardson, Tolbert Elementary Christy Bundy, W.L. Swain Elementary	implementing DIBELS Next and Scholastic Reading Inventories and will lead meetings to analyze data.	Eppie Snider, Principal
Bryan Nicholson, Technology Director	Coordinate selection, dissemination, and maintenance of grant-funded technology to ensure equitable and appropriate technology for each school as identified in the system technology plan.	Work with teachers on professional learning and implementation of technology into daily instruction.
Ann Cross, Director of Exceptional Students	Mrs. Cross will support the Striving Readers Project and provide guidance and leadership as to how best serve students with Individual Education Plans.	Mrs. Cross works closely with all school personnel to ensure that all individual student needs as well as state and federal guidelines are met and followed.
Mendy Goble, Director of Finance	Submit completion reports and SRCL state-required reports	
Diane Richardson, Purchasing Agent	Sign off on all purchase orders	
Tammi Werner, Administrative Assistant	Creates all purchase orders to be signed off by Purchasing Agent	

<u>Plan for Implementation and Management:</u>

Upon successfully being awarded the SRCL grant, Beth Herod will include information and directions for all school administration during the monthly Leadership Meetings. Leadership Meetings are held the second Tuesday of each month. All directors including technology and finance attend the Leadership Meetings. Additionally, Beth Herod will meet will all literacy coaches once a month. The meetings are held at the individual schools. The implementation of the Literacy Plan and the use of all resources will be observed and all schools will receive feedback and next steps. The District Leadership meets every Monday. This team is called the Cabinet and all issues and questions concerning the grant will be discussed with all district leaders including the Superintendent, Dr. Susan Remillard. All stakeholders will have a voice in the decisions that are made.

Proposed Steps for Managing and Planning the Implementation of the SRCL Grant:
<u>Step One:</u>

Initially, the system-level and school-level individuals will meet to research and decide on any resources, technology, practice and training that will need to be purchased or organized. Training all grant recipients on the new assessments will be a priority. The schools' Literacy Plans, current data, and needs expressed will be taken into consideration. All participants will have voice in the decisions that are made.

Step Two:

The system-level and school-level individuals will create a plan for training grant recipients. Gordon County has the staff and structure in place to train teachers using both system-level and job-embedded professional learning methods. The teachers will receive the training needed to implement any new resources or instructional practices.

Step Three:

The principals will monitor the implementation of all practice and resources and lead the school Literacy Team in making school-level instructional decisions. Ongoing formative assessment will be conducted throughout all steps of the process. Data and conversation between school-level and district-level individuals will be conducted regularly.

Step Four:

After reviewing progress and data, the grant recipients will reflect and make any needed adjustments, revisions, or additions to the plan. *(At this time, the grant recipients may choose to purchase additional training and/or resources and steps will be followed again.)*

Experience of Applicant

Audit Report Information- Five Year Timeline					
Year		**Project Title**	**Funded Amount**	**Is there an Audit?**	**Audit Results**
2008		Title IA	1,297,970.00	No	N/A
		Title IIA	265,360.00	No	N/A
		Title III	62,384.00	No	N/A
2009		Title IA	1,318,124.00	No	N/A
		Title IIA	273,693.00	No	N/A
		Title III	77,783.00	Yes	Coding Correction
2010		Title IA	1,824,096.00	Yes	Parent Involvement Notification Correction
		Title IIA	310,222	Yes	Periodic Certification Form Correction
		Title III	71,137.00	No	N/A
2011		Title IA	1,658,618.00	No	N/A
		Title IIA	282,044.00	No	N/A
		Title III	72,786.00	No	N/A
2012		Title IA	1,802,769.00	No	N/A
		Title IIA	231,289.00	No	N/A
		Title III	58,987.00	No	N/A
		REAP Grant	156,062.00	No	N/A
2013		Title IA	1,851,265.00	Yes	Correction in school allocation funding totals
		Title IIA	224,515.00	Yes	Correction in approved budget expenditures
		Title III	52,821.00	No	N/A
2014		Title I A	1,469,499.00	No	N/A
		Title II A	203,776.00	No	N/A
		Title III	50,376.00	No	N/A
		REAP Grant	129,476.00	No	N/A

Description of LEA Capacity

Gordon County Schools has been a good steward of state and federal dollars and has utilized Title program funds to provide instructional, technological, and professional learning resources for teachers and administrators. It is the belief of the system that these resources have a direct impact on the quality of instruction delivered by teachers and the high level of student achievement gains that the schools have experienced. Millions of dollars' worth of formula and competitive grants are coordinated each year under the direction of Dr. Tracy Wilson, School Improvement Director, Dr. Jeffery Clance, Human Resources Director, and Mr. Mike Evelti, Director of Student Services. System personnel routinely coordinate grant budgets and other federal, state and local fiscal resources.

LEA Use of Title I Resources

For a number of years, Gordon County Schools' Title I program has been heavily invested in literacy skills and working with students K-8 who have deficiencies in English Language Arts. There are currently six literacy coaches employed. The coaching model has made a positive impact on literacy in Gordon County. The system has also purchased all of the extended texts needed to implement CCGPS units that have been created by literacy coaches and teacher leaders.

An example of the impact that the coaching model has in Gordon County, is their relationship and commitment to the Special Education students in our system. In 2009, the Special Education and Curriculum Directors began utilizing the academic coaches to support front-load planning, professional development, more training and monitoring was provided for the co-teaching model to build relationships among the departments. From 2009 to present day, the relationships remain strong and professional development is an expectation for all faculty and staff members. This was made possible due to Title I Funds and resources. When Gordon County receives funding, the needs of the students and training for teachers is a priority. This occurs through precise and strategic planning by the School Improvement Director and Curriculum Specialists based on data and financial reports provided by the Finance Director.

Statements Regarding Audit Findings:

The audit findings for Title IA and Title III were issues with how the Gordon County coordinator either signed the forms or with the format of the forms. After the findings, the coordinator submitted a corrective action plan to address the findings of which involved creating and implementing new forms and procedures. After the new forms and procedures were submitted, the findings were cleared.

The audit findings for Title IA in 2013 were due to how the instructional coaches were assigned to schools. The Title I coordinator distributed the funding equally to each of the six elementary schools so that each of the locations could have instructional coaches for both the mathematics and the literacy position. After the 2013 audit, Gordon County had to remove a coaching position because the smallest school, Fairmount Elementary, does not earn two instructional coach positions. The Title I coordinator removed the coach and submitted a plan of action to resolve the finding. After the plan was submitted and the coach was removed, there were no more findings for allocation of funds. The Title IIA finding for

approved budget expenditures was resolved by rewriting a job description. After the job description was rewritten, there were no more findings for budget expenditures. The directors and coordinators that manage federal funding in Gordon County are transparent and have historically followed all guidelines and requests for revisions.

Gordon County Finance Department Audit Information:

Fiscal Year	Finding Control Number	Description
FY2013	Audit not Completed	N/A
FY2012	No Findings	N/A
FY2011	FS-6641-11-01	Restatement of Beginning Private Purpose Trust Fund
FY2010	FA-6641-10-01	Failure to Meet MOE
FY2009	No Findings	N/A

Initiatives implemented internally with no outside funding:

- Monthly Leadership Meetings to train and discuss professional development including FIP Modules and TKES.
- G6 Gifted Center for elementary and the Robotics Program for middle school
- Graduation Coaches for both high schools
- Promethean Scholars for advanced studies for high schools

The charts below are evidence of our work in Gordon County. The instructional coaching model for professional learning has worked. The leaders in the system use data to plan for instruction and to make instructional decisions. The success of all students in Gordon County is first priority. The system would greatly benefit from this grant so new initiatives with technology and resources can be purchased to support 21st Century Classrooms and to continue to support the growth of students that are prepared for today's workforce and college.

Percent of Grade 3 Students Meet or Exceed CRCT Reading

Does not include retest results
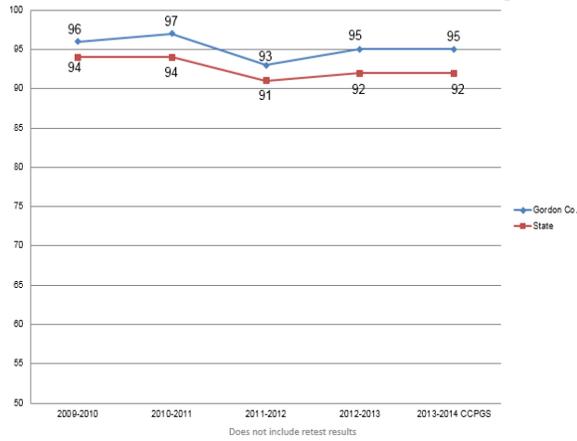
Percent of Grade 4 Students Meet or Exceed CRCT Reading

Does not include retest results
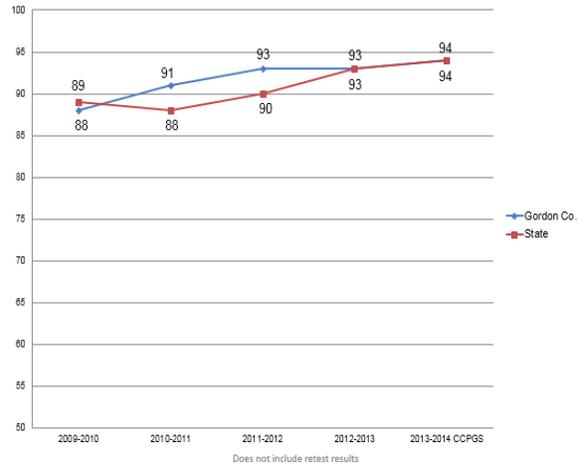
Percent of Grade 5 Students Meet or Exceed CRCT Reading
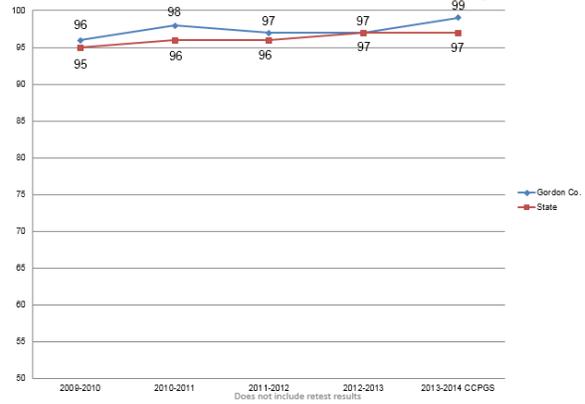

Does not include retest results
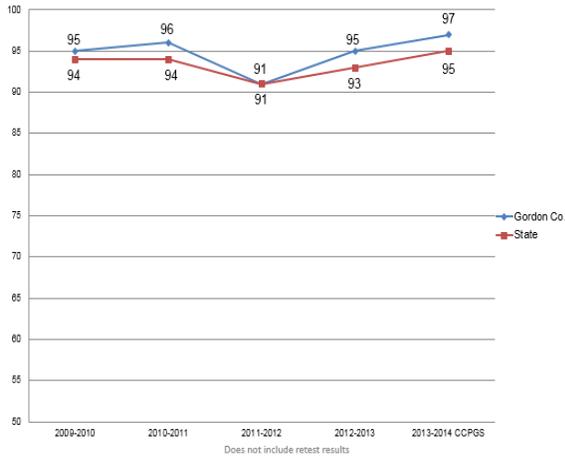
Percent of 6th Grade Students Pass CRCT - Reading
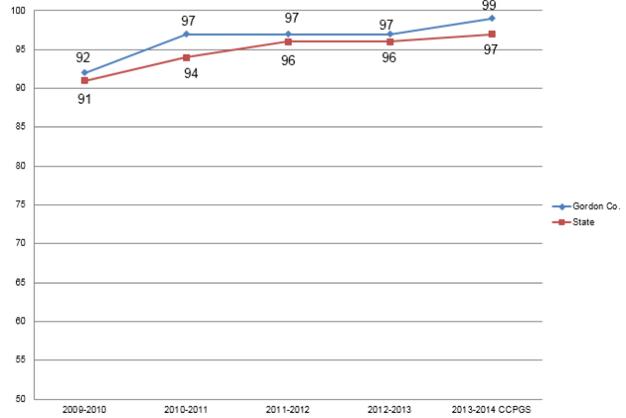
Percent of 7th Grade Students Pass CRCT - Reading
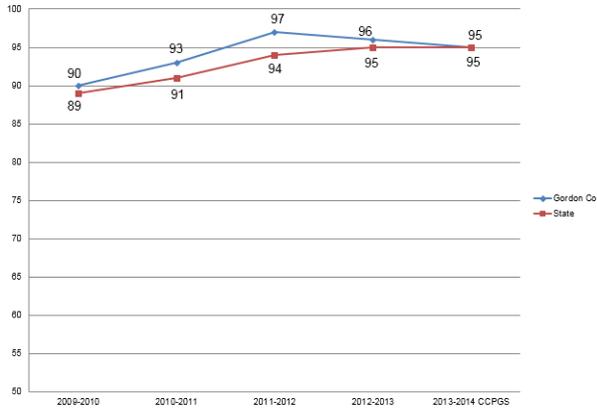
Percent of 8th Grade Students Pass CRCT - Reading

Does not include retest results

School/Center Application

School History

      Fairmount Elementary School, located in Fairmount, Georgia and nestled at the foothills of the Appalachian Mountains, opened in 1929 to meet the educational needs of the Fairmount community from elementary through high school. In 1992, the school became a Pre-K through 5th grade school upon the completion of a centralized district high school. The elementary school has a rich tradition in its rural community. Many current teachers are actual alumni of Fairmount High School, and the turnover rate of staff members is extremely low.

      Fairmount is a small school with an enrollment 423 students. The student population is diverse economically but not culturally. Fort the past two years, 73% of Fairmount's students qualify for free or reduced lunch. It is a true community school that is known as "The Small School with the Big Heart" for the family-type environment and outreach efforts in the community. Fairmount is one of six elementary schools in the Gordon County School District.

      The campus includes three buildings housing 32 classrooms, a media center, an office area, a cafeteria, and a separate gymnasium. Along with general academic classes, all students are provided enrichment classes through music, technology, media, and physical education.   In 2012, the school underwent a major renovation project in which one building was demolished and rebuilt and the others were renovated. Technology upgrades were made throughout the building. Upon renovation completion in 2013, approximately 100 students were redistricted to Fairmount from two nearby Gordon County schools.

 The school has had many successes over the last several years including:

- Title I Distinguished School for six consecutive years

- 2010 Platinum Award for the Greatest Gain for Students Meeting and Exceeding the Standards

- 2012 National Blue Ribbon School Award

- 2012 Title I Rewards School for Highest Progress Schools

- 2013 Title I Rewards School for Highest Performing Schools

Even with Fairmount's success in closing the achievement gap between special education and general education students, the school needs to continually work to improve literacy education for all students. The number of students from low income and transient households makes literacy a priority at Fairmount Elementary.

Administrative and Teacher Leadership Team

Fairmount Elementary's administrative staff consists of one principal and one assistant principal. Our leadership team includes the principal, the assistant principal, the math coach, one teacher representative from each grade level/area, the family engagement specialist, and a representative from Special Education. The creation of this team allows for a shared decision making process for curricular and instructional decisions and strategic planning.

Past Instructional Initiatives
- Grade-level Planning during Common Planning Time
- System Grade Level Collaboration Days
- Writer's Workshop
- Standards-Based Instruction
- Explicit Instruction on Reading Comprehension Strategies
- Integration of Content Areas with Literacy
- Awareness/Focus Walks by Administration and Coaches
- Academic Coaching Model
- Response to Intervention
- Analysis of Data to Guide Instruction

- The Fabulous Five Components of Reading Instruction
- Reading First Strategies (Obtained through collaboration with the three system Reading First Schools)
- Schlechty School Reform Initiative (Working on the Work)
- Learning Focused School Strategies

Current Instructional Initiatives

- Grade-level Planning during Common Planning Time
- System and School Grade Level Collaboration Days
- Writer's Workshop and Reader's Workshop
- Guided Reading
- Standards-Based Instruction
- Explicit Instruction on Reading Comprehension Strategies
- Integration of Content Areas with Literacy
- Awareness/Focus Walks by Coaches and Teachers
- Teacher Observations of Peers
- Academic Coaching Model
- Vertical planning
- Increased time for Independent Student Reading across the Curriculum
- Response to Intervention
- Analysis of Data to Guide Instruction
- The Fabulous Five Components of Reading Instruction
- Teacher Keys Effectiveness System (TKES)
- Read-Write-Talk across the Curriculum
- Student Constructed Responses

Professional Learning Needs

- Common Core Georgia Performance Standards
- 21st Century Learning Framework
- Guided Reading Instruction
- Content Area Literacy
- Differentiated Instruction
- Reading Comprehension Instruction
- Lexile Reading Levels
- Reader's Workshop
- Expository & Argumentative Writing
- Response to Intervention for Grades K-5
- Student Constructed Responses
- The Fabulous Five Components of Reading Instruction

Professional Learning Needs:

The consensus at Fairmount Elementary is that additional training is needed in the areas of writing instruction, literacy across the curriculum, and the five big ideas of reading especially in regards to the K-2 curriculum.

Need for a Striving Readers Project

The goals set forth at Fairmount Elementary have been designed based on the academic needs of our students and the vision of creating a community of learners who are college and career ready. At Fairmount Elementary, we have established goals for implementing writing across the curriculum and for designing rigorous disciplinary literacy in all content areas. We also have determined some weaknesses in our core reading program in grades K-1. We would like to address this area with a stronger emphasis on phonological awareness and phonics instruction. It is our vision to not only maintain a focus on our current comprehensive literacy program but to enhance it by focusing on the five big ideas of reading.

It is our belief at Fairmount Elementary School, that the Striving Readers Comprehensive Literacy Grant will provide the appropriate resources, support, and means for professional learning to sustain and improve the level of literacy instruction that is currently being utilized. It is recognized that the funds from the Striving Reader Comprehensive Literacy Grant will help supplement the entire literacy program and will strengthen the current instructional practices and provide many more opportunities for advancement in new educational experiences. The Striving Reader Grant funding will assist in solidifying assessment protocol and build a community of stronger readers with an ultimate goal of graduating high school and pursuing further educational opportunities.Fairmount Elementary School's mission is to provide engaging instruction that will lead students to think beyond their boundaries and perform above the standards. The Striving

Reader Comprehensive Literacy Grant will support Fairmount Elementary in meeting the

literacy goals that have been established based on current literacy needs.

Needs Assessment, Concerns, and Root Cause Analysis

Description of the Needs Assessment Process
The Georgia Literacy Plan Needs Assessment was completed by school teacher leaders and administrators. As Fairmount Elementary does not employ a literacy specialist, the decision was made to create a Leaders of Literacy (LOL) Team. This team is comprised of the principal, assistant principal, and teacher leader representatives from various grades and content areas.To ensure teacher input in the process, the entire certified staff was invited to review and disaggregate data at a summer retreat. Data obtained from a variety of formal and informal instruments was utilized to determine strengths and weaknesses for the school improvement process. Specific areas for improvement in literacy were discussed in grade level collaborative teams. After reviewing collaborative team input, the school leadership team provided feedback regarding targeted areas for improvement. The LOL Team prioritized areas for concern based on staff input.

Description of Instruments/Materials/Resources Used in the Needs Assessment
• **TKES (Teacher Keys Effectiveness System)** evaluations on all teachers performed by the principal and assistant principal • **Formative student data** compiled and maintained by teachers' Data Notebooks • **Professional Learning Needs Assessment in Literacy**: Completed by all teachers • **Collaborative School Improvement Process:** Input sought from all staff

Main Findings from the "What" Document Concerning Engaged Leadership and Focus of Literacy Instruction		
Area of Concern #1:	Root Cause	Steps to Address Concerns
Literacy Instruction is Not Optimized in All Content Areas	Literacy-based professional learning opportunities were not made available to all content area teachers. Resources to incorporate literacy texts in content areas are limited. Students are incapable of generalizing reading skills	Current Steps: Additional content area resources have been purchased for the reading resource room. Weekly grade level collaboration time to encourage integration and rigor has been provided.

| | learned in isolation.

Gordon County Schools' periodic assessments are not available for all content areas and do not include constructed response in all content areas. | Future Steps:
Provide professional learning to content area teachers in the following areas:
1. Content area writing across genres
2. Vocabulary instruction
3. Reading instruction in the content areas through trade books

Provide collaboration time for content area teachers to design common formative assessments that align with literacy goals.

Purchase additional trade books and leveled libraries. |
|---|---|---|

Disaggregated Data:
The number of students reading below the nationally normed target on the Spring 2014 AIMS Web probe:
- **1st Grade – 66%**
- **2nd Grade – 57%**
- **3rd Grade – 57%**
- **4th Grade – 60%**
- **5th Grade – 51%**

CRCT Data for 3rd & 5th grade evidence that students are reading below the text complexity levels required for CCGPS.
- **53.5% of 3rd Grade students reading at a Lexile Level of 650**
- **62.3% of 5th Grade students reading at a Lexile Level of 850**

Main Findings from the "What" Document Concerning		
Ongoing Formative and Summative Assessments		
Area of Concern #2:	**Root Cause**	**Steps to Address Concerns**
Lack of Access to Instructional Materials that Target the Essential Components of the Cognitive Reading Model	Gordon County Schools' CCGPS integrated units omit parts of a balanced core that is based on the Cognitive Reading Model (Five Components of Reading	Current Steps:
Title 1 Reward School, PTA, and general school funds were used to purchase a phonological/phonics program for each teacher at grade K-2 (additional

	Instruction). Gaps include:	components needed).
	• Explicit and sequential phonological awareness and phonics/word study instruction, K-5 • Reading materials at all levels that can be used for independent and choice leveled reading and for guided reading Reduction in fiscal resources have not supported the ability to implement a core phonological awareness & phonics program with fidelity.	System funds were used to purchase one or two Lucy Calkins Units of Study kits per grade level (additional kits needed). System funds were used to purchase professional books on guided reading for each teacher of reading. SPLOST funds used to purchase tablets for student research, literacy stations, etc. Future Steps: Continue to seek funding sources to purchase the remaining components of the phonics program and additional technology. Develop a continuum for phonics instruction with available resources. Create a plan to improve spelling through Writer's Workshop and the phonics program.

Disaggregated Data:
100% of all teachers report major issues in spelling across grade levels and content areas.

Gains in Nonsense Word Fluency for 1ˢᵗ grade have been made since the implementation of the phonics program. The gap in reading fluency continues to increase.
2012-13 AIMS Web NWF = 65%   2013-2014 AIMS Web NWF = 78%

Main Findings from the "What" Document Concerning
Continuity of Instruction and Best Practices in Literacy Instruction

Area of Concern #3 Implementation of Deficit Specific Interventions	Root Cause	Steps to Address Concerns
	Lack of a consistent plan for diagnostic assessments when universal screeners evidence	Current Steps: Data meetings are held after the administration of all

| | weaknesses in reading

Limited professional learning in reference to available interventions and diagnostic tools

Reduction in fiscal resources for the purchase of classroom materials and intervention resources for Tier 2, 3, and 4 literacy in all grades and content areas | school level assessments to plan for interventions and monitor student progress.

Data notebooks are maintained by all classroom teachers.

<u>Future Steps:</u>
Develop a K-5 comprehensive and systematic plan for utilizing diagnostic tools in the five components of reading.

Additional materials, strategies, resources, professional development are required for tiered instruction in order for 100% of Fairmount's struggling readers to become successful. |

<div align="center">Disaggregated Data:</div>

- **The percentage of students in tiers 2-4 that are served in the area of reading are disproportionate. 38% of 1st-5th grade students are currently served in tiers 2-4.**
- **Only 54% of 1st-5th grade SWD students scored "meets or exceeds" on the recent 12-week Reading Periodic Assessment.**
- **Informal phonics surveys and spelling inventories reveal high numbers of students with phonological, phonics, and fluency deficits in 3rd-5th grades.**
- **Students are not making adequate yearly growth in all five main areas of the cognitive reading model, particularly in fluency. 73% of 2nd graders are currently reading below the grade level target of 55 words per minute with AIMS Web. Students are falling further behind.**

<div align="center">Main Findings from the "What" Document Concerning the
System of Tiered Intervention (RTI) for All Students</div>

Area of Concern #4:	Root Cause	Steps to Address Concerns
Need for ongoing, specialized professional learning in all aspects of literacy instruction - **Disciplinary literacy in the**	Lack of a literacy coach at the school level to support staff Inconsistent dissemination of information from the district level due to lack of literacy	<u>Current Steps:</u> Staff has completed the Modules 1-3 in FIP. All K-5 literacy teachers have been trained in Lucy Calkins'

content areas	coach	writing strategies.
• **Formative Instructional Practices** • **Utilizing technology in literacy instruction** • **Academic vocabulary**	Limited professional learning in integrating technology into literacy instruction	District grade level collaboration days provide specialized professional learning in literacy. Future Steps: Secure funding for subs or find creative ways to cover for LOL Team members for them to attend district coach training. Continue FIP training. Provide professional development and strategies for teaching students how to write academically.

Disaggregated Data:		

Main Findings from the "What" Document Concerning **Improved Instruction through Professional Learning**		
Area of Concern #5	**Root Cause**	**Steps to Address Concerns**
The effective use of time and personnel are leveraged through scheduling and collaborative planning	Unbalanced schedule that does not best serve literacy instruction in K-2	Current Steps: Intervention time (focus) is built into the master schedule. Protected time for vertical collaboration teams is built into the school wide calendar. Future Steps: Schedule classified personnel in a manner to enhance literacy instruction Ensure the schedule protects a dedicated block for K-2 literacy instruction.

Disaggregated Data:

 Teachers in Grades K-2 report that literacy instruction is not maximized due to the block being split throughout the school day.

In Grades K & 2, writing instruction is the last segment of the day while the other literacy segments are in the morning.

Observations of administrators during walkthroughs evidence down time with paraprofessionals.

Scientific, Evidence-Based Literacy Plan

The Georgia Literacy Task Force's definition of literacy is the ability to speak, listen, read, and write, as well as to view print and non-print text in order to achieve the following:

- effective communication with others,

- critical thinking and response in a variety of settings, to a myriad of print and non-print text, and

- accessing, using, and producing multiple forms of media, information, and knowledge in all content areas.

The goal for students is to become sustaining, lifelong learners and contributors to their communities and to the global society. In order to achieve this goal, schools must maintain engagement of leadership, continuity of instruction, ongoing formative and summative assessments, best practices in teaching, tiered and needs-based interventions, and professional learning. Goals for learners are set to high standards. In order for students to be successful, schools must also meet high standards.

Fairmount Elementary School determined that school administrators are supportive of evidence-based literacy instruction and seek out and participate in professional learning about literacy instruction. On page 39 of the "Why" document, Recommendation 4 states that the GaDOE will develop state policies for training teachers, principals, school leaders, and district leaders to evaluate the quality of (existing) literacy programs (not core curriculum) currently being used and skills taught at all grade levels. It is essential for all school leaders to be involved in evaluating the quality of a literacy program that will effect the future of the students. On page 148 of the "Why" document, it is stated that the administrator is further needed to provide support for the literacy coach in building trust with the faculty, providing access to instructional

materials, and in providing feedback. The administrator also needs to support instruction by scheduling time for teachers and the literacy leaders to meet. The key to a successful literacy program is for the administrator to be more familiar with the literacy needs of the students by participating in professional learning about literacy instruction. These leadership elements are in place at Fairmount.

Next steps are to include more teacher-leaders in order to broaden Fairmount's literacy leadership base. On page 148 of the "Why" document, another important role of administrator leadership is to develop a literacy leadership team and vision with the teacher leaders in the building. Tolbert's administrators have recently formed a school literacy team which includes the media specialist, the ELL teacher, an ESS teacher, and other teachers that are directly involved with teaching literacy and other content areas in all grades. As stated on page 156 of the "Why" document, "Teacher leaders establish a literacy leadership group with the responsibility to read and discuss both research and research-into-practice articles on this topic in order to acquire local expertise." These literacy leaders at the school have already began to take leadership roles by participating in Fairmount's Needs Assessment and conducting teacher-led breakout sessions on professional learning days. More work needs to be done in regard to optimizing literacy instruction across all grades and content areas, and the literacy team is prepared to lead the way.

Changing demographics at Fairmount and increases of struggling and at-risk learners, combined with higher literacy demands of the CCGPS, has created a conundrum for Tolbert teachers. In effort to create learning situations wherein all students are successful with CCGPS, instruction has become heavily teacher-focused, with "shared learning" being the status quo. A broad base of literacy leaders at Fairmount will provide the momentum needed to shift from the

current paradigm of over-scaffolding to one that is focused on building independent readers and writers. Page 47 of the "Why" document addresses the final anchor standard of the CCGPS which states that students will "Read and comprehend complex literacy and informational text independently and proficiently." Page 66 presents research-based program elements from *Reading Next* that will improve literacy achievement of adolescent learners. Element 3 concerns motivation and self-directed learning, which includes "providing students with the instruction and supports needed for independent learning tasks they will face after graduation." Fairmount's Literacy Leadership Team is committed to facilitating this instructional shift and providing professional development and strategies to overcome the effects of poverty on literacy. Fairmount's Literacy Team will also lead the way in ensuring a balanced literacy approach at Fairmount, wherein teachers are not overly concerned with the upcoming Georgia Milestones and summative assessment, but are equally mindful of each individual student's growth and the importance of formative assessments to inform instruction.

At Fairmount Elementary School, the faculty and staff have received some professional development in disciplinary literacy across the content areas, but more is required. Fairmount's newly-formed Literacy Team (TLT) will include teachers from math, science, and social studies in order to integrate literacy into all content areas. Page 26 of the "Why" document reiterates that educators are responsible for ensuring that students are capable of manifesting the definition of literacy. Specifically, content-area teachers at all grade levels must include reading comprehension and the processing of subject-specific texts in all areas: mathematics, science, social studies, Career Technical and Agricultural Education (CTAE), world languages, English Language Arts (ELA), fine arts, physical education, and health. The "Why" document on page 31 states, "The Georgia definition for literacy encompasses the ability to access, use, and

produce multiple forms of media, information, and knowledge in all content areas at all grade levels. The belief statements on the same page of the "Why" document also reinforces the belief that literacy is a key component for all content areas. "The Georgia Department of Education has launched a literacy initiative that focuses on building strong readers and reinforces that reading is an important component of all content areas," states the "Why" document on page 105. Professional development on literacy will include all content areas in order to improve literacy across the curriculum at Fairmount Elementary School. On page 27 of the "Why" document, it is acknowledged that improving content literacy in all grade levels will lead to improved graduation rates and improved readiness for college and careers.

Several out-of-school organizations and agencies work to develop learning supports to complement literacy instruction at Fairmount Elementary School. At this time, local churches, businesses, and volunteers are assisting with financial needs of the school. This sometimes, but not always, involves literacy. Fairmount plans to strive to identify and contact appropriate stakeholders who could assist with not only financial needs, but also with extra support in literacy. For instance, on pages 159-161 of the "Why" document, the role of the Georgia Public Library Services (GPLS) is defined and how this can assist in promoting literacy in the school and community.

Fairmount Elementary has a core program in use, but it does not provide a strong basis for instruction in all aspects of literacy. Page 64 of the "Why" document describes the five essential components of effective early reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. These components will be referenced throughout Fairmount's Striving Reader Grant application as the "Fab Five" or as key components of the Cognitive Model. As stated on the same page of the document, "Though the focus for the last

eight years has been on grades K-3 for these skills, the CCGPS has wisely expanded the range through fifth grade, acknowledging that students in those higher elementary grades continue to need support in decoding and fluency for increasingly more complex vocabulary and text." Fairmount plans to analyze data to determine the needs of explicit core instruction in the Fab Five in order to increase literacy across all content areas. With the increased intensity of the curriculum, it is imperative that these needs be identified and addressed in order to assist in the students' success. The reduction in funds has created a situation in which gaps in balanced literacy can not be addressed through purchasing supplemental and tiered instructional resources for all teachers. Striving Reader funds will be used to target these gaps.

Page 68 of the "Why" document, under the heading of The Seven Principles to Ensure Success for Adolescent Literacy, it is stated that students need time to read daily and participate in making choices about reading selections and to have opportunities to discuss what they are reading with other students and their teachers. It also states that adolescents are more likely to acquire literacy skills if there is an environment that encourages daily reading in a variety of texts/genres, use of research-based literacy strategies across the curriculum, and quality instruction and support from all teachers and staff. Fairmount Elementary School will strive to design lessons to give students more choice in demonstrating concepts learned in all content areas in order to promote literacy skills. Fairmount will investigate how time is being used during the reading block and in other content area blocks across the grades in order to identify and protect time for students to select a variety of texts/genres for independent reading and to have more time to explore expression through writing.

In the "Why" document, on page 27, the National Commission on Writing (2004) is referenced as stating that the demands for clear and concise communication, especially writing in

the workplace, are increasing. If students are not prepared for these demands, the chances for employment and advancement decrease. Page 43 of the "Why" document acknowledges that according to the National Council of Teachers of English (NCTE), writing becomes a critical need for workers:

> Technological advances, changing workplace demands, and cultural shifts make writing more important than ever, especially because the way we write often predicts academic and/or job success, creates opportunities, maintains relationships, and enhances critical thinking. (NCTE, 2008, p.1)

Fairmount Elementary School will develop a plan to integrate writing into each content area with fidelity. This will include explicit instruction, guided practice, and independent practice. Content area teachers will assist in teaching students to write argumentative, informational, and narrative pieces. Students will have meaningful opportunities to write and publish good writing in a variety of formats. As declared on page 45 of the "Why" document, "Writing demands for the 21st century are increasing not only in schools but also in workplaces that demand effective communication skills. Georgia advocates strong writing skills beginning in elementary and continuing through high school. All content areas have writing components in their expectations for Georgia students. The implementation of strong writing programs is crucial to a literacy initiative."

With a student population that has a large percentage of economically disadvantaged students and an ever-increasing amount of students who are being served in tiers two through four of the Response to Intervention model, it is imperative that teachers at Fairmount Elementary understand how to interpret student data in order to prescribe appropriate deficit-specific interventions. "Schools have the responsibility of implementing scientifically validated

intervention methods that efficiently and effectively offer students opportunities to be successful" ("Why" document, p. 123). In order to accomplish this endeavor, Fairmount Elementary understands that professional learning must focus on a variety of elements including how to interpret data to determine student deficit areas, how to assign appropriate interventions based on the deficit area, and how to utilize efficient and effective interventions. The "Why" document states that "professional learning in intervention techniques permits teachers to incorporate strategies that allow students to access texts, to practice communication skills, and to use information" (p. 124). It is the goal of Fairmount Elementary to ensure that all teachers have a firm understanding of the four-tier delivery model and how to use a variety of ongoing assessment data to determine which students are at risk for not achieving academically or behaviorally. Tier 2 and Tier 3 instruction is provided by classroom teachers during the reading blocks, scheduled Focus times, and scheduled Intervention times. Teachers provide Tier 2 interventions in a small group setting using the resources that are available. Tolbert plans to provide continued professional learning for the materials currently available for Tiers 2 and 3, as well as increase the instructional options available, in order to increase the rigor and effectiveness of the interventions. With a strong Tier 2 intervention, many students will be successful and will no longer require Tier 2, nor will they need to progress on to Tier 3. Page 134 of the "Why" document states, "With three effective tiers in place prior to specialized services, more struggling students will be successful and will not require this degree of intervention."

Fairmount is committed to extending differentiation training that incorporates specialized research-based methods and strategies. One method Fairmount plans to incorporate within professional development is presented on page 72 of the "Why" document. It is designed for

English Language Learners and is titled Sheltered Instruction Observation Protocol (SIOP). This method is cross-disciplinary and is designed to make content comprehensible, promote English language development, and provide instruction in academic English skills. A research-based strategy Fairmount plans to incorporate in professional learning for ESS students is LINCS-A Vocabulary Strategy ("Why" p. 136). Fairmount is committed to maintaining ongoing research into best practices and evidence-based strategies until 100% of Tolbert's students are meeting their achievement potentials.

Fairmount administrators have begun to include questions about whether potential hires have received coursework in disciplinary literacy in the content area in their pre-service training. Under recommendation 4 on page 39 of the "Why" document, it is affirmed that the GaDOE will coordinate with the BOR and the TCSG in the development of teacher preparation courses that strengthen and enhance literacy strategies and interventions among instructional approaches for all grade levels. Fairmount Elementary School plans to ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy. The belief statements of the Georgia Literacy Task Force are stated on page 32 of the "Why" document and includes, "Open, direct articulation and recursive literacy professional learning opportunities among pre-k-12 teachers are central to developing the language capacity of each student." Fairmount Elementary School plans to encourage every teacher to develop a professional growth plan based on a self-assessment of professional learning needs. The school will research and provide professional learning opportunities for all teachers that will include integrating literacy across the curriculum. The school will provide support to the teachers by allowing teachers to practice techniques in a non-threatening environment and supply feedback. On page 124 or the "Why" document the following is stated about professional learning:

Assisting content teachers to embed cognitive and motivational strategies into their instruction also enables the "to support deeper student literacy and understanding in the content-are reading" (Lewis et al., 2007). Professional learning in intervention techniques permits teacher to incorporate strategies that allow students to access texts, to practice communication skills, and to use information. Professional learning centered on cognitive strategies may include paraphrasing, summarizing, synthesizing, predicting, and drawing conclusions. These skills are consistent with focus of the Georgia Performance Standards and the Common core Georgia Performance Standards.

Finally, Fairmount Elementary believes that a focus on technology must be mandated in order to prepare our students to be 21st century learners who excel globally. The "Why" document states that "Reliable research supports the integration of technology in reading, English langue arts, mathematics, social studies, science, fine arts, CTAE, health, and physical education" (p. 56). Technology must be integrated throughout all content areas, and both teachers and students must be competent in utilizing a variety of technological tools. To achieve academically, students must exhibit 21st century skills that include effective communication, inventive thinking, high productivity, and digital-age literacy. Technology is no longer a tool solely for the workplace. The "Why" document states that "it has become the major tool for young people to communicate with one another" (p. 57). As part of Fairmount's literacy plan, our goal will be to provide teachers and students with training and opportunities to use current technological tools. "In an article for EdTech Magazine, titled '21st Century Skills,' the author said, 'The new mandate for schools is simple: Be relevant to students while giving them the latest skills to compete globally'" ("Why" document, p. 58).   Additionally, in regard to literacy and technology, Mills provides the kinds of "multimodal" skills teachers and students must now

be familiar with ("Why" document, p. 50). Fairmount is committed to providing students and teachers with the technological tools and opportunities needed to acquire these skills.

With 73% of Fairmount's students receiving free or reduced lunch, it is established that the majority of Fairmount's students are economically disadvantaged. A recent poll of Fairmount's students reveals that half of our students do not have access to technology at home to use to support learning or schoolwork. These students are obviously at a disadvantage in regard to gaining experiences and skills with using 21st century resources and that will help them to become competitive participants in college and career. Fairmount plans to use Striving Reader funds to purchase technologies that support literacy for use at school to help level the playing field and combat the generational effects of poverty.

Fairmount Elementary's Literacy Plan

Fairmount Elementary School will strive to provide the best opportunities for every teacher, as well as student, to learn and reach his or her full potential. It is the goal of Fairmount's teachers to grow as professionals and be prepared to educate all students to be lifelong learners and contributors to the community and global society. Teachers' long term relationships with students and parents, as well as familiarity and longevity with system initiatives, are strengthened with high rates of teacher retention. Fairmount has a stable teaching staff.

Fairmount Elementary Teacher Retention

| Year	Percentage
2003-2004	92.0%
2004-2005	91.3%
2005-2006	93.7%
2006-2007	90.8%
2007-2008	85.9%
2008-2009	88.9%
2009-2010	71.1%
2010-2011	74.1%
2011-2012	77.5%
2012-2013	96.1%

At the District Level, Gordon County Schools has a high teacher retention rate as well, which helps to sustain initiatives and provide a continuity of instruction between feeder schools throughout elementary, middle, and high schools. As seen in the chart below, school year 2012-2013 reveals an all time high of almost 90% teacher retention rate at Gordon County Schools.

Gordon County Schools Teacher Retention

Year	Average Teacher Retention Rate
2003 - 2004	82.2%
2004 - 2005	84.4%
2005 - 2006	68.1%
2006 - 2007	79.8%
2007 - 2008	81.5%
2008 - 2009	78.1%
2009 - 2010	78.1%
2010 - 2011	76.4%
2011 - 2012	83.7%
2012 - 2013	89.6%

The next chart reveals a steady incline in the student graduation rate in Gordon County Schools over time. Fairmounts's feeder high school is Sonoraville High School, shown in red

below. Both Sonoraville and Gordon Central High School graduation rates are much higher than
the state rate. County wide initiatives, collaboration between schools, and the implementation of
Graduation Coaches at the middle/high schools are some of the reasons for this achievement.

GCS District Graduation Rate
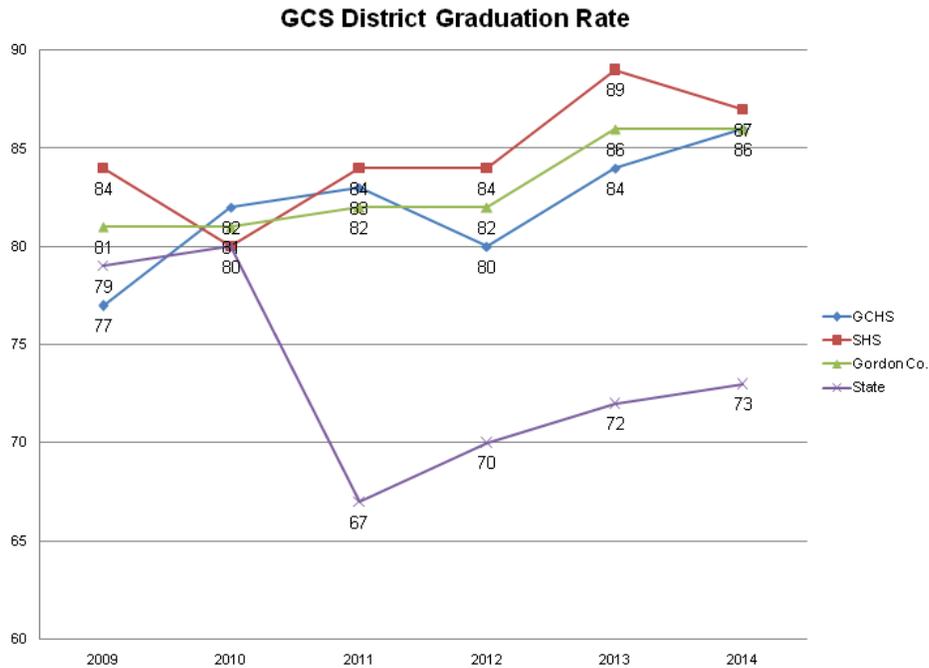
It is the desire of Fairmount's administration and faculty that students at Fairmount
Elementary receive "gold standard" literacy instruction and will be college and career ready
when they graduate from Gordon County Schools. The CCRPI scores for Fairmount are:

Fairmount Elementary
CCRPI Results 2011-2013

Indicator	2011-2012	2012-2013
Content Mastery	91.2%	89%
POST ES Readiness	77.8%	78.5%
Predictor for HS Graduation	60%	69.5%
Progress Points	60%	68%
Achievement Gap	46.7%	27%
ED/EI/SWD Flags	90%	100%
Total Score	74.1	75.3

Fairmount's administration and faculty acknowledges that there is a need for change and work in order for all students to reach their potentials in literacy. A closer look at data and other school factors reveal Fairmount's concerns and areas in which to improve (see the Needs Assessment/Root Cause/Concerns and the Analysis and Identification of Student and Teacher Data sections). The Striving Reader grant process has provided an excellent opportunity for Fairmount to identify and address these issues. Based on results from the Georgia Literacy Plan Needs Assessment for Literacy Grades Kindergarten to Grade 12, Fairmount will address the following Building Blocks that pertain to student growth in literacy explained in the "How" and "What" documents. Fairmount Elementary's Leadership Team chose the following Building Blocks and action steps from the "How" document that would best enable our school to reach and maintain "Fully Operational" in the needs assessment areas in which we scored "Operational," "Emergent," or "Not Addressed."

Building Block 1. Engaged Leadership

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

Fairmount determined that the administrators (principal and assistant principal) research professional learning in literacy with the school literacy leaders and look for evidence of professional learning implementation in classrooms.

Expanding:
Administrators will

- Continue to participate in school and system literacy professional learning in order to support classroom instruction and strive to serve as a model by studying literacy research and best practices, sharing professional resources among faculty, facilitating professional discussions, and training team leaders as facilitators
- Ensure excellence in professional learning by continuing to analyze data and adjusting professional learning accordingly

Sustaining:
Administrators will

- Develop a pipeline of leaders by identifying and training leaders for succession
- Make hiring decisions collaboratively based upon literacy goals

B. Action: Organize a Literacy Leadership Team

The administrators of Fairmount work closely with the System Literacy Coach to ensure that the system professional learning goals are in place at Fairmount. The administrators take an active role in the professional development of each of the teachers but also realize that the school greatly benefits from the experience and knowledge of teacher leaders in the building.

Fairmount's Literacy Leaders work with Fairmount's administrators to support the system literacy plan and to select customized professional development that is delivered to Fairmount's faculty. The Literacy Leaders will continue to work with teachers at Fairmount to refine literacy goals and professional development in order to more closely and specifically meet the needs of Fairmount's students.

Planning
Fairmount's administrators will identify stakeholders to be part of Fairmount's Literacy Team, to include K-5 faculty members from literacy, content areas, media, SWD, and ELL.

Fairmount's Literacy Team, led by the administrator, will:

- Create a shared literacy vision for the school aligned with the system and the state literacy plan
- Evaluate current practices in all classrooms by using Georgia's Literacy Instruction Checklist

to determine strengths in literacy instruction and to identify needs for improvement
- Analyze multiple forms of student, school, and teacher data to develop a list of prioritized recommendations and goals for improvement
- Conduct a needs survey with the faculty concerning professional development and resources in regard to literacy and literacy within the content areas
- Determine what additional data is needed in order to make informed decisions
- Ensure that effective data analysis procedures and practices are understood and practiced

Implementing

Fairmount's Literacy Team, led by the administrator, will meet regularly in order to:

- Identify any students not already targeted for intervention or support
- Ensure that stakeholders understand literacy goals and their roles in meeting these goals
- Provide professional learning and support for the faculty
- Ensure research-based practices align with CCGPS
- Establish a system of communication for the sharing of information (meeting minutes, calendar, emails, website), utilizing technology to maintain communication among team members
- Plan for ongoing data collection and analysis to inform program development and improvement

Expanding

Fairmount's Literacy Team, led by the administrator, will meet regularly in order to:

- Refocus School Improvement Plan goals, objectives, and actions according to student achievement results
- Use student achievement data to meet individual teacher needs through follow-up assistance and professional learning
- Re-assign staff as needed to maximize literacy goals
- Identify and allocate additional funding sources to support literacy

Sustaining

Fairmount's Literacy Team, led by the administrator, will:

- Continue to analyze formative and summative student assessment results and refine literacy goals based on the CCGPS
- Build additional literacy leaders within the faculty and provide them with opportunities to lead other teachers in the school
- Define priorities and allocate needed resources to sustain them over time
- Visit other schools that have successfully improved student achievement to gain valuable insights and innovative ideas

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

Fairmount Elementary's daily schedules include a minimum 90-120 minute literacy block, a set time for intervention, and time for collaborative planning. While time is available in the non-literacy content blocks (math, science/social studies) for reading and writing and professional development is currently being provided, current daily and weekly schedules do not identify and protect this time.

Expanding

Administrators will

- Maximize use of scheduled instructional time to teach key areas of reading and writing instruction, and reflect this time in daily schedules and lesson plans
- Lead teachers to collaborate with other team members to maximize instructional time through the use of peer observations to analyze lessons
- Video content area classrooms (math, science/social studies) for self-evaluations and peer observations, within and among schools, that capture evidence of maximizing time to effectively integrate reading and writing, reflective of CCGPS
- Study formative student assessment results and use the results to continue to determine the impact of efforts to maximize and prioritize time

Sustaining

Administrators will

- Use technology to provide professional learning to new and continuing teachers
- Share professional learning at grade level and faculty meetings
- Maintain anecdotal notes and the data room to showcase student and content area achievement successes

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

The faculty and staff at Fairmount Elementary have received professional development in literacy across the content areas, but implementation in not consistent.

Expanding

Fairmount's Literacy Team, led by the administrator, will:

- Identify instructional time across all grade levels for content literacy and continue to provide

professional development strategies to support content literacy
- Provide continued professional learning in literacy across the content areas and overcoming the effects of poverty on literacy through book studies and workshops geared specifically for low socio-economic students (such as The Reading Turn-Around, the CLASSroom project --see Professional Development section)
- Develop and maintain an infrastructure to support literacy across the content areas (accountability, data collection, and evaluation)
- Lead teachers to include an increasing amount of constructed response tasks and assessments in content area subjects that require writing (math, science/social studies), and analyze student work
- Share student projects and project artifacts in the content areas that include evidence of reading and writing (gallery walks, school museums, PTA and family nights, newspaper, school website)

Sustaining

Administrators will

- Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives

E. Action: Optimize literacy instruction across all content areas

Fairmount Elementary teachers have begun to incorporate the teaching of academic vocabulary throughout the content areas. Content area teachers consistently keep Data Notebooks, analyze data, provide differentiated instruction, and implement performance-based strategies and student projects. Fairmount's administrators and Literacy Leadership Team will build on this base to integrate literacy into the content areas.

Implementing

Fairmount's Literacy Team, led by the administrator, will:

- Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS (for instance, first through fifth grade students are now beginning to implement Interactive Notebooks in the content areas)
- Ensure the use of research-based strategies and appropriate resources to support student learning of the CCGPS
- Require writing as an integral part of every class every day
- Provide teachers with resources to provide a variety and choice in reading materials and writing topics
- Ensure that teachers provide meaningful opportunities for students to write, speak, and listen

Expanding

Fairmount's Literacy Team, led by the administrator, will:
- Monitor literacy instruction across the curriculum through formal and informal observations,

lesson plans, walkthroughs, student work samples
- Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing)
- Create a forum to share creative ideas among the faculty to infuse literacy throughout the day

Sustaining
Fairmount's Literacy Team, led by the administrator, will:
- Host family nights that engage parents in activities that demonstrate the importance of proficiency in literacy
- Expand the types of writing across the subject areas (e.g., songs, manuals, wikis, blogs, captions, word problems, e-mails, ads, instructions, etc.)
- Differentiate literacy assignments by offering student choice
- Expand meaningful opportunities for students to write, speak, and listen (e.g., contests, debates, speeches, wikis, blogs, creating YouTube videos, and drama)
- Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELs, English language proficiency standards)
- Use online resources to stay abreast of effective strategies for the development of disciplinary literacy within the content areas

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

Fairmount works with community members, parents, civic members, and local businesses that actively support teacher and student effort in schools. The Calhoun/Gordon County Council for a Literate Community, local businesses such as IHOP and Waffle House, and professional organizations and teacher organizations such as Alpha Delta Kappa work with schools on community-based initiatives to support literacy in local schools.   Fairmount collaborates with the community to celebrate academic successes through traditional and online media, as well as in the local businesses.

Sustaining:
Fairmount's Literacy Team, led by the administrator, will:

- Continue to work with key members of the community to heighten awareness of literacy
- Continue to foster relationships among schools, workforce, families, and communities

Building Block 2: Continuity of Instruction

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

Fairmount Elementary implements collaboration through grade level collaborative teams, system-level collaboration, and through school-based vertical planning and professional development. The decision has now been made to formally establish cross-disciplinary collaborative teams across grades.

Planning
Administration will

- Establish an expectation of shared responsibility for literacy across the curriculum
- Establish cross-disciplinary teams for literacy instruction
- Schedule time for teams to meet for regular collaboration and examination of student data/work

Implementing
Collaborative teams will

- Meet in disciplinary teams, either physically or virtually, according to regularly established times for collaborative planning and examining student data/work
- Meet in vertical teams for collaborative planning and examining student work
- Prepare agendas and action summaries for all meetings
- Observe model lessons, organize materials, and practice effective instructional strategies using videos where possible

Expanding
Collaborative teams will

- Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction
- Collaborate with other team members to conduct peer observations and analyze lessons to improve disciplinary literacy instruction using videotaping where possible
- Assess effectiveness of team actions on student learning

Sustaining
Collaborative teams will

- Showcase evidence of student learning success on the school or class websites and through blogs, e. g., writing assignments, improved test scores, awards or recognitions
- Encourage teachers to share stories of success in the community and through school and teacher websites and blogs

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

Fairmount Elementary used a school wide comprehensive core reading program prior to the implementation of CCGPS. Fairmount now uses Gordon County Schools' framework of CCGPS

units for ELA standards, grades K-5, that integrates comprehension skills/strategies, vocabulary, and content reading and writing into the literacy block. However, this core has gaps, and content areas teachers (math, science/social studies) do not have a comprehensive core program that integrates literacy into content instruction.

Planning

Teachers will

- Study and select research-based strategies and resources, particularly those found in "The Why" document of the Georgia Literacy Plan, to design instruction that will supplement gaps in the current ELA core and integrate literacy into the other content areas.
- Determine and discuss specific ways to infuse literacy throughout the day including the use of technology, journaling, and content projects and presentations
- Provide professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction in the content areas
- Participate in professional development and stay abreast of current information regarding best practices on using digital resources as learning tools such as: online, blogs, wikis, and social media to engage and motivate
- Participate in professional development for on writing to explain, writing to inform, developing arguments, and citing evidence and study a variety of strategies for incorporating writing in all content area
- Study the text structures most frequently used in texts of each content area

Implementing

Teachers will

- Implement Lucy Calkins Common Core Units (K-5) in writer's workshop, including the Learning Progressions that will ensure continuity throughout the grades. Lead writing teachers will provide professional development and modeling for content teachers.
- Begin to implement Interactive Journals/Notebooks in all classrooms, 1st-5th grade
- Research additional strategies for teaching academic vocabulary in all subjects that use a commonly adopted, systematic procedure
- Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS
- Infuse all types of literacy throughout the day e.g., print, online, blogs, wikis, social media
- Provide variety and choice in the types, media and genre of both reading and writing assignments
- Make writing a required part of every class every day, using technology when possible
- Be supported through the coach, model, co-teach, observe, feedback model

Expanding

Teachers will

- Identify skills or knowledge needed to be strengthened in future lessons for students to reach standards proficiency
- Discuss exemplary samples with students to model features of quality writing across the content areas
- Guide students to focus on their own improvement
- Integrate appropriate comprehension strategies into instruction in all subject areas (i.e., self-
- questioning, summarizing, predicting, inferencing, graphic organizers)
- Share creative ideas to infuse literacy throughout the day

Sustaining
Teachers will

- Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELLs, English language proficiency standards)
- Stay abreast of effective strategies for literacy instruction
- Expand opportunities for students to write, speak, and listen using both face-to-face and online options for listening, viewing and communicating through social media
- Plan a literacy celebration for the entire school

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

Fairmount works with a few out-of-school organizations to develop learning supports to complement literacy instruction.

Expanding
Fairmount Elementary will

- Seek additional partnerships with community and faith-based groups to accommodate more students
- Work along with feeder middle and high schools to partner with community groups such as the GEM Theater and The Harris Arts Center to promote literacy and purposeful reading/writing through performing arts opportunities in the community
- Develop strategies for maintaining momentum and progress of a learning support system
- Using technology, translate school documents into other languages to assist parents

Sustaining
Fairmount Elementary will

- Keep the focus (fiscal and instructional) on literacy development even when faced with

> competing initiatives
- Advocate for new capacity in the community to help students and families
- Continue to focus proactively on broad issues that may prevent students from learning (e.g., health, nutrition, homelessness, drop-out, attendance)
- Pursue additional funding sources for specialized literacy staff and materials

Building Block 3. Ongoing formative and summative assessments

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

Fairmount Elementary has been using an effective screening and progress monitoring tool (AIMS) but is highly supportive of moving to DIBELS Next and the Scholastic Reading Inventory. Diagnostic literacy tools have been selected to be used, and a system of 12 and 24 week Periodic Assessments are common across all literacy classrooms. However, these Periodic Assessments are not available for science and social studies and do not include constructed response. Changes in upcoming state assessments, rising cut scores, and plans for teacher evaluations (which will be based in large part on student test scores) are creating an out of balance focus on summative versus formative assessment.

Planning
Fairmount Elementary Literacy Leadership will
- Reinforce how the chain of screening/diagnostic/formative assessment, differentiated instruction matched to deficit areas, goal-setting, and progress monitoring is the key to student achievement through the Student Growth Model
- Continued use of GADOE's FIP modules

Expanding
Fairmount Elementary will
- Collaborate to create and implement systematic Periodic Assessments for all content areas and use the data for formative purposes
- Continue to improve formative and summative assessments by adding questions to reach higher depths of knowledge and include constructed response

Sustaining
Fairmount Elementary will

- Continue to research and select effective screening, progress monitoring, and diagnostic tools to identify readiness levels of all students, including DIBELS Next and the Scholastic Reading Inventory

- Continue to provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, performance based)

- Continue to provide assessment measures that can help identify high achieving/advanced learners who would benefit from enrichment activities

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

Fairmount Elementary uses a full range of formative and summative assessments that are administered regularly and are used to guide classroom and intervention instruction. Fairmount teachers welcome the addition of a comprehension screener through the Scholastic Reading Inventory.

Sustaining
Fairmount Elementary will

- Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording
- Acknowledge staff's efforts to improve their use of assessment data to inform instruction

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

Fairmount Elementary teachers identify problems found in literacy screenings, and, in most cases, teachers follow up with diagnostic assessments that are used to guide placement and inform instruction in intervention programs.

Expanding
Fairmount Elementary will
- Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals
- Use technology to share relevant student progress data with families in an easily interpreted format

Sustaining
Fairmount Elementary will
- Recognize and celebrate individual student's incremental improvements toward reaching literacy goals

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

Fairmount teachers meet to analyze summative assessment results of individual students in order to make adjustments to instruction and to have a voice in programmatic decisions.

Sustaining

Fairmount Elementary will

- Based on analysis of summative assessment data: evaluate the effectiveness of programs and policies, redefine school improvement goals, adjust curriculum alignment to eliminate gaps, ensure that students are appropriately placed in specific programs

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

Fairmount Elementary follows a clearly articulated strategy for using data to improve teaching and learning, however additional resources are needed for differentiated instruction.

Expanding
Fairmount Elementary will
- Use Striving Reader funds to purchase materials for differentiated instruction so that teachers do not have to share key resources

Sustaining
Fairmount Elementary will

- Continue to build collaborative data meetings into the school calendar
- Ensure that the data storage and retrieval system is effective and efficient

Building Block 4. Best Practices in Literacy Instruction

A. Action: Provide direct, explicit literacy instruction for all students within a daily schedule that provides extended time for literacy instruction.

Fairmount Elementary does have a core program in use (Gordon County's CCGPS Reading/ELA Units), but it does not provide a strong basis for direct, explicit instruction in all components of literacy instruction, particularly in phonological awareness, phonics and word study, and fluency. Adequate time is scheduled for daily literacy instruction (120 minutes or more in each grade level), plus time for intervention and teacher collaboration, but time needs to be identified and protected for disciplinary literacy in other content areas, and time needs to be consistently provided across the grades for students to independently apply and practice literacy skills and strategies that have been explicitly taught.

Implementing
Fairmount Elementary will

- Ensure a daily literacy block in K-2nd that includes whole-group explicit instruction in phonological awareness, word identification, fluency, vocabulary, comprehension, and writing as well as small group differentiation for all students and time for individualized

conferencing/feedback.
- Ensure a daily literacy block in 3rd-5th that includes whole-group explicit instruction in word identification, fluency, vocabulary, comprehension, writing, and content literacy as well as small groups for differentiation for all students and time for individualized conferencing/feedback.
- Select supplemental materials to target gaps in the instructional core for all literacy teachers

Expanding

Fairmount Elementary will

- Review teacher and student data to improve instruction
- Share effective differentiated lessons and differentiation strategies in teacher team meetings

Sustaining

Fairmount Elementary will

- Continue analyzing data to determine the impact of teaching strategies on student achievement
- Stay abreast of current research and new findings related to the Fab Five components of reading instruction and differentiated instruction

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

Currently at Fairmount Elementary, writing is explicitly and consistently taught by literacy teachers (reading and writing/ELA teachers) but not by all content teachers.

Planning

Fairmount Elementary will

- Develop a coordinated plan for writing instruction across the curriculum
- Provide professional learning on best practices in writing across the curriculum

Implementing

Fairmount Elementary will

- Partner with an outside source such as a local chapter of The National Writing Project for all teachers to receive professional development, workshops, and in-school demonstration (such as the Red Clay Writing Project or the Kennesaw Writing Project)
- Require writing as an integral part of every class every day
- Provide teachers with resources to provide a variety and choice in reading materials and writing topics
- Ensure that teachers provide meaningful opportunities for students to write, speak, and listen

Expanding

Fairmount Elementary will

- Monitor writing instruction across the curriculum through formal and informal observations, lesson plans, walkthroughs, student work samples
- Discuss exemplary samples with students to model features of quality writing
- Guide students to focus on their own improvement

Sustaining
Fairmount Elementary will

- Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELs, English language proficiency standards)
- Stay abreast of effective strategies for writing instruction across the content areas
- Expand opportunities for students to write, speak, and listen using both face-to-face and online options for listening, viewing and communicating through social media

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

Fairmount Elementary teachers consistently strive to target student interest and engagement in all content areas and grade levels, K-5.

Sustaining
Fairmount Elementary will

- Continue to administer Student Interest Surveys each year in grades K-5
- Continue to implement yearly Read All Day, Principal's Book of the Month, and informational reading opportunities from a variety of media types
- Continue to vary instructional presentation methods and forms of media and provide students with choice within tasks and products
- Continue to implement engagement strategies to ensure that "every child" participates in reading, writing, speaking, and listening activities during whole group instruction (versus individual turn taking)
- Continue to implement and expand the use of Inquiry Circles and project-based learning strategies.
- Research and implement new strategies and methods to target student interest and engagement

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

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

Fairmount Elementary teachers at all grade levels regularly gather, analyze, and use data from formative assessments to ensure that all students are receiving instruction in appropriate tiers. Each grade level team has an SST chairperson, and all teachers in the grade level are involved in the SST process, as well as the Assist Principal, and Math Coach.

Expanding
Fairmount Elementary will

- Develop standardized protocols for the collection of critical information to determine students' literacy competence in various content areas and response to interventions
- Provide ongoing professional development to make sure all teachers are trained on screening instruments and how to use formative assessment in order to maintain a current Data Notebook for use during grade level and school wide data meetings and collaborative planning sessions
- Research and provide ongoing professional development and target instructional strategies to add to Fairmount's Tier 2 and 3 Strategy List in order to provide teachers with an ever-expanding repertoire of options for explicit instruction to ensure instruction is consistently effective

Sustaining
Fairmount Elementary will

- Continue to provide protected time for teachers to gather, analyze, and use formative assessment to ensure all students are receiving instruction in appropriate tiers that is effective
- Consider the options available through technology to provide ongoing, job-embedded support for data collection and analysis as well as for intervention, e.g., videotaping, videoconferencing, online collaboration

B. Action: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms

Fairmount Elementary's administrators and Leadership Team analyzes classroom data to determine the instructional areas and classrooms in greatest area of support.

Expanding
Fairmount Elementary will
Establish protocols to teach and monitor teachers' effective questioning and feedback skills
- Monitor the planning, delivery and assessment for students with special learning needs (EL, SWD, gifted)

Sustaining
Fairmount Elementary will
- Continue to carefully consider classroom formations across the grades and allocate appropriate personnel and support to classrooms with greatest need
- Ensure that communication between teachers and administrators is ongoing and effective

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

Fairmount has a Data Team, consisting of the assist principal, math coach, grade level teachers, and ESS/EIP/ELL teachers that meets regularly to discuss student data and recommend Tier 2 and Tier 3 strategies. While Tier 2 and Tier 3 instruction is delivered by certified teachers during scheduled Needs-Based Groups, Focus times, and Intervention times. However, progress is not being made by all students.

Planning
Fairmount Elementary Literacy Leadership will

- Monitor the fidelity of intervention delivery and redeliver professional development as required
- Use Striving Reader funds to purchase additional resources so that teachers have the necessary materials to deliver tiered instruction

Expanding
Fairmount Elementary will

- Research scheduling options in order to maximize allocated time and teachers for Needs-Based Group instruction and Focus groups and decrease the number of students in groups with greatest needs
- Monitor student movement between T1 and T2
- Research and provide ongoing professional development and target instructional strategies to add to Fairmount's Tiered Strategy List in order to provide teachers with an ever-expanding repertoire of options for explicit Tier 2 instruction to ensure instruction is consistently effective
- Study schools successful in closing the achievement gap have effected change

Sustaining
Fairmount Elementary will

- Document data points to monitor student response to intervention
- Use technology to track and endure the movement of students between T1 and T2 based on response to interventions

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

Interventions in Tier 3 at Fairmount Elementary are provided by certified teachers with fidelity, but groups are not yet on a 1:1 – 1:3 basis, and progress is not being made by all students.

Planning

Fairmount Elementary Literacy Leadership will

- Monitor the fidelity of intervention delivery and redeliver professional development as required
- Use Striving Reader funds to purchase additional resources so that teachers have the necessary materials to deliver tiered instruction

Expanding
Fairmount Elementary will

- Research innovative scheduling and personnel assignment options in order to reduce the student-teacher ratio in Tier 3 groups
- Data points are documented to monitor student response to intervention and aligned with strategies taught

Sustaining
Fairmount Elementary will

- Continue to ensure that students move into and out of T2 and T3 flexibly and that data is used to support response to intervention

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

Fairmount Elementary ensures that the most highly qualified teachers provide Tier 4 instruction, SpEd, ESOL, and gifted, and these teachers participate in professional learning in order to maintain strict alignment with CCGPS.   However, all students are not making adequate progress. Additional resources are needed for instruction.

Planning
Fairmount Elementary Literacy Leadership will

- Monitor the fidelity of instructional delivery and redeliver professional development as required
- Use Striving Reader funds to purchase additional resources so that teachers have the necessary materials to deliver tiered instruction

Expanding
Fairmount Elementary will
- Ensure that teachers providing Tier 4 instruction attend professional learning in literacy and have collaboration time with grade level teachers
- Provide Tier 4 teachers with leadership opportunities in which to provide professional development on specialized programs and strategies to the faculty

Sustaining

Fairmount Elementary will

- A system of checks and balances ensures fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance

Building Block 6. Improved Instruction through Professional Learning

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

School administrators at Fairmount Elementary have begun to include questions about whether potential hires have received coursework in disciplinary literacy in the content area in their preservice training

Expanding

Fairmount Elementary will

- Develop protocols for evaluating implementation of the new coursework
- Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy

Sustaining

Fairmount Elementary will

- Continue to use the modules from Comprehensive Reading Solutions during whole group, small group, and individual professional learning sessions
- Continue to monitor and support the integration of disciplinary literacy
- Provide building and system-level administrators with professional learning on the need to integrate disciplinary literacy instruction into the content areas in order to help them make informed hiring decisions

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

Fairmount Elementary instructors (certified and noncertified) participate in professional learning on aspects of literacy instruction.

Expanding

Fairmount Elementary will

- Revisit and revise professional learning yearly based on student mastery of CCGPS and classroom observations
- Expand professional learning opportunities beyond those provided by in house personnel by contracting with specialists who present strategies that are designed to overcome the effects of poverty on literacy (such as the University of Georgia's CLASSroom Project, The Red Clay

Project)
- Encourage all teachers to share information learned at professional learning sessions; develop teacher-leaders through continued use of Teacher-Led Professional Development breakout sessions on two yearly scheduled PL calendar days during the school year
- Expand professional learning opportunities through greater opportunities for teachers to attend literacy conferences (such as GA TESOL, IRA, GADOE Summer Institutes, etc) and participate in professional book studies (such as *The Reading Turn Around*)
- Subscribe to professional journals (*The Reading Teacher*, *Language Arts*, etc)
- Use a model of blended professional learning – combining online learning with face-to-face support – to provide content and resources to teachers and staff
- Use formal and informal observations to monitor and improve literacy instruction
- Use classroom observations to identify and support individual teachers with follow-up coaching, conferencing, and mentoring
- Continue program-specific professional learning each year for new and experienced teachers
- Protect time for administrators so they are able to attend professional learning in all aspects of literacy instruction
- Provide professional development on strategies to support literacy through the use of technologies

Sustaining
Fairmount Elementary will
- Analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups
- Revisit professional learning options to utilize experts within the school to develop and support colleagues
- Ensure that new personnel receive vital professional learning from earlier years
- Continue to encourage "professional talk" among staff and provide time for discussions

<u>Analysis and Identification of Student and Teacher Data</u>

Fairmount has 32 highly-certified teachers and administrators on staff. 81% have earned

graduate degrees, and collectively they have almost 21 endorsements and add-ons. Faculty

demographics are below:

Administration and Instructional Coaches	3
Pre-K Teachers and Paras	4
Kindergarten Teachers and Paras	8
First Grade	4
Second Grade	3
Third Grade	3
Fourth Grade	2
Fifth Grade	3
ESS, ELL, EIP, Gifted	3.5
Special Areas: Counselor, Media, PE, Music, Technologist	5

19% Bachelor Degrees	**47% Master's Degrees**	**34% Specialist Degrees**	**<u>Endorsements</u>** **6 Reading** **4 Math** **4 ESOL** **2 Gifted** **2 ESS Add-On** **3 Teacher Support Specialist**

Fairmount has a history of maintaining high retention rates of teachers. The average number of years of certified staff's level of experience is 15.3 years.

Number of Years Teaching	# of Teachers
1-3	2
4-10	8
11-25	22
1-3 Years at FES	9
4-10 Years at FES	9
11-25 Years at FES	15

Summative CRCT Student Data with Identified Strengths and Weaknesses

As far as Fairmount student data, the next two charts display Fairmount's disaggregated Reading and Language Arts CRCT data for the past three years (does not include retest).

LANGUAGE ARTS - GRADES 3-5 - CRCT Summary Data						
Language Arts - Meets or Exceeds						
Language Arts	2011-2012		2012-2013		2013-2014	
	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds
All 3rd Grade Students	36.6%	97.6%	22.2%	77.8%	27.1%	93.2%
All 4th Grade Students	19.6%	89.2%	55.0%	97.5%	28.1%	87.5%
All 5th Grade Students	18.5%	92.6%	32.7%	98.2%	47.1%	96.1%
Black	N/A	N/A	N/A	N/A	100.0%	100.0%
White	24.6%	94.2%	37.5%	92.2%	33.5%	91.6%
Hispanic	12.5%	87.5%	0.0%	83.3%	0.0%	100.0%
Migrant	33.3%	100.0%	0.0%	100.0%	N/A	N/A
SWD	13.0%	82.6%	7.1%	85.7%	6.7%	80.0%
ELL	N/A	N/A	N/A	N/A	N/A	N/A
ED	22.1%	93.5%	25.3%	90.6%	28.6%	88.8%
Multi-Racial	33.3%	66.6%	N/A	N/A	0.0%	100.0%
Gender - Male	23.2%	89.9%	33.3%	87.5%	30.1%	90.3%
Gender - Female	24.4%	95.1%	38.2%	95.6%	37.0%	93.8%

READING - GRADES 3-5 - CRCT Summary Data						
Reading - Meets or Exceeds						
Reading	2011-2012		2012-2013		2013-2014	
	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds
All 3rd Grade Students	60.0%	97.5%	34.8%	91.3%	48.3%	94.9%
All 4th Grade Students	44.6%	92.8%	52.5%	97.5%	46.9%	93.8%
All 5th Grade Students	25.5%	85.1%	29.1%	92.7%	54.9%	96.1%
Black	N/A	N/A	N/A	N/A	100.0%	100.0%
White	42.8%	91.4%	38.8%	93.8%	48.8%	94.6%
Hispanic	25.0%	100.0%	0.0%	83.3%	100.0%	100.0%
Migrant	66.7%	100.0%	0.0%	100.0%	N/A	N/A
SWD	12.5%	75.0%	7.1%	92.8%	26.7%	86.7%
ELL	N/A	N/A	N/A	N/A	N/A	N/A
ED	37.2%	92.3%	28.9%	90.7%	44.3%	92.8%
Multi-Racial	66.7%	66.7%	N/A	N/A	50.0%	100.0%
Gender - Male	36.2%	91.3%	34.7%	93.0%	50.5%	93.5%
Gender - Female	46.3%	91.4%	40.6%	94.2%	48.8%	96.3%

Overall 3rd and 4th Reading Meets/Exceeds scores remained relatively stable with mild fluctuation. 5th grade reading Meets/Exceeds and Exceeds scores made drastic gains. The next two years (2013 and 2014) both grew to 95% Meets/Exceeds. This is a strong accomplishment, particularly with the transition from GPS to CCGPS standards. The increased quantity of informational text reading through GCS's CCGPS reading units can be correlated with these gains. Over the past three years, there have been gains in students meeting and exceeding in ELA. Although achievement has increased, the percentage of students exceeding in ELA is below the staff's expectations given the high priority placed on writing instruction and the time spent in horizontal collaboration in the district. Professional development in Writer's Workshop and integrating grammar with writing has proven to be effective in tier 1 instruction.

However, a high achievement gap is noticeable for some students. Deeper digs into data reveal that the percentage of SWD scores in Exceeds are highly variable and far below that of

general education peers. With the expected rise of cut scores based on the GADOE's new Readiness Level Indicators, as well as changes to the 2014-2015 state assessment through Georgia Milestones (which includes extended and constructed response), continued growth in achievement will be a greater challenge. When comparing CRCT data to screening and diagnostic data, it is suspected that many students have developed strong test-taking skills but still have literacy deficits that will be more easily detected through Georgia Milestones than through CRCT (see Additional District-Prescribed Data below).

The next three charts display content area data. Achievement gains from 2012 to 2014 are attributed to content literacy being integrated *into the literacy block*. Growth has also been attributed to uses of online resources such as Study Island. Future gains in exceeding scores will depend on the consistent integration of literacy *into the content blocks* as well. Increasing the literacy skills that students are using within these content areas will help facilitate the acquisition of content area standards. The integration of technology in all content areas will increase student engagement in literacy and expose students to higher text complexity.

CRCT Data Key
- **Did Not Meet: DNM**
- **Meets: M**
- **Exceeds: E**

CRCT Reading Scores

Grade	2011-2012			2012-2013			2013-2014		
	DNM	M	E	DNM	M	E	DNM	M	E
3rd	0%	39%	61%	6%	59%	35%	5%	47%	48%
4th	7%	48%	45%	3%	46%	51%	6%	47%	47%
5th	9%	64%	27%	2%	69%	29%	4%	41%	55%

CRCT English Language Arts Scores

Grade	2011-2012			2012-2013			2013-2014		
	DNM	M	E	DNM	M	E	DNM	M	E
3rd	2%	61%	37%	22%	56%	22%	7%	67%	27%
4th	11%	70%	20%	3%	43%	55%	13%	59%	28%
5th	7%	74%	19%	2%	66%	33%	4%	49%	47%

CRCT Math Scores

Grade	2011-2012			2012-2013			2013-2014		
	DNM	M	E	DNM	M	E	DNM	M	E
3rd	15%	34%	51%	31%	36%	33%	17%	51%	37%
4th	7%	32%	61%	0%	46%	54%	19%	44%	38%
5th	2%	72%	26%	4%	34%	62%	6%	45%	49%

CRCT Science

Grade	2011-2012			2012-2013			2013-2014		
	DNM	M	E	DNM	M	E	DNM	M	E
3rd	10%	44%	46%	24%	49%	27%	28%	429%	30%
4th	9%	36%	55%	10%	25%	65%	19%	41%	41%
5th	20%	44%	36%	36%	34%	50%	9%	28%	62%

CRCT Social Studies

Grade	2011-2012			2012-2013			2013-2014		
	DNM	M	E	DNM	M	E	DNM	M	E
3rd	2%	56%	41%	13%	60%	27%	7%	47%	47%
4th	13%	63%	25%	10%	58%	33%	8%	60%	32%
5th	36%	58%	15%	21%	70%	9%	9%	40%	51%

CRCT-M Results

	2011-2012			2012-2013			2013-2014		
	Below Proficiency	Emerging Proficiency	Basic Proficiency	Below Proficiency	Emerging Proficiency	Basic Proficiency	Below Proficiency	Emerging Proficiency	Basic Proficiency
Reading	NA	NA	NA	50%	50%	0%	0%	100%	0%
ELA	0%	100%	0%	0%	100%	0%	0%	100%	0%
Math	0%	100%	0%	33%	67%	0%	66%	33%	0%

Georgia Writing Assessment

	2011-2012			2012-2013			2013-2014		
Grade Level	DNM	M	E	DNM	M	E	DNM	M	E
3ʳᵈ informational	20%	61%	19%	36%	56%	8%	9%	75%	16%
3ʳᵈ persuasive	17%	69%	14%	37%	55%	8%	23%	64%	13%
3ʳᵈ Narrative	25%	58%	17%	25%	65%	11%	27%	57%	16%
5ᵗʰ	32%	66%	2%	37%	59%	4%	15%	74%	11%

- **Disaggregation of Data into Subgroups**

CRCT-Students with Disabilities (SWD)

Subject Area	2011-2012			2012-2013			2013-2014		
	DNM	M	E	DNM	M	E	DNM	M	E
Reading	24%	64%	12%	6%	54%	40%	13%	60%	27%
Language Arts	17%	70%	13%	14%	79%	7%	20%	73%	7%
Math	17%	54%	29%	23%	31%	46%	31%	54%	15%
Science	25%	58%	17%	20%	60%	20%	35%	47%	18%
Social Studies	54%	46%	0%	13%	63%	24%	25%	56%	19%

CRCT-Gifted

Subject Area	2010-2011			2011-2012			2012-2013		
	DNM	M	E	DNM	M	E	DNM	M	E
Reading	0%	12%	88%	0%	14%	86%	0%	0%	100%
Language Arts	0%	35%	65%	0%	14%	86%	0%	11 %	89%
Math	0%	12%	88%	0%	14%	86%	0%	16%	84%
Science	0%	24%	76%	0%	7%	93%	0%	5%	95%
Social Studies	0%	24%	71%	0%	64%	36%	0%	5%	95%

CRCT-English Language Learners (ELL)

Subject Area	2011-2012			2012-2013			2013-2014		
	DNM	M	E	DNM	M	E	DNM	M	E
Reading	0%	0%	100%	0%	100%	0%	0%	0%	0%
Language Arts	0%	50%	50%	0%	100%	0%	0%	0%	0%
Math	0%	0%	100%	0%	100%	0%	0%	0%	0%
Science	0%	50%	50%	100%	0%	50%	0%	0%	0%
Social Studies	0%	0%	100%	100%	0%	00%	0%	0%	0%

Gordon County Schools Formative and Summative Periodic Assessments

1st Grade	2010-2011			2011-2012			2012-2013			2013-2014		
	DNM	M/E	E	DNM	M	E	DNM	M	E	DNM	M	E
12-Week Periodic Assessment	25%	75%		9%	31%	60%	12%	42%	46%	19%	20%	61%
24-Week Periodic Assessment	11%	89%		7%	33%	61%	6%	18%	76%	13%	23%	64%
Summative Periodic Assessment	13%	34%	53%	2%	21%	77%	4%	32%	64%	5%	39%	56%

2nd Grade	2010-2011			2011-2012			2012-2013			2013-2014		
	DNM	M/E	E	DNM	M	E	DNM	M	E	DNM	M	E
12-Week Periodic Assessment	5%	95%		10%	36%	54%	9%	40%	51%	10%	40%	50%
24-Week Periodic Assessment	0%	21%	79%	5%	31%	64%	0%	6%	94%	1%	88%	11%
Summative Periodic Assessment	0%	6%	94%	7%	18%	76%	4%	6%	90%	4%	78%	18%

3rd Grade	2010-2011			2011-2012			2012-2013			2013-2014		
	DNM	M/E	E	DNM	M	E	DNM	M	E	DNM	M	E
12-Week Periodic Assessment	27%	73%		14%	37%	49%	26%	46%	28%	24%	46%	30%
24-Week Periodic Assessment	9%	36%	55%	5%	37%	59%	50%	29%	21%	46%	35%	19%

4th Grade	2010-2011			2011-2012			2012-2013			2013-2014		
	DNM	M/E	E	DNM	M	E	DNM	M	E	DNM	M	E
12-Week Periodic Assessment	13%	87%		26%	30%	43%	18%	20%	62%	19%	40%	41%
24-Week Periodic Assessment	9%	29%	62%	8%	24%	68%	19%	37%	44%	21%	46%	33%

5th Grade	2010-2011			2011-2012			2012-2013			2013-2014		
	DNM	M/E	E	DNM	M	E	DNM	M	E	DNM	M	E
12-Week Periodic Assessment	15%	85%		20%	41%	39%	20%	45%	35%	24%	35%	41%
24-Week Periodic Assessment	12%	88%		11%	29%	60%	29%	38%	33%	16%	30%	54%

- **Data for All Teachers**

Bachelor's Degree	Master's Degree	Education Specialist Degree	Doctorate Degree
19%	47%	34%	NA

- **Additional District-Prescribed Data**

At Fairmount Elementary, the current universal screener used is AIMS Web. AIMS Web is utilized at the beginning of each school year to screen for reading difficulties in students in grades kindergarten through fifth. Second through fifth grade students are measured on oral reading fluency, and students in kindergarten and first grade are measured on areas such as letter naming, letter sound, nonsense word, and phoneme segmentation. Target goals have been set for each measure and for each grade level for the fall, winter, and spring benchmarks. If deficit areas are determined based on the fall benchmark results, more specific diagnostic tools are used to pinpoint exact areas of weakness in order to provide appropriate interventions. Progress monitoring probes are administered using additional AIMS Web tools.

Based on the oral reading fluency data from the 2013 spring screening, it has been determined that over 50% of students in grades 1-5 are reading at the target level. First grade is

even more alarming: 66% of students are reading under target. Teachers have responded by

administering informal diagnostic assessments to students reading under target, such as informal

phonics surveys, and they are documenting instructional steps taken in needs-based lesson plans

to reflect fluency and/or phonics instruction, and then documenting the results of progress

monitoring every two weeks.

Gordon County Schools has developed 12 and 24 week Periodic Assessments for grades

1-5 to in Reading, ELA, and Math. Students in first and second grade also complete a

summative benchmark, while students in third through fifth grade are administered the Georgia

Milestones. The formative and summative periodic assessments were created and revised by the

district literacy team. Teachers have access to disaggregated data online through Performance

Matters.

These periodic assessments were designed and aligned to the Common Core Georgia

Performance Standards. At the conclusion of each testing window, grade levels participate in

data/design days in order to analyze their data and determine which standards need to be

addressed in either whole group or small group instructional formats.

This school year, the reading assessment included constructed response items for grades

2-5. A "meets/exceeds" score on a two point constructed response item is 2, and a score of 3 or

4 is "meets" or "exceeds" on a four-point constructed response. Fairmount's performance is

charted below and reveals that very low percentages of students are meeting/exceeding with

constructed response. These are used for formative purposes.

Constructed Response Results: 12 Week ELA Section 3 Periodic Assessment

	# of Students Tested	2 pt Response			4 pt Response			
		1 pt	2 pt		1 pt	2 pt	3 pt	4 pt
2nd	52	46%	21%		NA	NA	NA	NA
3rd	68	34%	29%		NA	NA	NA	NA
4th	51	59%	0		27%	22%	8%	2%
5th	61	NA	NA		33%	25%	25%	8%

ASSESSMENT	FREQUENCY	PURPOSE
AIMSweb Benchmarks	**3 Times a Year (Fall, Winter, and Spring)**	• **Screening**
AIMSweb Progress Monitoring	**As Needed**	• **Progress Monitoring**
District-wide Benchmarks Aligned to CCGPS	**12-Week and 24-Week Assessments are Administered to Grades 1-5 Summative Benchmarks are given to Grades 1 & 2**	• **Monitoring of Student Achievement on Grade Level Standards**
Georgia Milestones (Formerly CRCT)	**Once a Year (Spring)**	• **Outcome and Achievement Levels as Based on Grade Level Standards** • **May be used for Screening Purposes for Upcoming Grade Level**
ACCESS for English Language Learners	**Once a Year**	• **Screening and Outcome Measures**

- **Teacher Participation in Professional Learning Communities**

All teachers participate in professional learning throughout the school year. The literacy focus for the 2012-2013 school year was centered on comprehension strategy instruction. Teachers received training in comprehension strategy instruction through the use of The Comprehension Toolkits authored by Stephanie Harvey and Anne Goudvis and Interactive Think Aloud Lessons by Lori Oczkus. Teachers also received training in Webb's Depth of Knowledge, as well, as engagement techniques. In 2013-2014, teachers received professional learning on writer's workshop using the new Lucy Calkins' common core writing units, phonological awareness, differentiation, writing across the curriculum, writing assessments that include constructed responses and much more. During the current year, teachers are participating in professional learning in guided reading, quality literacy stations, GADOE's FIP Modules, leveling students, running records, and creating extended response items. It is our belief that professional learning is at the heart of teacher growth, which has a direct impact on student achievement. It will continue to be a goal to include all teachers in professional learning opportunities.

<u>Project Plan-Procedures, Goals, Objectives and Support</u>

The same types of methods and instruments used to collect data throughout the Needs

Assessment process will be re-administered yearly during the project's timeline. Data will be

disaggregated to measure if improvement and growth have been made in the identified areas of

concern that served as the basis for forming project goals. Guskey's (2002) methods of

evaluating the effectiveness of professional learning will also be used, as well as student

achievement data particularly pertaining to the Student Growth Model and closing the

Achievement Gap, to measure if goals have been met.

Need: Fairmount Elementary lacks access to instructional materials and protocols designed to meet the needs of all students.

Goal 1: Provide students with appropriate tiered interventions that will remediate or accelerate based on the main areas of the cognitive reading model through formative and summative assessments.

    <u>Objectives:</u>
- Maintain and expand protocol for consistent and balanced use of formative and summative data to clearly plan ways to effectively implement the four tiers of Response to Invention (RTI) for all students
- Address gaps in Fairmount's instructional Tier 1 "core" literacy program, as well as materials and strategies to supplement Tier 2, 3, and 4
- Use data to assist students and teachers in setting learning goals with students, designed to build independent readers and writers, and in monitoring progress
- Design and implement professional development that impacts student learning through differentiation, RTI, the cognitive model, and literacy across the curriculum

Alignment to Researched-Based Practices:

"Explicit and systematic instruction in the five essential components must be provided" ("Why" document, p. 65).

Fairmount has the "responsibility of implementing scientifically validated intervention methods that efficiently and effectively offer students opportunities to be successful" ("Why," p. 123).

Need: Fairmount Elementary has a shortage of current technological resources that prevents

students from gaining skills necessary to truly excel globally in the 21st century.

Goal 2: Technology will be relevant to students and ensure that they develop the literacy skills necessary to excel globally in the 21st century.

Objectives:
- Guarantee that teachers and students have access to current and sufficient technological resources which support literacy standards across the grade levels and content areas
- Ensure that teachers and students understand that skills for 21st century success go beyond competence with "electronic" technologies and also include competence in areas such as information acquisition, problem-solving skills, collaboration skills, and communication skills
- Strengthen technology integration within the classrooms, computer labs, and media center with:
  - Interactive media tools (electronic tablets, e-readers, electronic response systems, digital video and communication/collaboration equipment)
  - Interactive software and online resources

Alignment to Researched-Based Practices:

"Reliable research supports the integration of technology in reading, English language arts, mathematics, social studies, science, fine arts, CTAE, health, and physical education" ("Why" document, p. 56).

Need: Fairmount Elementary lacks the broad literacy leadership framework required to meet the needs of all students within the school's changing demographics.

Goal 3: Establish a school literacy leadership framework to ensure a consistent literacy focus across the curriculum for all students.

Objectives:
- The Fairmount Literacy Team will share responsibility in presenting professional development and ensuring it is carried through to classroom practice
- Professional development and collaboration will target the specialized literacy needs of low-socioeconomic students and students in crisis, including the gradual release of responsibility for learning from teacher to student
- Literacy leaders throughout the faculty will work to advocate family literacy, with special attention to the needs of struggling students, transient students, homeless students, and English Language Learners

Alignment to Researched-Based Practices:

The "Why" document states that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school.

Need: Fairmount Elementary lacks effective disciplinary literacy across the curriculum to meet

the needs of all students.

Goal 4: Students will receive effective interdisciplinary literacy instruction across the curriculum.

 Objectives:
- o Attain an understanding of the shared responsibility of literacy goals to be mastered in kindergarten through fifth grades
- o Incorporate materials in classroom libraries and the media center that will allow students to master CCGPS pertaining to literacy, including literacy in the content areas
- o Offer professional learning to teachers that will impact student articulation of thinking and learning (writing, speaking) as reflected throughout CCGPS in all grades and content areas, which will include adopting a plan for writing instruction across the curriculum.

Alignment to Researched-Based Practices:

"The implementation of strong writing programs is crucial to a literacy initiative" ("Why" document, p. 45).

Practices in Place When Determining Goals/Objectives:

- Goal 1: A supplemental phonemic awareness and phonics program is being piloted in grades K-2 to supplement core deficits. Data teams analyze student data and current interventions.
- Goal 2: Computer labs are being used to implement cross disciplinary research and projects, as well as the use of Study Island in grades 3-5.
- Goal 3: Professional learning is being planned by the TLT to support all grades and content areas in implementing best literacy practices.
- Goal 4: All students have writing portfolios where samples from each genre are collected from the literacy block, and 1st-5th grade students are beginning to use Interactive Notebooks in the content areas.

Goals to be Funded with Other Sources:

- Fairmount Elementary will continue to fund educational websites and magazine subscriptions through other sources.
- Fairmount Elementary will continue to provide a framework for professional development through the Literacy Leaders and System Literacy Coach.

Formative and Summative Measuring of Project Goals/Objectives:

 The TLT will meet monthly to determine progress with goals and objectives. Teachers use a variety of formative and summative measures and will continue to do so to measure student achievement due to the goals and objectives set forth in the project plan.

Tiered Instruction:

Fairmount's schedule allows for a minimum 90 minute literacy block which incorporates tiered instruction. Students that are identified as exhibiting deficits will receive needs-based instruction and placed in the appropriate tier in the RTI model. Tiered instruction will be provided by certified teachers, ELL, EIP, Gifted, and ESS teachers, and paraprofessionals.

RTI Model:

Tier II		
Time	**Personnel**	**Strategies**
• Identified students receive small group instruction, as needed, during the reading block.	• Certified teachers and paraprofessionals	• Identified students receive a minimum of two 20-minute segments per week of instruction
Tier III		
Time	**Personnel**	**Strategies**
• Identified students receive intensive small group instruction for three 45-minute segments.	• Certified teachers	• Provide intensive interventions in smaller group sizes in substantial blocks of time with targeted instructional materials
Tier IV		
Time	**Personnel**	**Strategies**
• Students receive inclusion or pull-out services based on needs: Gifted, EIP, EL, and ESS.	○ ELL, EIP, ESS, and Gifted Teachers	▪ Specialized programs, methodologies and instructional deliveries will be provided

Sample Schedules Indicating Tiered Instruction:

- **K-2:**
    - 7:45-8:45   Math Workshop
    - 8:45-9:30   Whole Group Reading (CCGPS units, sci/sst read alouds)
    - 9:30-10:15 Writer's Workshop
    - 10:15-11:15   Needs-Based Groups
        - Differentiated Interventions for Tiers I, II, III, IV
        - Intervention strategies from Walpole/McKenna, Lane, O'Connor, etc; materials include Walpole/McKenna Combo Kits, FCRR, Reading A-Z, guided reading sets
    - 12:15-1:00 Specials, with *Tier III inventions 3 days per week
    - 1:00-2:20 Skills Block/Focus (additional reading/math Tier 1 and/or Tier 2, additional science/social studies)

*Tier III interventions provided by certified teacher (Road to the Code, Read Naturally GATE): 10:45-11:30 kindergarten, 12:15-1:00 first, 8:15-9:00 second

- **3rd-5th**
    - 7:45-8:15 Focus (additional reading/math Tier 1 and/or Tier 2)
    - 8:15-9:20   Block I (Reading)
    - 9:20-10:25   Block II (Writer's Workshop)
    - 10:25-12:15   Block III (Math), with Lunch
    - 12:15-2:20 Block IV (Science/Social Studies), with Specials, with *Tier III interventions 3 days per week

        - Reading Block: Three days per week, reading teacher teaches from the CCGPS unit and provides differentiation. Two days per week, reading teacher facilitates independent practice, literature circles, and Tier II interventions. Intervention strategies: Walpole/McKenna, O'Connor, Rasinski, Archer, etc; Intervention materials: Walpole's multisyllabic lessons with guided reading, Read Naturally, Quick Reads, ReadWorks, Reading A-Z, FCRR, Shell Leveled Readers, etc.

*Tier III interventions provided by certified teacher (SRA Decoding): 9:00-9:45 third, 10:00-10:45 fourth, 1:00-1:45 fifth

Assessment/Data Analysis Plan

Current Assessment Protocols at Fairmount Elementary School				
Assessment	**Purpose**	**Skills Measured**	**Frequency**	**Grade Levels Assessment is Utilized**
• AIMSweb (This assessment is similar to DIBELS. We will replace AIMSweb with DIBELS if awarded the grant.)	• To screen and monitor students' achievement on a variety of reading skills. • May be used to evaluate the effectiveness of interventions based on students' growth.	A. Number Identification B. Quantity Discrimination C. Missing Number D. Letter Naming Fluency E. Letter Sound Fluency F. Phoneme Segmentation Fluency G. Nonsense Word Fluency ------------------------------------ H. Phoneme Segmentation Fluency I. Reading CBM; Fluency J. Nonsense Word Fluency K. Math Computation ------------------------------------ L. Math Computation M. Reading CBM; Fluency	A. Fall, Winter B. Winter, Spring C. Winter, Spring D. Fall E. Fall, Winter F. Winter, Spring G. Winter, Spring -------------------------------- H. Fall I. Winter, Spring J. Fall, Winter K. Fall, Winter, Spring -------------------------------- L. Fall, Winter, Spring M. Fall, Winter, Spring	• K (A-G) • 1st (H-K) • 2nd-5th (L-M)

Assessment	Purpose	Skills Measured	Frequency	Grade Levels Assessment is Utilized
• Phonological Awareness Screener	• To determine strengths and weaknesses along the phonological awareness continuum	A. Word, Syllable, Onset-Rime, and Phoneme Levels	A. As Needed	• As Needed
• GKIDS	• To provide ongoing diagnostic information about kindergarten students' developing skills in English Language Arts, Math, Science, Social Studies, Personal/Social Development, and Approaches to Learning.	A. Alphabet Knowledge, Phonological Awareness, Concepts of Print, Alliteration and Rhyming, Vocabulary, and Reading Comprehension	A. 4 X per year	• Kindergarten
• Informal Phonics Inventory	• To determine strengths and weaknesses along the phonics continuum	A. Letter Sounds, CVC, Consonant Blends and Digraphs, Rule of Silent – e, r-controlled vowels, and Vowel Digraphs	A. Beginning of the year and again as needed	• As Needed

Assessment	Purpose	Skills Measured	Frequency	Grade Levels Assessment is Utilized
• District-wide Benchmarks Aligned to CCGPS and the Georgia Milestones Assessment	• To determine students' acquisition of grade level standards • To target weaknesses through reteaching and needs-based groups	Grade Level CCGPS	A. Formative Benchmarks are administered at the 12 and 24-week point A. Summative Benchmarks are administered in April of each school year	• 1st-5th Grade • 1st and 2nd Grade
• Sight Word Inventory	• To determine J&J Reader • To determine students' knowledge common sight words	Sight word recognition and knowledge	A. As Needed	• As Needed

Assessment	Purpose	Skills Measured	Frequency	Grade Levels Assessment is Utilized
• Georgia Milestones Assessment System	• To determine students' acquisition of grade level standards • To screen students for needs-based groups using the previous year's data	Grade Level CCGPS	A. 1 X Per Year	• 3rd-5th Grade
• Gordon County Student Learning Objectives	• To determine students' acquisition of grade level standards • To screen students for needs-based groups using the previous year's data • To determine student growth with mastery of state standards	Grade Level CCGPS	2 X Per Year	K-3 Special Area Teachers

- **Comparison of the Current Assessment Protocol with the SRCL Assessment Plan**

     The current assessment protocol at FES is aligned with the SRCL assessment plan with the exception of DIBELS Next and the Scholastic Reading Inventory. These assessments will be utilized as part of Fairmount's literacy plan with funds from the SRCL grant.

- **Discontinued Assessments As a Results of the Implementation of SRCL**

     The implementation of the SRCL grant will introduce new literacy assessments. This will allow Fairmount Elementary to discontinue the use of AIMSweb. Discontinuation of other assessments may be deemed appropriate as student needs are assessed.

- **Professional Learning Needs**

     The implementation of any new literacy assessment will necessitate a need for professional learning. Teachers will need professional learning on the Scholastic Reading Inventory, as well as, DIBELS Next. It is imperative that teachers have a thorough understanding of what each assessment measures, how to administer the assessments, how to interpret the data, and how to use the data to drive instruction.

- **Data Presented to Parents and Other Stakeholders**

     Parents are given progress reports every 4.5 weeks and report cards are sent home at the end of each grading period, which is at the conclusion of a nine week period. Parents also have the opportunity to see a collection of formative and summative data by looking at their child's portfolio or by participating in a parent-teacher conference. Parents are also informed of specific data in regards to their child if Student Support Team (SST) meetings are held. Parents are also given detailed information regarding their child's academic achievement through the online parent portal, Infinite Campus, which is utilized by Gordon County Schools. Data team members, the literacy leadership team, and any other stakeholders may be privy to certain data

when determining goals for both students and the school as a whole.

- **How Data Will Be Used to Develop Instructional Strategies and to Determine Materials and Need**

At Fairmount Elementary, data is used to drive instruction based on student needs. Once the data has been disaggregated and analyzed, teachers will work collaboratively to develop instructional strategies that are effective in supporting student deficit areas. Teachers will have collaborative planning/design time to discuss what types of strategies have or have not been successful for them in meeting the needs of their students. Teachers will also have time to research and determine any materials or other needs they may have in order to begin targeting student weaknesses. Due to the fact that Fairmount Elementary does not have a literacy coach, the school needs to have a member of the literacy team plan with other school and the system literacy coaches. As this will be a classroom teacher, funds will be needed to provide substitutes so that Fairmount has equal access to professional learning and resources.

- **Assessment Plan: Who will perform assessments and how will the plan be accomplished?**

Assessments	Who Will Perform Assessment	Frequency of Assessment
• DIBELS Next	Instructional Coaches, ESS Teachers, EIP Teachers, and Paraprofessionals	
• Phonological Awareness Screener	Literacy Coach or Certified Teacher	As Needed
• GKIDS	Kindergarten Teachers and Paraprofessionals	4 X per year
• Informal Phonics Inventory	Literacy Coach or Certified Teacher	Beginning of the Year and As Needed

• District-wide Benchmarks Aligned to CCGPS	Certified Teachers	• Formative Benchmarks are administered at the 12 and 24-week point • Summative Benchmarks are administered in April of each school year
• Sight Word Inventory	Certified or Classified Staff	As Needed
• CRCT	Certified Teachers	1 X per year
• Gordon County Student Learning Objectives	Certified Teachers	2 X Per Year
• Scholastic Reading Inventory	Certified Teachers	This assessment will be administered as prescribed by the SRCL grant

Resources, Strategies and Materials Including Technology to Support the Literacy Plan

Resources Needed to Implement the Literacy Plan
Classroom Resources Needed
Materials to support Tier 2 and Tier 3 intervention, updated classroom libraries (literary and informational in various genres, reading levels, and formats, in topics to support CCGPS and student interest, including high interest/ low readability), class sets of chapter books and informational books/materials to support CCGPS, interactive media tools (electronic tablets, e-readers, electronic response systems, digital video equipment to support online collaboration and distance learning, computers, interactive software, interactive slates, audio equipment), materials to support the essential components of reading including a Phonics program, and leveled readers for guided reading.
Shared Resources Needed
Professional development materials, resources for writing in the content areas, small group sets of electronic tablets for check out.
Library Resources Needed
Updated titles to support CCGPS (fiction/non-fiction, various genres, books covering relevant topics and topics of student interest especially in the science/ss content areas)
Impact on Student Engagement
Updated titles to support CCGPS (fiction/nonfiction, various genres, books covering relevant topics and topics of student interest)
Activities that Support Literacy Intervention Programs:
- informal and diagnostic assessments, differentiated instruction, explicit and systematic research-based strategies, flexible grouping   45 minutes of small group intervention 3 x per week, additional screenings and progress monitoring, individualized instructional reading programs   - professional development on specific interventions in deficit areas and collaborative planning time on the appropriate utilization of interventions
Shared Resources Available
1 Computer Lab   - E-instruction voters   - Laptop cart (Fairmount Elementary would like to potentially provide an updated laptop cart to teachers because this one is outdated and the majority of laptops do not work correctly or consistently)   - Tablet cart (Fairmount Elementary needs to ensure that wireless access points work throughout the building.)
Library and Resource Room Shared Materials
- Library books   - Digital and audio/visual materials (digital camera, digital video camera, listening stations, some student response devices for checkout)   - Reference books   - Leveled book sets for small group and guided reading   - Quick Reads, Read Naturally, and Reader's Theater materials   - Comprehension Toolkits, K-2 and 3-5

- Practice Materials for literacy stations, including printed materials from FCRR, games, and manipulatives
- Road to the Code, Road to Reading, SRA materials, and professional learning texts
- Children's literature that support writer's workshop and comprehension strategy instruction

Activities That Support Classroom Practice

CCGPS-driven instruction, instructional technology programs, graphic organizers and anchor charts, exemplars of student work, instructional strategies, essential questions, student-teacher conferencing, workshop learning environment, collaborative feedback, student goal setting and feedback, progress monitoring, formative assessment, student collaboration and inquiry

Current Classroom Resources

- 3-4 student computers per classroom, one teacher computer, one projector
- Most classrooms with working document camera
- Gordon County Schools CCGPS Units and Extended Texts
- Lucy Calkins CCGPS Units of Study
- Kindergarten Jack and Jilly Readers
- Some pieces to the ImagineIt! Phonological Awareness and Phonics Kits
- Reading First Combo boxes
- Activboards or Smartboards

Clear Alignment Plan for SRCL and All Other Funding

March- April 2015 Performance plans and budget timelines due; wait for approval
April-August 2015 Plan and begin monthly professional learning to support new screeners, resources, strategies, and materials
May-June 2015 Place orders for start-up literacy, technology, and professional development resources/materials
August-September 2015 Process and distribute new resources, materials, and technologies
January 2016 Conduct Mid-Year review
January-May 2016 Continue Literacy Plan implementation
March-May 2016 Budget, plan, and place orders for Year 2 SRCL implementation

Strategies, Materials, and Instructional Resources that Will be Used or Purchased as a Result of SRCL Funding

The same methods and instruments used to collect data throughout the Needs Assessment process will be re-administered and disaggregated to measure if goals have been met. Guskey's (2002) methods of evaluating the effectiveness of professional learning will also be used, as well as student achievement data particularly pertaining to the Student Growth Model and closing the Achievement Gap.

Goal 1: Fairmount Elementary will provide students with appropriate tiered interventions that will remediate or accelerate based on the five areas of the cognitive reading model through formative and summative assessments.
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Strategies, Materials, and Instructional Resources to Meet Goal 1:
- Funding for research-based materials to fill gaps in "core" Tier 1 literacy instruction and to broaden and enhance instruction with Tiers 2, 3, and 4
- Explicit and sequential Tier 1 phonics instruction in grades K-2

- Explicit and sequential Tier 1 word recognition/multisyllabic word study in grades 3-5
- Explicit and sequential Tier 1 vocabulary resources, materials, and strategies for grades K-5.
- Explicit and sequential materials for all areas of the Fab Five to be used in Teirs 2, 3, and 4 instruction, K-5, to expand the current list of strategies and resources being used in effort to meet the news of 100% of our students.
- Specialized resources and strategies for English Language Learners
- Professional development, taking into consideration the costs of outside consultants, supplies, workshops, and conferences, SRCL trainings, travels, professional books for book studies, and substitutes
- Supplies and collaboration time needed to support instructional planning and the design of formative and summative assessments to reach higher DOK levels
- Professional development to ensure seamless integration of new screeners, to include DIBELS Next and the Scholastic Reading Inventory.
-

Goal 2: Technology at Fairmount Elementary will be relevant to students and ensure that they develop the latest skills necessary to excel globally in the 21st century.

Strategies, Materials, and Instructional Resources to Meet Goal 2:

- Computer, electronic, and digital equipment to support student literacy (reading, writing, speaking, listening) and 21st century performance skills such as information acquisition, collaboration, problem-solving, and communication

- Student access to online literacy resources

- Classroom libraries and other print media and resources that will complement CCGPS literacy across the grades and content areas, as well as student interest and choice

- Professional development pertaining to 21st century technologies and best instructional practices for both student and teacher usage, taking into consideration supplies, professional books for book studies, and substitutes

Goal 3: Fairmount Elementary will establish a school literacy leadership framework to ensure a consistent literacy focus across the curriculum for all students.

Strategies, Materials, and Instructional Resources to Meet Goal 3:

- Specialized professional development and professional books that address the need of low-socioeconomic students and students in crisis, particularly those involving the gradual release of responsibility from teacher to reduce scaffolding in effort to foster independent and successful readers and writers

- Professional development, taking into consideration the costs of SRCL trainings and other professional workshops and conferences, travel, guest speakers, and supplies

- Collaboration, through face-to-face and online communications, between Tolbert teachers

and effective teachers in the field with similar student populations

- Print materials and resources to support family involvement literacy, including those for transient, homeless, and English Language Learners

Goal 4: Fairmount Elementary students will receive effective interdisciplinary literacy instruction across the curriculum.

Strategies, Materials, and Instructional Resources to Meet Goal 4:

- Print resources, within a variety of informational content area text and Lexile levels, to support interdisciplinary reading across the grades

- Strategies and resources to support a K-5 framework for interdisciplinary writing and publishing/sharing of student writing in order to make writing relevant and meaningful to students

  Professional development, taking into consideration the costs of SRCL trainings and other professional workshops and conferences, travel, guest speakers, supplies, professional books for book studies, collaboration, and substitutes

Gordon County School System: Fairmount Elementary School

Professional Learning Strategies Identified on the Basis of Documented Needs

Fairmount Elementary is committed to ensuring that students have the reading, writing, listening, speaking, and viewing skills that will promote success on the pathway to being college and career ready in the 21st century. According to the "Why" document, teachers must teach in ways that promote critical thinking and higher order performance, and that will enable students to be successful and competitive in a global society. During the 2012-2013 school year, professional development primarily focused on Common Core Georgia Performance Standards, Writer's Workshop, and individualized professional development based on teacher need.

Examples of Professional Learning Activities (*past and ongoing*) in Literacy School Years 2012-2013, 2013-2014, and first semester 2014	
Activities	**Participants**
System (Gordon County Schools) Grade Level Collaboration days 5 hours during the Fall and Winter each year • focus on CCGPS/System Units and resources *this activity is ongoing during the 2014-2015 school year	100% FES reading, language, math, ESS, EIP, and ELL teachers
Extended Design Time Data Collaboration Days at FES with Administration and Literacy Leaders 3 full days each school year (September, November, and February) *this activity is ongoing during the 2014-2015 school year	100% FES academic teachers grades K-5
Regular and ongoing data and collaboration meetings with the Administration and System Level Coaches, grade level and	100% FES reading, language, science, social studies, ESS and ELL teachers

individual sessions, to support CCGPS implementation, differentiation, SST/RTI, formative assessments, instructional pacing and planning During grade level planning (45 minutes 2-3 times per month. After school 1-2 times per month for 1 hour, 1/2 of 1 in-service day, 2 half day early release days *this activity is ongoing during the 2014-2015 school year	
School-based Professional Learning, provided by Literacy Leaders and other teacher leaders: Common Core GPS • Comprehension Strategies • Tracking Thinking with Text Coding • Schema and Visualization • Elements of Great Student Writing • Student Feedback • Differentiation • CCGPS materials and resources • Lexiles • Writing – Units of Study in Opinion, Narrative, and Informational Writing Fall 2014 Topics include • Learning Targets • Creating Constructed Response Assessment Questions and How to Implement them • Conferencing with Student during Writing Workshop • Preparing students for the Georgia Milestones Assessment • Using writing portfolios to learn about students as writers • Using learning progressions to help accelerate student growth	100% teachers K-2, Reading and ELA teachers 3-5, all ESS and ELL

SLDS training	100% FES certified teachers
TKES training	100% FES certified teachers

Process Used to Determine the Effectiveness of Professional Development
Fairmount Elementary will continue to provide teachers with professional learning opportunities through regular and ongoing school-based and system sessions in order to support CCGPS implementation, data disaggregation, and collaboration. These ongoing professional learning opportunities along with those proposed below will be implemented and evaluated through the process of Plan-Do-Check-Act. The following measures will be used as Fairmount's protocol for the "Check" portion of the cycle: student achievement through formative and summative assessment, system benchmarks, universal screeners, informal forms of teacher data, TKES observations and walkthroughs, literacy observation checklist, and teacher surveys and interviews.

Table Indicating Examples of Proposed Professional Learning Activities in Literacy
Goal 1: Fairmount Elementary students will receive effective disciplinary literacy instruction across the curriculum. • DIBELS Next and Scholastic Reading Inventory • Specific training on new strategies, technologies, materials, and resources • Comprehensive Reading Solutions (from website) • Best practices: Literacy Across the Content Areas • Georgia's FIP (Formative Instructional Practices) Modules **Goal 2:** Fairmount Elementary will provide students with appropriate tiered interventions that will remediate or accelerate based on the five areas of the cognitive reading model through formative and summative assessments. • DIBELS Next and Scholastic Reading Inventory • Specific training on new strategies, technologies, materials, and resources • Comprehensive Reading Solutions (from website) • RTI: new strategies and resources for Tier 2, Tier 3, and Tier 4 • Specialized strategies for ELL • Georgia's FIP Modules (Formative Instructional Practices)

- Using Webb's Depth of Knowledge to create higher-level formative and summative assessments

Goal 3: Fairmount Elementary will support professional learning communities that enable educators to collaborate, share best practices, and integrate 21st century skills into classroom practice.
- Specific training on new strategies, technologies, materials, and resources
- Comprehensive Reading Solutions (from website)
- Engaging students with collaborative projects supporting information acquisition, problem solving, and communication skills
- Fostering student independence in literacy skills (through gradual release of responsibility)

Goal 4: Fairmount Elementary will establish a school literacy leadership framework to ensure a consistent literacy focus across the curriculum.
- Specific training on new strategies, technologies, materials, and resources
- Comprehensive Reading Solutions (from website)
- Fostering student independence in literacy skills (through gradual release of responsibility)
- Specialized professional book studies led by the Literacy Leadership Team

Sustainability Plan

Elements of Sustainability	Fairmount Elementary School will ...
Extend the assessment protocol beyond the grant period	• continue to adhere to established district-wide assessment protocols derived from best practices and the CCGPS (prescribed screeners, informal diagnostics, benchmarks, etc)
Develop community partnerships to assist with funding	• conduct multiple needs assessments to collect stakeholder feedback pertaining to literacy needs and form partnerships with local organizations such as churches and businesses to assist in supplementing funds
Expand lessons learned	• network with professional development providers from out-of-school sources • continue to support professional learning communities within the school through attendance at conferences, books studies, and professional journals
Extend the assessment protocols	• continue collecting data through screening, progress monitoring, and formative and summative assessments. The assistant principal currently monitors and will continue to monitor RTI, DIBELS Next, the Scholastic Reading Inventory,

	Periodic Assessments and Benchmarks, Study Island, Milestones, and other school-wide data.
Train new system employees	• support new teachers through peer observations of literacy leaders and regular feedback from administrative walk through observations • provide intensive professional development on instructional technologies and online resources (provided by system literacy coach, assistant principal, members of the Leader of Leaders and Literacy Teams, district technology staff) • offer ongoing assistance from mentors to ensure that new teachers are prepared to appropriately incorporate all aspects of literacy instruction across the curriculum. Fairmount will continue to provide ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.
Maintain technology after funding has ended	• incorporate the Gordon County School Technology Department to maintain a strong infrastructure. • continue to have a part-time

	Technology Technician and a full-time technology teacher who will support Fairmount with hardware and instructional technology needs.
	• purchase extended warranties and upgrades in the front end of SRG technology purchases (such as ipads)
	• continue to maintain the insurance and site licenses by way of Gordon County Schools.
	• follow the Gordon County Schools' Technology Plan to address infrastructure upgrades and replacement needs as new materials are integrated into the school.
	• seek out additional technology funding and grant opportunities to build on school and system infrastructure
	• ensure that teachers maintain cutting-edge technological skills by having the administrators and teacher leaders to attend technology integration professional learning.
Maintain on-going professional learning after funding has ended	• continued use of the GaDOE's Striving Literacy Resources such as the Why, the How, and the What documents, Comprehensive Reading Solutions

	- incorporate research-based, data-driven professional learning. - provide leadership opportunities for teachers to put into practice tiered instruction.
Ensure new teachers receive professional learning after funding has ended	- video-archive professional development sessions and model classroom lessons provided by the system literacy coach and teacher leaders for future use - offer a mentoring program for new teachers to offer support, resources, and advice. Each new teacher will be assigned an individual mentor who is a veteran teacher within the particular grade level/content area.
Ensure print materials are replaced when necessary	- continue to efficiently utilize Title I funds to replace print materials when necessary. - use fiscal resources generated from various fundraisers and donations to supplement and support printed materials needed.
Expand the lessons learned through the SRCL project with other schools and new teachers to the LEA	continue to collaborate effectively with the local RESA to facilitate new learning. Fairmount will continue to provide training to new system employees and to network with other schools/systems.

<u>Budget Summary</u>

Providing effective literacy instructions is a priority for Gordon County Schools. If Fairmount Elementary is awarded the Striving Readers Comprehension Literacy Grant, the funds will be used to enhance instruction and professional learning in the areas of reading, technology, literacy leadership, and effective interdisciplinary literacy instruction. Professional learning, technology, and resources will be used to continue our implementation of Common Core Georgia Performance Standards. Achievement gains and progress will be monitored by the administration along with the Leadership Team at Fairmount Elementary School.

If Fairmount Elementary School is awarded the SRCL grant, these funds will be used to address literacy needs in the following four identified problem areas for kindergarten through fifth grade:

1. Fairmount Elementary School will provide students with appropriate tiered interventions that will remediate or accelerate based on the five areas of the cognitive reading model through formative and summative assessments. The funds will be used to purchase:

- Professional learning for all literacy teachers and support staff on the five areas of the cognitive reading model and formative assessment
- DIBELS Next and training support
- Scholastic Reading Inventory and training support
- Research-based phonemic awareness and phonics program for K-2 word recognition /multisyllabic word study in grades 3-5
- Explicit and sequential Tier 1 vocabulary resources, materials, and strategies for grades K-5, as well as specialized resources and strategies for English Language Learners.
- Supplies and collaboration time needed to improve and design new formative and summative assessments to reach higher DOK levels across all grades and content areas
- Level Readers and other support materials
- Professional Text for teachers on the five areas of the cognitive reading model and best practices
- Literacy manipulatives

2. Fairmount Elementary School will be relevant to students and ensure that they develop the latest skills necessary to excel globally in the 21st Century. The funds will be used to purchase:

- Classroom computers, tablets, and/or e-readers
- Software
- Assistive Technology
- Digital recorders
- Document cameras
- Professional learning opportunities to train teachers on new technology

3. Fairmount Elementary will establish a school literacy framework to ensure a consistent literacy focus across the curriculum for all students. The funds will be used to purchase:

- Professional learning for administration as well as a school literacy team (on campus, online, and conferences off campus, outside consultants) to include how to overcome the effects of poverty on literacy and literacy across all areas of the curriculum.
- Professional text for book studies
- Print materials and resources to support family involvement literacy, including those for transient, homeless, and English Language Learners
- Regular collaborative planning to analyze data and to plan effective literacy instruction

4. Fairmount Elementary School will receive effective interdisciplinary literacy instruction across the curriculum. The funds will be used to purchase:

- Professional learning for content area teachers on effective literacy instruction based on the cognitive reading model
- Professional text to support the professional learning and best practices to improve instruction in all content areas
- Leveled text within the content areas
- Higher order thinking skills
- Vocabulary instruction across the curriculum
- Academic vocabulary instruction across the curriculum
- Strategies and resources to support a K-5 framework for interdisciplinary writing across all content areas