

School Profile

Created Monday, October 28, 2013

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School Information

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

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

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

School contact information

(the persons with rights to work on the application)

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

Grades represented in the building

example pre-k to 6

Pre-K to 5

Number of Teachers in School

35

FTE Enrollment

464

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

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

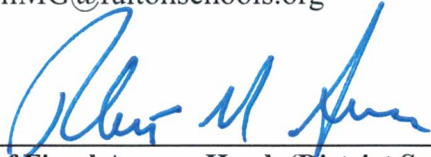
Position/Title of Fiscal Agent's Contact Person: Coordinator - Early Childhood & Remedial Programs

Address: 786 Cleveland Ave., SW

City: Atlanta, GA Zip: 30315

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

E-mail: BellMG@fultonschools.org



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

Dr. Robert Avossa - Superintendent

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

12/11/2013

Date (required)

Preliminary Application Requirements

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

SRCL General Information Packet-Cohort 3

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

-
- Yes
-

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

SRCL Scoring Rubric-Cohort 3

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

-
- Yes
-

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

SRCL Required Assessments Chart

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

Grant Assurances

Created Thursday, December 12, 2013

Page 1

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

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

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

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

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

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

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

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- Yes
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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.

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- Yes
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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.

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

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- Yes
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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."

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

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

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- Yes
-

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

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

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- Yes
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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.

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- 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).

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- Yes
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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.

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- 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).

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

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

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- Yes
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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.

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- Yes
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District Narrative

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

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

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

district. Recognizing the need to place more emphasis on supporting schools, our superintendent, Dr. Robert Avossa, moved staff positions out of the central office and placed them in four learning communities: South, Central, Northwest and Northeast. The learning communities allow a decentralized approach to school management and provide schools the opportunity to work more closely together and align resources. Each is managed by an area superintendent and supported by an executive director and staff. Striving Reader schools will take advantage of the flexibility provided to the district through its charter system status to implement their innovative literacy plans.

Past Instructional Initiatives: FCS teachers have access to model lesson plans written by district master teachers and the English/Language Arts (ELA) Department staff. The model units demonstrate a balanced approach to the teaching of standards. Instructional plans outline the standards addressed in each of the four nine-week units. Additionally, resources, strategies, and balanced assessments accompany each unit of study. A comprehensive scope and sequence outline the standards and elements for each semester of the school year.

Literacy Curriculum: The ELA curriculum is based on the Common Core Georgia Performance Standards (CCGPS) which are implemented through the Continuous Achievement Model. The goal of Continuous Achievement is to have all students challenged at their highest level. In this model, the K-1 curriculum is written such that teachers can scaffold, compact, or expand the curriculum depending upon student needs. In second semester 1st through 5th grade, students are placed on-level, advanced or accelerated (a full year ahead). Depending upon the placement level, the pacing depth and instructional level of the curriculum are varied in order to provide students the necessary challenge or support. The middle school curriculum focuses on the integration of vocabulary, literature, reading strategies, composition, oral language skills,

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

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

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

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

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

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

* Adjusted Performance Indicator

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

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

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

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

District Management Plan and Key Personnel

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

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

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

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

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

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

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

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

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

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

Experience of the Applicant

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

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

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

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

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

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

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

School Narrative

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

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

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

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

Administrative and Teacher Leadership Team

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

Past Instructional Initiatives

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

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

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

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

Current Instructional Initiatives

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

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

- Professional Learning Communities (PLCs)- All teachers participate in Professional Learning Communities twice a week with the administrative team during their planning periods. Topics discussed are such as creating meaningful and valid learning objectives for students, creating a targeted list of students who need urgent interventions, and the balanced literacy model.
- Standards-Based Classrooms- All students are receiving instruction that is based solely on the Common Core standards, utilizing best practices such as: the balanced literacy approach, flexible grouping, progress monitoring, tiered instruction, and differentiation.
- Good Habits Great Readers Program- Our school is currently implementing the Good Habits Great Readers Program, which includes a variety of content leveled texts, word work notebooks that promote achievement with phonics and phonemic awareness, a writing guide for teachers, etc.

Professional Learning Needs

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

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

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

GULLATT ELEMENTARY SCHOOL

Needs Assessment, Concerns, and Root Cause Analysis

A. Description of the needs assessment process

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

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

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

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

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

Building Block 1: Engaged Leadership

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

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

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

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

- a. Faculty
- b. Representatives from the stakeholders for your school (i.e., preschools, daycares, middle schools within your school's feeder pattern as well as students and representatives from higher education)
- c. Community and government leaders
- d. Parents

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

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

Building Block 2: Continuity of Instruction- *Emergent*

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

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

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

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

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

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

Building Block 4: Best Practices in Literacy Instruction

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

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

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

Building Block 5: System of Tiered Intervention for All Students

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

Needs Assessment Process

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

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

Building Block 6: Improved Instruction through Professional Learning

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

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

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

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

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

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

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

Gullatt Analysis of Identification of Student and Teacher Data

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

a) Choose appropriate applicant grade levels.

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

b) Disaggregation of data in subgroups.

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

Fulton County Schools: Gullatt Elementary- Student and Teacher Data

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

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

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

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

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

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

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

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

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

Gullatt Elementary - STAR Data

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

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

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

Increase the percentage of “exceed” students in reading:

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

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

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

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

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

e) Include teacher retention data.

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

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

f) Goals and objectives based on formative and summative assessments

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

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

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

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

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

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

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

A. Project goals directly related to the identified needs.

- Increase student performance on the CRCT in Reading to 90% for 5th grade students, 85% for 4th grade students, 85% for 3rd grade by 2016.
- Increase 5th grade student performance on the Georgia Grade 5 Writing Assessment to 92% by 2016.
- Increase student performance of SWDs to 75% on the CRCT in grades 3, 4, and 5 by 2016.
- Increase student fluency on the BAS by 50% for K-5 students based on the following areas: fluency, comprehension, and writing.
- Increase student performance on the STAR Early Literacy by 50% for K-2 based on the following areas: print concepts, phonological awareness, phonics, word recognition, vocabulary acquisition, and vocabulary use.
- Increase student performance on the STAR Reading by 50% for 3-5 based on the following areas: fluency and phonics; key ideas and details, craft and structure, integration of knowledge and ideas, text complexity, word recognition, vocabulary acquisition, and vocabulary use.

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

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

- Provide additional instructional materials and supports to impact students' improvement in the areas of speaking and listening through rich literary experiences.
- Build classroom resources of interactive literacy centers that focus on phonics, phonemic awareness, vocabulary acquisition, and promote student collaboration.
- Implement an After School Program from October-March that will focus on SWD with a special education teacher and ELL with an ESOL teacher and students on level 1.
- Engage students in 2.5 hours of literacy instruction daily (currently students are engaged in 2.5 hours each day).

- Extend the Extended Day experience by opening it up to all grades (currently 3rd and 5th), SWD will be taught by special needs teacher with a ratio of 5:1; ELL will be taught by ESOL teacher with a ratio of 6:1.
- Encourage parents of SWD and ELL to enroll their children in the Extended Learning Program so that we can provide additional literacy support.
- Provide additional professional development in integrating technology into the classroom that will be during bi-weekly staff meetings provided by the media and technology specialists.

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

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

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

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

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

E. The application provides an RTI model.

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

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

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

This RTI system includes the following essential components:

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

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

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

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

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

H. Goals to be funded with other sources.

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

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

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

Master Schedule (INTERVENTION) January 2014

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

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

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

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

Assessment/Data Analysis Plan

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

Currently C.H. Gullatt is administering two literacy data assessments. They are the Fountas & Pinnell Benchmark Assessment System and STAR Reading Enterprise. BAS is a series of benchmarks that measure the level of difficulty at which a student can read fiction and nonfiction text. BAS provides teachers with information on individual students' reading levels. The assessment gives teachers insight on how to differentiate their flexible grouping. Teachers administer BAS in the fall and twice in the spring to students in grades K-5th. The STAR Reading Enterprise is a timed computer- adaptive assessment. It is designed to provide teachers with reliable data that can be used to drive instruction. The assessment is given three times a year: once in the fall, winter, and again in the spring. Teachers have the option to administer the test biweekly, weekly, or monthly depending on the progress of students in intervention platforms. The test provides a starting position on each student's ability and is analyzed again to measure growth over the year. The STAR testing is practical and provides teachers with a plethora of information on their student's current reading and language skills. With the information from the Star Reading assessment, teachers can provide an individualized instruction plan for each student, set learning goals for students, and conference with students on making plans to meet those goals. C. H. Gullatt has effective screening, progress monitoring, and diagnostic tools in place to identify achievement levels of all students, advanced as well as struggling. Common mid-course assessments are in place for use across classrooms and include a variety of formats (multiple choice, short answer, constructed response, performance tasks and essay). The assessment and intervention materials align with students' needs are available to use. All teachers and administrators are trained at the beginning of the school year to be proficient in administering and interpreting all assessments.

A calendar for formative assessments based on local, state, and program guidelines, including specific timeline for administration and persons responsible have been developed. Specific times for analyzing the previous year's outcome assessments are identified in the school calendar to determine what student needs will look like for the school year. Protocol is in place to use this data as baseline for improving the program and curriculum.

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

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

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

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

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

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

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

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

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

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

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

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

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

Data is shared on a consistent basis with all stakeholders. We share assessment data with parents in the following ways:

- Hallway displays
- Parent newsletter
- Parent teacher conferences
- Bi-weekly progress reports
- Reports from District Benchmark Assessments
- Annual Title I meeting
- State of the School Address
- PTA and community meetings
- Local Advisory Council meetings
- Home Access Center-which allows access to teachers' grade books
- School website

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

We will:

- Establish a clear vision for school-wide data usage
- Provide support that foster a data-driven culture within the school
- Data will be a part of an ongoing cycle of instructional improvement
- Data talks and discussion will be done with students to teach them to examine their own data and set learning goals
- Conduct regularly scheduled meetings and data discussions to make adjustments to instruction
- Expectations for meetings will be communicated and modeled regularly
- Attend professional learning or professional development sessions

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

Assessment	Frequency	Purpose	Grade Given
CRCT	once a year	Outcome and Screening	3 rd , 4 th , and 5 th
ITBS	Once a year	Outcome and Screening	3 rd and 5 th
Cognitive Abilities (CoGAT), TTCT, STAT10-Stanford, and GRS Motivation Rating Scale	Once a year	To identify TAG students	Administered to students in grades K-5 who meet preliminary criteria for gifted services.
BAS Checkpoints (District Benchmarks)	3 times a year Twice a year	Diagnostic (fluency/comp) Diagnostic and measures mastery of standards	K-5
Portfolio information	After every unit	Monitors progress and outcome	K-5
Writing samples	Monthly	Diagnostic and progression and mastery of writing skills	K-5

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

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

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

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

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

Technology

- Tablets
- Online texts and instructional resources

- Internet based publishing software
- Supplemental reading materials for General and Special Education teachers
- MP3 players to enhance literacy instruction and student engagement
- Audio Books
- eBooks
- Listening materials for audio books
- Reading and Subscription databases

Assessment

- Common Assessment Item Bank
- Assessment strategies and uses for general education population
- Assessment strategies and uses for special education population
- SRI (Scholastic Reading Inventory) grades 3rd, 4th and 5th

Professional Development

- Successful use and implementation of Accelerated Reader to aid in RTI tiered instruction
- Tiered RTI instruction
- Professional Development – implementation and use of DIBELS Next
- SRI Training for staff
- Balanced Literacy
- Writing across the content areas
- Differentiated Instruction for SWD
- Use of e-Readers and tablets

Supplemental reading materials to aid RTI tiered instruction

- Non-fiction books and novels
- Children’s magazines
- Professional resource library
- Classroom Library
- Leveled Library for each grade level
- Cross Curriculum Leveled Libraries
- Culturally Relevant Books
- Language Series for SWD
- Decodable Books for regular and SWD classes
- Literacy games
- Kid’s magazine subscription(s)
- Science and Social Studies materials

Student Engagement

- Inclusion of literacy-based integrated field trips with other disciplines
- Star Reader Software
- Development of a summer reading enrichment program (one week of full-day literacy instruction for students K-5)

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

Listed below are proposed implementation strategies to support Gullatt’s literacy plan and classroom practices:

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

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

C. A list of shared resources available at each building.

- Books and CDs on tape
- Oral Fluency Kits
- Access to Brainpop
- Access to Reading A to Z
- Access to Study Island
- Phonics and language building games
- Reading comprehension passages

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

Each teacher has the following equipment in their classrooms:

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

Instructional equipment: Overhead projector

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

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

E. A list of activities that support classroom practices.

- Peer Review
- Guided Reading
- Literacy Centers
- Writing Workshop
- Teacher & Student Conferences
- Classroom Procedures & Routines
- Writing Curriculum to support writing across the curriculum

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

- Scaffolding
- Explicit Instruction
- Small Groups
- Modeling
- Asking & Answering Questions
- Differentiated Instruction
- Engaging Conversations
- Higher-Order Thinking
- Classroom Procedures & Routines
- Authentic Assessment

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

- Good Habits, Great Readers leveled reading books
- Literacy center activities
- Books on tape
- Listening center
- Online access to Brainpop, Study Island, Reading A-Z, and Reading Eggs

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

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

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

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

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

Professional Learning Strategies Identified on the Basis of Documented Needs

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

Gaps Analysis for the State of Literacy Instruction

Desired State of Literacy Instruction	Current State	Gaps	Non-Negotiables
<ul style="list-style-type: none"> • students completing independent reading and writing each day • time for conferences with students about independent reading • teacher coaching kids when they use reading strategies (visualizing, inferring, summarizing, making connections, asking questions, predicting, evaluating) until they can do them on their own • students getting feedback on writing and drawing dictation daily and weekly • students reading high frequency words 	<ul style="list-style-type: none"> • students are not completing independent reading on a regular basis • students are completing informal writing every day in their journal/do now and in their formative assessments • students are learning new vocabulary words in context every week • teacher is coaching students on their use of reading strategies when explicitly teaching a reading strategy • teacher models 	<ul style="list-style-type: none"> • time to complete independent reading and have conferences • students need to have access to books that are on their reading level and are interesting to them • content learning teachers need PD for how to teach reading skills • assessment that differentiates what specific skills students need support in (decoding, fluency, comprehension, etc.) 	<ul style="list-style-type: none"> • model for effective literacy instruction independent reading • writing across the curriculum • knowledge of student academic levels • data that drives instruction • student academic talk • students and teacher feedback • classroom libraries • reading strategies • materials for students to document their thoughts while reading (post-it notes, bookmarks,

Desired State of Literacy Instruction	Current State	Gaps	Non-Negotiables
<ul style="list-style-type: none"> • content teachers knowledge around teaching literacy and reading strategies like summarizing, main idea, making inferences (see <u>Reading in the Content Area</u> by Janet Allen) • uniformed reading diagnostic assessment (students should be assessed at least 4x per year) • listening centers in classrooms so that students can hear fluent readers and make the sound to text connections 	<p>strong examples for writing responses and using literacy skills</p> <ul style="list-style-type: none"> • many students struggle to practice skills independently because of behavior issues or misunderstandings as a result of management issues • students are given feedback on writing weekly or bi-weekly (tests, BCRs, selected response questions based on reading) 	<ul style="list-style-type: none"> • professional development library for staff • staff trained to work with small reading groups based on reading levels/letter recognition sounds production • www.readinga-z.com account to print off leveled readers 	<p>graphic organizers)</p> <ul style="list-style-type: none"> • informal writing every day • independent reading on a daily basis • grammar skills taught in reading instruction • listening centers • independent writing • visual aids • student-developed process charts • interactive word walls • learning centers • journals and journal writing • small group instruction/activities • vocabulary development • word study • accountable talk/peer discussion • posted objectives or included lesson plans • ongoing assessments or check understanding • integration of reading strategies and skills across the content areas • critical thinking

Desired State of Literacy Instruction	Current State	Gaps	Non-Negotiables
			questions that are generated by the teacher and students/ongoing questioning <ul style="list-style-type: none"> • cooperative learning activities • students respond to text through writing • daily oral language practice • explicit teaching in reading and writing

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

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

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

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

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

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

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

classrooms, CCGPS, balanced literacy, creating common assessments, and integrating literacy in all content areas

- developing rubrics and providing feedback
- create student profiles and maintain a system for monitoring student progress
- orientation and training on the standards and domains of TKES.

Sustainability Plan (10pts; (600 max)

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

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

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

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

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

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

Budget Summary

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

Technology and Software

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

Print Materials

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

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

Professional Development

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

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

Stipends

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