

# School Profile

Created Wednesday, November 13, 2013

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## Page 1

### School Information

School Information   District Name:	Fulton County Schools
School Information   School or Center Name:	Parklane Elementary School

### Level of School

Elementary (K-5 or Primary, Elementary)

### Principal

Principal   Name:	Dr. Gregory Fields
Principal   Position:	Principal
Principal   Phone:	404-669-8070
Principal   Email:	fieldsg@fultonschools.org

### School contact information

(the persons with rights to work on the application)

School contact information   Name:	Tamera Zackery
School contact information   Position:	Data Support Specialist/Grant Manager
School contact information   Phone:	404-669-8070
School contact information   Email:	zackery1@fultonschools.org

### Grades represented in the building

example pre-k to 6

Pre-K to 5

### Number of Teachers in School

36

### FTE Enrollment

500

# 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

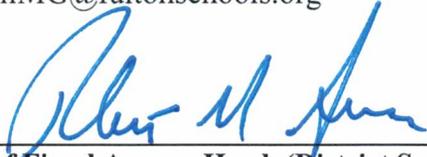
Position/Title of Fiscal Agent's Contact Person: Coordinator - Early Childhood & Remedial Programs

Address: 786 Cleveland Ave., SW

City: Atlanta, GA      Zip: 30315

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

E-mail: BellMG@fultonschools.org



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

Dr. Robert Avossa - Superintendent

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

12/11/2013

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Date (required)

# Preliminary Application Requirements

Created Wednesday, November 13, 2013

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## Page 1

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](mailto: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.

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• I Agree

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# Grant Assurances

Created Thursday, December 12, 2013

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## 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.

- 
- 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.

- 
- 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
- 

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

- 
- Yes
- 

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

- 
- Yes
-

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

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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."

- 
- 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.

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
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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
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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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## **Georgia Department of Education Conflict of Interest and Disclosure Policy**

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

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

### **I. Conflicts of Interest**

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

#### **a. Organizational Conflicts of Interest.**

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

- any person owning more than 20% interest in the Applicant
  - the Applicant's corporate officers
  - board members
  - senior managers
  - any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.
- i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
  - ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

## Conflict of Interest & Disclosure Policy

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

### **b. Employee Relationships**

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

## Conflict of Interest & Disclosure Policy

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

### ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

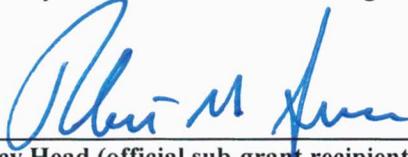
## II. **Disclosure of Conflict of Interest after Agreement Execution**

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

Conflict of Interest & Disclosure Policy

**III. Incorporation of Clauses**

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



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

**Dr. Robert Avossa - Superintendent**

\_\_\_\_\_  
Typed Name of Fiscal Agency Head and Position Title

12/11/2013

\_\_\_\_\_  
Date



\_\_\_\_\_  
Signature of Applicant's Authorized Agency Head (required)

**Dr. Robert Avossa - Superintendent**

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

12/11/2013

\_\_\_\_\_  
Date

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

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

\_\_\_\_\_  
Date (if applicable)

## District Narrative

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

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

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

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

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

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

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

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

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

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

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

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

\* Adjusted Performance Indicator

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

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

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

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

## **District Management Plan and Key Personnel**

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

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

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

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

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

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

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

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

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

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

**Experience of the Applicant**

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

<b>Grant</b>	<b>Funder</b>	<b>Award Year</b>	<b>Funded Amount</b>
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**

Parklane Elementary School (PES) is located within South Fulton County at 2809 Blount Street, East Point, Georgia. East Point consisted of approximately 35,584 citizens in 2012 (100% urban, 0% rural), within 13.75 square miles. The population change since 2000 has shown a decrease of about 10.1%. Demographically, East Point consists of 47.4% males and 52.6% females. The median resident age is 33.1 years as compared to the Georgia median age of 40. The estimated per capita income in 2011 was \$20,366. The Parklane community is within zip code 30344. Within our zip code, for the adult population 25 years and over, the educational background reflects:

- High school or higher: 80.8%
- Bachelor's degree or higher: 24.0%
- Graduate or professional degree: 8.5%
- Unemployed: 15.2%

The Parklane Elementary School community is representative of the school's student body which primarily consists of African American, Hispanic, Caucasian, and Asian. The community does not have theaters or cultural arts programs beyond what is provided through the school system at the local high school (Tri-Cities High School).

Parklane ES was established in 1953 and is currently celebrating 60 years of service to the East Point community. For this 2013-2014 school year, the school currently has a student enrollment of 477 students for grades Pre-Kindergarten through grade 5. Parklane consists of 71% African American, 24.9% Hispanic, 2.7% Caucasian, .8% Asian, and .2% Multi-Cultural. Note that the student population percentages fluctuate due to the school's high mobility rate. 14% of our students receive ESOL support, 17% are classified as LEP, 10% receive special education services, and 2.5% receive Talented and Gifted (TAG) education services. As 96% of the student body is eligible for free and/or reduced price meals, Parklane ES is a Title I school. All students are eligible to receive free breakfast every day and the vast majority of students receive free lunch as well. Due to this data, a significant number of Parklane students come to school lacking many of the basic academic and socialization skills that are required for success

in school. Many families rely on community agencies and local churches to address needs for clothing, food, and health support. Presently, Parklane ES receives the support of 1 local church that provides food supplements to identified families of need, as well as 2 organizations that provide clothing for students of need.

Parklane Elementary School is staffed with highly qualified teachers whose vision for all students is to help them achieve their full potential through instruction based on the acronym THRIVE ( T=technology utilization, H=higher order thinking skills, R=rigorous activities with differentiated instruction, I=Incentive-based discipline, V=Valuing our students, and E=Engaging our students in authentic tasks). Through this effort we will achieve our mission of educating every student to be a responsible, productive citizen.

Academically, Parklane ES has demonstrated strengths such as:

- The 4<sup>th</sup> through 5<sup>th</sup> grades have maintained 78% or more of the students meeting or exceeding expectations from 2010 to 2013 on the Reading CRCT.
- The 4<sup>th</sup> through 5<sup>th</sup> grades have maintained 82% or more of the students meeting or exceeding expectations from 2010 to 2013 on the English/Language Arts (ELA) CRCT.
- The 5<sup>th</sup> grade has maintained 77% or more of the students meeting or exceeding expectations from 2012 to 2013 on the State Writing Assessment.

Areas of weakness identified include:

- Since 2009, 3<sup>rd</sup> grade student performance on the ELA CRCT has continually declined.
- Since 2010, 3<sup>rd</sup> grade student performance on the Reading CRCT consistently declined until a moderate increase was demonstrated on the 2013 CRCT.
- Since 2009, 4<sup>th</sup> grade student performance on the ELA CRCT has demonstrated an increase through 2013 when student performance slightly declined.
- The 3<sup>rd</sup> through 5<sup>th</sup> grades have maintained 63% or less of the students meeting or exceeding expectations from 2010 to 2013 on the Social Studies CRCT. We attribute this low performance to inadequate literacy development.

It is our belief that the Striving Reader grant will enable our school to better address specific literacy needs and significantly support school-wide student literacy improvement.

#### **Administrative and Teacher Leadership Team**

Dr. Gregory Fields, 4<sup>th</sup> year Principal, and Ms. Teresa Mitchell, 5<sup>th</sup> year Assistant Principal,

serve as Parklane Elementary Schools lead administrators. These leaders began their collaboration during the 2010-2011 school year. Dr. Fields has over 35 years of experience in education and has served as a Curriculum and Instruction leader in two school systems and a school principal in three school systems. Ms. Mitchell has over 28 years of experience in education with over 14 of those years as a school leader. Together, they practice collaborative and distributive leadership, empowering employees to share, contribute, and implement strategies to continually improve instruction and improve student achievement.

Parklane ES has highly dedicated teachers within all grades who undertake the responsibilities of grade level leadership. They are responsible for representing teacher and grade level initiatives throughout the school year to support instructional improvement and ongoing student achievement in literacy. Additionally, Parklane ES is fortunate to have 10 teachers who have post-secondary degrees/endorsements in Reading.

### **Instructional Initiatives**

To ensure smooth transitions for student success, Parklane ES has initiated the following evidence-based strategies to support improved student achievement.

- The Parklane ES faculty will effectively differentiate instruction to address the various learning styles and readiness levels of all students.
- The Parklane ES faculty will collaboratively evaluate and utilize various forms of student data to effectively plan and modify instruction to address the academic and behavioral needs of all students.
- The Parklane ES Pyramid of Intervention (Response to Intervention – RTI) will be utilized to maximize instruction by addressing the academic and behavioral needs of all students.
- Parklane ES teachers will receive opportunities to conduct peer observations within our school system learning communities to improve their instructional planning and delivery.
- Parklane ES teachers will increase the quality of learning time through providing interactive and engaging technology support to increase student participation, mastery of standards, and long term understanding of skills.
- Parklane ES teachers will increase the quality of learning time through teacher implementation of differentiated instruction and flexible grouping to engage all multiple intelligences.

- Parklane ES administration, faculty, and staff will increase the amount of learning time by hosting Curriculum Nights for parents and students to support academic improvement.
- Parklane ES administration and faculty will increase the amount of learning time by providing CRCT Level 1 students the opportunity to participate in the after school Extended Day Learning Program.
- All grade level teams will continue to meet weekly in their professional learning community to collaborate on the development of instructional plans, as well as the analysis of student performance data. Teachers will discuss the types of assessments that should be used to make informed decisions about instruction and student progress.

### **Need for a Striving Readers Project**

A Striving Readers Comprehensive Literacy (SRCL) grant will generate a variety of ways to continually improve instruction and learning opportunities within Parklane ES, as well as our local community. Through enhancing instructional strategies that provide ongoing support for the development and enrichment of reading, writing, listening, and speaking skills we will be enabling students to become responsible, productive citizens in an ever-changing world.

## Parklane Elementary School Literacy Plan

### **Building Block 1. Engaged Leadership**

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

Over the past 4 school years Dr. Greg Fields, Principal, Ms. Teresa Mitchell, Assistant Principal, and the members of the administrative and instructional team have worked with students and parents to increase focus and commitment toward ongoing literacy development for all students. Over the past few years, Parklane Elementary School has demonstrated moderate improvement in student literacy. The achievements gained are due to leadership efforts to continually provide professional learning opportunities to strengthen standards-based instructional practices and establishing THRIVE (Technology utilization, Higher order thinking skills, Rigorous activities with differentiated instruction, Incentive-based discipline plan, Value our students, and Engaging students in authentic tasks) as a school-wide instruction and learning culture. As the school leader, Dr. Fields works with the school administrative and leadership teams, as well as the instructional faculty, to determine the best available resources for literacy professional development, as well as to establish schoolwide literacy improvement initiatives.

The principal and administrative team demonstrate their ongoing commitment to literacy development by providing daily scheduled times for each grade to collaborate a literacy instructional plan, participate in literacy professional development activities, and to regularly monitor literacy instruction. They also provide support to establish a leveled reader library to support instructional efforts to inspire students to continually develop their literacy skills, and support an Accelerated Reader program that motivates students to check out media center materials and read for understanding. Lastly, they provide Parklane ES teachers with opportunities to observe best practice literacy instruction in classrooms outside of Parklane ES.

#### **B. Action: Organize a Literacy Leadership Team**

The Striving Readers Comprehensive Literacy (SRCL) Grant process has inspired the leadership of Parklane ES to establish and maintain a school Literacy Leadership Team to help guide and sustain successful literacy improvement practices. The members of the Parklane Literacy Leadership Team (PLLT) are:

Fulton County Schools: Parklane Elementary School – Literacy Plan

Literacy Leadership Team Members' Names	Title / Position	Role
Dr. Gregory O. Fields	Principal	To monitor and evaluate implementation of the school literacy improvement program through instructional observation and data analysis.
Ms. Teresa Mitchell	Assistant Principal	To monitor and evaluate implementation of the school literacy improvement program through instructional observation and data analysis.
Mrs. Cheryl Williams	Curriculum Support Teacher	To monitor and evaluate literacy instructional planning and implementation. To support teacher planning and instruction through data analysis and sharing of research-based best instructional practices.
Mrs. Tamera Zackery	Data Support Specialist	To monitor and evaluate student progress through data analysis and sharing of research-based best instructional practices.
Ms. Tomika Jones	Parent Liaison	To work specifically with parents to support their acquisition of academic information, resources, and assistance needed to help their children at home.
Mrs. Latiya Thompson	2 <sup>nd</sup> Grade Teacher	To monitor and assess grade level literacy needs for primary grades.
Mrs. Michele Nowell	5 <sup>th</sup> Grade Teacher	To monitor and assess grade level literacy needs for intermediate grades.
Mrs. Lisa Canady	ESOL Teacher	To monitor and assess literacy needs for ESOL program.
Ms. Diana Stupfer	Special Education Teacher	To monitor and assess literacy needs for IRR programs.
Ms. Clarese Cooke	EIP Teacher	To monitor and assess literacy needs for underachieving students

		requiring EIP support.
Mr. Parlos Barnes	Community Leader – Assist. Vice President – Wells Fargo	To provide advice and support from the community perspective.
Mr. Vincent Marcus	Parent	To provide advice and support from the parent and community perspective.
Ms. Jill Flowers	Parent	To provide advice and support from the parent and community perspective.

The school’s literacy vision is to continually improve and strengthen our students’ literacy skills across all content areas of the curriculum. Our priorities and goals for each level of learning are clearly articulated within the Georgia Early Literacy Standards (GELS), the Georgia Bright from the Start program, and the Common Core Georgia Performance Standards (CCGPS). In supporting the school’s efforts to successfully implement these standards, the PLLT will develop a series of instructional and achievement steps that will guide, assess, and support student literacy development from the primary grades to the closure of Grade 5. To guide this effort, the PLLT will collect, review, and analyze a wide range of data including formative assessments, summative assessments, BAS, the Iowa Test of Basic Skills, the CCGPS Criterion Referenced Competency Test (CRCT), and feedback from the school community. The PLLT will meet monthly to discuss literacy data, achievements, and needs for all levels. The PLLT will also propose literacy objectives based on the data reviewed, keep instructional faculty and staff informed about school-wide student literacy performance, and keep community members informed about literacy goals and improvements through monthly Parent Teacher Organization (PTO) meetings.

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

Parklane ES will continue to provide its instructional staff and students, for all grades, with a dedicated 120-140 minutes of literacy instruction daily. All teachers, K-5, will also receive a daily, 45-minute instructional planning opportunity to collaboratively review and discuss student progress and needs, as well as share instructional strategies. Additionally, all K-5 teachers will meet regularly with the school’s Curriculum Support Teacher (CST) and Data Support Specialist (DSS) to discuss current progress with literacy initiatives, next steps for instructional planning, and best practices for

instructional delivery such as those noted in THRIVE.

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

Parklane ES is very fortunate to have a committed staff that continually seeks edification to support their ongoing literacy growth in the areas of planning, student engagement, instructional delivery, and assessment to strengthen literacy instruction across the curriculum. The school culture is such that teachers across the content areas embrace literacy as an integral part of the instruction of all CCGPS standards. To assure that literacy objectives, as well as quality instruction across all content areas is consistently being implemented the school administration will continue to implement the state required TKES evaluation program to ensure the consistency of effective instructional practices.

**E. Action: Optimize literacy instruction across all content areas**

Parklane ES places emphasis on integrating and optimizing literacy across all content areas as articulated in the CCGPS. To ensure the fulfillment of this objective, our content area teachers:

- Emphasize writing, K-5, as an essential skill across all content areas using the Scholastic Traits Writing Series. Ongoing vocabulary development is integrated within the Traits Writing Program as it supports literacy across the curriculum.
- Utilize journals to end each lesson in other content areas with a writing task to reflect and connect.
- Address students’ literacy needs through identifying and making use of appropriate text complexity.
- Emphasize conducting research projects that make use of multiple sources of information.
- Instruct students in understanding author bias and point of view, as well as supporting opinions with reasons and information.
- Emphasize vocabulary, informational text, and writing from evidence.
- Apply rigor and high expectations during daily reading instruction to support the development of competent, confident, college-and-career ready students.
- Have and will continue to participate in professional development opportunities that emphasize reading and writing across the curriculum.
- Provide supportive information to our parents during PTO curriculum night meetings on how

to help their children to become proficient readers.

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

The Parklane Elementary School community supports the school’s efforts to groom students to become college-and-career ready. Their support comes due to the school’s collaborative efforts to identify students who confront literacy challenges at the earliest point possible during their academic development. These efforts serve to build increasing trust between the community and the school, as well as contribute toward the school’s increasing partnerships to stimulate literacy achievement for all students. The primary stakeholders who promote the school’s literacy goals are the school leadership and classroom teachers, the Local School Advisory Council (LSAC), the Title I Committee, and a variety of Partners In Education who serve on school committees and support school literacy achievement for all students.

**Building Block 2: Continuity of Instruction**

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

To ensure consistent literacy focus across the curriculum, we utilize weekly Professional Learning Community (PLC) meetings with cross-disciplinary teams in grades K-5. Meetings are scheduled during teachers’ planning times to disaggregate data, examine student, work and identify instructional strengths and weaknesses as a way to determine next instructional steps in lesson planning. We have established group protocols/norms to enhance the effectiveness and focus of group meetings. Our norms consist of crucial conversations, respect other’s opinions, embrace challenges, adhere to time constraints, and stay engaged in work session. Agendas are utilized to communicate the purpose of each meeting and allow teachers ample time to gather any needed documents as well as come prepared to share thoughts and ideas. As a follow-up to summarize PLC meetings, teachers receive action summaries that include a brief but detailed synopsis of action items discussed, outcomes, and the effectiveness of previous strategies implemented.

The Curriculum Support Teacher (CST), Data Support Specialist (DSS), English Learner (EL) Teacher and Math Instructional Coach (MIC) work interdependently to support the following

components of our PLC culture: promote supportive leadership, shared personal practice, collective learning and application, shared leadership, and shared visions and values as set in our school improvement plan. Their collaborative work with teachers reinforces differentiated instruction (DI) and the use of best practices.

In an effort to increase effective instructional practices, teachers observe model lessons in teachers' classrooms who consistently demonstrate exemplary instructional practices. Videos are utilized as way to promote reflective teaching so that teachers can review video segments that capture practices they would like to employ in their own classroom. In addition to model lessons, a vertical reading group was created to support teachers with effective planning, identifying appropriate resources, using learning structures (specifically, guided reading & literacy work stations), & building knowledge of reading with professional literature, such as *The Next Step in Guided Reading* by Jan Richardson and Debbie Diller's books, *Practice with Purpose* and *Literacy Work Stations*.

One of Parklane Elementary School's initiatives is to extend teachers' knowledge of research-based strategies. For example, we integrate differentiated instruction by using 'DI On The Fly' which is a newsletter created by curriculum lead support specialists within Fulton County's Central Learning Community. This tool shares quick tips that teachers can easily incorporate into their weekly lessons. Another research based strategy is the use of Ruth Culham's Traits Writing Program. This program offers teachers a systematic approach to teaching writing while focusing on mentor texts, individual traits (ideas, organization, voice, word choice, conventions, presentation, sentence fluency), and weekly use of differentiated strategies.

To maximize and maintain a balanced literacy culture, all staff participates in various platforms of professional development. Some of these platforms include but are not limited to Edmodo, STAR, and PD 360. Edmodo is communication network platform for teachers, students, parents and school administrators to share educational news and events. Teachers use tutorials in STAR Enterprise to support their understanding and purpose of the system's reading assessment and how to create interventions and goals for students in the Response To Intervention (RTI) process. Lastly, PD 360, provides the content, tools, and resources through educational videos to improve instructional practices.

Teachers showcase students’ learning through Parklane ES THRIVE and school-wide writing display boards with posted samples of students’ work. THRIVE is an acronym that summarizes our school’s mission to use **T**echnology, **H**igher order thinking skills, **R**igorous activities, **I**ncentive-based discipline plan, **V**alue students, and **E**ngage students in authentic tasks.

We further celebrate and share success stories through our monthly SOAR newsletter and our school’s website with parents, the community, and other stakeholders. Also, in faculty meetings, teachers are given the opportunity to share their DI success stories along with examples of exemplary student work.

As a means to expand and sustain our work towards a balanced literacy environment, the administrative team carefully considers the totality of teachers’ performances from Teacher Keys Evaluation System (TKES) and students’ academic achievement when altering teaching assignments of members on grade level teams.

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

As we work to provide teachers support in literacy instruction across the curriculum, our literacy plan focuses on three instructional shifts – deepening content knowledge through reading rich nonfiction text; reading, writing, and speaking grounded in evidence from literary and informational text; and regular practice with complex text and its academic language. Strategies that teachers will use are close reading protocol, text dependent questions with graphic organizer, tier 2 and tier 3 vocabulary, primary sources, read alouds with complex text, decoding with analogies, vocabulary connections (colors, symbols, situations), visual representation with a web or concept map, book clubs and readers’ theatre to help with comprehension. To promote fluency students will use index cards to slide down the page of a book, sound boxes, and analogy charts for word study. Learning logs will be incorporated at literacy stations to support students with showing evidence of their work and as a reflective thinking and goal setting tool.

Professional development for staff will consist of meaningful job embedded workshops that will allow all involved participants to recognize how planned trainings will add value and enrich their current teaching methodologies while increasing students’ language and literacy skills.

Topic	PL Hours:	% of Staff Attending:	Resources and/or consultants:
Phonics (K & 1 <sup>st</sup> grade reading teachers only)	30	30%	Orton-Gillingham courses
Comprehension strategies (All teachers)	20	100%	Comprehension Toolkits by Hienemann & Metro RESA : Kelley York
Guided reading (K-2 <sup>nd</sup> & 3 <sup>rd</sup> -5 <sup>th</sup> reading teachers)	30	85%	Easter White & Kelley Webb – Humanities Program Specialists in Central Learning Community
Close reading (All teachers)	20	100%	Notice and Note: Strategies for close reading & Teacher Created Materials: Social Studies Strategies for active learners
Text-dependent questions (All teachers)	20	100%	Document Based Questions <a href="http://www.dbqproject.com">www.dbqproject.com</a>
Text Complexity (All teachers)	20	100%	Texts and Lessons for Content Area Reading by Harvey Daniels
Tier 2 and 3 vocabulary (All teachers)	20	100%	Bringing Words to Life & Metro RESA : Kelley York
Analyzing nonfiction texts (i.e. primary sources) (All teachers)	20	100%	Gilder Lehrman Institute & Metro RESA : Kelley York
Increasing social interactions students related to reading (All teachers)	30	100%	Schlechty Center: Working on the Work Design Qualities
Engaging/high interest work stations with reading apps, (All teachers)	20	100%	Tablets
To deepen teachers understanding and implementation of Traits Writing by Ruth Culham with fidelity. (All K-2 & 3 <sup>rd</sup> -5 <sup>th</sup> writing teachers)	14	85%	A Traits of Writing – Theory and Practice in Action: A Professional Development Video Series on DVD.

Through various learning platforms teachers will receive professional development to modify and enhance their instructional practices as evident from assessments, teacher surveys, totality of TKES walkthroughs, and both formative and summative observations.

Some of the learning platforms will include:

- Peer observations in and outside the building of exemplary teaching with the opportunity to receive additional feedback when the model teacher comes to visit the teacher’s classroom as well.
- Professional Learning Community (PLC) meetings during the day that will be conducted by the CST, MIC, and DSS. These meetings will focus on balanced literacy, balanced assessments, and problem solving in math.
- After school meetings which will include Differentiated Instruction (DI) workshops, additional assessment trainings as chosen by staff for further skill development, and additional balanced literacy strategies to support teacher modeling, guided practice, and use of effective literacy work stations.
- Train teachers on how to use Edmodo to support communication of important information with parents and among colleagues. For example, homework updates, tips to support learning, and updates on special classroom events.
- Train teachers on how to use PD 360, a professional learning tool, to watch videos related instructional practices (i.e. - DI, TKES performance standards). Also, show teachers how to use PD 360 as a way to collaborate with other colleagues and create their own learning groups within this program. To leverage the use of PD 360 along with our quest to foster a differentiated instructional culture in our school, teachers will have the opportunity to choose some of their learning platforms that best supports their learning style while also encouraging teachers to try new and innovative tools that will expand their instructional toolkit. Teachers who have been identified with areas of growth (Needs Development and/or Ineffective ratings) based on TKES performance standards will be assigned specific videos that are unique to their area of growth.
- Utilize book talks and strategize how to best implement what was read as a way to guide the advancement of students’ ability to read and write. One book that our literacy team looks forward to discussing with the staff is titled, *Good to Great Teaching: Focusing on the*

*Literacy Work That Matters by Mary Howard.*

- Offer coaching and modeling based on evidence from consistent monitoring of instructional practices in the classroom.
- Schedule and conduct pre and post conferences as a way to set a clear purpose for classroom visits/observations and to provide feedback related to TKES performance indicators as well as answer questions or clarify misconceptions from the observer and/or teacher.

Our constant goal is to provide staff with relevant, job embedded trainings that will require active participation from all involved teachers and a willingness to fully implement research-based strategies to enhance balanced-literacy across the curriculum.

Focusing on research-based practice in reading is a key priority among reading educators. Therefore, we will share the following research with teachers prior to giving them a reading endorsement survey.

- According to Leah, Johanson, & Toth (2004), tutoring is most effective when five specific factors are the foundation for tutoring: one-on-one tutoring, *supervision by certified reading specialists*, intensive instruction, programs that are assessment based, and regular reflective evaluation on the part of the tutor. Woven throughout successful tutoring programs are three common threads: (a) many opportunities to read authentic materials, (b) many applications of reading integrated with authentic writing experiences, and (c) highly motivating reading and writing activities related to students' interests and abilities by caring tutors. The tutoring program to be described incorporated all of these factors.
- With the increasing need for teachers to serve as effective literacy tutors that can help improve student performance, two important questions need to be examined from multiple perspectives: What factors are most influential in the success of children and their reading tutors? How much increase in reading skills can be expected with trained tutors? Children who have difficulty mastering the reading process are more at-risk for future academic failure (Rimm-Kaufman, Kagan, & Byers, 1999). The pressure is on to find ways to help these students "catch-up" to their peers in reading development (Klenk, 2000).

After carefully reviewing the survey results we will determine at that time if there is a need to offer

the reading endorsement class.

RTI will be supported by doing the following:

- maintaining a protected school-wide intervention/enrichment time
- assisting teachers with setting interventions and goals for tier 2 and tier 3 students
- offering research-based strategies to grade level teams with continued input from our support staff (ESOL, EIP, IRR, CST, DSS & Math Coach)

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

It takes a village to raise a child is a popular proverb with a clear message: the whole community has an essential role to play in the growth and development of its young people. A partnership between schools and community agencies strongly impacts students in becoming literate, productive, and caring citizens.

Our community business partners are:

- Atlanta Ballet
- Chick Fil-A- Cleveland Ave.
- Hands On Atlanta
- Wells Fargo Service Center
- YMCA- Andrew Young
- Metro Atlanta Kiwanis
- L & N Tax Service
- Pit Boss BBQ

Community stakeholders will support teachers by:

- volunteering time to assist as needed in the classrooms and other school-wide events (i.e.- reading mentors/**Positive Achievers Liking School/PALS**- Parklane’s mentoring program, use of Scholastic REAL (Read, Excel, Achieve, Lead) mentorship program, and reading and writing tutors)
- book donations
- monetary donations to help with the purchase of reading resources
- provide literacy nights within their respective business establishments along with incentives for students to come with their families (i.e.- free meal coupon)

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

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

Ongoing formative and summative assessments are utilized at Parklane Elementary School to gather a wealth of information about student learning progress and the effectiveness of teachers’ instructional strategies. We have begun to establish an infrastructure for data utilization that allows teachers and students to reflect on teacher instruction and student learning. Teachers have been trained on the types of assessments, the purpose of assessments, and common assessment expectations at Parklane ES.

An assessment calendar is created that provides a timeline for the administration of diagnostic, formative, and summative assessments in which CCGPS standards will be assessed. Data is analyzed within two days of the administration of the assessments to ensure timely and descriptive feedback that is relevant to the current instruction. In addition, instruction can immediately be adjusted based upon the data to meet the needs of the students at that time.

Effective screening, progress monitoring, and diagnostic tools are needed to identify achievement levels of students. According to the National Research Center on Learning Disabilities (2007), universal screening identifies individuals in need of further assessment and who are possibly “at risk” and progress monitoring determines the extent to which students are benefiting from the interventions administered. The progress monitoring and screening assessments currently utilized are STAR Early Literacy, STAR Reading, STAR Math, and Benchmark Assessment System (BAS). In grades K-3, DIBELS Next will be implemented to determine students’ reading fluency levels. Scholastic Reading Inventory (SRI) will be utilized for grades K-5, discontinuing the STAR Reading assessment. BAS will continue to be implemented to determine students’ reading fluency and comprehension level for students in grades K-5. Staff has been trained on the administration of the STAR and BAS assessments to ensure test fidelity. Professional development will be provided for SRI and DIBELS Next. Interventions will be used 3-5 days a week depending on the universal screening and formative classroom data. Progress monitoring will occur weekly or bi-monthly depending on students’ tier of interventions.

Common formative assessments are collaboratively created within the grade level team for formative data purposes. A variety of assessment items (multiple choice, constructed response, and essay) are

vetted and entered into FultonConnect, Fulton County’s student data management system. Students may take the assessments online through FultonConnect or utilize an answer document to complete the assessment. Students complete all math tests paper and pencil so that teachers can complete an error analysis if needed and students can show evidence of their student work. FultonConnect collects the student data and analyzes the information for teachers.

After each common assessment, teachers collaboratively meet to analyze student data and group students according to the mastery of the standards. According to Bambrick-Santoyo (2010), data meetings are crucial to change a school culture because they focus on what students were taught not on what students actually learned. To gain further insight into what students learned, teachers also review samples of assessed work to determine any student misconceptions that are evident and vet test items for increased reliability and fidelity of the administered test. “Results provide almost no meaningful information unless they can be seen in the context of the assessment itself” (Bambrick-Santoyo, 2010, p. 45). Students may also be grouped based upon the error analysis conducted on the students work samples. Teachers collaboratively discuss instructional strategies and plan lessons to address standards that have not been mastered and to appropriately review previously taught standards as a way to promote skill retention.

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

Universal screening and progress monitoring tools are utilized at Parklane Elementary School to identify and monitor students that need reading support and remediation. STAR Reading is currently utilized to assess overall reading achievement through skill based assessment items. STAR Reading is computer adaptive and assesses 36 reading skills in five domains. The computer based program collects and analyzes the reading data as well as generates multiple data reports including screening, instructional planning, progress monitoring, standards benchmarking, and growth percentile measurements. The STAR Reading assessment will be discontinued and Scholastic Reading Inventory (SRI) will be implemented for grades K-5.

SRI is a research based, reading assessment that is used as a universal screener and as a progress monitoring tool for students in grades K-5. SRI utilizes an online data management system, Scholastic Achievement Manager (SAM), which disaggregates the student data and supports data-driven instruction. The effective use of SAM will allow teachers more time to actively reflect and take next instructional steps to act on the new SRCL assessment tools.

DIBELS Next is a reading fluency universal screening and progress monitoring tool for struggling

learners in grades K-3. In grades K-3, DIBELS Next will be implemented to determine students’ reading fluency levels and Universal screening occurs three times a year in August, January, and May. Students may take the tests paper and pencil or teachers may administer through their online test administration system, VPORT. VPORT automates scoring and provides immediate reports.

BAS will continue to be administered to students in grades K-5. It is an effective assessment tool that evaluates students’ reading and comprehension ability with universal screening that is aligned to Leveled Literacy Intervention and determines each child’s instructional level for guided reading according to the Fountas and Pinnell A-Z Gradient for Guided Reading.

Universal screening and progress monitoring dates will be added to the Parklane Elementary School assessment calendar. Teachers will administer assessments and interventions with fidelity, and progress monitor as scheduled. The CST, DSS, and MIC will monitor testing to provide assistance and ensure fidelity is maintained with all formative assessment procedures. Once the universal screening has been completed, teachers will meet with their grade level teams to analyze classroom data and discuss instructional plans. Teachers will also provide timely, descriptive feedback to students. The DSS will monitor overall school data from the universal screenings and share data with administration, teachers, and parents in a user-friendly format. The data will be shared using the Parklane ES website, Parklane ES newsletter (Soaring Eagle), and during parent conferences in which reports can be utilized to share student progress. Professional development for the entire staff will be conducted for Dibels Next and SRI to explain how to accurately administer assessments and effectively utilize data reported. Professional development for BAS and STAR will be provided for new staff and on an as needed basis for staff previously trained.

After screenings have taken place and the data has been analyzed, teachers will administer interventions based upon needs shown in the data. Interventions will be administered 3-5 days a week depending on the universal screening and formative classroom data. Progress monitoring will occur weekly or bi-monthly depending upon students’ tier of interventions to determine the effectiveness of the intervention. Progress monitoring data will be reviewed and teachers will adjust the intervention based upon the progress monitoring data.

To ensure the proper and timely implementation of computer-based universal screening and progress monitoring, more laptops will need to be purchased for student use. The universal screening and progress monitoring assessments that will be utilized during the 2014-2015 school year are:

Assessment	Frequency	Purpose	Grade Given
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Benchmark Assessment System (BAS)	2 times a year	Reading Universal Screening (diagnostic/formative)	K - 5
DIBELS Next	3 times a year	Reading Fluency Universal Screening & Progress Monitoring (diagnostic/formative)	K - 3
Scholastic Reading Inventory (SRI)	3 times a year	Reading Universal Screening & Progress Monitoring (diagnostic/formative)	K - 5
STAR Math	3 times a year	Math Universal Screening & Progress Monitoring (diagnostic/formative)	1 - 5

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

Universal screening identifies individuals in need of further assessment and who are possibly “at risk”. Further diagnostic assessment may need to take place in order to determine the specific area of need. Teachers will analyze multiple data sources to set goals for students and select appropriate interventions to be administered to address students’ identified needs. Once Fulton County approved RTI interventions are administered, progress monitoring will occur to determine if students are benefiting from the interventions. Teachers will review progress monitoring data and the assessment plan will be modified if students are not responding to the intervention currently administered. Students and parents will receive feedback notifying them of the student’s response to the interventions administered during student/teacher conferences and parent/teacher conferences. A progress monitoring report will be printed and reviewed as a visual representation of the effectiveness of the intervention. Students’ progress may also be monitored through daily, ongoing formative assessment in the classroom.

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

As Goldring and Berends (2009) stated in the book *Leading with Data*, summative assessments are used to assess how well the student has mastered the material and provides summary information about the student. Parklane Elementary School administers summative assessments at the end of a unit of instruction and at the end of the school year. Teachers administer the summative assessments which include the End of the Unit Assessments, Criterion Referenced Competency Test (CRCT), and 5<sup>th</sup> Grade Georgia Writing Assessment. Teachers meet with their grade level teams to analyze student data from summative end of the unit assessments. This data is utilized to determine whether students have mastered the skills taught during a unit of instruction and measures whether the learning target

has been attained. Instructional calendars are adjusted to add standards to the next unit that have not been mastered. The grade level teams discuss instructional strategies that will help to increase mastery of standards that are not yet mastered.

At the end of the year, the CRCT and Georgia Writing Assessment data is collected and analyzed by class, grade level, subgroup, and domains. The data will also be analyzed to determine whether the goals in the School Improvement Plan have been met. Trend data will be collected to determine areas that the school historically performs below and above the county and state averages.

Teachers are held accountable for learning throughout the school year utilizing the summative assessment data, and taking other factors into consideration. Administration utilizes summative assessment data to make personnel and programming decisions.

The summative assessments that will be utilized during the 2014-2015 school year are:

Assessment	Frequency	Purpose	Grade Given
Criterion Referenced Competency Test (CRCT)	Once a year	Measures mastery of Common Core Georgia Performance Standards in Reading, ELA, Math, Social Studies, and Science (summative)	3 – 5
End of Unit Assessments	End of Unit	Measures mastery of the content/skill and whether the learning target has been attained	K – 5
3 <sup>rd</sup> and 5 <sup>th</sup> Grade Georgia Writing Assessment	Once a year	Measures mastery of Georgia writing standards (summative)	3 & 5

**Action 3.E.: Develop a clearly articulated strategy for using data to improve teaching and learning (See V. A.)**

Processes are in place to effectively utilize literacy assessment data, including Dibels Next, SRI, and BAS, to improve teaching and learning. Teachers collaboratively meet to analyze student data and group students according to the mastery of the standards. Students that need enrichment and remediation will be identified at this time. Once assessment data is discussed, teachers also review samples of assessed work to determine any student misconceptions that are evident and vet test items for increased reliability and fidelity of the administered test. Students may also be grouped based upon the error analysis conducted on the students’ work samples. Teachers collaboratively discuss instructional strategies and plan lessons to address standards that have not been mastered and to appropriately review previously taught standards as a way to promote skill retention. Extension activities for students that have mastered standards will be discussed by the grade level team as well.

An assessment calendar is created at the beginning of the school year. The assessment calendar will

list all assessments including universal screeners, diagnostic (pre), common formative (mid-unit), and summative (post). The calendar will be modified continuously based upon assessment data.

#### **Building Block 4. Best Practices in Literacy Instruction**

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

Parklane has established specific literacy strategies and learning structures that all teachers are required to implement during their direct literacy instruction. All teachers are receiving on-going professional development as it relates to our balanced-literacy plan. To help ensure practices are implemented in classrooms, teachers have also received a balanced-literacy checklist. This checklist is used as a resource for teachers when planning effective reading lessons and used as a performance indicator list for members on our administrative team when conducting classroom TKES walkthroughs and observations.

##### **Our components for a fully operational balanced literacy classroom:**

- Share CCGPS in the form of an EQ & goal for “I CAN” statements
- Share expected task and/or product that students should be able to do
- Offer a rubric/checklist to help guide students process towards learning goals
- **Read-aloud using above grade level text** by teacher (model fluent reading & writing strategies in a way that is interesting & motivates students to read, write, & integrate conventions during a mini lesson)
  - Same book can be used during shared reading
  - Model comprehension via think-alouds (activate prior knowledge, visualize, ask questions, make inferences, summarize/synthesize, self-monitor reading & writing, determine importance, make predictions, & analyze text structure)
- **Shared reading using above grade level text** by students reading with teacher (core stories in Journeys Anthology or suggested extended texts, including those from DOE)
  - Teach strategies to support total language acquisition (includes use of Scholastic’s Traits Writing program while integrating conventions)
  - Close reading strategy
  - Shared inquiry (a discussion method that involves discussing questions, responses, and

insights with fellow readers)

- Cornell notes (4th & 5th grade use keywords, notes & summary format)
- QAR before reading to frontload meaning (On my Own & Author and Me)
- Students writing about what they read or listen to using evidence from the text
- Students learn conventions using the shared text
- **Flexible guided reading using instructional level text** by students while teacher coaches (teachers promote opportunities for students to think & discuss what was read within, beyond, and about the text & word study)
- Students should be reading and writing the majority of the time vs. teacher talking
- Conduct writing conferences (at least twice a month with each student);
- Differentiate instruction as needed to support students’ learning styles/process, interest/product, skill readiness/content, & environment as appropriate
- Literacy centers/stations to practice reading & writing strategies (guidance from pre-shared teacher directions & partnership with peers, i.e. – vocabulary foldables, word wall hangman, genre walk, listening centers, graphing oral fluency, technology, etc...)
- QAR during reading to focus and think (Right There & Search and Find)
- **Independent reading & writing practice at individual students independent level** to build enjoyment of reading and fluency (use of Scholastic’s guided reading leveled books & selection of books from classroom library)
- Continuation of literacy centers (including technology, word study & integration of reading and writing performance tasks that will allow students to become proficient at finding evidence in text, crafting analyses, and synthesizing information)
- Continuation of writing conferences as needed
- QAR after reading to enhance understanding (Search and Find & Author and Me)
- Book study/comprehension clubs (use Scholastic’s Comprehension Clubs)
- Author’s chair (opportunity for students to share published writings & book reports from various read titles)
- Review what was learned using ‘I CAN’ statements
- Clarify any misconceptions
- Share next learning steps (only assign homework if lesson/skill has been completely taught)

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

Our school carefully considered both the writing needs of our students and teachers professional support in the area of writing when selecting the most appropriate and effective writing program for our school. The program we selected is Traits Writing by Ruth Culham.

Some of our core reasons for selecting Traits Writing are:

- *Research-based Trait Model* (Seven traits embedded with high-quality assessments that leads to focused instruction, clear goals for teaching and learning, shared vocabulary to talk about writing, and a strategic approach for consistent revision and editing.)
- Engage students in a *hands-on activity* that illustrates the writing process.
- Advocates use of *classroom assessments* to drive critical decisions about what to teach
- Easily implemented by teachers with fidelity because it offers easy, *explicit instructions* for implementing daily lessons.
- Includes a collection of fiction and nonfiction *mentor texts* that serve as models for teaching the key qualities of the Traits. All mentor text books are accompanied by a video from the author with advice to students on how to improve their writing as it relates to a specific skill or trait.
- *Trait-specific comments* book to support teachers with writing commentary specifically aligned to students’ writing needs.
- Reflects *best practices*, *Common Core State Standards*, *Response to Intervention (RTI)/differentiation*, *new technologies* and *reading/writing connections*.

Students work on specific traits - ideas, organization, voice, word choice, sentence fluency, conventions and presentation during whole class, small groups, and independent writing time.

**Overview of a writing week within 40 minute blocks:**

- **DAY 1** - Introductory lesson on key quality/trait, writing folder application & independent writing
- **DAY 2** - Whole-class warm-up activity, focus on conventions, & assessment and grouping
- **DAY 3** - Differentiated Small groups
- **DAY 4** - Mentor text lesson, writing folder application, and independent writing
- **DAY 5** – One-on-one conferences, partner conventions check, and whole-class reflection on the key quality.

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

We will be implementing many things to engage our students and our families.

- Parklane will be implementing a Family Literacy Night. This will be an evening of reading, writing, and fun. Parklane Elementary School’s cafeteria will turn into a Reading Restaurant. Our students will have the opportunity to take their parents “out to dinner” at Parklane’s Reading Restaurant. This evening will provide dinner for our families and a variety of literacy stations. The stations will be displayed based on different genres of literature. Within each station there will several books that represent multiple reading levels. Each family will select a book and then be seated by a host or hostess to a table where they will have the opportunity to read the book as a family and enjoy a delicious meal. Then each family will have the opportunity to post on the Parklane Restaurant’s Blog about the book they read and their experience at the Family Literacy Night. Computers will be accessible for parents to submit their blog.
- The second event that we would like to implement to engage our students in literacy is a Book Talk Café. We would like to designate a classroom in our building to create a café. In this café, we will include café tables and chairs, stools, couches, curtains, pictures, bean bags, multiple texts, bookshelves, a popcorn machine, a refrigerator to store beverages, and tablets. The students will be allowed once a month to visit the Book Talk Café. In the café, the students will select a buddy in class to share a book with. Students will enjoy eating popcorn and drinking a beverage while enjoying a book with a friend. After students have finished reading, they will have the opportunity to discuss their book with their buddy. After discussing the book, the students will use tablets to create a book review. Students will be able to select the format for their book review. They can choose to write a book review and post it on the Parklane Book Talk Café website or create a video trailer and post it as well.
- The third activity we would like to implement is Lunch Time Reading Fun. This will allow our students to have the opportunity to read at their designated lunch time. We have a stage located at the front of our cafeteria. We would like to create a reading environment on our stage. This will include multiple reading materials (books, tablets, ebooks, kindles), book shelves, carpets, bean bag chairs, etc. The children will have the opportunity to read on stage after finishing their lunch. All of our students will not be able to read on the stage every day,

so each teacher will develop a weekly schedule for their students. We believe this will continue to promote literacy and engage our students in reading opportunities.

- The fourth idea to promote literacy is to create a writing contest for our students. Each month our writing contest will be focused on a different form, theme, or trait of writing. Our school will develop a writing team that will be required to meet once a month to score the writing pieces. The writing team will evaluate the contest writing submissions and select two contest winners per grade level. Each winner will have their work showcased on a bulletin board, will be allowed to share their writing on the morning news show, and have their writing published on the school website. These students will also be acknowledged as distinguished writers in a special award ceremony where they will be presented with certificates and participate in an ice cream social.
- The fifth and last event we would like to implement is Read-Rock-Write. This will be an evening event for our students and their families. This event will integrate reading, writing, social studies, and music. During this event parents will be invited to participate in different stations where they will be learning about a specific time periods in history (1920s). One station will provide students and families with a variety of literature and activities to learn about the time period. The second station will be technology based and students and parents will be able to view primary source documents such as newsreels, music, movie trailers, radio broadcasts, newspaper clippings, and images of historical events, etc. The final station will include a dance demonstration and instruction led by our dance teachers. The dance teachers will introduce students and parents to a specific dance technique for the time period. Then the students and teachers will be able to participate in the dance while listening to music from the time period. After completing all of the stations, parents will complete a 3-2-1 exit ticket. They must write down three things they learned, two questions they still have, and one comment they have about the evening and the experience.

We are hoping by implementing these events and activities at Parklane Elementary School that we will engage our students and parents in literacy. In conclusion, we are hoping to instill an appreciation for literacy in order to promote life-long learning in our students, their parents, and our community.

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

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

Fulton County Schools (2013) defines Response to Instruction and Intervention (RTI<sup>2</sup>) as a four-tiered instructional process, or framework, which guides teachers in matching instruction and intervention to each student's learning needs. It also includes instructional interventions used to provide support to struggling learners and enrichment to on level and accelerated students. All students at Parklane Elementary School are in the RTI process. Decisions about the tier in which students are placed are made by grade level data teams. The data team consists of the homeroom/content teachers, special education teachers, the Data Support Specialist, Curriculum Support Teacher, Math Instructional Coach, as well as administrators.

Universal screeners are utilized three times during the school year to provide valuable data about students' instructional levels, reading achievement, and progress. Formative and summative assessments are also administered throughout the semester to determine students' mastery of the CCGPS. The grade level data teams meet to review assessment data, set goals for students, select appropriate interventions, and discuss students' progress. As a data team, a collective decision to move a student to another tier is determined based upon the Fulton County RTI guidelines.

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

Tier I instruction is differentiated, standards-based classroom learning. All students participate in general education learning and are taught the CCGPS on their readiness level (Fulton County Schools, 2013). The Tier I curriculum for Kindergarten through fifth grade consists of 120-140 minutes of daily literacy instruction. All students in Tier I receive challenge and rigor at their levels using differentiated instruction. All students are assessed to determine whether they need support or enrichment (Fulton County Schools, 2013). Teachers currently use the following material for Tier I instruction: Adopted textbooks (Journeys), print and non-print collections in the library, leveled libraries, comprehension studies, and online instructional practices. All students at Parklane Elementary participate in general education learning that includes:

- Universal screenings are administered to all students

- Implementation of the Common Core Georgia Performance Standards
- Differentiation of instruction
- Progress monitoring of learning
- Ongoing formative assessments are administered

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

Tier 2 instruction is need based and geared toward students that have gaps in their reading skills. In Tier 2, students who are less than 2 years below grade level will receive targeted intervention in their specific area of weakness (Fulton County Schools, 2013). These students will be identified based on universal screening and diagnostic data. Additional assessments may be administered to ensure accurate identification of struggling students or students that are not performing at expected levels and to see which skills need support and remediation. Tier 2 students still receive Tier I instruction while being immersed with researched based interventions. The interventions will take place during a grade level scheduled time for 6 weeks, 3-5 days a week for at least 15 to 20 minutes in groups of 8 or less.

A computer-based, foundational reading achievement program that provides students with personalized and intensive instruction in grades K-5 will be utilized during the reading intervention block. The skills that will be addressed through this program are phonological awareness, phonics & word recognition, spelling & encoding, fluency, vocabulary, spelling, and writing. These focus areas have been identified as areas of need based upon Parklane elementary School’s BAS and STAR assessment data. During the intervention block, students will complete the computer based program daily which will provide instruction at their individual level based upon the universal screening and progress monitoring data.

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

Tier 3 is individualized, intensive intervention for students that did not respond to targeted interventions in Tier 2 (Fulton County Schools, 2013). Tier 3 participation is based on data and only 5 – 10% of students may need this level of intervention.

Parklane ES Tier 3 instruction involves the following components: more intensive intervention

(increased frequency and duration), 4-5 days a week for at least 30 minutes during the intervention block, a decreased number of students within a group (no more than 4 students) and progress monitoring data that has been collected on a weekly basis. During the 4 week period in which the Tier 3 team monitors student response to intervention, if the student does not make adequate progress after 12 weeks of intensive intervention, the student will be referred to Tier 4 for a possible evaluation for special education services.

The computer-based, foundational reading achievement program that provides students with personalized and intensive instruction in grades K-5 will continue to be utilized during the reading intervention block. Fulton County approved interventions will also be utilized. Literacy strategies that teachers will use are close reading protocol, text dependent questions with graphic organizer, tier 2 and tier 3 vocabulary, primary sources, read a-louds with complex text, decoding with analogies, vocabulary connections (colors, symbols, situations), visual representation with a web or concept map, book clubs and readers' theatre to help with comprehension, to promote fluency without skipping lines students will use index cards to slide down page of a book, sound boxes and analogy chart for word study, and use of learning logs at literacy stations to support students with showing evidence of their work and the use of learning logs as a tool for reflective thinking and goal setting.

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

Tier 4 is developed for students who do not respond to the interventions provided in Tier 2 and Tier 3. The data team may decide to recommend the student for a psycho-educational evaluation which will determine whether the student needs specialized services (Fulton County Schools, 2013). The students may qualify for Special Education or be placed back in Tier 3. In this process, 5% or less of the student population should need specially designed instruction through a special education program.

Student's that qualify for Special Education services will have an Individualized Education Plan (IEP) that will outline goals, accommodations, and modifications that provide support for the student.

**Building Block 6. Improved Instruction through Professional Learning**

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

1. Preservice teachers receive professional development in disciplinary literacy within content areas. Teachers can receive this from in house resources, or attending trainings offered by MRESA, local colleges, or attending seminars.
2. Preservice teachers are provided with a mentor teacher, to assist and support them with understanding district expectations, new resources, and current trends.
3. Preservice teachers meet with support staff to better understand lesson planning to effectively integrate literacy across the curriculum.
4. Media/Educational Technology Instructor provides hands on training to preservice teachers to expose them to the resources that are available in the media center that can enhance literacy instruction while integrating current technology.

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

1. Teachers are provided with protected time daily to be used for collaboration, data analysis, lesson planning, analysis of student work, as well as time to reflect on best practice and share expertise among colleagues.
2. Teachers are provided with one full day of planning per semester to review data, plan lessons, etc. to ensure the incorporation of literacy across the content areas.
3. Once a month the vertical reading team meets to discuss CCGPS, as well as other information received from the county that will enhance literacy instruction within the school.
4. Teachers participate in needs-based professional development that is designed based on data collected at the beginning of the school year by the data support specialist, as well as recommendation made by the administrative team, that would promote effective literacy instruction across the content areas.
5. Teachers receive opportunities to visit other schools to observe implementation of literacy blocks, as well as time to observe peers within the school, who have been rated as proficient or exemplary in best practices based on informal and formal observations using the TKES

instrument.

6. Teachers receive on-going training for BAS/SRI/DIEBELS to ensure that data being documented is accurate, and supports student growth. Before each administration the support staff meets with teachers to make sure that they are aware of expectations and/or changes.
7. Teachers will receive training on how to incorporate the use of technology such as iPad, interactive whiteboards, Web 2.0 resources, etc., to enhance the delivery of literacy instruction. Teachers will take part in training that is offered at both on and off-site locations.
8. Create a professional learning library that consist of online websites, journals, and videos that teachers can access, to assist in developing their literacy across the content areas, lesson plans, activities, and performance tasks.
9. Professional development will be provided to paraprofessionals, support staff, interventionists, as well as priority substitute teachers to ensure a seamless implementation of literacy in all content areas. Professional development will be tailored to the specifics of the individual's duties and responsibilities.

## Needs Assessment Process

Parklane Literacy Leadership Team (PLLT) met on numerous occasions to analyze survey and student achievement data to determine the school’s literacy needs. The types of data utilized during the needs assessment process includes the Georgia Literacy Plan Needs Assessment Survey, Criterion Referenced Competency Test (CRCT), Iowa Test of Basic Skills (ITBS), Fountas and Pinnell Benchmark Assessment System (BAS), STAR, and the 3<sup>rd</sup> and 5<sup>th</sup> Grade Georgia Writing Assessments.

The needs assessment process began with forty-one certified teachers completing the Georgia Literacy Plan Needs Assessment for Literacy developed by the Georgia Department of Education. Of the certified teachers that completed the Needs Assessment, a recent survey revealed that 72% of the staff has acquired a graduate degree and the majority of the staff has been teaching over 8 years. All content and ancillary teachers participated in the Georgia Literacy Plan Needs Assessment for Literacy including homeroom/content teachers, special education teachers, English Learner teachers, special area (art, music, PE) teachers, and the media specialist. The teachers’ evaluation of Parklane Elementary School’s literacy needs is outlined in the chart below.

<b>Georgia Literacy Plan Needs Assessment for Literacy – Survey Results</b>				
	<b>Fully Operational</b>	<b>Operational</b>	<b>Emergent</b>	<b>Not Addressed</b>
<b>Building Block 1</b>				
<b>A.</b> Administrator commitment to learn and support evidence-based literacy instruction.	39%	43.9%	17.1%	0%
<b>B.</b> An active literacy leadership team organized by the administrator.	41.5%	24.4%	26.8%	7.3%
<b>C.</b> The use of time and personnel is leveraged through scheduling and collaborative planning.	19.5%	56.1%	24.4%	0%
<b>D.</b> A school culture where teachers across the content areas accept responsibility for literacy instruction.	26.8%	46.3%	19%	0%
<b>E.</b> Literacy instruction is optimized in all content areas.	20%	47.5%	35%	2.5%
<b>F.</b> The community at large supports schools and teachers in the development of college-and-career ready students.	19.5%	22%	36.6%	22%
<b>Building Block 2</b>				
<b>A.</b> Active collaborative teams ensure a consistent literacy focus across the curriculum.	22%	34.1%	36.6%	7.3%
<b>B.</b> Teachers provide literacy instruction across the curriculum.	27.5%	40%	32.5%	0%
<b>C.</b> Out-of-school agencies and organizations collaborate to support literacy within the community.	17.5%	25%	40%	17.5%

Fulton County Schools: Parklane Elementary School – Needs Assessment, Concerns, and Root Cause Analysis

	Fully Operational	Operational	Emergent	Not Addressed
<b>Building Block 3</b>				
A. An infrastructure for ongoing formative and summative assessments is in place.	41.5%	34.1%	22%	2.4%
B. A system of ongoing formative and summative assessments is used.	37.5%	42.5%	17.5%	2.5%
C. Problems found in screenings are farther analyzed with diagnostic assessment.	22.5%	42.5%	27.5%	7.5%
D. Summative data is used to make programming decisions and monitor individual student progress.	25%	52.5%	20%	2.5%
E. A clearly articulated strategy for using data to improve teaching and learning is followed.	20%	62.5%	17.5%	0%
<b>Building Block 4</b>				
A. All students receive direct, explicit instruction in reading.	38%	49.6%	12.4%	0%
B. All students receive effective writing instruction across the curriculum.	27.5%	43.8%	27.5%	1.3%
C. Extended time is provided for literacy instruction.	24.1%	47%	25.3%	3.6%
D. Teachers are intentional in efforts to develop and maintain interest and engagement as students' progress through school.	32.5%	55%	12.5%	2.5%
<b>Building Block 5</b>				
A. Information developed from the school-based data teams is used to inform RTI process.	37.5%	47.5%	15%	0%
B. Tier 1 Instruction based upon the CCGPS in grade K-12 is provided to all students in all classrooms.	52.5%	37.5%	15%	0%
C. Tier 2 needs-based interventions are provided for targeted students.	25.6%	51.3%	17.9%	5.1%
D. In Tier 3, Student Support Team (SST) and Data Team monitor progress jointly.	31.6%	39.5%	26.3%	2.6%
E. Tier 4 specially-designed learning is implemented through specialized programs, methodologies, or strategies based upon students' inability to access the CCGPS any other way.	20.5%	53.8%	23.1%	2.6%
<b>Building Block 6</b>				
A. Preservice education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.	12.5%	35%	32.5%	22.5%
B. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.	25%	52.5%	17.5%	5%

After completing the survey, the PLLT discussed the results and their views on each Building Block. The results showed that there was a need for a fully functional Literacy team that met regularly and would provide direction for the school. In addition, it was determined that the reading intervention block was ineffective and there was inconsistent reading and writing practices across the curriculum. Appropriate technology use and availability was another concern that the literacy team articulated from the review of the literacy survey.

To obtain an accurate picture of the literacy needs of Parklane ES, it was decided that more information was needed. The PLLT then analyzed the data from the BAS (Grades K-5) and STAR (Grades K-5) assessments recently completed. The results from the BAS and STAR assessments are below.

2013 BAS – Percent of Students			
Grade	Below	On	Above
Kindergarten	0%	83%	17%
1 <sup>st</sup> Grade	67%	15%	17%
2 <sup>nd</sup> Grade	61%	5%	34%
3 <sup>rd</sup> Grade	64%	9%	27%
4 <sup>th</sup> Grade	63%	4%	31%
5 <sup>th</sup> Grade	43%	4%	52%

2013 STAR Early Literacy – Percent of Students				
Grade	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
Kindergarten	9%	12%	18%	62%
1 <sup>st</sup> Grade	7%	12%	15%	67%
2 <sup>nd</sup> Grade	18%	19%	9%	54%

2013 STAR Reading – Percent of Students				
Grade	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
3 <sup>rd</sup> Grade	34%	31%	7%	28%
4 <sup>th</sup> Grade	26%	26%	12%	35%
5 <sup>th</sup> Grade	17%	17%	17%	49%

In examining the BAS and STAR data, over half of the students in grades 1 through 4 are below grade level. It was determined that there was a concern in the areas of phonics, fluency, and vocabulary which is negatively affecting students’ overall ability to comprehend text. In addition the BAS data reveals that the Kindergarten instructional focus needs to be on phonological awareness, alphabetic knowledge, print awareness, and oral language to increase students’ readiness skills for reading.

Next, reading student achievement data from the CRCT (Grades 3-5) and ITBS (Grades 3 & 5) were analyzed to determine specific areas of low performance for Parklane ES students.

2013 Reading CRCT – Percent Correct			
Domain	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
Reading for Information/Information in Media Literacy	42%	65%	56%

Literacy Comprehension	65%	78%	63%
Reading Skills and Vocabulary Acquisition	63%	81%	79%

2012 Reading ITBS – National Percentile Rank for each Domain		
Domain	3 <sup>rd</sup> Grade	5 <sup>th</sup> Grade
Vocabulary	25 NPR	25 NPR
Comprehension	27 NPR	24 NPR

The CRCT and ITBS data above demonstrates a deficiency in the Reading for Information/Information in Media Literacy domain which is also consistent with the low NPR in comprehension on the ITBS. Students have more difficulty comprehending informational than literary texts.

The Georgia 5<sup>th</sup> Grade Writing Assessments also provided information to determine the accurate needs of the students at Parklane ES.

5 <sup>th</sup> Grade Georgia Writing Assessment 2013 – Percent of Students			
Year	Does Not Meet	Meets	Exceeds
2009	29%	69%	2%
2010	26%	68%	5%
2011	35%	61%	4%
2012	20%	77%	3%
2013	22%	76%	1%

The overall writing assessment scores indicate that an increase of 6 percentage points have occurred from 2009 to 2013. To increase the scores, writing needs to occur across the curriculum.

### Areas of Concern

After viewing the various forms of data collected, the PLLT determined that the literacy needs/concerns of Parklane ES are:

- A fully functional Literacy team that meets regularly and provides direction for Parklane Elementary School needs to be restructured and functional.
- Intervention block is scheduled but instructional practices are considered ineffective.
- Consistent practice of reading and writing across the curriculum needs to be established.

- Appropriate technology usage needs to be addressed through professional development of staff.
- Availability of technology needs to be increased to provide all students frequent access.
- Student comprehension of expository/informational text needs to be increased.
- Student phonics, fluency, and vocabulary skills need to be strengthened.
- Student phonological awareness, alphabetic knowledge, print awareness, and oral language skills need to be increased.

### **Root Cause Analysis**

After determining the areas of concern and need for Parklane ES, a root cause analysis was conducted for each area. The root causes identified are:

#### *Functional Literacy Team*

- Newly established
- Awareness of the roles and responsibilities of the literacy leadership team relative to the literacy assessment needs of the school is limited

#### *Reading Intervention Block*

- A specific time is allotted but the time of day does not lead to effective implementation of instructional practices.
- Student attendance/tardiness
- Lack of intervention programs that maximize management

#### *Reading and Writing Across the Curriculum*

- Lack of professional development
- Lack of literature resources that supports standards
- Inconsistent implementation due to lack of knowledge
- Limited knowledge of teaching writing effectively

#### *Technology Usage and Availability*

- Lack of training of teachers to properly implement technology resources available

- Lack of technology resources

*Comprehension of Informational Text*

- Limited to no experience to text prior to school
- Not interested in informational texts
- No modeling of reading at home
- Lack of exposure to real world informational texts

*Student Reading Skills*

- Lack of teacher training
- Limited teacher understanding of literacy content
- Lack of participation in Pre-K programs
- No formal language used in the home

## Analysis and Identification of Student and Teacher Data

Data is an integral part of Parklane Elementary School’s culture. Multiple types of student achievement data are collected and analyzed throughout the school year. Parklane Elementary School utilizes the Fountas and Pinnell Benchmark Assessment System (BAS), STAR, 3<sup>rd</sup> and 5<sup>th</sup> Grade Georgia Writing Assessments, Criterion Referenced Competency Test (CRCT), Iowa Test of Basic Skills (ITBS), and Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS).

### Benchmark Assessment System Data

2013 Benchmark Assessment System – Percent of Students in each Category			
Grade	Below	On	Above
Kindergarten	0%	83%	17%
1 <sup>st</sup> Grade	67%	15%	17%
2 <sup>nd</sup> Grade	61%	5%	34%
3 <sup>rd</sup> Grade	64%	9%	27%
4 <sup>th</sup> Grade	63%	4%	31%
5 <sup>th</sup> Grade	43%	4%	52%

### STAR Assessment Data

2013 STAR Early Literacy – Percent of Students in each Category				
Grade	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
Kindergarten	9%	12%	18%	62%
1 <sup>st</sup> Grade	7%	12%	15%	67%
2 <sup>nd</sup> Grade	18%	19%	9%	54%

2013 STAR Reading – Percent of Students in each Category				
Grade	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
3 <sup>rd</sup> Grade	34%	31%	7%	28%
4 <sup>th</sup> Grade	26%	26%	12%	35%
5 <sup>th</sup> Grade	17%	17%	17%	49%

2013 STAR Math – Percent of Students in each Category				
Grade	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
1 <sup>st</sup> Grade	4%	8%	7%	80%
2 <sup>nd</sup> Grade	20%	23%	18%	39%
3 <sup>rd</sup> Grade	16%	16%	15%	53%
4 <sup>th</sup> Grade	12%	15%	18%	54%
5 <sup>th</sup> Grade	10%	22%	13%	54%

Georgia Writing Assessments Data

3 <sup>rd</sup> Grade Georgia Writing Assessment 2013 – Percent of Students in each Category for Writing Domains												
Type of Writing	Ideas			Organization			Style			Conventions		
	Does Not Meet	Meets	Exceeds									
Informational	28%	64%	8%	42%	57%	1%	49%	45%	6%	51%	49%	0%
Persuasive	29%	69%	2%	38%	60%	1%	43%	51%	6%	57%	43%	0%
Narrative	24%	69%	7%	40%	59%	1%	48%	42%	10%	56%	44%	0%

5 <sup>th</sup> Grade Georgia Writing Assessment 2013 – Percent of Students in each Category			
Year	Does Not Meet	Meets	Exceeds
2009	29%	69%	2%
2010	26%	68%	5%
2011	35%	61%	4%
2012	20%	77%	3%
2013	22%	76%	1%

Criterion Referenced Competency Test (CRCT) Data

2013 Reading CRCT												
Student Group	3 <sup>rd</sup> Grade				4 <sup>th</sup> Grade				5 <sup>th</sup> Grade			
	Does Not Meet	Meets	Exceeds	Total Tested	Does Not Meet	Meets	Exceeds	Total Tested	Does Not Meet	Meets	Exceeds	Total Tested
<b>2011-2012</b>	%	%	%	#	%	%	%	#	%	%	%	#
All	32%	45%	23%	82	20%	51%	29%	69	9%	65%	26%	66
Girls	25%	45%	30%	40	17%	49%	34%	35	8%	61%	31%	36
Boys	38%	45%	17%	42	24%	53%	24%	34	10%	70%	20%	30
Black	35%	44%	22%	55	24%	53%	24%	51	11%	63%	27%	56
Hispanic	29%	38%	33%	21	13%	40%	47%	15	%	80%	20%	10
EL	42%	42%	25%	12	---	---	---	7	---	---	---	3
SWD	---	---	---	8	---	---	---	5	---	---	---	2
<b>2012-2013</b>												
All	27%	58%	15%	86	11%	55%	35%	66	13%	76%	11%	71
Girls	16%	60%	24%	45	6%	45%	48%	31	10%	79%	10%	39
Boys	39%	56%	5%	41	14%	63%	23%	35	16%	72%	13%	32
Black	28%	62%	10%	61	11%	55%	34%	44	12%	82%	6%	49
Hispanic	26%	48%	26%	23	6%	50%	44%	18	16%	63%	21%	19
EL	27%	60%	13%	15	---	---	---	9	---	---	---	8
SWD	---	---	---	5	---	---	---	5	---	---	---	8

\*Data in the table above does not include retest scores for 3<sup>rd</sup> and 5<sup>th</sup> grade.

--- Data was not available on the score report if less than 10 students were tested in a student group.

2013 CRCT – Percent of Students in each Category						
	3 <sup>rd</sup> Grade		4 <sup>th</sup> Grade		5 <sup>th</sup> Grade	
	Does Not Meet	Meets/Exceeds	Does Not Meet	Meets/Exceeds	Does Not Meet	Meets/Exceeds
Reading	23%	77%	11%	89%	2%	98%
English Language Arts	38%	62%	17%	83%	6%	94%
Math	46%	54%	32%	68%	18%	82%
Science	67%	33%	31%	69%	63%	37%
Social Studies	58%	42%	37%	63%	40%	60%

2013 Reading CRCT – Percent Correct for each Domain			
Domain	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
Reading for Information/Information in Media Literacy	42%	65%	56%
Literacy Comprehension	65%	78%	63%
Reading Skills and Vocabulary Acquisition	63%	81%	79%

*Iowa Test of Basic Skills (ITBS) Data*

2012 Reading ITBS – National Percentile Rank for Total Reading		
Year	3 <sup>rd</sup> Grade	5 <sup>th</sup> Grade
2009	26 PR	27 PR
2010	28 PR	29 PR
2011	35 PR	31 PR
2012	26 PR	25 PR

2012 Reading ITBS – National Percentile Rank for each Domain		
Domain	3 <sup>rd</sup> Grade	5 <sup>th</sup> Grade
Vocabulary	25 PR	25 PR
Comprehension	27 PR	24 PR

*ESOL Access Data*

2013 Reading ACCESS – Percent of Students in each Category						
Proficiency Levels	KDG	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
1 – Entering	67%	0%	0%	7%	---	---
2 – Emerging	20%	8%	0%	7%	---	---
3 – Developing	7%	33%	18%	33%	---	---
4 – Expanding	0%	8%	9%	20%	---	---
5 – Bridging	7%	25%	64%	20%	---	---
6 – Reaching	0%	25%	9%	13%	---	---

--- Data was not available on the score report if less than 10 students were tested in a student group.

After reviewing the student achievement data, we determined that the literacy strengths at Parklane Elementary School include:

- Listening Comprehension
- Ideas Domain in Narrative Writing (3<sup>rd</sup> grade)
- Writing (5<sup>th</sup> grade)

The data review also demonstrated that Parklane Elementary School's literacy weaknesses are:

- Comprehension of Expository/Informational Text
- Comprehension of Literary Text
- Fluency
- Vocabulary Skills
- Phonological Awareness
- Writing Domains: Organization, Style, and Conventions
- Science and Social Studies (due to integration of reading and writing)

Teacher data is also a valuable piece of information to examine when creating a literacy plan. Parklane Elementary School has varied levels of teaching degrees among the staff which includes Special Education teachers and a Media Specialist. A recent survey completed by forty certified teachers, revealed that 28% of the staff's highest degree is a Bachelor's degree, 51% of the staff has a Masters' degree, 18% of the staff holds a Specialist degree, and 3% of staff currently holds a doctorate degree. The majority of the staff at Parklane Elementary School, has been teaching over 8 years. 7.5% of teachers have been teaching 1-3 years, 22.5% of teachers have been teaching 4- 7 years, 30% have been teaching 8-11 years, 10% of teachers have been teaching 12-15 years, and 30% have been teaching over 16 years.

The teacher population at Parklane Elementary School has been consistent and has retained over 80% of teachers the past 2 years. 8% of teachers have been employed at Parklane Elementary School more than 12 years. 15% have been employed at Parklane Elementary School 8-11 years, 33% have been employed 4-7 years, and 43.6% of teachers have been teaching here between 1-3 years. At the end of the 2012-2013 school year, only two teachers resigned to relocate and work closer to home. There are no teachers planning to retire at this time.

All certified teachers at Parklane Elementary School participate in Professional Learning Communities (PLC). The PLCs meet weekly with grade level teams and vertically with their subject area teachers to analyze data, share strategies, and participate in professional learning opportunities that will increase teacher effectiveness.

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

Parklane ES will implement the SRCL grant over the five year grant period. Based on our needs assessments, student data goals and objectives were created to address our school's literacy needs. Additionally, current programs and practices were reviewed to determine whether they were effective and other programs needed to be implemented.

### **Project Goals and Objectives**

The project goals directly related to the identified needs at Parklane Elementary School are:

- Increase student performance on the K-3<sup>rd</sup> grade DIBELS Next assessment by 50% by the end of the grant period, measuring academic growth annually. Baseline will be the first assessment administration of DIBELS Next.
- Increase student performance on the CRCT in Reading, 76% to 88% in 3<sup>rd</sup> grade, 88% to 94% in 4<sup>th</sup> grade, and 97% to 100% in 5<sup>th</sup> by the end of the grant period, measuring academic growth annually.
- Increase student performance on the Georgia 5<sup>th</sup> Grade Writing Assessment from 77% to 83% by the end of the grant period, measuring academic growth annually.
- Increase student performance on the BAS assessment annually in grades K-5<sup>th</sup> by three instructional levels.
- Increase student's performance on the K-5<sup>th</sup> SRI assessment by 20% by the end of the grant period, measuring academic growth annually. Baseline will be the first assessment administration of SRI assessment.

Parklane ES' project objectives support the goals identified in the root cause analysis and needs assessment. The objectives are:

- Implement a computer based intervention program.
- Implement a drama based literacy program.
- Implement a mentor program.
- Implement ongoing formative and summative assessments.
- Implement programs with fidelity.
- Utilize technology for interventions and progress monitoring.

Goals and Objectives identified will be measured by formative and summative assessments shown in the chart below.

Goals	Baseline	Measurable Objectives	Activities	Timeframe
1. Improve Reading	<p>*First admin. of DIBELS Next in 2014.</p> <p>* 2013 BAS administration, 100% of K, 32% of 1<sup>st</sup>, 39% of 2<sup>nd</sup>, 36% of 3<sup>rd</sup>, 35% of 4<sup>th</sup>, and 59% of 5<sup>th</sup> grade students performed on or above.</p> <p>* First admin. of SRI in 2014.</p>	<p>*By the end of the grant period, K-2 will increase DIBELS Next assessment by 50%.</p> <p>*By the end of the grant period, 3-5 will increase BAS annually by three instructional levels.</p> <p>*By the end of the grant period, K-5 will increase SRI assessment by 20%.</p>	<p>1.1 Expand classroom libraries</p> <p>1.2 Implement professional</p> <p>1.3 Launch Reader’s/Writer’s Theater</p> <p>1.4 Redevelop reading buddy program</p> <p>1.5 Implement mobile laptop labs</p> <p>1.6 Introduce Digital Storytelling</p> <p>1.7 School-wide close reading protocol integrated into daily literacy stations.</p> <p>1.8 A nonfiction reading station.</p> <p>1.9 Daily independent reading station.</p>	<p>1.1 By Oct. 2014</p> <p>1.2 During Pre-planning August 2014 and then for 2 hours each month</p> <p>1.3 By Sept. 2014 and will continue throughout the year.</p> <p>1.4 During September student volunteers will be trained and paired with students. They will read together every other Friday from Oct-April.</p> <p>1.5 By August 2014</p> <p>1.6 By September 2014</p> <p>1.7-1.9 Sept. 2014 then on-going throughout the school year.</p>
2. Improve Meets and Exceeds scores in Reading	<p>* 2013 Reading CRCT, 77% of 3<sup>rd</sup>, 89% of 4<sup>th</sup>, and 98% of 5<sup>th</sup> grade students met or exceeded.</p>	<p>2. By the end of the grant period, Reading CRCT will increase to 88% in 3<sup>rd</sup> grade, to 94% in 4<sup>th</sup> grade, and to 100% in 5<sup>th</sup>.</p>	<p>2.1 Weekly use of Comprehension Clubs</p> <p>2.2 Nonfiction reading station</p> <p>2.3 Launch Reader’s/Writer’s Theater</p>	<p>2.1 -2.3 Sept. 2014 then on-going throughout the year.</p>

Goals	Baseline	Measurable Objectives	Activities	Timeframe
3. Improve Writing	*2013 Georgia Writing Assessment, 77% of 5 <sup>th</sup> grade students met and or exceeded.	3. By the end of the grant period, 5 <sup>th</sup> will increase Writing Assessment from 77% to 83%.	3.1 – Writing Mentors  3.2 Weekly writer’s workshop/bootcamp (staff volunteers)  3.3 Traits Writing program	3.1 Nov. 2014 to end of Feb. 2015  3.2 Jan. 2015 to end of Feb. 2015  3.3 Aug. 2014 and then throughout the year.

The goals and objectives identified will utilize various funding methods to ensure the availability of programs and resources at Parklane ES.

### School Schedule

A 120-150 minute literacy block has been scheduled for grades K-5 to ensure the implementation of the full balanced literacy program. Content teachers support literacy instruction by integrating reading and writing across the curriculum. A sample schedule of literacy instruction that includes tiered instruction and intervention time is below.

Current Instructional Schedule		Literacy Plan Strategies
7:40 - 8:10 – <b>Intervention/Enrichment Block</b> RTI tiered interventions are provided for students during this time.		Audio/eBooks Classroom Libraries Online Programs
8:10 – 10:40 <b>Reading/Language Arts/Writing Block</b> Instruction is activated with a discussion led by the teacher. Comprehension strategies are taught and practiced at this time.		
30 Minutes Whole Group	Teacher introduces new skills.	Classroom Libraries Comprehension Clubs Anchor text Big Books CAFÉ ( <b>C</b> omprehension, <b>A</b> ccuracy, <b>F</b> luency, <b>E</b> xtended Vocabulary)
60 Minutes Small Group	Students participate in tiered instruction during independent center rotations.	Leveled Texts Laptops/Tablets eBooks Online Programs Whisper reading w/PVC pipes CAFÉ

Current Instructional Schedule		Literacy Plan Strategies
		Literacy work stations
<i>60 Minutes LA/Writing Block</i>	The writing block provides students with a model that is sequential and consistent.	Traits Writing Program
10:40 – 11:25 <b>Science/ Social Studies Block</b> Students build content appropriate vocabulary and prior background knowledge. Reading and writing is integrated.		Classroom libraries Interactive Technology Laptops/Tablets Primary/secondary source activities Journals for Integrating Writing eBooks
11:25 – 12:00 Lunch		
12:00 – 12:45 Specials/Planning		
12:45 – 2:00 <b>Math Block</b>	Students build connections to real-life experiences and utilize hands on activities. Reading and Writing is integrated.	Classroom libraries Interactive technology Laptops Tablets
2:00-2:20 – <b>Drop Everything and Read (DEAR)</b>	Students read independently.	Classroom Libraries eBooks Media Center books
2:45- 4:45 <b>Extended Learning</b>	Students in grades 3-5 participate in remediation for Math, Language Arts, and Reading	

### Plan for Tiered Literacy Instruction

All students at Parklane ES are in the RTI process and receive tiered literacy instruction. Decisions about the tier in which students are placed are made by grade level data teams. Universal screeners are utilized three times during the school year to provide valuable. Formative and summative assessments are also administered throughout the semester to determine students’ mastery of the CCGPS. The grade level data teams meet to review assessment data, set goals for students, select appropriate interventions, and discuss students’ progress. As a data team, a collective decision to move a student to another tier is determined based upon the Fulton County RTI guidelines.

Tier I instruction is differentiated, standards-based classroom learning. All students participate in general education learning and are taught the CCGPS on their readiness level. Tier 2 instruction is need based and geared toward students that have gaps in their reading skills and receive targeted intervention in their specific area of weakness. The interventions will take place during

a grade level scheduled time for 6 weeks, 3-5 days a week for at least 15 to 20 minutes in groups of 8 or less. A computer-based, foundational reading achievement program that provides students with personalized and intensive instruction in grades K-5 will be utilized during the reading intervention block.

Tier 3 is intensive intervention for students that did not respond to targeted interventions in Tier 2. Parklane ES Tier 3 interventions will take place 4-5 days a week for 30 minutes with no more than 4 students.

Tier 4 is developed for students who do not respond to the interventions provided in Tier 2 and Tier 3. The data team may decide to recommend the student for a psycho-educational evaluation which will determine whether the student needs specialized services.

## Assessment/Data Analysis Plan

Parklane Elementary School currently utilizes a variety of assessments to determine students’ strengths and weaknesses, as well as make adjustments to instructional practices to target instruction for all students. Diagnostic, formative, and summative assessments are systematically planned and administered. Grade levels create balanced assessment plans for each subject based upon their instructional calendars and student data for each unit. The balanced assessment plans identify the standards taught on specific days and the dates in which the diagnostic (pre), formative, and summative (post) assessments will be administered for each unit. Plans are collaboratively created and revised based upon the effective utilization of common assessment data.

Common assessments are collaboratively created within the grade level team for formative data purposes. Assessment items are vetted and entered into Fulton County’s student data management system, FultonConnect. FultonConnect collects the student data and analyzes the information for teachers. After each common assessment, teachers meet to analyze student data and group students according to the mastery of the standards. Once assessment data is discussed, teachers also review samples of assessed work to determine any student misconceptions that is evident and group students based upon the error analysis conducted on the students work samples. Teachers collaboratively discuss instructional strategies and plan lessons to address standards that have not been mastered and to appropriately review previously taught standards as a way to promote skill retention.

Parklane Elementary School *currently* utilizes the following assessments:

Assessment	Frequency	Purpose	Grade Given
Criterion Referenced Competency Test (CRCT)	Once a year	Measures mastery of CCGPS in reading, ela, math, social studies, and science (summative)	3 - 5
Iowa Test of Basic Skills (ITBS)	Once a year	Measures mastery of reading, language, math, social studies, and science content & compares students nationally (formative)	3 & 5
5 <sup>th</sup> Grade Georgia Writing Assessment	Once a year	Measures mastery of Georgia writing standards (summative)	5
3 <sup>rd</sup> Grade Georgia Writing Assessment	Once a year	Measures mastery of Georgia writing standards (summative)	3
Cognitive Abilities (CoGAT), TTCT, STAT10-Stanford, and GRS	Once a year	Identifies Talented and Gifted (TAG) Students (diagnostic)	K - 5

Motivation Rating Scale			
Assessing Comprehension and Communication in English State to State (ACCESS for ELs)	Once a year	Measures language acquisition of English Learners in listening, speaking, reading, and writing (diagnostic)	K - 5
WIDA - Access Placement Test (W-APT)	Ongoing	Determines placement of students whose native/first/home language is not English. (diagnostic)	K - 5
Georgia Kindergarten Inventory of Developing Skills (GKIDS)	Ongoing	Measures mastery of Kindergarten skills (formative/summative)	K
Benchmark Assessment System (BAS)	3 times a year	Reading Universal Screening (diagnostic/formative)	K - 5
STAR Early Literacy, Reading, and Math	3 times a year	Reading and Math Universal Screening & Progress Monitoring (diagnostic/formative)	K - 5
Write Score (Practice Writing Tests)	2 times a year	Measures mastery of writing standards, adjusts instruction, and groups students based upon writing domains (formative)	4 - 5
Writing Samples	Once a month	Measures mastery of writing standards, adjusts instruction, and groups students based upon writing domains (formative)	K - 5
Common Assessments	1-2 times a unit	Measures mastery of standards, adjusts instruction, and groups students (formative)	K - 5
End of Unit Assessments	End of Unit	Measures mastery of the content/skill and whether the learning target has been attained	K - 5

All assessments that Parklane ES currently administers will also be utilized in the Striving Reader Comprehensive Literacy (SRCL) assessment plan with the exception of the STAR Reading assessment. As a result of the implementation of SRCL, Parklane ES will no longer use STAR Reading assessments. Instead of utilizing STAR Reading, DIBELS Next and Scholastic Reading Inventory (SRI) will be administered.

DIBELS Next is a reading fluency universal screening and progress monitoring tool for struggling learners. VPORT automates scoring and provides immediate reports. SRI is a research based, reading assessment that is used as a universal screener and as a progress monitoring tool. SRI utilizes an online data management system, Scholastic Achievement Manager (SAM), which disaggregates the student data and supports data-driven instruction. The effective use of SAM will allow teachers more time to actively reflect and take next instructional steps to act on the

new SRCL assessment tools. The new assessments will align with our continued practice to disaggregate and discuss pre and post assessment data, review samples of assessed work, and collaborative planning of lessons by teachers.

For new assessments to be implemented with fidelity and yield accurate data, teachers need to be properly trained on the use of them. Professional learning will be given to acquire background knowledge on the purpose of DIBELS Next and SRI and how to administer the tests. Dibels Next provides online tutorials that explain test administrations, provides demonstrations of test administrations, and guidance for online scoring. Scholastic Achievement Partners (SAP) provides in person professional development and job-embedded instructional coaching in the content areas. SRI leaders at Parklane ES will also have access to leadership institutes, in-person courses, and coaching so that they can effectively support teachers as they implement the new assessment tools. Data will be presented to parents and other stakeholders by using data reports, school displays, conferences, and PTO meetings.

Data meetings will be conducted after each administration of the Dibels Next and SRI assessments to guide future instruction. During the data meetings, teachers will discuss the grade level and class data reports. Discussion will take place to determine if other data pieces support the findings of the assessment and to ensure that assessments were administered with fidelity. Teachers will then identify the students that need support and enrichment. Grade level teams will collaborate to discuss instructional strategies for identified weaknesses and create lesson plans that align with Common Core Georgia Performance Standards. Some identified materials to support instructional and learning strategies are the Comprehension Toolkit Teacher Pack, Zoo phonics, and IPADS to support work stations. The need for additional materials and resources will also be discussed at this time.

The *SRCL assessment plan* at Parklane Elementary School will utilize the following assessments:

Assessment	Frequency	Purpose	Grade Given
CRCT	Once a year	Same as above	3 - 5
ITBS	Once a year	Same as above	3 & 5
5 <sup>th</sup> Grade Georgia Writing Assessment	Once a year	Same as above	5
3 <sup>rd</sup> Grade Georgia Writing Assessment	Once a year	Same as above	3

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CoGAT, TTCT, STAT10-Stanford, and GRS Motivation Rating Scale	Once a year	Same as above	K - 5
ACCESS for ELs	Once a year	Same as above	K - 5
WIDA – APT	Ongoing	Same as above	K - 5
GKIDS	Ongoing	Same as above	K
BAS	2 times a year	Same as above	K - 5
Dibels Next	3 times a year	Reading Fluency Universal Screening & Progress Monitoring (diagnostic/formative)	K - 3
SRI	3 times a year	Reading Universal Screening & Progress Monitoring (diagnostic/formative)	K - 5
STAR Math	3 times a year	Same as above	1 - 5
Write Score	2 times a year	Same as above	4 - 5
Writing Samples	Once a month	Same as above	K - 5
Common Assessments	1-2 times a unit	Same as above	K - 5
End of Unit Assessments	End of Unit	Same as above	K - 5

\*The teacher of record is responsible for administering tests to their students with the exception of students that receive accommodations for standardized tests. Small groups will be assigned to an examiner based upon the number of groups and availability of staff.

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

Parklane Elementary School already has a practice of using balanced literacy to effectively teach reading and writing. To extend our practices with modeled, shared, guided, and independent reading and writing, we will use grant funding to purchase computer based intervention programs to help increase reading achievement for our struggling readers. Based on the results from our needs assessment, student data, and root cause analysis, our students would greatly benefit from these programs' components that are aligned with best practices within our school. The program components include tiered work, whole, small and independent work instructional model, performance-based tasks, and ongoing assessments. Also, the computer program will help to extend our use of technology in the classroom by providing systematic practice in phonological awareness, alphabet knowledge, phonics, decoding, word recognition, syntax, fluency, and morphology.

Additional access to technology will be needed to support our literacy plan. Students will need to have greater access to laptops to complete universal screening and the daily, online intervention programs. Tablets will also be needed for easy handling when engaging in eBooks at the reading literacy station. Headphones will be used so that other students will not be disrupted during instructional and independent work station time.

Alternative, engaging programs such as the performing arts based literacy program will be implemented to increase students' reading achievement. Instruction in drama strategies and classroom assessments will also be provided to teachers through the theater program.

With the use of new resources and materials, professional development will need to take place to ensure proper administration and implementation. Professional development will be provided to increase the effectiveness of literacy instruction including phonics, phonological awareness, vocabulary, fluency, and writing. In addition, professional development will be provided for the universal screening tools, computer based intervention programs, and technology.

### **Existing Resources, Strategies, Materials, and Technology that support our Literacy Plan**

We will use existing resources by still holding teachers accountable for using our current resources and strategies as established for balanced literacy environment. We will continue to use resources like literacy stations, comprehension clubs, guided level library books, along with

science and social studies leveled books to enhance literacy across the curriculum. Furthermore, there will be continued practice to utilize the following strategies – close reading with text dependent questions, primary sources, and word wall activities with tier 2 and tier 3 vocabulary words. Additional resources provided to us because of our approval to function as a Striving Readers Comprehensive Literacy (SRCL) School will smoothly integrate with our current practices as we work towards lessening the achievement gap.

Focusing on guided reading and use of literacy stations is helping our students to process challenging text with understanding and fluency. The guided level library houses books with nonfiction, fiction, and content areas focus. Our teachers have deepened their knowledge of what guided reading means, what it looks like, and why it is essential in helping students to become strong readers. Quick and easy access to useful resources has empowered our teachers to try new research-based practices. Resources like guided level library books, comprehension clubs (literature circles), online tools (reading A-Z and ebooks), Traits Writing, and strategies shared from our balanced literacy plan has added value to their work as a reading and writing teacher.

### **Proposed Resources, Strategies, Materials, and Technology that are needed to support our Literacy Plan**

Various new resources will be utilized based on our identified needs. The computer based individualized, intervention programs will help our school to maximize student engagement with technology, text, teacher, and with other students by including the following:

- Whole-group instruction: teachers launch daily lessons using our current whiteboards.
- Technology station: Students work independently with instructional software.
- Small-Group Differentiated Instruction: Teachers can drill down, focus on discrete skills and form relationships with students.
- Independent reading station: A comfortable spot where students read books and audiobooks.

It will also provide adaptive instruction and reading practice for children who are below, on or above level during anytime in the literacy block.

Our purchase of laptops and tablets will allow teachers to have access to more technology that will support students' learning during literacy work stations. Teachers can save applications that

can focus on helping to develop students' skills in the areas of comprehension, accuracy, fluency and extended vocabulary.

The use of the drama based literacy program will bring the world of reading alive to our students. Many of our students are not afforded the opportunity to be exposed to performing arts. The integration of performing arts will help students see the connection of how art can be used with developing their ability to analyze various forms of text and transfer their analysis into writing.

### **Funding Sources**

We will allocate money out of our Cost Center budget to purchase additional resources as needed to supplement our practice for effective literacy practices. We will do a survey to solicit interested staff to participate in grant writing trainings. These participants will serve on our grant writing team and will actively pursue grant funding tied to our strategic literacy plan.

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

Parklane has continually identified instructional focus areas and planned professional development opportunities to support identified areas that are in need of professional development. The Regional Educational Laboratory at Edvance Research Inc. (2007) found that in order for a teacher to fully implement professional learning and positively impact instruction, more than 14 hours of professional development needs to occur on that topic. Effective professional development provides teachers with many opportunities to interact with ideas and procedures or practice new skills (NSDC, 2009a). Therefore, professional development must be ongoing, sustained, and interactive.

Our strategies were identified based on several assessments such as CRCT, STAR and BAS and surveys completed by instructional staff. Also, professional development needs were identified based on frequent observations and monitoring of best instructional practices using Teacher Keys Evaluation System (TKES).

**Trainings in the past year:**

Professional Learning Topic	PL Hours:	% of Staff Attending:	Audience:
Review 7 Step Lesson Plan	10	100%	K-5, All teachers
How to Utilize Voyager as a curriculum resource?	20	60%	K-2 Reading teachers
Differentiated Instruction to enhance learning	20	100%	K-5, All teachers
Promethean Utilization to support work time in the classroom	14	100%	K-5, All teachers
Standards Based Instruction	20	100%	K-5, All teachers
Writer’s Workshop	14	100%	K-5, All teachers
Understanding & Implementing CCGPS	20	100%	K-5, All teachers
Balanced Assessments	14	100%	K-5, All teachers
Text Complexity	14	100%	K-5, All teachers
Balanced Assessments	14	100%	K-5, All teachers
Rigor	14	100%	K-5, All teachers
Literacy Across the Curriculum	14	100%	K-5, All teachers
Creating environment conducive to learning with THRIVE & Leadership Essentials	14	100%	K-5, All teachers
What is BAS & how to administer test?	20	100%	K-5, All teachers
What is CCRPI?	20	100%	K-5, All teachers

Common Assessment Development training?	20	100%	K-5, All teachers
Achievement Series training	20	100%	K-5, All teachers

**Scheduled trainings for this current year:**

Professional Learning Topic	PL Hours:	% of Staff Attending:	Audience:
Math Number Talks	20	40%	3-5, Math Teachers
Introduce the purpose of Ruth Culham’s Traits Writing & how to effectively implement program	14	85%	K-2, all teachers & 3-5 writing teachers
Guided Reading	30	70%	K-5, Reading teachers
How to use Journeys	20	70%	K-5, Reading teachers
STAR Intervention System	20	100%	K-5, All teachers
Balanced Literacy	25	100%	K-5, All teachers
FultonConnect	14	100%	K-5, All teachers
Progression of Standards	14	100%	K-5, All teachers
Review of 7 Step Lesson Plan	10	100%	K-5, All teachers
Effective use of Edmodo	14	100%	K-5, All teachers
Effective use of PD360	14	100%	K-5, All teachers
Math Performance level descriptors	14	100%	K-5, All teachers
Primary Source documents	14	100%	K-5, All teachers
Close reading strategies	20	100%	K-5, All teachers
Tier 2 and 3 vocabulary	20	100%	K-5, All teachers
Creating and utilizing effective work stations	20	100%	K-5, All teachers
How to scan and create answer documents using Achievement Series	20	100%	K-5, All teachers
Differentiated Instruction	30	100%	K-5, All teachers
Balanced Assessments	20	100%	K-5, All teachers

**Additional and extended trainings upon approval to receive Striving Readers Grant.**

Topic	PL Hours:	% of Staff Attending:	Resources and/or consultants:
Phonics (K & 1 <sup>st</sup> grade reading teachers only)	30	25%	Orton-Gillingham courses
Comprehension strategies (All teachers)	20	100%	Comprehension Toolkits by Hienemann & Metro RESA : Kelley York
Close reading (All teachers)	20	100%	Notice and Note: Strategies for close reading & Teacher Created Materials: Social Studies Strategies for active learners
Text-dependent questions (All teachers)	20	100%	Document Based Questions <a href="http://www.dbgproject.com">www.dbgproject.com</a>
Text Complexity (All teachers)	20	100%	Texts and Lessons for Content Area Reading by Harvey Daniels
Tier 2 and 3 vocabulary (All teachers)	20	100%	Bringing Words to Life & Metro RESA : Kelley York
Analyzing nonfiction texts (i.e. primary sources) (All teachers)	20	100%	Gilder Lehrman Institute & Metro RESA : Kelley York
Increasing social interactions students related to reading (All teachers)	30	100%	Schlechty Center: Working on the work Design Qualities
Engaging/high interest work stations with reading apps, (All teachers)	20	100%	IPADS
To deepen teachers understanding and implementation of Traits Writing by Ruth Culham with fidelity. (All K-2 & 3 <sup>rd</sup> -5 <sup>th</sup> writing teachers)	14	85%	A traits of Writing – Theory and Practice in Action: A Professional Development Video Series on DVD.

Through various learning platforms teachers will receive professional development to modify and enhance their instructional practices as evident from assessments, teacher surveys, and TKES walkthroughs.

Some of the learning platforms will include:

- Peer observations in and outside the building of exemplary teaching with the opportunity to receive additional feedback when the model teacher comes to visit the teacher classroom as well.
- Professional learning meetings (PLM) during the day that will be conducted by CST, Math coach and DSS. These meetings will focus on balanced literacy, balanced assessments, and problem solving in math.
- After school meetings which will include Differentiated Instruction (DI) workshops, additional assessment trainings as chosen by staff for further skill development, and additional balanced literacy strategies to support teacher modeling, guided practice and use of effective literacy work stations.
- Train teachers with how to use of Edmodo to support communication of important information with parents and among colleagues. For example, homework updates, tips to support learning, and updates on special classroom events.
- Train teachers with how to use PD360 a professional learning tool to watch videos related instructional practices (i.e. - DI, TKES performance standards). Also, show teachers how to use PD360 as a way to collaborate with other colleagues and create their own learning groups within this program.
- Utilize book talks and strategize how to best implement what was read as a way to guide the advancement of students' ability to read and write.
- Offer coaching and modeling based on evidence from consistent monitoring of instructional practices in the classroom.
- Schedule and conduct pre and post conferences as a way to set a clear purpose for classroom visits/observations and to provide feedback related to TKES performance indicators as well as answer questions or clarify misconceptions from the observer and/or teacher.

Our constant goal is to provide staff with relevant, job embedded trainings that will require active participation from all involved teachers and a willingness to fully implement research-based strategies to enhance balanced-literacy across the curriculum.

## **Sustainability Plan**

As Parklane Elementary School developed the literacy plan, much thought was given to selecting programs that coincide with best practices already established. Parklane ES' philosophy of teaching and learning is that teachers must first connect with their students and utilize best practices with differentiated approaches to support their literacy needs. The Striving Readers Comprehensive Literacy (SRCL) grant initiative is not a project but a commitment to helping our students achieve literacy goals.

### **Extending the Assessment Protocol**

The assessment programs that will be utilized will be extended beyond the grant period. Professional development is included in the cost of the assessment programs. After the initial professional development, the Parklane Literacy Leadership Team (PLLT) will take on the role of experts among the building. Members of the PLLT will also be in charge of presenting professional development to new staff members each year. In addition, the assessment's online system includes videos and tutorials that explain how to properly administer the assessment. The PLLT will also work alongside our Technology Specialist and our Data Support Specialist to ensure the software programs are running effectively and to consistently monitor students' progress by supporting teachers with the data, assessment, and reporting piece of each program being utilized.

### **Expanding Lessons Learned with other Schools and New Teachers**

Parklane ES' business partners will assist with monetary donations to help purchase reading resources. To build teacher capacity within our school, weekly professional learning meetings will continue to occur with a focus on balanced literacy and guided reading. Grade level chairs will be expected to lead by example by offering additional assistance for members on their team. New and returning teachers will be given the opportunity to observe the identified expert teachers. Furthermore, new teachers will be given explicit instructions on the purpose and use of various literary strategies during teacher orientation.

### **Sustaining the Literacy Plan**

Parklane ES will continue to assess our students' literacy levels and growth through the use of DIBELS, Benchmark Assessment System, and Scholastic Reading Inventory. Parklane ES will also continue to utilize the computer based instructional software to increase students' reading

achievement. Each of the assessment tools will not need any further funding due to the fact that once purchased we will own the licenses. The instructional software will have an annual subscription fee that may be paid out of the Cost Center budget. Additional licenses may be purchased as necessary out of the Cost Center budget as well. Members of the PLLT will provide professional development to new staff members each year. The Data Support Specialist will manage the student and teacher accounts associated with the assessment tools and computer based intervention programs.

The technology resources that will be purchased are student laptops and tablets. The technology will only need to be replaced if it is broken or damaged. Upon the completion of each school year, an inventory of materials used and needed will be completed to identify materials that need to be replaced for the upcoming school year. Parklane ES will allocate money out of the Cost Center budget to purchase additional resources as needed to supplement effective literacy practices. Again, the PLLT will take on the role of experts among the building. Members of the PLLT and the Technology Specialist will be in charge of presenting professional development to new staff members each year.

The PLLT will administer a survey to solicit interested staff to participate in grant writing trainings. These participants will form Parklane ES' Grant Writing Team who will actively pursue grant funding tied to our strategic literacy plan. To stay abreast of programs/activities/resources that are no longer effective, we will consider student data, teacher feedback, and TKES observations to finalize which programs we need to replace or either meet with individual teachers who are not implementing program with fidelity as expected.

## **Budget Summary**

Parklane Elementary School will utilize the grant funds to address the needs found in the root cause analysis. In addition, funds will assist in the effective implementation of the literacy plan that will increase student achievement in Reading, Language, and Writing for grades K-5. The categories in which funds will be utilized include assessment programs, instructional software, technology, professional development, art programs, and grant management.

### *Assessment Programs*

Parklane ES plans to purchase several assessment programs that assess multiple reading areas including phonemic awareness, phonics, vocabulary, fluency, and comprehension. The assessments purchased will identify struggling, on level, and advanced students as well as identify Tier 2 students in the RTI process. The assessment programs that we plan to purchase are:

- DIBELS Next (all students in grades (K-3)
- Scholastic Reading Inventory (all students in grades K-5)

### *Instructional Software Programs*

Parklane ES plans to purchase several instructional software programs that will provide individualized online instruction to support the various levels of students in the classroom including Tier 1, 2, 3, and 4 students.

### *Technology*

Parklane ES plans to purchase technology to effectively conduct small group rotations with instructional software programs and eBooks. The technologies that we plan to purchase are:

- Laptops
- Tablets
- Headphones

### *Professional Development*

Professional development (PD) will need to be purchased to increase the instructional practices and knowledge of literacy teachers at Parklane Elementary School. In addition, professional

development needs to be purchased to ensure effective implementation practices are taught, assessments are administrated with fidelity, and instructional software programs are effectively implemented. Professional development purchases for all participating literacy teachers are:

- Phonics PD by Orton-Gillingham for teachers is grades K-2
- In-house Literacy PD to increase knowledge of phonemic awareness, phonics, vocabulary, fluency, and comprehension.
- Scholastic Reading Inventory PD (SRI, iRead, Read 180, System 44)
- DIBELS Next PD
- Computer Based Intervention Program PD
- Technology PD

#### *Art Programs*

Parklane ES plans to purchase an art program to work with teachers and students to increase achievement in reading and writing through performing arts. Instruction in drama strategies and classroom assessments will be provided to teachers as well.

#### *Grant Management Stipend*

Parklane ES plans to provide a stipend to the grant manager for monitoring the grant budget and ordering grant-funded materials. In addition, the grant manager will coordinate the assessment schedule, keep track of assessment data, and prepare for GaDOE site visits. The grant manager will adhere to Fulton County's additional pay guidelines of \$28 per hour and not assume more than 120 hours per year.