

School Profile

Created Thursday, November 20, 2014

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School Information

System Name:	Atlanta Public Schools
School or Center Name:	Fain Elementary School
System ID	761
School ID	3059

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Name:	Mesha Greene
Position:	Principal
Phone:	4048028600
Email:	mgreene@atlanta.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Andrea Nunn
Position:	Instructional Coach
Phone:	4048028600
Email:	alnunn@atlanta.k12.ga.us

Grades represented in the building

example pre-k to 6

K-5

Number of Teachers in School

45

FTE Enrollment

537

Grant Assurances

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
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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.

-
- 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
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

- Yes
-

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

- Yes
-

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

- Yes
-

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

- Yes
-

Preliminary Application Requirements

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Click on the [General Application Information](#) link below to assist you in the grant development process.

[SRCL General Information Packet-Cohort 4](#)

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

-
- Yes
-

Click on the [SRCL Rubric](#) link below to assist you in the grant development process.

[SRCL Scoring Rubric-Cohort 4](#)

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

-
- Yes
-

Click on the [Assessment Chart](#) link below to assist you in the grant development process.

[SRCL Required Assessments Chart](#)

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

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)

Chuck Burbridge, Chief Financial Officer

Typed Name of Fiscal Agency Head and Position Title

12-5-14

Date



Signature of Applicant's Authorized Agency Head (required)

Dr. Meria J. Carstarphen

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

12-5-12

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)

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: **Dr. Meria J. Carstarphen**

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

Address: **130 Trinity Avenue S.W.**

City: **Atlanta**

Zip: **30303**

Telephone: **(404) 802-2820**

Fax: **(404) 802-1803**

E-mail: **mjcarstarphen@atlanta.k12.ga.us**



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

Dr. Meria J. Carstarphen

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

Date (required)

System History and Demographics

Atlanta Public Schools (APS) serves a diverse student population in traditional and alternative classroom settings. The District is dedicated to providing each student with the best possible education through an intensive core curriculum and specialized, challenging, instructional and career programs. APS provides a full range of academic programs and services for its students. The various levels of education preparation provided include elementary and secondary courses for general, vocational, and college preparatory levels, as well as magnet programs and gifted and talented programs. Also, a variety of co-curricular and extracurricular activities supplement the academic programs.

The number of traditional schools has grown from the original seven to currently 106 as follows: 52 elementary (K-5); 12 middle (6-8), 2 single gender, and 19 high schools (9-12). There are 4 alternative and 2 evening school programs. Thirteen schools offer extended-day programs, and more than 40 offer after-school (expanded-day) programs. APS also supports two non-traditional schools for middle and/or high school students, an evening high school program, an adult learning center, and seventeen charter schools. APS is organized into nine groups called Clusters. The clusters are composed of dedicated elementary schools feeding into dedicated middle schools and ultimately into dedicated high schools. The active enrollment for Atlanta Public Schools is approximately 52,700 students. The District's ethnic distribution is 76.2% Black, 14.3% White, 6.7% Hispanic, and 2.8% Multi-Racial. More than 77% of APS students receive free and/or reduced-priced meals.

Current Priorities and Strategic Planning

Under the leadership of its 17th appointed superintendent, Dr. Meria Joel Carstarphen, APS is in the midst of a whole-school reform effort, which is changing the way the school

Atlanta Public Schools

system operates from the central office to the classroom. The Atlanta Public School system is committed to making steady, incremental improvements in our children’s performance with the goal of being recognized as one of the best urban school districts in the nation. The vision of Atlanta Public Schools is to be a high-performing school district where students love to learn, educators inspire, families engage and the community trusts the system. The district has built on the previous strategic plan and laid the foundation for this vision with the development of the 2015-2020 “Strong Students, Strong Schools, Strong Staff, Strong System” strategic plan. The five-year strategic includes the following strategic goals, objectives, and outcomes:

Strategic Goals	Strategic Objectives		Strategic Outcomes
Academic Program	Deliver a rigorous standards-based instructional program	Invest in holistic development of the diverse APS student body	Well-rounded students with the necessary academic skills
Talent Management	Recruit and retain the best talent at APS	Continually develop, recognize and compensate staff	Energized and inspired team of employees
Systems and Resources	Continually improve operating systems and processes	Prioritize resources based on student needs	Efficient systems and strategically aligned and data-driven resources
Culture	Foster a caring culture of trust and collaboration	Communicate and engage with families and stakeholders	Supportive stakeholders who trust and are invested in our mission and vision

Literacy Program

The APS Office of Literacy believes a high quality, comprehensive English Language Arts and Literacy curriculum is essential for students to develop the necessary skills to comprehend and communicate effectively. The development of language, upon which all learning is built, plays a critical role in students’ ability to acquire strong literacy skills that

Atlanta Public Schools

include reading, writing, speaking, listening, and the study of literature. Language skills serve as a necessary basis for further learning and responsible citizenship. We believe that all key stakeholders (students, teachers, administrators, parents and community members) share the responsibility and the accountability for educating our students to become literate adults.

An effective English language arts and literacy program includes:

1. Explicit instruction in phonemic awareness, print awareness, letter knowledge, phonics, fluency, vocabulary and comprehension
2. Develops thinking and language through interactive learning
3. Draws on literature in order to develop students' understanding of their literacy heritage
4. Draws on informational texts and multimedia in order to build academic vocabulary and strong content knowledge
5. Develops students' oral language and literacy through appropriately challenging learning
6. Emphasizes writing arguments, explanatory/informative texts, and narratives
7. Provides explicit skill instruction in reading and writing
8. Builds on the language, experiences, knowledge, and interests that students bring to school
9. Nurtures students' sense of their common ground as present or future American citizens and prepares them to participate responsibly in our schools and in civic life
10. Reaches out to families and communities in order to sustain a literate society
11. Holds high expectations for all students

Literacy must be viewed as the ability of individuals to communicate effectively in the real world. This view of literacy must involve teaching the abilities to listen, read, write, speak, and view things with thinking being an integral part of each of these processes. Ongoing support for

the implementation of the APS Literacy Content Framework is provided to instructional staff. APS educators will have ongoing professional learning focused on the key components of the Literacy Content Framework through district sessions and job-embedded, school-based opportunities. Cross department collaboration between Central Office staff also ensures consistency, coherence and alignment in messages, expectations and professional learning for literacy. Future work includes conducting literacy sessions and supports for families that are aligned, targeted, and focused on improving and strengthening literacy skills.

Need for a Striving Reader Project

The schools included in our district-wide submission for Striving Reader Comprehensive Literacy Cohort IV funding are among the lowest performing, highest-poverty schools in the district and the state. On average, 63% of students have a lexile score at or above grade level and less than 50% of students are proficient on any statewide examination. The schools and neighborhoods are also plagued by generations of poverty and low educational attainment. With the inclusion of our Pre-K program, 6 elementary schools, 2 middle schools, and 1 high school we demonstrate a clear need for literacy support that runs throughout an entire feeder pattern. With funding from the Striving Reader grant schools will be able to begin providing the resources necessary to improve literacy outcomes within this cluster of schools.

Plan for Striving Readers' (SR) Grant Implementation

With years of experience successfully administering large, competitive grants at the federal, state, and private foundation level Atlanta Public Schools is prepared to implement the Striving Reader grant. Mr. Larry Wallace, Project Director, will supervise the elementary/secondary literacy coaches, instructional technology coordinator and specialists during the grant period. The Project Director will provide grantees with technical assistance related to fidelity of implementation, budget inquiries, programmatic resources, educational technology, and professional learning. Striving Reader Principals will oversee grant-focused literacy activities as part of their commitment to whole-school literacy achievement. APS Finance Department will process all grant expenditures.

Individuals Responsible for Day-to-Day Grant Operations

- David Jernigan, Deputy Superintendent
- Chuck Burbridge, Chief Financial Officer
- Dr. Carlton Jenkins, Chief Academic Officer
- Dr. Linda Anderson, Assistant Superintendent
- Elementary, Middle, and High School Associate Superintendents
- Larry Wallace, Project Director
- Dr. Alisha Hill and Dr. Adrienne Simmons, K-5/6-12 Literacy Coordinators
- Courtney Jones, Early Learning Coordinator
- Literacy Coaches
- Principals
- Assistant Principals
- Accounts Payable Coordinator
- Budget Administrative Assistant
- Procurement Specialist

Responsibilities for Grant Implementation

Grant Activities	Person(s) Responsible
Alignment of grant goals and objectives with district strategic plan	All
Convene District Literacy Team for planning	Project Director, Chief Academic Officer, Assistant Superintendent
Convene school literacy team for overview and implementation	Principal, Instructional Coaches, School Literacy Team
Purchase and distribute instructional materials	Project Director, Procurement Specialist, Accounts Payable, Instructional Technology Director
Plan and implement professional learning	Chief Academic Officer, Assistant Superintendent, Associate Superintendents, Project Director, Literacy Coordinators, Instructional Coaches, Instructional Technology Director
Drawdown funds	Project Director, Finance Department
Meet regularly with school teams for monitoring visits	Project Director, Associate Superintendents, Principals, Literacy Coordinators, Literacy Teams
Submit reports to GADOE	Project Director, Principals, School Literacy Teams

Implementation of Goals and Objectives

All administrators, teachers, literacy coaches, and instructional technology specialists will be involved in implementing the Striving Readers grant program as described in school plans and the DOE’s “What”, “Why”, and “How” documents. Mr.

Atlanta Public Schools: District Management Plan and Key Personnel

Wallace will be available for implementation technical assistance throughout the grant period. All APS personnel are expected to work towards meeting the goals of the grant.

Involving Grant Recipients in Budget and Performance Plans

Grant recipients will meet monthly with the Project Director, Literacy Coordinators, and Literacy Coaches to review and adjust budgets and performance plans. All meetings will be documented with agendas, sign-in sheets and deliverables.

Evidence of Meetings with Grant Recipients

Grant recipients will be part of the District Literacy Team designed to support Striving Readers' schools with professional development and resources. This team will meet and report quarterly on grant implementation and meetings will be documented with agendas and sign in sheets. In addition, Mr. Wallace will serve as Striving Readers Project Director and will provide technical assistance with fidelity of implementation, budget inquiries, programmatic resources, educational technology, and professional learning.

Experience of the Applicant

A. Other Initiatives and State Audit Results

Atlanta Public Schools (APS) has a strong track record of effectively implementing large, competitive grants at the federal, state, and private foundation level. The table below summarizes our grant initiatives .

Competitive Grant Title	Award Amount
Bill and Melinda Gates Foundation	\$10.5M
Race to the Top	\$39M
Smaller Learning Communities Grant	\$2.1M
Connections for Classrooms	\$1.4M
School Improvement Grant (SIG)	\$4.1M
GE Foundation College Bound Grant	\$22M
GE Developing Futures	\$2.2M

APS also has a strong track record of resource stewardship and enabling students, teachers and administrators to meet strategic goals and objectives. The Government Finance Officers Association of the United States and Canada (GFOA) awarded a Certificate of Achievement for Excellence in Financial Reporting to APS for its Comprehensive Annual Financial Reporting (CAFR) for the fiscal year ended June 30, 2012. In order to be awarded a Certificate of Achievement, a government must publish an easily readable and efficiently organized comprehensive annual financial report. This report must also satisfy Generally Accepted Accounting Principles and applicable legal requirements.

The Comprehensive Annual Financial Reports show no audit findings for the past five years.

Three Years of State Audit Results	
Fiscal Year	Financial Findings
FY 2013	No Audit Findings
FY 2012	No Audit Findings
FY 2011	No Audit Findings
FY 2010	No Audit Findings
FY 2009	No Audit Findings

B. Capacity to Coordinate Resources

As demonstrated through our history with successful implementation of multiple federal, state and private grants and internal initiatives, APS staff and faculty have the capacity and expertise to successfully implement large, complex initiatives. APS will implement the proposed Striving Reader project on time and within budget. The APS management team has extensive experience working across departments and schools as well as with external partners to achieve project goals. The APS management team has coordinator and managed grants such as Title I, Title II, Title III, Title VI-B, Title VI, School Improvement Grants (SIG), Lottery Grants, Smaller Learning Communities, Race to the Top (RT3), Bill and Melinda Gates Foundation, Head Start Collaborative, Charter School Federal Implementation and Planning, GE Math and Science Program, and many others.

C. Sustainability

Following the implementation of several grant funded initiatives APS has been able to sustain nearly all of the initiatives after the grant funded has ended. The Bill and Melinda Gates Foundation and the Smaller Learning Communities grants provided funds to APS to accelerate and expand our high school transformation initiative. Today, four high school campuses are divided into small schools and the remainder of the schools are structured as career academies.

The RT3 and SIG grants provided funds to implement the Common Core Georgia Performance Standards and to assist out lowest performing schools. These initiatives have been sustained through local funds and continue to be implemented.

D. Internal Initiatives

- During the summer of 2012, APS rapidly expanded online classes for students by launching the Atlanta Virtual Academy (AVA). The classes allow students throughout the district to earn credit through AVA in addition to their regular schedule. All class content is aligned with the CCGPS
- All students have access to music, arts, world language, and core academic programs, from K- 12th grade
- Every APS middle and high school offers at least two world languages
- All APS middle schools offer accelerated math classes
- APS schools dramatically increased their inclusive practice and more students with disabilities are learning alongside their non-special needs peers
- Full continuum of International Baccalaureate curriculum.

School Narrative

A. School History

Hemphill School was built in 1927. The school was re-named after the Margaret Kennedy Fain who was a community activist residing in the Adamsville Community in 1940. Due to a fire, the school was rebuilt in the early 1990's and was renovated in 2009. Margaret Fain has been opened longer than any other elementary school in the Adamsville Community. It is a 60 year old anchor of the Adamsville neighborhood in Southwest Atlanta. The majority of our students are black (Non-Hispanic). However, we do have a very thriving Hispanic population that is supportive of our school. We currently hold programs in music and art and encourage our students to develop their individual talents.

B. Administrative and Teacher Leadership Team

The Principal of Margaret Fain Elementary is Ms. Mesha Greene and the Assistant Principal is Mrs. Tiffany Momon. The instructional coaches are Mr. Jovan Miles (Math and Science) and Ms. Andrea Nunn (ELA and Social Studies). The leadership team is composed of the grade level chairs:

- Kindergarten: Ms. Griffie
- 1st: Ms. Smith
- 2nd: Dr. Stephens
- 3rd: Ms. Scott
- 4th: Ms. Murray
- 5th: Ms. Clarke
- Specials: Mr. Brown

In addition, the leadership team has the counselor Dr. Samuels, Ms. Garth and Ms. Thompson (Literacy support) and Ms. Taylor (Special Ed lead).

C. Past and Current Instructional Initiatives

In the past, and currently, we are working towards:

- Reading and writing across the curriculum
- Writing in all subject areas
- Implementing a Balanced literacy classroom

D. Professional Learning Needs

- Balanced Literacy
- Writing across the curriculum
- Lesson planning
- Guided reading
- Differentiated reading strategies
- Data usage
- Developing quality assessments
- Formative and summative assessment practices

E. Need for a Striving Reader Project

The Striving Readers Grant will help our school immensely with developing our reading and writing program. We are currently in the beginning stages of developing a systematic approach to literacy across the curriculum. With the grant funds, we will be able to gain needed professional development and implement strategies that have been tried in bits and pieces. The grant will allow all of our teachers, regardless of teaching subject, of how reading and writing should be implemented throughout the school.

Needs Assessment, Concerns, and Root Cause Analysis

A. Needs Assessment Description

An assessment of literacy regarding the needs of Margaret Fain Elementary School incorporated a survey for teachers and administrators, as well as the Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12 diagnostic tool. Teachers in kindergarten through fifth grade, special areas, and the media specialist actively participated in the completion of the survey designed to assess the needs and implementation of literacy at Fain. Teachers, special areas, and the media specialist completed this task during a faculty meeting after school. Following the survey, participants printed and signed the final page to verify completion of the task. The administrative team (principal, assistant principal, instructional coaches, and special education lead teacher) met collectively to complete and discuss the Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12 self-assessment. The administrative team reflected over each component of the needs assessment and reached a consensus with the descriptive criteria reflective of the practices at the school. The team was particularly concerned with elements that were not addressed or emergent. In addition, members of the administrative team completed the Administrators' Needs Assessment for Literacy Kindergarten to Grade 12 survey.

B. Assessment(s) Used

- Georgia Literacy Plan for Needs Assessment for Literacy Kindergarten to Grade 12
- Georgia Survey of Literacy Instruction for Elementary Teachers
- Administrators' Needs Assessment for Literacy Kindergarten to Grade 12
- 2012-2014 Student Achievement Data

C. Disaggregated Data

2014 Reading and ELA CRCT Results (% Meets and Exceeds)

Reading		ALL and EDS	SWD	BLACK	HISPANIC	WHITE
Fain	3rd Grade	60	0	61	57	0
Fain	4th Grade	75	0	74	100	NA
Fain	5th Grade	86	67	86	100	NA

ELA

Fain	3rd Grade	53	0	54	43	0
Fain	4th Grade	70	0	71	67	NA
Fain	5th Grade	85	0	84	100	NA

2013 Reading and ELA CRCT Results (% Meets and Exceeds)

Reading		ALL and EDS	SWD	BLACK	HISPANIC	WHITE
Fain	3rd Grade	64	100	63	100	NA
Fain	4th Grade	82	0	81	67	NA
Fain	5th Grade	78	100	79	75	NA

ELA

Fain	3rd Grade	59	100	59	100	NA
Fain	4th Grade	76	50	75	67	NA
Fain	5th Grade	86	50	85	100	NA

2012 Reading and ELA CRCT Results (% Meets and Exceeds)

Reading		ALL and EDS	SWD	BLACK	HISPANIC	WHITE
Fain	3rd Grade	82	0	81	92	NA
Fain	4th Grade	87	50	89	78	NA
Fain	5th Grade	77	67	76	86	100

ELA

Fain	3rd Grade	85	0	85	92	NA
Fain	4th Grade	84	50	85	78	NA
Fain	5th Grade	77	67	74	100	0

2014 Spring Lexile Level (% of students at or above Lexile)

Reading		ALL and EDS	SWD	BLACK	HISPANIC	WHITE
Fain	All Grades	59	22	60	58	0

The administrative team analyzed the current standardized testing performance and lexile levels of our students. This process allowed us to isolate areas of concern, identify the root causes of the isolated concerns, and formulate action steps outlined in the literacy plan that address areas of concern as identified through the many levels of needs assessment.

The population of Thomasville Heights is approaching 100% of children receiving free and reduced lunch. Large segments of our student population come from literacy-deprived environments. They lack regular opportunities for writing and reading skills practice that would help to solidify the skills that are taught in the school. This puts our students at a distinct literacy disadvantage, which has far reaching effects on content area instruction.

Student literacy weaknesses are of particular concern for content area instruction. Content area teachers are not traditionally trained in the literacy instruction, and, therefore, do not currently have the expertise to address the extensive literacy needs of children. As a result, our students struggle with literacy skills in the content areas.

D. Root Cause Analysis

The Needs Assessment, Survey of Literacy Instruction, and review of our school achievement data revealed the following needs and underlying root causes:

Building Block 1: Engaged Leadership

- *No action has yet been taken in the formation of a literacy leadership team.*
- *Content area teachers do not consistently incorporate the teaching of the following: academic vocabulary, narrative, informational and argumentative writing; and the use of discipline specific text structures*
- *Faculty and staff have received professional learning in disciplinary literacy across the content areas, but implementation is not consistent*
- *A community literacy council has not yet begun to take shape.*

Root Causes

- *The literacy leadership team is in its infancy of establishment within the school and a community literacy council has yet to be established.*
- *Professional learning has been provided for teachers on delivery of literacy across the curriculum. However, teachers are not yet at a stage of expertise to implement consistently.*
- *Not all teachers implementing the resources given during the professional learning sessions.*

Actions Taken

- Continue professional development through PLC

- Work with the Rollins Center to provide professional development for teachers
- Instructional coach plans with teachers to incorporate literacy across the curriculum
- Administration provides walk through assessments with feedback

Building Block 2: Continuity of Instruction

- *Cross disciplinary teams are not meeting*
- *Literacy instruction only occurs in one or two content areas*
- *There is no system of learning supports available in the community*

Root Causes

- *Teachers plan disciplines in isolation.*
- *Not all teachers are comfortable with teaching literacy in every content area.*
- *Without an established community literacy council, there is no support for community engagement.*

Actions Taken

- Instructional coach plans with teachers during PLC in all content areas to incorporate literacy across the curriculum
- Instructional coach models with teachers in areas where they are not yet comfortable
- Teachers are encouraged to attend off site professional development in the areas of literacy

Building Block 3: Ongoing Formative and Summative Assessments

- *Mid-course assessments are common across classrooms; however progress monitoring and other diagnostic tools are not being used with fidelity.*
- *A full range of summative and formative assessments are used, but are not reviewed consistently*
- *Teachers rarely have time to review summative data*
- *Some staff members access the data and follow the established protocols for making instructional decisions based on the data.*
- *Problems found in literacy screenings are followed up in only some cases by diagnostic assessments which guide future instruction*

Root Causes

- *Some teachers rely solely on mid-course assessments*

- *Professional development has been provided on different forms of summative and formative assessments, however all have not been utilized*
- *Some teachers are novice in the area of formative assessment practices*

Actions Taken

- Professional development during PLC and after school to address formative assessment practices, looking at data and different forms of assessment
- Instructional coaches plan with teachers to develop formative assessments

Building Block 4: Best Practices in Literacy Instruction

- *Faculty is not fully trained in core literacy program (Open Court)*
- *Only ELA teachers participate in all aspects of explicit literacy instruction*

Root Causes

- *Some teachers are not comfortable with teaching literacy*
- *Open Court training was only provided for one day*
- *The current reading series (Treasuries) is not aligned to Common Core*

Actions Taken

- In house professional development for Open Court series
- Provide professional development for all teachers in the area of literacy across the curriculum

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

- *Intervention is monitored regularly but formative assessments are not administered regularly for students in each tier*
- *Student data is examine without using the Literacy Instruction Checklist or its equivalent*
- *Interventions are provided by competent instructors with sufficient blocks of time*

Root Causes

- *Not all staff are familiar with RTI interventions*
- *Some staff are unfamiliar with how to analyze the data to provide next step interventions*

Actions Taken

- A common 45 minute RTI block for all homerooms where support staff comes in for support
- Professional development in the area of RTI interventions
- Professional development on data analysis and next steps

Building Block 6: Improved Instruction through Professional Development

- *All administrators and instructional staff have not participated in professional learning in all aspects of literacy instruction*
- *Teachers are in the beginning stages of developing a writing plan*
- *Content area teachers provide opportunities in the areas of genre writing at least one time per month. It is not consistent throughout grade levels*
- *The effectiveness of instruction is monitored through formative assessments by some staff*
- *There is a 90-120 literacy block, however it does not include time for one or all of the following: intervention, disciplinary literacy in content areas and time for collaborative planning*

Root Causes

- *Teachers were not comfortable teaching writing across content areas*
- *Although we have a 90-120 literacy block, intervention and collaboration time was not accounted for when planning the schedule*
- *ELA teachers are the only teachers teaching writing*

Actions Taken

- Professional development in the area of writing across the curriculum
- Provide professional learning to entire school staff to encourage writing in content and specials classes
- Instructional coach works with teachers to implement writing across the curriculum

E. School Staff Involved in Needs Assessment

- Principal
- Assistant Principal
- Instructional Coaches
- Student Support Team Specialist
- Parent Liaison
- Special Education Lead Teacher
- All General Education Teachers
- Media Specialist
- Interrelated Teachers
- Special area teachers (Physical Education, Music, Spanish)

Scientific, Evidence Based Literacy Plan

Building Block 1. Engaged Leadership

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

Why? “As reported by Dole, Duffy, Roehler, and Pearson (1991), reading comprehension instruction can be highly effective when teachers focus on seven main strategies for readers...[visualizing, questioning, making connections, predicting, inferring, determining importance, and synthesizing/creating]. However, it is important to note that these strategies should not be taught as isolated units. Instead, strategies need to be taught as orchestrated strategies and the most important outcome of reading comprehension instruction should be a reader’s ability to self-monitor for understanding, thus motivating a reader to use the strategies flexibly and with purpose (Duke & Pearson, 2002).”

What? (In current practice)

Margaret Fain administrators:

- Implements a balanced literacy program
- Determines literacy professional learning needs based on longitudinal and current data, as well as teacher surveys, and participates in these focused PL sessions with his/her faculty base
- Schedules protected time for literacy and teacher collaboration to and indicates such on grade level master schedules
- Emphasizes hiring pre-service teachers who demonstrate understanding of research-based literacy instruction

How? (To move forward)

Margaret Fain administrators will:

- Continue to identify areas of instructional needs based on formative and summative data pulling from literacy instruction across content areas and grade levels and design Professional Learning to address these instructional needs.
- Conduct literacy focused walkthroughs using an evidence-based monitoring tool
- Share and discuss data gleaned from literacy walk-throughs with all stakeholders to determine next instructional steps.
- Continue to study research-based guidelines, strategies, and resources for literacy instruction, including those set forth in “The Why” document.
- Provide opportunities for faculty to pursue professional learning that increases the skill

B. Action: Organize a Literacy Leadership Team

Why?

“According to Shanklin (2007), administrative support is also needed to ensure that the strategies and suggestions that the literacy coach provided are seen by teachers as imperative. Shanklin (2007, pp. 1-5) outlines six ways in which administrators can support literacy coaches: (1) develop a literacy leadership team and vision which includes the literacy coach;

- (2) provide assistance in building trust with the faculty;
- (3) provide assistance in using time, managing projects, and documenting their work;
- (4) provide access to instructional materials;
- (5) provide access to professional learning; and
- (6) provide feedback to the coach.”

What? (In current practice)

The literacy team led by the administrator currently:

- The literacy leadership team consists of the following stakeholders and partners, at a minimum:
 - a. Faculty
 - b. Representatives from the stakeholders for your school (i.e., preschools, daycares, middle schools within your school’s feeder pattern as well as students and representatives from higher education)
 - c. Community and government leaders
 - d. Parents
- A shared literacy vision has been agreed upon by the school and community that is aligned with the state literacy plan.
- Multiple forms of student, school, and teacher data (including results of the Literacy Instruction Observation Checklist or its equivalent) have been analyzed to develop a list of prioritized recommendations and goals for improvement.

How? (To move forward)

The literacy team led by the administrator will:

- Use student achievement data to meet individual teacher needs through follow-up assistance and professional learning
- Continue to analyze formative and summative student assessment results and refine literacy goals based on the Common Core Georgia Performance Standards (CCGPS)
- Plan for ongoing data collection and analysis to inform program development and improvement
- Share student achievement gains with parents and with the local community, through community open houses, newspaper articles, displays of student work, website, blogs, podcasts, news conferences, etc
- Visit other schools that have successfully improved student achievement to gain valuable insights and innovative ideas

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

Why?

“The need for extended time for literacy has been recognized in numerous sources including

Reading Next, Writing to Read, ASCD, Center on Instruction, National Association of State Boards of Education (NASCB), Kappan Magazine as well almost all other state literacy plans. Citing a study done in 1990 titled, “What’s all the Fuss about Instructional Time?” by D. C. Berliner, the authors of a report to the NASCB stated, “Providing extended time for reading with feedback and guidance across the curriculum has been well documented and conforms to the extensive literature on academic learning time.”

What? (In current practice)

The literacy team led by the administrator currently:

- A protected, dedicated 90-120-minute block is allocated for literacy instruction in grades K-3 for all students.
- In grades 4-12 students receive two to four hours of literacy instruction across language arts and in content area classes.
- Time for intervention is built into the school schedule for each day.
- Protected time for collaborative planning teams within and across content areas are part of the school-wide calendar.

How? (To move forward)

The literacy team led by the administrator will:

- Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction.
- Collaborate with other team members to maximize instructional time through the use of peer observations to analyze lessons
- Study formative student assessment results to continue to determine the impact of efforts to maximize use of time
- Maintain anecdotal notes and data portfolios to showcase student and content area successes

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

Why?

“In an IES Practice Guide on improving instruction, the following recommendations are presented on how to improve both how teachers organize instruction and help students learn and retain information across disciplines. While these recommendations are not limited to literacy, they offer strategies for teaching that will strengthen instruction in all areas.

1. Space learning over time. Arrange to review key elements of course content after a delay of several weeks to several months after initial presentation of several weeks to several months after initial presentation.
2. Interleave worked example solutions with problem-solving exercises. Have students alternate between reading already worked solutions and trying to solve problems on their own.
3. Combine graphics with verbal descriptions. Combine graphical presentations (e.g., graphs, figures) that illustrate key processes and procedures with verbal descriptions.
4. Connect and integrate abstract and concrete representations of concepts. Connect and integrate

What? (In current practice)

Margaret Fain literacy team and administrators currently:

Agree upon a plan to integrate literacy in all subjects as articulated within CCGPS.

- Writing is an integral part of every class every day.
- Teachers have or will participate in professional learning on the following:
 - a. Incorporating the use of literary texts in content areas
 - b. Using informational text in English language arts classes
 - c. Incorporating writing instruction (narrative, argument, and informational) in all
 - d. Selecting text complexity that is appropriate to grade levels as required by CCGPS

How? (To move forward)

Margaret Fain literacy team and administrators will:

- Identify skills of knowledge that needs to be strengthened in the future for students to reach standards proficiency
- Monitor literacy instruction across the curriculum through:
 - Formal and informal observations
 - Lesson plans
 - Walkthroughs
 - Student work samples
- Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance
- Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject area (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers)
- Ask teachers to identify exemplary samples of student work to model features of quality work
- Share ways for teachers to guide students to focus on their own improvement
- Create a forum to share creative ideas among the faculty to infuse literacy throughout the day

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.

Why?

“The Lexile scores of both texts and students’ reading levels provide assistance to teachers and parents in matching content material to students...Lexile information and support are also provided through the public school library and the public community libraries.”

What? (In current practice)

Margaret Fain community currently:

- Creates a network of learning supports within the community that targets student improvement is active (e.g., tutoring, mentoring, afterschool programming).
- Uses Social media to communicate and promote the goals of literacy throughout the community at large.

- Makes sure academic successes are publically celebrated through traditional and online media.

How? (To move forward)

Margaret Fain community will:

- Convene meetings of the community advisory board at scheduled times
- Establish a mentoring system from within and outside of the school for every student who needs additional support
- Invite people from other communities to speak to the advisory group
- Evaluate the effectiveness of after-school tutoring programs and partner with community and faith-based groups to accommodate more students
- Ask past students who have been particularly successful encourage to speak to students and the community at large as to the potential for schools to change lives
- Continue to focus proactively on broad issues that may prevent students from learning

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.)

Why?

“Curriculum alignment includes alignment between and among several education variables, including state standards, state-mandated assessments, resources such as textbooks, content of instruction, and instructional strategies. The studies reported in this review provide strong evidence from scientifically based research that aligning the various components can have positive and significant effects. (Squires, 2005, p. 5.)”

What? (In current practice)

Margaret Fain teachers currently:

- Schedule time for teams to meet for regular collaboration and examination of student data/work.
- Ensure team roles, protocols, and expectations are clearly articulated.
- Provide specific, measurable student achievement goals aligned with grade-level expectations are shared by teachers in all subjects.

How? (To move forward)

Margaret Fain teachers will:

- Use protocols to examine student work (e.g., Collaborative Assessment Conference, Consultancy, Tuning Protocol? From Looking at Student Work website <http://www.lasw.org/index.html>)
- Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction
- Collaborate with other team members to conduct peer observations and analyze lessons to improve disciplinary literacy instruction using videotaping where possible.
- Study formative student assessment results and use the results to continue to adjust instruction

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

Why?

“Georgia advocates strong writing skills beginning in elementary and continuing through high school. All content areas have writing components in their expectations for Georgia students. The implementation of strong writing programs is crucial to a literacy initiative.”

What? (In current practice)

Margaret Fain teachers currently:

- Ensure reading teachers in grades K-5 use core programs that provide continuity and a carefully

articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts.

- Make sure all types of literacy are infused into all content areas throughout the day (e.g., print, non-print, online, blogs, wikis, social media).

How? (To move forward)

Margaret Fain teachers will:

- Identify skills or knowledge needed to be strengthened in future lessons for students reach standards proficiency
- Discuss exemplary samples with students to model features of quality writing
- Guide students to focus on their own improvement
- Provide opportunities for reading varied genres to improve fluency, confidence , and understanding
- Teach and have students practice writing as a process (pre-write, draft, revise, edit, and publish online and on hardcopy)
- Develop meaningful opportunities for students to write, speak, listen using social media for both face-to-face and online options
- Integrate appropriate comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers)

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

Why?

“To facilitate relevance, another suggestion made in *Reading Next* was to coordinate assignments and reading with out-of-school organizations and the community to provide students with a sense of consistency between what they experience in and out of school. (Biancarosa & Snow, 2004, pp. 16 & 22).”

What? (In current practice)

Margaret Fain teachers currently:

- Provide avenues of communication (both virtual and face-to-face) are active with key personnel in out-of-school organizations and governmental agencies that support students and families

How? (To move forward)

Margaret Fain teachers and the community leaders will:

- Establish a means of continual communication (e.g., texting, twitter, email, etc.) between teachers and out-of-school providers
- Partner with community and faith-based groups to accommodate more students
- Fill program/service gaps and develop online outreach linkages among families of schools (e.g, a feeder pattern, schools, in close proximity)
- Evaluate the effectiveness of after-school tutoring programs using pre- and post-testing as well as progress monitoring assessments
- Provide for professional learning and resources that support literacy learning in outside organizations.

- Continue to focus proactively on broad issues that may prevent students from learning (e.g, health, nutrition, homelessness, drop-out, attendance)

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

Why?

“Educators must be able to do the following:

- identify students’ strengths and weaknesses
- determine if fundamental content-based literacy skills are lacking
- establish learning goals for students based on the Georgia Performance Standards (CCGPS by 2014)
- match instruction to learning through effective instructional design supporting literacy performance standards
- evaluate effectiveness of the instruction in meeting the goals for the student
- monitor student progress toward goals and set new goals”

What? (In current practice)

Margaret Fain staff currently:

- Make sure effective screening, progress monitoring, and diagnostic tools have been selected to identify achievement levels of all students, advanced as well as struggling.
- Make sure common mid-course assessments are available for use across classrooms and include a variety of formats (multiple choice, short answer, constructed response, essay).
- Have a data collection plan for storing, analyzing, and disseminating assessment results is in place.
- Utilize a calendar for formative assessments based on local, state, and program guidelines, including specific timeline for administration and persons responsible has been developed.

How? (To move forward)

Margaret Fain staff will:

- Provide timely, descriptive feedback to students with opportunities to assess their own learning (e.g., graphing their progress)
- Define a process for selecting appropriate interventions for struggling readers
- Have all materials and procedures in place prior to start of the school year
- Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms
- Designate a person or persons to be responsible for ensuring continued fidelity to all formative assessment procedures and timelines beyond year one
- Analyze student data in teacher teams to develop and adjust instructional plans
- Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format

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

Why?

“...failing to screen young children can prove...[to be] risky. Research has clearly established the difficulties of remediating children’s reading skills after grade three. Catching problems early has been shown over and over that prevention is by far the better alternative. (National Reading Panel, 2000)”

What? (In current practice)

Margaret Fain staff currently:

- Use commonly shared mid-course assessments, which include a variety of formats (multiple choice, short answer, constructed response, essay), are used across classrooms to identify classrooms needing support.
- Utilize a formative assessment calendar based on local and state guidelines includes times for administration and the persons responsible.

How? (To move forward)

Margaret Fain staff will:

- Research and select effective universal screening to measure literacy competencies for all students across the curriculum
- Research and select effective progress monitoring tools to measure general-outcome literacy competencies (e.g., phonemic awareness, phonics, oral reading fluency, written expression, vocabulary)
- Analyze student data in teacher teams to develop and adjust instructional plans
- Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format
- Include assessment measures to identify high achieving/advanced learners who would benefit from advanced coursework

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

Why?

“Once the pool of at-risk students is identified, more comprehensive assessments of their reading ability should be conducted to inform appropriate intervention placements. A student whose performance on a screening instrument is extremely low may require a different type and/or intensity of intervention than a student whose screening score is close to the cut-score. (Johnson, et al, 2011).”

What? (In current practice)

Margaret Fain staff currently:

- Have a protocol in place for ensuring that students identified by screenings routinely receive diagnostic assessment.

How? (To move forward)

Margaret Fain staff will:

- Select interventions that include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach
- Use results of the diagnostics for student placement within an intervention and to adjust instruction
- Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals
- Use technology to differentiate learning within content areas (e.g., use Lexiles to match students to text; provide practice opportunities to strengthen areas of weakness; use gloss option on e-books to provide definitions for unknown words; translate material into student's first language; support students whose disabilities may preclude them from acquiring information through reading)
- Recognize and celebrate individual student's incremental improvements toward reaching literacy goals

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

Why?

“Having the “right” assessments in place is only one element of an effective literacy assessment plan (McEwan, 2007; Phillips, 2005; Torgesen, Houston, Rissman, Decker, Roberts, Vaughn, Wexler, Francis, & Rivera et al., 2007). Data must be easily accessible to school personnel in order for it to drive decision making. Educators and instructional support personnel must be able to sort, aggregate, and/or scan in sufficient time for data analysis and collaborative decision-making to occur.”

What? (In current practice)

Margaret Fain staff currently:

- Identify specific times for analysis of the previous year's outcome assessments are identified in the school calendar to determine broad student needs and serve as a baseline for improvement. Those assessments are:
 - a. Criterion Reference Competency Test (CRCT) in grades 3, 5, and 8
- Make sure time is devoted in teacher team meetings to review and analyze assessment results to identify needed program and instructional adjustments.
- Make sure during teacher team meetings, discussions focus on changes that can be made to improve the instructional program for all students.

How? (To move forward)

Margaret Fain staff will:

- Disaggregate data to ensure the progress of subgroups
- Apply protocol for looking at student assessments and evaluating student progress
- Share and analyze student work samples as a way to inform instruction during collaborative planning
- Plan lessons, re-teaching and intervention activities that target areas of need

- Utilize online options such as Skype and Google+ for collaboration among teachers within the same and different schools on lesson planning

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

Why?

“In the Georgia Literacy Plan, ongoing professional learning expectations center around the marriage of effective instructional strategies based on assessments and the alignment of instruction currently to the Georgia Performance Standards (CCGPS by 2014). The focus is to ensure the following:

- High quality formative assessment practices that focus on a sound understanding of grade level academic standards. This can help alleviate some ‘information’ consequences of ‘high stakes’ test.
- A good formative assessment program that has ‘unpacked’ the state standards and identified the specific learning goals they contain can help focus classroom activities on real learning rather than on test preparation. (Abrams, 2007)”

What? (In current practice)

Margaret Fain staff currently:

- Makes sure the data storage and retrieval system is adequate and is understood and used by all appropriate staff members.
- Make sure procedures and expectations for staff to review, analyze, and disseminate assessment results are in place.

How? (To move forward)

Margaret Fain staff will:

- Review protocols at beginning of meetings
- Train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional commonalities
- Implement protocol with fidelity
- Using online options, provide teachers with the training and time to analyze the data to determine the need for intervention
- Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers

Building Block 4. Best Practices in Literacy Instruction

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

Why?

“For many students, explicit instruction in how to comprehend is necessary. In a 1995 survey of a number of studies of verbal protocols collected from good readers, Michael Pressley found that good readers activate strategies before, during and after reading. “The good reader can be active before reading (e.g., overviewing the text and making predictions), during reading (e.g., updating predictions, constructing mental images), and after reading (e.g., constructing summaries, thinking about which ideas in the text might be useful later.”

What? (In current practice)

Margaret Fain teachers currently:

- Conduct a daily literacy block in K-3 which includes the following for all students:
 - a. Whole group which includes explicit instruction in word identification, vocabulary, and comprehension
 - b. Small groups for differentiation
- Faculty participates in professional learning on the following:
 - a. Using of data to inform instructional decisions and explicit teaching
 - b. Differentiating instruction
 - c. Modeling of how strategy is used
 - d. Using of data to inform instructional decisions and explicit teaching
 - e. Guided and independent practice with feedback

How? (To move forward)

Margaret Fain Elementary teachers will:

- Provide training to all pertinent staff in the use of the core program (Reading program adopted by the district as well as all supplemental programs purchased by the school)
- Provide professional learning on the tenets of explicit instruction:
 - A. Selection of appropriate text for strategy instruction
 - B. Continued professional learning in Guided and independent practice with feedback
 - C. Discussion of when and where strategies are to be applied
 - D. Continued professional learning with use of data to inform instructional decisions and explicit teaching
- Continue to provide ongoing training to all pertinent and new staff in the use of the core program
- Ensure a daily literacy block in K-3 that includes whole-group explicit instruction in word identification, vocabulary, and comprehension as well as small groups for differentiation for all students.
- Plan and provide professional learning on differentiated instructional options for literacy assignments
- Research and select a core program that will provide continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts
- Examine student data to identify areas of instruction with greatest needs (e.g., word

identification, fluency, vocabulary, comprehension)

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

Why?

“The following are effective instructional and assessment strategies for writing:

1. Require all students--especially those less experienced--to write extensively so that they can be comfortable writing extended prose in elementary school and writing essays in high school (minimum five pages) and college (ten pages). Create writing assignments that ask students to interpret and analyze a variety of texts and to write in various genres.
2. Employ functional approaches to teaching and applying rules of grammar so that students understand how language works in a variety of contexts.
3. Foster collaborative writing processes.
4. Include the writing formats of new media as an integral component of writing.
5. Use formative assessment strategies that provide students with feedback while developing drafts.
6. Employ multiple assessment measures, including portfolios, to assess students’ development as writers. (NCTE, 2008, p. 5)”

What? (In current practice)

Margaret Fain teachers currently:

- In every class at least one day a week, teachers provide instruction in and opportunities for one of the following:
 - a. Developing an argument citing relevant and reliable textual evidence
 - b. Writing coherent informational or explanatory texts
 - c. Writing narratives to develop real or imaginary experiences to explore content area topics
- Team level writing plans have been developed which are consistent with CCGPS curriculum standards

How? (To move forward)

Margaret Fain Elementary teachers will:

- Create a plan for instruction in writing is consistent with CCGPS that is articulated vertically and horizontally.
- Develop or identify the programs, protocol, and/or materials necessary to implement the plan at each level
- Develop a coordinated plan for writing instruction across all subject areas to include:
 - A. Explicit instruction

B. Guided practice

C. Independent practice

- Provide professional learning on best practices in writing instruction in all subject areas
- Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum
-

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

Why?

“One of the most salient issues raised in *Reading Next* is that of motivation... Two recommendations are contained in that document. The first is to provide students with a certain amount of autonomy in their reading and writing. To the extent possible, they need opportunities to select for themselves the materials they read and topics they research as well as time during the school day to read. A second is to take deliberate steps [to] promote relevancy in what students read and learn.”

What? (In current practice)

Margaret Fain teachers currently:

- Providing students with opportunities to self-select reading material and topics for research
- Increase opportunities for collaboration with peers in the learning process

How? (To move forward)

Margaret Fain Elementary teachers will:

- Taking steps to provide students with an understanding of the relevance of their academic assignments to their lives
- Increase opportunities for collaborating with peers
- Teachers will explore ways to use peer collaboration with and discuss within the context of PLCs (e.g., literature circles, cross age interactions, etc.)
- Ensure that incentive programs, if used, are:
 - A. Voluntary and not required
 - B. Not tied to grades
 - C. Incentives are minimal and are connected to reading, such as books
 - D. Are used with students who are unmotivated to read rather than with those who are already excited about reading
- Increase access to texts that students consider interesting

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.)

Why?

“The Georgia Department of Education recommends the formation of a data team at each school. This team should be responsible for analyzing achievement and discipline data from all formative and summative measures in use. This team leads the work of using district and school performance norms to set criteria for expected growth and the identification of scientifically based interventions needed to support the learner. School level participants include the principal, grade level/content area representatives, counselors, and school psychologist.”

What? (In current practice)

Margaret Fain teachers currently:

- Utilize a 45 minute block in the morning to focus on reading and math skills for RTI
- Interventions are monitored frequently to ensure that they occur regularly and with fidelity
- The results of formative assessment are analyzed frequently to ensure students are progressing or adjusting instruction to match their needs.

How? (To move forward)

Margaret Fain Elementary teachers will:

- Determine percentage of students currently being served in each tier at each grade level in order to plan accordingly
- Analyze data for individuals to identify students in need of intervention according to established protocols
- Monitor to ensure that interventions are occurring regularly and with fidelity
- Develop process monitoring the implementation of research-based interventions at the building level and across the system
- Identify goals and objectives at the building level based upon identified grade level needs

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

Why?

“All students participate in general education learning that includes:

- Universal screenings to target groups in need of specific instructional support
- Implementation of the Common Core Georgia Performance Standards by 2014 in a standards-based classroom
- Differentiation of instruction including fluid, flexible grouping, multiple means of learning, and demonstration of learning

Progress monitoring of learning through multiple formative assessments”

What? (In current practice)

Margaret Fain teachers currently:

- Team teaching and inclusion of students with special learning needs (EL, SWD, gifted) in the general education setting
- School-wide understanding of assessment data and anticipated levels of student mastery during the school year
- School-wide developed resources are used during the RTI intervention block
- Current practice in literacy instruction in each subject area has been assessed using a checklist (e.g., Literacy Instruction Checklist, GA or some equivalent instrument) and a review of teachers' lesson plans.
- Student data is examined to determine instructional areas of greatest need (e.g., decoding, fluency, vocabulary, comprehension, written expression)

How? (To move forward)

Margaret Fain Elementary teachers will:

- Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction
- Establish protocols to teach and monitor teachers' effective questioning and feedback skills
- Establish protocols to support professional learning communities and use decision-making model to evaluate effectiveness
- Use data from universal screening process to identify general weaknesses in instruction Tier I as well as struggling students
- Provide professional learning on direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skills (See Section IV. A.)

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

Why?

“Movement between Tier 1 and Tier 2 is fluid and flexible. Adequate time should be given for the Tier 1 instructional program to be implemented before determining Tier 2 support is needed.”

What? (In current practice)

Margaret Fain teachers currently:

- Effectiveness of interventions is ensured by the following:
 - a. Providing sufficient blocks of time in the daily schedule for intervention
 - b. Providing adequate space in places conducive to learning
- Teachers participate in professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year.

How? (To move forward)

Margaret Fain Elementary teachers will:

- Monitor effectiveness of standard intervention protocols in place for students (based on universal screening, progress monitoring and benchmark data)
- Ensure adequate time for planning and implementing interventions
- Monitor student movement between T1 and T2
- Provide sufficient resources (time, training cost, materials and implementation of interventions)
- Document data points to monitor student response to intervention
- Establish protocols to ensure consistent progress monitoring, data collection, and reporting

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

Why?

“The role of progress monitoring in RTI is to:

- Determine whether primary prevention (i.e., the core instructional program) is working for a given student.
- Distinguish adequate from inadequate response to the secondary prevention and thereby identify students likely to have a learning disability.
- Inductively design individualized instruction programs to optimize learning at the tertiary prevention in students who likely have learning disabilities.
- Determine when the student’s response to tertiary prevention indicates that a return to primary or secondary prevention is possible. (Fuchs, Retrieved Jan, 2011)”

What? (In current practice)

Margaret Fain teachers currently:

- SST teams meet to discuss students in T3 who fail to respond to intervention.
- Receive professional learning on Student Support Team processes and procedures as outlined in the GaDOE manual and guidance
- Verify implementation of proven interventions.

How? (To move forward)

Margaret Fain Elementary teachers will:

- Data points are documented to monitor student response to daily intervention (NOTE: 12 weeks of data collection with four data points are required prior to referral for special education if a specific learning disability is suspected)
- Ensure that T3 includes proven interventions that address behavior
- Teachers consistently provide research-validated interventions designed to meet individual student needs

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

Why?

“Scientifically proven research-based and evidence-based interventions are specialized strategies for individual students or groups of students with varying types of academic and behavioral problems. Implementation of these strategies has become imperative as schools strive to comply with the imperatives of the No Child Left Behind Act (NCLB) of 2001 and Individuals with Disabilities Education Act (IDEA) (Brown-Chidsey & Steege, 2005).”

What? (In current practice)

Margaret Fain teachers currently:

- School schedules are developed to ensure least restrictive environment (LRE)
- Building and system administrators are familiar with funding formulas affecting students in special programming
- Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs (i.e., best Math II teacher teams with best special education teacher for team-taught instruction).
- Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings.
- Special education, EL, or gifted case managers meet plan and discuss students' progress regularly with general education teachers

How? (To move forward)

Margaret Fain Elementary teachers will:

- Student data supports the exit of students from T4.
- Consider assigning a case manager to each student with (IEP) (i. e., the case manager should maintain contact even if the student is served by a different special educator in multiple settings (such as team taught) so that communication with student and parents is seamless)
- Continue to attract the most high qualified and experienced teachers to support delivery of instruction for students with the most significant needs

Building Block 6. Improved Instruction through Professional Learning

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

Why?

“The reading training should align to the subject in which the teacher will be certified. All professional learning should focus on effective instructional strategies and best practices for literacy.”

What? (In current practice)

Margaret Fain teachers currently:

- Work with new teachers to ensure they are receiving all training needed to implement a quality reading program across the curriculum

How? (To move forward)

Margaret Fain Elementary teachers will:

- Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy
- Provide building and system-level administrators with professional learning on the need to integrate disciplinary literacy instruction into the content areas in order to help them make informed hiring decisions
- Continue to monitor and support the integration of disciplinary literacy

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

Why?

“Teachers need to be provided professional learning in interpretation of the assessment data that they receive from their students’ former grade and/or school.”

- identifying how to use existing assessment data
- identifying other assessment tools for further diagnostic and/or progress monitoring feedback
- designing and using daily classroom instruction as a means of ongoing formative assessment
- learning how to interpret and analyze results from multiple sources to set goals for students and to identify appropriate instructional strategies

What? (In current practice)

Margaret Fain teachers currently:

- The school calendar includes protected time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice.
- Teachers participate in professional learning in the CCGPS based on the needs revealed by student data as well as by surveys, interest inventories and teacher observations.

- An instructional coach provides site-based support for administrators, faculty and staff, where possible.
- Teachers' instruction is monitored through classroom observations or walkthroughs using a variety of assessment tools tied to professional learning.
- Hired an instructional coach for literacy to provide site based support for staff

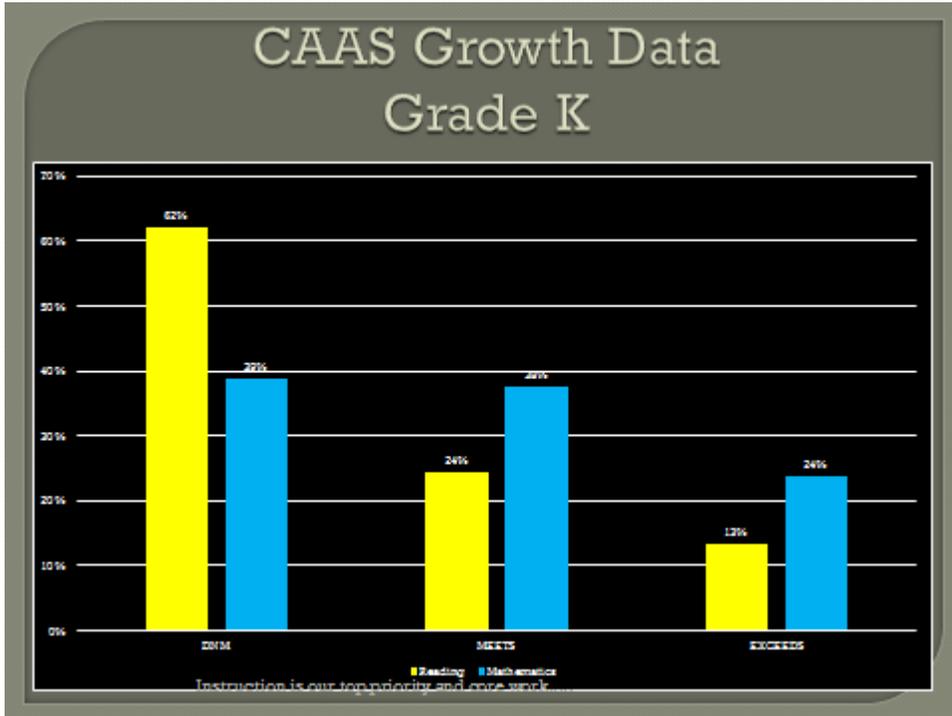
How? (To move forward)

Margaret Fain Elementary teachers will

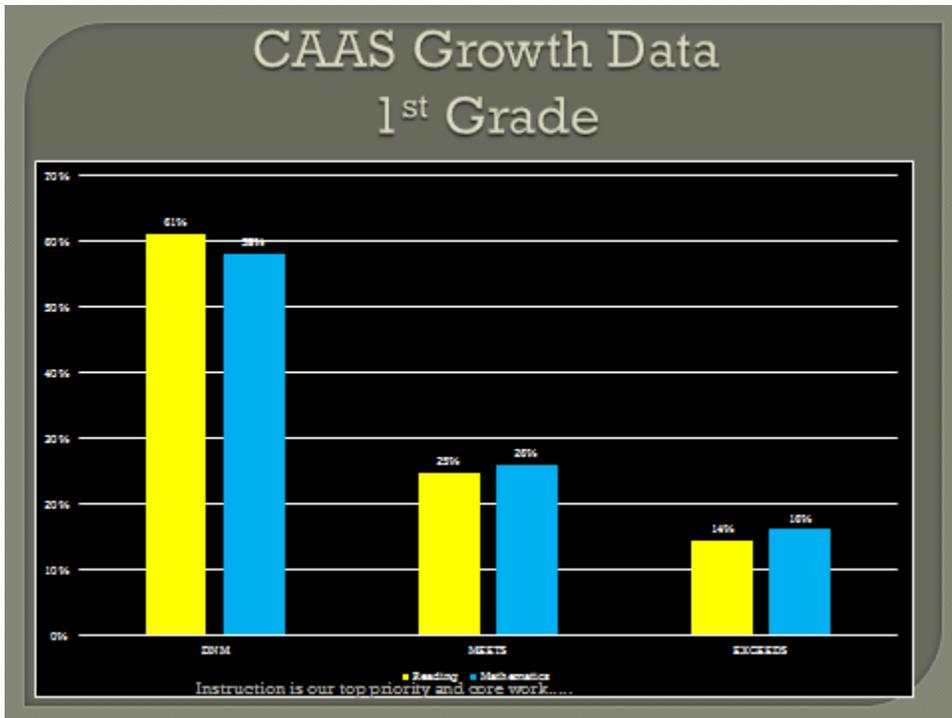
- Encourage every teacher to develop a professional growth plan based on a self-assessment of professional learning needs
- Use formal and informal observations to monitor and improve literacy instruction (e.g., Literacy Instruction Checklist, GA or some other equivalent instrument)
- Develop a list of sites for an online professional library that includes research-based books, journals, magazines, videos, etc. that teachers can readily access for professional growth
- Increase the number of resources within the school's professional library that includes research-based books, journals, magazines, videos, etc. that teachers can readily access for professional growth
- Provide opportunities for teachers to practice techniques modeled for them
- Provide training in administering and interpreting results of assessments in terms of literacy

Analysis and Identification of Student and Teacher Data

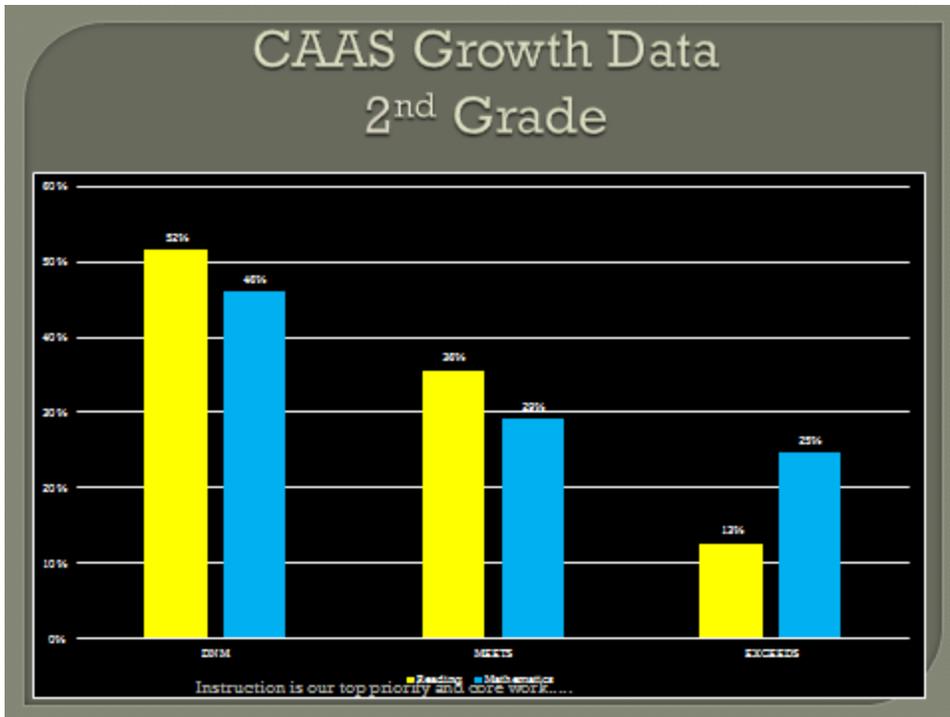
A. Student Achievement Data



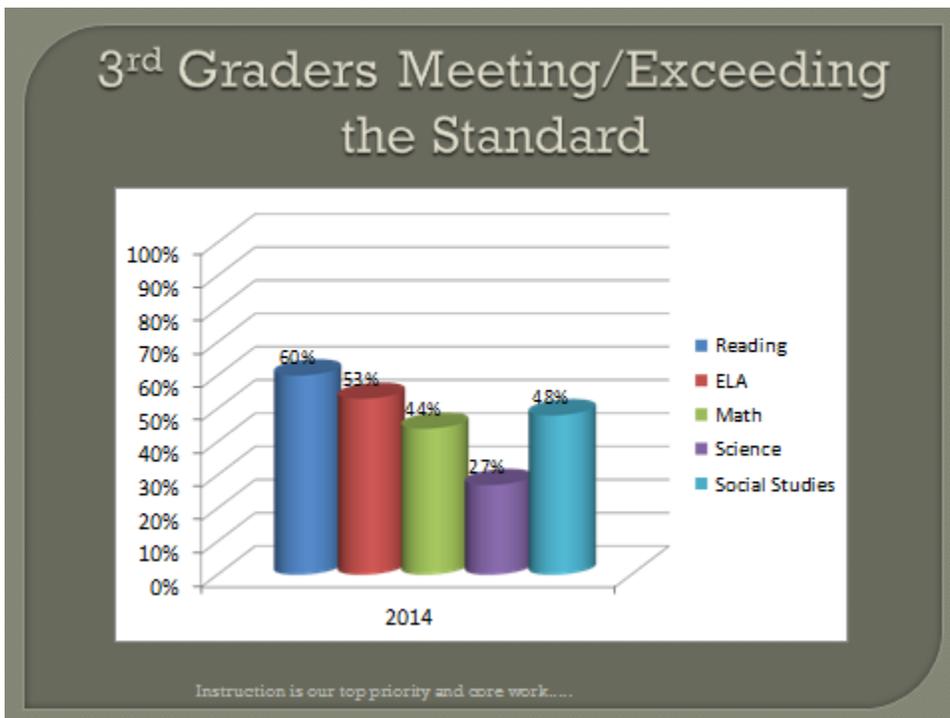
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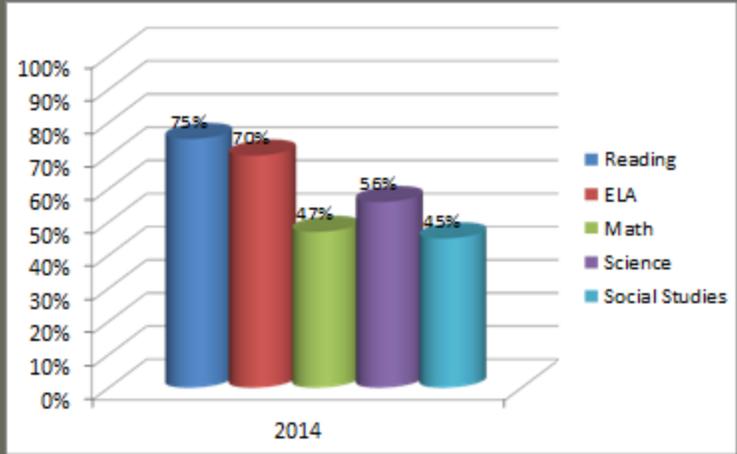


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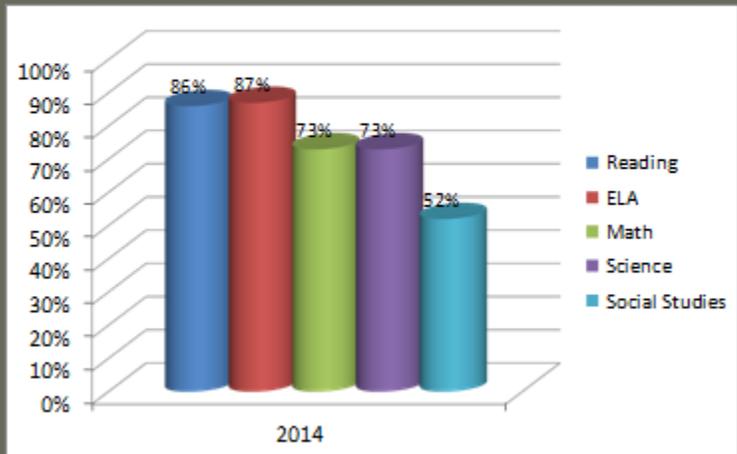
4th Graders Meeting/Exceeding the Standard



Instruction is our top priority and core work....

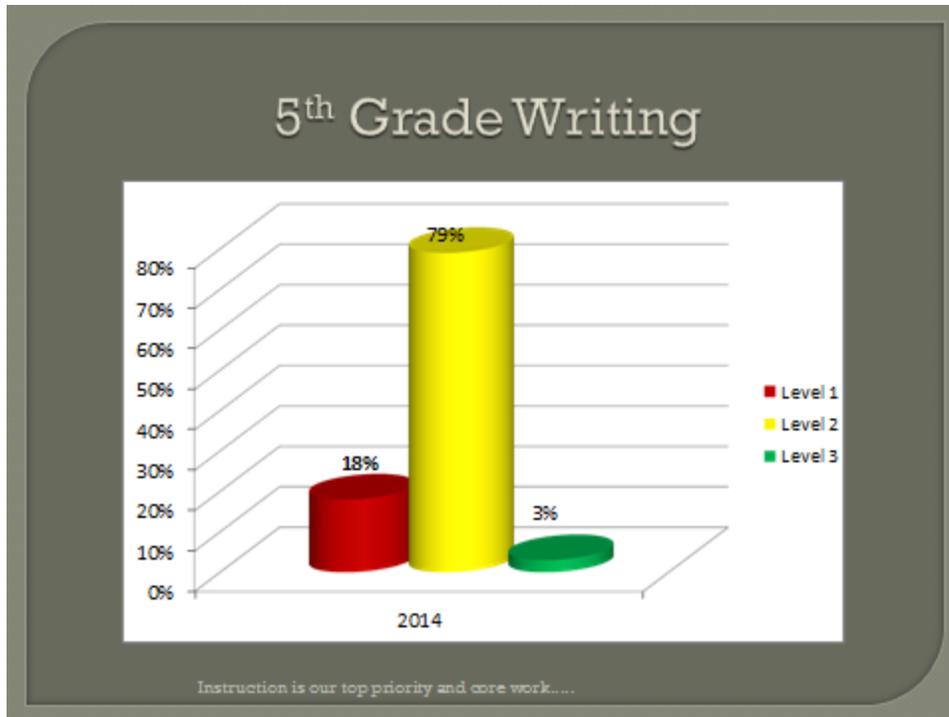
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5th Graders Meeting/Exceeding the Standard



Instruction is our top priority and core work....

-
-



-
-
- The CAAS data for grades K-2 shows a high number of students who do not meet standards in the area of reading. The number of students who meet in grades K-2 in Reading seem to slightly rise through each grade level. However, there are many more students who are not meeting standards.
- On the 2014 CRCT, the number of students meeting standards rose from 3rd to 5th grade. However, 3rd grade has the lowest percentage of students who are meeting.
- The 5th grade writing test showed a high percentage of students meeting/exceeding the standard. This was in line with the Reading/ELA CRCT scores for the 2014 testing session.

B. Disaggregation into Subgroups

- Black (Non-Hispanic): 201
- Hispanic: 12
- SWD: 4
- In the 3rd grade, 39% of the black students did not meet and 60% of the students met or exceeded the grade level standards. There was no percentage for the Hispanic and Students with disabilities.
- In 4th grade, 26% of the black students did not meet and 75% met or exceeded the grade level standards. There was no percentage for the Hispanic and Students with disabilities.
- In 5th grade, 14% of the black students did not meet and 85% met or exceeded the grade level standards. There was no percentage for the Hispanic and Students with disabilities.

C. Identifies Strengths and Weaknesses Based on Prescribed Assessments

- Complete the chart below regarding your student outcome data.

Strengths	Weaknesses
<ul style="list-style-type: none"> • 86% of all students scored at the meets/exceeds level in the Reading CRCT in grade 5 	<ul style="list-style-type: none"> • High percentage of students who are not meeting standards on the K-2 CAAS Reading test
<ul style="list-style-type: none"> • More students are meeting/exceeding reading standards as the move on to the next grade level 	<ul style="list-style-type: none"> • 3rd grade has the lowest amount of students meeting/exceeding on the CRCT
<ul style="list-style-type: none"> • Several 5th grade students met or exceeded standards on the writing test. 	<ul style="list-style-type: none"> • Students are scoring low in the area of social studies and science in grades 3-5. This is important because of the informational text that is included in these sections.

D. Data for All Teachers including CTAE, Special Education, and Media

The data included throughout this section includes all teachers at Margaret Fain Elementary School

E. Teacher Retention Data

- There are 34 total teachers at Margaret Fain Elementary for the 2014-2015 school year. Only 20% (7 teachers) of this staff are new to the school. All other staff has been at the school at least 1 year. We have at least 3 staff members who have been at the school for more than 10 years.

F. Develops Goals and Objectives based on Formative and Summative Assessments

- Administrators, as well as team members looked at the Spring 2014 CRCT data and formative assessments from the 2nd semester. After having numerous conversations with other schools in the Douglas Cluster, goals were set based on CRCT data in grades 3-5.

G. Additional District-Prescribed Data

- Data from the Fall, Winter and Spring administration of the CAAS is also used to drive instruction. For grades K-2, this data helps to measure growth for our students since they do not participate in the spring testing (Georgia Milestones).

H. Teacher Participation in Professional Learning Communities

The instructional coaches spearhead professional learning communities. The instructional coaches actively participate in district trainings and redeliver to teachers during grade level and/or faculty meetings. These professional learning sessions are based on District mandates and expectations. In addition, the instructional coaches host meetings prior to the introduction of

new material and standards on each grade level within the semester. Using this data, the teachers create a lesson plan and a common assessment. The teachers provide instruction and implement instructional strategies from the team's focus meeting. Then the team of teachers and instructional coaches meet to discuss the results of the common assessment and analyze the data to decide what step to take next and what other strategies to implement. The teacher then remediates or provides enrichment opportunities. The teachers and instructional coaches receive professional development at the district level for how to correctly implement professional learning communities.

Project Plan-Procedures, Goals, Objectives and Support

A. Project Goals and Objectives

A. Project Goals	B. Project Objectives
<p>Goal 1: Build literacy leadership by creating a shared vision for literacy. (GLP-The What-1B)</p>	<p>1.1: Establish school literacy leadership team made up of administrators and literacy specialists. 1.2: Enlist members of community universities, organizations, and agencies to collaborate to support literacy within the community.</p>
<p>Goal 2: Establish effective use of time and personnel through scheduling and collaborative planning (GLP-The What-1C)</p>	<p>2.1 A protected, dedicated 90-120-minute block is allocated for literacy instruction in grades K-3 for all students. 2.2 Time for intervention is built into the school schedule for each day. 2.3 Protected time for collaborative planning teams within and across content areas are part of the school-wide calendar</p>
<p>Goal 3: Create a school culture where teachers across content areas take responsibility for literacy instruction (GLP-The What-1D)</p>	<p>3.1 A walk-through and/or observation form (e.g., Literacy Instruction Checklist, GA or some other instrument) is used to ensure consistency of effective instructional practices that include disciplinary literacy across content areas.</p>
<p>Goal 4: An infrastructure for ongoing formative and summative assessments is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction (GLP-The What-3A)</p>	<p>4.1 Effective screening, progress monitoring, and diagnostic tools have been selected to identify achievement levels of all students, advanced as well as struggling. 4.2 Common mid-course assessments are available for use across classrooms and include a variety of formats (multiple choice, short answer, constructed response, essay). 4.3 A calendar for formative assessments based on local, state, and program guidelines, including specific timeline for administration and persons responsible has been developed.</p>
<p>Goal 5: A system of ongoing formative and summative assessments is used to determine the need for and the intensity of interventions</p>	<p>5.1 A protocol has been developed and is followed for making decisions to identify the instructional needs of students.</p>

<p>and to evaluate the effectiveness of instruction. (GLP-The What-3E)</p>	
<p>Goal 6: All students receive direct, explicit instruction in reading. (GLP-The What-4A)</p>	<p>6.1 Student data is examined regularly to identify areas of instruction with greatest needs (e.g., phonological awareness, word identification, fluency, vocabulary, word study, comprehension, motivation and engagement).</p> <p>6.2 Daily literacy block in K-3 includes the following for all students:</p> <ul style="list-style-type: none"> a. Whole group which includes explicit instruction in word identification, vocabulary, and comprehension b. Small groups for differentiation <p>6.3 Various aspects of literacy instruction students have been allocated for instruction within specific content areas.</p>
<p>Goal 7: All students receive effective writing instruction across the curriculum (GLP-The What-4B)</p>	<p>7.1 A coordinated plan has been developed for writing instruction across all subject areas that includes:</p> <ul style="list-style-type: none"> a. Explicit instruction b. Guided practice c. Independent practice <p>7.2 In every class at least one day a week, teachers provide instruction in and opportunities for one of the following:</p> <ul style="list-style-type: none"> a. Developing an argument citing relevant and reliable textual evidence b. Writing coherent informational or explanatory texts c. Writing narratives to develop real or imaginary experiences to explore content area topics
<p>Goal 8: Information developed from the school-based data teams is used to inform RTI process (see Section III. E.) (GLP-The What-5A)</p>	<p>8.1 Protocols for identifying students and matching them to the appropriate intervention are in place.</p> <p>8.2 Interventions are monitored frequently to ensure that they occur regularly and with fidelity.</p>

B. Performance Targets

By implementing the goals and objectives above it is the expectation that the student achievement and/or teacher performance targets below will be met:

	Performance Targets				
Performance Measures	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Reading Milestone	75%	80%	85%	90%	95%
SWD Reading Milestone	75%	80%	85%	90%	95%
CAAS (K-2)	50%	55%	60%	70%	75%

C. Alignment of Goals, Objectives and Assessments

Formative/Summative Measures	Associated Goals
Dibels Next	3, 5
Scholastic Reading Inventory	3,5
CAAS	3,4, 5
Georgia Milestones	2,3,4,5,
Reading Performance Task	2, 3, 4, 5

D. 120 Minutes of Tiered Literacy Instruction

Insert Balanced Literacy approach for appropriate grade level

READING (90 minutes)	
READ ALOUD (5 minutes)	<ul style="list-style-type: none"> Teacher reads a variety of texts aloud to students modeling skills and strategies efficient readers use and what fluent, expressive reading sounds like. <p style="text-align: center;"><i>FREQUENCY- Daily / STRUCTURE – Whole class or small group</i></p>
SHARED READING/MINI LESSON (15 minutes)	<ul style="list-style-type: none"> Teacher selects a strategy, skill or element to introduce and reinforce. Teacher selects a delivery method (direct, indirect, inquiry, etc.) for instruction with students. Teacher expects or requires practice of the strategy, skill, or element during the guided and independent work portions of the lesson. <p style="text-align: center;"><i>FREQUENCY- Daily / STRUCTURE – Whole class or small group</i></p>
GUIDED READING/STRATEGY GROUPS (60 minutes)	<ul style="list-style-type: none"> Teacher provides support for small, flexible groups of readers. Readers are grouped according to their reading level and their specific needs relating to skills and strategies. Teachers work with students at their instructional level to guide them in using the text to generate meaning. Teacher helps students learn using reading strategies as they read a text or book that is unfamiliar to them. Students have the opportunity to develop reading strategies, and reading for meaning.
INDEPENDENT READING	<ul style="list-style-type: none"> Students work individually or with a partner to read and discuss text (self-selected or teacher recommended). Students apply and practice the skills and strategies learned in the whole group and guided reading lesson. Students learn to independently select books and respond on book logs and response journals. <p style="text-align: center;"><i>FREQUENCY- Daily / STRUCTURE- Small group, partner, or individual conferencing</i></p>
SHARING (10 minutes)	<ul style="list-style-type: none"> Students summarize, demonstrate new knowledge (or at least their attempts) as evidence of the new understandings of reading. <p style="text-align: center;"><i>FREQUENCY- Daily / STRUCTURE – Whole Class</i></p>
WRITING (30 minutes)	
<i>Grammar, usage, mechanics, and spelling are taught strategically as a part of the real writing situation.</i>	
Day 1 - Writing Aloud / Shared Writing (Whole class)	<ul style="list-style-type: none"> Teacher models writing for students while verbalizing thinking (and reasoning). Focus on conventions
Day 2 - Shared Writing (Whole class)	<ul style="list-style-type: none"> Teacher and students work together interactively to compose texts with the teacher serving as a scribe. Topic, audience, purpose, word choice, genre, content, and format are selected in a negotiated process between teacher and students.
Day 3 - Guided Writing/Independent Writing (Small group or partner)	<ul style="list-style-type: none"> Teacher provides differentiated small group instruction as students rotate through guided writing and independent writing groups. Teacher provides explicit instruction and continuous feedback during all stages of the writing process as needed to individual students or small groups of small students.
Day 4 - Guided Writing/Independent Writing (Small group, partner, or individual conferencing)	<ul style="list-style-type: none"> Teacher provides explicit instruction and continuous feedback during all stages of the writing process as needed to individual students or small groups of small students. Students write about self-selected topics as they compose, revise, and edit their own texts. Students talk about their writing in a conference with the teacher and/or peer.
Day 5 - Independent Writing/ Sharing (Small group, partner, or individual conferencing)	<ul style="list-style-type: none"> Students talk about their writing in a conference with the teacher and/or peer. Students share writing (or at least their attempts) as evidence of their attempt to use new writing skills and strategies.

Tier	Literacy Interventions That Occur Within Each Tier
I	RTI Intervention block, small group instruction
II	RTI Intervention block, small groups, progress monitoring
III	RTI Intervention block, small group, progress monitoring (through Dibels Next, Open Court, Scholastic Reading Inventory, etc.), individual learning plan
IV	RTI Intervention block, small group, progress monitoring (through Dibels Next, Open Court, Scholastic Reading Inventory, etc.), individual learning plan, any necessary testing to determine next steps

E. RTI Model

	Strategies	Personnel
Tier IV Specifically Designed Learning	Specialized and/or Individualized Instruction More Frequent Progress Monitoring Diagnostic Assessments Assistive Technology All Tier I-III Strategies	Special Education, IEP, ELL, Gifted, ESOL Program, Assistive Technology
Tier III SST Driven Learning	Differentiation Small/Flexible grouping Computer interventions Collaborative Teaching Extended Day Instruction Long Term Interventions Frequent Progress Monitoring Universal Screening CCGPS Instruction Balanced Literacy Reading Support	All Classroom Teachers Gifted Special Education Literacy Coach ELL Advanced Placement Hospital Homebound
Tier II Needs Based Learning		
Tier I Standards Based Classroom Learning		

F. Inclusion of Teachers and Students

All teachers and students are included in the activities of this application.

G. Current RTI Practices

At this time, there was no common universal screener used by all grade levels.

Kindergarten used CORE reading as a screener. All students grades K-5 participate in a common RTI block from 7:45-8:45 am daily. Interventions are based on assessments given by the grade level in the areas of Reading and Math.

H. Goals Funded With Other Sources

Title I: Professional Development, books and materials
 General Funds: books and materials

I. Sample Schedule

	A	B	C	D	E	F	G	
1		K	K	1	1	2	2	
2		Drayton & Turner	Jackson & Stevenson	Joiner Swain Alcala	Graham	McKeithen & Kazadi	Nero	
3	8:00 - 8:15	Specials 8:00 - 8:50		Intervention 8:00-8:30		Literacy 8:00 - 9:30	Intervention 8:00-8:30	
4	8:15 - 8:30							Social Studies 8:30 - 9:10
5	8:30 - 8:45	Math 8:50 - 10:20	Science 8:50 - 9:30	Literacy 9:10 - 10:40	Social Studies 9:10 - 9:50	Social Studies 9:30 - 10:10	Science 9:10 - 9:50	
6	8:45 - 9:00							Literacy 9:30 - 10:30
7	9:00 - 9:15		Lunch 10:20 - 10:50	Lunch 10:30 - 11:00	Lunch 10:40 - 11:10	Lunch 10:35 - 11:05	Lunch 10:50 - 11:20	
8	9:15 - 9:30							Social Studies 10:55 - 11:35
9	9:30 - 9:45		Literacy 11:35 - 1:05	Math 11:35 - 1:05	Social Studies 12:05 - 12:45	Math 12:05 - 12:45	Math 11:55 - 12:30	
10	9:45 - 10:00							Science 1:05 - 2:00
11	10:00 - 10:15	Recess						
12	10:15 - 10:30	Intervention						
13	10:30 - 10:45							
14	10:45 - 11:00							
15	11:00 - 11:15							
16	11:15 - 11:30							
17	11:30 - 11:45							
18	11:45 - 12:00							
19	12:00 - 12:15							
20	12:15 - 12:30							
21	12:30 - 12:45							
22	12:45 - 1:00							
23	1:00 - 1:15							
24	1:15 - 1:30							
25	1:30 - 1:45							
26	1:45 - 2:00							
27	2:00 - 2:15							
28	2:15 - 2:30							
29	2:30 - 2:45							
30	2:45 - 3:00	All School Meeting and Professional Development Block						

Assessment and Data Analysis Plan

A. Current Assessment Protocol

When	Assessment
August 2014 and January 2015	Computer Adaptive Assessment System
October 2014	Cluster Math and Science Benchmark
December 2014	District Reading and Math Benchmark
Monthly, bi-weekly, and weekly as needed	Aims Web Probe
Monthly, bi-weekly, and weekly as needed	easyCBM
April 2015	Georgia Milestone Assessment
End of each Unit of study	Local school created Reading, Math, and Writing Assessment

B. Current Assessment vs. SRCL Assessments

Fain Elementary currently utilizes the Computer Adaptive Assessment System (CAAS) as a universal screener for all students. The assessment is administered in the fall and winter. The results garnered from CAAS identify students’ ability below, at, or above grade level regarding mastery of common core standards. The CAAS assessment is a tailored system. Student answers and ability are matched with the questions that are presented. In addition, teachers administer Aims Web probe and/or easy CBM to monitor reading fluency. These assessments are administered monthly, bi-weekly, or weekly, based on the individual student needs. The addition of striving reader assessments (dibels and scholastic reading inventory) offers more intimate details regarding the reader. Teachers and support personnel will have the opportunity to identify the intricate needs of each learner. These assessments drill down to specific issues and deficiencies that are not as evident with the CAAS assessment. While the scholastic reading inventory is tailored as well, the entire program encompasses benchmarking, progress monitoring, and instructional placement as well. Likewise, dibels offers quick one-minute assessments that may be utilized by the teacher to

assess initial sound recognition, letter recognition, oral fluency, comprehension, word usage, and phonemes. These skills are critically important in the development of readers, and dibels encompasses all of these skills.

C. New Assessment Protocol

When	Assessment
August 2014 and January 2015	Computer Adaptive Assessment System
October 2014	Cluster Math and Science Benchmark
December 2014	District Reading and Math Benchmark
Monthly, bi-weekly, and weekly as needed	Aims Web Probe
Monthly, bi-weekly, and weekly as needed	easyCBM
April 2015	Georgia Milestone Assessment
End of each Unit of study	Local school created Reading, Math, and Writing Assessment
August 2014 and January 2015	Computer Adaptive Assessment System
September, January, April	Scholastic Reading Inventory (SRI)
September, January, April	DIBELS Next (FSF, LNF, PSF, NWF, ORF)

D. Current Assessment Discontinued

The state of Georgia will no longer use the Criterion Referenced Competency Test (CRCT), as a result of the full implementation of common core standards. The state of Georgia has adopted a more rigorous assessment that integrates reading and writing together to assess student learning. In addition, the state of Georgia has discontinued the use of the third and fifth grade Writing Assessment. Through the common core Georgia performance standards, students are equipped with opportunities to integrate their learning with a literacy rich experience. The Georgia Milestone will assess students' writing through constructed response questions, and students' knowledge of various genres of writing will be measured through extended response questions.

E. Professional Learning Needs

- Direct, explicit instruction
- Cross-curricular instruction
- Writing instruction
- Text dependent questioning
- Guided reading instruction
- Teacher led feedback
- Student led feedback
- Utilizing rubrics to guide instruction
- DIBELS Next
- Scholastic Reading Inventory (SRI)

F. Presentation of Data to Parents and Stakeholders

Fain Elementary will provide parents with preliminary feedback regarding the Georgia Milestones assessment. The expectation is for scores to become available in the fall 2015. Prior to this date, parents will receive ongoing information, flyers, and robo-calls regarding what to expect, how to analyze scores, and the overall language of Georgia Milestone. In addition, the parent liaison and instructional coaches will provide sessions for the parents regarding what to expect and how to best interpret student scores. Upon the arrival of student scores, Fain Elementary will follow the procedures as outlined by the District. Also, Fain will host an early curriculum event to discuss student data and how it impacts individual, class, and school goals.

G. Data Used in Instructional Strategies

The Georgia Milestone will serve as a tool to support instructional decisions regarding student needs, as well as teacher needs. This data will be utilized to identify areas that require additional professional development, changes in practice, and remedial skills with the student population. In addition, this data will be considered baseline because it is an initial assessment. Fain Elementary will transform this data into a platform for instructional practices and a decision factor for where attention should be directed. All exclusionary factors will be included: attendance, behavior, student/teacher ratio, teacher quality, teacher content knowledge, marginal growth, as well as specific student groups, i.e., special education, gifted learners, and EL learners.

Fain Elementary will utilize the expertise of the literacy leadership team and data team to begin to focus and scaffold support and attention in the appropriate areas to ensure desired results.

H. Assessment Plan and Personnel

Certified teachers in all content areas, inclusive of special areas as well as special education teachers, will administer assessments. In addition, assessments will be analyzed by collaborative teams of teachers, student support specialist, instructional coaches, and the media specialist. Professional learning opportunities will be dictated by the data that will be reflected in the Georgia Milestone data, as well as the adoption of dibels and scholastic reading inventory.

Fain Elementary plans to use a formative assessment calendar and form an effective data team with well-articulated goals and expectations for the members. As a result, teachers will collaborate more effectively and communicate desired goals based on

data collected and student performance, rather than pacing or prior teaching experiences. To ensure the fidelity of this process, the literacy leadership team will engage in on-going literacy walkthroughs and observations. Likewise, support personnel including specialists and instructional coaches, will redeliver the necessary literacy strategies to support deficiencies or areas to accelerate based on the data provided by the Georgia Milestone, dibels, and scholastic reading inventory.

Resources, Strategies, and Materials Including Technology

A. Resources Needed

- Dibels Next Materials
- Read 180 materials
- Scholastic Reading Inventory
- Classroom library (K-5)
- Classroom text sets (K-5)
- Ipad or laptop cart
- Open Court (3rd grade)
- Ebook purchases
- Ipad apps

B. Activities Supporting Literacy

- Balanced Literacy in every classroom
- Book of the Month (K-1; 2-3; 4-5)
- Small group instruction
- Technology integration (iPads, computers in classroom, etc.)

C. Shared Resources

- Leveled book room
- 2 Computer labs
- 2 ipad carts

D. Library Resources

- Scholastic Leveled Book room
- 16 Computers
- Library materials

E. Activities Supporting Classroom Practices

- Wednesday Tutorial
- Extended Day tutorial (2 days a week)
- Professional Learning
- Ongoing formative and summative assessment
- Progress monitoring (RTI)

F. Additional Needed Strategies

- Intervention strategies and resources
- Remediation strategies

G. Current Classroom Resources

- 4 computers per classroom
- 2 iPad carts
- Classroom libraries (not fully in all classrooms across grade levels)

- Open Court materials (K-2)

H. Alignment of SRCL and Other Funding Sources

Resources, Strategies, and Materials	Existing Funding Resources	SRCL Will Provide
Leveled Book Room	Title I	Additional monies to purchase more books
Dibels Next and training	None	Purchase Dibels program to administer to school
SRI and training	None (will purchase through Title I)	Additional funds if needed
Classroom texts sets (K-5)	Title I	Additional funds to purchase more books for every classroom library
Ipad cart	Title I	Additional funds to purchase cart
Read 180	None	Purchase Read 180 program for grades 4-5
Open Court	None	Purchase complete program for 3 rd grade; additional resources for grades K-2)
Classroom text sets	Title I	Additional funds to purchase text for classrooms
Ebooks	Title I	Additional funds as needed
Ipad apps	None	Funds to purchase apps to download to iPads for literacy resources

I. Technology Purchases

The use of technology is advancing on a daily basis. Students are expected to respond to text, compute, and evaluate their learning with the use of technology. Consequently, technology has become the leading resource in promoting and enhancing student engagement. Technology purchases will support RtI, student engagement, and instruction through its flawless system of tailored, timely, and individualized support. Students have the opportunity to respond to programs designed specifically to meet their needs. In addition, technology provides teachers with endless resources to activate student learning and streamline explicit instruction.

Professional Learning Strategies

A. Professional Learning Activities

B.

Topic	Time Frame	Participants	Provider
Reading Instructional Strategies	Ongoing throughout the school year	K-5 Teachers; Administration	Instructional Coaches
Text-Dependent Questions	2 Sessions	K-5 Teachers; Administration	Mesha Greene, Principal
Non-Linguistic Representations	1 Session	K-5 Teachers; Administration	Instructional Coaches
Using Journals Effectively	Ongoing throughout the school year	K-2/ 3-5 Teachers; Administration	Instructional Coaches
Technology Integration	Ongoing throughout the school year	K-5 Teachers; Administration	Instructional Coaches
Mathematics Instructional Strategies	Ongoing throughout the school year	K-2/ 3-5 Teachers; Administration	Instructional Coaches
Reading Integration in all Subject Areas	3 Sessions	K-2/ 3-5 Teachers; Administration	Instructional Coaches

C. Percentage of Staff Participating in Professional Learning

100% of instructional staff attended grade level or building specific professional learning.

D. Detailed List of On-Going Professional Learning

Topic	Time Frame	Participants	Provider
3 part lesson	Ongoing	All staff	Instructional Coaches
Open Court	Ongoing	K-2 Teachers; Administration	Instructional Coach
Balanced Literacy	Ongoing	K-5 Teachers; Administration	Instructional Coach
Creating Assessments (formative and Summative)	Ongoing	All staff	Instructional Coaches

E. Professional Learning Needs

- Progress Monitoring
- Balanced Literacy
- Writing Across the Curriculum
- Phonemic Awareness strategies
- Differentiation
- Data analysis
- Universal screeners and next steps
- RTI strategies

F. Professional Learning Evaluation

Professional learning is evaluated by teacher feedback, informal walkthroughs, and tangible artifacts gathered as a result of sessions held. Teacher feedback forms, surveys, walkthroughs, and implementation observations will become a part of the professional learning evaluation process.

G. Alignment of Professional Learning to Project Goals

Topic	Time Frame/Participants	Provider	Goal Number
How to Look at student work	Ongoing All staff	Instructional Coaches	Goal #2A
Writing Across the Curriculum	Ongoing All staff	Instructional Staff	Goal #4B
Open Court Reading Series	Beginning of School Year (Summer or August 2015) K-3 staff; administrators	Open Court series representatives	Goal #2A
Formative Assessment Practices	Beginning Summer 2015; Ongoing throughout year All staff	Instructional Coaches	Goal #3A
Data Analysis and next steps	Beginning Summer 2015; Ongoing throughout year All Staff	Instructional Coaches; District staff	Goal #3D

Universal Screening practices	Beginning Summer 2015; Ongoing throughout year	All staff	Instructional Coaches	Goal #3C
Balanced Literacy	Beginning Summer 2015; Ongoing throughout year	All staff	Instructional coaches	Goal #4A
RTI intervention practices	Beginning Summer 2015; Ongoing throughout year	All staff	Instructional coaches; district staff	Goal #4B

H. Effectiveness of Professional Learning

The goals of the project plan reflect the core needs of Fain Elementary. The effectiveness of professional learning will be analyzed through various measures. Data notebooks, progress monitoring charts, and detailed anecdotal notes will be utilized to support the identification of student needs and the intensity of interventions. Direct feedback from the participants, as well as session leaders will be used to identify the effectiveness of professional learning topics. Results garnered from mid-course assessments will serve as an indicator for professional learning effectiveness with direct instruction. District level analysis of student writing with the adopted rubric will assess the effective writing instruction professional development. Overall, teacher evaluations will reflect a collection of the practices demonstrated and taught throughout the professional learning sessions.

Sustainability Plan

A. Plan for Extending Assessments

District assessment tools and tools attained through the grant will continue to be administered annually. DIBELS Next, IPI, and SRI will be funded using Title I or QBE funds. New teachers will receive training on how to administer assessment tools and interpret results

B. Developing Community Partnerships

APS currently has partnerships between several businesses, civic organizations and schools. These organizations supplement teaching by sponsoring activities (field trips, displays, or speakers). Many of these members serve on the school councils and PTOs and these partnerships will continue beyond the life of this grant.

C. Expanding Lessons learned

Lessons learned will be expanded through ongoing PL, a library of professional texts, journals and online sources (GLP - The How, p.40). The instructional coach and teachers will provide home learning connections and training to support the effective use of these resources, including differentiated support for students (GLP - The How, p.39). We will use classroom observations/ videotaping to identify and support individual teachers with follow-up coaching, conferencing, and mentoring (GLP, The How, p.49).

- **Extending Assessment Protocols**

We will train staff members on the DIBELS Next, informal running records, and other diagnostic tools at the beginning of the SRCL grant period. Staff hired after the grant expires will be trained using a “Train-the-Trainer” model (training by instructional coach and existing staff). The instructional coach and Literacy Team will be responsible for

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providing professional learning on assessment protocols annually to all staff. District and school funds (Title I and discretionary) will be utilized to purchase assessments.

- **New System Employees Training**

Currently, new district employees have a three day New Teacher Orientation, as well as a monthly orientation and mentoring program. Part of this training for new teachers will be to share our Literacy Plan and provide focused professional learning on instructional strategies and assessment protocols outlined within the plan.

- **Maintaining and Sustaining Technology**

SPLOST funds will maintain technology with district personnel responsible.

- **Ongoing Professional Learning** Staying abreast of current research and best practices in literacy instruction, including differentiated instruction, will continue by developing a professional library (texts, journals and online resources) (GLP - The How, p.40) and utilizing resources (webinars and professional learning videos from the GaDOE website) to ensure our literacy instruction stays current. Professional learning will be revisited regularly and revised yearly based on student mastery of CCGPS and classroom observations (GLP - The How, p.48).

D. Print Materials Replacement

Currently, print materials are funded through other sources. Funding to continue and sustain necessary print materials will be provided after the life of this grant through other sources (Title I and principal discretionary funds).

E. Extending Professional Learning

The school intends to video record professional learning and differentiated lessons (GLP - The How, p.40) in order to create a digital resource library. Digital resources provided

by the GaDOE and a “train-the-trainer” model will be utilized to sustain professional learning. The instructional coach and designated staff will re-deliver and facilitate these trainings with new staff members. Time will be allotted during district New Teacher Orientation for administrators and the instructional coach to share the Literacy Plan and provide targeted training on instructional strategies and assessment protocols outlined within the plan.

F. Sustaining Technology

SPLOST funds, Title I and building level discretionary funds will maintain technology with district personnel and building administrators responsible.

G. Expanding Lessons Learned - New Teachers & LEA

Lessons learned will be shared with other schools and new teachers through professional learning communities, such as APS New Teacher Orientation, Summer Leadership Institutes, and Expanded Cabinet Meetings.

Budget Summary

Professional Learning

We request funding for consultants for professional learning identified in previous sections for all teachers. These areas of professional learning will extend beyond building-level professional learning that will be provided by the instructional coach, district personnel, and/or literacy team members. Funding is requested for targeted teachers to attend content-specific professional learning, and for substitutes that can effectively lead instruction while allowing targeted teachers to attend professional development. Funding will cover all travel and registration expenses.

We request funding for teaching artists from the Woodruff Arts Center to work with classroom teachers to promote drama and arts strategies that promote literacy skills. Teachers will attend a full-day orientation and instructional session presented by the Alliance Theater. Funding will cover registration fees, stipends, coaching, demonstration lessons, and observations.

Selected staff members will attend literacy related conferences to support the literacy plan. Funding will cover all travel and registration expenses.

Stipends

Funding is requested for stipends to pay teachers to work beyond their contract time to engage in crucial training and professional learning that supports our school's literacy plan.

Professional Library

We request funding for professional learning materials to support the literacy plan. These are not consumables, but resources that will be used to train new teachers in subsequent years or to refresh or retrain the entire staff as necessary.

Print Materials/Supplies

We request funding for print materials, including core literacy program materials, non-fiction informational texts, leveled readers, novels, graphic novels, and subscriptions to developmentally appropriate literary magazines and Common Core aligned periodicals to ensure literacy-rich environments for our children at home and at school. In addition, printing/copying supplies will be purchased as necessary to support the literacy program. Other tools or supplies will be purchased as needed. The Media Center will receive funding to upgrade content collections and informational text to meet the needs of CCGPS. In addition, the media center will purchase non-print literacy materials to support the literacy program.

Home School Connections/Literacy Events

We request funding for school wide events that promote literacy within our community and increase student motivation and interests in reading.

Student Instructional Support - Beyond the Regular Instructional Day

Funding will be used to support student literacy instruction beyond the regular school day. In addition, funding will be used to purchase instructional program materials, supplies, stipends for teachers, and transportation costs.

Pupil Travel/Field Trip

Funding is requested for students to attend arts integration programming through the Woodruff Arts Centers. The funding requested will cover transportation costs and ticket prices for students and staff.

Technology

SRCL funding will be used to supplement APS technology purchases in order to provide access to digital media for all students. This includes, but is not limited to increasing technology

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access grades K-5, accessories, software, and other technology supplies as needed.