

GEORGIA DEPARTMENT OF EDUCATION

Striving Readers Comprehensive Literacy Program

LEA Grant Application System Cover Sheet.

Please return to: Georgia Dept. of Education Attn: 205 Jessie Hill Jr. Dr 1758 Twin Towers East Atlanta, GA 30344	DOE Use Only Date and Time Received:	DOE Use Only: Received By:
Name of Applicant: Fulton County Schools (FCS)	Project Number: (DOE Assigned)	
Total Grant Request: \$7,637,193	System Contact Information:	
Number of schools in system: 100	Name: Kelly Hopkins	Position: Coordinator – Grant Development
applying: 11 proposals: 9 schools 1 Pre-K Program 1 Sheltering Arms Program	Phone: 404-763-6773 office 404-660-3166 cell	Fax: 404-763-6786
Congressional District: C05, C06, C13	Email: hopkinsk@fultonschools.org	

Sub-grant Status

Large District (45,000 or more students)

Mid-Sized District (10,000 to 44,999 students)

GEORGIA DEPARTMENT OF EDUCATION

Striving Readers Comprehensive Literacy Grant

School and Center Cover Sheet

DOE Use Only Date and Time Received:		DOE Use Only: Received By:	DOE Use Only: Project Number
School Name: Fulton County Schools GA Pre-K Program and Services for Exceptional Children Pre-School		Total Grant Request: \$ 881,186	
System: Fulton County Schools		School Contact Information: Name: Montreal Bell Position: Coordinator, Early Childhood & Remedial Programs	
Number of Students 366		Phone Number: 404-763-4574	Fax Number: 404-763-4577
		Email Address: bellmg @ fultonschools.org	
Number of Teachers 21			
Free/Reduced Lunch % 72%			
Principal's Name: Coordinator - Montreal Bell			Other Reform Efforts in School: GA Pre-K Only
			Principal's Signature:

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LEA Narrative

Fulton County Schools (FCS) is the fourth largest school district in Georgia. During the 2011-12 school year, more than 93,000 students are attending classes in 58 elementary schools, 19 middle schools, 16 high schools and 7 charter schools. The racial composition of FCS students is 42% Black, 34% White, 12% Hispanic, 9% Asian, and 3% Multi-Racial. Forty-four percent of FCS students receive free and/or reduced meals. Many schools in the northern part of the district have less than 5% of their students eligible for free and/or reduced-meals while many schools in the southern part of the district have over 95% of their students eligible. Ten percent of FCS students are classified as students with disabilities (SWD) and 7% are classified as English Learners (EL). Overall, FCS is a high-achieving district; however, there are subgroups of FCS students who do not perform on level with their peers and schools that need additional strategies and supports to move their struggling students.

Current Literacy Priorities: Fulton County Schools follows the Georgia Performance Standards (GPS) to guide literacy instruction but will transition to Common Core Georgia Performance Standards in the 2012-2013 school year. The implementation of the GPS allowed the integration of reading and writing instruction—a paradigm shift for the schools. Common Core Standards will infuse even more rigor, complex texts, informational reading, and challenge for our teachers and students. Budget constraints prevented the adoption of new materials when GPS were implemented, but plans are underway to adopt a new set of Reading and English/Language Arts (ELA) materials for the school year 2012-2013. FCS solicited extensive input from teachers, parents, students and administrators via surveys, feedback from a district oversight team, and a pilot of two vendor finalists this school year. This process served not only the materials adoption but also established a basis on which to build our district's literacy plan.

See Appendix A for a comprehensive literacy needs assessment and Appendix B for the district's literacy plan.

Management Structure: Dr. Robert Avossa became Superintendent of the Fulton County Schools in June 2011. As Superintendent, he is responsible for the leadership, administration and management of 100 schools, 13,500 employees, and an \$819.5 million general fund budget. His cabinet members lead the following functional areas: instruction, operations, finance, human resources, organizational advancement and communications.

Past Instructional Initiatives: Prior to the adoption of GPS, the learning objectives for the State of Georgia were known as Quality Core Curriculum. With those objectives, much of the literacy approach rested on the teaching of reading with some writing. Materials often produced whole-class instruction with little consideration for the individual needs of the students.

Literacy Curriculum: Teachers have access to model lesson plans written by district master teachers and the English/Language Arts Department staff. The model units demonstrate a balanced approach to the teaching of standards. Instructional plans outline the standards addressed in each of the four nine weeks' units. Additionally, resources, strategies, and balanced assessments accompany each unit of study. A comprehensive scope and sequence outlines the standards and elements for each semester of the school year.

Literacy Assessments: FCS uses benchmark assessments called Checkpoints. The English/Language Arts Department produces four benchmark assessments per year in grades two through eleven which assess reading, language arts, and writing. Checkpoints assessments use a pre and post-test formula and are aligned to the Criterion-Referenced Competency Test (CRCT), Georgia's summative assessment that is administered in the spring. FCS schools administer a writing assessment every nine weeks that focuses on the studied genre. Schools create common

assessments and assess formatively; therefore, a balanced assessment approach continues to be the assessment model for the district.

Need for a Striving Reader Project: On average, students in Fulton County Schools perform better than students across the state; for example, while Georgia's graduation rate over the past three years has moved from 79% to 81%, FCS' rate has consistently been higher and increased from 84% to 86%. In 2011, a larger percentage of FCS students met or exceeded CRCT standards than students across the state—in *every* grade and *every* tested subject. Yet, these district averages mask the rather striking achievement gaps within the district. Graduation rates across high schools ranged from 52% to 98% in 2011. The percentage of students meeting standards on the 3rd grade CRCT Reading test ranged from a low of 74% to as high as 100% at many schools. As with so many schools and districts across the country, the high poverty schools in FCS tend to fall at the lower end of the performance spectrum. Schools with large groups of students with disabilities or English learners struggle to meet achievement standards, as well. A recent survey of FCS administrators, teachers and parents highlights concerns with our district's literacy efforts and Reading and ELA curriculum and instruction. More than 53% of administrators responding do not believe the current Reading and ELA materials provided by the district address the needs of all components of literacy and six out of ten believe that technology related to Reading and ELA is not used effectively to maximize student learning. More than 54% of parents do not believe their school offers adequate opportunities for parents to learn strategies to support their child's learning in the home. Clearly, the data point to a need for additional materials, professional development, parent outreach and supports to ensure quality literacy instruction in our schools. The Striving Reader grant will help FCS address these challenges.

Striving Reader Grant Partners: FCS needs strong partners to create the necessary building blocks for literacy reform. The district is partnering with United Way of Metropolitan Atlanta and Sheltering Arms to address the needs of children from birth through pre-kindergarten (Pre-K) and is partnering with the Woodruff Arts Center to provide teachers with innovative, engaging approaches to teach literacy to students. **United Way of Metropolitan Atlanta (UWMA)** has created and implemented innovative programs and outreach initiatives to improve the quality of early care and education for all children ages birth to five in Atlanta, Georgia. Smart Start, the early childhood division of UWMA, is nationally recognized for pioneering efforts as an Early Reading First grantee. The district's partnership with UWMA will leverage their success with Early Reading First to build capacity through professional development for teachers and assistants of targeted children from birth through five years old. See Appendix C for a letter of support from UWMA. **Sheltering Arms** is Georgia's oldest nonprofit early childhood education program, and one of its most respected. Its mission is to serve working families with high quality, affordable child care and education and comprehensive support services. Founded by Atlanta volunteers in 1888, Sheltering Arms now annually serves more than 3,600 children, ages six weeks to five years old, and their families in 16 centers. Sheltering Arms is a tax-exempt 501(c)3 organization and has been nationally recognized for the success of its school readiness program. FCS is excited to partner with Sheltering Arms to improve transitions from early learning to kindergarten classrooms in South Fulton County. See Appendix D for a letter of support from Sheltering Arms. FCS has been a long-time partner with the **Woodruff Arts Center**, the largest provider of Pre-K through 12th grade arts education in America. The Woodruff Arts Center recognizes the power and potential of engaging young people in the arts. Empowering teachers with arts learning strategies helps provide students with

the skills, knowledge, and creativity required for success in their education. A Striving Reader grant will strengthen the district's partnership with the Woodruff Arts Center and will provide teachers with effective literacy strategies. See Appendix E for Woodruff's letter of support.

I. Eligibility of Schools and Centers

A. Form A

a. Students in grades 3, 5, 8 not meeting standards, based on current CRCT data

The tables below provide a number of metrics relevant to the Striving Reader grant. For FCS Pre-K classrooms, we analyzed data from the Georgia Pre-K Work Sampling System (WSS), which assesses and documents children's skills, knowledge, behavior, and accomplishments as displayed across a wide variety of education domains and as manifested on multiple occasions.

FCS Pre-K Student Achievement

Targeted Elem Schools	Language & Literacy	Mathematical Thinking	Scientific Thinking	Social Studies	Personal/Social Dev't	Physical Dev't & Health	The Arts
Bethune	56%	48%	69%	53%	60%	77%	62%
Campbell	90%	89%	88%	91%	87%	92%	89%
Love Nolan	70%	67%	64%	68%	74%	94%	80%
Oakley	44%	66%	67%	41%	32%	69%	68%
Palmetto	54%	59%	60%	53%	50%	89%	83%
E.C. West	68%	77%	77%	74%	78%	86%	79%
<i>District Totals</i>	<i>80%</i>	<i>80%</i>	<i>86%</i>	<i>82%</i>	<i>82%</i>	<i>93%</i>	<i>87%</i>

Source: FCS Administrative Records 2010-2011, % of Students with "Proficient" Ratings by Domain via WSS

For each school level, we analyzed key demographic subgroup data. Targeted schools for the Striving Reader grant have much larger populations of economically disadvantaged students and most have larger populations of students with disabilities and/or English learners than the district. The mobility rate, a district indicator to measure student transiency, at each targeted school is equal to or higher than the district average. In addition, CRCT Reading data clearly

exhibit a need for increased literacy supports. Schools included in this grant have higher percentages of students not meeting standards on the 3rd, 5th and 8th grade CRCT Reading tests and much lower graduation rates than the district as a whole. Tables representing school level data for all 100 schools within the district are included in Appendix F.

Data Summary for Targeted Elementary Schools

Targeted Elementary Schools	% FRL	% SWD	% EL	Mobility Rate	Met AYP?	Grade 3 CRCT Reading		Grade 5 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet	# Students Did not Meet	% Students Did not Meet
Bethune	86%	9%	0%	42%	Yes	23	21%	15	11%
Campbell	90%	12%	16%	36%	No	8	7%	12	9%
Love T. Nolan	87%	12%	0%	44%	Yes	24	18%	40	29%
Oakley	83%	11%	6%	37%	Yes	16	15%	15	11%
Palmetto	87%	14%	10%	44%	Yes	4	8%	9	15%
E. C. West	74%	9%	6%	40%	Yes	7	7%	22	16%
<i>District ES</i>	<i>49%</i>	<i>11%*</i>	<i>10%</i>	<i>36%</i>	<i>NA</i>	<i>518</i>	<i>8%</i>	<i>492</i>	<i>7%</i>

*Represents entire district, not just that particular school level. Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

Data Summary for Targeted Middle School

Targeted Middle School	% FRL	% SWD	% EL	Mobility Rate	Met AYP?	Grade 8 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet
Bear Creek	86%	11%	3%	45%	No – NI1	16	5%
<i>District Middle Schools</i>	<i>45%</i>	<i>11%*</i>	<i>4%</i>	<i>34%</i>	<i>NA</i>	<i>173</i>	<i>3%</i>

*Represents entire district, not just that particular school level. Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

Data Summary for Targeted High Schools

Targeted High Schools	% FRL	% SWD	% EL	Mobility Rate	Met AYP?	Graduation Rate
Creekside	72%	9%	2%	51%	No – NI4	69%
McClarin	94%	3%	0%	121%	No – NI2	52%
<i>District High Schools</i>	<i>35%</i>	<i>11%*</i>	<i>3%</i>	<i>34%</i>	<i>NA</i>	<i>86%</i>

*Represents entire district, not just that particular school level. Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

FCS also reviewed student scores on the Iowa Tests of Basic Skills (ITBS)—a nationally norm referenced test that our district's 3rd, 5th and 8th graders take annually. This past year, the district's average percentile rank for 3rd grade Reading on the ITBS was a 60. Yet, the averages of the targeted schools ranged from a low of 31 to a high of 41—well below the district average. The same can be said of 5th grade Reading scores with targeted schools ranging from the 23rd percentile to the 42nd percentile while the district average was the 59th percentile. Finally, 8th graders in Bear Creek Middle School scored at the 31st percentile compared to the district average of the 57th percentile. With a national mean percentile rank of 50, it is obvious that the schools selected need additional supports to improve their students' performance to compete with students across the country, as well as within our district. See Appendix G for a report on FCS' ITBS 2010 results.

b. Needs Improvement Status in Reading / Language Arts under Title I, Part A

Appendix H includes a table reflecting the percentage of students in Title I targeted elementary, middle, and high schools that met/exceeded expectations on the Criterion-Referenced Competency Test (CRCT) and the Georgia High School Graduation Test (GHSGT) based on the state's Annual Measurable Objectives (AMO). Based on the data, it reveals that the general student population continues to make gains in Reading and English/Language Arts and

appears to be on track to meet the annual measurable objectives in 2012 based on the present percentages. A major concern, however, is the student performance at the high school level. Intensive instruction will be necessary to ensure that all high school students are capable of meeting performance objectives.

c. Percentage of Children Counted for Allocations under Title I, Part A

Striving Reader Targeted School	Number of Students	%
Bear Creek MS	1073	100
Bethune ES	758	100
Campbell ES	803	100
Creekside HS (<i>no longer an eligible Title I school</i>)	n/a	n/a
Evoline C. West ES	726	100
Love T. Nolan ES	756	100
McClarin HS	107	31
Oakley ES	727	100
Palmetto ES	535	100

Source: Student Achievement Management System and Individual Schools

d. Rationale for SRCL Grant Selection

The FCS Striving Reader core grant committee is comprised of administrators representing the following departments: Curriculum, Assessment and Accountability, Title I, Exceptional Children, and Instructional Technology. Based on extensive discussion and review of multiple sources of data, committee members agreed on the following criteria for selecting schools to participate in the Striving Reader project: Reading and English/Language Arts assessment data demonstrating performance gaps, Title I classification, schools on the district's intensive list (a framework designed to identify and support high-need schools), feeder patterns, concentration of students with disabilities, concentration of English learners, capacity to implement grant-funded activities, and a waiting list for Georgia Pre-K slots. Based on the selection criteria, the committee recommended and the cabinet approved targeting 4 early learning centers and 9 schools arranged in a feeder pattern in South Fulton County. Sheltering Arms runs 4 early

learning centers in South Fulton: East Point Center, Oakley Township Center, Stonewall Tell Center, and Welcome All Center. These centers feed 7 elementary schools: Bethune, Campbell, E.C. West, Love T. Nolan, Oakley, and Palmetto. These elementary schools feed Bear Creek Middle School, which feeds Creekside High School. McClarin High School is also included in the grant as an alternative school with an open campus and a day care center to support teen parents. Most of the elementary schools (all but Campbell) have struggled but managed to make AYP last year; however, Creekside, McClarin and Bear Creek have not made AYP in recent years. Creekside's graduation rate of 69% and McClarin's graduation rate of 52% are significantly below the district's graduation rate of 86% and reflect the socio-demographic challenges faced by students in South Fulton County. These statistics underscore the difficulties with transitions and vertical teaming. The data provide an important example of how poor literacy skills may be flagged through reading assessments during the early years but are masked in the content areas in middle and high school. Students may show early indicators of difficulty yet manage to get by in elementary school, but by the time they reach middle and high school, students experience the compounded interest of poor literacy skills and are no longer able to achieve minimum standards, much less reach higher goals of achievement. As can be seen from the tables in section I.A.a. above, all the elementary, middle and high schools targeted have demonstrable need for additional literacy supports to improve academic performance and to ensure students are graduating ready for college and careers. See Appendix I for a map of all 13 early learning centers and schools targeted for the district's Striving Reader grant.

II. Assurances: Compliance with FERPA, GPRA, GADOE Project Design

See Appendix J for Project Assurances.

III. Project Design

A. Need

The Fulton County Schools Pre-K program is made up 77 classrooms with the ability to serve 1,694 students throughout the county, including the cities of College Park, Palmetto, East Point, Alpharetta, Sandy Springs, Fairburn, and Johns Creek. Seven of the 77 classrooms are Inclusion classes, staffed with one General Education Teacher, one Special Education Teacher, and two Instructional Paraprofessionals. There are 22 students in Georgia Pre-K classes. There are approximately 48 Special Needs Pre-school classes throughout the district that can serve up to 480, three through five year old students. The goal of the Pre-K Program is to provide young children with appropriate pre-school experiences they need to prepare for kindergarten. The Pre-K curriculum focuses on growth in Language Arts/Reading, Mathematics, Science, Social Studies, Music, Creative Arts, Social/Emotional and Health/Physical Development. The Striving Reader grant will enhance the Pre-K program to better address students' literacy needs.

Fulton County School's Pre-K Program History

Fulton County's Pre-K program was piloted in 1991 in four elementary schools. The original initiative provided half day service to students. Partnering with the Georgia Department of Early Care and Learning has allowed the school system to grow its program and serve more children. At its peak, Fulton's Pre-K program grew to 41 schools with 79 classrooms. Recent cuts to the state budget and shrinking school capacity forced FCS to close two classrooms at the end of the 2010-2011 school year. Additionally, the recent shrinkage in revenue also required cuts to the length of the school year.

At least 72% of Pre-K students are identified as Category One, eligible to receive free/reduced lunch, Food Stamps, SSI, Medicaid, Temporary Assistance to Needy Families,

Child and Parent Services or Peach Care for Kids. The racial breakdown is 51% Black, 26% Hispanic/Latino, 15% White, 7% Asian, and less than 1% American Indian/Alaskan Native; 4% percent of students are classified in special education.

Administrative and Teacher Leadership Team

Montreal Bell is the program coordinator and has over 16 years of early childhood and education experience. Ann Medlock has been a coordinator for Services for Exceptional Children and has worked with the Pre-school program for 5 years. Heather Brown and Michele Irwin have worked as Pre-K Instructional/Behavioral support teachers for the past five years and have worked directly with teachers and administrators to provide instructional strategies and behavior intervention. In addition to local school-based administrator support, we work closely with a *Bright from the Start* state consultant who conducts classroom observations and provides program oversight and support. FCS also provides a full staff of speech and language pathologists (SLP) and diagnosticians who serve children throughout the school system.

Instructional Initiatives

The Fulton County Schools Pre-K program uses *Bright from the Start*'s Georgia's Pre-K Content Standards to provide a foundation for instruction in all Pre-K classrooms. They reflect current educational research and are aligned with Georgia's Performance Standards for grades K-12. These standards can be used for planning instruction and assessing child growth and development (Source - <http://www.decal.ga.gov/Prek/ContentStandards.aspx> retrieved on December 10, 2011). Pre-school Services for Exceptional Children work with eligible three and four year olds in self contained Pre-school Special Education (PSE) classes, inclusion classes, community services or Skill Builder groups. During this time the SLP and team teacher deliver whole class activities, and the SLP works on Individual Education Plan (IEP) goals and

objectives. If a child requires other services such as Occupational or Physical therapy, those services are also delivered in the classroom setting. The IEP committee determines the amount of special education time for each service area.

Need for a Striving Reader Project

In past years, the retention rate for Pre-K teachers was 70-85%. Over the last two years, Fulton County Schools' Pre-K Program has faced drastic budget cuts at both the county and state level, which resulted in multiple pay cuts for our Pre-K teachers and assistants. As a direct result, the program experienced unprecedeted turnover rates of 95% in 2010-2011 and 79% in 2011-2012. Another result of state cuts to the Pre-K program was shortening the school year and increasing class sizes. The regular Pre-K calendar was changed from the traditional K-12 school-wide calendar of 180 days to 160 days. Pre-K classes added two additional students for a total of 22 students in each Pre-K class. In response to the rapid and continuous turnover in Pre-K positions, the school system decided to change the certification requirement for Pre-K teachers and began hiring teachers with bachelor degrees in education-related fields. For the first time in the history of the Fulton County Schools' Pre-K program, lead teachers with bachelor's degrees were hired in 18 of Fulton County's 77 Pre-K classrooms.

Maintaining high quality Pre-K programs in every school is the goal of Fulton County Schools and the state of Georgia. Making sure degreed teachers have the same high level training as certified teachers is the primary focus of the program. Pre-K advocates maintain that teachers in high quality Pre-K programs should hold bachelor's degrees and should receive specialized training in early childhood education. Further, they recommend that both teachers and paraprofessionals should receive salaries and benefits on par with K-12 teachers and paraprofessionals.

a. School Literacy Team (5 points)

Literacy Team Structure

The Fulton County Schools Pre-K Literacy Team consists of school system staff, state consultants, and other Pre-K partners. Quarterly meetings will take place to review and assess program implementation, student data and plan for improvement. This unique collaboration will provide information from every angle of the program. School-based staff can provide real time analysis of the implementation of the program and student progress. State consultants and Pre-K Instructional/Behavioral support staff can provide insight regarding additional teacher training needs and implementation of training. The partnership with Sheltering Arms and the Fulton County Office of Children and Youth will provide a community perspective of needs and progress of the Striving Reader grant at both the community and the school level. The partnership with the United Way of Metropolitan Atlanta will provide additional support for FCS school leadership. Curriculum leaders will participate in leadership workshops focused on leading language and literacy improvement through a variety of best practices and increase knowledge and use of scientifically-based reading research among leadership to systematically foster the development of early literacy skills essential to future reading success. Administrators will focus on developing and implementing a Literacy Action Plan, and develop transition teams to address the early education and school connection. Sessions will be offered to Fulton County district level staff, Sheltering Arms Center Directors and Curriculum Specialist, local Family Childcare provider leadership, and local childcare centers.

Fulton County Schools Pre-K Literacy Team Members

Montreal Bell	Coordinator, Early Childhood & Remedial Programs, FCS
Ann Medlock	Coordinator, Program for Exceptional Children, FCS
Catherine Smith	Principal, Evoline C. West Elementary School
LaDonne Elliott	Pre-K Teacher, Palmetto Elementary School

Natasha Lamarr	Early Intervention Program Coordinator – Fulton County Government, Office of Children and Youth
Susan Culpepper	Director, Fund Development, Sheltering Arms
Jennifer McCreary	Consultant, Bright from the Start
Deanna Hibbard	Consultant, Bright from the Start
Katrina Mitchell	Senior Director, Education, United Way
Sakinah Harrison	Director, Early Reading First, United Way
Heather Brown	Pre-K Instructional/Behavioral Support, FCS
Michele Irwin	Pre-K Instructional/Behavioral Support, FCS
LeMell Cobbs	Transition Coach, FCS

b. Needs Assessment (Analysis and Identification of Student and Teacher Data 5 points)

Student Data

Work Sampling Data shows the trend for the Fulton County Schools Pre-K program.

Percentage of Students with “Proficient” Ratings by Domain via Work Sampling for FCS

	Language & Literacy	Mathematical Thinking	Scientific Thinking	Social Studies	The Arts	Personal & Social	Physical & Health
2008-2009	82%	81%	88%	83%	90%	84%	94%
2009-2010	76%	75%	81%	75%	84%	80%	90%
2010-2011	80%	80%	86%	82%	87%	82%	93%

Percentage of Students with “Proficient” Ratings by Domain via Work Sampling for Targeted Schools

2010 - 2011	Language & Literacy	Mathematical Thinking	Scientific Thinking	Social Studies	The Arts	Personal & Social	Physical & Health
Bethune	56%	48%	69%	53%	62%	60%	77%
Campbell	90%	89%	88%	91%	89%	87%	92%
SL Lewis	47%	39%	63%	49%	61%	71%	94%
LT Nolan	70%	67%	64%	68%	80%	74%	94%
Oakley	44%	66%	67%	41%	68%	32%	69%
Palmetto	54%	59%	60%	53%	83%	50%	89%
EC West	68%	77%	77%	74%	79%	78%	86%

All schools targeted for this grant (except Campbell ES) are below the Fulton County Schools average in Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, The Arts (Creative), Personal and Social Development.

Student Literacy Needs

Fulton County Pre-K students and Services for Pre-School Exceptional Children need additional support in Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, The Arts (Creative), Personal and Social Development. The Pre-K Content standards provide the road map for the foundational skills students need to be successful in language and literacy in kindergarten and in future grades. The language and literacy domains in the Georgia Pre-K Content Standards focuses on the need to develop skills in listening for the purpose of comprehension, discriminating the sounds of language i.e. phonological awareness, the need to develop an understanding of new vocabulary introduced in conversations, activities, stories or books, the need to develop and expand expressive language skills (speaking), begin to develop age-appropriate strategies that will assist in reading, and begin to develop age-appropriate writing skills.

Pre-school and Pre-K play vital roles in developing these important skills in all student subgroups. Language and literacy development strategies used with children from economically disadvantaged homes, English Learners and special needs students may look very similar at the early stages of classroom instruction. Early childhood education and experiences have lasting impacts on later learning, behavior and health. Science has proven that early experiences and education shape the brain; 90% of brain development occurs before age five. Differences in the size of children's vocabulary first appear at 18 months of age, depending on whether they were born into a family with high or low education and income. By three years old, children with college-educated parents have vocabularies two to three times larger than those whose parents did not graduate high school. The foundation of skills needed in school and the workforce is built during a child's first five years.

High quality care and early childhood education services help ensure that even the most at-risk children arrive at kindergarten ready to learn. Children who live in poverty and have access to high quality early education are more developed cognitively, socially, emotionally and academically than children who did not receive similar education. Children who attend high quality early education are more likely to read at grade level and be on a path to read to learn by 3rd grade.

Similarly, Pre-K and Pre-school are vital to English learners who are in the beginning stages of language acquisition. High quality prekindergarten experiences provide the basis for language acquisition to occur. Providing children with the words they need to learn the language is an important component to the program. Implementing these strategies will provide English learners with this critical component before entering kindergarten. Many children that have not acquired oral language skills have difficulty verbally expressing feelings and emotion; therefore, they use physical actions to communicate emotions. This is true in students with disabilities, English learners and economically disadvantaged children. The Striving Reader Grant would provide teachers with the ability to provide meaningful learning experiences for a full calendar school year with research-based curriculum materials and strategies.

Teacher Professional Learning Needs

Georgia Pre-K Teacher Experience

Year	0-2 years experience	3-5 years experience	6-10 years experience	11 or more years experience
2009-10	16.5%	11%	16.5%	56%
2010-11	65%	6%	18%	11%
2011-12	84%	5.3%	5.3%	5.3%

Georgia Pre-K Teacher Credentials

Year	Bachelor's Degree Only	Bachelor's Degree (Certified)	Master's Degree	Specialist Degree	Doctorate
2009-10	0%	52%	39%	8%	1%
2010-11	0%	59%	38%	3%	0%
2011-12	24%	58%	18%	0%	0%

Because many Pre-K and Pre-school teachers are new teachers, a significant amount of training is needed throughout the school year. *Bright from the Start* requires that all new Pre-K teachers attend 2 day training institute that includes building a positive classroom community and creating Pre-K lesson plans. Fulton County provides teachers with an additional 2 day training that focuses on the Pre-K classroom environment and management. In addition to this training, new Pre-K teachers need training in strategies to help plan valuable learning experiences for Pre-K students that are developmentally appropriate and connected to language to literature.

Teachers also need strategies to help them *connect* language and literacy across the other curricular areas including mathematics, science, social studies, the arts and personal and health and physical development. Bright from the Start requires that children experience 60 minutes of uninterrupted Center Time that provides a wide variety of learning experiences for children in the program. Novice teachers struggle with knowing how to rotate materials to enhance the learning that takes place while children engage in meaningful play.

Through the Striving Reader Grant, teachers will implement a research-based early childhood curriculum that teachers can implement with ease in whole-group, small group, or individual practice. Extending the school year will provide teachers with more time to implement a quality curriculum to all student sub groups, and it would provide students with additional time to learn the critical language skills required to be successful in all subject areas. Curriculum training will provide teachers with activities to promote oral language, print rich environments, daily reading activities, creative play, nursery rhymes and songs. The Striving Reader Grant will also provide the opportunity for teachers to work closely with professional learning artists to learn drama

strategies that promote learning in literacy skills including speaking, listening, reading and writing.

The partnership with the United Way will also provide access to professional learning opportunities for Pre-K teachers that will provide support in the following areas.

- Language development including comprehension, vocabulary and phonological awareness.
- Current practices and environments that support language and literacy development and learn explicit and implicit strategies for positive child outcomes.
- Ways to strengthen the language environment.
- Utilizing data to inform instruction.
- Strategies to build partnerships with families in support of children's language and literacy skills.
- Teaching vocabulary.
- Introducing phonological awareness skills and providing teachers with strategies and activities for use in the classroom.
- Examining the stages of children's writing development, the literacy skills related to concepts about print and strategies for supporting children's early writing.

Teachers also need additional technology training that provides them with strategies they can use to engage students in language and literacy, determine their specific language development levels and offer strategies that address their specific needs. Training will be provided to all teachers using the software purchased with Striving Reader Grant funds.

Teacher Retention Data

School Year	Percentage of GA Pre-K Teachers Retained	Percentage of GA Pre-K Paraprofessionals Retained	Percentage of Special Needs Pre-school Teachers Retained
2008-09	86%	76%	60%
2009-10	77%	72%	60%
2010-11	5%	3%	60%
2011-12	21%	18%	60%

- In 2010-2011, County Schools moved teachers and paraprofessionals from the FCS salary schedule to the state salary schedule which represents a \$5,000 to \$6,000 pay difference for teachers. Fulton County Schools placed Pre-K teachers and paraprofessionals in K-5 positions to protect their pay. This move created vacant Pre-K positions in lead teacher and paraprofessional positions.
- In 2011-2012, the state implemented a 10% pay cut to all Pre-K staff and decreased the school year to 169 work days. Many Pre-K teachers were offered K-5 teaching positions if there were vacancies at their school. 16 teachers returned to Pre-K. Several paraprofessionals were eligible for lead teacher positions if they had bachelor degrees in an education-related field. Additional vacancies were created in the paraprofessional category.

Curriculum Needs

- Extend the school year to 177 days for Georgia Pre-K students. Provide students with a full year of academic instruction in order to focus fully on language and literacy throughout all curriculum areas.
- Purchase high quality curriculum materials that focus on developing oral language, phonological awareness, print awareness and alphabet knowledge.
- Provide high quality training to teachers with varying levels of early childhood expertise.

- Partner with the Alliance Theater and use the Georgia Wolf Trap teaching strategies and field trip experiences to provide students with high quality children's literature selected by the teacher and teacher artist that connect to curriculum standards and children's lives.
- Provide students with interactive, research-based literacy learning software (see Technology Needs).

Technology Needs

Interactive, research-based language learning software is needed to assist teachers with EL and special needs students that have a difficult time communicating with their teachers and peers. While technology training is also important for teachers, the most immediate need is for students to have access to age-appropriate software that is engaging to students. Software that covers vocabulary, phonemic awareness, letter sounds, sight words, reading comprehension and reading fluency will be purchased with Striving Reader Grant funds. Similar software is currently installed at several elementary schools and is being used before, during and in after school programs.

Family Engagement Needs

Parents and families are an integral part of the Pre-K instructional program. Parents build the foundation for helping children develop skills, habits, and attitudes for becoming lifelong learners; therefore, they are encouraged to strengthen their role as their child's first and most important teacher. Many opportunities will be available for parents to participate in Pre-K program activities because parents and teachers working together make a positive difference in a child's development.

Currently, teachers provide parents with an overview of the program and a provided with a family handbook that contains information to help them understand the program mission. This

includes the Pre-K program goals, expectations, parental involvement, Georgia's Pre-K Content Standards, Parent Tips, Behavior Management and Kindergarten Transition Plans. Monthly newsletters are provided to families to help them facilitate learning at home by strengthening their children's transitional skills in language, literacy, math, science, social studies and creative development.

Fulton County Schools will continue to work with families and further develop our partnerships with local agencies including the United Way, the Fulton County Public Library System, and the Ferst Foundation for Childhood Literacy to provide parent workshops and other outreach initiatives information that will inform them of ways to help their children at home in preparation for kindergarten transition.

In addition to working with FCS parents, United Way and the Fulton County Office of Children and Youth will partner with us to recruit from group daycare, family daycare homes, and selected childcare centers in the feeder pattern to provide professional learning opportunities that support the coordination and alignment of services from birth-5 and support the feeder pattern in this community.

c. Needs Assessment Process (5 points)

Quality Pre-K classrooms immerse children in language. These print rich environments expose children to a multitude of language and literacy experiences that put the children on the road to success. The literacy needs for Pre-K and Pre-school students were based on the Work Sampling data. Teachers rate student progress every 4-6 weeks to determine their level of proficiency in each domain. Review of Work Sampling data revealed few student artifacts (work samples, notes, photos and matrices) in several areas of language and literacy. Additionally, the

absence of quality artifacts in mathematics, science and social studies have shown the struggle that teachers have in developing quality learning activities in language and literacy.

Additional evidence of need is found in the teachers' lesson plans. Each week, teachers are expected to use assessment data to plan quality whole group language and literacy activities, small group learning activities based on the content standards and students' needs, and rotate center materials to address different developmental levels of the children and meet their needs as they progress throughout the year. Review of teachers' lesson plans revealed the need to provide additional professional learning in the area of language and literacy instruction. Implementing the literacy plan proposed in this grant will provide a multitude of quality language and literacy experiences for our Pre-K and Pre-school children.

d. Areas of Concern (5 points)

The table below summarizes the areas of concern based on student needs.

Research-based Practices Found in Georgia Literacy Plan							
Area of Concern	Standards	Assessments	RTI - Tiered Instruction	Transitions	Age / Grade / Content Area	Strategies Used to Date to Address Area of Concern	Future Strategies to Address Area of Concern
Shortened School Year for Pre-K students	Lack of time to fully implement language and literacy standards	Lack of appropriate training in Work Sampling	Lack of strategies to implement with all student subgroups	Lack of knowledge of kindergarten baseline skills Lack of knowledge of typical early childhood behaviors and expectations	Pre-school Pre-K All content areas	<ul style="list-style-type: none"> • Provided 2 days of Pre-K training • Provided an additional one day RTI training for additional strategies • Bright from the Start New Lead Teacher Training • Work 	<ul style="list-style-type: none"> • Provide summer curriculum materials training • Provide Pre-K overview in half day sessions during Pre-planning week • Georgia Wolf Trap (GWT) Coaches

Research-based Practices Found in Georgia Literacy Plan								
Area of Concern	Standards	Assessments	RTI - Tiered Instruction	Transitions	Age / Grade / Content Area	Strategies Used to Date to Address Area of Concern	Future Strategies to Address Area of Concern	
						Sampling Online Training	will work with teachers throughout the school year to plan appropriate activities and select literature for early childhood	
Lack of Curriculum Resources for Teachers	Lack of age-appropriate strategies for Pre-K students	Lack of appropriate training in Work Sampling	Lack of strategies and access to resources to implement with all student subgroups	Lack of knowledge of kindergarten baseline skills Lack of knowledge of age appropriate literacy activities	Pre-school Pre-K All content areas	<ul style="list-style-type: none"> • Provided 2 days of Pre-K training • Provided an additional one day RTI training for additional strategies • Bright from the Start New Lead Teacher Training • Work Sampling Online Training 	<ul style="list-style-type: none"> • Provide summer curriculum materials training • United Way will provide curriculum material training to teachers throughout the school year 	
Strategies needed to teach language and literacy throughout the curriculum	Lack of age-appropriate strategies for Pre-K students	Lack of appropriate training in Work Sampling	Lack of strategies and access to resources to implement with all student subgroups	Lack of knowledge of kindergarten baseline skills Lack of knowledge of age appropriate literacy activities	Pre-school Pre-K All content areas	<ul style="list-style-type: none"> • Provided 2 days of Pre-K training • Provided an additional one day RTI training for additional strategies • Bright from the Start 	<ul style="list-style-type: none"> • GWT training institute will take place in the summer • GWT Coaches will plan with teachers throughout the school 	

Research-based Practices Found in Georgia Literacy Plan								
Area of Concern	Standards	Assessments	RTI - Tiered Instruction	Transitions	Age / Grade / Content Area	Strategies Used to Date to Address Area of Concern	Future Strategies to Address Area of Concern	
						<ul style="list-style-type: none"> New Lead Teacher Training • Work Sampling Online Training • Language and Literacy Podcasts • Wednesday Webinars 	<p>year</p> <ul style="list-style-type: none"> • United Way will provide curriculum materials straining to teachers throughout the school year 	
Pre-school and Pre-K language acquisition	Lack of training for Pre-school and Pre-K teachers in this area	Lack of knowledge of appropriate ways to assess student progress	Lack of strategies to teach ELL students	Need to strengthen transitions for ELL students from PreK to K, from K to 1 st grade, and from ES to MS	Pre-school Pre-K All content areas	<ul style="list-style-type: none"> • Pre-K RTI training • Bright from the Start Lead Teacher Institute • Language and Literacy Podcasts • Wednesday Webinars 	<ul style="list-style-type: none"> • Provide interactive software training • Provide additional support for tiered instruction related to language and literacy 	

e. Root Cause Analysis (5 points)

Underlying Causes of the Areas of Concern

The root causes to our areas of concern are primarily related to the budget crisis faced by Fulton County Schools and the State of Georgia. The high turnover rate caused by FCS budget cuts resulted in teachers who lack early childhood classroom experience, have limited knowledge of four year olds, how to integrate literacy into content areas, and strategies related to teaching English learners. The state cuts led to a 20 day decrease in the Pre-K school year. Since this is the first school experience for many Pre-K children, the loss of a month of instruction

adversely impacts kindergarten readiness. Additional root causes are related to environmental issues including limited English spoken in the home, limited education levels of parents, limited access to internet in the homes, lack of transportation, low household income, low quality of language experiences in the home, high unemployment rate, and transiency.

B. Quality of Project Design

a. Project Goals and Objectives (5 points)

Project Goals

Goal	Objective	Timeline
<u>100%</u> of Pre-K and Pre-school students will attend school for 177 days beginning August 2012 through May 2013.	<ul style="list-style-type: none"> Pre-K students in the schools participating in the grant will begin school on August 13. 	Aug 2012 – May 2013
<u>80%</u> of teachers will plan appropriate language and literacy activities for Pre-K students by March 2013. <u>100%</u> of teachers will participate in language and literacy strategies trainings by June 2013.	<ul style="list-style-type: none"> Pre-K and Pre-school teachers will learn to use curriculum materials by August 2012. Lesson plans will show appropriate language and literacy activities in whole group literacy by March 2013 Lesson plans will show appropriate language and literacy activities in small group time by March 2013 	Aug 2012- May 2013
<u>100%</u> of teachers will implement strategies that will improve language and literacy throughout the curriculum content areas by March 2013. <u>100%</u> of teachers will work with GWT teaching artists to plan language and literacy instruction by May 2013.	<ul style="list-style-type: none"> Teachers will be trained to effectively implement curriculum materials by United Way Literacy Coaches. Teachers will work with Georgia Wolf Trap teaching artists to develop appropriate language and literacy activities by March 2013. 	September 2012 October 2012 November 2012 January 2013 March 2013
<u>80%</u> students will have “proficient” scores in language and literacy by May 2013.	<ul style="list-style-type: none"> Students will engage in drama, music and movement activities developed by GWT to improve oral language development. Targeted students will use interactive language software twice a week. Students will use curriculum resources to build language and literacy skills. 	Sept 2012 – May 2013

b. Scientific, Evidence-Based Literacy Plan (10 points)

Implementation Plan for Goals and Objectives Identified

Timeline	RTI Tier Level	Activity	Training Needs	Targeted Audience	Frequency of Training
<u>Years 1-5</u> August 2012 through May 2013	Tier 1 – More time to teach Pre-K Content Standards.	Extend Pre-K school year to 177-180 school days based on FCS calendar.	Bright from the Start new and returning Pre-K teacher training Work Sampling Training (new teachers only)	Pre-K Teachers New Pre-K and Pre-school teachers	Annual training face to face and online components (August-December 2012) One day training (August 2012)
Year 1	Tier 1 - Pre-K Content Standards are used to teacher all Pre-K students. These standards guide the Work Sampling Process Tier 2 – Curriculum materials will provide intervention and differentiated strategies for students	Purchase curriculum materials for Pre-K and Pre-school classrooms	Curriculum materials training	Pre-K and Pre-school teachers New Pre-K and Pre-school teachers only (Year 2-5)	One day training with vendor (August 2012) 3 trainings with United Way (September, November 2012, January 2013) New Pre-K and Pre-school teachers only (Year 2-5)
Year 1	Tier 1 – Interactive language software will be used to improve oral language development Tier 2 – Students that need additional language acquisition and speech strategies will use intervention software to develop oral language skills Tier 3 – Software may be needed as a strategy with Tier 3 students	Purchase interactive language software for students	Software training for teachers	Pre-K and Pre-school teachers New Pre-K and Pre-school teachers only (Year 2-5)	One day training with vendor (August 2012) Follow up trainings as needed (ongoing) New Pre-K and Pre-school teachers only (Year 2-5)
Year 1	Tier 1 – GWT strategies will focus on Pre-K Content Standards Tier 2 – Instructional strategies will help teachers differentiate	Georgia Wolf Trap Drama strategies	Strategies training for teachers Coaching from teaching artists	Pre-K and Pre-school teachers New Pre-K and Pre-school teachers only	10-12 sessions throughout the school year (August 2012 thru March 2013) New Pre-K and Pre-school teachers only

Timeline	RTI Tier Level	Activity	Training Needs	Targeted Audience	Frequency of Training
	language activities for Tier 2 students Tier 3 – Individualized plans will be developed for students in Tier 3			(Year 2-5)	(Year 2-5)

Faculty and Staff to Implement Plan

Literacy Strategies & Description	Implementation Staff	Roles for Implementation
Exend Pre-K school year – Add 17 days to the 160 day calendar so students follow the FCS calendar.	Coordinators Instructional/ Behavioral Support Teachers Administrators Teachers	<ul style="list-style-type: none"> • Develop Pre-K calendar • Communicate plans to schools and community • Set up curriculum and trainings with partners, Bright from the Start and FCS staff • Teach GA Pre-K Content Standards using curriculum resources
High quality curriculum materials – research-based curriculum materials will be used to teach content standards	Coordinators Instructional/ Behavioral Support Teachers Administrators Teachers Students	<ul style="list-style-type: none"> • Order curriculum materials • Train teachers to use materials • Work with United Way to support teachers using curriculum resources • Use curriculum resources
Staff development – on site and local training, technology training	Coordinators Instructional/ Behavioral Support Teachers Administrators Teachers Alliance Theater Staff United Way Literacy Coaches Literacy Team	<ul style="list-style-type: none"> • Develop a needs assessment to determine staff training needs • Monitor and observe teachers to determine success of program implementation • Implement strategies learned at trainings • Plan appropriate language and literacy instruction • Train and coach FCS teachers
Georgia Wolf Alliance – active engagement through the disciplines of drama, music, and movement activities developed by Alliance Theater teaching artists to teach literacy skills	Alliance Theater Staff Teachers	<ul style="list-style-type: none"> • Collaborate with teachers to plan units • Instruct students • Participate in staff development • Implement strategies
Technology – interactive, research-based literacy learning software to develop oral language skills	Coordinators Instructional/ Behavioral Support Teachers Literacy Team Teachers Students	<ul style="list-style-type: none"> • Train teachers to use software • Students use the software during center and small group time • Review Work Sampling data to monitor student progress

Current Instructional Schedule

Time	Current Instructional Schedule	Literacy Strategy
20 - 30 minutes	Arrival/Table Activities Activities are planned to reinforce concepts learned in the 7 content areas.	Extended School Year Interactive Literacy Software
10 minutes	Circle Time/Message Board Gives children information about upcoming events. Helps them begin to look at symbols and print as ways to convey information. As the year progresses, more print is included with the symbols.	Extended School Year Curriculum Resources Georgia Wolf Trap Professional Development
10 minutes 2 times/day for a total of 20 minutes daily	Story Time Books chosen are read for a specific purpose. Literature is often used to teach different content areas (i.e. Math, Science, Social Studies, Social/Emotional Skills)	Extended School Year Curriculum Resources Georgia Wolf Trap Professional Development
10 minutes	Music with Movement	Extended School Year Georgia Wolf Trap
5 - 10 minutes	Second Step Oral Stories and Puppet Scripts are used to teach self-regulation and social/emotional skills.	Extended School Year Georgia Wolf Trap
70 minutes	Planning/Center Time Planning Time – Oral language skills are developed when students create a plan for where they want to play during Center Time. The plan becomes more complex as their oral language skills develop. Children move from very simple plans (i.e. one-two words) to more complex (where, what, with whom). Questions asked by teachers promote use of higher order thinking skills. Center Time – Learning Centers available: Language and Literacy (Reading Center, Listening Center, Writing Center), Math Center, Computers, Science Center, Blocks Center, Dramatic Play, Art Center, Music Center, Sensory Table, Painting Easel – Literacy materials are accessible in every center. Center Time is a 60 minute block of self-selected play. During this time, the children are engaged in meaningful play. Learning centers allow students to extend thematic learning, develop concept/academic skills, refine social, fine motor, and creative skills. Center Time lends itself to both spontaneous and intentional opportunities for Teachers to facilitate analysis, reasoning, predicting and planning skills. (BFTS FAQ's for the Daily Schedule) Teachers are actively engaged with children facilitating conversations and providing feedback. Teachers also	Extended School Year Curriculum Resources Georgia Wolf Trap Professional Development Interactive Software

Time	Current Instructional Schedule	Literacy Strategy
	use this time as an opportunity to collect assessment documentation.	
25 - 30 minutes	<p>Clean-Up/Review Children use picture labels to clean up materials used during Center Time. Review – Same strategies used as for Planning, but children are required to recall what they did during Center Time.</p>	Extended School Year Georgia Wolf Trap
10 - 15 minutes	<p>Phonological Awareness Pre-K uses the following 7 levels of Phonological Awareness: (1) Listening, (2) Rhyming, (3) Alliteration, (4) Sentence Segmenting, (5) Syllable Blending and Segmenting, (6) Onset Rime Blending and Segmenting, (7) Phoneme Blending, Segmenting and Manipulation.</p>	Extended School Year Curriculum Resources Professional Development Interactive Software
20 - 30 minutes	<p>Small Group Small Group instruction provides opportunities to focus attention on individual children and individual needs. Small Group instruction involves 2-8 children who meet with an adult to experiment with materials and solve problems. Some may work independently on an assigned task. Each week, one of the planned activities is a teacher-directed small group reading experience with an accompanying activity to support or strengthen the needs of children. Small Groups should be formed and will change frequently based on the developmental needs and skills of the children reflected in the assessment data.</p>	Extended School Year Curriculum Resources Wolf Trap Professional Development Interactive Software
15 - 20 minutes	<p>Large Group Literacy Activity Large Group Literacy Activities teach reading and writing skills. They focus on specific literacy skills, such as, concepts of print and vocabulary, as well as encourage creativity and provide opportunities for conversations, questions and predictions. Examples of Large Group Literacy include, but are not limited to: flannel board stories, shared reading using big books, chart stories, acting out familiar stories using props, and modeled writing.</p>	Extended School Year Curriculum Resources Georgia Wolf Trap Professional Development Interactive Software
15 - 20 minutes	<p>Journals Children write at their developmental level. Teachers float around the classroom and facilitate discussions to help move children through the stages of the writing process.</p>	Extended School Year Curriculum Resources Professional Development
10 - 15 minutes	<p>Closing Activity Closing activities remind children of the events of the day and help prepare them for the coming day.</p>	Extended School Year Curriculum Resources Wolf Trap

Curriculum is driven by the Georgia Pre-K Content Standards. Instruction is differentiated using ratings of Not Yet, In Process, Proficient, and Did Not Observe on the Work Sampling Developmental Checklist.

Plan for Tiered Literacy Instruction

A. Tier 1 – Pre-K Content Standards and instruction
B. <u>Control and Conference (Tier 2)</u> - The Pre-K staff has a behavior or developmental concern about a student. <ol style="list-style-type: none">1. Review the student's records to review Pre-K entrance screenings (eye, ear, dental), if there is an IEP or services were received in the past.2. Collect data on the <u>Documentation of Concerns (Appendix K)</u> form for 10 consecutive school days.3. Complete the <u>Behavioral/Developmental Support Request (Appendix L)</u> form.4. Email the <u>Behavioral/Developmental Support Request</u> form AND the completed <u>Documentation of Concerns</u> form, to assigned Pre-K support person to observe and offer strategies.5. Schedule the Initial Conference – attendees should include parent(s), teacher(s), Administrators (if necessary).
C. <u>Analyze (Tier 2)</u> - Use data collected on the <u>Documentation of Concerns</u> form and feedback from Pre-K Support Person to develop an intervention plan for one behavior or skill. At the initial conference: <ol style="list-style-type: none">6. Complete Initial Parent Conference form.7. Review data with attendees.8. Discuss strategy being implemented.9. Schedule Follow Up Conference - attendees should include parent(s), teacher(s), Administration (if necessary).10. After the conference, implement intervention plan and collect data for 10 consecutive school days on the <u>Documentation of Concerns</u> form.
D. <u>Link (Tier 3)</u> - Contact Pre-K support staff with update on progress. If progress is being made, discuss next steps (set another goal, continue with intervention plan, slowly reduce accommodations, etc.). If progress is not being made, plan a different intervention and seek additional help from Pre-K support staff. At the follow up conference: <ol style="list-style-type: none">11. Complete Follow Up Conference form12. Review data with attendees13. Discuss next step (determined by Pre-K support staff)14. Schedule Follow Up Conference #2 - attendees should include parent(s), teacher(s), Administrators (if necessary)15. Implement plan and collect data for 10 consecutive school days on the <u>Documentation of Concerns</u> form.
E. <u>Modify (Tier 3/4)</u> - Contact Pre-K support staff with update on progress. If progress is being made, discuss next steps (continue with intervention plan, slowly reduce accommodations, etc.). If progress is not being made, discuss school system referral, modified days, or suspension if appropriate. If the decision is made to recommend referral for testing, teacher

will receive the referral packet.

*** (Tier 4) Make sure all of the appropriate documentation is available before discussing any of these options. At the second follow up conference:

16. Complete Follow Up Conference form
17. Review data with attendees
18. If progress has been made, discuss next steps.
19. If progress has not been made, discuss school system referral, modified days, or suspension if appropriate. If the decision is made to recommend referral for testing, give referral packet to parents.

Existing Resources (Time, Personnel, and Strategies) for Tier I-Tier IV Instruction

Existing Resources for Tier I – Tier IV Instruction				
	Time	Personnel	Strategies	Materials/Resources
Tier 1 – Core Curriculum	4 hours daily of Literacy Instruction	Lead Teacher Paraprofessional	Whole Group Instruction Small Group Instruction Centers Technology Picture Cards Print Rich Environment	Pre-K Content Standards GA's PRIDE – website containing Small Group and Transition Idea Catalog Classroom Libraries School Media Center Books on Tape Flannel Board Stories Literacy Props Computers (in classroom or Computer Lab)
Tier 2 – Strategic Intervention	30 minutes	Lead Teacher Paraprofessional	Small group instruction Starfall.com	Pre-K Content Standards GA's PRIDE – website containing Small Group and Transition Idea Catalog Classroom Libraries School Media Center Books on Tape Flannel Board Stories Literacy Props Computers (in classroom or Computer Lab)
Tier 3 – Intensive Intervention	6.5 hours daily	Lead Teacher Paraprofessional	Small group instruction Individualized instruction takes place throughout the day	Pre-K Content Standards GA's PRIDE – website containing Small Group and Transition Idea Catalog Classroom Libraries School Media Center Books on Tape Flannel Board Stories Literacy Props

Existing Resources for Tier I – Tier IV Instruction				
	Time	Personnel	Strategies	Materials/Resources
				Computers (in classroom or Computer Lab)
Tier 4 – Due Process	Determined by Individualized Education Plan	Special Ed. Teachers Speech Pathologist General Ed Teacher OT/PT	Student Support Team Speech and language services Pre-K Inclusion classroom SNPK (self-contained)	Pre-K Content Standards GA's PRIDE – website containing Small Group and Transition Idea Catalog Classroom Libraries School Media Center Books on Tape Flannel Board Stories Literacy Props Computers (in classroom or Computer Lab)

Pre-K Program Specialists and Bright from the Start Consultant observes and offers strategies as needed for Tiers 2-4. Building Administration and Curriculum Support Teachers are available for additional support. Opportunities to observe veteran Pre-K Teachers are available and take place based on recommendations by Support Staff.

c. *Strategies and Materials to Support Literacy Plan (existing and proposed) to Include Technology (5 points)*

Current Resources / Activities

Classroom Resources include books on tape, classroom libraries, literacy props, flannel board stories, CDs for Music with Movement. Shared Resources include language and literacy websites for teaching ideas, language and literacy websites for children, computer lab. Library resources are books, CDs, and books on tape.

Proposed Resources

Language and literacy curriculum materials aligned with the Georgia Pre-K Content Standards, Wolf Trap (Alliance Theater) to provide job embedded coaching with literature strategies, and interactive language software to support students' language acquisition.

d. Project Procedures and Supports (5 points)

Sample Schedule by Grade for Tiered Instruction

Time	Activity – Instructional Goal	Tier
7:10-7:40	Arrival/Table Activities - Picture cards are used to help students learn routines and procedures	Tier 1 Tier 2
7:40-8:15	Circle Time/Morning Message Board, Story Time, Music with Movement, Second Step – Provide student with oral language development strategies to communicate ideas and feelings with each other. Participate in age appropriate language and literacy activities	Tier 1 Tier 2
8:15-9:25	Planning/Center Time – Students select centers based on instructional needs and interests. Teachers rotate center items to help students achieve instructional goals.	Tier 1 Tier 2
9:25-9:50	Clean-Up/Review – Informal assessment of student learning acitivies	Tier 1
9:50-10:25	Outside Time- Constructed time to play and develop oral language skills, critical thinking and problem solving	Tiers 1-4
10:25-11:05	Lunch Prep/Lunch Time	
11:05-11:15	Music with Movement – Music provides students with another way of expressing language	Tiers 1-4
11:15-11:25	Phonological Awareness - Activities are planned to support student proficiency in content standards	Tier 1 Tier 2
11:25-11:55	Small Group – Activities are planned to support student proficiency in content standards	Tiers 1-4
11:55-12:55	Rest Time	
12:55-1:05	Snack	
1:05-1:15	Story Time – Students participate in quality literature activities that promote a love of reading and an expression	Tiers 1-4
1:15-1:35	Large Group Literacy Activity – Shared, Guided and Interactive activities are planned to teach reading and writing skills.	Tier 1, Tier 2
1:35-1:55	Journals – Teachers support students as they work to develop their writing skills.	Tiers 1-4
1:55-2:10	Closing Activity and Prepare for Dismissal	
	*Individualized activities are planned for specific children throughout the day.	Tier 3-4

Curriculum is driven by the Georgia Pre-K Content Standards. Instruction is differentiated using ratings of Not Yet, In Process, Proficient, and Did Not Observe on the Work Sampling Developmental Checklist.

e. Professional Learning Strategies Identified on the Basis of Documented Needs (5 points)

Professional Learning Conducted within Past Year

Professional Learning Topic	PL Hours	% of Staff Attending	Comments
FCS Pre-K New Lead Teacher Orientation	6.5	99%	This training provides teachers with information to get them started in the Pre-K classroom. Classroom set up and support for beginning the school year is provided. While the information in these sessions is valuable, many teachers take the basics back with them to set up their classrooms.
Classroom Management Lead Teachers	6.5	99%	Teachers are provided with positive discipline strategies and share ways to engage students in appropriate social and emotional behaviors.
Best Practices New Lead Teacher Training GA Pre-K Assessment Training (online module) Podcasts: Off to a Good Start, Reading to Children, Just Say Yes (Developing Classroom Rules), Info to Go (Ways to Effectively Communicate with Parents), Rest Easy	30	100%	Many teachers attend this training after the school year begins and find it quite useful to their practice. The information they learn is more relevant to their classrooms and they are able to put training into practice after attending this training.
Wednesday Webinars for Lead Teachers: Work Sampling Online, Leaping into Large Group Literacy, Unit Planning	3	n/a	These sessions are not mandatory and registration reports are not available. They are designed to support ongoing planning for literacy instruction.
Work Sampling Online for Lead Teachers (face-to-face)	15	100%	This is a required training that shows teachers how to access the online system. Much of the support is online after the face to face training occurs.
RTI for Pre-K Lead Teachers	6.5	100%	Provide teachers with RTI strategies and review and explain the process used to document students' behavior and

Professional Learning Topic	PL Hours	% of Staff Attending	Comments
			academic concerns.
FCS Assistant Teacher Orientation	6.5	100%	This training provides paraprofessionals with an overview of the Pre-K classroom. Classroom set up and support for beginning the school year is provided. Paraprofessionals get the opportunity to compare happenings in their own classrooms to the information learned at the training.
Best Practices New Assistant Teacher Training New Assistant Teacher Podcast: Setting the Stage for Play	15	100%	Online trainings and face to face trainings that paraprofessionals must participate in to receive training credit. They are required to submit artifacts and activities that were implemented in the classroom.
Returning Assistant Teacher Podcasts: Off to a Good Start, Reading to Children, Rest Easy, Questioning, Boys will be Boys, Why Not Letter of the Week	9		Online trainings that teachers must participate in to receive training credit. They are required to submit artifacts and activities that were implemented in the classroom.
Step 2 Achieve Training for Lead Teachers	6	n/a	This training has been planned will occur in March 2012.

On-going Professional Learning

Bright from the Start's New Teacher Institute, Wednesday Webinars and Podcasts are all on-going Professional Learning. Additional professional learning opportunities are planned by the FCS Early Childhood Department, as needed.

Professional Learning Needs

As determined by our Needs Assessment in order to achieve our project goals, the following Professional Learning needs to be made available:

- EL Training – strategies for teaching English learners

- Professional Development by Wolf Trapp (Alliance Theater)
- Professional Development for Curriculum implementation
- Training in use of Imagine Learning

Face-to-face training is the preferred method, but Elluminate sessions may be offered as well.

f. Assessment / Data Analysis Plan (5 points)

Current Assessment Protocol

Assessment	Purpose	Skills	Frequency
Work Sampling Online	Progress Monitoring	Alphabet Knowledge, Phonological Awareness, Concepts of Print, Oral Language, Alliteration and Rhyming, Oral Language, Vocabulary, and Reading Comprehension	WSO documentation collected daily, ratings given every 4 Weeks

The Work Sampling System ([Meisels, Jablon, et al., 1995](#)) offers an exemplar of how performance assessment works in early childhood. This performance assessment system assesses and documents children's skills, knowledge, behavior, and accomplishments as displayed across a wide variety of education domains and as manifested on multiple occasions. Work sampling is a curriculum-embedded assessment, rather than an "on demand" set of tests. It systematizes teacher observations by guiding those observations with specific criteria and well-defined procedures. It consists of three complementary components: (1) Developmental Guidelines and Checklists, (2) Portfolios, and (3) Summary Reports. Classroom-based and instructionally relevant, these components involve the child, the child's family, the teacher, and the school administration in the processes of assessment.

Comparison of Current Protocol with the SRCL Assessment Plan

Bright from the Start Pre-K Operating Guidelines require teachers to use Georgia's Pre-K Child Assessment Tool (Work Sampling). Indicators on the Developmental Checklist are rated every 4 weeks. Currently, the FCS Early Childhood Department analyzes the number of proficient ratings at the end of the Fall and Spring semesters to track progress. For the 2012-13 school year, teachers will submit the percentage of Proficient Ratings every 8 weeks.

Baseline GKIDS scores will be analyzed at the beginning of the 2013-14 school year. The percentage of proficient ratings scored by children who participated in the Striving Reader Grant will be compared to the children who did not participate to determine the impact of the resources provided by the grant.

Professional Learning Required to Implement New Assessments

New Teachers will receive online and face-to-face Work Sampling Online training as required by Bright from the Start. Fulton County Schools Pre-K Program Specialists will form Professional Learning Communities to give Pre-K Teachers a forum to discuss student documentation. This will help increase inner-rater reliability on the Developmental Checklist.

How Assessment Data is Shared with Parents

Parent Conferences are held at the end of the Fall and Spring semesters. Narrative Summary Reports and portfolio artifacts are shared at this time. These conferences give parents a chance to ask questions, contribute information and share their concerns.

IV. Experience of the Applicant (10 points)

A. LEA Initiatives

Fulton County Schools has a strong track record of effectively implementing large, competitive grants at the federal, state, and private foundation level. Examples are included in the table below.

Competitive Grant Title	Funded Amount	Audit Findings
Smaller Learning Communities grant	\$5.2M	No audit findings
Readiness & Emergency Management for Schools grant	\$608,355	No audit findings
Teaching American History grant	\$989,801	No audit findings
Carol M. White Physical Education grant	\$1.5M	No audit findings
Mathematics and Science Partnership grant	\$440,356	No audit findings
Strategic Data Project grant	\$500,000	No audit findings

At the federal level, in 2008, Fulton County Schools received a \$5.2 million Smaller Learning Communities grant from the U.S. Department of Education to develop career-focused academies in four high-need high schools, including the targeted Creekside High School. The initiative has been successful; participating schools have seen increased student proficiency on the state tests, increased graduation rates, and increased enrollment in postsecondary education the year following graduation. Other competitive, federal grant awards include a \$608,355 Readiness and Emergency Management for Schools grant in 2009, a \$1 million Teaching American History grant in 2008, and a \$1.5 million Carol M. White Physical Education Program grant in 2004. At the state level, FCS has received multiple Mathematics and Science Partnership Program grants from the Georgia Department of Education – the current grant valued at \$440,356. Further, Fulton County Schools received a Strategic Data Project grant valued at approximately \$500,000 from the Center for Education Policy Research at Harvard University. The Strategic Data Project, funded by the Bill & Melinda Gates Foundation, is a national education initiative to help school district and state leaders increase student achievement and attainment through data-informed decision-making.

B. Initiatives Implemented Without Outside Funding Support

FCS has developed and implemented numerous education programs designed to increase student achievement using general operating funds. These programs attend to the delivery of

student-focused instruction, ongoing assessment, use of data, and continuous improvement. Our benchmark assessment program, known as Checkpoints, assesses student mastery of the Georgia Performance Standards (GPS) in a pre-test/post-test format each semester. Teachers and principals have easy access to Checkpoints data for formative instructional planning, as well as placement of students within the on-level, advanced or accelerated curriculum through an online Student Achievement Management System (SAMS). Teachers access SAMS to support instructional practices through pacing guides, units, lesson plans and instructional resources for all curricular areas and grade levels. The utilization of these formative assessments and the analysis of student-specific data have enabled teachers to implement differentiated learning strategies to improve student achievement. Since initial implementation of the GPS, tools such as Checkpoints and SAMS have helped the district demonstrate steady gains in the percentage of students meeting and exceeding state standards in all grades and subjects.

C. Capacity to Coordinate Resources

As demonstrated through our history with successful implementation of multiple federal, state and private grants and internal initiatives, FCS staff and faculty have the capacity and expertise to successfully implement large, complex initiatives. FCS will implement the proposed Striving Reader project on time and within budget. The FCS management team has extensive experience working across departments and schools as well as with external partners to achieve project goals. Staff members from partnering organizations, i.e., United Way, Sheltering Arms, and the Woodruff Arts Center, all have experience implementing complex projects that are time and budget constrained.

D. Sustainability of Initiatives Implemented by the LEA

FCS is committed to the Striving Reader project and values the need to provide high-quality literacy support to targeted schools. Dr. Robert Avossa, the superintendent, has made this initiative a district priority. Establishing the grant committee and conducting needs assessments have provided a solid foundation for FCS' Striving Reader grant and have allowed district and school leaders to plan with the end in mind. That is, the district and targeted schools have established long-term goals and incorporated sustainability considerations into their literacy plans. FCS will sustain programming beyond the grant period by securing funding from a variety of sources. FCS general operating funds will be used to support literacy investments. Title II, Part A funds will help support professional development in literacy. Grant funding from local and national philanthropic organizations will be pursued to sustain the literacy interventions over time. Prospective funders who have a philanthropic focus on supporting literacy initiatives include: Laura Bush 21st Century Librarian Program, National Endowment for the Humanities, The Libri Foundation, The Braitmayer Foundation, The Malone Family Foundation, etc. The local business community also will be solicited for corporate contributions to support literacy interventions, e.g., Dollar General, Verizon, AT&T, Target, Wal-Mart, Sylvan Dell Publishing, Houghton Mifflin Harcourt, Barnes and Noble, ING, Sun Trust, etc.

V. Resources (10 points)

A. Coordination with Existing Programs and Family Literacy Services

The district has the capacity to implement with fidelity a large, complex grant like the Striving Reader Comprehensive Literacy Project and align resources to complement existing funding streams. FCS is not included in the state's Race to the Top grant, nor does it receive any School Improvement Grant funding. Thus, FCS is currently not implementing any district-wide,

federally-funded reform initiatives that might absorb limited capacity within schools. The targeted schools are willing and excited about implementing a Striving Reader grant. The table below summarizes select state and federal funding received by the district and allocated to the targeted schools and centers.

Resources Available	Title I Funds	Title II Funds	Bright From the Start Funds
<i>Fulton County Schools</i>	\$20,685,036	\$2,330577	\$5,650,000
Bear Creek MS	\$287,040	n/a	n/a
Bethune ES	\$197,440	n/a	\$98,530
Campbell ES	\$248,320	n/a	\$59,806
Creekside HS	n/a	n/a	n/a
E.C. West ES	\$162,134	n/a	\$158,336
Love T. Nolan ES	\$200,640	n/a	\$109,071
McClarlin HS	\$76,480	n/a	n/a
Oakley ES	\$196,160	n/a	\$59,806
Palmetto ES	\$132,160	n/a	\$109,071
Sheltering Arms (4 centers)	n/a	n/a	\$473,308

Title I is a federally funded program designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic standards and state academic assessments. The district's Title I Office provides Title I schools with extensive technical assistance on the appropriate use of funds to comply with federal funding rules and regulations to ensure that funds supplement and not supplant existing resources. Title I funding will complement Striving Reader investments in literacy. **Title II** funding is held at the district level and supports all schools; individual schools do not receive a Title II allocation. The purpose of Title II, Part A is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensuring that all teachers are highly qualified. Priorities for the district's Title II, Part A funding include: moving all non-highly qualified teachers to highly

qualified status within an appropriate timeframe, assisting special education teachers with gaining the content knowledge necessary to add content concentrations to their certificates, revising procedures for selecting and retaining professionally certified and highly qualified teachers, and supporting professional development activities aimed at building teacher and principal effectiveness. The purpose of Title II, Part D is to improve student academic achievement through the use of technology in elementary schools and secondary schools. Title II, Part D formula grants for 2010–2011 created a scaffold upon which the Striving Reader Grant can continue to build. Besides having basic literacy skills, today's students also need technology skills for communicating, investigating, accessing and using information, computing, thinking critically about messages inherent in new media, and understanding and evaluating data. Georgia Department of Early Care and Learning (**Bright from the Start**) is responsible for meeting the child care and early education needs of Georgia's children and their families. Currently, FCS' Pre-K program provides 6.5 hours of instructional time, five days per week, and 160 days per year for eligible children. The school district receives state lottery funding through Bright from the Start to pay for classroom teachers, equipment, materials, and supplies to support its Pre-K program. The portion of the Pre-K grant funds that are allocated to the school level budgets are for teacher and teacher assistant salaries, substitutes, and benefits. The district also allocates funds to school budgets for instructional materials and supplies, field trips and postage. The remaining Pre-K grant funds are kept at the district level for distribution to schools as needed and for support of students, parent involvement, teachers, and classrooms. Bright from the Start funding for the Sheltering Arms early learning centers covers teacher and assistant salaries and benefits, instructional materials and supplies, and other non-instructional costs.

Federal funding from Title I and II as well as state funding from Bright from the Start will complement investments made with Striving Reader funds to ensure alignment with student needs. FCS will incorporate Striving Reader plans and funds into its annual planning and review process in order to ensure funds are used to supplement, not supplant, Federal, state or local funds and to ensure alignment of resources. As schools submit their School Improvement Plans coupled with their Title I and Title II Plans to their Area Superintendents and to the Assistant Superintendent for Curriculum and Support for review, close attention will be paid to the alignment of identified student needs, instructional strategies to address the needs, timelines for implementation and monitoring, and budgets, to ensure that all resources are focused and converge to support student achievement in the area of literacy and will not be used to supplant public funds. Area Superintendents provide feedback to schools on drafts and must sign-off on the final versions of the school plans.

VI. Management Plan and Key Personnel (10 points)

Administrators, faculty members and program staff from FCS, United Way, Sheltering Arms and Woodruff Arts Center have the capacity and expertise to successfully implement our Striving Reader grant. Qualifications for key personnel are laid out below.

A. Management Plan and Key Personnel Responsible for Grant Implementation

The FCS management team has extensive experience working across departments and with external partners to achieve project goals and thus will implement the proposed project on time and within budget. Faculty from partnering institutions all have experience implementing complex projects that are time and budget constrained. The following individuals are qualified for their role and committed to improving literacy in targeted schools and early learning centers.

The full time equivalent (FTE) for Fulton County Schools' staff to implement the grant is included in parentheses.

Dr. Robert Avossa – FCS Superintendent (0.025 FTE) – will be ultimately responsible for grant implementation. Dr. Avossa will keep the Fulton County Board of Education briefed on grant progress and results and will allocate the necessary resources to ensure fidelity of implementation. Dr. Avossa received his Ph.D. from Wingate University.

Dr. Linda Anderson – FCS Deputy Superintendent Instruction (0.05 FTE) will chair the Striving Reader Governing Board and provide strategic oversight for grant implementation. Dr. Anderson reports directly to the Superintendent; she received her Ph.D. in Educational Leadership from Mercer University.

Amy Krause – FCS Assistant Superintendent Curriculum and Support (0.10 FTE) will be accountable for the Striving Reader grant and will supervise the Striving Reader Project Director to integrate proposed strategies and supports with other system processes to ensure alignment. Ms. Krause has served as the district's liaison on several literacy initiatives including Reading Recovery with Georgia State University and Reading First with the Georgia Department of Education. As a former reading specialist in the state of Alabama, Ms. Krause understands the components of a balanced literacy approach. Ms. Krause holds a Specialist degree in Educational Leadership and a Master of Arts in Education with a concentration in Early Childhood and also Administration and Instructional Supervision.

Dr. Vic Shandor – Instructional Area Superintendent (0.1 FTE) is the Instructional Area Superintendent for the Creekside cluster of schools—the main feeder pattern in this grant. He will serve on the Striving Reader Governing Board and will ensure vertical alignment of curriculum and professional learning across Striving Reader schools. In his capacity as a

member of the FCS Executive Leadership team, Dr. Shandor will communicate best practices to schools across the district to support sustainability of Striving Reader strategies. Dr. Shandor holds a Master's degree in Special Education and an Ed.D. in Educational Leadership.

Larry Wallace – FCS Striving Reader Project Director (1.0 FTE) will coordinate the Striving Reader project and manage the grant budget. Mr. Wallace will serve as a bridge among the schools and the functional areas involved. Externally, he will liaise with project partners on an operational level and will work collectively with partners to ensure their services are integrated into the project design. Mr. Wallace has most recently served as Project Director for the district's \$5.2 million Smaller Learning Communities grant. He has extensive experience managing complex projects, involving multiple partners, with significant reporting requirements. Mr. Wallace holds a Master of Arts in Education with a concentration in Instructional Technology and a Specialist in Education with a concentration in Educational Leadership.

Katrina Mitchell – UWMA Senior Director, Education will serve on the Striving Reader Governing Board. Ms. Mitchell is responsible for coordinating all professional learning for Sheltering Arms faculty and FCS Pre-K teachers in targeted elementary schools.

Amy Hobart – Sheltering Arms Director of Early Care and Education will sit on the Governing Board and act as liaison for the Sheltering Arms Striving Reader component. Ms. Hobart designs and delivers training to enhance the effectiveness of the Sheltering Arms teaching and family support staff based on national competency goals and indicators in early education, and provides program-level consultation and training to build the capacity of the center management teams in developmentally appropriate practice.

Carol Jones – Woodruff Arts Center, Alliance Theatre - Director of Institute for Educators and Teaching Artists will serve on the Striving Reader Governing Board and is responsible for

coordinating all professional learning for teachers participating in the Alliance Theatre's literacy-based programs Pre-K – 2 Georgia Wolf Trap Early Learning Through the Arts, Reader's Theatre, and Collision Plus.

B. Commitment to Implementation Plan

The individuals named in the table below support the district's Striving Reader grant proposals and are committed to implementing grant strategies and activities with fidelity. The Instructional Area Superintendents are champions of the Striving Reader grant because it provides more focused attention to targeted schools' literacy needs.

Site/District	Individual Responsible	Supervisor
<i>Site-Level Coordinators - Fulton County Schools</i>		
Bear Creek MS	Darron Franklin – Principal	Vic Shandor – Instructional Area Superintendent
Bethune ES	Zina Rhodes – Principal	Iris Moran – Instructional Area Superintendent
Campbell ES	Denine Cadet - Principal	Vic Shandor – Instructional Area Superintendent
Creekside HS	Earnest Killum – Principal	Vic Shandor – Instructional Area Superintendent
Evoline C. West ES	Catherine Smith – Principal	Vic Shandor – Instructional Area Superintendent
Love T. Nolan ES	Chandra Lemons – Principal	Iris Moran – Instructional Area Superintendent
McClarlin HS	Anita Lee – Principal	Susan Dorenkamp – Instructional Area Superintendent
Oakley ES	Vonnie Thompson - Principal	Vic Shandor – Instructional Area Superintendent
Palmetto ES	Carlene Millen - Principal	Vic Shandor – Instructional Area Superintendent
<i>Site-Level Coordinators - Sheltering Arms</i>		
East Point Center	Kathy Bolling – Acting Director	Bernice Paschal – Program Coordinator
Oakley Township Center	Ron McNair – Center Director	Bernice Paschal – Program Coordinator
Stonewall Tell Center	Rosalyn Williams – Center Director	Lee Shaw – Program Coordinator
Welcome All Center	Linda Rhea – Center Director	Bernice Paschal – Program Coordinator
Professional Learning Coordinator	Lisa McDermott - Facilitator	Karen Cox – Executive Director, Professional Learning
Instructional Technology	Mindy Ramon - IT Training	Kathy Politis – Director,

Site/District	Individual Responsible	Supervisor
Coordinator	Support Coordinator	Instructional Technology
Literacy Assessment Coordinator	Mary Rulo – Support Specialist, ELA	Sherrie Moss – Director, ELA
Purchasing	Professional Assistant	Larry Wallace – Striving Reader Project Director

VII. Sustainability Plan (10 points)

Fulton County Schools' Striving Reader grant can serve as a blueprint that can be scaled and replicated to build principal, early learning site director and teacher capacity to improve literacy achievement for all of our students from birth through 12th grade. Our targeted schools and Sheltering Arms' early learning centers will become demonstration sites for how to systemically align multiple funding sources to improve literacy across all content areas. The district will create the Striving Reader Governing Board comprised of key personnel from the central office, targeted schools, United Way, Sheltering Arms, and the Woodruff Arts Center. The governing board, chaired by Dr. Anderson, will meet biannually to review program data, assess results, monitor progress toward goals and sustain program outcomes over time. Board members will serve as ambassadors to share best practices at local and state literacy forums. Through the district's experience with other large-scale initiatives, it has developed a healthy appetite for data analysis and program improvement. For example, annual evaluations of the Smaller Learning Communities grant have pushed participating schools to reconsider certain approaches and develop new strategies to not only meet grant objectives, but to ensure grant activities become embedded in schools' strategic plans beyond the life of the grant. These lessons learned will be carried over to the implementation of the Striving Reader grant.

A. Expanding the Lessons Learned with other Schools and New Teachers

A goal of the Striving Reader grant is to identify best practices at participating schools and share those strategies with schools throughout the district to ensure sustainability. At the district

level, the communication of best practices will be the responsibility of the Instructional Area Superintendent (Dr. Vic Shandor) and the Project Director. Participating schools will share lessons learned at the district's annual Best Practices Conference for teachers, instructional staff and school leaders. In addition, participating schools will be expected to share their experiences with all schools and divisions within the district through technical assistance workshops, school site visits, and administrative staff meetings. For example, teachers of English learners in Striving Reader schools can demonstrate through lesson plans how they scaffold instruction by using best practices for EL when developing oral language, reading skills, and writing.

B. Extending the Assessment Protocol Beyond the Grant Period

Beyond the life of the grant, the Dynamic Indicator of Basic Early Literacy Skills (DIBELS Next) and Scholastic Reading Inventory (SRI) can be used to provide essential data for all students. Not only does DIBELS Next provide a fluency measure, it also assesses early phonemic awareness and first sound fluency of an individual student. The SRI provides benchmark assessments for the identification of students' reading skills; SRI guides teachers to differentiate and offer intervention strategies for struggling students. Students receive a Lexile score based on the comprehension of a text which has an equivalent reading level. Once a student masters one level, the program gives another reading passage at a higher level. Media centers categorize books by their Lexile levels; therefore, SRI helps match the reader to the appropriate text for 75% reading accuracy rate. An accuracy rate ensures that appropriate challenge is built in, but the level of frustration for the student will be low. The grant-sponsored professional development for DIBELS Next and SRI will ensure that all staff in targeted schools will be trained in the use of these assessments.

C. Extending the Professional Learning Practices beyond the Grant Period to New Staff

UWMA will provide Sheltering Arms early learning teachers and FCS Pre-K teachers with the skills and knowledge to enhance the early language, literacy, and pre-reading development of young children, particularly those from low income families, through strategies and professional development that are grounded in scientifically-based reading research and family literacy. The professional development plan systematically addresses early literacy skills essential to future reading success by providing seminars, field trips to model classrooms, study groups, in-classroom coaching, summer institute and local and national conferences. The success of UWMA's programs can be measured by the quality of the classroom environment, child outcomes that assess the main skills predictive of reading success, the use of valid assessment instruments, and the professional learning opportunities provided to teachers. Aspects of the Striving Reader professional learning practices delivered by United Way that will be continued beyond the grant period include: enhancing classroom learning environments, providing teachers with new ways to help children improve their language, providing coaching and early literacy training for teachers to help them fully integrate literacy throughout their classrooms, engaging families in their child's early reading experiences to reinforce these skills at home.

As Striving Reader schools bring on new staff in future years, literacy training will be provided as part of new teacher development. Curriculum contacts (High School Department Chairs, Middle School Coordinators, and Elementary Curriculum Support Teachers) will provide opportunities for new teachers to learn grant-funded strategies, such as those learned through the partnership with the Woodruff Arts Center, and use resources during the first two years of induction as a part of each school's new teacher support program. These programs support the

new teacher's transition into the school. An assigned mentor teacher will work with new staff as they begin to plan and implement instructional strategies that support the school's literacy plan.

D. Sustaining Technology beyond the Grant Period

On November 8, 2011 Fulton County voters extended a one-penny sales tax to upgrade technology in classrooms and build new schools. The SPLOST (Special Purpose Local Option Sales Tax) education tax is expected to raise \$912 million for Fulton County school improvements over its five-year lifetime. The SPLOST proposal calls for technology enhancements, particularly in the areas of wireless, mobile learning devices for student use, updated video and audio recording tools, improved and expanded distance learning for students, virtual space for digital student work, interactive classroom websites with curriculum resources and assignments, updated equipment for technology and career-oriented classes, teacher/student communication and collaboration tools, and online professional learning resources for staff. The district's technology plan will help sustain the Striving Reader investments made in educational technology.

VIII. Evaluation – Assurance of Compliance with GADOE Requirements

Fulton County Schools will adhere to all OMB, EDGAR, GPRA, GADOE Performance Measures, and grant evaluation requirements. The district will prepare, according to GADOE requirements, an annual evaluation report by June 30th each year to document progress towards achieving grant goals.

IX. Appendices

- A. Comprehensive Literacy Needs Assessment
- B. Literacy Plan
- C. Letter of Support – United Way of Metropolitan Atlanta
- D. Letter of Support – Sheltering Arms
- E. Letter of Support – Woodruff Arts Center
- F. School Level Data for all Schools in FCS
- G. ITBS 2010 Results
- H. Reading / English Language Arts AMO Results
- I. Map of Targeted Early Learning Centers and Schools
- J. Striving Reader Comprehensive Literacy Grant Specific Program Assurances
- K. Documentation of Concerns Form
- L. Behavioral/Developmental Support Request Form

A. Comprehensive Literacy Needs Assessment

The district does not have a single needs assessment document that reflects all of the data collection and analysis that was performed for this grant. The core grant committee from the central office plus the faculty and administrators in the targeted schools and centers reviewed a variety of data sources as part of the needs assessment process including:

- Criterion-Referenced Competency Tests (CRCT) performance data for elementary and middle school students
- End of Course Tests (EOCT) performance data for high school students
- 3rd, 5th, and 8th grade Writing Assessments
- Graduation data for high school students
- Iowa Tests of Basic Skills (ITBS) for 3rd, 5th, and 8th graders
- Checkpoints formative assessment data
- Title I Plans
- School Improvement Plans
- Intensive School Plans
- Socio-economic data
- AYP data
- Mobility data
- Attendance data
- Discipline data
- Pre-K waiting lists
- Preschool Special Education (PSE) classroom data
- Georgia Pre-K work sampling data

B. Literacy Plan

Fulton County Schools does not have a documented literacy plan that can be attached to this grant. The literacy leadership through the English/Language Arts Department references research to determine best practice in literacy instruction. The foundational documents are the reports from the Carnegie Corporation: *Time to Act: An Agenda for Advancing Adolescent Literacy for College and Career Readiness, 2010*; *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High School Literacy, 2006*; *Reading Next: A Vision for Action and Research in Middle and High School Literacy, 2004*. For the primary grades, the work of Donald Graves, Lucy Calkins, Richard Allington, Ralph Fletcher, Fountas and Pinnell, and others, form the framework for literary instruction.

A balanced literacy approach through Writer's and Reader's Workshops (Shared Reading and Interactive Read Aloud, Mini Lesson, Teacher Modeling, Student Writing and Teacher Conferencing, and Sharing) has been the instructional focus of the English/Language Arts Department. Because the systemic approach to literacy was fragmented with varieties of writing and reading programs, we have adopted the workshop approach for K-12 Language Arts classes.

The CRCT is designed to measure how well students acquire the skills and knowledge described in the Georgia Performance Standards. The reading class is additional to the Language Arts class that every student takes. The middle school reading course is skills driven. The students perform poorly on comprehension, vocabulary, and fluency elements in reading. While certification satisfies minimum requirements to teach the course, the students often continue to receive instruction in traditional pedagogy that did not work the first several times. The younger students come to school with limited schema of reading readiness, such as reading left to right and top to bottom, and their connections may never reach text to self or text to text connections.

These poor readers need connections to reading other than verbal/linguistics; they need music and art and kinesthetic intelligence activation, not to mention the technology connections.

Classes are encouraged to create Reader's Theater presentations so that students are often on their feet and addressing the listening/speaking/viewing standards.

To complement the work in the anthologies, students read novels assigned to each grade level. Unfortunately, very little choice is afforded the non-reader. Teachers are advised to teach one novel per semester: the first semester novel study is teacher directed; the second semester novel study is student driven through literature circles or other cooperative forms. The intent is to gradually release the responsibility of instruction from the teacher to the student.

C. Letter of Support – United Way of Metropolitan Atlanta

United Way of Metropolitan Atlanta

100 Edgewood Avenue, N.E.
Atlanta, Georgia 30303
404.527.7200



December 6, 2011

Dr. Robert Avossa
Superintendent
Fulton County Public Schools
786 Cleveland Avenue SW.
Atlanta, GA 30315

Dear Superintendent Dr. Robert Avossa:

I am writing to you as Vice President of Education at United Way of Metropolitan Atlanta to express our support for Fulton County's application for the Striving Readers Comprehensive Literacy Project. For more than 10 years, United Way of Metropolitan Atlanta has supported the early childhood community through Smart Start and invested in initiatives like Early Reading First, a USDOE grant program that sustain our education goals to see that children enter school ready to learn, avoid risky behaviors and graduate prepared for careers.

United Way has long been a leader in early care and education services to parents and children from birth to age five. Smart Start has successfully led the state's efforts to improve and enhance the well-being of Georgia's children and has collaboratively engaged other state agencies, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, the business and philanthropic community, higher education and other stakeholders to serve Georgia's children effectively and efficiently.

United Way has worked collaboratively with local, state and regional organizations in advancing programs, refining innovative ideas into best practice models and incorporating lessons learned from large scale grant-making. Relevant examples are in our early learning community-based partnership initiative and the coordination of the coalition of early childhood advocates and professionals who have implemented four U.S. Department of Education-funded Early Reading First grants.

United Way also has a reputation for thoughtfully and strategically convening stakeholders at state-wide and regional levels. One example is our convocation the Early Education Commission that researched best practices in early learning and the consequent impact on Georgia's economic development. Having identified best practices that result in solution-driven strategies that can be sustained over time, the Commission recommended the creation of the Georgia Early Education Alliance for Ready Students (GEEARS) to ensure that advocacy for early education work continues.

Over the past five years, United Way has invested more than 36 million dollars in local, state and federal funding in support of young children and their families. Included are:

- Grants to early childhood providers to provide scholarships to families to cover child care costs

Visit us online at unitedwayatlanta.org
To find or give help, dial 2.1.1

United Way of Metropolitan Atlanta

100 Edgewood Avenue, N.E.
Atlanta, Georgia 30303
404.527.7200



- Technical assistance to child care centers and training of child care providers to secure and maintain national accreditation
- Intensive professional development of early childhood professionals focused on evidence-based practices so that children have the necessary skills to enter kindergarten ready to learn
- Support services and resources for families that promote parent leadership, understanding of developmental milestones and prevention of child abuse and neglect
- High quality home visiting that matches interested parents with professionals who provide information and support during a child's first three years
- Partnerships that provide linkages to the K - 12 system and the early childhood community
- Opportunities for young children and their families to have quality educational and social experiences that support a successful transition to kindergarten
- Engaging the civic, business and social service community in supporting strategies and initiatives that improve outcomes for early education in Atlanta and throughout Georgia

United Way of Metropolitan Atlanta pledge our support by providing high quality professional learning opportunities based on scientifically based reading research for administrators, teachers, center directors, and family childcare providers. We appreciate this opportunity to partner with Fulton County Public Schools and we enthusiastically endorse the application for the Striving Readers Comprehensive Literacy Project.

Sincerely,

A handwritten signature in black ink that reads "Navella Jean Walker, Ph.D."

Navella Jean Walker
Vice President, Education

Visit us online at unitedwayatlanta.org
To find or give help, dial 2.1.1

D. Letter of Support – Sheltering Arms



Sheltering Arms

EARLY EDUCATION AND FAMILY CENTERS

385 Centennial Olympic Park Drive • Atlanta, GA 30313 • 404-523-2767 • FAX 404-523-9952

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www.shelteringarmsforkids.com



Accredited by the
National Association for the
Education of Young Children
and supported by Head Start,
United Way, the Georgia Department
of Early Care and Learning,
and center communities.

December 8, 2011

Dr. Robert Avossa
Superintendent – Fulton County Schools
786 Cleveland Ave., SW
Atlanta, Georgia 30315

Dear Dr. Avossa:

It is an honor to provide this letter of support for Fulton County Schools' application for a Striving Readers grant. We are very pleased to be included as a partner in the application.

Sheltering Arms was established in 1888, and since 1990 the number of Sheltering Arms centers has almost doubled from 9 to 16, with an increase in daily capacity from 744 to more than 2,300 children, and services have been added to better address the needs of the family and the community. As a result, the budget has grown from \$3.5 million in 1991 to more than \$26 million today. The agency's programs include Early Head Start for infants and toddlers, Head Start for three and four year olds, the Georgia Pre-kindergarten Program for four year olds, and early childhood education with fees based on family size and income. Sheltering Arms programs are accredited by the National Association for the Education of Young Children (NAEYC), and have been recognized as a Head Start Program of Excellence, Head Start's highest level of recognition for high quality.

In 2004, Sheltering Arms conducted a \$15 million capital campaign to build four state-of-the-art Early Education and Family Center facilities in south Fulton County. Fulton County Schools was an important partner in this undertaking, providing land adjacent to elementary schools for three of the new facilities. This partnership has endured, and by partnering with Fulton County Schools we are able to provide an innovative model that 1) improves teacher retention and recruitment by providing affordable, convenient early childhood education, 2) improves school readiness in an area that has struggled with performance standards, and 3) develops improved school readiness strategies by tracking the performance of Sheltering Arms alumni in Fulton County elementary schools.

We appreciate this opportunity, and pledge to assist in every way possible to produce a nationally acclaimed Striving Readers initiative.

Sincerely,

Elaine P. Draeger
President/CEO

EPD/cb

The power of education begins here.™

E. Letter of Support – Woodruff Arts Center



December 13, 2011

Dr. Robert Avossa
Superintendent, Fulton County Schools
786 Cleveland Ave. SW
Atlanta, GA 30315

RE: Grant request on behalf of Fulton County Schools

Dear Dr. Avossa:

I am delighted to submit a letter in support of the application by the Fulton County Schools for continuing grant support from the Georgia Department of Education under the Striving Readers Program. The Woodruff Arts Center through its various artistic divisions is a major supporter of arts in education (arts integration) as well as a leading supporter of education in the arts. As a stated part of our mission we seek to provide excellence in both arts and education. We interact on and off our campus with children in Georgia schools over a half million times a year. In this effort we have an excellent, long standing and highly valued relationship with the Fulton County Schools.

What is truly remarkable is that our collection of visual arts (High Museum), dramatic arts (Alliance Theater), musical arts (Atlanta Symphony Orchestra) and our in school arts programming (Young Audiences) each support major educational programming aimed at literacy and language development. "I See Literacy," "Sound Learning," "GA Wolf Trap," "Arts4Learning" and "Collision Plus," are each examples of excellent arts integrated programming that address these challenges with positive results.

In addition, our education teams have worked with six Fulton County schools in some experimental research under the Wolf Trap Program that has shown measurable improvement in language development and writing skills. The partnership with the Kennedy Center currently supports programs in two Fulton County schools whereby each grade level has an opportunity to experience a featured work from our Center along with four classroom sessions focused on 21st Century skills through arts integration.

1280 Peachtree St. NE
Atlanta GA 30309
T 404 733 4200
F 404 733 4393
www.woodruffcenter.org

Dr. Robert Avossa
December 13, 2011
Page 2

I am particularly pleased to support the application of our educational colleagues in the Fulton County School System – not only because they are long standing collaborators who share with us a commitment to address these challenges – but also because they are one of the few systems seeking to integrate arts as a key element in their proposal.

We consider ourselves lucky to have such partners in our shared effort to help increase student learning in literacy and outcomes in life through arts integration. Please know that their application has our unqualified support and endorsement. Please feel free to call with any questions you may have.

With kind regards,

Sincerely yours,



Joseph R. Bankoff
President & CEO
Woodruff Arts Center

404 733 4257

F. School Level Data for all Schools in FCS, based on 2010-2011 school year

Elementary Schools

Elementary School	% FRL	% SWD	% EL	Mo-bility Rate	Met AYP?	Grade 3 CRCT Reading		Grade 5 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet	# Students Did not Meet	% Students Did not Meet
Abbotts Hill	14%	13%	4%	24%	Yes	4	3%	3	2%
Alpharetta	20%	22%	8%	26%	Yes	5	5%	1	1%
Amana Charter	NA	6%	NA	18%	Yes	2	3%	4	7%
Barnwell	12%	12%	4%	16%	Yes	1	1%	0	0%
Bethune	86%	9%	0%	42%	Yes	23	21%	15	11%
Birmingham Falls	2%	12%	0%	16%	Yes	0	0%	1	1%
Brookview	96%	12%	0%	83%	Yes	10	14%	15	22%
Campbell	90%	12%	16%	36%	No	8	7%	12	9%
Clifftondale	63%	8%	0%	37%	Yes	12	10%	11	9%
Cogburn Woods	14%	11%	8%	22%	Yes	2	1%	6	4%
Conley Hills	95%	12%	0%	52%	Yes	11	16%	7	13%
Crabapple Crossing	4%	9%	2%	11%	Yes	1	1%	2	2%
Creek View	14%	9%	7%	25%	Yes	2	1%	4	2%
Dolvin	11%	12%	9%	18%	Yes	3	2%	2	1%
Dunwoody Springs Charter	72%	13%	17%	44%	Yes	1	1%	7	7%
Feldwood	87%	12%	0%	49%	No	19	18%	18	13%
Findley Oaks	8%	13%	5%	15%	Yes	0	0%	0	0%
Fulton Sunshine Academy	8%	7%	5%	32%	Yes	0	0%	0	0%
C. H. Gullatt	96%	11%	2%	62%	Yes	6	18%	6	15%
Hamilton E Holmes	93%	16%	2%	63%	Yes	8	14%	15	22%
Hapeville	95%	9%	29%	53%	Yes	27	22%	12	11%
Heards Ferry	7%	12%	2%	21%	Yes	0	0%	1	1%
Hembree Springs	33%	18%	17%	26%	Yes	1	1%	4	3%
Heritage	96%	11%	1%	77%	No	26	26%	25	21%

Fulton County Schools: Pre-Kindergarten Approach to Literacy

Elementary School	% FRL	% SWD	% EL	Mo-bility Rate	Met AYP?	Grade 3 CRCT Reading		Grade 5 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet	# Students Did not Meet	% Students Did not Meet
High Point	67%	13%	34%	33%	Yes	12	11%	6	8%
Hillside	52%	14%	25%	35%	No	8	7%	3	3%
Ison Springs	75%	14%	22%	61%	Yes	15	15%	8	9%
Esther Jackson	64%	17%	25%	42%	Yes	8	9%	16	25%
Lake Forest	97%	13%	65%	29%	No	12	9%	7	9%
Lake Windward	7%	20%	8%	22%	Yes	5	3%	4	3%
Seaborn Lee	83%	9%	0%	46%	Yes	12	16%	9	10%
S. L. Lewis	89%	13%	1%	51%	Yes	12	13%	15	20%
Liberty Point	86%	14%	0%	39%	Yes	5	5%	14	12%
Main Street Academy	52%	4%	1%	46%	Yes	7	9%	5	11%
Manning Oaks	37%	11%	14%	33%	No	7	6%	10	8%
Medlock Bridge	13%	12%	5%	30%	Yes	1	1%	1	1%
Mimosa	89%	12%	58%	37%	Yes	24	16%	11	9%
Mt. Olive	88%	18%	8%	65%	Yes	9	13%	9	14%
Mountain Park	8%	14%	1%	16%	Yes	1	1%	1	1%
New Prospect	14%	17%	8%	27%	Yes	1	1%	2	2%
Love T. Nolan	87%	12%	0%	44%	Yes	24	18%	40	29%
Northwood	28%	13%	11%	22%	No	8	6%	2	2%
Oak Knoll	94%	12%	28%	52%	Yes	22	25%	11	14%
Oakley	83%	11%	6%	37%	Yes	16	15%	15	11%
Ocee	14%	16%	9%	19%	Yes	5	4%	0	0%
Palmetto	87%	14%	10%	44%	Yes	4	8%	9	15%
Parklane	97%	10%	14%	48%	No	16	23%	13	19%
Randolph	64%	8%	0%	52%	Yes	5	6%	15	13%
Renaissance	74%	13%	0%	46%	Yes	25	19%	9	9%
River Eves	43%	11%	11%	33%	Yes	8	6%	7	5%
Roswell North	30%	11%	11%	26%	Yes	7	5%	8	6%
Shakerag	4%	11%	7%	21%	Yes	1	1%	0	0%

Elementary School	% FRL	% SWD	% EL	Mo-bility Rate	Met AYP?	Grade 3 CRCT Reading		Grade 5 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet	# Students Did not Meet	% Students Did not Meet
Spalding Drive Charter	43%	7%	16%	32%	Yes	5	9%	3	6%
State Bridge Crossing	11%	9%	5%	20%	Yes	0	0%	0	0%
Stonewall Tell	53%	8%	0%	34%	Yes	14	9%	10	7%
Summit Hill	5%	11%	0%	12%	Yes	0	0%	2	1%
Sweet Apple	4%	17%	1%	13%	Yes	2	1%	1	1%
Harriet Tubman	93%	11%	11%	67%	Yes	12	15%	5	6%
Evoline C. West	74%	9%	6%	40%	Yes	7	7%	22	16%
Wilson Creek	7%	7%	10%	20%	Yes	2	2%	1	1%
Woodland Charter	57%	16%	14%	44%	Yes	5	4%	7	7%

Note: Schools targeted for the Striving Reader grant are highlighted.

Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

Middle Schools

Middle School	% FRL	% SWD	% EL	Mo-bility Rate	Met AYP?	Grade 8 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet
Amana Charter	9%	9%	8%	25%	Yes	0	0%
Autrey Mill	9%	8%	4%	12%	Yes	4	1%
Bear Creek	86%	11%	3%	45%	No - NI1	16	5%
Camp Creek	89%	15%	1%	68%	No	22	9%
Crabapple	24%	10%	3%	15%	Yes	2	1%
Elkins Pointe	42%	12%	10%	35%	Yes	6	2%
Fulton Science	6%	7%	2%	32%	Yes	0	0%

Middle School	% FRL	% SWD	% EL	Mo-bility Rate	Met AYP?	Grade 8 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet
Hapeville Charter	77%	4%	1%	36%	Yes	0	0%
Haynes Bridge	26%	16%	0%	22%	No	0	0%
Holcomb Bridge	56%	13%	11%	34%	No	4	2%
Hopewell	16%	11%	274 %	17%	Yes	2	1%
Ronald McNair	91%	14%	1%	62%	No - NI2	19	7%
Northwestern	10%	10%	1%	14%	Yes	1	0%
Renaissance	78%	11%	200 %	41%	No - NI3	19	5%
Ridgeview Charter	59%	11%	14%	26%	No - NI1	11	5%
River Trail	6%	7%	4%	12%	Yes	7	1%
Sandtown	60%	10%	0%	38%	Yes	7	2%
Sandy Springs Charter	67%	11%	11%	46%	No	13	5%
Taylor Rd	16%	10%	5%	17%	Yes*	0	0%
Webb Bridge	10%	8%	3%	23%	Yes	1	0%
Paul D. West	89%	13%	5%	67%	No - NI1	22	9%
Woodland	89%	12%	2%	60%	Yes	15	5%

Note: Schools targeted for the Striving Reader grant are highlighted.

Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

High Schools

High School	% FRL	% SWD	% EL	Mobility Rate	Met AYP?	Graduation Rate
Alpharetta	13%	10%	3%	18%	No	94%
Banneker	79%	21%	0%	71%	No - NI3	67%
Centennial	29%	11%	6%	52%	No	87%
Chattahoochee	10%	7%	3%	14%	Yes	96%
Creekside	72%	9%	2%	51%	No - NI4	69%
Independence Alternative	39%	13%	4%	101%	No - NI1	68%
Johns Creek	8%	7%	3%	17%	Yes	NA*
Langston Hughes	69%	9%	0%	51%	Yes	NA*
McClarin Alternative	94%	3%	0%	121%	No - NI2	52%
Milton	6%	7%	1%	12%	Yes	97%
North Springs Charter	46%	6%	6%	37%	Yes - NI1	85%
Northview	5%	6%	4%	10%	Yes	98%
Riverwood Charter	30%	6%	6%	27%	Yes	92%
Roswell	21%	11%	5%	23%	No	88%
Tri-Cities	73%	10%	5%	46%	No - NI2	83%
Westlake	57%	6%	0%	38%	Yes	90%

Note: Schools targeted for the Striving Reader grant are highlighted.

Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

G. ITBS 2010 Data

FULTON COUNTY SCHOOLS
Fall 2010 - Iowa Tests of Basic Skills
Grade 3 - Mean National Percentile

All Students	Total Reading			Total Math			Total Language			Social Studies			Science		
	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010
County (FULTON)	60	61	-1	66	69	-3	63	65	-2	65	68	-3	64	65	-1
National Average	50	50	0	50	50	0	50	50	0	50	50	0	50	50	0
Abbotts Hill	71	75	-4	80	83	-3	76	83	-7	71	76	-5	77	78	-1
Alpharetta	81	83	-2	80	85	-5	82	84	-2	85	89	-4	82	83	-1
Amana	69	61	8	67	63	4	63	61	2	70	69	1	68	59	9
Barnwell	77	84	-7	80	85	-5	81	88	-7	79	85	-6	81	83	-2
Bethune	40	41	-1	42	51	-9	47	52	-5	44	50	-6	41	42	-1
Birmingham Falls	81	81	0	81	86	-5	83	83	0	80	83	-3	83	83	0
Brookview	30	32	-2	36	36	0	36	36	0	34	38	-4	33	30	3
Campbell	31	35	-4	44	47	-3	40	48	-8	44	55	-11	41	44	-3
Clifftondale	51	42	9	53	48	5	52	43	9	60	62	-2	48	43	5
Cogburn Woods	71	77	-6	80	84	-4	79	81	-2	78	81	-3	76	81	-5
College Park	23	22	1	29	26	3	22	22	0	21	32	-11	24	29	-5
Conley Hills	41	30	11	45	46	-1	63	50	13	50	38	12	47	35	12
Crabapple Crossing	84	83	1	86	90	-4	87	83	4	87	91	-4	84	85	-1
Creek View	78	76	2	79	85	-6	78	82	-4	82	81	1	79	81	-2
Dolvin	75	78	-3	81	86	-5	78	82	-4	75	79	-4	81	83	-2
Dunwoody Springs	58	55	3	65	61	4	56	51	5	66	69	-3	61	57	4
Feldwood	33	na	na	38	na	na	36	na	na	40	na	na	36	na	na
Findley Oaks	79	80	-1	82	88	-6	84	86	-2	79	85	-6	82	85	-3
Fulton Sunshine	82	na	na	88	na	na	88	na	na	79	na	na	86	na	na
Gullatt	37	44	-7	39	53	-14	44	47	-3	42	55	-13	38	42	-4
Hapeville	32	40	-8	48	56	-8	31	41	-10	36	45	-9	37	36	1
Heards Ferry	82	83	-1	82	86	-4	82	89	-7	83	83	0	85	83	2
Hembree Springs	77	81	-4	79	84	-5	80	81	-1	79	80	-1	81	84	-3
Heritage	25	28	-3	27	30	-3	29	25	4	31	33	-2	29	28	1
High Point	63	66	-3	66	73	-7	61	68	-7	66	72	-6	64	69	-5
Hillside	58	75	-17	64	81	-17	57	81	-24	61	81	-20	62	76	-14
Holmes	30	30	0	36	39	-3	35	41	-6	44	35	9	31	34	-3
Ison Springs	45	40	5	52	50	2	45	46	-1	56	51	5	48	46	2
Jackson	49	61	-12	53	66	-13	55	58	-3	64	66	-2	58	63	-5
Lake Forest	21	23	-2	37	40	-3	26	30	-4	34	44	-10	33	38	-5
Lake Windward	74	76	-2	80	84	-4	79	81	-2	77	79	-2	80	80	0
Seaborn Lee	40	39	1	47	45	2	46	48	-2	46	52	-6	40	47	-7
Lewis	32	40	-8	41	43	-2	34	44	-10	37	45	-8	31	41	-10
Liberty Point	44	36	8	44	37	7	41	38	3	47	47	0	42	39	3
Main Street	53	na	na	59	na	na	56	na	na	61	na	na	48	na	na
Manning Oaks	63	56	7	71	64	7	63	60	3	64	65	-1	62	62	0
Medlock Bridge	81	83	-2	81	89	-8	86	88	-2	77	85	-8	76	85	-9
Mimosa	23	32	-9	39	51	-12	30	48	-18	36	53	-17	34	46	-12
Mount Olive	33	40	-7	36	41	-5	39	47	-8	42	58	-16	36	42	-6
Mountain Park	79	81	-2	80	86	-6	80	83	-3	80	88	-8	81	85	-4
New Prospect	79	77	2	85	85	0	85	82	3	76	79	-3	83	82	1
Nolan	31	41	-10	40	47	-7	34	41	-7	36	52	-16	30	43	-13
Northwood	74	78	-4	77	84	-7	72	81	-9	76	78	-2	78	83	-5
Oak Knoll	37	35	2	45	48	-3	44	34	10	43	40	3	39	37	2
Oakley	34	38	-4	44	38	6	36	35	1	41	49	-8	34	39	-5
Ocee	79	77	2	80	82	-2	77	80	-3	80	81	-1	82	79	3

Fulton County Schools: Pre-Kindergarten Approach to Literacy

All Students	Total Reading			Total Math			Total Language			Social Studies			Science		
	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010
Palmetto	32	34	-2	36	46	-10	34	38	-4	42	40	2	37	36	1
Parklane	28	26	2	30	31	-1	27	27	0	29	34	-5	32	31	1
Randolph	47	42	5	53	51	2	56	55	1	63	59	4	51	44	7
Renaissance	43	41	2	44	46	-2	48	44	4	52	56	-4	43	42	1
River Eves	68	67	1	76	74	2	75	77	-2	72	70	2	73	70	3
Roswell North	65	74	-9	69	82	-13	67	76	-9	70	77	-7	69	78	-9
Shakerag	81	82	-1	93	93	0	91	89	2	88	90	-2	87	87	0
Spalding Drive	57	81	-24	58	83	-25	57	81	-24	62	84	-22	67	83	-16
State Bridge Xing	78	74	4	85	84	1	83	79	4	82	80	2	82	78	4
Stonewall Tell	57	57	0	62	61	1	64	61	3	61	62	-1	57	55	2
Summitt Hill	80	79	1	82	86	-4	79	81	-2	80	82	-2	82	81	1
Sweet Apple	77	79	-2	81	83	-2	76	80	-4	81	82	-1	79	79	0
Tubman	40	38	2	41	43	-2	43	48	-5	40	48	-8	37	44	-7
Evoline West	41	40	1	43	48	-5	38	39	-1	50	54	-4	40	39	1
Wilson Creek	73	77	-4	80	85	-5	78	83	-5	78	83	-5	80	82	-2
Woodland	66	58	8	70	65	5	61	53	8	70	67	3	67	62	5

na = first year in operation

FULTON COUNTY SCHOOLS
Fall 2010 - Iowa Tests of Basic Skills
Grade 5 - Mean National Percentile

All Students	Total Reading			Total Math			Total Language			Social Studies			Science		
	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010
County (FULTON)	59	61	-2	63	66	-3	64	65	-1	67	67	0	63	64	-1
National Average	50	50	0	50	50	0	50	50	0	50	50	0	50	50	0
Abbotts Hill	76	84	-8	80	88	-8	75	84	-9	83	85	-2	77	84	-7
Alpharetta	79	79	0	80	76	4	78	78	0	82	80	2	79	78	1
Amana	66	69	-3	65	78	-13	72	70	2	72	76	-4	70	69	1
Barnwell	78	86	-8	74	89	-15	80	88	-8	79	88	-9	79	84	-5
Bethune	42	45	-3	42	51	-9	55	53	2	46	43	3	40	45	-5
Birmingham Falls	81	81	0	77	80	-3	80	82	-2	87	85	2	81	82	-1
Brookview	28	36	-8	34	41	-7	32	39	-7	32	35	-3	33	31	2
Campbell	32	32	0	37	31	6	42	35	7	42	33	9	38	32	6
Clifftondale	49	45	4	49	49	0	53	47	6	55	46	9	50	43	7
Cogburn Woods	79	78	1	79	83	-4	76	77	-1	85	83	2	79	79	0
College Park	30	31	-1	29	24	5	32	34	-2	31	33	-2	30	30	0
Conley Hills	40	41	-1	44	51	-7	59	62	-3	41	47	-6	40	43	-3
Crabapple Crossing	84	82	2	89	88	1	86	83	3	89	87	2	87	84	3
Creek View	79	72	7	83	73	10	79	75	4	86	78	8	80	74	6
Dolvin	84	81	3	84	83	1	86	82	4	87	83	4	84	77	7
Dunwoody Springs	52	58	-6	53	66	-13	54	61	-7	60	56	4	55	57	-2
Feldwood	30	na	na	30	na	na	38	na	na	34	na	na	33	na	na
Findley Oaks	81	85	-4	87	87	0	85	85	0	87	90	-3	82	83	-1
Fulton Sunshine	82	na	na	82	na	na	83	na	na	89	na	na	82	na	na
Gullatt	29	42	-13	37	43	-6	47	50	-3	34	46	-12	36	41	-5
Hapeville	30	34	-4	28	43	-15	30	36	-6	29	39	-10	24	35	-11
Heards Ferry	81	88	-7	78	87	-9	81	85	-4	84	86	-2	78	84	-6
Hembree Springs	75	82	-7	79	86	-7	79	86	-7	81	85	-4	80	84	-4
Heritage	30	28	2	28	30	-2	32	33	-1	28	26	2	29	28	1
High Point	61	52	9	66	64	2	63	57	6	67	57	10	62	56	6
Hillside	64	65	-1	68	72	-4	69	70	-1	71	75	-4	71	73	-2
Holmes	35	35	0	40	37	3	49	38	11	38	36	2	36	34	2
Ison Springs	47	36	11	44	39	5	47	43	4	59	41	18	50	40	10
Jackson	45	66	-21	45	64	-19	55	67	-12	53	68	-15	50	60	-10
KIPP	47	42	5	43	40	3	54	56	-2	55	46	9	42	41	1
Lake Forest	32	30	2	42	40	2	45	37	8	50	50	0	44	42	2
Lake Windward	75	77	-2	82	84	-2	80	82	-2	81	82	-1	80	78	2
Seaborn Lee	35	39	-4	40	42	-2	55	52	3	40	42	-2	38	40	-2
Lewis	36	35	1	31	36	-5	38	45	-7	42	38	4	39	36	3
Liberty Point	37	35	2	38	39	-1	43	39	4	40	40	0	38	39	-1
Main Street	41	na	na	32	na	na	44	na	na	46	na	na	34	na	na
Manning Oaks	62	69	-7	65	71	-6	62	69	-7	68	71	-3	63	66	-3
Medlock Bridge	80	84	-4	82	88	-6	79	84	-5	83	84	-1	79	82	-3
Mimosa	28	41	-13	30	42	-12	33	51	-18	43	53	-10	38	46	-8
Mount Olive	35	41	-6	36	35	1	41	45	-4	38	50	-12	37	40	-3
Mountain Park	83	82	1	82	81	1	83	82	1	87	86	1	83	81	2
New Prospect	82	82	0	85	82	3	84	86	-2	87	85	2	83	77	6
Nolan	23	36	-13	23	37	-14	29	44	-15	26	35	-9	25	37	-12
Northwood	71	74	-3	69	77	-8	74	75	-1	78	78	0	73	74	-1
Oak Knoll	32	33	-1	37	39	-2	43	35	8	37	36	1	35	39	-4
Oakley	35	36	-1	39	34	5	39	40	-1	41	35	6	36	36	0

Fulton County Schools: Pre-Kindergarten Approach to Literacy

All Students	Total Reading			Total Math			Total Language			Social Studies			Science		
	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010
Ocee	81	80	1	85	81	4	85	79	6	84	82	2	83	78	5
Palmetto	31	33	-2	34	33	1	38	35	3	39	31	8	37	30	7
Parklane	29	27	2	27	27	0	36	29	7	32	32	0	33	32	1
Randolph	44	46	-2	43	46	-3	58	55	3	49	53	-4	49	51	-2
Renaissance	37	43	-6	33	41	-8	38	47	-9	40	42	-2	36	44	-8
River Eves	67	72	-5	64	75	-11	69	71	-2	74	79	-5	70	75	-5
Roswell North	64	68	-4	65	70	-5	68	68	0	70	74	-4	65	70	-5
Shakerag	84	87	-3	89	93	-4	87	88	-1	90	92	-2	84	88	-4
Spalding Drive	58	77	-19	60	74	-14	61	71	-10	64	82	-18	63	77	-14
State Bridge Xing	75	80	-5	80	83	-3	77	80	-3	81	85	-4	78	83	-5
Stonewall Tell	55	53	2	58	56	2	61	60	1	61	57	4	57	51	6
Summitt Hill	83	83	0	82	83	-1	82	80	2	87	86	1	82	82	0
Sweet Apple	81	82	-1	81	81	0	80	80	0	84	86	-2	83	81	2
Tubman	36	26	10	35	34	1	40	50	-10	41	39	2	37	36	1
Evoline West	36	41	-5	32	44	-12	43	42	1	45	41	4	39	43	-4
Wilson Creek	80	82	-2	85	84	1	83	80	3	87	86	1	81	81	0
Woodland	57	67	-10	54	61	-7	57	58	-1	68	68	0	64	69	-5

na = first year in operation

FULTON COUNTY SCHOOLS
Fall 2010 - Iowa Tests of Basic Skills
Grade 8 - Mean National Percentile

All Students	Total Reading			Total Math			Total Language			Social Studies			Science		
	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010
County (FULTON)	57	56	1	60	58	2	61	60	1	59	58	1	65	63	2
National Average	50	50	0	50	50	0	50	50	0	50	50	0	50	50	0
Amana	58	55	3	50	55	-5	62	52	10	63	57	6	67	61	6
Autrey Mill	75	71	4	78	74	4	76	74	2	73	70	3	79	74	5
Bear Creek	31	32	-1	33	37	-4	37	41	-4	32	37	-5	40	42	-2
Camp Creek	33	27	6	36	35	1	47	41	6	36	36	0	49	45	4
Crabapple	72	73	-1	69	68	1	72	74	-2	70	73	-3	76	78	-2
Elkins Pointe	59	61	-2	60	58	2	65	63	2	63	61	2	66	63	3
Fulton Science	84	80	4	88	83	5	84	79	5	85	80	5	84	81	3
Hapeville Charter	39	38	1	40	36	4	45	44	1	42	40	2	45	45	0
Haynes Bridge	71	71	0	70	71	-1	70	72	-2	70	69	1	73	73	0
Holcomb Bridge	58	58	0	57	53	4	58	59	-1	60	56	4	69	67	2
Hopewell	70	70	0	69	67	2	69	68	1	70	69	1	74	73	1
KIPP	51	43	8	56	47	9	61	56	5	52	40	12	52	43	9
McNair	29	26	3	31	29	2	33	33	0	32	28	4	36	33	3
Northwestern	80	76	4	80	75	5	79	75	4	80	74	6	82	77	5
Renaissance MS	34	34	0	32	32	0	40	40	0	37	38	-1	44	43	1
Ridgeview	52	49	3	53	54	-1	55	54	1	57	52	5	61	58	3
River Trail	79	77	2	86	81	5	78	77	1	77	76	1	82	80	2
Sandtown	44	44	0	42	43	-1	50	50	0	46	47	-1	53	55	-2
Sandy Springs	49	45	4	47	45	2	53	50	3	52	48	4	57	54	3
Taylor Road	73	72	1	78	74	4	79	77	2	74	69	5	75	74	1
Webb Bridge	73	76	-3	81	82	-1	75	77	-2	77	76	1	77	79	-2
Paul D. West	24	28	-4	32	35	-3	31	36	-5	29	33	-4	35	39	-4
Woodland	32	30	2	35	32	3	39	38	1	37	34	3	43	39	4

H. Reading / English Language Arts AMO Results

Annual Measurable Objectives (2010-2011) ES/MS- 80% HS-90.8%

	SCHOOL	DISTRICT	STATE
Bear Creek MS (DID NOT MAKE AYP)	ALL-91.8% ASIAN(not minimum size)-100 BLACK- 91.5 HISPANIC- 93.5 WHITE(not minimum size)-89.1 MULTI-RACIAL(not minimum size)-90.9 EL(not minimum size)-87.1 ED- 91.1 SWD-58.5	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6
Bethune ES (DID MAKE AYP)	ALL-88.9 BLACK- 88.6 ED- 88.2 SWD(not minimum size)-59.7	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6
Campbell ES (DID NOT MAKE AYP)	ALL- 87.6% BLACK- 86.3 HISPANIC- 91.7 MULTI-RACIAL(not minimum size)- 86.7 ED- 87.3 EL- 88 SWD- 65.5	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6
Creekside HS (DID NOT MAKE AYP)	ALL- 90.3% BLACK- 91.1 HISPANIC(not minimum size)- 75 ED-89.4 SWD(not minimum size)-55	ALL- 95.3% ASIAN- 97.7 BLACK-92.6 HISPANIC- 87.7 WHITE- 98.3 MULTI-RACIAL- 97.6 SWD- 72.9 EL- 72.5 ED- 89.4	ALL- 91.7% ASIAN- 94 BLACK-87.9 HISPANIC- 89 WHITE- 95 MULTI-RACIAL- 94.6 SWD- 63.4 EL- 68.5 ED- 87.2
Evoline C. West ES (DID MAKE AYP)	ALL- 87.9% BLACK- 88.1 WHITE(not minimum size)-73.3 HISPANIC(not minimum size)- 89.3 MULTI-RACIAL(not minimum size)- 95.5 EL(not minimum size)- 80 SWD(not minimum size)-66.2	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6

	SCHOOL	DISTRICT	STATE
	ED-86.8		
Love T. Nolan ES (DID MAKE AYP)	ALL- 83.6% BLACK- 83.1 MULTI-RACIAL(not minimum size)- 95.5 SWD(not minimum size)- 51.4 ED- 81.5	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6
McClarin HS (DID NOT MAKE AYP)	ALL- 79.2% BLACK(not minimum size)- 79.2 ED(not minimum size)- 81	ALL- 95.3% ASIAN- 97.7 BLACK-92.6 HISPANIC- 87.7 WHITE- 98.3 MULTI-RACIAL- 97.6 SWD- 72.9 EL- 72.5 ED- 89.4	ALL- 91.7% ASIAN- 94 BLACK-87.9 HISPANIC- 89 WHITE- 95 MULTI-RACIAL- 94.6 SWD- 63.4 EL- 68.5 ED- 87.2
Oakley ES (DID MAKE AYP)	ALL- 88.8% BLACK- 88.4 HISPANIC(not minimum size)- 91.1 EL(not minimum size)-94.4 SWD- 81.1 ED- 87.1	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6
Palmetto ES (DID MAKE AYP)	ALL-85.8% BLACK- 86.9 HISPANIC(not minimum size)- 88.9 WHITE(not minimum size)- 79.4 EL(not minimum size)- 82.4 SWD(not minimum size)- 64 ED- 85.7	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6

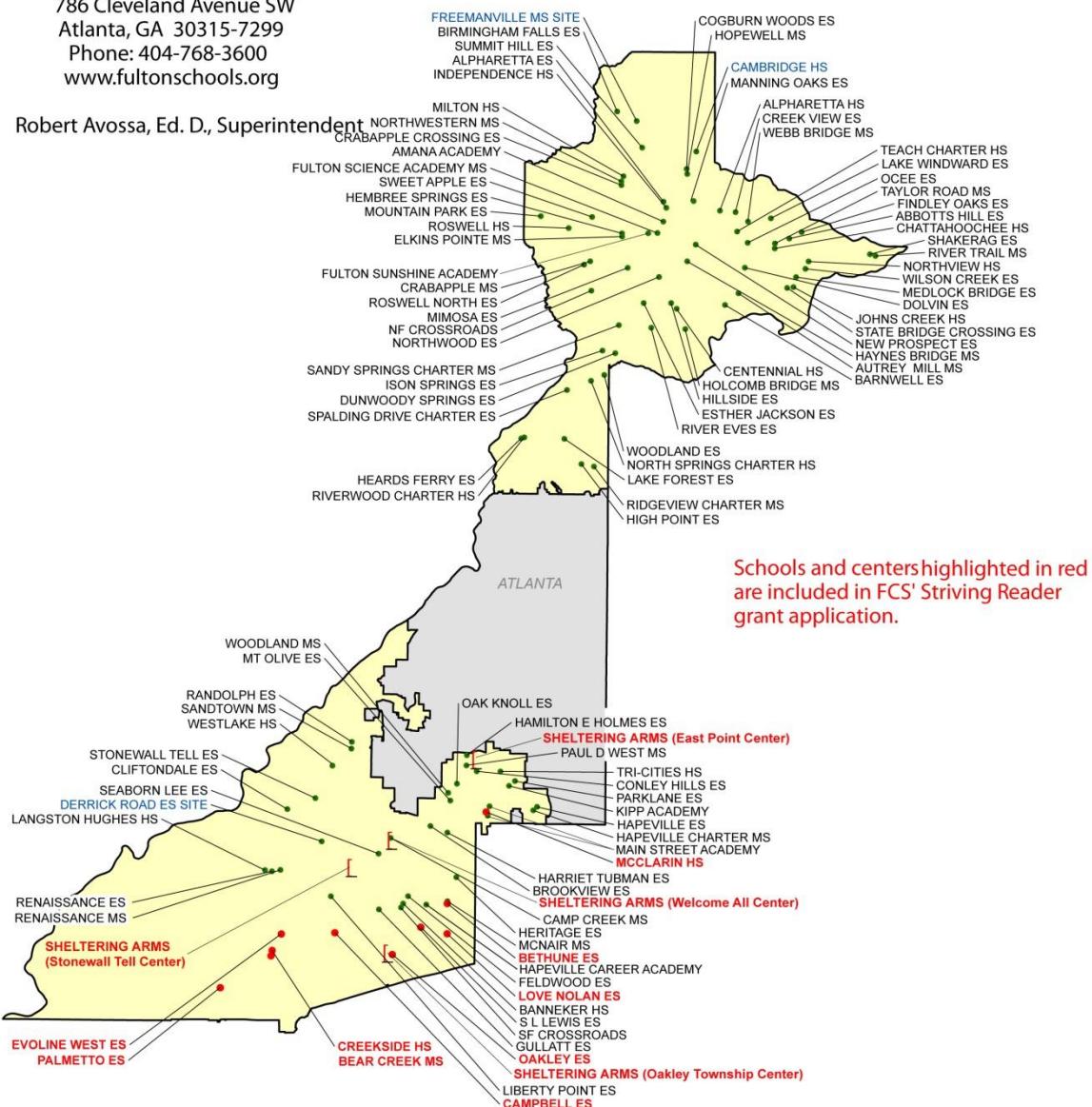
I. Map of Targeted Early Learning Centers and Schools



2011-2012 Map of Schools

Fulton County Schools
786 Cleveland Avenue SW
Atlanta, GA 30315-7299
Phone: 404-768-3600
www.fultonschools.org

Robert Avossa, Ed. D., Superintendent



**Future school sites indicated in blue text

J. Striving Reader Comprehensive Literacy Grant Specific Program Assurances

**** Please note: The Georgia Department of Education (GaDOE) considers the applicant to be the fiscal agent for the grant. Therefore, any grants awarded will be in the name of the fiscal agent.**

Fulton County Board of Education

Official Entity Name for Fiscal Agent/Sub-Grant Award Recipient

Instructions: The authorized signatory must initial the box adjacent to each assurance and must sign and date the document in blue ink to certify agreement to comply with each assurance. The fiscal agent must sign and date the document as well. These assurances will be in effect for FY12.

The Sub-grantee hereby assures that it will comply with the following:

Number	Initial Each Box Below in <u>Blue Ink</u>	Assurances
1.		The Sub-grantee assures that it has the necessary legal authority to apply for and receive a SRCL Grant.
2.		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.
7.		The SRCL projects will target students who attend Title I schools or schools eligible for Title I schoolwide programs and their families.
8.		The SRCL project will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
9.		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.
10.		All activities must be correlated with the development of STRIVING READER COMPREHENSIVE LITERACY GRANT goals for children birth through grade 12.
11.		The second year of funding is dependent upon successful program implementation and progress aligned with the components of the request for application submitted.

12.		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.
13.		The Sub-grantee agrees to notify the GaDOE, in writing, of any change in the contact information provided in its application.
14.		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.
15.		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.
16.		Funds shall be used only for financial obligations incurred during the grant period.
17.	N/A	The SRCL project funds will supplement, not supplant Federal, state, and other local funds that the applicant would otherwise receive.
18.		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."
19.		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.
20.		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.
21.		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.
22.		The Sub-grantee will submit an annual summative evaluation report no later than June 30.
23.		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.

24.		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).
25.		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.
26.		The Sub-grantee will comply with the Family Education Rights and Privacy Act of 1974 (34 C.F.R. 99).
27.		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.
28.		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 21 st CCLC grant.
29.		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.

My signature below certifies that I am the authorized signatory for the Fiscal Agent and official Sub-grantee, and that I have read, understand, and agree to abide by all assurances. I also understand that failure to abide by all assurances may result in loss or reduction of grant funding.

Please sign in blue ink.

Signature of Fiscal Agency Head (required)

Dr. Robert Avossa

Typed Name of Fiscal Agency Head (required)

Superintendent

Typed Position Title of Fiscal Agency Head (required)

Date (required)

Name of entity/agency acting as Co-Applicant, if applicable:

Co-Applicant Assurance Signatures, if applicable:

My signature below certifies that I am the authorized signatory of the Co-Applicant for the grant program, and that I have read, understand, and agree to abide by all Assurances enumerated in pages 1-5. I also understand that failure to abide by all Assurances may result in loss or reduction of grant funding.

Please sign in blue ink.

Signature of Co-Applicant's Authorized Agency Head (if applicable)

Typed Name of Co-Applicant's Authorized Agency Head (if applicable)

Typed Position Title of Co-Applicant Authorized Agency Head (if applicable)

Date (if applicable)

K. Documentation of Concerns Form



Georgia's Pre-K Program Documentation of Behavior Concerns

School: _____

Student: _____ Date of Birth: _____ Teacher: _____

Completed?	Yes	No	Follow up needed
Eye			
Ear			
Dental			
IEP			

L. Behavioral/Developmental Support Request Form

BEHAVIORAL/DEVELOPMENTAL SUPPORT REQUEST FORM

Please complete each section of the SCHOOL/STUDENT INFORMATION form. If sections are incomplete, the form will be returned.

SCHOOL/STUDENT INFORMATION			
1. Date:	2. School:	3. Teacher:	
4. Student (Last Name, First Name):	5. Date of Birth:		
6. Enrollment Date:	7. Number of Absences:	8. Number of Tardies:	
9. Current Concern Related To:	10. Has the child attended school previously?		11. Does the child have a chronic health condition (i.e. ADD/ADHD, asthma, diabetes, etc.)?
<input type="checkbox"/> Behavior <input checked="" type="checkbox"/> Development <input type="checkbox"/> Speech/Language	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
12. Has the child passed the Eye/Ear/Dental Screenings?		13. Does the child have an IEP?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
12 (a). If no, which sections need follow up?		11 (a). If yes, name condition:	
14. Is the child an English Language Learner?		15. Has the child been previously suspended at this site?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
14 (a). If yes, what is the primary language spoken in the home?		15 (a). If so, how many days total suspended?	

PARENT NOTIFICATION AND INVOLVEMENT	
16. Have parent(s) been notified of your concerns?	17. Has a parent conference been held?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

STRATEGY IMPLEMENTATION AND DATA COLLECTION	
18. Have you collected data for this concern?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
19. Which strategies have you implemented? (1-3 strategies should be included.)	How long was the strategy implemented? (number of days, etc.)
a.	
b.	
c.	

FULTON COUNTY PRE-K SUPPORT (To be completed by Heather/Michele)	
Date of Teacher Contact:	Observation Needed <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Date of Observation:	
Date of Follow Up:	
Additional Notes/Comments:	

X. Budget

A. District Budget Narrative

Assessments and Supplies

Fulton County Schools (FCS) requested funding includes costs for the purchase of required DIBELS Next assessment for all elementary schools, as well as supplies for four teachers per grade level at eight elementary schools. Additionally, funding is requested for required Scholastic Reading Inventory (SRI), as well as licenses, teacher kits, and product support plans.

Curriculum and Instructional Supplies

We request funding for instructional materials and supplies for each targeted Pre-K site with extended programming for 17 weeks, as well as for ESOL curriculum and other appropriate curricula. We also request funding for curriculum and instructional supplies to be used by one cohort of the Parent Leadership Institute for teenage parents at McClarin High School, in order to build the skills and capacity of parents to take greater leadership roles in the systems serving their children, including early learning programs and schools, and to make suggestions for revisions to the curriculum and training. Also, Bright from the Start has approved the use of several curricula in order to provide students with materials that promote oral language development, phonological awareness, and print awareness across all subject areas. Each Pre-K classroom and special needs Pre-K classroom would receive these materials.

Professional Development

We request funding for targeted teachers to have a full day of SRI Implementation training. Additionally, we request funding for targeted teachers to attend the Leadership Institute for Language and Literacy, a four-day series of workshops focused on leading language and literacy improvement through a variety of best practices. United Way Pre-K teachers will attend

two-day, five-hour professional learning opportunities based on their needs. We also request funding for professional learning opportunities for group daycare, family daycare homes, and selected childcare centers in the targeted feeder patterns that support the coordination and alignment of services from birth-5, and support the feeder patterns in these communities. The three-day, five-hour trainings for Fulton County Pre-K teachers will focus on implementing researched based instruction to foster language and literacy, support and extend Pre-K curriculum concepts, and integrate math and science concepts. Pre-K teachers will also attend professional learning for a total of five days at the Literacy Institute with the United Way to learn additional literacy strategies, as well as professional learning to develop skills in implementing the Bright from the Start curriculum. All requested professional development funding also includes benefits calculated at 27.7% for full-time employees and at 10% for teacher stipends for targeted teachers to attend content-specific professional learning.

Additionally, professional development funds will be utilized in a partnership with the Georgia Wolf Trap Literacy Program K-2, which has a professional learning focus. In GA Wolf Trap/Alliance Theatre, classroom teachers work with professional teaching artists to learn drama strategies that promote learning in literacy skills including speaking, listening, reading and writing. The program also builds drama skills in oral and non-verbal expression, creative and critical thinking, ensemble work and self-regulation. Targeted teachers will attend an on-site full-day orientation and instructional session presented by Alliance Theatre at the Woodruff Arts Center staff and Teaching artists, as well as a Summer Seminar. These costs include teacher registration fees and teacher stipends. Also, services provided include 12 classroom sessions with Teaching Artists, to include coaching, demonstration lessons and observations.

Subcontractors/Consultants

We request funding for one full-time equivalent Project Director to manage grant funds, and one Professional Assistant III. Both of these costs include benefits calculated at 27.7%.

Requested contractor funding also includes the cost of Pre-K lead teachers for an additional 21 days and Pre-K teacher assistants for an additional 16 days. The amount includes the daily rate for these teachers and 27.7% for benefits. Additionally, we request funding for Pre-K teachers to be supported by experienced literacy coaches from Bright from the Start throughout the school year.

The GA Wolf Trap Literacy Program K-2 costs include contract fees for Teaching Artists to hold five planning sessions with targeted teachers, documentation, assessment, and curriculum development for each classroom, supplies, including simple props, puppets, and story-telling objects for each classroom, and program administration fees, including training and supervision of Teaching Artists, site coordination, curriculum development, scheduling and data management, budget administration, workshop and seminar design, and other administrative tasks carried out by the Director and Assistant Director of the Institute for Educators and Teaching Artists. Teaching Artists are paid Social Security (Alliance Theatre) at .09%, based on residency, planning, and workshop fees.

Print Materials

We request funding for print materials through GA Wolf Trap, including books, scripts, and supplies for targeted Pre-K classrooms.

Events

We request funding for a parent/caregiver event offered each year through GA Wolf Trap, including a Teaching Artist fee per targeted classroom. We also request funding for targeted Pre-K classrooms to have Read Aloud Workshops.

Pupil Travel/Field Trip

We request funding for the annual field trip through GA Wolf Trap to an Alliance Theatre production for young people. These costs include ticket prices for students, a complimentary ticket for the teacher, and bus transportation per classroom. Targeted Pre-K classrooms will have the option to attend either a play at the Alliance Theatre, or a performance at the Teaching Museum.

Stipends/Additional Salary Money

We request funding for teacher stipends for required Georgia Department of Education Summer Training to implement the grant.

Travel

We request funding for teacher travel expenses for required Georgia Department of Education Summer Training to implement the grant.

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LEA Narrative

Fulton County Schools (FCS) is the fourth largest school district in Georgia. During the 2011-12 school year, more than 93,000 students are attending classes in 58 elementary schools, 19 middle schools, 16 high schools and 7 charter schools. The racial composition of FCS students is 42% Black, 34% White, 12% Hispanic, 9% Asian, and 3% Multi-Racial. Forty-four percent of FCS students receive free and/or reduced meals. Many schools in the northern part of the district have less than 5% of their students eligible for free and/or reduced-meals while many schools in the southern part of the district have over 95% of their students eligible. Ten percent of FCS students are classified as students with disabilities (SWD) and 7% are classified as English Learners (EL). Overall, FCS is a high-achieving district; however, there are subgroups of FCS students who do not perform on level with their peers and schools that need additional strategies and supports to move their struggling students.

Current Literacy Priorities: Fulton County Schools follows the Georgia Performance Standards (GPS) to guide literacy instruction but will transition to Common Core Georgia Performance Standards in the 2012-2013 school year. The implementation of the GPS allowed the integration of reading and writing instruction—a paradigm shift for the schools. Common Core Standards will infuse even more rigor, complex texts, informational reading, and challenge for our teachers and students. Budget constraints prevented the adoption of new materials when GPS were implemented, but plans are underway to adopt a new set of Reading and English/Language Arts (ELA) materials for the school year 2012-2013. FCS solicited extensive input from teachers, parents, students and administrators via surveys, feedback from a district oversight team, and a pilot of two vendor finalists this school year. This process served not only the materials adoption but also established a basis on which to build our district's literacy plan.

See Appendix A for a comprehensive literacy needs assessment and Appendix B for the district's literacy plan.

Management Structure: Dr. Robert Avossa became Superintendent of the Fulton County Schools in June 2011. As Superintendent, he is responsible for the leadership, administration and management of 100 schools, 13,500 employees, and an \$819.5 million general fund budget. His cabinet members lead the following functional areas: instruction, operations, finance, human resources, organizational advancement and communications.

Past Instructional Initiatives: Prior to the adoption of GPS, the learning objectives for the State of Georgia were known as Quality Core Curriculum. With those objectives, much of the literacy approach rested on the teaching of reading with some writing. Materials often produced whole-class instruction with little consideration for the individual needs of the students.

Literacy Curriculum: Teachers have access to model lesson plans written by district master teachers and the English/Language Arts Department staff. The model units demonstrate a balanced approach to the teaching of standards. Instructional plans outline the standards addressed in each of the four nine weeks' units. Additionally, resources, strategies, and balanced assessments accompany each unit of study. A comprehensive scope and sequence outlines the standards and elements for each semester of the school year.

Literacy Assessments: FCS uses benchmark assessments called Checkpoints. The English/Language Arts Department produces four benchmark assessments per year in grades two through eleven which assess reading, language arts, and writing. Checkpoints assessments use a pre and post-test formula and are aligned to the Criterion-Referenced Competency Test (CRCT), Georgia's summative assessment that is administered in the spring. FCS schools administer a writing assessment every nine weeks that focuses on the studied genre. Schools create common

assessments and assess formatively; therefore, a balanced assessment approach continues to be the assessment model for the district.

Need for a Striving Reader Project: On average, students in Fulton County Schools perform better than students across the state; for example, while Georgia's graduation rate over the past three years has moved from 79% to 81%, FCS' rate has consistently been higher and increased from 84% to 86%. In 2011, a larger percentage of FCS students met or exceeded CRCT standards than students across the state—in *every* grade and *every* tested subject. Yet, these district averages mask the rather striking achievement gaps within the district. Graduation rates across high schools ranged from 52% to 98% in 2011. The percentage of students meeting standards on the 3rd grade CRCT Reading test ranged from a low of 74% to as high as 100% at many schools. As with so many schools and districts across the country, the high poverty schools in FCS tend to fall at the lower end of the performance spectrum. Schools with large groups of students with disabilities or English learners struggle to meet achievement standards, as well. A recent survey of FCS administrators, teachers and parents highlights concerns with our district's literacy efforts and Reading and ELA curriculum and instruction. More than 53% of administrators responding do not believe the current Reading and ELA materials provided by the district address the needs of all components of literacy and six out of ten believe that technology related to Reading and ELA is not used effectively to maximize student learning. More than 54% of parents do not believe their school offers adequate opportunities for parents to learn strategies to support their child's learning in the home. Clearly, the data point to a need for additional materials, professional development, parent outreach and supports to ensure quality literacy instruction in our schools. The Striving Reader grant will help FCS address these challenges.

Striving Reader Grant Partners: FCS needs strong partners to create the necessary building blocks for literacy reform. The district is partnering with United Way of Metropolitan Atlanta and Sheltering Arms to address the needs of children from birth through pre-kindergarten (Pre-K) and is partnering with the Woodruff Arts Center to provide teachers with innovative, engaging approaches to teach literacy to students. **United Way of Metropolitan Atlanta (UWMA)** has created and implemented innovative programs and outreach initiatives to improve the quality of early care and education for all children ages birth to five in Atlanta, Georgia. Smart Start, the early childhood division of UWMA, is nationally recognized for pioneering efforts as an Early Reading First grantee. The district's partnership with UWMA will leverage their success with Early Reading First to build capacity through professional development for teachers and assistants of targeted children from birth through five years old. See Appendix C for a letter of support from UWMA. **Sheltering Arms** is Georgia's oldest nonprofit early childhood education program, and one of its most respected. Its mission is to serve working families with high quality, affordable child care and education and comprehensive support services. Founded by Atlanta volunteers in 1888, Sheltering Arms now annually serves more than 3,600 children, ages six weeks to five years old, and their families in 16 centers. Sheltering Arms is a tax-exempt 501(c)3 organization and has been nationally recognized for the success of its school readiness program. FCS is excited to partner with Sheltering Arms to improve transitions from early learning to kindergarten classrooms in South Fulton County. See Appendix D for a letter of support from Sheltering Arms. FCS has been a long-time partner with the **Woodruff Arts Center**, the largest provider of Pre-K through 12th grade arts education in America. The Woodruff Arts Center recognizes the power and potential of engaging young people in the arts. Empowering teachers with arts learning strategies helps provide students with

the skills, knowledge, and creativity required for success in their education. A Striving Reader grant will strengthen the district's partnership with the Woodruff Arts Center and will provide teachers with effective literacy strategies. See Appendix E for Woodruff's letter of support.

I. Eligibility of Schools and Centers

A. Form A

a. Students in grades 3, 5, 8 not meeting standards, based on current CRCT data

The tables below provide a number of metrics relevant to the Striving Reader grant. For FCS Pre-K classrooms, we analyzed data from the Georgia Pre-K Work Sampling System (WSS), which assesses and documents children's skills, knowledge, behavior, and accomplishments as displayed across a wide variety of education domains and as manifested on multiple occasions.

FCS Pre-K Student Achievement

Targeted Elem Schools	Language & Literacy	Mathematical Thinking	Scientific Thinking	Social Studies	Personal/Social Dev't	Physical Dev't & Health	The Arts
Bethune	56%	48%	69%	53%	60%	77%	62%
Campbell	90%	89%	88%	91%	87%	92%	89%
Love Nolan	70%	67%	64%	68%	74%	94%	80%
Oakley	44%	66%	67%	41%	32%	69%	68%
Palmetto	54%	59%	60%	53%	50%	89%	83%
E.C. West	68%	77%	77%	74%	78%	86%	79%
<i>District Totals</i>	<i>80%</i>	<i>80%</i>	<i>86%</i>	<i>82%</i>	<i>82%</i>	<i>93%</i>	<i>87%</i>

Source: FCS Administrative Records 2010-2011, % of Students with "Proficient" Ratings by Domain via WSS

For each school level, we analyzed key demographic subgroup data. Targeted schools for the Striving Reader grant have much larger populations of economically disadvantaged students and most have larger populations of students with disabilities and/or English learners than the district. The mobility rate, a district indicator to measure student transiency, at each targeted

school is equal to or higher than the district average. In addition, CRCT Reading data clearly exhibit a need for increased literacy supports. Schools included in this grant have higher percentages of students not meeting standards on the 3rd, 5th and 8th grade CRCT Reading tests and much lower graduation rates than the district as a whole. Tables representing school level data for all 100 schools within the district are included in Appendix F.

Data Summary for Targeted Elementary Schools

Targeted Elementary Schools	% FRL	% SWD	% EL	Mobility Rate	Met AYP?	Grade 3 CRCT Reading		Grade 5 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet	# Students Did not Meet	% Students Did not Meet
Bethune	86%	9%	0%	42%	Yes	23	21%	15	11%
Campbell	90%	12%	16%	36%	No	8	7%	12	9%
Love T. Nolan	87%	12%	0%	44%	Yes	24	18%	40	29%
Oakley	83%	11%	6%	37%	Yes	16	15%	15	11%
Palmetto	87%	14%	10%	44%	Yes	4	8%	9	15%
E. C. West	74%	9%	6%	40%	Yes	7	7%	22	16%
<i>District ES</i>	<i>49%</i>	<i>11%*</i>	<i>10%</i>	<i>36%</i>	<i>NA</i>	<i>518</i>	<i>8%</i>	<i>492</i>	<i>7%</i>

*Represents entire district, not just that particular school level. Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

Data Summary for Targeted Middle School

Targeted Middle School	% FRL	% SWD	% EL	Mobility Rate	Met AYP?	Grade 8 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet
Bear Creek	86%	11%	3%	45%	No – NI1	16	5%
<i>District Middle Schools</i>	<i>45%</i>	<i>11%*</i>	<i>4%</i>	<i>34%</i>	<i>NA</i>	<i>173</i>	<i>3%</i>

*Represents entire district, not just that particular school level. Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

Data Summary for Targeted High Schools

Targeted High Schools	% FRL	% SWD	% EL	Mobility Rate	Met AYP?	Graduation Rate
Creekside	72%	9%	2%	51%	No – NI4	69%
McClarin	94%	3%	0%	121%	No – NI2	52%
<i>District High Schools</i>	<i>35%</i>	<i>11%*</i>	<i>3%</i>	<i>34%</i>	<i>NA</i>	<i>86%</i>

*Represents entire district, not just that particular school level. Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

FCS also reviewed student scores on the Iowa Tests of Basic Skills (ITBS)—a nationally norm referenced test that our district's 3rd, 5th and 8th graders take annually. This past year, the district's average percentile rank for 3rd grade Reading on the ITBS was a 60. Yet, the averages of the targeted schools ranged from a low of 31 to a high of 41—well below the district average. The same can be said of 5th grade Reading scores with targeted schools ranging from the 23rd percentile to the 42nd percentile while the district average was the 59th percentile. Finally, 8th graders in Bear Creek Middle School scored at the 31st percentile compared to the district average of the 57th percentile. With a national mean percentile rank of 50, it is obvious that the schools selected need additional supports to improve their students' performance to compete with students across the country, as well as within our district. See Appendix G for a report on FCS' ITBS 2010 results.

b. Needs Improvement Status in Reading / Language Arts under Title I, Part A

Appendix H includes a table reflecting the percentage of students in Title I targeted elementary, middle, and high schools that met/exceeded expectations on the Criterion-Referenced Competency Test (CRCT) and the Georgia High School Graduation Test (GHSGT) based on the state's Annual Measurable Objectives (AMO). Based on the data, it reveals that the general student population continues to make gains in Reading and English/Language Arts and

appears to be on track to meet the annual measurable objectives in 2012 based on the present percentages. A major concern, however, is the student performance at the high school level. Intensive instruction will be necessary to ensure that all high school students are capable of meeting performance objectives.

c. Percentage of Children Counted for Allocations under Title I, Part A

Striving Reader Targeted School	Number of Students	%
Bear Creek MS	1073	100
Bethune ES	758	100
Campbell ES	803	100
Creekside HS (<i>no longer an eligible Title I school</i>)	n/a	n/a
Evoline C. West ES	726	100
Love T. Nolan ES	756	100
McClarin HS	107	31
Oakley ES	727	100
Palmetto ES	535	100

Source: Student Achievement Management System and Individual Schools

d. Rationale for SRCL Grant Selection

The FCS Striving Reader core grant committee is comprised of administrators representing the following departments: Curriculum, Assessment and Accountability, Title I, Exceptional Children, and Instructional Technology. Based on extensive discussion and review of multiple sources of data, committee members agreed on the following criteria for selecting schools to participate in the Striving Reader project: Reading and English/Language Arts assessment data demonstrating performance gaps, Title I classification, schools on the district's intensive list (a framework designed to identify and support high-need schools), feeder patterns, concentration of students with disabilities, concentration of English learners, capacity to implement grant-funded activities, and a waiting list for Georgia Pre-K slots. Based on the selection criteria, the committee recommended and the cabinet approved targeting 4 early learning centers and 9 schools arranged in a feeder pattern in South Fulton County. Sheltering Arms runs 4 early

learning centers in South Fulton: East Point Center, Oakley Township Center, Stonewall Tell Center, and Welcome All Center. These centers feed 7 elementary schools: Bethune, Campbell, E.C. West, Love T. Nolan, Oakley, and Palmetto. These elementary schools feed Bear Creek Middle School, which feeds Creekside High School. McClarin High School is also included in the grant as an alternative school with an open campus and a day care center to support teen parents. Most of the elementary schools (all but Campbell) have struggled but managed to make AYP last year; however, Creekside, McClarin and Bear Creek have not made AYP in recent years. Creekside's graduation rate of 69% and McClarin's graduation rate of 52% are significantly below the district's graduation rate of 86% and reflect the socio-demographic challenges faced by students in South Fulton County. These statistics underscore the difficulties with transitions and vertical teaming. The data provide an important example of how poor literacy skills may be flagged through reading assessments during the early years but are masked in the content areas in middle and high school. Students may show early indicators of difficulty yet manage to get by in elementary school, but by the time they reach middle and high school, students experience the compounded interest of poor literacy skills and are no longer able to achieve minimum standards, much less reach higher goals of achievement. As can be seen from the tables in section I.A.a. above, all the elementary, middle and high schools targeted have demonstrable need for additional literacy supports to improve academic performance and to ensure students are graduating ready for college and careers. See Appendix I for a map of all 13 early learning centers and schools targeted for the district's Striving Reader grant.

II. Assurances: Compliance with FERPA, GPRA, GADOE Project Design

See Appendix J for Project Assurances.

III. Project Design

Sheltering Arms is a nonprofit corporation that provides early care, education, and comprehensive family support services through 16 Early Education and Family Centers with a total program capacity of 2,346 children and their families. In order to be user friendly for working parents, our centers are open 6:30 a.m. to 6:30 p.m., Monday through Friday, year round. Sheltering Arms is proud to partner with Fulton County Schools (FCS) to support 20 Pre-kindergarten (Pre-K) classrooms in four of our Early Education and Family Centers in South Fulton County. Many of our students who attend these centers will matriculate to kindergarten classes in targeted FCS Striving Reader elementary schools.

Mission, Services, Community

Founded in 1888, Sheltering Arms' mission is to nurture and educate children, strengthen families, and build communities by providing:

- High quality early care and education that prepares young children to succeed in school and that is accessible to all, regardless of family income;
- Comprehensive support services for families that promote healthy self-reliance;
- Professional development based on core competencies for early education and family services practitioners that improves the effectiveness of service delivery; and
- Community partnerships and collaborations that create a more synergistic and seamless system of supports for children and families.

A. Need

School History

Striving Reader will be implemented in four Sheltering Arms Early Education and Family Centers in south Fulton County. These centers were established in 2004 in collaboration with

Fulton County Schools, local communities, the philanthropic sector, and Head Start, when a \$15 million capital campaign enabled Sheltering Arms to build the four state-of-the-art South Fulton Early Education and Family Centers: East Point Center, Stonewall Tell Center, Oakley Township Center, Welcome All Center. The capacity at each center is 243 children, ages six weeks to five years, and their families. Our Pre-K classes have 22 students per classroom. Each of the centers has five Pre-K classrooms and a total of 110 students.

Teacher:Child Ratios		Configuration
Infants	1:4	2 infant classrooms
One-year-olds	1:4	2 one-year-old classrooms
Two-year-olds	1:6	2 two-year-old classrooms
Three-year-olds	1:9	5 three-year-old classrooms
Pre-K	1:11	5 Pre-K classrooms
Total		16 classrooms

South Fulton County has historically been home to predominantly poor, African American families. Although this area is not technically part of the inner city, it looks and functions like the traditional inner city community. It is what the Annie E. Casey Foundation calls an isolated, disinvested neighborhood in a major metropolitan area. The Foundation concludes that the extent of disparity between the “life starts” of some inner city children and the rest of our children amounts to an assault on our national confidence in the principle of equal opportunity.

According to The Brookings Institution’s *Moving Beyond Sprawl: The Challenge for Metropolitan Atlanta*, high concentrations of single-mother households with children under 18 and families with very low median incomes are found in the southern neighborhoods of the City of Atlanta in south Fulton County. According to Census data, Fulton is one of two metropolitan Atlanta counties that are home to 37 percent of the region’s population, but 66 percent of the region’s poor people.

All Sheltering Arms centers are licensed by Bright from the Start: Georgia Department of Early Care and Learning and are accredited by the National Association for the Education of Young Children (NAEYC). In addition, Sheltering Arms is one of only 25 programs in the nation to have earned the Program of Excellence Award, Head Start's highest honor for quality.

Administrative and Teacher Leadership Team

The Center Management Teams at the each of the four Sheltering Arms centers consist of:

- Program Director – mid-management position, liaison between Center Management Team and Executive Leadership Team at headquarters; requires a Master’s degree;
- Center Director - responsible for the direction and supervision of all center staff in accordance with established policies, guidelines, and curriculum and the operation of a quality program; requires a minimum of a Bachelor’s degree; Master’s preferred;
- Child and Family Specialist - assures that requirements are met in the areas of prevention and early intervention, disabilities, individualization, parent involvement, family support, eligibility, recruitment, selection, enrollment, attendance, and community partnerships; acts as a liaison between the teaching staff, and the center management team; requires a minimum of a Bachelor’s degree;
- Family Support Coordinators (3) - informs, involves and inspires mothers and fathers in a way that supports their child in entering school ready to learn; helps them to nurture and financially provide for their children; links them to community resources and supports their personal goals;
- Curriculum Specialist – ensures quality education standards; acts as a role model in regard to teaching techniques, discipline and professional growth and development; acts as a liaison

between teaching staff and center management; requires a minimum of a Bachelor's degree; Master's preferred.

Instructional Initiatives

This year Sheltering Arms has begun using The Creative Curriculum, which balances teacher-directed and child-initiated learning, with an emphasis on responding to children's learning styles and building on their strengths and interests. This curriculum applies the latest theory and research on best practices in teaching and learning and the content standards developed by states and professional organizations. It clearly defines the teacher's vital role in connecting content, teaching, and learning for preschool children. It features goals and objectives linked directly to its valid and reliable assessment instrument, Teaching Strategies GOLD. The Creative Curriculum is a comprehensive curriculum with a clear organizational structure and a particular focus on interest areas. Child development theory and scientific research are the foundation of The Creative Curriculum: Abraham Maslow – Basic needs and learning; Erik Erikson – The emotions and learning; Jean Piaget – Logical thinking and reasoning; Lev Vygotsky – Social interaction and learning; Howard Gardner – Multiple intelligences; and Sara Smilansky – Play and learning. The Creative Curriculum draws on other research that demonstrates that language is the foundation for ongoing literacy support (Strickland & Shanahan, 2004) and involves learning about the structure and sequence of speech sounds, vocabulary, grammar, and the rules for engaging in appropriate and effective conversation (Berk, 2003). It also helps educators support the literacy and language development of children from low-income families. Taken as a whole, The Creative Curriculum's literacy-related resources empower teachers and parents with the latest research-based strategies so that language and literacy learning is integrated into everyday interactions with children while intentionally teaching critical literacy skills. These

resources tap into the importance of how to properly implement materials, from the teaching guides to special cards that discuss books and teach vital literacy and language concepts.

Need for a Striving Reader Project

A Striving Reader grant award will enable Sheltering Arms to extend the hours of Pre-K classrooms during the school year and offer Pre-K classes during the summer to better support our students as they transition to kindergarten. Also, the grant will provide our teachers critical professional development and will enable us to update technology in our classrooms.

a. School Literacy Team (5 points)

Literacy Team Structure

Our literacy team will be formed to guide the Striving Reader project and will include members of the Sheltering Arms Center Management Teams as well as community stakeholders, including representatives from Fulton County Schools, United Way, and the Georgia Department of Early Care and Learning. Montreal Bell, Coordinator of Early Childhood Services, will represent Fulton County Schools on our literacy team. We have a longstanding working relationship with United Way of Metropolitan Atlanta's Early Learning Department. Kartrina Mitchell, Senior Director of Education, and Sakinah Harris, Director of Early Reading First, will both represent United Way. The Georgia Department of Early Care and Learning (Bright from the Start) has been supportive of this application, providing guidance and data, and since Sheltering Arms operates a large, high quality Pre-K Program, we have an excellent relationship with the Department's staff. Deanna Echols Hibbard, Pre-K Consultant and Assessment Coordinator, will represent Bright from the Start. We anticipate that the literacy teams will meet at least quarterly. The Sheltering Arms Georgia Training Institute has an Advisory Council whose members have considerable academic and research expertise and who stand ready to

provide guidance to the Striving Reader project as well. The literacy team will include teaching staff through the Child and Family Specialists, the Curriculum Specialists, and the Instructional Lead Teachers, who work closely with teaching staff. In addition, the Curriculum Specialists and the Instructional Lead Teachers have just become certified Mentor Coaches, and this training will be invaluable in ensuring inclusiveness. See Appendix K for letters of support from our Pre-K faculty at each of the four centers included in the grant.

b. *Needs Assessment (Analysis and Identification of Student and Teacher Data 5 points)*

Student Data

Center	% Free & Reduced Lunch	% AA	% Hispanic	% Asian	% White	% Multi-Racial	% Spec. Needs
East Point	86%	94%	2%	1%	1%	1%	8%
Oakley Township	72%	96%	1%	1%	1%	1%	9%
Welcome All	71%	96%	1%	1%	1%	1%	4%
Stonewall Tell	85%	87%	12%	0	1%	0	9%

Based on our needs assessment process, multiple factors indicate a pressing need for a Striving Reader project at Sheltering Arms:

- The high number of children from low- and moderate- income homes and from single parent homes (57%), important indicators of children needing focused instruction on language and literacy. The Georgia Department of Early Care and Learning's annual Report Cards on early learning centers note that the following percentages of Sheltering Arms children fall into their "at risk" category: Oakley Township Center – 82%, Stonewall Tell Center – 65%, Welcome All Center – 67%, and East Point Center – 71%. Research shows that poverty

issues affect development, and that children from low-income families face the most difficulty learning to read in the primary grades.

- Based on 2009-2010 data from the Department of Early Care and Learning Work Sampling System, the latest year for which data are available, 46.5% of Sheltering Arms children were ‘in process’ and 52.2% were ‘proficient’ in language and literacy outcomes. The average proficient score for all Fulton County Schools’ Pre-K students in language and literacy was 80%.

Teacher Professional Learning Needs

The Georgia Training Institute gathers ongoing data through surveys concerning Sheltering Arms staff professional development needs. Based on findings, our teachers need professional development to help them better understand how to work with teachable moments, ensure that children are involved with language as part of their everyday experience, be less directive, and ask the kinds of questions that stimulate critical thinking and encourage more conversation and observation on the part of children.

Sheltering Arms continues to remain ahead of the staff development requirements as set forth in the Sections 644(a) and 653 of the Head Start Act as well as those required by the Georgia Department of Early Care and Learning and NAEYC: 31 % of teachers have a Child Development Associate Credential CDA, 46% have an Associate degree or technical school diploma, and 23% have a Bachelor of Arts, Bachelor of Science or higher degree. Approximately 40% of teachers are enrolled in postsecondary school in order to advance their education credentials. A detailed list of teacher participation in professional learning communities and other professional development is included in section III.B.e.

Teacher Retention Data

School Year	Percentage of Teachers Retained
2009-10	85.8%
2008-09	91.6%

It is noteworthy that the average national rate of early learning teacher retention is 68%.

Sheltering Arms has obtained a \$2 million grant from The Goizueta Foundation to address teacher retention issues, and the Board is currently raising \$1 million for the same purpose.

Curriculum Needs

Sheltering Arms' use of The Creative Curriculum will be the foundation of our Striving Reader project. However, in order to increase the effectiveness of language and literacy instruction in our Pre-K program, we propose extending the program from a nine-month, 6 ½ hour day program to a 12-month, 12 hour day program. A foundation grant has enabled this extension at another Sheltering Arms center, and instead of losing over 55% of Pre-K students during the summer between Pre-K and transition into kindergarten, the center was able to keep 98% of students throughout the summer. The South Fulton centers currently lose 45% of their Pre-K children during the summer, and the Family Support Coordinators report that all of these children leave due to the families' inability to pay summer fees. Approximately 35% of Pre-K children leave at the end of the 6 ½ hour day for the same reason. Ensuring that the Pre-K children stay for a longer day and throughout the summer will ensure sufficient time and opportunities to improve language and literacy instruction.

Technology Needs

The Creative Curriculum has numerous language and literacy objectives that involve the educational use of computers and software by children. The computer systems currently in place are clone-based PC's that are more than four years old and often out of service. We are therefore

requesting that the Striving Reader project contribute a prorated share of replacement costs for the Pre-K classroom computers.

Family Engagement Needs

Our students begin school with less prior knowledge, verbal abilities, phonological sensitivity, familiarity with the basic purposes and mechanisms of reading, and letter knowledge than students from more affluent families (National Early Literacy Panel, 2008; Snow, Burns, & Griffin, 1998). Our less affluent students have not been exposed to as many reading hours as children from middle-class families and have smaller vocabularies by first grade. The findings show that a child from a low-income family has been exposed to about 25 hours of one-to-one reading while the average child from a middle-class family has logged more than 1,000 hours (Berk, 2006; Neuman 2003). The size of their vocabulary also is one-fourth the size of their middle-class peers (Berk, 2006). For these children in particular, the importance of incorporating purposeful and intentional language and literacy experiences into each preschool day cannot be underestimated and is an essential task for any high-quality early childhood program.

c. Needs Assessment Process (5 points)

The Center Management Team members are constantly reviewing data to address student needs, primarily Work Sampling System data. Teachers rate student progress every 4-6 weeks to determine their level of proficiency in each domain. Review of Work Sampling data revealed few student artifacts (work samples, notes, photos and matrices) in several areas of language and literacy. Additionally, the absence of quality artifacts in mathematics, science and social studies have shown the struggle that teachers have in developing quality learning activities in language and literacy.

Additional evidence of need is found in the teachers' lesson plans. Each week, teachers are expected to use assessment data to plan quality whole group language and literacy activities, small group learning activities based on the content standards and students' needs, and rotate center materials to address different developmental levels of the children and meet their needs as they progress throughout the year. Review of teachers' lesson plans revealed the need to provide additional professional learning in the area of language and literacy instruction. Implementing the literacy plan proposed in this grant will provide a multitude of quality language and literacy experiences for our Pre-K children.

d. Areas of Concern (5 points)

Based on the needs assessment, we have identified three areas of concern. All three are impacted by the Language and Literacy Development learning standards for Georgia Pre-K students as described in the 'What' document.

- Lack of high-quality, extended-day and summer Pre-K programming: there are no affordable after-school and summer options for our students. The extended-day program is complementary to the core program and provides a seamless and consistent experience for the children. It is offered before the core day program begins, continues at the end of the day, and is delivered by teams of qualified early childhood educators. The same teaching teams work together. The extended-day program offers an approach to pedagogy and planning that is consistent with the approach taken in the core day program and makes use of shared resources and shared common spaces to create a seamless system of care and education for children and families. During the summer, low income students generally lose about 2 months of reading achievement. In a 2006 study conducted by Kenneth B. Robin, Ellen C. Frede, & W. Steven Barnett, data suggest that children who attended an extended-

day, extended-year preschool program experienced greater improvement in test scores compared to peers who attended half-day programs. Because of limited budgets, we have not been able to address extending Pre-K classroom time; we need to stem the learning loss.

- Lack of standards-based literacy professional development for our teachers: Teaching practices at Sheltering Arms need substantial improvement. The agency struggles to ensure that the training teachers receive is transformed into practice, as evidenced by Work Sampling System scores. The South Fulton centers have not benefited from enhanced language and literacy initiatives, and we see Striving Reader as an opportunity to continue the arc of improvement.
- Lack of technology to engage our students: Our students are live in a digitally-connected world. When they enter kindergarten, they will be exposed to computer labs and educational technology strategies. We want to provide a more engaging, digitally rich environment for our Pre-K students.

e. Root Cause Analysis (5 points)

All three of our areas of concern are related to prevailing social issues which directly affect our constituency such as: low income levels, single parent households, increased school drop-out rate, high crime rates, limited in affordable housing, and high infant mortality. When compared to their more affluent peers, children from low-income families often begin kindergarten with fewer phonological awareness skills, smaller receptive and expressive vocabularies, less knowledge of the purposes and conventions of print, and less knowledge of letters and their sounds (Snow, Burns, & Griffin, 1998). These root causes highlight why it is imperative that Sheltering Arms provides a high-quality learning environment.

B. Quality of Project Design

a. *Project Goals and Objectives (5 points)*

Based on our needs assessment data, Sheltering Arms has developed the following four goals to support our literacy plan. Successful implementation of our literacy objectives will enable us to achieve all four goals for each cohort of Pre-K students during the five year grant period.

Goal	Objective
1. 90% of children will meet or exceed The Creative Curriculum's language and literacy objectives for development and learning	<ul style="list-style-type: none">Pre-K teachers will be trained to effectively implement curriculum materials by United Way Literacy Coaches.Teachers will work with Georgia Wolf Trap teaching artists to develop appropriate language and literacy activities.The Pre-K day will be extended to promote student learning.Pre-K classes will be offered over the summer to stem literacy losses.Our computer lab will be upgraded to provide a digital rich environment for our students.
2. Striving Reader classrooms will meet or exceed the national average for CLASS	
3. Work Sampling System language and literacy outcomes will improve from 46.5% of Sheltering Arms children 'in process' and 52.2% 'proficient' in language and literacy outcomes to 35% of children 'in process' and 65% 'proficient'	
4. 90% of children will participate in before/after care and the summer program	

Sheltering Arms has multiple practices in place that we are leveraging to achieve grant goals including CLASS and our standards-based Creative Curriculum. Both of these practices are funded with other resources. Classroom Assessment Scoring System (CLASS) is a research-based observation tool used to help teachers and schools improve the effectiveness of classroom interactions. Data from CLASS observations are used to support teachers' unique professional

development needs, set school-wide goals, and shape system-wide reform at the local, state, and national levels. Based on research from the University of Virginia's Curry School of Education and studied in thousands of classrooms nationwide, the CLASS tool focuses on effective teaching, helps teachers recognize and understand the power of their interactions with students, aligns with professional development tools, and works across age levels and subjects.

The Creative Curriculum is composed of resources that support early childhood educators through every step of the process of teaching literacy to young children. The curriculum, which includes five volumes, teaching guides, and related resources, translates and applies the latest research into hands-on daily routines. The new teaching guides and *Intentional Teaching Cards* provide specific, focused, small- and large- group instructional opportunities.

The Creative Curriculum Literacy Objectives for Development and Learning

1. Demonstrates phonological awareness: a. Notices and discriminates rhyme, b. Notices and discriminates alliteration, c. Notices and discriminates smaller and smaller units of sound;
2. Demonstrates knowledge of the alphabet: a. Identifies and names letters, b. Uses letter–sound knowledge;
3. Demonstrates knowledge of print and its uses: a. Uses and appreciates books b. Uses print concepts;
4. Comprehends and responds to books and other texts: a. Interacts during read-alouds and book conversations, b. Uses emergent reading skills, c. Retells stories;
5. Demonstrates emergent writing skills: a. Writes name, b. Writes to convey meaning.

The Creative Curriculum Language Objectives for Development and Learning

1. Listens to and understands increasingly complex language: a. Comprehends language, b. Follows directions;

2. Uses language to express thoughts and needs: a. Uses an expanding expressive vocabulary, b. Speaks clearly, c. Uses conventional grammar, d. Tells about another time or place;
3. Uses appropriate conversational and other communication skills: a. Engages in conversations b. Uses social rules of language.

b. *Scientific, Evidence-Based Literacy Plan (10 points)*

The table below summarizes our plan to implement the literacy strategies to achieve project goals.

Implementation Team	Literacy Strategies
Amy Hobart, Director of Early Care and Education, Sally Campbell, Director of Children's Program	<ul style="list-style-type: none"> • Develop Pre-K calendar to extend the school day and add a summer program • Communicate plans to schools • Order curriculum materials (not funded by grant) • Set up curriculum and trainings with grant partners United Way and Woodruff Arts Center • Collaborate with partners and school administrators to plan additional training strategies and determine training needs
Curriculum Specialist, Center Director, Lead Teacher	<ul style="list-style-type: none"> • Review weekly lesson plans • Review Work Sampling Data • Provide teacher support to implement literacy strategies • Provide feedback to teachers about ratings • Develop and determine training needs
Program Coordinator, Center Director, Curriculum Specialist	<ul style="list-style-type: none"> • Monitor and observe teachers to determine success of program implementation • Communicate training needs and program successes with program coordinators
Pre-K teachers	<ul style="list-style-type: none"> • Assess student progress • Plan appropriate language and literacy instruction • Implement strategies learned at trainings
Sheltering Arms Georgia Training Institute staff	<ul style="list-style-type: none"> • Provide teacher support to implement literacy strategies • Develop and determine training needs
Child and Family Specialist and Family Support Coordinators	<ul style="list-style-type: none"> • Work with families and community agencies to communicate and promote language and literacy at home.

Pre-K Daily Schedule

6:30 – 8:00	Arrival – Hellos – Choice Activities/Journal Writing
8:00 – 8:15	Breakfast, Brush Teeth, Nutrition & Health
8:15 – 8:35	Group Meeting – Morning Welcome – Opening Activities Book #1
8:35 – 8:45	Music with Movement and Creativity
8:45 – 9:00	Small Group (may involve literacy)
9:00 – 9:15	Story time/Read Aloud Book #2
9:15 – 10:00	Outside Play 15 minutes of planned physical activities and/or games for child choice
10:00 – 10:15	Transition Activity
10:15 – 10:30	Large Group Literacy
10:30 – 11:45	Center Time/Child Choice in Interest Areas 11:30 – 11:45 Clean-up
11:45 – 12:00	Story time/Read Aloud Book #3
12:00 – 12:30	Lunch Self-serve, family style, conversations, health & nutrition
12:30 – 12:45	Phonological Awareness
12:45 – 1:45	Nap/Rest and Quiet Activities Quiet activities available for non-sleepers
1:45 – 2:15	Other Instructional Activities (may involve literacy)
2:15 – 2:30	Group Meeting - Closing
2:30 – 2:45	Snack
2:45 – 4:00	Center Time/Child Choice in Interest Areas 3:45 – 4:00 Clean-up
4:00 – 4:15	Story Time/Read Aloud
4:15 – 5:00	Outside Play 15 minutes of planned physical activities and/or games for child choice
5:00 – 6:30	Child Choice Time

Plan for Tiered Literacy Instruction

We base our tiered literacy instructional plan on the Response to Intervention (RTI) framework and the Pre-K Content Standards, along with the Center for the Study of Social Emotional Learning, Teaching Pyramid.

Step 1: Teachers observe the child for a 2-week period, documenting the developmental or behavioral concerns. Teachers consult with the Curriculum Specialist. The Curriculum Specialist will notify the Family Support Coordinator of the concern to also share relevant information about the child and family.

Step 2: Within 3 working days, the Curriculum Specialist observes the child and documents the observation. The teacher reviews results to date on the Work Sampling Online assessment. The teacher completes the Ages & Stages Questionnaire: Social Emotional (ASQ: SE) if needed.

Step 3: Within 3 working days, the Curriculum Specialist reviews all documentation with the Management Team (Director, Child & Family Specialist, and Family Support Coordinator). When all team members are in agreement that additional support is needed, the In-House Referral Form will be completed and submitted along to the Early Intervention Specialist.

Step 4: Within 3 working days, the Early Interventionist conducts an observation of the child. Following the observation, the Early Interventionist will meet with the Management Team and classroom teacher(s) to develop a plan to support the child.

Step 5: The teachers will implement the plan for 2-weeks in the classroom. The Curriculum Specialist will conduct regular observations of the classroom to document progress and provide support and feedback to the teachers during the 2-week period.

Step 6: Following the 2-week period, the Early Interventionist will meet again with the Management Team and classroom teachers to discuss any changes in the child's behavior. If

there has been no improvement, the Early Interventionist will look into additional supports for the child. The Family Support Coordinator will schedule a meeting with the parents to discuss the information that was collected and get the parents' input.

Our Striving Reader grant does not conflict with any other initiatives currently being implemented at the four centers.

c. *Strategies and Materials to Support Literacy Plan (existing and proposed) to Include Technology (5 points)*

Current Resources / Activities

One of our most important literacy strategies that we have already implemented is Operation StoryBook. The goal of Operation StoryBook is to encourage all children to learn and love to read. For children, Operation StoryBook emphasizes that reading is fun. For parents, the program emphasizes that reading is critical to their child's future success. Operation StoryBook includes:

- Curriculum that includes lesson plans based on children's books and stories, helping children to explore themes and cultures in some of the books they will take home.
- The Children's StoryBook Club: The goal is that all Sheltering Arms children receive a new book every month for their home libraries.
- A daylong Read-A-Thon event in every center during September. VIPs, volunteer readers and professional storytellers participate.
- Literacy enrichment activities, including field trips to art and cultural venues and libraries, special performances by storytellers, puppeteers, and other performers, and one-on-one reading help from volunteers through Jumpstart and other programs.

Other resources available in our Pre-K classrooms include books on tape, classroom libraries, literacy props, flannel board stories, CDs for Music with Movement. Shared Resources include language and literacy websites for teaching ideas, language and literacy websites for children, computer lab. Library resources are books, CDs, and books on tape.

d. Project Procedures and Supports (5 points)

As highlighted in our Pre-K daily schedule included in section III.B.b., we offer students a variety of literacy instruction as we follow our standards-based curriculum. Examples of specific, literacy-focused activities include picture cards that are used to help students learn routines and procedures. Circle Time/Morning Message Board/Story Time/Music with Movement/Second Step – all provide students with oral language development strategies to communicate ideas and feelings with each other. Music with Movement provides students with another way of expressing language. Phonological awareness activities are planned to support student proficiency in content standards. During story time, students participate in quality literature activities that promote a love of reading and expression. Large group literacy activities are planned to teach reading and writing skills. With journals, teachers support students as they work to develop their writing skills.

e. Professional Learning Strategies Identified on the Basis of Documented Needs (5 points)

At Sheltering Arms, ongoing professional learning is critical. The table below highlights the professional learning activities that all (100%) of our Pre-K staff received.

East Point Center	Oakley Township Center	Stonewall Tell Center	Welcome All Center
Ages & Stages Questionnaire	Ages & Stages Questionnaire	CLASS Overview: Understanding the CLASS Framework	Ages and Stages Screening: Using the ASQ Questionnaire

East Point Center	Oakley Township Center	Stonewall Tell Center	Welcome All Center
Advance Physical & Intellectual Development: Early Morning, Late Afternoon & Rainy-Day Activities	Challenging Behaviors: Preschool - Pre-K, Session 3, Individualized Intensive Interventions - Determining the Meaning of Challenging Behavior	CLASS Overview: Understanding the CLASS Framework	Challenging Behaviors: Preschool - Pre-K, Session 2, Laying the Groundwork - Social Emotional Strategies for Teachers
Challenging Behaviors: Preschool - Pre-K, Session 2, Laying the Groundwork - Social Emotional Strategies for Teachers	Challenging Behaviors: Preschool - Pre-K, Session 4, Individualized Intensive Interventions – Developing a Behavior Support Plan	Classroom Assessment Scoring System (CLASS)	Challenging Behaviors: Preschool-Pre-K, Session 1, Promoting Childrens Success, Building Relationships & Creating Supportive Environments
Challenging Behaviors: Preschool-Pre-K, Session 1, Promoting Childrens Success, Building Relationships & Creating Supportive Environments	CLASS Assessment Scoring System	Curriculum Support Training	CLASS Assessment Scoring System
CLASS Overview: Understanding the CLASS Overview	Curriculum Support Training	What's New in Pre-K 2010-2011	CLASS Overview: Understanding the CLASS Framework
Curriculum Support Training	PITC: Nurturing & Responding to Infants/Toddlers: More Than Just Routines, Guidance & Discipline- Meeting Individual Needs	Setting Up Your Pre-K Classroom for the Beginning of the Year	Curriculum Support Training
Injury & Disease Control	Using the Matrix to Document Children's	Professional Development:	Injury & Disease Control

East Point Center	Oakley Township Center	Stonewall Tell Center	Welcome All Center
	Development	ASQ	
Language & Literacy: Creating a Literacy-Rich Environment	What's New in Pre-K 2010-2011	Super Saturday For Teachers of Preschool and PreK	Positive Guidance: Part 1, Discipline vs. Punishment, Basics of Positive Guidance
Setting Up Your Pre-K Classroom for the Beginning of the Year	Professional Development: ASQ	Using the Matrix to Document Children's Development	What's New in Pre-K 2010-2011
Using the Matrix to Document Children's Development	Setting Up Your Pre-K Classroom for the Beginning of the Year		Using the Matrix to Document Children's Development
Warm & Welcoming Inclusion Training			Prevent Child Abuse & Neglect: Prevent Child Abuse Georgia
Second Step: Using A Violence Prevention Curriculum in Classrooms			Professional Development: ASQ
Stronger Together: Session 6, Affirming Diversity			Second Step: Using A Violence Prevention Curriculum in Classrooms
What's New in Pre-K 2010-2011			Stronger Together: Affirming Diversity

The Sheltering Arms Board of Directors established the Georgia Training Institute (GTI) in 2006 as a way of leveraging the organization's expertise and resources to improve outcomes for Georgia's preschool children, their families, and their communities through high quality professional development. In GTI's approach, early childhood education caregivers and family development professionals expand their knowledge of child and family development, enhance

their teaching abilities, and refine their skills to build strength-based family support services, preparing children for success in school.

As a result of the documented need for additional professional development in language in literacy, Sheltering Arms has worked diligently to obtain professional development resources for our teachers and staff. These resources have been universally well received, and anecdotal feedback tells us that our teacher and staff feel that language and literacy training improves teaching strategies and child outcomes. Three examples include Early Reading First, Early Learning Mentor Coach program, and Atlanta Speech School Partnership.

Early Reading First: Between 2006 and 2010 Sheltering Arms partnered with United Way's Early Learning Department to provide the federally funded Early Reading First (ERF) program in seven of our centers. ERF incorporated the use of a literacy-focused, research-based curriculum, Opening the World of Learning (OWL). To provide the foundation for future reading and school success, ERF program goals were: (1) Improve children's *oral language skills* (expressive and receptive language and vocabulary development); (2) Build *children's alphabet knowledge* (letter recognition); (3) Develop children's *phonological awareness* (rhyming, blending segmenting); (4) Increase children's *print awareness*; (5) Implement and maintain an SBRR, language and print-rich preschool environment to provide abundant opportunities for children to use print and practice literacy skills; and (6) Increase preschool teacher knowledge and use of SBRR to systematically address early literacy skills essential to future reading success including print awareness, alphabet knowledge, phonological awareness, and oral language. Professional development methods included intensive in-class coaching, study groups, training institutes and seminars, and model classroom observation. Under the leadership of United Way's Early Literacy Coaches, teachers became more skilled in gathering high-quality

data from progress monitoring tools and in using that data to inform instruction. Key assessment tools included the Peabody Picture Vocabulary Test, Third Edition (PPVT-III); Phonological Awareness and Literacy Screening (PALS) Pre-K; the Work Sampling System (WSS); OWL curriculum-embedded assessment; and the Early Language and Literacy Classroom Observation (ELLCO).

Early Learning Mentor Coach grant: Over the past 17 months, this federally funded grant in partnership with Quality Assist provided highly skilled mentor coaching that created a bridge between training and classroom practice to ensure teaching practices improved. Quality Assist is a highly respected training and technical assistance firm providing innovative solutions and proven approaches that raise the quality of early childhood care and education. With their support, Sheltering Arms implemented an Early Learning Mentor Coach Program to enhance its current professional development system. According to a comprehensive review on effective professional development, the National Staff Development Council (2009) identified four primary features associated with positive outcomes. Professional development produces meaningful results when it is: intensive, ongoing, and connected to practice; focused on specific curriculum content; supported by strong relationships; and aligned with larger system improvement priorities and goals. The Sheltering Arms Early Mentor Coach Program was a multi-dimensional approach that incorporated all of these features as well as: classroom, teacher and child assessments, classroom-based mentor coaching, monthly study groups for teachers, and a specialized training series for teachers. The program supported key staff in developing the knowledge and skills needed to effectively mentor coach and provided intensive mentor coaching support in 22 selected classrooms; created an agency-wide system for mentor coaching that now addresses ongoing professional development needs; and trained and certified 22

Curriculum Specialists and Instructional Lead Teachers to provide mentor coaching in all Sheltering Arms classrooms. The program also increased the quality of classrooms as measured by the Classroom Assessment Scoring System (CLASS: Pianta, LaParo, Harmre, 2008) domain – Instructional Support; increased scores in the *Infant and Toddler Components* of the *Assessment Profile for Early Childhood Programs*; and aligned the new mentor coach system with larger program improvements.

Atlanta Speech School Partnership: Sheltering Arms formalized our partnership with the Rollins Center for Language and Learning in 2011 by establishing a language and literacy professional development model project at our East Lake Early Education and Family Center. The Atlanta Speech School's Rollins Center for Language & Learning provides research-based, professional development in teaching language and literacy to teachers and school leaders working with children from birth through eighth grade. This project will put in place a personal coaching/intensive training/ eLearning model that will become systemic and sustainable by finding a balance between these learning modalities that is fully effective and that can be replicated. The following professional learning sessions/topics align evidence-based practices with the current curricular program at the East Lake Center. Training is being delivered through a blended delivery model, including “live” training sessions as well as eLearning sessions developed on Rollins’ *Read Right from the Start-Pre-K* Project. This includes training on oral language development, early literacy development, assessment/use of data, and an integrated approach to language/literacy instruction. Following the training sessions, a Rollins facilitator will provide on-site support through coaching and mentoring. A typical coaching cycle involves demonstration teaching, co-teaching, observation and feedback. The Rollins facilitator also

provides embedded professional learning based on needs identified by teachers and staff and will also provide consult on an “as needed” basis

Even though we offer some high-quality professional development, our needs are significant. To offer teachers new and creative literacy approaches, with grant funding we will implement the Woodruff Art Center’s Georgia Wolf Trap program. In this program, classroom teachers work with professional teaching artists on a monthly basis to learn drama strategies that promote learning in literacy skills including speaking, listening, reading and writing. This research based program builds drama skills in oral and non-verbal expression, creative and critical thinking, ensemble work and self-regulation. Professional learning activities with teachers include instruction in drama strategies, classroom demonstration, team teaching, coaching, video observation, reflection, documentation and assessment and how to adapt lessons to Inclusive learning environments. A Parent Caregiver workshop will focus on Interactive Read Aloud as a strategy in support of the Home and Family Connection. Unit content is based on high quality children’s literature selected by the teacher and the teaching artist, with relevance to curriculum standards and children’s’ lives. Lessons are based on the Core Curriculum in Language Arts and the Georgia Performance Standards in Theatre for each grade level, using the “backwards design” template. The Alliance Theater Program incorporates best practices from early childhood education including thinking routines, brain-based learning and differentiation. Lessons can be adapted for specific populations such as special needs students. Language and literacy development skills are addressed through drama strategies including Listening and Comprehension, Phonological Awareness, Vocabulary Development, Expressive Language, Pre-reading and Pre-writing. Parent and caregiver workshop will focus on teaching Interactive Read Aloud.

In addition to the high-quality, standards-based professional development offered by the Woodruff Arts Center, we will also work with United Way to provide professional development for Center Management Teams, Lead Teachers, and Teachers at the four Sheltering Arms South Fulton Centers. For more than 10 years, United Way has supported the early childhood community and invested in innovative programs and outreach initiatives to improve the quality of early care and education for children ages birth to five. Over the past five years, United Way has worked collaboratively with partners to improve the quality of early care programs and providers and develop, strengthen, and grow literacy programs by providing:

- technical assistance to child care centers and training of child care providers to secure and maintain national accreditation,
- intensive professional development of early childhood professionals focused on evidence-based practices so that children have the necessary skills to enter kindergarten ready to learn, and
- partnerships that provide linkages to the K - 12 system and the early childhood community.

Their experience and expertise as a four-time Early Reading First grantee uniquely positions them to provide professional development that meets the needs of the early childhood professionals, builds on best practices and lessons learned and are grounded in scientifically-based reading research (SBRR).

United Way's Leadership Institute for Language and Literacy is a four-day series of workshops focused on leading language and literacy improvement through a variety of best practices. The goal of the Institute is to increase knowledge and use of scientifically based reading research among leadership to systematically foster the development of early literacy skills essential to future reading success. Administrators will focus on developing and

implementing a Literacy Action Plan. They will develop transition teams to address the early education and school connection. The four day, five hour sessions will be offered to Fulton County district level staff, Sheltering Arms Center Directors and Curriculum Specialist, local Family Childcare provider leadership, and local childcare centers.

Further, United Way will provide two-day, five hour professional learning opportunities for Pre-K teachers. Based on the needs of the teachers, the professional learning topics may include but is not limited to:

- exploring the complexities of language development including comprehension, vocabulary and phonological awareness;
- assessing current practices and environments that support language and literacy development and learn explicit and implicit strategies for positive child outcomes;
- exploring the concept of classroom climate and ways teachers can strengthen the language environment;
- utilizing data to inform instruction;
- examining strategies for building partnerships with families in support of children's language and literacy skills;
- furthering teachers' skills in teaching new vocabulary;
- introducing phonological awareness skills and providing teachers with strategies and activities for use in the classroom;
- examining the stages of children's writing development, the literacy skills related to concepts about print and strategies for supporting children's early writing.

f. Assessment / Data Analysis Plan (5 points)

The Work Sampling System provides observational assessment to systematically document children's skills, knowledge, behavior, and academic accomplishments in seven domains. This reliable program enables continual progress monitoring from multiple sources, documented through developmental guidelines, checklists, and portfolios. Ongoing assessment is summarized three times per year (fall, winter, spring) for each child in an easy-to-read report that families can understand and administrators can readily use.

Bright from the Start Pre-K Operating Guidelines require teachers to use Georgia's Pre-K Child Assessment Tool (Work Sampling). Baseline GKIDS scores will be analyzed at the beginning of the 2013-14 school year. The percentage of proficient ratings scored by children who participated in the Striving Reader Grant will be compared to the children who did not participate to determine the impact of the resources provided by the grant.

New Teachers will receive online and face-to-face Work Sampling Online training as required by Bright from the Start. Fulton County Schools Pre-K Program Specialists will form Professional Learning Communities to give Pre-K Teachers a forum to discuss student documentation. This will help increase inner-rater reliability on the Developmental Checklist.

Assessment data is shared with parents during the three parent conferences per year for each child: in the fall, winter and spring. All Pre-K teachers have received training from the Georgia Department of Early Care and Learning in how to share assessment data with parents.

IV. Experience of the Applicant (10 points)

A. LEA Initiatives

Fulton County Schools has a strong track record of effectively implementing large, competitive grants at the federal, state, and private foundation level. Examples are included in the table below.

Competitive Grant Title	Funded Amount	Audit Findings
Smaller Learning Communities grant	\$5.2M	No audit findings
Readiness & Emergency Management for Schools grant	\$608,355	No audit findings
Teaching American History grant	\$989,801	No audit findings
Carol M. White Physical Education grant	\$1.5M	No audit findings
Mathematics and Science Partnership grant	\$440,356	No audit findings
Strategic Data Project grant	\$500,000	No audit findings

At the federal level, in 2008, Fulton County Schools received a \$5.2 million Smaller Learning Communities grant from the U.S. Department of Education to develop career-focused academies in four high-need high schools, including the targeted Creekside High School. The initiative has been successful; participating schools have seen increased student proficiency on the state tests, increased graduation rates, and increased enrollment in postsecondary education the year following graduation. Other competitive, federal grant awards include a \$608,355 Readiness and Emergency Management for Schools grant in 2009, a \$1 million Teaching American History grant in 2008, and a \$1.5 million Carol M. White Physical Education Program grant in 2004. At the state level, FCS has received multiple Mathematics and Science Partnership Program grants from the Georgia Department of Education – the current grant valued at \$440,356. Further, Fulton County Schools received a Strategic Data Project grant valued at approximately \$500,000 from the Center for Education Policy Research at Harvard University. The Strategic Data Project, funded by the Bill & Melinda Gates Foundation, is a national education initiative to help school district and state leaders increase student achievement and attainment through data-informed decision-making.

B. Initiatives Implemented Without Outside Funding Support

FCS has developed and implemented numerous education programs designed to increase student achievement using general operating funds. These programs attend to the delivery of student-focused instruction, ongoing assessment, use of data, and continuous improvement. Our

benchmark assessment program, known as Checkpoints, assesses student mastery of the Georgia Performance Standards (GPS) in a pre-test/post-test format each semester. Teachers and principals have easy access to Checkpoints data for formative instructional planning, as well as placement of students within the on-level, advanced or accelerated curriculum through an online Student Achievement Management System (SAMS). Teachers access SAMS to support instructional practices through pacing guides, units, lesson plans and instructional resources for all curricular areas and grade levels. The utilization of these formative assessments and the analysis of student-specific data have enabled teachers to implement differentiated learning strategies to improve student achievement. Since initial implementation of the GPS, tools such as Checkpoints and SAMS have helped the district demonstrate steady gains in the percentage of students meeting and exceeding state standards in all grades and subjects.

C. Capacity to Coordinate Resources

As demonstrated through our history with successful implementation of multiple federal, state and private grants and internal initiatives, FCS staff and faculty have the capacity and expertise to successfully implement large, complex initiatives. FCS will implement the proposed Striving Reader project on time and within budget. The FCS management team has extensive experience working across departments and schools as well as with external partners to achieve project goals. Staff members from partnering organizations, i.e., United Way, Sheltering Arms, and the Woodruff Arts Center, all have experience implementing complex projects that are time and budget constrained.

D. Sustainability of Initiatives Implemented by the LEA

FCS is committed to the Striving Reader project and values the need to provide high-quality literacy support to targeted schools. Dr. Robert Avossa, the superintendent, has made this

initiative a district priority. Establishing the grant committee and conducting needs assessments have provided a solid foundation for FCS' Striving Reader grant and have allowed district and school leaders to plan with the end in mind. That is, the district and targeted schools have established long-term goals and incorporated sustainability considerations into their literacy plans. FCS will sustain programming beyond the grant period by securing funding from a variety of sources. FCS general operating funds will be used to support literacy investments. Title II, Part A funds will help support professional development in literacy. Grant funding from local and national philanthropic organizations will be pursued to sustain the literacy interventions over time. Prospective funders who have a philanthropic focus on supporting literacy initiatives include: Laura Bush 21st Century Librarian Program, National Endowment for the Humanities, The Libri Foundation, The Braitmayer Foundation, The Malone Family Foundation, etc. The local business community also will be solicited for corporate contributions to support literacy interventions, e.g., Dollar General, Verizon, AT&T, Target, Wal-Mart, Sylvan Dell Publishing, Houghton Mifflin Harcourt, Barnes and Noble, ING, Sun Trust, etc.

V. Resources (10 points)

A. Coordination with Existing Programs and Family Literacy Services

The district has the capacity to implement with fidelity a large, complex grant like the Striving Reader Comprehensive Literacy Project and align resources to complement existing funding streams. FCS is not included in the state's Race to the Top grant, nor does it receive any School Improvement Grant funding. Thus, FCS is currently not implementing any district-wide, federally-funded reform initiatives that might absorb limited capacity within schools. The targeted schools are willing and excited about implementing a Striving Reader grant. The table

below summarizes select state and federal funding received by the district and allocated to the targeted schools and centers.

Resources Available	Title I Funds	Title II Funds	Bright From the Start Funds
<i>Fulton County Schools</i>	\$20,685,036	\$2,330577	\$5,650,000
Bear Creek MS	\$287,040	n/a	n/a
Bethune ES	\$197,440	n/a	\$98,530
Campbell ES	\$248,320	n/a	\$59,806
Creekside HS	n/a	n/a	n/a
E.C. West ES	\$162,134	n/a	\$158,336
Love T. Nolan ES	\$200,640	n/a	\$109,071
McClarin HS	\$76,480	n/a	n/a
Oakley ES	\$196,160	n/a	\$59,806
Palmetto ES	\$132,160	n/a	\$109,071
Sheltering Arms (4 centers)	n/a	n/a	\$473,308

Title I is a federally funded program designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic standards and state academic assessments. The district's Title I Office provides Title I schools with extensive technical assistance on the appropriate use of funds to comply with federal funding rules and regulations to ensure that funds supplement and not supplant existing resources. Title I funding will complement Striving Reader investments in literacy. **Title II** funding is held at the district level and supports all schools; individual schools do not receive a Title II allocation. The purpose of Title II, Part A is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensuring that all teachers are highly qualified. Priorities for the district's Title II, Part A funding include: moving all non-highly qualified teachers to highly qualified status within an appropriate timeframe, assisting special education teachers with gaining the content knowledge necessary to add content concentrations to their certificates,

revising procedures for selecting and retaining professionally certified and highly qualified teachers, and supporting professional development activities aimed at building teacher and principal effectiveness. The purpose of Title II, Part D is to improve student academic achievement through the use of technology in elementary schools and secondary schools. Title II, Part D formula grants for 2010–2011 created a scaffold upon which the Striving Reader Grant can continue to build. Besides having basic literacy skills, today's students also need technology skills for communicating, investigating, accessing and using information, computing, thinking critically about messages inherent in new media, and understanding and evaluating data. Georgia Department of Early Care and Learning (**Bright from the Start**) is responsible for meeting the child care and early education needs of Georgia's children and their families. Currently, FCS' Pre-K program provides 6.5 hours of instructional time, five days per week, and 160 days per year for eligible children. The school district receives state lottery funding through Bright from the Start to pay for classroom teachers, equipment, materials, and supplies to support its Pre-K program. The portion of the Pre-K grant funds that are allocated to the school level budgets are for teacher and teacher assistant salaries, substitutes, and benefits. The district also allocates funds to school budgets for instructional materials and supplies, field trips and postage. The remaining Pre-K grant funds are kept at the district level for distribution to schools as needed and for support of students, parent involvement, teachers, and classrooms. Bright from the Start funding for the Sheltering Arms early learning centers covers teacher and assistant salaries and benefits, instructional materials and supplies, and other non-instructional costs.

Federal funding from Title I and II as well as state funding from Bright from the Start will complement investments made with Striving Reader funds to ensure alignment with student needs. FCS will incorporate Striving Reader plans and funds into its annual planning and review

process in order to ensure funds are used to supplement, not supplant, Federal, state or local funds and to ensure alignment of resources. As schools submit their School Improvement Plans coupled with their Title I and Title II Plans to their Area Superintendents and to the Assistant Superintendent for Curriculum and Support for review, close attention will be paid to the alignment of identified student needs, instructional strategies to address the needs, timelines for implementation and monitoring, and budgets, to ensure that all resources are focused and converge to support student achievement in the area of literacy and will not be used to supplant public funds. Area Superintendents provide feedback to schools on drafts and must sign-off on the final versions of the school plans.

VI. Management Plan and Key Personnel (10 points)

Administrators, faculty members and program staff from FCS, United Way, Sheltering Arms and Woodruff Arts Center have the capacity and expertise to successfully implement our Striving Reader grant. Qualifications for key personnel are laid out below.

A. Management Plan and Key Personnel Responsible for Grant Implementation

The FCS management team has extensive experience working across departments and with external partners to achieve project goals and thus will implement the proposed project on time and within budget. Faculty from partnering institutions all have experience implementing complex projects that are time and budget constrained. The following individuals are qualified for their role and committed to improving literacy in targeted schools and early learning centers. The full time equivalent (FTE) for Fulton County Schools' staff to implement the grant is included in parentheses.

Dr. Robert Avossa – FCS Superintendent (0.025 FTE) – will be ultimately responsible for grant implementation. Dr. Avossa will keep the Fulton County Board of Education briefed on grant

progress and results and will allocate the necessary resources to ensure fidelity of implementation. Dr. Avossa received his Ph.D. from Wingate University.

Dr. Linda Anderson – FCS Deputy Superintendent Instruction (0.05 FTE) will chair the Striving Reader Governing Board and provide strategic oversight for grant implementation. Dr. Anderson reports directly to the Superintendent; she received her Ph.D. in Educational Leadership from Mercer University.

Amy Krause – FCS Assistant Superintendent Curriculum and Support (0.10 FTE) will be accountable for the Striving Reader grant and will supervise the Striving Reader Project Director to integrate proposed strategies and supports with other system processes to ensure alignment. Ms. Krause has served as the district's liaison on several literacy initiatives including Reading Recovery with Georgia State University and Reading First with the Georgia Department of Education. As a former reading specialist in the state of Alabama, Ms. Krause understands the components of a balanced literacy approach. Ms. Krause holds a Specialist degree in Educational Leadership and a Master of Arts in Education with a concentration in Early Childhood and also Administration and Instructional Supervision.

Dr. Vic Shandor – Instructional Area Superintendent (0.1 FTE) is the Instructional Area Superintendent for the Creekside cluster of schools—the main feeder pattern in this grant. He will serve on the Striving Reader Governing Board and will ensure vertical alignment of curriculum and professional learning across Striving Reader schools. In his capacity as a member of the FCS Executive Leadership team, Dr. Shandor will communicate best practices to schools across the district to support sustainability of Striving Reader strategies. Dr. Shandor holds a Master's degree in Special Education and an Ed.D. in Educational Leadership.

Larry Wallace – FCS Striving Reader Project Director (1.0 FTE) will coordinate the Striving Reader project and manage the grant budget. Mr. Wallace will serve as a bridge among the schools and the functional areas involved. Externally, he will liaise with project partners on an operational level and will work collectively with partners to ensure their services are integrated into the project design. Mr. Wallace has most recently served as Project Director for the district's \$5.2 million Smaller Learning Communities grant. He has extensive experience managing complex projects, involving multiple partners, with significant reporting requirements. Mr. Wallace holds a Master of Arts in Education with a concentration in Instructional Technology and a Specialist in Education with a concentration in Educational Leadership.

Katrina Mitchell – UWMA Senior Director, Education will serve on the Striving Reader Governing Board. Ms. Mitchell is responsible for coordinating all professional learning for Sheltering Arms faculty and FCS Pre-K teachers in targeted elementary schools.

Amy Hobart – Sheltering Arms Director of Early Care and Education will sit on the Governing Board and act as liaison for the Sheltering Arms Striving Reader component. Ms. Hobart designs and delivers training to enhance the effectiveness of the Sheltering Arms teaching and family support staff based on national competency goals and indicators in early education, and provides program-level consultation and training to build the capacity of the center management teams in developmentally appropriate practice.

Carol Jones – Woodruff Arts Center, Alliance Theatre - Director of Institute for Educators and Teaching Artists will serve on the Striving Reader Governing Board and is responsible for coordinating all professional learning for teachers participating in the Alliance Theatre's literacy-based programs Pre-K – 2 Georgia Wolf Trap Early Learning Through the Arts, Reader's Theatre, and Collision Plus.

B. Commitment to Implementation Plan

The individuals named in the table below support the district's Striving Reader grant proposals and are committed to implementing grant strategies and activities with fidelity. The Instructional Area Superintendents are champions of the Striving Reader grant because it provides more focused attention to targeted schools' literacy needs.

Site/District	Individual Responsible	Supervisor
<i>Site-Level Coordinators - Fulton County Schools</i>		
Bear Creek MS	Darron Franklin – Principal	Vic Shandor – Instructional Area Superintendent
Bethune ES	Zina Rhodes – Principal	Iris Moran – Instructional Area Superintendent
Campbell ES	Denine Cadet - Principal	Vic Shandor – Instructional Area Superintendent
Creekside HS	Earnest Killum – Principal	Vic Shandor – Instructional Area Superintendent
Evoline C. West ES	Catherine Smith – Principal	Vic Shandor – Instructional Area Superintendent
Love T. Nolan ES	Chandra Lemons – Principal	Iris Moran – Instructional Area Superintendent
McClarin HS	Anita Lee – Principal	Susan Dorenkamp – Instructional Area Superintendent
Oakley ES	Vonnie Thompson - Principal	Vic Shandor – Instructional Area Superintendent
Palmetto ES	Carlene Millen - Principal	Vic Shandor – Instructional Area Superintendent
<i>Site-Level Coordinators - Sheltering Arms</i>		
East Point Center	Kathy Bolling – Acting Director	Bernice Paschal – Program Coordinator
Oakley Township Center	Ron McNair – Center Director	Bernice Paschal – Program Coordinator
Stonewall Tell Center	Rosalyn Williams – Center Director	Lee Shaw – Program Coordinator
Welcome All Center	Linda Rhea – Center Director	Bernice Paschal – Program Coordinator
Professional Learning Coordinator	Lisa McDermott - Facilitator	Karen Cox – Executive Director, Professional Learning
Instructional Technology Coordinator	Mindy Ramon - IT Training Support Coordinator	Kathy Politis – Director, Instructional Technology
Literacy Assessment Coordinator	Mary Rulo – Support Specialist, ELA	Sherrie Moss – Director, ELA
Purchasing	Professional Assistant	Larry Wallace – Striving Reader Project Director

VII. Sustainability Plan (10 points)

Fulton County Schools' Striving Reader grant can serve as a blueprint that can be scaled and replicated to build principal, early learning site director and teacher capacity to improve literacy achievement for all of our students from birth through 12th grade. Our targeted schools and Sheltering Arms' early learning centers will become demonstration sites for how to systemically align multiple funding sources to improve literacy across all content areas. The district will create the Striving Reader Governing Board comprised of key personnel from the central office, targeted schools, United Way, Sheltering Arms, and the Woodruff Arts Center. The governing board, chaired by Dr. Anderson, will meet biannually to review program data, assess results, monitor progress toward goals and sustain program outcomes over time. Board members will serve as ambassadors to share best practices at local and state literacy forums. Through the district's experience with other large-scale initiatives, it has developed a healthy appetite for data analysis and program improvement. For example, annual evaluations of the Smaller Learning Communities grant have pushed participating schools to reconsider certain approaches and develop new strategies to not only meet grant objectives, but to ensure grant activities become embedded in schools' strategic plans beyond the life of the grant. These lessons learned will be carried over to the implementation of the Striving Reader grant.

A. Expanding the Lessons Learned with other Schools and New Teachers

A goal of the Striving Reader grant is to identify best practices at participating schools and share those strategies with schools throughout the district to ensure sustainability. At the district level, the communication of best practices will be the responsibility of the Instructional Area Superintendent (Dr. Vic Shandor) and the Project Director. Participating schools will share lessons learned at the district's annual Best Practices Conference for teachers, instructional staff

and school leaders. In addition, participating schools will be expected to share their experiences with all schools and divisions within the district through technical assistance workshops, school site visits, and administrative staff meetings. For example, teachers of English learners in Striving Reader schools can demonstrate through lesson plans how they scaffold instruction by using best practices for EL when developing oral language, reading skills, and writing.

B. Extending the Assessment Protocol Beyond the Grant Period

Beyond the life of the grant, the Dynamic Indicator of Basic Early Literacy Skills (DIBELS Next) and Scholastic Reading Inventory (SRI) can be used to provide essential data for all students. Not only does DIBELS Next provide a fluency measure, it also assesses early phonemic awareness and first sound fluency of an individual student. The SRI provides benchmark assessments for the identification of students' reading skills; SRI guides teachers to differentiate and offer intervention strategies for struggling students. Students receive a Lexile score based on the comprehension of a text which has an equivalent reading level. Once a student masters one level, the program gives another reading passage at a higher level. Media centers categorize books by their Lexile levels; therefore, SRI helps match the reader to the appropriate text for 75% reading accuracy rate. An accuracy rate ensures that appropriate challenge is built in, but the level of frustration for the student will be low. The grant-sponsored professional development for DIBELS Next and SRI will ensure that all staff in targeted schools will be trained in the use of these assessments.

C. Extending the Professional Learning Practices beyond the Grant Period to New Staff

UWMA will provide Sheltering Arms early learning teachers and FCS Pre-K teachers with the skills and knowledge to enhance the early language, literacy, and pre-reading development of young children, particularly those from low income families, through strategies and professional

development that are grounded in scientifically-based reading research and family literacy. The professional development plan systematically addresses early literacy skills essential to future reading success by providing seminars, field trips to model classrooms, study groups, in-classroom coaching, summer institute and local and national conferences. The success of UWMA's programs can be measured by the quality of the classroom environment, child outcomes that assess the main skills predictive of reading success, the use of valid assessment instruments, and the professional learning opportunities provided to teachers. Aspects of the Striving Reader professional learning practices delivered by United Way that will be continued beyond the grant period include: enhancing classroom learning environments, providing teachers with new ways to help children improve their language, providing coaching and early literacy training for teachers to help them fully integrate literacy throughout their classrooms, engaging families in their child's early reading experiences to reinforce these skills at home.

As Striving Reader schools bring on new staff in future years, literacy training will be provided as part of new teacher development. Curriculum contacts (High School Department Chairs, Middle School Coordinators, and Elementary Curriculum Support Teachers) will provide opportunities for new teachers to learn grant-funded strategies, such as those learned through the partnership with the Woodruff Arts Center, and use resources during the first two years of induction as a part of each school's new teacher support program. These programs support the new teacher's transition into the school. An assigned mentor teacher will work with new staff as they begin to plan and implement instructional strategies that support the school's literacy plan.

D. Sustaining Technology beyond the Grant Period

On November 8, 2011 Fulton County voters extended a one-penny sales tax to upgrade technology in classrooms and build new schools. The SPLOST (Special Purpose Local Option

Sales Tax) education tax is expected to raise \$912 million for Fulton County school improvements over its five-year lifetime. The SPLOST proposal calls for technology enhancements, particularly in the areas of wireless, mobile learning devices for student use, updated video and audio recording tools, improved and expanded distance learning for students, virtual space for digital student work, interactive classroom websites with curriculum resources and assignments, updated equipment for technology and career-oriented classes, teacher/student communication and collaboration tools, and online professional learning resources for staff. The district's technology plan will help sustain the Striving Reader investments made in educational technology.

VIII. Evaluation – Assurance of Compliance with GADOE Requirements

Fulton County Schools will adhere to all OMB, EDGAR, GPRA, GADOE Performance Measures, and grant evaluation requirements. The district will prepare, according to GADOE requirements, an annual evaluation report by June 30th each year to document progress towards achieving grant goals.

IX. Appendices

- A. Comprehensive Literacy Needs Assessment
- B. Literacy Plan
- C. Letter of Support – United Way of Metropolitan Atlanta
- D. Letter of Support – Sheltering Arms
- E. Letter of Support – Woodruff Arts Center
- F. School Level Data for all Schools in FCS
- G. ITBS 2010 Results
- H. Reading / English Language Arts AMO Results
- I. Map of Targeted Early Learning Centers and Schools
- J. Striving Reader Comprehensive Literacy Grant Specific Program Assurances
- K. Letter of Support – Sheltering Arms Pre-K Faculty

A. Comprehensive Literacy Needs Assessment

The district does not have a single needs assessment document that reflects all of the data collection and analysis that was performed for this grant. The core grant committee from the central office plus the faculty and administrators in the targeted schools and centers reviewed a variety of data sources as part of the needs assessment process including:

- Criterion-Referenced Competency Tests (CRCT) performance data for elementary and middle school students
- End of Course Tests (EOCT) performance data for high school students
- 3rd, 5th, and 8th grade Writing Assessments
- Graduation data for high school students
- Iowa Tests of Basic Skills (ITBS) for 3rd, 5th, and 8th graders
- Checkpoints formative assessment data
- Title I Plans
- School Improvement Plans
- Intensive School Plans
- Socio-economic data
- AYP data
- Mobility data
- Attendance data
- Discipline data
- Pre-K waiting lists
- Preschool Special Education (PSE) classroom data
- Georgia Pre-K work sampling data

B. Literacy Plan

Fulton County Schools does not have a documented literacy plan that can be attached to this grant. The literacy leadership through the English/Language Arts Department references research to determine best practice in literacy instruction. The foundational documents are the reports from the Carnegie Corporation: *Time to Act: An Agenda for Advancing Adolescent Literacy for College and Career Readiness, 2010; Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High School Literacy, 2006; Reading Next: A Vision for Action and Research in Middle and High School Literacy, 2004*. For the primary grades, the work of Donald Graves, Lucy Calkins, Richard Allington, Ralph Fletcher, Fountas and Pinnell, and others, form the framework for literary instruction.

A balanced literacy approach through Writer's and Reader's Workshops (Shared Reading and Interactive Read Aloud, Mini Lesson, Teacher Modeling, Student Writing and Teacher Conferencing, and Sharing) has been the instructional focus of the English/Language Arts Department. Because the systemic approach to literacy was fragmented with varieties of writing and reading programs, we have adopted the workshop approach for K-12 Language Arts classes.

The CRCT is designed to measure how well students acquire the skills and knowledge described in the Georgia Performance Standards. The reading class is additional to the Language Arts class that every student takes. The middle school reading course is skills driven. The students perform poorly on comprehension, vocabulary, and fluency elements in reading. While certification satisfies minimum requirements to teach the course, the students often continue to receive instruction in traditional pedagogy that did not work the first several times. The younger students come to school with limited schema of reading readiness, such as reading left to right and top to bottom, and their connections may never reach text to self or text to text connections.

These poor readers need connections to reading other than verbal/linguistics; they need music and art and kinesthetic intelligence activation, not to mention the technology connections.

Classes are encouraged to create Reader's Theater presentations so that students are often on their feet and addressing the listening/speaking/viewing standards.

To complement the work in the anthologies, students read novels assigned to each grade level. Unfortunately, very little choice is afforded the non-reader. Teachers are advised to teach one novel per semester: the first semester novel study is teacher directed; the second semester novel study is student driven through literature circles or other cooperative forms. The intent is to gradually release the responsibility of instruction from the teacher to the student.

C. Letter of Support – United Way of Metropolitan Atlanta

United Way of Metropolitan Atlanta

100 Edgewood Avenue, N.E.
Atlanta, Georgia 30303
404.527.7200



December 6, 2011

Dr. Robert Avossa
Superintendent
Fulton County Public Schools
786 Cleveland Avenue SW.
Atlanta, GA 30315

Dear Superintendent Dr. Robert Avossa:

I am writing to you as Vice President of Education at United Way of Metropolitan Atlanta to express our support for Fulton County's application for the Striving Readers Comprehensive Literacy Project. For more than 10 years, United Way of Metropolitan Atlanta has supported the early childhood community through Smart Start and invested in initiatives like Early Reading First, a USDOE grant program that sustain our education goals to see that children enter school ready to learn, avoid risky behaviors and graduate prepared for careers.

United Way has long been a leader in early care and education services to parents and children from birth to age five. Smart Start has successfully led the state's efforts to improve and enhance the well-being of Georgia's children and has collaboratively engaged other state agencies, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, the business and philanthropic community, higher education and other stakeholders to serve Georgia's children effectively and efficiently.

United Way has worked collaboratively with local, state and regional organizations in advancing programs, refining innovative ideas into best practice models and incorporating lessons learned from large scale grant-making. Relevant examples are in our early learning community-based partnership initiative and the coordination of the coalition of early childhood advocates and professionals who have implemented four U.S. Department of Education-funded Early Reading First grants.

United Way also has a reputation for thoughtfully and strategically convening stakeholders at state-wide and regional levels. One example is our convocation the Early Education Commission that researched best practices in early learning and the consequent impact on Georgia's economic development. Having identified best practices that result in solution-driven strategies that can be sustained over time, the Commission recommended the creation of the Georgia Early Education Alliance for Ready Students (GEEARS) to ensure that advocacy for early education work continues.

Over the past five years, United Way has invested more than 36 million dollars in local, state and federal funding in support of young children and their families. Included are:

- Grants to early childhood providers to provide scholarships to families to cover child care costs

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United Way of Metropolitan Atlanta

100 Edgewood Avenue, N.E.
Atlanta, Georgia 30303
404.527.7200



- Technical assistance to child care centers and training of child care providers to secure and maintain national accreditation
- Intensive professional development of early childhood professionals focused on evidence-based practices so that children have the necessary skills to enter kindergarten ready to learn
- Support services and resources for families that promote parent leadership, understanding of developmental milestones and prevention of child abuse and neglect
- High quality home visiting that matches interested parents with professionals who provide information and support during a child's first three years
- Partnerships that provide linkages to the K - 12 system and the early childhood community
- Opportunities for young children and their families to have quality educational and social experiences that support a successful transition to kindergarten
- Engaging the civic, business and social service community in supporting strategies and initiatives that improve outcomes for early education in Atlanta and throughout Georgia

United Way of Metropolitan Atlanta pledge our support by providing high quality professional learning opportunities based on scientifically based reading research for administrators, teachers, center directors, and family childcare providers. We appreciate this opportunity to partner with Fulton County Public Schools and we enthusiastically endorse the application for the Striving Readers Comprehensive Literacy Project.

Sincerely,

A handwritten signature in black ink that reads "Navella Jean Walker, Ph.D."

Navella Jean Walker
Vice President, Education

Visit us online at unitedwayatlanta.org
To find or give help, dial 2.1.1

D. Letter of Support – Sheltering Arms



Sheltering Arms

EARLY EDUCATION AND FAMILY CENTERS

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of Early Care and Learning,
and center communities.

December 8, 2011

Dr. Robert Avossa
Superintendent – Fulton County Schools
786 Cleveland Ave., SW
Atlanta, Georgia 30315

Dear Dr. Avossa:

It is an honor to provide this letter of support for Fulton County Schools' application for a Striving Readers grant. We are very pleased to be included as a partner in the application.

Sheltering Arms was established in 1888, and since 1990 the number of Sheltering Arms centers has almost doubled from 9 to 16, with an increase in daily capacity from 744 to more than 2,300 children, and services have been added to better address the needs of the family and the community. As a result, the budget has grown from \$3.5 million in 1991 to more than \$26 million today. The agency's programs include Early Head Start for infants and toddlers, Head Start for three and four year olds, the Georgia Pre-kindergarten Program for four year olds, and early childhood education with fees based on family size and income. Sheltering Arms programs are accredited by the National Association for the Education of Young Children (NAEYC), and have been recognized as a Head Start Program of Excellence, Head Start's highest level of recognition for high quality.

In 2004, Sheltering Arms conducted a \$15 million capital campaign to build four state-of-the-art Early Education and Family Center facilities in south Fulton County. Fulton County Schools was an important partner in this undertaking, providing land adjacent to elementary schools for three of the new facilities. This partnership has endured, and by partnering with Fulton County Schools we are able to provide an innovative model that 1) improves teacher retention and recruitment by providing affordable, convenient early childhood education, 2) improves school readiness in an area that has struggled with performance standards, and 3) develops improved school readiness strategies by tracking the performance of Sheltering Arms alumni in Fulton County elementary schools.

We appreciate this opportunity, and pledge to assist in every way possible to produce a nationally acclaimed Striving Readers initiative.

Sincerely,

Elaine P. Draeger
President/CEO

EPD/cb

The power of education begins here.™

E. Letter of Support – Woodruff Arts Center



December 13, 2011

Dr. Robert Avossa
Superintendent, Fulton County Schools
786 Cleveland Ave. SW
Atlanta, GA 30315

RE: Grant request on behalf of Fulton County Schools

Dear Dr. Avossa:

I am delighted to submit a letter in support of the application by the Fulton County Schools for continuing grant support from the Georgia Department of Education under the Striving Readers Program. The Woodruff Arts Center through its various artistic divisions is a major supporter of arts in education (arts integration) as well as a leading supporter of education in the arts. As a stated part of our mission we seek to provide excellence in both arts and education. We interact on and off our campus with children in Georgia schools over a half million times a year. In this effort we have an excellent, long standing and highly valued relationship with the Fulton County Schools.

What is truly remarkable is that our collection of visual arts (High Museum), dramatic arts (Alliance Theater), musical arts (Atlanta Symphony Orchestra) and our in school arts programming (Young Audiences) each support major educational programming aimed at literacy and language development. "I See Literacy," "Sound Learning," "GA Wolf Trap," "Arts4Learning" and "Collision Plus," are each examples of excellent arts integrated programming that address these challenges with positive results.

In addition, our education teams have worked with six Fulton County schools in some experimental research under the Wolf Trap Program that has shown measurable improvement in language development and writing skills. The partnership with the Kennedy Center currently supports programs in two Fulton County schools whereby each grade level has an opportunity to experience a featured work from our Center along with four classroom sessions focused on 21st Century skills through arts integration.

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www.woodruffcenter.org

Dr. Robert Avossa
December 13, 2011
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I am particularly pleased to support the application of our educational colleagues in the Fulton County School System – not only because they are long standing collaborators who share with us a commitment to address these challenges – but also because they are one of the few systems seeking to integrate arts as a key element in their proposal.

We consider ourselves lucky to have such partners in our shared effort to help increase student learning in literacy and outcomes in life through arts integration. Please know that their application has our unqualified support and endorsement. Please feel free to call with any questions you may have.

With kind regards,

Sincerely yours,



Joseph R. Bankoff
President & CEO
Woodruff Arts Center

404 733 4257

F. School Level Data for all Schools in FCS, based on 2010-2011 school year

Elementary Schools

Elementary School	% FRL	% SWD	% EL	Mo-bility Rate	Met AYP?	Grade 3 CRCT Reading		Grade 5 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet	# Students Did not Meet	% Students Did not Meet
Abbotts Hill	14%	13%	4%	24%	Yes	4	3%	3	2%
Alpharetta	20%	22%	8%	26%	Yes	5	5%	1	1%
Amana Charter	NA	6%	NA	18%	Yes	2	3%	4	7%
Barnwell	12%	12%	4%	16%	Yes	1	1%	0	0%
Bethune	86%	9%	0%	42%	Yes	23	21%	15	11%
Birmingham Falls	2%	12%	0%	16%	Yes	0	0%	1	1%
Brookview	96%	12%	0%	83%	Yes	10	14%	15	22%
Campbell	90%	12%	16%	36%	No	8	7%	12	9%
Clifftondale	63%	8%	0%	37%	Yes	12	10%	11	9%
Cogburn Woods	14%	11%	8%	22%	Yes	2	1%	6	4%
Conley Hills	95%	12%	0%	52%	Yes	11	16%	7	13%
Crabapple Crossing	4%	9%	2%	11%	Yes	1	1%	2	2%
Creek View	14%	9%	7%	25%	Yes	2	1%	4	2%
Dolvin	11%	12%	9%	18%	Yes	3	2%	2	1%
Dunwoody Springs Charter	72%	13%	17%	44%	Yes	1	1%	7	7%
Feldwood	87%	12%	0%	49%	No	19	18%	18	13%
Findley Oaks	8%	13%	5%	15%	Yes	0	0%	0	0%
Fulton Sunshine Academy	8%	7%	5%	32%	Yes	0	0%	0	0%
C. H. Gullatt	96%	11%	2%	62%	Yes	6	18%	6	15%
Hamilton E Holmes	93%	16%	2%	63%	Yes	8	14%	15	22%
Hapeville	95%	9%	29%	53%	Yes	27	22%	12	11%
Heards Ferry	7%	12%	2%	21%	Yes	0	0%	1	1%
Hembree Springs	33%	18%	17%	26%	Yes	1	1%	4	3%
Heritage	96%	11%	1%	77%	No	26	26%	25	21%

Fulton County Schools: Sheltering Arms' Approach to Literacy

Elementary School	% FRL	% SWD	% EL	Mo-bility Rate	Met AYP?	Grade 3 CRCT Reading		Grade 5 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet	# Students Did not Meet	% Students Did not Meet
High Point	67%	13%	34%	33%	Yes	12	11%	6	8%
Hillside	52%	14%	25%	35%	No	8	7%	3	3%
Ison Springs	75%	14%	22%	61%	Yes	15	15%	8	9%
Esther Jackson	64%	17%	25%	42%	Yes	8	9%	16	25%
Lake Forest	97%	13%	65%	29%	No	12	9%	7	9%
Lake Windward	7%	20%	8%	22%	Yes	5	3%	4	3%
Seaborn Lee	83%	9%	0%	46%	Yes	12	16%	9	10%
S. L. Lewis	89%	13%	1%	51%	Yes	12	13%	15	20%
Liberty Point	86%	14%	0%	39%	Yes	5	5%	14	12%
Main Street Academy	52%	4%	1%	46%	Yes	7	9%	5	11%
Manning Oaks	37%	11%	14%	33%	No	7	6%	10	8%
Medlock Bridge	13%	12%	5%	30%	Yes	1	1%	1	1%
Mimosa	89%	12%	58%	37%	Yes	24	16%	11	9%
Mt. Olive	88%	18%	8%	65%	Yes	9	13%	9	14%
Mountain Park	8%	14%	1%	16%	Yes	1	1%	1	1%
New Prospect	14%	17%	8%	27%	Yes	1	1%	2	2%
Love T. Nolan	87%	12%	0%	44%	Yes	24	18%	40	29%
Northwood	28%	13%	11%	22%	No	8	6%	2	2%
Oak Knoll	94%	12%	28%	52%	Yes	22	25%	11	14%
Oakley	83%	11%	6%	37%	Yes	16	15%	15	11%
Ocee	14%	16%	9%	19%	Yes	5	4%	0	0%
Palmetto	87%	14%	10%	44%	Yes	4	8%	9	15%
Parklane	97%	10%	14%	48%	No	16	23%	13	19%
Randolph	64%	8%	0%	52%	Yes	5	6%	15	13%
Renaissance	74%	13%	0%	46%	Yes	25	19%	9	9%
River Eves	43%	11%	11%	33%	Yes	8	6%	7	5%
Roswell North	30%	11%	11%	26%	Yes	7	5%	8	6%
Shakerag	4%	11%	7%	21%	Yes	1	1%	0	0%

Elementary School	% FRL	% SWD	% EL	Mo-bility Rate	Met AYP?	Grade 3 CRCT Reading		Grade 5 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet	# Students Did not Meet	% Students Did not Meet
Spalding Drive Charter	43%	7%	16%	32%	Yes	5	9%	3	6%
State Bridge Crossing	11%	9%	5%	20%	Yes	0	0%	0	0%
Stonewall Tell	53%	8%	0%	34%	Yes	14	9%	10	7%
Summit Hill	5%	11%	0%	12%	Yes	0	0%	2	1%
Sweet Apple	4%	17%	1%	13%	Yes	2	1%	1	1%
Harriet Tubman	93%	11%	11%	67%	Yes	12	15%	5	6%
Evoline C. West	74%	9%	6%	40%	Yes	7	7%	22	16%
Wilson Creek	7%	7%	10%	20%	Yes	2	2%	1	1%
Woodland Charter	57%	16%	14%	44%	Yes	5	4%	7	7%

Note: Schools targeted for the Striving Reader grant are highlighted.

Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

Middle Schools

Middle School	% FRL	% SWD	% EL	Mo-bility Rate	Met AYP?	Grade 8 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet
Amana Charter	9%	9%	8%	25%	Yes	0	0%
Autrey Mill	9%	8%	4%	12%	Yes	4	1%
Bear Creek	86%	11%	3%	45%	No - NI1	16	5%
Camp Creek	89%	15%	1%	68%	No	22	9%
Crabapple	24%	10%	3%	15%	Yes	2	1%
Elkins Pointe	42%	12%	10%	35%	Yes	6	2%
Fulton Science	6%	7%	2%	32%	Yes	0	0%

Middle School	% FRL	% SWD	% EL	Mo-bility Rate	Met AYP?	Grade 8 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet
Hapeville Charter	77%	4%	1%	36%	Yes	0	0%
Haynes Bridge	26%	16%	0%	22%	No	0	0%
Holcomb Bridge	56%	13%	11%	34%	No	4	2%
Hopewell	16%	11%	274 %	17%	Yes	2	1%
Ronald McNair	91%	14%	1%	62%	No - NI2	19	7%
Northwestern	10%	10%	1%	14%	Yes	1	0%
Renaissance	78%	11%	200 %	41%	No - NI3	19	5%
Ridgeview Charter	59%	11%	14%	26%	No - NI1	11	5%
River Trail	6%	7%	4%	12%	Yes	7	1%
Sandtown	60%	10%	0%	38%	Yes	7	2%
Sandy Springs Charter	67%	11%	11%	46%	No	13	5%
Taylor Rd	16%	10%	5%	17%	Yes*	0	0%
Webb Bridge	10%	8%	3%	23%	Yes	1	0%
Paul D. West	89%	13%	5%	67%	No - NI1	22	9%
Woodland	89%	12%	2%	60%	Yes	15	5%

Note: Schools targeted for the Striving Reader grant are highlighted.

Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

High Schools

High School	% FRL	% SWD	% EL	Mobility Rate	Met AYP?	Graduation Rate
Alpharetta	13%	10%	3%	18%	No	94%
Banneker	79%	21%	0%	71%	No - NI3	67%
Centennial	29%	11%	6%	52%	No	87%
Chattahoochee	10%	7%	3%	14%	Yes	96%
Creekside	72%	9%	2%	51%	No - NI4	69%
Independence Alternative	39%	13%	4%	101%	No - NI1	68%
Johns Creek	8%	7%	3%	17%	Yes	NA*
Langston Hughes	69%	9%	0%	51%	Yes	NA*
McClarin Alternative	94%	3%	0%	121%	No - NI2	52%
Milton	6%	7%	1%	12%	Yes	97%
North Springs Charter	46%	6%	6%	37%	Yes - NI1	85%
Northview	5%	6%	4%	10%	Yes	98%
Riverwood Charter	30%	6%	6%	27%	Yes	92%
Roswell	21%	11%	5%	23%	No	88%
Tri-Cities	73%	10%	5%	46%	No - NI2	83%
Westlake	57%	6%	0%	38%	Yes	90%

Note: Schools targeted for the Striving Reader grant are highlighted.

Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

G. ITBS 2010 Data

FULTON COUNTY SCHOOLS
Fall 2010 - Iowa Tests of Basic Skills
Grade 3 - Mean National Percentile

All Students	Total Reading			Total Math			Total Language			Social Studies			Science		
	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010
County (FULTON)	60	61	-1	66	69	-3	63	65	-2	65	68	-3	64	65	-1
National Average	50	50	0	50	50	0	50	50	0	50	50	0	50	50	0
Abbotts Hill	71	75	-4	80	83	-3	76	83	-7	71	76	-5	77	78	-1
Alpharetta	81	83	-2	80	85	-5	82	84	-2	85	89	-4	82	83	-1
Amana	69	61	8	67	63	4	63	61	2	70	69	1	68	59	9
Barnwell	77	84	-7	80	85	-5	81	88	-7	79	85	-6	81	83	-2
Bethune	40	41	-1	42	51	-9	47	52	-5	44	50	-6	41	42	-1
Birmingham Falls	81	81	0	81	86	-5	83	83	0	80	83	-3	83	83	0
Brookview	30	32	-2	36	36	0	36	36	0	34	38	-4	33	30	3
Campbell	31	35	-4	44	47	-3	40	48	-8	44	55	-11	41	44	-3
Clifftondale	51	42	9	53	48	5	52	43	9	60	62	-2	48	43	5
Cogburn Woods	71	77	-6	80	84	-4	79	81	-2	78	81	-3	76	81	-5
College Park	23	22	1	29	26	3	22	22	0	21	32	-11	24	29	-5
Conley Hills	41	30	11	45	46	-1	63	50	13	50	38	12	47	35	12
Crabapple Crossing	84	83	1	86	90	-4	87	83	4	87	91	-4	84	85	-1
Creek View	78	76	2	79	85	-6	78	82	-4	82	81	1	79	81	-2
Dolvin	75	78	-3	81	86	-5	78	82	-4	75	79	-4	81	83	-2
Dunwoody Springs	58	55	3	65	61	4	56	51	5	66	69	-3	61	57	4
Feldwood	33	na	na	38	na	na	36	na	na	40	na	na	36	na	na
Findley Oaks	79	80	-1	82	88	-6	84	86	-2	79	85	-6	82	85	-3
Fulton Sunshine	82	na	na	88	na	na	88	na	na	79	na	na	86	na	na
Gullatt	37	44	-7	39	53	-14	44	47	-3	42	55	-13	38	42	-4
Hapeville	32	40	-8	48	56	-8	31	41	-10	36	45	-9	37	36	1
Heards Ferry	82	83	-1	82	86	-4	82	89	-7	83	83	0	85	83	2
Hembree Springs	77	81	-4	79	84	-5	80	81	-1	79	80	-1	81	84	-3
Heritage	25	28	-3	27	30	-3	29	25	4	31	33	-2	29	28	1
High Point	63	66	-3	66	73	-7	61	68	-7	66	72	-6	64	69	-5
Hillside	58	75	-17	64	81	-17	57	81	-24	61	81	-20	62	76	-14
Holmes	30	30	0	36	39	-3	35	41	-6	44	35	9	31	34	-3
Ison Springs	45	40	5	52	50	2	45	46	-1	56	51	5	48	46	2
Jackson	49	61	-12	53	66	-13	55	58	-3	64	66	-2	58	63	-5
Lake Forest	21	23	-2	37	40	-3	26	30	-4	34	44	-10	33	38	-5
Lake Windward	74	76	-2	80	84	-4	79	81	-2	77	79	-2	80	80	0
Seaborn Lee	40	39	1	47	45	2	46	48	-2	46	52	-6	40	47	-7
Lewis	32	40	-8	41	43	-2	34	44	-10	37	45	-8	31	41	-10
Liberty Point	44	36	8	44	37	7	41	38	3	47	47	0	42	39	3
Main Street	53	na	na	59	na	na	56	na	na	61	na	na	48	na	na
Manning Oaks	63	56	7	71	64	7	63	60	3	64	65	-1	62	62	0
Medlock Bridge	81	83	-2	81	89	-8	86	88	-2	77	85	-8	76	85	-9
Mimosa	23	32	-9	39	51	-12	30	48	-18	36	53	-17	34	46	-12
Mount Olive	33	40	-7	36	41	-5	39	47	-8	42	58	-16	36	42	-6
Mountain Park	79	81	-2	80	86	-6	80	83	-3	80	88	-8	81	85	-4
New Prospect	79	77	2	85	85	0	85	82	3	76	79	-3	83	82	1
Nolan	31	41	-10	40	47	-7	34	41	-7	36	52	-16	30	43	-13
Northwood	74	78	-4	77	84	-7	72	81	-9	76	78	-2	78	83	-5
Oak Knoll	37	35	2	45	48	-3	44	34	10	43	40	3	39	37	2
Oakley	34	38	-4	44	38	6	36	35	1	41	49	-8	34	39	-5
Ocee	79	77	2	80	82	-2	77	80	-3	80	81	-1	82	79	3

Fulton County Schools: Sheltering Arms' Approach to Literacy

All Students	Total Reading			Total Math			Total Language			Social Studies			Science		
	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010
Palmetto	32	34	-2	36	46	-10	34	38	-4	42	40	2	37	36	1
Parklane	28	26	2	30	31	-1	27	27	0	29	34	-5	32	31	1
Randolph	47	42	5	53	51	2	56	55	1	63	59	4	51	44	7
Renaissance	43	41	2	44	46	-2	48	44	4	52	56	-4	43	42	1
River Eves	68	67	1	76	74	2	75	77	-2	72	70	2	73	70	3
Roswell North	65	74	-9	69	82	-13	67	76	-9	70	77	-7	69	78	-9
Shakerag	81	82	-1	93	93	0	91	89	2	88	90	-2	87	87	0
Spalding Drive	57	81	-24	58	83	-25	57	81	-24	62	84	-22	67	83	-16
State Bridge Xing	78	74	4	85	84	1	83	79	4	82	80	2	82	78	4
Stonewall Tell	57	57	0	62	61	1	64	61	3	61	62	-1	57	55	2
Summitt Hill	80	79	1	82	86	-4	79	81	-2	80	82	-2	82	81	1
Sweet Apple	77	79	-2	81	83	-2	76	80	-4	81	82	-1	79	79	0
Tubman	40	38	2	41	43	-2	43	48	-5	40	48	-8	37	44	-7
Evoline West	41	40	1	43	48	-5	38	39	-1	50	54	-4	40	39	1
Wilson Creek	73	77	-4	80	85	-5	78	83	-5	78	83	-5	80	82	-2
Woodland	66	58	8	70	65	5	61	53	8	70	67	3	67	62	5

na = first year in operation

FULTON COUNTY SCHOOLS
Fall 2010 - Iowa Tests of Basic Skills
Grade 5 - Mean National Percentile

All Students	Total Reading			Total Math			Total Language			Social Studies			Science		
	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010
County (FULTON)	59	61	-2	63	66	-3	64	65	-1	67	67	0	63	64	-1
National Average	50	50	0	50	50	0	50	50	0	50	50	0	50	50	0
Abbotts Hill	76	84	-8	80	88	-8	75	84	-9	83	85	-2	77	84	-7
Alpharetta	79	79	0	80	76	4	78	78	0	82	80	2	79	78	1
Amana	66	69	-3	65	78	-13	72	70	2	72	76	-4	70	69	1
Barnwell	78	86	-8	74	89	-15	80	88	-8	79	88	-9	79	84	-5
Bethune	42	45	-3	42	51	-9	55	53	2	46	43	3	40	45	-5
Birmingham Falls	81	81	0	77	80	-3	80	82	-2	87	85	2	81	82	-1
Brookview	28	36	-8	34	41	-7	32	39	-7	32	35	-3	33	31	2
Campbell	32	32	0	37	31	6	42	35	7	42	33	9	38	32	6
Clifftondale	49	45	4	49	49	0	53	47	6	55	46	9	50	43	7
Cogburn Woods	79	78	1	79	83	-4	76	77	-1	85	83	2	79	79	0
College Park	30	31	-1	29	24	5	32	34	-2	31	33	-2	30	30	0
Conley Hills	40	41	-1	44	51	-7	59	62	-3	41	47	-6	40	43	-3
Crabapple Crossing	84	82	2	89	88	1	86	83	3	89	87	2	87	84	3
Creek View	79	72	7	83	73	10	79	75	4	86	78	8	80	74	6
Dolvin	84	81	3	84	83	1	86	82	4	87	83	4	84	77	7
Dunwoody Springs	52	58	-6	53	66	-13	54	61	-7	60	56	4	55	57	-2
Feldwood	30	na	na	30	na	na	38	na	na	34	na	na	33	na	na
Findley Oaks	81	85	-4	87	87	0	85	85	0	87	90	-3	82	83	-1
Fulton Sunshine	82	na	na	82	na	na	83	na	na	89	na	na	82	na	na
Gullatt	29	42	-13	37	43	-6	47	50	-3	34	46	-12	36	41	-5
Hapeville	30	34	-4	28	43	-15	30	36	-6	29	39	-10	24	35	-11
Heards Ferry	81	88	-7	78	87	-9	81	85	-4	84	86	-2	78	84	-6
Hembree Springs	75	82	-7	79	86	-7	79	86	-7	81	85	-4	80	84	-4
Heritage	30	28	2	28	30	-2	32	33	-1	28	26	2	29	28	1
High Point	61	52	9	66	64	2	63	57	6	67	57	10	62	56	6
Hillside	64	65	-1	68	72	-4	69	70	-1	71	75	-4	71	73	-2
Holmes	35	35	0	40	37	3	49	38	11	38	36	2	36	34	2
Ison Springs	47	36	11	44	39	5	47	43	4	59	41	18	50	40	10
Jackson	45	66	-21	45	64	-19	55	67	-12	53	68	-15	50	60	-10
KIPP	47	42	5	43	40	3	54	56	-2	55	46	9	42	41	1
Lake Forest	32	30	2	42	40	2	45	37	8	50	50	0	44	42	2
Lake Windward	75	77	-2	82	84	-2	80	82	-2	81	82	-1	80	78	2
Seaborn Lee	35	39	-4	40	42	-2	55	52	3	40	42	-2	38	40	-2
Lewis	36	35	1	31	36	-5	38	45	-7	42	38	4	39	36	3
Liberty Point	37	35	2	38	39	-1	43	39	4	40	40	0	38	39	-1
Main Street	41	na	na	32	na	na	44	na	na	46	na	na	34	na	na
Manning Oaks	62	69	-7	65	71	-6	62	69	-7	68	71	-3	63	66	-3
Medlock Bridge	80	84	-4	82	88	-6	79	84	-5	83	84	-1	79	82	-3
Mimosa	28	41	-13	30	42	-12	33	51	-18	43	53	-10	38	46	-8
Mount Olive	35	41	-6	36	35	1	41	45	-4	38	50	-12	37	40	-3
Mountain Park	83	82	1	82	81	1	83	82	1	87	86	1	83	81	2
New Prospect	82	82	0	85	82	3	84	86	-2	87	85	2	83	77	6
Nolan	23	36	-13	23	37	-14	29	44	-15	26	35	-9	25	37	-12
Northwood	71	74	-3	69	77	-8	74	75	-1	78	78	0	73	74	-1
Oak Knoll	32	33	-1	37	39	-2	43	35	8	37	36	1	35	39	-4
Oakley	35	36	-1	39	34	5	39	40	-1	41	35	6	36	36	0

Fulton County Schools: Sheltering Arms' Approach to Literacy

All Students	Total Reading			Total Math			Total Language			Social Studies			Science		
	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010
Ocee	81	80	1	85	81	4	85	79	6	84	82	2	83	78	5
Palmetto	31	33	-2	34	33	1	38	35	3	39	31	8	37	30	7
Parklane	29	27	2	27	27	0	36	29	7	32	32	0	33	32	1
Randolph	44	46	-2	43	46	-3	58	55	3	49	53	-4	49	51	-2
Renaissance	37	43	-6	33	41	-8	38	47	-9	40	42	-2	36	44	-8
River Eves	67	72	-5	64	75	-11	69	71	-2	74	79	-5	70	75	-5
Roswell North	64	68	-4	65	70	-5	68	68	0	70	74	-4	65	70	-5
Shakerag	84	87	-3	89	93	-4	87	88	-1	90	92	-2	84	88	-4
Spalding Drive	58	77	-19	60	74	-14	61	71	-10	64	82	-18	63	77	-14
State Bridge Xing	75	80	-5	80	83	-3	77	80	-3	81	85	-4	78	83	-5
Stonewall Tell	55	53	2	58	56	2	61	60	1	61	57	4	57	51	6
Summitt Hill	83	83	0	82	83	-1	82	80	2	87	86	1	82	82	0
Sweet Apple	81	82	-1	81	81	0	80	80	0	84	86	-2	83	81	2
Tubman	36	26	10	35	34	1	40	50	-10	41	39	2	37	36	1
Evoline West	36	41	-5	32	44	-12	43	42	1	45	41	4	39	43	-4
Wilson Creek	80	82	-2	85	84	1	83	80	3	87	86	1	81	81	0
Woodland	57	67	-10	54	61	-7	57	58	-1	68	68	0	64	69	-5

na = first year in operation

FULTON COUNTY SCHOOLS
Fall 2010 - Iowa Tests of Basic Skills
Grade 8 - Mean National Percentile

All Students	Total Reading			Total Math			Total Language			Social Studies			Science		
	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010
County (FULTON)	57	56	1	60	58	2	61	60	1	59	58	1	65	63	2
National Average	50	50	0	50	50	0	50	50	0	50	50	0	50	50	0
Amana	58	55	3	50	55	-5	62	52	10	63	57	6	67	61	6
Autrey Mill	75	71	4	78	74	4	76	74	2	73	70	3	79	74	5
Bear Creek	31	32	-1	33	37	-4	37	41	-4	32	37	-5	40	42	-2
Camp Creek	33	27	6	36	35	1	47	41	6	36	36	0	49	45	4
Crabapple	72	73	-1	69	68	1	72	74	-2	70	73	-3	76	78	-2
Elkins Pointe	59	61	-2	60	58	2	65	63	2	63	61	2	66	63	3
Fulton Science	84	80	4	88	83	5	84	79	5	85	80	5	84	81	3
Hapeville Charter	39	38	1	40	36	4	45	44	1	42	40	2	45	45	0
Haynes Bridge	71	71	0	70	71	-1	70	72	-2	70	69	1	73	73	0
Holcomb Bridge	58	58	0	57	53	4	58	59	-1	60	56	4	69	67	2
Hopewell	70	70	0	69	67	2	69	68	1	70	69	1	74	73	1
KIPP	51	43	8	56	47	9	61	56	5	52	40	12	52	43	9
McNair	29	26	3	31	29	2	33	33	0	32	28	4	36	33	3
Northwestern	80	76	4	80	75	5	79	75	4	80	74	6	82	77	5
Renaissance MS	34	34	0	32	32	0	40	40	0	37	38	-1	44	43	1
Ridgeview	52	49	3	53	54	-1	55	54	1	57	52	5	61	58	3
River Trail	79	77	2	86	81	5	78	77	1	77	76	1	82	80	2
Sandtown	44	44	0	42	43	-1	50	50	0	46	47	-1	53	55	-2
Sandy Springs	49	45	4	47	45	2	53	50	3	52	48	4	57	54	3
Taylor Road	73	72	1	78	74	4	79	77	2	74	69	5	75	74	1
Webb Bridge	73	76	-3	81	82	-1	75	77	-2	77	76	1	77	79	-2
Paul D. West	24	28	-4	32	35	-3	31	36	-5	29	33	-4	35	39	-4
Woodland	32	30	2	35	32	3	39	38	1	37	34	3	43	39	4

H. Reading / English Language Arts AMO Results

Annual Measurable Objectives (2010-2011) ES/MS- 80% HS-90.8%

	SCHOOL	DISTRICT	STATE
Bear Creek MS (DID NOT MAKE AYP)	ALL-91.8% ASIAN(not minimum size)-100 BLACK- 91.5 HISPANIC- 93.5 WHITE(not minimum size)-89.1 MULTI-RACIAL(not minimum size)-90.9 EL(not minimum size)-87.1 ED- 91.1 SWD-58.5	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6
Bethune ES (DID MAKE AYP)	ALL-88.9 BLACK- 88.6 ED- 88.2 SWD(not minimum size)-59.7	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6
Campbell ES (DID NOT MAKE AYP)	ALL- 87.6% BLACK- 86.3 HISPANIC- 91.7 MULTI-RACIAL(not minimum size)- 86.7 ED- 87.3 EL- 88 SWD- 65.5	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6
Creekside HS (DID NOT MAKE AYP)	ALL- 90.3% BLACK- 91.1 HISPANIC(not minimum size)- 75 ED-89.4 SWD(not minimum size)-55	ALL- 95.3% ASIAN- 97.7 BLACK-92.6 HISPANIC- 87.7 WHITE- 98.3 MULTI-RACIAL- 97.6 SWD- 72.9 EL- 72.5 ED- 89.4	ALL- 91.7% ASIAN- 94 BLACK-87.9 HISPANIC- 89 WHITE- 95 MULTI-RACIAL- 94.6 SWD- 63.4 EL- 68.5 ED- 87.2
Evoline C. West ES (DID MAKE AYP)	ALL- 87.9% BLACK- 88.1 WHITE(not minimum size)-73.3 HISPANIC(not minimum size)- 89.3 MULTI-RACIAL(not minimum size)- 95.5 EL(not minimum size)- 80 SWD(not minimum size)-66.2	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6

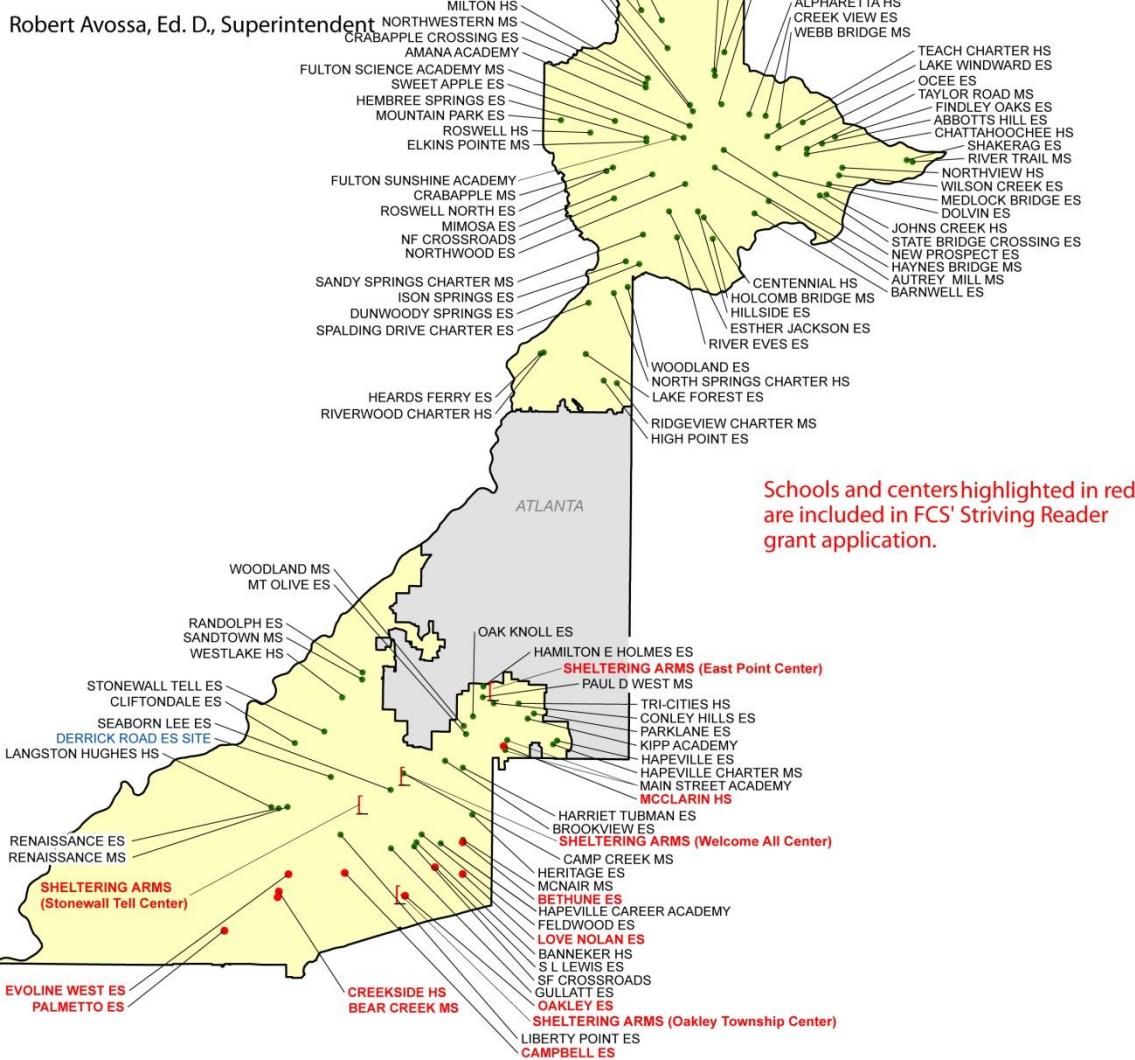
	SCHOOL	DISTRICT	STATE
	ED-86.8		
Love T. Nolan ES (DID MAKE AYP)	ALL- 83.6% BLACK- 83.1 MULTI-RACIAL(not minimum size)- 95.5 SWD (not minimum size)- 51.4 ED- 81.5	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6
McClarin HS (DID NOT MAKE AYP)	ALL- 79.2% BLACK (not minimum size)- 79.2 ED (not minimum size)- 81	ALL- 95.3% ASIAN- 97.7 BLACK-92.6 HISPANIC- 87.7 WHITE- 98.3 MULTI-RACIAL- 97.6 SWD- 72.9 EL- 72.5 ED- 89.4	ALL- 91.7% ASIAN- 94 BLACK-87.9 HISPANIC- 89 WHITE- 95 MULTI-RACIAL- 94.6 SWD- 63.4 EL- 68.5 ED- 87.2
Oakley ES (DID MAKE AYP)	ALL- 88.8% BLACK- 88.4 HISPANIC(not minimum size)- 91.1 EL(not minimum size)-94.4 SWD- 81.1 ED- 87.1	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6
Palmetto ES (DID MAKE AYP)	ALL-85.8% BLACK- 86.9 HISPANIC(not minimum size)- 88.9 WHITE (not minimum size)- 79.4 EL(not minimum size)- 82.4 SWD (not minimum size)- 64 ED- 85.7	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6

I. Map of Targeted Early Learning Centers and Schools



2011-2012 Map of Schools

Fulton County Schools
786 Cleveland Avenue SW
Atlanta, GA 30315-7299
Phone: 404-768-3600
www.fultonschools.org



**Future school sites indicated in blue text

J. Striving Reader Comprehensive Literacy Grant Specific Program Assurances

**** Please note: The Georgia Department of Education (GaDOE) considers the applicant to be the fiscal agent for the grant. Therefore, any grants awarded will be in the name of the fiscal agent.**

Fulton County Board of Education

Official Entity Name for Fiscal Agent/Sub-Grant Award Recipient

Instructions: The authorized signatory must initial the box adjacent to each assurance and must sign and date the document in blue ink to certify agreement to comply with each assurance. The fiscal agent must sign and date the document as well. These assurances will be in effect for FY12.

The Sub-grantee hereby assures that it will comply with the following:

Number	Initial Each Box Below in <u>Blue Ink</u>	Assurances
1.		The Sub-grantee assures that it has the necessary legal authority to apply for and receive a SRCL Grant.
2.		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.
7.		The SRCL projects will target students who attend Title I schools or schools eligible for Title I schoolwide programs and their families.
8.		The SRCL project will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
9.		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.
10.		All activities must be correlated with the development of STRIVING READER COMPREHENSIVE LITERACY GRANT goals for children birth through grade 12.
11.		The second year of funding is dependent upon successful program implementation and progress aligned with the components of the request for application submitted.

12.		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.
13.		The Sub-grantee agrees to notify the GaDOE, in writing, of any change in the contact information provided in its application.
14.		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.
15.		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.
16.		Funds shall be used only for financial obligations incurred during the grant period.
17.	N/A	The SRCL project funds will supplement, not supplant Federal, state, and other local funds that the applicant would otherwise receive.
18.		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."
19.		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.
20.		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.
21.		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.
22.		The Sub-grantee will submit an annual summative evaluation report no later than June 30.
23.		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.

24.		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).
25.		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.
26.		The Sub-grantee will comply with the Family Education Rights and Privacy Act of 1974 (34 C.F.R. 99).
27.		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.
28.		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 21 st CCLC grant.
29.		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.

My signature below certifies that I am the authorized signatory for the Fiscal Agent and official Sub-grantee, and that I have read, understand, and agree to abide by all assurances. I also understand that failure to abide by all assurances may result in loss or reduction of grant funding.

Please sign in blue ink.

Signature of Fiscal Agency Head (required)

Dr. Robert Avossa

Typed Name of Fiscal Agency Head (required)

Superintendent

Typed Position Title of Fiscal Agency Head (required)

Date (required)

Name of entity/agency acting as Co-Applicant, if applicable:

Co-Applicant Assurance Signatures, if applicable:

My signature below certifies that I am the authorized signatory of the Co-Applicant for the grant program, and that I have read, understand, and agree to abide by all Assurances enumerated in pages 1-5. I also understand that failure to abide by all Assurances may result in loss or reduction of grant funding.

Please sign in blue ink.

Signature of Co-Applicant's Authorized Agency Head (if applicable)

Typed Name of Co-Applicant's Authorized Agency Head (if applicable)

Typed Position Title of Co-Applicant Authorized Agency Head (if applicable)

Date (if applicable)

K. Letter of Support – Sheltering Arms Pre-K Faculty



Sheltering Arms

EARLY EDUCATION AND FAMILY CENTERS

385 Centennial Olympic Park Drive • Atlanta, GA 30313 • 404-523-2767 • FAX 404-523-9952

December 12, 2011

We, the members of the Stonewall Tell Early Education and Family Center Management Team, pledge that we fully support this application for a Striving Readers Initiative. We will support our Lead Teachers and Teachers as they work to improve their skills in teaching language and literacy to the Pre-k children enrolled in our Center, and we will provide guidance to the project as members of the Literacy Team.

Roslyn Williams

Lee Shaw

Nicole Mason

Denise Davinen

Jessica Lewis

Darlene Lewis

Penny Beard

Shelia Davis

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www.shelteringarmsforkids.com



Accredited by the
National Association for the
Education of Young Children
and supported by Head Start,
United Way, the Georgia Department
of Early Care and Learning,
and center communities.

The power of education begins here.™



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December 12, 2011

We, the members of the Welcome All Early Education and Family Center Management Team, pledge that we fully support this application for a Striving Readers Initiative. We will support our Lead Teachers and Teachers as they work to improve their skills in teaching language and literacy to the Pre-k children enrolled in our Center, and we will provide guidance to the project as members of the Literacy Team.

Linda Rhea

Bonnie Paschal

Karen Calhoun

Christyna Dent

Carmen Scott

Kitasha Jenkins

Nicolee Debney

V. Harton

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December 12, 2011

We, the members of the Oakley Township Early Education and Family Center Management Team, pledge that we fully support this application for a Striving Readers Initiative. We will support our Lead Teachers and Teachers as they work to improve their skills in teaching language and literacy to the Pre-k children enrolled in our Center, and we will provide guidance to the project as members of the Literacy Team.

Carmen Scott

Berice Paschall

Elaine Powers

Barbara Zain

Gail Griffin

Lucie Mays

Margarita Scott

Wade Bryant

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December 12, 2011

We, the members of the East Point Early Education and Family Center Management Team, pledge that we fully support this application for a Striving Readers Initiative. We will support our Lead Teachers and Teachers as they work to improve their skills in teaching language and literacy to the Pre-k children enrolled in our Center, and we will provide guidance to the project as members of the Literacy Team.

Kathy Bolling

Bernice Parchall

Janet Alan

Angela Howell

Anita Mallard

Deborah Frickson

Elise Jones

www.shelteringarmsforkids.com



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X. Budget

A. District Budget Narrative

Assessments and Supplies

Fulton County Schools (FCS) requested funding includes costs for the purchase of required DIBELS Next assessment for all elementary schools, as well as supplies for four teachers per grade level at eight elementary schools. Additionally, funding is requested for required Scholastic Reading Inventory (SRI), as well as licenses, teacher kits, and product support plans.

Curriculum and Instructional Supplies

We request funding for instructional materials and supplies for each targeted Pre-K site with extended programming for 17 weeks, as well as for ESOL curriculum and other appropriate curricula. We also request funding for curriculum and instructional supplies to be used by one cohort of the Parent Leadership Institute for teenage parents at McClarin High School, in order to build the skills and capacity of parents to take greater leadership roles in the systems serving their children, including early learning programs and schools, and to make suggestions for revisions to the curriculum and training. Also, Bright from the Start has approved the use of several curricula in order to provide students with materials that promote oral language development, phonological awareness, and print awareness across all subject areas. Each Pre-K classroom and special needs Pre-K classroom would receive these materials.

Professional Development

We request funding for targeted teachers to have a full day of SRI Implementation training. Additionally, we request funding for targeted teachers to attend the Leadership Institute for Language and Literacy, a four-day series of workshops focused on leading language and literacy improvement through a variety of best practices. United Way Pre-K teachers will attend

two-day, five-hour professional learning opportunities based on their needs. We also request funding for professional learning opportunities for group daycare, family daycare homes, and selected childcare centers in the targeted feeder patterns that support the coordination and alignment of services from birth-5, and support the feeder patterns in these communities. The three-day, five-hour trainings for Fulton County Pre-K teachers will focus on implementing researched based instruction to foster language and literacy, support and extend Pre-K curriculum concepts, and integrate math and science concepts. Pre-K teachers will also attend professional learning for a total of five days at the Literacy Institute with the United Way to learn additional literacy strategies, as well as professional learning to develop skills in implementing the Bright from the Start curriculum. All requested professional development funding also includes benefits calculated at 27.7% for full-time employees and at 10% for teacher stipends for targeted teachers to attend content-specific professional learning.

Additionally, professional development funds will be utilized in a partnership with the Georgia Wolf Trap Literacy Program K-2, which has a professional learning focus. In GA Wolf Trap/Alliance Theatre, classroom teachers work with professional teaching artists to learn drama strategies that promote learning in literacy skills including speaking, listening, reading and writing. The program also builds drama skills in oral and non-verbal expression, creative and critical thinking, ensemble work and self-regulation. Targeted teachers will attend an on-site full-day orientation and instructional session presented by Alliance Theatre at the Woodruff Arts Center staff and Teaching artists, as well as a Summer Seminar. These costs include teacher registration fees and teacher stipends. Also, services provided include 12 classroom sessions with Teaching Artists, to include coaching, demonstration lessons and observations.

Subcontractors/Consultants

We request funding for one full-time equivalent Project Director to manage grant funds, and one Professional Assistant III. Both of these costs include benefits calculated at 27.7%.

Requested contractor funding also includes the cost of Pre-K lead teachers for an additional 21 days and Pre-K teacher assistants for an additional 16 days. The amount includes the daily rate for these teachers and 27.7% for benefits. Additionally, we request funding for Pre-K teachers to be supported by experienced literacy coaches from Bright from the Start throughout the school year.

The GA Wolf Trap Literacy Program K-2 costs include contract fees for Teaching Artists to hold five planning sessions with targeted teachers, documentation, assessment, and curriculum development for each classroom, supplies, including simple props, puppets, and story-telling objects for each classroom, and program administration fees, including training and supervision of Teaching Artists, site coordination, curriculum development, scheduling and data management, budget administration, workshop and seminar design, and other administrative tasks carried out by the Director and Assistant Director of the Institute for Educators and Teaching Artists. Teaching Artists are paid Social Security (Alliance Theatre) at .09%, based on residency, planning, and workshop fees.

Print Materials

We request funding for print materials through GA Wolf Trap, including books, scripts, and supplies for targeted Pre-K classrooms.

Events

We request funding for a parent/caregiver event offered each year through GA Wolf Trap, including a Teaching Artist fee per targeted classroom. We also request funding for targeted Pre-K classrooms to have Read Aloud Workshops.

Pupil Travel/Field Trip

We request funding for the annual field trip through GA Wolf Trap to an Alliance Theatre production for young people. These costs include ticket prices for students, a complimentary ticket for the teacher, and bus transportation per classroom. Targeted Pre-K classrooms will have the option to attend either a play at the Alliance Theatre, or a performance at the Teaching Museum.

Stipends/Additional Salary Money

We request funding for teacher stipends for required Georgia Department of Education Summer Training to implement the grant.

Travel

We request funding for teacher travel expenses for required Georgia Department of Education Summer Training to implement the grant.