

# School Profile

Created Monday, December 10, 2012

## Page 1

### School Information

School Information   District Name:	Fulton County Schools
School Information   School or Center Name:	Mt. Olive Elementary School

### Level of School

*Elementary (K-5 or Primary, Elementary)*

### Principal

Principal   Name:	Darryl Felker
Principal   Position:	Principal
Principal   Phone:	4046698050
Principal   Email:	felkerd@fultonschools.org

### School contact information

(the persons with rights to work on the application)

School contact information   Name:	Darryl Felker
School contact information   Position:	Principal
School contact information   Phone:	4046698050
School contact information   Email:	felkerd@fultonschools.org

### Grades represented in the building

example pre-k to 6

*PK-5*

### Number of Teachers in School

46

### FTE Enrollment

552

## Fiscal Agent Memo of Understanding

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

### Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Larry Wallace

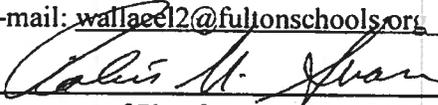
Position/Title of Fiscal Agent's Contact Person: Program Administrator

Address: Fulton County Schools – 2370 Union Road SW

City: Atlanta Zip: 30331

Telephone: (404) 346-4376 Fax: ( )

E-mail: wallace12@fultonschools.org

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

Dr. Robert M. Avossa  
\_\_\_\_\_  
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

12-11-12  
\_\_\_\_\_  
Date (required)

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

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

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

**I. Conflicts of Interest**

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

**a. Organizational Conflicts of Interest.**

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

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

## Conflict of Interest & Disclosure Policy

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

### **b. Employee Relationships**

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

## Conflict of Interest & Disclosure Policy

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

### ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

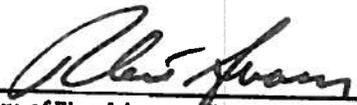
## II. **Disclosure of Conflict of Interest after Agreement Execution**

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

**Conflict of Interest & Disclosure Policy**

**III. Incorporation of Clauses**

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



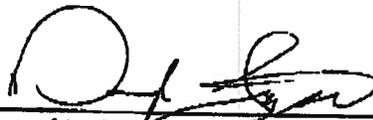
\_\_\_\_\_  
Signature of Fiscal Agency Head (official sub-grant recipient)

Robert M. Avossa - Superintendent

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

12-11-12

\_\_\_\_\_  
Date



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

Dr. Darryl Felker, Principal

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

December 5, 2012

\_\_\_\_\_  
Date

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

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

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

# Preliminary Application Requirements

Created Monday, December 10, 2012

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## Page 1

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

General Application Information

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

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A Z f t

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

SRCL Grant Rubric

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

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A Z f t

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

Assessment Chart

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

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A Z f t

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## **Assessments**

I understand that implementing the assessments mentioned on page 5 in General Application Information is a necessary part of receiving SRCL funding.

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A J B h s f f

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## **Unallowable Expenditures**

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

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

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

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

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

**Advertisements, Promotional or Marketing Items**

**Decorative Items**

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

**Land acquisition**

**Capital Improvements, Permanent Renovations**

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

**Dues to organizations, federations or societies for personal benefits**

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

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

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

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# Grant Assurances

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## Page 1

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

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

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

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

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

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

- 
- Yes
- 

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

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

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• Yes

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

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• Yes

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

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• Yes

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Page 2

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

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• Yes

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

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• Yes

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

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• Yes

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

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• Yes

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

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• Yes

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

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• Yes

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

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• Yes

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

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• Yes

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

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• Yes

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

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• Yes

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**Page 3**

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

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- Yes
- 

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

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- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
-

Fulton County Board of Education  
Audit Findings  
Fiscal Years 2007 - 2011

2007

**07-1. Segregation of Duties - Repeat**

Condition/Cause: The size of the School System's accounting and administrative staff and the lack of proper delegation of duties and training precluded certain internal controls, that would be preferred if the office staff were large enough, to provide optimum segregation of duties. Substantial duties relative to the receipt and disbursement processes, computer controls, payroll, and general ledger functions are handled by one individual.

**07-2. - Proper Recording of Property Taxes Receivable and Deferred Revenue**

Condition/Cause: Property taxes receivable and deferred revenue were underestimated by management as of June 30, 2007.

**07-3. - Proper Recording of On-Behalf Payments in the General Fund**

Condition/Cause: Management did not recognize revenue and expenditures in the General Fund for health insurance paid on the School System's behalf by the Georgia Department of Education to the Department of Community Health for health insurance of non-certified personnel.

**07-4. - Error in Posting Year-end Donated USDA Commodities in the School Nutrition Special Revenue Fund**

Condition/Cause: Management made an error in posting donated USDA commodities as revenue and inventory at year-end.

**07-5. - Cash Management - Title I, Part A (CFDA 84.010) - Repeat**

Condition and Context: The School System is not properly segregating duties in regards to draw down requests in that the draw down requests tested for the year ended June 30, 2007 were prepared and authorized by the same person.

**07-6. - Cash Management - Title II, Part A, Improving Teacher Quality (CFDA 84.367)**

Condition and Context: The School System is not properly segregating duties in regards to draw down requests in that the draw down requests tested for the year ended June 30, 2007 were prepared and authorized by the same person.

**07-7. - Error in Student Benefit Determination - Child Nutrition Cluster (CFDA 10.555) - Repeat**

Condition and Context: For the year ended June 30, 2007, we noted one instance in which an ineligible student received benefits under the Child nutrition Cluster program.

2008

**2008-1. Restatement of Beginning Fund Balance/Net Assets -Prior Period Adjustments**

Finding: Internal controls were not sufficient to prevent material misstatements in the reporting of the School System's financial statements.

**2008-2. Timely Recording of Intergovernmental Receivable and Deferred Revenue -- 2002 SPLOST Capital Projects Fund and 1997 SPLOST Capital Projects Fund**

Finding: The School System's Program Management Director responsible for State Capital Outlay projects and management of the School System did not timely request State reimbursements for capital construction as of June 30, 2007

**2008-3. Proper Reconciliations of Cash Accounts -- General Fund and Pension Fund**

Finding: Management of the School System did not accurately or timely reconcile the School System's bank account in the General Fund and the Pension Fund's bank account at year-end.

**2008-4. Eligibility - Title I, School-wide Programs (CFDA 84.010)**

Finding: As noted in our testing of the schools in the district operation school-wide programs, one (1) of the thirty-three (33) schools tested did not have all of the required elements to operate a school-wide program.

**2008-5. Error in Student Benefit Determination -- Child Nutrition Cluster (CFDA 10.553 and 10.555)**

Finding: An Ineligible student received benefits under the grant and reimbursement for the student's meal was claimed under the grant. Therefore, unallowable costs were charged to the grant. In one (1) instance, the necessary changes were not made to the system when verification documents provided by the student did not support the initial benefit determination.

2009

**2009-1. Restatement of Beginning Fund Balance/Net Assets -Prior Period Adjustments**

Condition: Internal controls were not sufficient to prevent material misstatements in the reporting of the School System's financial statements for the year ended June 30, 2009.

2010

NO FINDINGS

2011

**2011-01 Timely Recording of Intergovernmental Receivable and Deferred Revenue - 2007**

**SPLOST Capital Projects Fund**

**Condition:** As of June 30, 2011, documentation from the State regarding approved proceeds from the 2010 application to support the recording of State reimbursements for capital construction projects was not recorded by the School System.

**2011-02 Collateralization of Deposits**

**Condition:** As of June 30, 2011, deposits of the School System held at a financial institution totaling approximately \$2.7 million were not fully collateralized or insured in accordance with the Official Code of Georgia Annotated (OCGA) Section 45-8-12(c). The pledged collateral for these accounts was less than the required amount by approximately \$2 million.

**2011-03 Allowable Costs/Activities - U.S. Department of Education - IDEA, (CFPA #s 84.027, 84.173, 84.391, and 8.4.392)**

**Condition and Context:** For the fiscal year ended June 30, 2011, the School System did not properly maintain semi-annual certification of time and effort sheets for teachers and other staff being paid out of Special Education funds during the period of August - December 2010. Eleven (11) out of 120 items sampled during our testing did not have semi-annual certification of time and efforts sheets for the fall semester of the school year. The errors occurred during the procedure to send the forms to each of the schools as several forms were improperly not sent. The processes, however, were updated during the spring semester and our testing disclosed no instances of noncompliance for that period of the fiscal year.

## DISTRICT NARRATIVE

***Brief History and Demographics:*** Fulton County Schools (FCS) is a large district both in terms of enrollment – more than 93,000 students – and in terms of geographic size – 78 miles from north to south. FCS has two distinct regions that are physically bisected by the City of Atlanta’s school system, the Atlanta Public Schools. The district employs approximately 10,500 staff, including more than 6,800 teachers and other certified personnel. During the 2012-2013 school year, FCS students are attending classes in 96 traditional schools and 6 start-up charter schools. FCS is a diverse district both in terms of demographic and socio-economic enrollment. Its racial composition is 42% Black, 33% White, 13% Hispanic, 9% Asian, and 3% Multi-Racial. More than 44% of FCS students receive free and/or reduced-priced meals. Many schools in the northern part of the district have less than 5% of their students eligible for free and/or reduced-priced lunches while many schools in the southern part of the district have over 95% of their students eligible. Ten percent of FCS students are classified in special education, and seven percent are classified as having limited English proficiency.

***Current Priorities and Strategic Planning:*** As part of its strategic planning process, FCS examined environmental realities, student needs, and organizational opportunities and identified five major themes based on stakeholder feedback: Advancing Instruction, Enhancing People, Integrating Technology, Ensuring Effective Schools, and Managing Resources. Under each theme, FCS identified its current priorities and built a strategic plan for 2012-2017. The plan focuses on enabling students to graduate college and to be career ready. To hold FCS accountable for the strategic plan, the district has committed to three long-term outcomes:

**Graduation Rate:** 90% of Fulton students will graduate on time; **College Readiness:** 85% of

Fulton’s seniors will be eligible for admission to a University System of Georgia college or university; **Work Readiness:** 100% of FCS graduates will be work-ready certified.

***Current Management Structure:*** FCS is governed by an elected seven-member Board of Education that selects the Superintendent of Schools. Within the school system, the Superintendent – Dr. Robert Avossa - oversees the operations of six divisions: Academics, Information Technology, Operations, Financial Services, Human Resources, and Strategy & Innovation. In addition, FCS is divided into four “learning communities”: Northwest, Northeast, Central, and South. Organized geographically, the learning communities allow a decentralized approach to school management and provide schools the opportunity to work more closely together, aligning resources. Each is managed by an area superintendent and supported by an executive director.

On July 1, 2012, FCS became the largest charter system in the state of Georgia. Operating as a charter system is a game-changing opportunity for FCS to leverage more autonomy to implement innovative strategies, to increase student achievement, and to guide continual improvement. With state approval of the charter system model in hand, FCS has the legal authority to implement non-traditional instruction and curriculum options, as well as education reform ideas articulated by its stakeholders. The organizational framework by which FCS is implementing its charter system will devolve decision-making to the local school level, generating new opportunities for innovation and place-based strategies. Striving Reader schools will take advantage of the flexibility provided to the district through its charter system status to implement the more innovative aspects of their literacy plans.

***Past Instructional Initiatives:*** FCS 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-week 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 Curriculum:*** FCS is implementing the Common Core Georgia Performance Standards (CCGPS) in K-12 English language arts and K-9 mathematics as well as literacy standards in grades 6-12 social studies, science, and technology curricula. The Common Core Standards infuse more rigor, complex texts, and informational reading for our students. FCS is adopting new Reading and English/Language Arts (ELA) materials for the next school year. 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 process served not only the materials adoption but also established a basis on which to build our district's literacy plan. Balanced literacy is a K-5 literacy instructional approach that creates a gradual release of responsibility from the teacher to the student. FCS's balanced literacy approach will be used to ensure that each student will progress at his/her optimum pace and depth to maximize academic achievement. This approach will include:

- assessment based planning and student placement;
- modeled, shared, guided, and independent reading and writing;
- explicit skill instruction;
- use of authentic texts across content areas;
- integrated use of technology;
- authentic applications of learning.

***Literacy Assessments:*** Our Striving Reader Cohort 1 schools use DIBELS Next and Scholastic Reading Inventory (SRI) literacy assessments. Other schools use Developmental Reading Assessment (DRA2) and Balanced Assessment System (BAS) reading assessments. Further, FCS uses benchmark assessments called Checkpoints. 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. The 2013 and 2014 CRCT will be aligned to the CCGPS. The Partnership for the Assessment of College and Career Readiness (PARCC) assessment will become the summative assessment in April 2015. As FCS transitions to CCGPS and the administration of new summative assessments, FCS anticipates a temporary dip in scores. 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:*** The schools included in our district-wide submission for Striving Reader Comprehensive Literacy Cohort II funding were strategically selected to demonstrate FCS’s commitment to literacy improvement from Pre-K to 12<sup>th</sup> Grade. By including our Pre-K program, 6 elementary schools, 2 middle schools, and 1 high school we demonstrate a clear need for literacy support that runs throughout an entire feeder pattern. All schools selected are within the South and Central Learning Communities, where additional literacy resources are of the greatest need.

On average, students in FCS perform better than students across the state. 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. 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. A survey conducted last year of administrators, teachers and parents highlights concerns with the 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. 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.

**District Management Plan and Key Personnel**

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. The following individuals are qualified for their role and committed to improving literacy in targeted schools. 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. Scott Muri – FCS Deputy Superintendent Instruction (0.05 FTE) will chair the Striving Reader Governing Board and provide strategic oversight for grant implementation. Dr. Muri reports directly to the Superintendent.

Amy Barger – FCS Assistant Superintendent Learning and Teaching (0.10 FTE) will be accountable for the Striving Reader grant and will supervise the Striving Reader Program Administrator to integrate proposed strategies and supports with other system processes to ensure alignment.

Dr. Donald Fennoy and Karen Cox – Area Superintendents (0.10 FTE) are the Area Superintendents for the South and Central Learning Communities. They will ensure vertical alignment of curriculum and professional learning across Striving Reader schools. In their capacity as members of the FCS Executive Leadership team, they will communicate best practices to schools across the district to support sustainability of Striving Reader strategies. The

*Fulton County Schools - District Management Plan and Key Personnel*

learning communities also have program specialists in each content and specialty area that provide support in all areas of instruction.

Larry Wallace – FCS Striving Reader Program Administrator (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. Mr. Wallace has most recently served as Program Administrator for the district's \$4.2 million Striving Readers Comprehensive Literacy Grant and the \$5.2 million Smaller Learning Communities grant. He has extensive experience managing complex projects, involving multiple partners, with significant reporting requirements.

All members of the Executive Leadership Team have read each individual school's plan and reviewed each application with both the system and school teams. In reviewing the applications, we looked for alignment of Striving Readers goals with the district's and school's strategic and Title I plans. After reviewing all of this information there is a clear understanding of each school's plan and support will be given to implement the plans. The alignment of the Striving Reader goals allows the Learning Communities to narrow the focus of their monthly meetings and provide targeted support to the schools.

When start-up funding is awarded in February, principals will meet with the Area Superintendent and Program Administrator to develop their performance plan and begin the Budgeting for Outcomes (BFO) process. The BFO ensures that the cost center and grant budgets are developed by priority and are comprised of new ideas, innovations, cooperation, and improvement. Once the performance plan and budget are completed they are submitted to the Superintendent, Board of Education, and Georgia Department of Education for approval. The performance plans, budgets and assessment data are reviewed monthly to ensure implementation and compliance with local, state and federal regulations. In January, budget services conduct an

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analysis by function, department, and commitment item. The midyear analysis and necessary adjustments are then presented to the Board of Education. Final reports will be completed by the Program Administrator and forwarded to the state in July.

### EXPERIENCE OF THE APPLICANT

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

<b>Competitive Grant Title</b>	<b>Funded Amount</b>
Striving Reader Comprehensive Literacy Cohort I grant	\$4.5M
Innovation Fund grant	\$640,326
Smaller Learning Communities grant	\$5.2M
Readiness & Emergency Management for Schools grant	\$608,355
Teaching American History grant	\$989,801
Carol M. White Physical Education grant	\$1.5M
Mathematics and Science Partnership grant	\$440,356
Strategic Data Project grant	\$500,000

**Capacity:** 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. Further, FCS has rigorous internal controls that ensure funds are properly used and achieve intended results. FCS provides grant management training on all policies and procedures to all staff prior to releasing grant funds. Programs with similar goals and purposes are coordinated to reduce waste and increase efficiency. 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. Conducting needs assessments in the Cohort 2 schools has provided a solid foundation for FCS’s Striving Reader grant and has 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.

***Sustainability:*** 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 will also 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.

***Internally-funded Initiatives:*** FCS has developed and implemented numerous education programs designed to increase student achievement using general operating funds without the support of outside funding. These programs attend to the delivery of student-focused instruction, ongoing assessment, use of data, and continuous improvement. FCS's benchmark assessment program, known as Checkpoints, assesses student mastery of standards 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.

### **School Narrative**

Mt. Olive Elementary School is located in East Point, Georgia. Mt. Olive has been a part of the East Point Community since 1960. We are part of the Central Learning Committee of Fulton County Schools and our students will filter into Woodland Middle School and Tri-Cities High School. Mt. Olive has met or exceeded the state requirements for academic performance for eleven consecutive years. However, Mt. Olive's student population, which includes a fair number of students with disabilities, economically disadvantaged students and English Learners, does not possess the basic literacy skills necessary to perform at the same level as their peers. A Striving Reader grant will help Mt. Olive Elementary School continue to address students' literacy needs and meet student achievement growth objectives.

### **School History**

Mt. Olive Elementary School is 52 years old and has an enrollment of 669 students. Approximately 85% of the school's population is eligible for free and/or reduced-price meals. Our racial breakdown is 86% Black, 11% Hispanic, 2% Multi-racial, and 1% Asian; our student mobility rate is 65%; 16% of our students are classified as students with disabilities (SWD), and 6% are classified as having limited English proficiency. We are considered a "center school" for Moderate, Severe and Profound Intellectually Disabled (MOID) services. We have one Special Education Preschool classroom, four Moderate Intellectual Disability (low incident) classes, three Interrelated Resource classes (self-contained/inclusion), and 2 lottery-funded Pre-K classrooms. Many of our students come from challenging circumstances. Based on the 2010 US Census Bureau Data, there are approximately 34,784 people living in East Point with a per capita income of only \$21, 266. The current unemployment rate is 12.7%, and only 24.4% of residents

have a Bachelor's degree or higher. We value parents as critical stakeholders in improving student achievement. However, our students' parents also struggle with literacy. We have a Parent Liaison to better support our parents and provide them with training and resources required to help their children.

Mt. Olive's Vision: "Today's Learner, Tomorrow's Leaders," guides instructional design and planning, teacher professional development, community/parental involvement, and also influences how data is used to enhance student learning. We will continue to strive for creating a globally conscious learning community. Mt. Olive Elementary believes in utilizing research-based approaches to instruction. In addition, we provide opportunities to create, collaborate, and celebrate each milestone we achieve collectively for each and every student.

We have implemented the following evidenced-based enrichment programs: Global Tech After School Program, Junior Beta Club, Mt. Olive's Chorus, and Mt. Olive's Student Government. We are also fortunate to partner with Sheltering Arms, an early childhood program, and Woodward Academy, a nearby K-12 private school. The Striving Reader grant will allow us to build on our relationship with these organizations and to strengthen the transition between grade levels. Currently, Sheltering Arms students come to our school for an annual site visit to prepare for their Pre-K transition. Woodward Academy High School student volunteers come to our Kindergarten through 2<sup>nd</sup> grade classrooms to read with the students and assist students with any enrichment activities provided by teachers. Woodward Academy also provides a Horizons Summer Program for select Mt. Olive students. The Horizons program provides enrichment for the participants and helps prepare them for the following school year.

At Mt. Olive Elementary School, we strive to develop positive attitudes and habits which will enable all students and staff to deal with a changing society through communication, technology,

and self-development. Our path to achieve these goals includes enhancing language arts and using alternative teaching styles and methods based on our commitment to excellence.

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

Mt. Olive’s administrative leadership is very stable. Dr. Darryl Felker has been Principal at Mt. Olive Elementary for ten years; Ms. Janis Harper has served as Assistant Principal for 11 year. Both continue to provide the supportive leadership necessary for the community. They embrace and implement distributive leadership, empowering employees to share, contribute, and implement strategies to improve student achievement.

The leadership team consists of the principal, assistant principal, curriculum support teacher, school counselor, mathematics coach and teacher leaders representing each grade level, as well as team representation consisting of support personnel. This team meets bi-monthly to discuss issues concerning school-wide initiatives, culture, and provide support to staff. While there has been some turnover in teacher staff, this is often due to teacher “burnout.” The student population has intensive needs and many teachers who leave transfer to schools with less challenging populations. For the most part, however, the teachers, administration and staff at Mt. Olive are a tight-knit community that collaborates well to address the needs of our students.

### **Instructional Initiatives**

Over the past few years, Mt. Olive has implemented multiple evidence-based initiatives to help improve student achievement in literacy:

- Accelerated Reader – this program helps struggling readers and motivates them to read books on their level so that they can build reading skills and progress during the year.

There are two grade reporting periods during the school year which are used to measure and celebrate success. *TumbleBooks*, an online collection of animated, talking picture books, complement our Accelerated Reader program.

- Team Teaching and Inclusion Classes – to address the unique needs of our students with disabilities population, we have implemented strategies where special education teachers coordinate and team teach with the general education teachers.
- Writing Block – all students participate in Writers Workshop every day. This process has been in place for two years and all teachers have been trained on the process. This is a critical support for our students and we plan to continue the effort. Our focus now is on providing professional learning for new teachers on this process.

### **Need for a Striving Reader Project**

A Striving Reader grant would provide our school with the supplemental resources to fully implement our literacy plan to improve student achievement across content areas and to better engage our parents in their children's success.

East Point is a community of single-family dwellings and condominiums, with many Section 8 low-income rentals. Most families are headed by one parent; some students live in homes with other relatives. As mentioned previously, we have a high mobility rate. This negatively impacts instruction as it is difficult to gain any momentum when students are constantly in and out of school. Moreover, mobile students often struggle with social/emotional needs and lack stability at home, making our job more difficult—and more important.

East Point has witnessed a 15% population decrease over the past ten years. This is highly correlated with our parental involvement. As two-parent households and the more affluent

have left the area, our parental involvement has decreased. Given the high poverty rate in our community, parents lack the resources—money, time, and education—to fully support the academic needs of their children. We know that many of our parents do not read to their children at home; many are illiterate. A Striving Reader grant would provide our school with the necessary supplemental resources to support our students and our families to ensure each child reaches his or her fullest potential. It would be an opportunity to build on our current literacy work and to give teachers the tools and knowledge to help their students achieve across content areas.

### School/District Literacy Plan

Mt. Olive built its literacy plan around the six building blocks identified in the document, *Georgia Literacy Plan Kindergarten-to-Grade 12 Necessary Building Blocks for Literacy: “The What”*, developed by the Georgia Department of Education (GaDOE) as well as research from GaDOE’s *Georgia Literacy Plan: “The Why”*. The six building blocks and related research are described below.

#### **Building Block 1: Engaged Leadership**

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

Our principal, Dr. Felker, demonstrates a commitment to learn about and support evidence-based literacy instruction in a number of ways. He has established a Literacy Team that meets periodically to ensure that the instructional staff is educated on the school-wide literacy plan. This committee also continually assesses the literacy plan against our teachers’ and students’ needs. Our Literacy Team consists of a representative group of school leaders. The table below outlines the membership.

<b>Member Name</b>	<b>Title / Role</b>
Darryl Felker	Principal
Janis Harper	Assistant Principal
Andrea Wright	Curriculum Support Teacher
Valencia Durden	Kindergarten Teacher
Dinah Garrett	Kindergarten Teacher
Darnisha Coverson	Kindergarten Paraprofessional
Corneil Jones	1st Grade Teacher
Marie Lowe	2nd Grade Teacher
Tijuana Jackson	3 <sup>rd</sup> Grade Teacher

<b>Member Name</b>	<b>Title / Role</b>
Courtney Davis	4th Grade Teacher
Angela Cook	4th Grade Teacher
Tameki McDowell	4th Grade Teacher
Lonnie Woods	5th Grade Teacher
Phyllis Daniels	Exceptional Needs Teacher
Wynona Preston	Media Center Specialist

To ensure continued growth through professional learning, Dr. Felker provides opportunities for new staff to receive necessary support in becoming acquainted with programs, materials and previously learned strategies. New teachers participate in monthly training workshops in which they not only learn about and receive additional support working with school-wide instructional programs and materials, but they also learn and practice research-based instructional strategies for teaching literacy across the curriculum.

Dr. Felker has participated in state-sponsored Webinars, like the Common Core GPS Web Class – summer 2012, and face-to-face sessions provided by the district as well as outside providers to learn about the transition to the Common Core Georgia Performance Standards. He participates in the ongoing TKES (Teacher Keys Effectiveness System) Evaluator Training. Dr. Felker studies research-based guidelines, strategies, and resources for literacy instruction and schedules protected time for literacy instruction and teacher collaboration, often inviting subject matter experts (“SMEs”) to meet with and train staff. These SMEs are invited to train staff based on the needs of our teachers and students, which are assessed using data from teacher surveys and student assessment data. For example, teachers participate in whole-day vertical team meetings for collaborative planning twice each semester. Lynn Freeman, Atlanta Metro RESA consultant, leads one-hour planning/working sessions for the teachers and supports instructional

staff at each grade level once each month. Additionally, experts such as, Kay Burke and Ruby Payne have led workshops for the Mt. Olive staff on research-based instructional practices. In these sessions, teachers and staff learn and practice research-based strategies for literacy and writing instruction that can be implemented in the classrooms with existing resources. Here, it is important to note that writing is included in our literacy instruction, and we utilize the expertise of consultants in this area so frequently because writing is critical to career success. The National Council of Teachers of English (NCTE) notes, “Technological advances, changing workplace demands, and cultural shifts make writing more important than ever, especially because the way we write often predicts academic and/or job success, creates opportunities, maintains relationships, and enhances critical thinking” (NCTE, 2008, p.1).

Additionally, as noted in the Georgia Literacy Action Plan – The Why document, there is a strong correlation between clear writing and communication and hiring practices of companies. According to a survey of 120 American companies conducted by the National Commission on Writing, half of companies responding include writing ability as one criterion in hiring and promotion decisions (National Commission on Writing, 2004, p. 3). And, while many may presume that certain hands-on or technical jobs do not require writing skills, these same employers note that two-thirds of salaried employees have some writing responsibility and that manufacturing positions are not immune. As one company’s human resources director noted, “Manufacturing documentation, operating procedures, reporting problems, lab safety, waste-disposal operations--all have to be crystal clear,” (National Commission on Writing, 2004, p.3). Finally, this same research points to the dearth of writing skills of current employees and the fact that companies often spend company resources training employees on skills such as business and technical writing (National Commission on Writing, 2004, p. 4). Indeed, writing is not only

critical to the success of our students during their K-12 years but to their success once they move into the world of work.

In addition to the expert-led workshops mentioned previously, Dr. Felker and the administrative team place a strong focus on collaborative discussion around data. To that end, Mt. Olive has implemented data team meetings twice each month where teachers meet with their grade level teammates, the school’s Math Coach, and the Curriculum Support Teacher, to analyze data and adjust professional learning accordingly.

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

Dr. Felker has identified stakeholders and community partners to serve as members of the school’s literacy leadership team, called the Literacy Team. The Georgia Department of Education believes “a common understanding of literacy must be recognized and valued by all stakeholders, including all teachers, students, parents, and community members” (GaDOE, 2010, pg. 26). As such, parents and other members from the local community, PTA Executive Board members, and representatives from our corporate sponsors also serve on the Literacy Team.

The Literacy Team has developed a shared literacy vision (outlined in our school’s literacy plan) for the school and community that not only aligns with the Georgia Department of Education’s Literacy Plan, but it also focuses on the goals and objectives of the School Improvement Plan. The programs and practices incorporated in the school’s plan serve to keep the Mt. Olive staff motivated, productive, effective, and centered on student achievement.

The Georgia Department of Education notes that “[w]ith the support of literacy in the Common Core Georgia Performance Standards, content-area teachers will have specific guidance on the kinds of skills that students need in order to access the more complex texts

generally found in content area classrooms” (GaDOE, 2010, pg. 49). The school’s literacy plan ensures the use of research-based practices aligned with Common Core Georgia Performance Standards across all the content areas. With the help of the Math Coach and the Curriculum Support Teacher, the Literacy Team shares student achievement gains with parents and with the local community through data boards, community open houses, newsletters, and displays of student work in the classrooms and hallways.

At least once annually, members of Mt. Olive’s Literacy Team visit other schools that have successfully improved student achievement to gain new insights and innovative ideas. For examples, Dr. Felker visited a school in New York that was part of the Teacher’s College Reading and Writing Project to gain a better understanding of their literacy and writing program. In addition, members of the Literacy Team visited Ron Clark Academy in Atlanta, Georgia to get ideas on bolstering a fun, creative environment that incites students to want to learn.

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

Dr. Felker schedules time for collaborative planning teams within and across the curriculum. Teachers participate in whole-day vertical team meetings for collaborative planning twice each semester. Additionally, grade level teams meet twice each month with the Math Coach and the Curriculum Support Teacher (and sometimes with other experts from our Learning Community). During these meetings, the teams analyze data, plan the implementation of research-based instructional strategies based on their student data, and discuss how to make gains with certain students across all content areas. The Georgia Department of Education posits:

The “how to instruct” must be embedded in sound professional learning opportunities and training. In the Georgia Literacy Plan, ongoing professional learning expectations center around the marriage of effective instructional strategies based on assessments and the alignment of instruction currently to the Georgia Performance Standards (CCGPS by 2014) (GaDOE, 2010, pg. 98).

Mt. Olive teachers videotape the instruction taking place in their classrooms to conduct self-evaluations of teaching methods, as well as to assess what is working in their classrooms and what is not. In staff meetings, we also view videos of instructional methods taking place in other classrooms to discuss ideas about what we can use in our classrooms that has worked in others. Additionally, as teachers become trained on new programs and strategies, they share that learning at team and staff meetings. Teachers are encouraged to share their own personal success stories and to share what they have seen their teammates do effectively via staff meetings, grade-level and school-wide newsletters (like *The Cardinal*), and the Fulton County Schools website. In this way, we have created an environment of shared learning and are encouraging our school and local community to become and remain excited about learning.

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

The Common Core approach focuses on integrating content across the curriculum and literacy is a key integration point. Dr. Felker, Ms. Harper, and the all leadership team members participate in state-wide sponsored webinars and face-to-face sessions to learn about the transition to Common Core Georgia Performance Standards (CCGPS) and what this integration

means. Dr. Felker ensures students have access to various academic supports such as tutoring, co-curricular activities, online learning opportunities, and extended learning via summer programs, afterschool and Saturday Academies to enhance literacy learning. Parents are also provided with links to websites that provide resources to strengthen literacy. Our school’s media center houses books that are available for parents and caregivers. Virtually all staff is utilized to support literacy instruction.

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

At Mt. Olive, we strive to incorporate literacy into all subjects as articulated within CCGPS. As noted earlier, the research base is clear that literacy skills including informational and explanatory writing, supporting a point of view with reasons and information, and conveying ideas and information clearly are critical to mastering standards in all areas and to success beyond the world of schooling. As the introduction to the Common Core English Language Arts standards explains “...Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas (Common Core State Standards Initiative, No Date, p.4)

Some examples of working across content areas at Mt. Olive include teachers identifying exemplars of student work across subjects to model features of quality writing and vertical teaming among faculty to share creative ideas on how to infuse literacy throughout the day.

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

In collaboration with our PTA and business partners we are sharing our vision for literacy, making it tangible and visible through posting of Accelerated Readers points earned, active book clubs, graphing scores and giving rewards for improvement in literacy. The school building is open for adult learners from the community in the evenings, encouraging a community of learners within and outside of our students' families. Our continued efforts to focus on broad issues that may prevent students from learning will be our ongoing agenda to promote communication among participants and the schools.

Georgia's Literacy Task Force established content literacy as a goal for each Georgia student; consequently, a common understanding of literacy must be recognized and valued by all stakeholders, including all teachers, students, parents, and community members.

**Building Block 2: Continuity of Instruction**

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

Mt. Olive has a strong focus on collaborative teams for planning, data analysis and intervention. Teachers plan with the CST and grade level teachers to review data and determine the literacy needs of the students. The implementation of Diagnostic Reading Assessment (DRA) and DIBELS provides the teacher with the necessary tools to determine the needs of the students and to adjust instruction to meet those needs. Teachers examine formative assessment results and use the results to change and adjust the instructional strategies and lessons that were developed during collaborative meetings with teachers. Continued emphasis is needed to create

true professional learning communities within the school that function effectively, vertically (form grade to grade) and horizontally (across the grade level). Although staff is versed at using formative and summative assessment data, they need professional development on the use of protocols to examine student and teacher work.

**B. Action: Teachers provide literacy instruction across the curriculum**

“The Georgia definition for literacy encompasses the ability to access, use, and produce multiple forms of media, information, and knowledge in all content areas at all grade levels. That includes learning to evaluate the validity of the content on website; and familiarity with the vocabulary associated with technology. Georgia’s goal for all students is that they become self-sustaining, lifelong learners and contributors to their communities” (GaDOE, 2010, pg. 31). At Mt. Olive we have a consistent focus on literacy during Reading and English/Language Arts. Lessons are planned and implemented to provide opportunities for students to read a variety of genres to increase fluency, comprehension and confidence within the core content areas. Although some teachers have integrated units and focus on teaching literacy through content areas such as science and social studies, it is still inconsistent between teachers, content areas and grade levels. Teachers have demonstrated the ability identify the concepts and focus skills needed to meet expectations in specific content areas for the CCCGPS through grade level and faculty meetings. They have not mastered the ability to address issues around text complexity, higher order thinking and rigor. According to the Georgia Literacy Action Plan-The Why, "To be effective in the 21st century, citizens and workers must be able to exhibit a wide range of functional and critical thinking skills, such as information literacy; media literacy; and

information, communications, and technology literacy.” (GaDOE, 2010, pg. 56) Teachers at Mt. Olive need support to truly understand informational literacy, media literacy and technology literacy. The instructional staff cannot integrate literacy across the curriculum with fidelity without greater understanding of disciplinary literacy and strategies to support the implementation.

**C. Action: Out-of-school agencies and organization collaborate to support literacy within the community**

Mt. Olive provides an afterschool tutoring program to support literacy beyond the school day. Our programs have a strong focus on the use of pre and post assessments to monitor student progress, determine areas of strength and weakness, and establish benchmarks and goals. Although we have not been able to develop a lot of formal partnerships to support our literacy initiatives, we have begun the process of seeking active literacy partners such as the public library. Some of our teachers utilize collections from the public library to support the curriculum and secure multiple copies of specific book titles; we are not capitalizing on the resources available. Our partnership with the public library will also help us serve our parents so they can support their children’s literacy development. We currently host parent workshops and provide online digital resources to help our parents develop strategies for literacy support at home. We consider our parents to be a valuable partner for promoting literacy among our students.

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

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

Having a well-developed system of assessment is critical to the success of our literacy plan. The state and the district mandate the use of formal, summative measures to assist instructional staff in determining student mastery of content and to provide information to assist them in adjusting instruction to meet the needs of individual students. Some of the summative assessments utilized in the district and at the school include: Georgia Kindergarten Inventory of Developing Skills (GKIDS), Criterion Referenced Competency Tests (CRCT), Iowa Tests of Basic Skills (ITBS), Georgia Writing Test and ACCESS for English Learners (EL). This system of summative assessments is balanced with formative assessments that are conducted more frequently and are used to universally screen students, monitor the effectiveness of instruction, and monitor student progress toward goals. They also serve as measures to potentially be used as diagnostic tools, as part of the RTI process. An assessment calendar has been created to outline the plan for formative and summative assessments. Professional development for instructional staff highlights the purpose for and use of formative assessment, and differentiates between formative and summative assessments. We ensure that teachers are comfortable with all types of assessments by providing extensive training and opportunities to practice. The Data Support Team has the task of developing procedures and expectations for staff to review and analyze assessment results. Our Data Support Specialist, coaches and the members of the Data Support Team will be responsible for ensuring continued fidelity for all formative assessment procedures and timelines beyond year one.

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

Word identification fluency and oral reading fluency measures are in place at Mt. Olive to serve as a basic universal screener. Students who do not meet grade level benchmarks are

considered at risk and additional screening measures are put into place for those students. The DRA is utilized as a school-based formative assessment to determine student strengths and weaknesses to further identify potential reasons why students might not be progressing in all areas of reading. Continued diagnostic assessments are administered as students are identified at risk to plan appropriate interventions as part of our RTI process. As part of the assessment calendar, the school utilizes benchmark assessments, as well as common formative and summative assessments. Georgia's summative assessments are also used as a universal screener. At Risk students identified on formative/summative measures are defined as students who:

- Score below 800 in the area of Reading and/or English/Language Arts on the CRCT
- Score below the 25<sup>th</sup> percentile on the ITBS
- Score below 25% mastery on the September Checkpoints Assessment
- Score at Tier A on the ACCESS administered to EL students or fail to show progress through bands from year to year on the ACCESS

Other data is utilized to identify at-risk students, including mobility, discipline and attendance data since they potentially affect student seat time. When assessments are administered; the data is input into systems for storing and retrieving results. To help with our data collection, we utilize SAMS, the Student Achievement Management System, Achievement Series, a program that is connected with SAMS and the Teacher Access Center. These programs were already established and they help us store our data, retrieve our data, analyze our data, and disseminate assessment results. The Data Support Specialist (DSS) is the assigned person responsible for monitoring and maintain fidelity of all formative assessment procedures and timelines.

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

Mt. Olive uses the RTI process to ensure that students who are identified by screenings receive diagnostic assessment. Diagnostic results from DIBELS are utilized to determine appropriate interventions and to adjust instruction. Teachers utilize strategies to differentiate instruction for students who demonstrate weaknesses in specific areas such as phonetic awareness, phonics, sight word identification/fluency, reading accuracy and fluency, as well as specific areas related to reading comprehension. The use of small group instruction, digital resources, matched leveled texts and accommodations are utilized to meet students' individual needs.

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

Our assessment system not only provides support on formative assessment, but also summative assessment. Teachers are trained on the use of summative assessment to make decisions about the placement of students and track progress. Weekly grade level teacher meetings and Curriculum Support Teacher (CST) grade level meetings are scheduled to allow teachers to review assessment results and identify program and instructional adjustments as needed. Having accessibility to the district data warehouse, SAMS, provides timely access to student data. It allows both teachers and administrators to quickly generate reports to monitor the effectiveness of programs, student progress toward mastery of standards and monitor teacher effectiveness utilizing growth models of cohorts and individual students.

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

A school wide schedule is established to promote collaborative planning time for school teams. Teachers are allocated a minimum of 180 minutes per week for planning and collaboration. One 45 minute period each week is dedicated to data talks. The DSS facilitates professional development for school teams to understand how to engage in data talks, which includes developing action plans for students based on data. In addition to weekly planning and collaboration time, instructional staff is given two full professional development days per semester to engage in extensive data review, collaboration and planning.

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

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

All students receive direct, explicit instruction in reading and writing using a balanced literacy approach with our core reading program. “The goal of reading is to comprehend text, in whatever format it is being read. For many students, explicit instruction in how to comprehend is necessary. In a 1995 survey of a number of studies of verbal protocols collected from good readers, Michael Pressley found that good readers activate strategies before, during and after reading. “The good reader can be active before reading (e.g., overviewing the text and making predictions), during reading (e.g., updating predictions, constructing mental images), and after reading (e.g., constructing summaries, thinking about which ideas in the text might be useful later.” (GaDOE, 2010, pg. 54) Many students at Mt. Olive live in poverty and lack life experiences and print rich homes to support literacy development. Students often lack background knowledge and experiences to support vocabulary development and allow students to make connections to literary and informational text. Teachers at Mt. Olive provide explicit instruction during Reading to prepare students with pre-reading, during reading and after reading

strategies. However, teachers do not always transfer explicit instruction necessary for students to read and understand informational text in Science, Social Studies, Math and Health. We have attempted to incorporate the balanced literacy approach across all content areas. However, teachers need on-going professional development on the components of Balanced Literacy, as well as how to provide explicit strategies for teaching academic vocabulary and utilizing resources such as technology to help students build background knowledge and make connections. The Balanced Literacy approach includes the following:

- Four Components for Reading:
  - Reading aloud: Teacher reads to the whole class or small groups
  - Shared Reading: Uses an enlarged text that all students can see, or they have their own copy; children and teacher read in unison
  - Guided Reading: Teacher works with a small group with similar reading abilities
  - Independent Reading: Children read on their own or in pairs
- Three Components for Writing:
  - Interactive Writing: Teacher and children work together to compose stories
  - Guided Writing/Writing Workshop: Mini-lesson, individual writing with individual conferencing, author's chair
  - Independent Writing: Children write their own pieces

Computer assisted programs, including DIBELS, the DRA, and STAR Reading, examine student data to identify areas of instruction which challenge our students. Specifically, these programs, which are administered twice a year, provide information about student proficiency on areas of word identification, fluency, vocabulary, and comprehension. With this information, teachers are able to effectively plan instruction geared the specific needs of the students.

Teachers also use data gathered from our benchmark assessment, Checkpoints, as well as other formative and summative assessments, to determine which CCGPS standards have been mastered and those needing to be mastered by students. If it is determined a standard has not yet been mastered, teachers use different instructional strategies, including, but not limited, to small group instruction, guided reading, or modeling to improve student performance.

Teachers also provide instructional and assessment accommodations/adaptations for English Learners (EL) according to their English proficiency levels, and accommodations for students with exceptionalities according to their needs and talents. Various teachers, including Early Intervention Program Teachers, EL-certified teachers, and Interrelated Resource Teachers, work in small group settings to ensure student accommodations and adaptations needs are met. “All students flourish when educated in a language-rich environment designed to meet their communication, language, and academic needs” (GaDOE, 2010, pg. 31).

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

Classroom libraries provide the opportunity for students to openly select reading and research material specifically directed towards individual interests. As teachers plan and implement instruction, they are cognizant of relating instructional material to students’ past experiences and other aspects of their daily lives. By taking these culturally responsive steps, students obtain an understanding of the relevance of their academic assignments and how the assignments impact their lives. Furthermore, by accounting “for the individual needs and strengths of all students, teachers build a foundation for the implementation of appropriate strategies that lead to academic success” (GaDOE, 2010, pg. 41).

Additionally, the creative use of technology provides ongoing interactive, engaging instruction. Examples of interactive technology are as follows:

- Mimios
- Mimio Pads
- Mobile Computer Labs
- Smart Boards
- Digital Cameras
- Tablet devices

Teachers have received professional development in strategies for developing and maintaining interest and engagement appropriate to their grade level; however implementation is not consistent school-wide. In order to ensure consistency, the literacy team models and shares best instructional practices for implementation. Local school administration also ensures implementation during weekly walk-throughs and classroom observation checklists.

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

Georgia advocates strong writing skills beginning at the elementary level and continuing through high school. The implementation of strong writing programs is crucial to a literacy initiative. Mt. Olive’s Literacy Team has a plan for instruction in writing which is consistent with CCGPS and is articulated vertically and horizontally. Instructional strategies for writing in all subjects are discussed during bi-monthly, vertical team meetings. Professional learning is provided in writing instruction for all subjects led by Lynn Freeman of MRESA. Ms. Freeman visits with staff once every other month to provide teachers with engaging, instructional writing resources and tools that are ready for implementation in the classroom.

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

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

The Response to Intervention (RTI) process is based on the tiered intervention for all students of Mt. Olive. The program integrates core instruction, assessment, and intervention within a multi-tiered system to maximize student achievement and reduce behavior problems. Through implementation of RTI, schools identify and monitor students at risk, use problem-solving and data-based decision making to provide research-based interventions, and adjust the intensity of interventions based on the student's response. As a result of the RTI process:

- Students receive high-quality, research-based instruction by qualified staff in their general education setting.
- A multi-tiered model of service delivery facilitates differentiated instruction and early intervening services for struggling learners.
- Movement between tiers is be guided by a data-driven decision-making process.
- Universal screening and progress occurs.

Response to Intervention's main goal is to meet the needs of all students at risk for failure, whether or not they qualify for a specific program. Additional goals of RTI are:

- 1) Early identification and intervention of students who are struggling and/or at-risk
- 2) Opening the doors of communication between the parents/guardians of struggling students and the school in an effort to support the needs of the individual student

The implementation of monitoring results of formative assessment is to ensure student progress is ongoing. Monitoring of student progress takes place once a week. To ensure the

effectiveness of monitoring, the data-analysis team has a scheduled grade level team meeting each week.

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

Tier 1 Instruction is based upon the Common Core Georgia Performance Standards and administered to all students in all classrooms in K-5<sup>th</sup> grades. An online version of Developmental Reading Assessment and STAR Reading is used to assess current reading level for all students. Teachers use the data gathered from these assessments and ongoing assessments to create flexible, differentiated, reading groups. Literacy instruction is assessed by using a Literacy Instruction Checklist. All students participate in learning that is differentiated which includes fluid, flexible grouping, multiple means of learning, and demonstration of learning (GaDOE, 2010, pg. 126). Students who are not responding to Tier 1 differentiated instruction are moved to Tier 2.

**Tier 1-Core Curriculum** (2.5 hours of daily literacy instruction for K-5): General Education Teachers and Kindergarten Paraprofessionals currently use the following materials for Tier 1 Instruction: adopted textbooks, print and non-print collections in the Media Center, and the computer lab. With the Striving Reader grant, General Education Teachers, Paraprofessionals, EIP Reading Teacher, and ESOL Teacher will implement the following literacy strategies to supplement the existing resources:

- **Woodruff Arts Programs** (Wolf Trap for K-2<sup>nd</sup> grade, Reader's/Writer's Theater for 3<sup>rd</sup>-5<sup>th</sup> grade) - Year 1: Staff from Woodruff Arts Center to execute program with students and provide staff development. Year 2: Mt. Olive and Woodruff Arts Program staff will

collaborate to deliver the program. Year 3: Full teacher implementation with support from Woodruff Arts Program.

- **Classroom Libraries** – Year 1: Teachers identify and purchase various genres and leveled readers needed to support literacy across the curriculum. Classroom libraries support guided reading instruction and literature circles which support independent reading in the classroom and serve as model texts for writing instruction. Year 2: Identify new titles available in print and replace titles as needed; attend literature conferences for best practices.
- **Phonics and Writing Instruction Professional Development** – Year 1: Identify presenters and local and national conference choices, Year 2: Use data from DIBELS Next and Common Writing Assessments to plan and execute staff development trainings, Year 3 – Utilize strategies, in conjunction with Woodruff Arts Program activities; continue staff development as needed.

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

As part of Tier 2, teachers consult the RTI Manual, as well as solicit specific intervention strategies from vertical data teams which include Early Intervention teachers, ESOL teachers and special education teachers. The teacher uses research based interventions and carefully monitors progress through data collection. Students performing below grade level are given tiered, evidence-based interventions in the general education setting. Students may move between Tier 1 and 2 throughout the year and we take careful note to ensure adequate time is provided for students to succeed in Tier 1 before moving to Tier 2. Students who make expected rates of progress with interventions are considered appropriate for the general education setting and may

move back to Tier I. As GaDOE notes, “Based on the progress monitoring data, the school standard protocol process may require individual students to continue in the intervention, move to another Tier 2 intervention, or move to Tier 1 interventions. For a few students, the data team may consider the need for Tier 3 interventions based on individual responses to Tier 2 interventions.” (GaDOE, 2012, pg. 126).

**Tier 2-Strategic Intervention** (Tier I instruction, in addition to 30-45 minutes daily of literacy instruction for K-5): General Education Teachers and Kindergarten Paraprofessionals currently use the following materials for Tier 2 Intervention: adopted textbooks, print and non-print collections in the Media Center, the computer lab, and various material gathered from online resources. With the Striving Reader grant, General Education Teachers, Paraprofessionals, EIP Reading Teacher, and ESOL Teacher will implement the following literacy strategies to supplement the existing resources:

- **Saturday School** – Year 1: 3<sup>rd</sup> – 5<sup>th</sup> grade; Year 2: Program as described above will be continued with other grades.
- **Extended Day** – K-5<sup>th</sup> grade program will work on reading and writing strategies.
- **Subscription databases** – support literacy across content areas.
- **eBooks** – provide engaging literacy media for students to access information across content areas.
- **Digital storytelling** – helps students develop creative presentations utilizing writing, communication, and technological skills. Creating a digital story increases the student's ability to read and write text, as well as understand and create media to communicate their ideas.

- **Mobile laptop computer labs** – enable our students to develop technology skills for communicating, investigating, accessing and using information, computing, thinking critically about messages inherent in new media, and understanding and evaluating data.
- **Professional Development** – Reading Endorsement Training provided by Kennesaw State University. Teachers will be trained on diagnosis and treatment of reading difficulties.

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

In Tier 3, the Student Support Team and Data team monitor progress jointly. Teachers provide information on interventions being used to meet the student’s academic needs and the team monitors the interventions. If a student does not adequately respond to all three tiers of general education intervention, then we consider a referral to special education, Tier 4.

**Tier 3-Intensive Intervention** (Tier I instruction in addition to 45-50 minutes daily of instruction for K-5<sup>th</sup> grade): General Education Teachers and Kindergarten Paraprofessionals currently use the following materials for Tier 3 Instruction: adopted textbooks, print and non-print collections in the Media Center, the computer lab, and various material gathered from online resources. With the Striving Reader grant, General Education Teachers, Paraprofessionals, EIP Reading Teacher, and ESOL Teacher will implement the following literacy strategies to supplement the existing resources:

- **Books in audio format** - strengthen student and parent comprehension and foster independent reading for primary, ESOL, and SWD students.

- **Technology hardware** (table mount projection systems, larger/oversized keyboards, talk systems) – will provide students with needed equipment to help them access and utilize information.

**E. Action: Implement Tier 4 specifically-designed learning through specialized programs, methodologist or instruction based upon students’ inability to access the CCGPS any other way.**

If a student does not adequately respond to all three tiers of general education intervention, then we consider a referral to special education, Tier 4. Our RTI model considers the failure to respond to well-designed and implemented interventions as evidence of an underlying disability. For students with disabilities needing special education and related services, Tier 4 provides instruction that is targeted and specialized to meet students’ needs. We have structured our literacy plan around our tiered instruction model. Our literacy plan includes strategies that will enable Mt. Olive to achieve its Striving Reader project goals. These literacy strategies will not conflict with existing programs because they will be embedded within all tiers and content areas.

**Tier 4-Due Process** (Time determined by IEP for K-5<sup>th</sup> grade): Tier 4 consists of specially designed learning and is implemented through specialized programs, methodologies, or strategies based upon students’ inability to access the CCGPS any other way. All of the Special Education teachers have been trained on implementing CCGPS. Additionally:

- School schedules have been developed to ensure instruction in the least restrictive environment, based on individual IEPs. Students in 3<sup>rd</sup> and 4<sup>th</sup> grade participate in team taught classes for each subject. Fifth grade students participate in self-contained classes for specific subjects and co-taught classes for the remainder of the subjects.

- Special education teachers participate in ongoing professional development on differentiated literacy based instruction that meets requirements of CCGPS and IEP goals.
- Special Education Teachers, Speech Language Pathologist, and General Education Teachers are be involved with this process of determining a specially designed program and determining appropriate placement for services to be provided.

### **Building Block 6: Improved Instruction through Professional Learning**

#### **A. Action: Ensure that pre-service education prepares new teachers for all the challenges of the classroom.**

When possible, Mt. Olive serves as a host site for pre-service teachers. The district also partners with several neighboring universities to assist in the training of pre-service teachers. As we bring on new teachers, we spend extensive amounts of time dedicated to professional development on the Georgia Common Core standards, balanced literacy and disciplinary literacy. With evolving technology, shifting demographics and changing district priorities, it is imperative that we develop and revise a comprehensive professional development plan yearly. This is also a best practice outlined in the Georgia K-12 Literacy Plan: The How 2012 (GaDOE, *The How*, 2012, pgs. 48-49).

Pre-service training focuses on incorporating common core writing across the curriculum, higher order thinking strategies, increased use of rigor and connecting curriculum to the real world, and connecting standards to technology. Each new teacher is provided with extensive training before the start of the school year, during pre-planning. They are assigned a mentor teacher who is fully trained in disciplinary literacy. Mentor teachers plan with novice teachers

and assist them in adjusting instruction based on data and student work. Novice teachers are also supported through weekly collaboration meetings with their team, individual assistance from the curriculum support teacher and from the administrative staff as needed. Teachers are provided with opportunities to visit and observe in other classrooms to observe effective instructional strategies.

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

Mt. Olive provides the following opportunities for professional development:

- Schedule protected time during the school day for teachers to collaboratively analyze data, share expertise, study the standards, plan lesson plans, examine student work, and reflect on practice. Historically teachers have learned best practices, strategies, and application of standards from collaboration with other teachers.
- Provide training in administering and interpreting results of assessments related to literacy.
- Use checklists ties to professional learning when conducting classroom observations or walkthroughs to ensure clear expectations and to provide specific feedback to teachers on student learning.
- Partner experienced teachers with pre-service and beginning teachers.
- Use classroom observations to identify and support individual teachers with follow up coaching, conferencing, and mentoring.
- Provide site-based support form curriculum support teachers, the data support specialist and coaches.

When professional development is offered, we include all personnel who can benefit from the development to include:

- Interventionists such as Early Intervention Teachers, Special Education teachers, ESOL Teachers and providers of related services such as speech, Occupational Therapy, Physical Therapy, etc.
- Paraprofessionals
- Administrative and Support Staff
- Any pre-service teachers working at the school
- Long term substitutes

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### **Needs Assessment, Concerns, and Root Cause Analysis**

Our needs assessment process included analysis of the ITBS, CRCT, Writing Scores, and benchmark assessments. We used the aforementioned data to target students and determine which researched-based initiatives to implement, to improve or discontinue initiatives, and to plan our professional learning. This information was also used to write our Title I Plan and our School Improvement Plan which list our goals, strategies and measures for the school year. Once the school year began, we used a universal screening tool to identify students' instructional levels as well as focus areas for improvement. This was extremely useful given our transient student population and the lack of data for many of our incoming students. Since we are continually evaluating our progress and data, we use additional district assessments, grade level common assessments and running records throughout the year to make decisions concerning students' progress and the effectiveness of our strategies.

This year, we incorporated our literacy needs assessment plan, which initialized a literacy focus. Our Literacy Team completed the Georgia Literacy Plan Needs Assessment, a rubric to help us determine our strengths and weaknesses as it relates to the literacy building blocks as defined in Georgia's Literacy Plan. The chart below provides a summary of our areas of concern, current strategies in place to support these areas, strategies to implement in the future, and our root cause analysis of these areas of concern.

Student areas of concern

Sub-group	Area of Concern		Current Strategies	Future Strategies	Transitions (Existing)	Root Causes
	Standards	Assessment				
<b>SWD</b> <b>EL</b> <b>Transient Students</b> <b>Free-Reduced Lunch</b>	<b>Fluency –</b> Reading with speed and accuracy to support comprehension.	<b>Fluency –</b> DRA2, DIBELS	<b>Fluency –</b> - Teacher read alouds - Decodable Books - Leveled Readers - Echo Reading - Audio Books	<b>Fluency –</b> - Read 180 - Saxon Phonics - Letters Alive - E-books	- Vertical planning - Moving Up Day – Students move up to the next grade level - Beginning of the year Curriculum Night - 5 <sup>th</sup> grade visit to middle school	- Limited internet access in homes - Lack of books at home - High parental dropout rate - Low post-secondary attendance - Lack of background experiences - Lack of transportation to multicultural events - Low household income - High unemployment - No formal language used in the home - Transiency - Limited staff development - Insufficient teacher knowledge on literacy content integration - Insufficient access to literacy-based technology
	<b>Comprehension</b> Student uses a variety of strategies to gain meaning from grade level text.	<b>Comprehension –</b> Weekly and Common Assessments, CRCT, ITBS, DRA2	<b>Comprehension –</b> - Guided reading instruction - Accelerated Reader program - Study Island web-based standards mastery program - Graphic Organizers	<b>Comprehension –</b> - Leveled Texts - Scholastic News Magazine - Woodruff's Arts Program: Reader's/Writer's Theater - E-books		
	<b>Writing –</b> Writing for extended periods, using research and other sources to gain information, and incorporating technology into the writing process.	<b>Writing –</b> Georgia Writing Assessment, Monthly Writing Portfolios	<b>Writing –</b> - Daily Writing Workshop (30-45 mins) - 6+1 Writing Traits - Metro Resa Writing Units - Power Writing	<b>Writing –</b> - Woodruff's Arts Program: Reader's/Writer's Theater		

Programmatic areas of concern

<b>Areas of Concern</b>	<b>Current Strategies</b>	<b>Future Strategies</b>
<p><b>Building Block 1 – Engaged Leadership</b>  <b>B.</b> A school literacy leadership team organized by the administrator is active.</p>	<p>We have a Literacy Committee, but it has not been active and has not set forth goals.</p>	<p>Ensure Literacy Committee is representative of the student population; determine plan of action.</p>
<p><b>Building Block 1 – Engaged Leadership</b>  <b>F.</b> The community at large supports schools and teachers in the development of students who are college- and-career ready as articulated by CCGPS.</p>	<p>Currently, no community literacy council exists.</p>	<p>PTA members will be asked to form a community literacy council that includes parents and representatives from colleges, business partners, and community stakeholders.</p>
<p><b>Building Block 2 – Continuity of Instruction</b>  <b>A.</b> Active collaborative school teams ensure a consistent literacy focus across the curriculum.</p>	<p>Do not have school-wide literacy goals. We have designated vertical teams, but do not have a consistent meeting schedule allowing ample time for teachers to collaborate about lessons and activities, or engage in discussions on student performance and growth in the area of literacy.</p>	<p>Time will be set aside in the school calendars/schedules to allow consistent vertical collaboration. Possibly, dedicate one faculty meeting per month.</p>
<p><b>Building Block 2 – Continuity of Instruction</b>  <b>C.</b> Out-of-School agencies and organizations collaborate to support literacy within the community.</p>	<p>Primary grades are affected the most by any community outreach dealing with literacy. Upper grades (3rd-5th) rarely get the benefits of community members’ involvement.</p>	<p>We will take a school-wide approach in inviting local libraries, high school and college students to Mt. Olive for in-house Literacy Enrichment Programs.</p>
<p><b>Building Block 3 – Ongoing formative and summative assessments</b>  <b>C.</b> Problems found in literacy screening are further analyzed with diagnostic assessment.</p>	<p>Due to a transient population diagnostic assessments are needed to pinpoint students in need of intervention.</p>	<p>Assess students new to the school, those receiving ESOL, IRR and EIP services, and/or scored “Does Not Meet” on the previous year’s CRCT. After determining the need and level of intervention for these students, progress will be monitored.</p>
<p><b>Building Block 4 – Best Practices in Literacy Instruction</b>  <b>A1.</b> All students receive direct, explicit instruction in reading.</p>	<p>A core program is in place but it does not provide explicit instruction in Reading for the CCGPS.</p>	<p>Adopt a core reading program that has a curriculum rich with literacy and informational texts.</p>

*Mt. Olive Elementary School – Needs Assessment, Concerns, and Root Cause Analysis*

<b>Areas of Concern</b>	<b>Current Strategies</b>	<b>Future Strategies</b>
<p><b>Building Block 4 – Best Practices in Literacy Instruction</b>  <b>A4.</b> Extended time is provided for literacy instruction.</p>	<p>Our daily schedule for primary grades includes 120 minutes for ELA, Reading, and Writing; no set time for intervention and collaborative planning daily.</p>	<p>Revise schedules to allocate specific times for daily intervention and collaborative planning time.</p>
<p><b>Building Block 4 – Best Practices in Literacy Instruction</b>  <b>A5.</b> Extended time is provided for literacy instruction.</p>	<p>K-3 has a 120 minute literacy block that does not allow time for explicit instruction in word identification, vocabulary, and comprehension as well as small group differentiation.</p>	<p>Revise schedules to delineate time for specific activities so that all K-3 teachers are held accountable.</p>
<p><b>Building Block 4 – Best Practices in Literacy Instruction</b>  <b>B1.</b> All students receive effective writing instruction across the curriculum.</p>	<p>A writing plan has been provided, but the entire staff has not been fully trained to implement a full functioning Writing Workshop.</p>	<p>Provide Writing Workshop training for all teachers.</p>
<p><b>Building Block 5 – System of Tiered Intervention (RTI) for All Students</b>  <b>A.</b> Information developed from the school-based data teams is used to inform RTI process.</p>	<p>While the teachers have been trained on the rollout of the RtI process, it is still very new in its implementation, and many teachers are not comfortable with the process.</p> <p>There is no universal formative assessment program used for RtI process.</p>	<p>Provide additional training for teachers on the implementation of the RtI process. With action plan 2 in place school-wide, teachers will be more informed about the assessments and the interventions that can be used in the RtI process, and will be more comfortable matching interventions to student needs.</p> <p>Develop a program for formative assessment for use across all grade levels to be used in the data teams for the RtI process.</p>
<p><b>Building Block 5 – System of Tiered Intervention (RTI) for All Students</b>  <b>B.</b> Tier 1 Instruction, based on CCGPS, in grades K-12 is provided to all students in all classrooms.</p>	<p>Further training on CCGPS is needed for teachers at various levels, including special needs, and across content areas.</p>	<p>Continue to provide Tier I instruction based on CCGPS to all students. Further trainings and clearly defined (and measurable) targets on a pacing chart with accompanying assessments will ensure teaching practices align with CCGPS objectives.</p>
<p><b>Building Block 5 – System of Tiered Intervention (RTI) for All Students</b>  <b>C.</b> Tier 2 needs-based interventions are provided for targeted students.</p>	<p>Tier 2 and EIP pull-out are causing scheduling concerns. Teachers are not using approved interventions.</p>	<p>Develop an intervention time block when all students are available whereby students will receive the appropriate interventions for an amount of time that meets the requirements of RtI and individual students.</p>

*Mt. Olive Elementary School – Needs Assessment, Concerns, and Root Cause Analysis*

<b>Areas of Concern</b>	<b>Current Strategies</b>	<b>Future Strategies</b>
<p><b>Building Block 5 – System of Tiered Intervention (RTI) for All Students</b>  <b>D.</b> In Tier 3, SST and Data Team monitor progress jointly.</p>	<p>Similar to Tier 2 above.</p>	<p>Same as Tier 2 above.</p> <p>Teachers who use an intervention that is not on the pre-approved list must provide research that supports the validity of the intervention.</p>
<p><b>Building Block 6 – Improved Instruction through Professional Development</b>  <b>A.</b> Pre-service education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.</p>	<p>Student teachers attend trainings while at the schools.</p>	<p>Partner with nearby Colleges and Universities to provide feedback on the expectations and trainings needed to prepare pre-service teachers.</p>
<p><b>Building Block 6 – Improved Instruction through Professional Development</b>  <b>B.</b> In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.</p>	<p>Teachers are struggle with incorporating literacy across all disciplinary content areas.</p>	<p>Provide development opportunities specifically geared towards interdisciplinary incorporation of literacy.</p>

**Analysis and Identification of Student and Teacher Data**

The following charts provide summative data on our students’ CRCT Reading and ELA scores by grade and subgroup.

Student Data

Mt. Olive Reading CRCT scores

READING	2011-2012				2010-2011			
	Does Not Meet	Meets	Exceeds	Total Tested	Does Not Meet	Meets	Exceeds	Total Tested
	%	%	%		%	%	%	
<b>3<sup>rd</sup> Grade</b>	19	44	23	86	12	65	23	73
--SWD	60	20	20	5	67	16	17	6
--E	50	37	13	8	n/a	n/a	n/a	n/a
<b>4<sup>th</sup> Grade</b>	26	53	17	96	18	57	25	77
--SWD	44	56	0	9	63	37	0	8
--EL	17	83	0	6	n/a	n/a	n/a	n/a
<b>5<sup>th</sup> Grade</b>	12	57	19	88	14	60	26	65
--SWD	60	40	0	5	36	64	0	11
--EL	43	57	0	7	n/a	n/a	n/a	n/a

Mt. Olive English/Language Arts CRCT scores

ENGLISH/ LANGUAGE ARTS	2011-2012				2010-2011			
	Does Not Meet	Meets	Exceeds	Total Tested	Does Not Meet	Meets	Exceeds	Total Tested
	%	%	%		%	%	%	
<b>3<sup>rd</sup> Grade</b>	18	49	21	88	15	60	25	73
--SWD	57	29	14	7	80	20	0	5
--EL	37	50	13	8	n/a	n/a	n/a	n/a
<b>4<sup>th</sup> Grade</b>	29	53	14	96	14	60	26	77
--SWD	33	33	33	6	63	37	0	8
--EL	0	100	0	6	n/a	n/a	n/a	n/a
<b>5<sup>th</sup> Grade</b>	22	60	5	87	7	71	22	65
--SWD	25	75	0	4	18	73	9	11
--EL	16	67	17	6	n/a	n/a	n/a	n/a

### **Student Literacy Needs**

Mt. Olive Elementary School has four major subgroups: students with disabilities, English Learners, students receiving Free/Reduced-price Lunch, and highly mobile students. Students from these backgrounds come to school and immediately begin to encounter literacy challenges. We have attributed these challenges to limited exposure to text prior to coming to school and barriers in language foundations of literacy. Students in these subgroups need increased opportunities to explore language, experience text, and required the most current resources and best practices in literacy development.

### **Major Literacy Strengths Discovered:**

- Our students with disabilities in 3<sup>rd</sup> and 4<sup>th</sup> grades have shown improvement in both Reading and ELA and our 5<sup>th</sup> grade students with disabilities have shown improvement in ELA.
- An increase of 4 percent in “Meets” in 3<sup>rd</sup> grade Reading for students with disabilities
- An increase of 9 percent in “Meets” in 3<sup>rd</sup> grade ELA for students with disabilities
- An increase of 19 percent in “Meets” in 4<sup>th</sup> grade Reading for students with disabilities
- An increase of 2 percent in “Meets” in 5<sup>th</sup> grade ELA for students with disabilities

### **Major Literacy Weaknesses Discovered:**

- In using the CRCT data, students learning decreased during the 2011- 2012 school year.
- A decrease of 21 percent in “Meets” for 3<sup>rd</sup> grade Reading overall
- A decrease of 11 percent in “Meets” 3<sup>rd</sup> grade ELA overall
- A decrease of 4 percent in Meets” for 4<sup>th</sup> grade Reading overall

*Mt. Olive Elementary School – Analysis and Identification of Student and Teacher Data*

- A decrease of 7 percent in “Meets” for 4<sup>th</sup> grade ELA overall
- A decrease of 3 percent in “Meets” for 5<sup>th</sup> grade Reading overall
- A decrease of 10 percent in “Meets” for 5<sup>th</sup> grade ELA overall

**Mt. Olive 5<sup>th</sup> Grade Writing Assessment Scores**

<b>5<sup>th</sup> Grade Writing Assessment</b>	<b>Meets and Exceeds</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Does Not Meet</b>
<b>2009-2010</b>	88%	14%	74%	12%
<b>2010-2011</b>	73%	3%	70%	27%
<b>2011-2012</b>	71%	0%	71%	29%

**Mt. Olive Population/Demographics**

<b>% FRL</b>	<b>% SWD</b>	<b>% EL</b>	<b>Mobility Rate</b>
85%	16%	6%	65%

Mt. Olive Elementary School has four major subgroups: students with disabilities, English Learners, economically disadvantaged, and highly mobile students. Students from these backgrounds are faced with challenges that directly affect individual literacy development.

**Teacher Data**

<b>School Year</b>	<b>Percentage of Certified Teachers Retained</b>
2011-12	80.7 %
2010-11	81.6 %
2009-10	83.3 %

Through professional development, self-assessment strategies, consistent feedback of teacher evaluations and community partnerships Mt. Olive has been able to retain a significant number of staff each year. While we retain most of our staff, we still receive a significant number of new teachers each year. We also have a high number of first year teacher and teachers new to Fulton County. With new certified teachers entering the building each year it is noted that staff development, workshops, Professional Learning Communities, and access to research based literature on best practices.

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

Based on our needs assessment, we have identified three areas of concern: (1) professional development, (2) balanced literacy plan, and (3) RTI-specific resources. The following goals address these concerns:

<b>GOALS</b>	<b>OBJECTIVE/MEASURES</b>	<b>TIMELINE</b>
3 <sup>rd</sup> – 5 <sup>th</sup> grade students meet or exceed Reading expectations on the PARCC.	<ul style="list-style-type: none"> <li>• <b>3<sup>rd</sup> Grade: 96% meets/exceeds</b></li> <li>• <b>4<sup>th</sup> Grade: 96% meets/exceeds</b></li> <li>• <b>5<sup>th</sup> Grade: 96% meets/exceeds</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>April 2018</b></li> </ul>
K-5th grade students read grade level text with appropriate level of comprehension.	<ul style="list-style-type: none"> <li>• <b>75 % average—September benchmark assessment</b></li> <li>• <b>80% of students reading on grade level—January DIBELS</b></li> <li>• <b>85% of students reading on grade level—April DIBELS</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>September 2013</b></li> <li>• <b>January 2014</b></li> <li>• <b>April 2014</b></li> </ul>
3 <sup>rd</sup> -5 <sup>th</sup> grade students increase reading fluency.	<ul style="list-style-type: none"> <li>• <b>3<sup>rd</sup> –October DIBELS 90 CWPM</b></li> <li>• <b>3<sup>rd</sup>—April DIBELS 120 CWPM</b></li> <li>• <b>4<sup>th</sup>/5<sup>th</sup>—October DIBELS 90% accuracy</b></li> <li>• <b>4<sup>th</sup>/5<sup>th</sup>—April DIBELS</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>October 2013</b></li> <li>• <b>May 2014</b></li> <li>• <b>October 2013</b></li> <li>• <b>May 2014</b></li> </ul>
2 <sup>nd</sup> – 5 <sup>th</sup> grade EL students improve vocabulary development.	<ul style="list-style-type: none"> <li>• <b>90% meeting grade level expectations on ACCESS</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>April 2018</b></li> </ul>
5 <sup>th</sup> grade students improve passing rate on Georgia Writing Assessment (GWA).	<ul style="list-style-type: none"> <li>• <b>7% increase on GWA</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>March 2018</b></li> </ul>

The instructional schedule across the K-5 curriculum, including tiered instruction, will consist of daily 2-hour Reading and ELA blocks encompassing cross-curricular, differentiated instruction. Technology will be integrated into the learning process and include enhancements such as e-readers, tablets, reading diagnostic programs, classroom libraries, audio-books, and

digital storytelling. Professional development will be continuous for teachers and parents through various community outreach initiatives. Our implementation plan is below.

### **Professional Development**

Professional development for parents and teachers is critical for overall student improvement in literacy. We encourage the preparation of pre-service teachers and aim to support our first year teachers through training on cross-curricular literacy instruction as well as diagnostic programs. We recognize veteran teachers are unsure of exactly how to incorporate literacy across all content areas. Therefore, training is needed to provide guidance on literacy integration. Summer writing institutes will allow teachers to consult with other professionals on including writing throughout the curriculum, while also giving teachers insight on ways to improve writing scores.

Teacher development will include training on DIBELS Next, technology integration and supportive devices, CCGPS, balanced literacy, effective use of tiered instruction, as well as effective strategies to use for Tier 2 and 3 students. A reading endorsement from Kennesaw State University will provide teachers with up-to-date strategies and implementation plans for students.

We will implement Parent University to assist parents in supporting their child's literacy development in the home. The design includes consulting with other professionals and community members on how parents can impact literacy skills in their students by enhancing the home and school connections.

A partnership with the Woodruff Arts Center will provide the Georgia Wolf Trap Literacy Program in K-2<sup>nd</sup> grades and Reader's Theatre 3<sup>rd</sup>-5<sup>th</sup> grades. This program has a professional development focus in that Woodruff staff work collaboratively with teachers. The teaching

strategies presented include different presentations of text, application of word recognition and pronunciation, vocabulary, fluency, comprehension and non-verbal communication, all in an effort to make meaning for an audience.

### **Balanced Literacy Plan**

Due to a new Literacy Committee and limited teacher collaboration, a balanced literacy plan is needed. This includes time and resources for intervention; common planning to support student data analysis; increased opportunities for students to make interdisciplinary connections with the ELA emphasis; and consistent use of technology resources. Classroom sets of novels, books on tape, and other resources are needed for the media center and K-5<sup>th</sup> grade classrooms to increase students' opportunities to interact with various types of text and print. Tablets and e-readers should be utilized for differentiation, cross-disciplinary connections, as well as intervention methods for Tier 3 and 4 students. Online programs and learning tools, as well as various subscriptions to non-fiction readers can promote student achievement in literacy. A wide variety of digital software for reading and storytelling and electronic books supports the plan to expose students and parents to a wide variety of learning experiences in literacy. These learning experiences, along with community partnerships that promote literacy at home will foster student growth and achievement and assist in the achievement of the school-wide literacy goals.

### **Response to Intervention**

We need adequate planning time to develop strategies and implement suggestions for students in all Tiers. Language software can assist in interventions for EL students; electronic reading devices that promote listening and fluency can assist with Tier 3 interventions. Systems

to monitor students in Tier 1 will be presented to staff through various trainings. Resources and supportive materials are needed for Tier 2 and 3 interventions, in addition to common planning for teachers. Teachers and administrators will monitor the RTI process through data team meetings, and grade level meetings. Scheduling should allow for all Tier students to be addressed.

**Current Instructional Schedule**

<b>Mount Olive Current Instructional Schedule</b>		<b>Implementation of Plan</b>
7:45-8:00 – <b>Math Moment (Calendar Math)</b>		
8:00-10:00 <b>Reading and English/Language Arts Block</b> The purpose of this block is to expose students to a wide range of literature, teach comprehension and teach students how to read with books that increase in difficulty.		● Implementation of Woodruff Arts Programs through the Alliance Theatre (Wolf Trap)
(30 Minutes) <i>Whole Group</i>	Students are presented with a series of learning tasks to acquire and/or practice their learning. The pace of instruction is monitored for mastery by all. Learning is assessed using standardized measures, graded assignments, Common Assessment, End of Unit Assessments.	<b>Tier 1- Standards Based Instruction</b>
(60 Minutes) Small Group	Small group reading instruction provides meaningful literacy experiences. It begins where the learners are, by addressing individual needs. It includes tasks to promote deep understanding, allows teachers to teach reading before and during the reading process, and allows teachers to differentiate instructions to meet the needs of all learners.	<b>Tier 2- 3-5 times a week 30 minutes a day with interventions</b> -EIP -Reading A-Z -Leveled Text -Letters Alive -Playaway -DIBELS Next
30 Minutes Writing Workshop	Students are given opportunities to write in a variety of genres. The writing workshop allows teachers to meet the needs of their students by differentiating instruction and gearing instruction based on information gathered through the workshop.	
10:05-10:50 <b>Specials</b>		
11:00 – 12:00 <b>Lunch</b>		
12:00-1:00 <b>Math Block</b>		● E-Books (with mathematical focus )
1:00 – 2:00 <b>Science/ Social Studies Blocks</b>		● Leveled informational texts

Mount Olive Current Instructional Schedule	Implementation of Plan
	Scholastic News Magazines

**Plan for Tiered Literacy Instruction**

Our RTI model ensures students receive appropriate instruction and interventions based on their needs. Building Block 5 of our Literacy Plan provides extensive detail of this process. Through the RTI process, all struggling students are identified based on their academic and/or behavioral challenges and an individualized plan is devised to meet those specific areas of concern. The following table indicates the Plan for Tiered Instruction:

<b>Tier I – Tier IV Instruction</b>			
<b>Grades</b>	<b>Time</b>	<b>Personnel</b>	<b>Strategies</b>
<b>Tier 1-Core Curriculum</b>			
K-5	2.5 hours daily of Literacy Instruction	<ul style="list-style-type: none"> <li>• General education Teacher</li> <li>• Kindergarten Para-Professional</li> <li>• Media Specialist</li> <li>• Support Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated Instruction</li> <li>• Small group instruction</li> <li>• Centers</li> <li>• Technology</li> </ul>
<b>Tier 2-Strategic Intervention</b>			
K-5	<ul style="list-style-type: none"> <li>• 30 additional minutes of Literacy Instruction</li> <li>• Extended Day 8 hours/week (3-5)</li> </ul>	<ul style="list-style-type: none"> <li>• General education teacher</li> <li>• Kindergarten Para-Professional</li> <li>• Early Intervention Program teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Study Island</li> <li>• Web-based Instruction</li> <li>• Individualized progress monitoring</li> <li>• Test-taking practice materials</li> <li>• Extended time</li> <li>• Technology devices</li> </ul>
<b>Tier 3-Intensive Intervention</b>			
K-5	<ul style="list-style-type: none"> <li>• EIP 45-50 minutes daily(K-5<sup>th</sup>)/Intervention Block</li> <li>• Extended day 8 hours/week (3-5)</li> </ul>	<ul style="list-style-type: none"> <li>• General education teacher</li> <li>• Curriculum Support Teachers</li> <li>• SST chairperson</li> </ul>	<ul style="list-style-type: none"> <li>• Guided instruction</li> <li>• Instructional games</li> <li>• Intense progress monitoring</li> <li>• Extended time</li> <li>• Altered assignments</li> <li>• One-on-One instruction</li> </ul>

<b>Tier 4-Due Process</b>			
K-5	Determined by IEP	<ul style="list-style-type: none"><li>• Special education Teachers</li><li>• Speech pathologist</li><li>• General education Teacher</li><li>• Instructional Support Teacher</li></ul>	<ul style="list-style-type: none"><li>• Data Team meetings</li><li>• Speech and language services</li><li>• Co-teaching</li><li>• Special education</li><li>• Second language support</li></ul>

**Assessment / Data Analysis Plan**

Teachers are actively involved in decisions regarding the use of academic assessments. Mt. Olive has a school-wide system for informal progress monitoring using a summarizing activity or assessment. This information is recorded through monitored learning programs (Accelerated Reader) and used to structure small groups and organize learning for the next day. The data give teachers up-to-date information on student learning in order to make informed decisions for planning and instruction. Teachers meet with colleagues, teacher support staff, and administrators to determine the effectiveness of instruction and instructional programs. In addition, school-wide common assessments are administered each month. These assessments are created by a team of teachers and the information is used to modify instruction, pacing, and to create flexible learning groups.

**Current Assessment Protocol**

<b>Assessment</b>	<b>Purpose</b>	<b>Skills</b>	<b>Frequency</b>
Common Formative Assessments (1 <sup>st</sup> – 5 <sup>th</sup> grade)	Progress monitoring	Vocabulary, Phonics, Reading Comprehension	Monthly
Periodic Fluency Assessments (DRA) (1 <sup>st</sup> – 5 <sup>th</sup> grade)	Progress monitoring	Fluency	4 x per year
District Benchmark Assessments (2 <sup>nd</sup> -5 <sup>th</sup> grade)	Diagnostic, Progress monitoring	Vocabulary, Phonics, Reading Comprehension	4 x per year
Informal Assessments (K-5 <sup>th</sup> grade)	Progress monitoring	Vocabulary, Phonics, Reading Comprehension	Daily
Georgia’s Online Assessment System	Progress monitoring	Reading Comprehension, Vocabulary	Ongoing

*Mt. Olive Elementary School – Assessment / Data Analysis Plan*

<b>Assessment</b>	<b>Purpose</b>	<b>Skills</b>	<b>Frequency</b>
State writing assessments (3 <sup>rd</sup> – 5 <sup>th</sup> grade)	Outcome	Writing Instruction	1 x per year
Georgia Kindergarten Inventory of Developing and Skills (GKIDS)	Progress monitoring, Outcome	Phonological awareness, alphabet knowledge, concepts of print, oral language	Ongoing
Iowa Test of Basic Skills (3 <sup>rd</sup> and 5 <sup>th</sup> grade)	Outcome, Screening	Reading Comprehension, Vocabulary	1 x per year

**Explanation of Current Data Analysis Protocol**

We utilize multiple measures of data to analyze student needs and make decisions including student learning data, demographic data, and perception data. Student learning data includes informal checklists and formative assessments which give us student achievement information. Student discipline data is used to brainstorm strategies about school-wide behavior plans as well as intervention strategies for individual students. We use electronic surveys, student testing databases, and assessment software to obtain information from and about our students, staff, and community. Each subgroup is monitored by grade level and content area. Teachers keep a data notebook that includes classroom goals, common assessment results, standardized test scores and progress monitoring results such oral fluency records and phonics/decoding screenings. All of this data is monitored and analyzed by data teams with strong support from our Data Support Specialist.

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

Our school commits to using the DIBELS Next assessment as part of the Striving Reader project. DIBELS Next will allow for appropriate progress monitoring for all tiers of Response to

Intervention. It will take the place of our current fluency assessment which is administered four times per year. We will administer DIBELS Next three times per year. Baseline information in the fall will be used to identify students who are not meeting grade level expectations. These ‘at-risk’ students will have an opportunity for in-class interventions with progress monitoring assessments to measure the effectiveness of the interventions. A follow-up assessment in the spring will give further information about students’ progress toward grade level goals and objectives. The final administration during the last month of the school year will measure the success of our literacy plan and be used to make further educational decisions. We will continue to administer monthly common assessments to monitor mastery of state standards. An item bank will assist teachers in developing high-quality items for each common assessment.

### **Professional Learning Required to Implement New Assessments**

Administrators and teachers will participate in the Georgia Department of Education’s professional learning sessions to learn how to administer DIBELS Next assessments.

Administrators and teachers will also participate in professional learning on the effective use of item banks for common assessments.

### **How Assessment Data is Shared with Parents**

Current achievement data is shared on a consistent basis with all stakeholders. We believe that all stakeholders should understand and be familiar with our strides to promote growth in all subjects. We share assessment data with parents in the following ways: Hallway displays; Parent newsletters; Parent teacher conferences; Bi-monthly progress reports; Reports from District

**Benchmark Assessments; Annual Title-I meeting and state of the school address; PTA and community meetings.**

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

Full implementation of our literacy plan will require harnessing our existing resources and taking full advantage of all new resources, materials and technology. Listed below are the resources and/or activities readily available at Mt. Olive Elementary to support our plan:

<b>Current Resources/Activities</b>	<b>Shared Resources</b>	<b>Library Resources</b>
Reading A to Z	Rock-N-Learn CDs	Magazine subscriptions for students
DRA2 Kit	Big books on CD and/or tape	Instructional CDs and videotapes
Discovery Learning	Reader's Theaters	Reader's Theaters
Access to Study Island	Enchanted Learning	Professional resource library
Limited access to Leveled Readers	Tumblebooks.com	Big books on CD and/or tape
Stories on tape/CD		Limited leveled reading books
Access to Georgia Online Assessment System (GOAS)		Professional Resource Library
Harcourt Trophies Literature Box		
Reading Rods (phonics)		
Extended Day		
Book It! Reading Program		
Six Flags Reading Club		

Proposed Resources

Listed below are proposed implementation strategies to support Mt. Olive's literacy plan and classroom practices:

- Online texts and instructional resources
- Handheld response systems
- Saxon Phonics
- Assessment materials/item bank for common assessments
- Internet based publishing software

*Mt. Olive Elementary School – Resources, Strategies, Materials*

- Materials for leveled instruction library and professional resource library
- Supplemental reading materials for EL and EC teachers
- Supplemental reading materials for General Education teachers
- Professional development to include research based strategies for teaching English Learners, tiered instruction, research-based strategies for literacy instruction for students with disabilities, cross-curricular connections, writing across content areas, reading and writing application and software.
- Supplies for instructional purposes
- Subscriptions for Scholastic News magazine to promote non-fiction text
- Additional literacy curriculum nights held throughout the year
- Year-round extended day and Saturday School for struggling students
- Common Planning for vertical teaming

**Implementation Plan for Goals and Objectives Identified**

Mt. Olive's instructional schedule, including tiered instruction, will consist of a daily two-hour reading/ELA block, small group instruction and differentiated instruction. Technology will continue to be implemented in the learning process and include curriculum enhancements such as digital storytelling, classroom resources and leveled readers, guest authors, and content area database subscriptions. Media literacy programs currently in use will continue to be integrated. The following will also be implemented:

- **Woodruff Arts Program (K-2 Wolf Trap, 3-5 Reader's/Writer's Theater)** – Staff from Woodruff Arts Programs will work collaboratively with teachers and students by transforming the lives and learning of young people through the arts. Georgia Wolf Trap

Artists developed a K-2<sup>nd</sup> grade program to provide active engagement through the disciplines of drama, music and movement activities to teach literacy skills. Reader's & Writer's Theater uses innovative drama-based teaching strategies to build literacy skills which includes; oral presentations of text, application of word recognition, and pronunciation, vocabulary, fluency, comprehension and non-verbal communication to make it meaningful to an audience.

- Development of a **professional resource library**
- Increased exposure to non-fiction text through **leveled classroom libraries**
- **Professional development will be provided for Dibels® Next** and other resources that will be used to instruct and enhance the student's literacy skills. Most of the resources have an online professional development imbedded within the program. Others either have an on-site option and some professional development will be delivered by the Literacy Team members.
- **Dibels**
- **Reading Endorsement** for 13 Mt. Olive teachers
- **45 iPads**
- **AR/Star Reading**
- **Reading A-Z**
- **DRA online®**
- **E-books**
- E books downloads, headphones, charging carts, purchase of E-readers, PD nooks
- **Playaway®**

### **Faculty and Staff to Implement Plan**

All certified staff will be responsible for implementing Mt. Olive's literacy plan. Designated staff members will be responsible for redelivery of professional development. All members of the staff who

do not currently hold reading endorsement or postsecondary degrees in Reading and Literacy will be provided the opportunity to partake in the reading endorsement program. Administrators will work to monitor the reliability of the implementation and teams will regularly evaluate the processes.

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

	<b>Time</b>	<b>Personnel</b>	<b>Strategies</b>
<b>Tier 1-Core Curriculum</b> (K – 5 <sup>th</sup> Grade)	2.5 hours of daily literacy instruction	<ul style="list-style-type: none"> <li>• General Ed. Teacher</li> <li>• Kindergarten Para-pro</li> <li>• Media Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Whole group instruction</li> <li>• Small group instruction</li> <li>• Differentiated centers</li> <li>• Technology/websites</li> <li>• Instructional timelines</li> <li>• Informal progress monitoring</li> </ul>
<b>Tier 2-Strategic Intervention</b> (K – 5 <sup>th</sup> Grade)	<ul style="list-style-type: none"> <li>• 15 to 20 minutes</li> <li>• 3 to 5 days a week</li> <li>• At least 6 weeks of intervention</li> <li>• Up to 8 students</li> <li>• Extended Day 2 hours 2 times a week (3<sup>rd</sup>-5<sup>th</sup>)</li> </ul>	<ul style="list-style-type: none"> <li>• General Ed. Teacher</li> <li>• Kindergarten Para-pro</li> <li>• EIP Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Differentiated centers</li> <li>• Technology/web-based instruction</li> <li>• Instructional timelines</li> <li>• Individualized progress monitoring</li> </ul>
<b>Tier 3 Intensive Intervention</b> (K – 5 <sup>th</sup> Grade)	<ul style="list-style-type: none"> <li>• EIP 45-50 minutes</li> <li>• Extended Day 2 hours 2 times a week (3<sup>rd</sup>-5<sup>th</sup> only)</li> <li>• 30 minute intervention block</li> </ul>	<ul style="list-style-type: none"> <li>• General Ed. Teacher</li> <li>• ESOL Teacher</li> <li>• School Counselor</li> <li>• Data Team</li> <li>• EIP teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Guided Instruction</li> <li>• Instructional Games</li> <li>• Study Island</li> <li>• Individualized Progress Monitoring</li> </ul>
<b>Tier 4-Due Process</b> (K – 5 <sup>th</sup> Grade)	<ul style="list-style-type: none"> <li>• Determined by Individualized Education Plan</li> </ul>	<ul style="list-style-type: none"> <li>• General Ed. Teacher</li> <li>• Special Ed. Teacher</li> <li>• Instructional Support Teacher</li> <li>• Speech-Language Pathologist</li> </ul>	<ul style="list-style-type: none"> <li>• Student Support Team</li> <li>• Speech and language services</li> <li>• Co-teaching</li> <li>• Specially Designed Instruction</li> <li>• Second Language support</li> </ul>

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

The Mount Olive Elementary School Leadership Team often seeks out and attends professional development to expand their knowledge base and to increase proficiency with providing support to teachers. The school culture values and supports ongoing professional learning. The table below highlights the professional learning activities that our teachers have attended during the past year.

<b>Professional Learning Topic</b>	<b>PL Hours</b>	<b>% of Staff Attending</b>	<b>Comments</b>
Writing / Lynn Freeman	9	100% of staff attending	Monthly planning workshops with Lynn Freeman teaching writing techniques, strategies for writing across the curriculum, and learning how to implement the strategies in the classroom
Common Core / Writing with Kay Burke	16	50%	Writing thematic units for common core instructional planning
Instructional Tour / Innovative Educational Ideas at Ron Clark Academy	20	20%	Visiting Ron Clark Academy to learn innovative educational techniques in the classroom, differentiated instruction, and ways to create a more positive learning environment
Writers' Workshop	8	50%	Workshop for staff to learn how to implement Writers' Workshop
Differentiated Instruction – Staff Development for Educators	48	20%	Series of workshops teaching educators various methods of differentiating instruction in the classroom
Common Core GPS	40 (ongoing)	100%	Various sessions in which staff were taught the changes between the Georgia Performance Standards and the new Common Core Georgia Performance Standards; staff were also taught how to increase rigor in instruction

<b>Professional Learning Topic</b>	<b>PL Hours</b>	<b>% of Staff Attending</b>	<b>Comments</b>
Technology Integration Workshops	4	100%	Workshops in which teachers were taught the technology available in the building and the effective uses of it in the classroom
Data Analysis and Data Usage Workshops	20 (ongoing)	100%	Teachers analyze current data on student performance, assess fairness of evaluation methods, and plan next steps for instructional purposes
Professional Learning Communities (PLC)	2	100%	Staff reviewed the organizational chart for the PLCs in Fulton County Schools
7- Step Lesson Plan	8	100%	Teachers practiced writing the 7-step lesson plan and analyzed exemplars

### **On-going Professional Learning**

As a part of our current professional learning plan, we have identified the instructional strengths of our current staff. Staff members share scientifically research-based practices that work well in their classrooms.

<b>On-going Professional Learning</b>	<b>Descriptions</b>	<b>Delivery Method</b>
Reading Endorsement	Reading endorsement add-on for teacher certification	Classroom program offered at Kennesaw State University
Differentiated Instruction	Meeting the needs of all learners	Face-to-face (Faculty). Grade level meetings
Use of Technology	Technology integration across content areas	Face-to-face (Faculty), Grade level meetings
Creating a positive classroom climate	Promoting positive student interactions	Face-to-face (Faculty)
Optimizing Transitional time (IRR/Special Education)	Tiered activities for special education students	Face-to-face (Faculty)
Supplies for instructional purposes	Supplemental materials to implement the program	Face-to-face (Faculty)
Writing	Qualities of good writing	Face-to-face (Small group)

Professional development is a key to the success of our literacy plan. As documented in our “Needs Assessment, Concerns and Root Cause Analysis” section, a number of areas of development are needed to support our staff in meeting our literacy goals. In particular, focused training on the Writing Workshop will ensure all teachers are implementing the program with fidelity. In addition, teachers need continued training on the RTI process including the appropriate use of assessments and aligning interventions with student needs. The rollout of Common Core necessitates continued support on CCGPS standards. Linked to Common Core training is the need for development and support on interdisciplinary approaches to literacy to ensure our literacy plan is integrated into all subjects. Teachers also need training and instruction on DIBELS Next, the effective use of technology, and balanced literacy.

Finally, as noted previously, enrollment in a reading endorsement program at Kennesaw State University will provide teachers with successful reading strategies including diagnosis and treatment of reading difficulties.

### **Sustainability Plan**

Mt. Olive is committed to implementing our literacy plan and will seek out additional funding sources to ensure fidelity of implementation. As our application demonstrates, we have identified specific literacy needs and appropriate interventions, established goals, and developed an appropriate governance structure to sustain the work over the long-term. Our cost center funds and Title I funding will continue to support literacy efforts once grant funding has been depleted. Also, we will seek additional external grant funds to sustain our plan once implemented and continue to set new goals and metrics to guide the work.

We will continue to use DIBELS and DRA to assess our students' literacy and provide data to drive instructional practices and design interventions for students. Our assessment protocol will be strengthened by the Striving Reader grant and we will continue that protocol beyond the life of the grant. The grant-sponsored professional development for DIBELS Next, DRA, and AR will ensure that all staff at Mt. Olive will be trained in the use of these assessments. We will use a train-the-trainer method to ensure that all incoming staff members receive training on these assessments.

Professional learning is critical to our success and we must ensure that strategies developed during the grant period are carried out beyond the life of the grant. To that end, we will continuously monitor and audit the professional development, track lessons learned, and redeliver training as needed. Additional funds will be sought to support professional development that cannot be re-delivered in house. As new teachers and staff join Mt. Olive, we will ensure they participate in literacy training as part of new teacher development. Mt. Olive will provide opportunities for new teachers to become familiar with various instructional initiatives in place at school. Utilization of new teacher orientation, ongoing professional

development, and monthly new teacher meetings all provide the time needed to continue training staff. The school also will use a “Train the Trainer” model which allows the staff to provide ongoing support to old and new teachers.

We will sustain our technology beyond the grant by using the Special Purpose Local Option Sales Tax (SPLOST) funds dedicated to technology. 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 at our school. In addition to the district’s plans to enhance technology through SPLOST, Mt. Olive will use Title I funds to update Mt. Olive’s technology and provide additional training to staff in order to sustain the technology initiatives implemented through the Striving Reader grant.

## **Budget Summary**

The following narrative summarizes our budget requests:

### **Professional Development:**

Mt. Olive Elementary is requesting funding for professional development of teachers and parents. Teacher development will include training and instruction in DIBELS Next, differentiated instruction, Common Core Georgia Performance Standards, balanced literacy, and RTI. Parent University is a program designed to help parents support their children's literacy needs at home. It focuses on how parents can impact literature growth and success in their students by enhancing the home and school connections.

In addition we are requesting funding for professional development for the Kennesaw State University Reading Endorsement program. Kennesaw State University prepares certified teachers to meet the diverse literacy needs of all students. The program includes coursework in theoretical models and processes of reading, individual and classroom assessment methods, and content area instructional strategies for teaching reading. Some topics include scientifically-based reading research (SBRR), diagnosis techniques, strategies for working with struggling, as well as gifted readers, and strategies for working with EL more effectively. This nine semester hour graduate endorsement program will meet all standards set forth by the Georgia Professional Standards Commission for Reading Certification.

Further, professional development funds will support a partnership with the Woodruff Arts Center to provide the Georgia Wolf Trap Literacy Program K-2 and Reader's Theatre 3-5, which have a professional learning focus. Teachers will receive professional learning to enhance instruction through Reader's Theatre and they will 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. Funding is all inclusive of professional development sessions, materials, events and field trips.

### **Instructional Materials**

We request funding to build classroom resources that will support literacy instruction for all students. Students will be able to have the opportunity to read selected fiction and non-fiction text with various complexity levels. The funding will also be used to purchase leveled texts for school and home use as well as extended literature exposure and support through day care/afterschool providers. The funding will also be used to purchase additional reading programs, such as Wolf Trap and Young Audiences/Story Tellers.

In addition we will use these funds to purchase classroom supplies for literacy interventions. This will assist teachers in creating literacy-rich centers, and an engaging learning environment for students. We also request funding for extended learning that would come in the form of afterschool tutorial and/or Saturday school. These learning opportunities will be used to reinforce RTI strategies and tend to the needs of students in all Tiers.

### **Technology and Software**

Mt. Olive requests funding for e-readers to access electronic literacy content, both for our general education and special education students. These will also support our EL population through foreign language content. We are also requesting funding for digital storytelling software, reading and subscription databases, translation and interpreting software, electronic

books, and books in audio format to strengthen student and parent comprehension and foster independent reading for primary and EL students, and students with disabilities.

All hardware and software purchased will comply with Fulton County Schools' policies, procedures and guidelines. Hardware and software purchased that is considered non-standard to FCS will either be purchased with manufacturer warranty agreements that cover repair and maintenance, or the items budgeted will include funding for a consultant who will provide maintenance and support.

**Additional Pay/Stipends**

Finally, we request funding to provide Mt. Olive teachers with additional pay for Saturday School and stipends for professional development held after school, on the weekends and over the summer.