School Profile

Created Wednesday, November 06, 2013

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School Information

School Information	District Name:	Fulton County School System
School Information	School or Center Name:	Conley Hills Elementary School

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal | Name:	Serena Lowe
Principal | Position:	Principal
Principal | Phone:	404-669-8170
Principal | Email:	lowesf@fultonschools.org

School contact information

(the persons with rights to work on the application)

School contact information	Name:	Jacinta Alexander
School contact information	Position:	Assistant Principal
School contact information	Phone:	404-669-8170
School contact information	Email:	alexanderj2@fultonschools.org

Grades represented in the building

example pre-k to 6

Pre-K to 5

Number of Teachers in School

39

FTE Enrollment

512

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

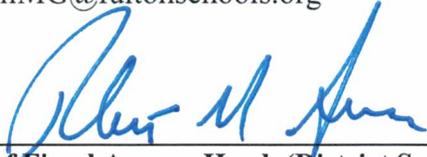Name of **Fiscal Agent's** Contact Person: Montreal Bell

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

Address: 786 Cleveland Ave., SW

City: Atlanta, GA   Zip: 30315

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

E-mail: BellMG@fultonschools.org

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

Dr. Robert Avossa - Superintendent

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

12/11/2013
_____
Date (required)

Preliminary Application Requirements

Created Wednesday, November 06, 2013

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

SRCL General Information Packet-Cohort 3

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

- Yes

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

SRCL Scoring Rubric-Cohort 3

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

Any costs not allowed for Federal projects per EDGAR, which may be accessed at
http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html.
NOTE: This is NOT an all-inclusive list of unallowable expenses. If you have questions about unallowable expenses please e-mail your questions to jmorrill@doe.k12.ga.us

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

 • I Agree

Grant Assurances

Created Thursday, December 12, 2013

Page 1

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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.

       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. <u>Employee Relationships</u>

       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.

    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. <u>Remedies for Nondisclosure</u>
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. <u>Annual Certification</u>. 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.

[X] 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.   **<u>Disclosure of Conflict of Interest after Agreement Execution</u>**

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.

III.   Incorporation of Clauses

The Applicant must incorporate the clauses in paragraphs A, B, and C of this section into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
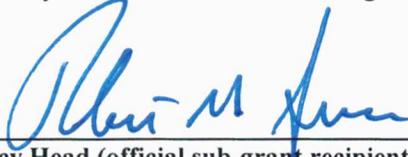
_____
Signature of Fiscal Agency Head (official sub-grant recipient)

Dr. Robert Avossa - Superintendent
_____
Typed Name of Fiscal Agency Head and Position Title

12/11/2013
_____
Date

_____
Signature of Applicant's Authorized Agency Head (required)

Dr. Robert Avossa - Superintendent
_____
Typed Name of Applicant's Authorized Agency Head and Position Title

12/11/2013
_____
Date

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

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

_____
Date (if applicable)

District Narrative

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

District Management Plan and Key Personnel

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

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

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

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

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

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

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

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

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

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

Experience of the Applicant

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

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

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

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

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

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

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

School Narrative

Conley Hills Elementary School is located in East Point, Georgia and was built in1953. The School was named in honor of John L. Conley and was the sixth school built in East Point.   We are part of the Central Learning Community of Fulton County Schools and our students filter into Paul D. West Middle School, Woodland Middle School, and Tri-Cities High School. Conley Hills' student population includes students with disabilities, economically disadvantaged students and English Language Learners. Though there are students who are maintaining success, there are many students within subgroups that are not performing due to limited resources and support. A Striving Reader grant will help Conley Hills Elementary School continue to address students' literacy needs and meet students achievement growth objectives.

School History

Conley Hills has served the community for over 60 years and currently has an enrollment of 516 students in grades pre-kindergarten through five. Of these students 14% are ESOL, 21% Limited English Proficiency, 5% Talented and Gifted, 39% are remedial (EIP), 11% are Students with Disabilities. Approximately 95.2% of the school's population receives free or reduced-priced meals. The student population is 69% African American, 26% Hispanic/Latino, 3% White, 1% Asian, and 1% Multi-Racial. The three Pre-Kindergarten classes are lottery funded. Thirty-eight percent of Kindergarten students did not attend Pre-K. Conley Hills has a mobility rate of 34.8% and enrollment is very inconsistent making it difficult to gauge what our population will look like for a given year.

Prior to the Georgia's ESEA Flexibility Waiver Conley Hills has made Adequate Yearly Progress (AYP) for 5 consecutive years and has been recognized for three consecutive years as a Title-I Distinguished School.   We are a center school for ESOL and MID (Mildly Intellectually Disabled) students. The school currently services Students with Disabilities (3 interrelated classrooms, 2 MID Center-based self-contained classrooms). We have received the Energy Star award from the Environmental Protection Agency for four consecutive years.   Ninety-eight percent of teachers are Highly Qualified under the No Child Left Behind Act. We have a high

teacher retention rate and our staff consists of a number of veteran teachers. Of our 39 classroom teachers, 13 have 20 or more years of experience and 15 have 10 or more years of experience. Three of our staff members have obtained doctorate degrees, 10 of our staff members have obtained specialist degrees, and 25 of our staff members have obtained masters degrees.

Conley Hills is committed to doing everything possible to give our students the literacy skills they will need to be responsible, productive citizens who are able to function independently and successfully within a changing society.

Administrative and Teacher Leadership Team

Serena Lowe has been Principal and Instructional Leader of Conley Hills Elementary for seven years. Jacinta Alexander has served as the Assistant Principal for three years. The goal of the administrative staff, is to continuously move the school closer to its mission, to educate all students, and increase achievement. Their current focus is to improve the quality of instruction through professional growth opportunities, teacher collaboration, and providing constructive feedback.

The school consistently maintains a high retention/attrition rate for teachers in spite of the academic and low socio-economic challenges. School leaders share a vision for school development, based on improving outcomes for all students to raise the school's overall performance. The leadership team consists of the Principal, Assistant Principal, Curriculum Support Teacher, School Counselor, Language Arts Instructional Coach, and Teacher Leaders representing each grade level and support staff. The school is comprised of the following instructional staff:

- 3 PreKindergarten Teachers
- 4 Kindergarten Teachers with 4 Paraprofessionals
- 4 First Grade Teachers
- 3 Second Grade Teachers
- 4 Third Grade Teachers
- 3 Fourth Grade Teachers
- 3 Fifth Grade Teachers
- 5 Special Education Teachers
- 1 Talented and Gifted Teacher
- 1 ½ Speech Teachers

- 1 Media and Educational Technology Specialist
- 1 Media Paraprofessional
- 1 Art Teacher
- 1 Music Teacher

- 1 Physical Education Teacher with 1 Paraprofessional
- 2 ESOL Teachers
- 3 EIP Teachers

Past Instructional Initiatives

Conley Hills has previously implemented research-based initiatives to improve academic achievement.

- *Learning Focused:* A Continuous School Improvement Model used to assist with using exemplary practices to increase learning
- *8 Step Program:* A system wide approach to enriching and remediating students
- *Inquiry Based Mathematics Instruction:* An exploratory approach to math instruction

Current Instructional Initiatives

- *Co-teaching:* Instruction given to students with disabilities using the Least Restrictive Environment
- *Departmentalization:* Maximizes instruction and prepare students for middle grades for 3rd, 4th, and 5th grade classes
- *Professional Learning Communities:* Fosters collaboration among staff to improve instruction
- *Language Arts Coach:* Provides professional development and instructional support through modeling and collaboration
- *Writing Block:* A set block of time used to enhance student writing
- *Write Score:* A writing assessment administered three times a year in 5th grade and two times a year for 3rd and 4th grade to monitor writing standards. Write score assesses student work and provides feedback

- *Standards Based Classrooms:* Instruction is based on the Common Core and Georgia Performance Standards

Incentive Programs

- *Accelerated Reader:* Guides reading instruction, offer incentives for reading, and ensure that students are reading consistently
- *Book It:* Incentive program sponsored by Pizza Hut, teachers set reading goals for students
- *Six Flags Read to Succeed:* Incentive program to encourage students to read

Student Assistance

- *Extended Learning Program:* Provides additional time and a strategic focus for students
- *Early Intervention Program:* Designed to provide additional instructional resources and to reduce class size in order to help students
- *ESOL:* English to Speakers of Other Languages (ESOL) program
- *The Homework Center (SCANA):* Provides a safe and structured study environment where students can complete their class assignments and learn proper study skills
- *S.T.E.M. Classes:* Enrichment classes taught for Science, Technology, Engineering and Math fields.

Clubs and Organizations

- *PTA:* Parents, teachers, school staff and community partners gather, collaborate and take action
- *S.T.E.M (STEM) After-School Club:* Provides opportunities for students to explore the areas of Science, Technology, Engineering, and Mathematics
- *National Junior BETA Club:* Provides opportunities and experiences that enable students to demonstrate the ideals of character, achievement, service, and leadership
- *Student Council Association:* Develops leadership skills in students
- *The Conley Hills Art Club:* A student club for the appreciation for the arts

- *Safety Patrol:* School safety club that develops a safer environment around the school
- *Academic Intervention:* Individual counseling and goal planning for students
- *Little Soldiers/Girls Mentoring Program:* Develops positive self-esteem, encourage responsibility, and reinforce academic skills

Programs

- *Career Day:* Partners will share the important work they do and discuss their educational background, training and responsibilities
- *Field Day:* Culminating program of activities including team sports, character education, and health-related fitness skills
- *Strong 4Life:* School-based program that teaches elementary school children about the importance of physical activity and healthy eating habits

Need for Striving Readers Grant

Conley Hills, a PK-5 school, is representative of the community's diversity. The school is located in East Point, Georgia. Conley Hills provides an educational program that challenges children from an economically disadvantaged area where 95% of our students are on free or reduced lunch. The school community is constantly going through a transformation due to a high mobility rate, including 3% of the population from a homeless environment. On system, state, and national assessments, there is evidence to support that several gaps in student learning that are impacted by literacy. Consequently, a deficit in reading has influenced lower scores in other content areas, as indicated on the CRCT. With the resources provided by the grant, our school will be able to provide resources to improve literacy across the content areas.

Literacy Plan

<u>Building Block 1: Engaged Leadership</u>

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

The administration at Conley Hills continues to demonstrate a commitment to literacy through their ongoing dedication to develop the staff through professional development and exposure to research-based instructional strategies. This is modeled through the frequent monitoring of literacy instruction. Professional learning is based on the different forms of data about literacy learning and literacy achievement, and its analysis and use in establishing priorities for reading interventions. School leaders will explore different types of data that can be collected including student performance, student attitude, curriculum delivery and parent / community support. Professional development will consist of strategies for identifying and supporting staff to be involved in interpretation and analysis of the data. School leaders will provide assistance to teachers in developing, understanding, and implementation of effective literacy intervention strategies in response to data assessment. Furthermore, the school leaders will draw from research literature to evaluate literacy interventions and planning for sustainable improvement in literacy achievement.

According to 2012-13 CRCT data, 10 percent of students in grades three through five did not meet the standard in Reading. Furthermore, the data reflected that these students performed below grade level in the following areas: Literacy Comprehension (28 percent), Information and Media Literacy (41.7 percent), Reading Skills and Vocabulary Acquisition (19.7 percent), and Research and Writing Process (29.4 percent).

Students in Kindergarten and first grade were administered the Star Early Literacy Test. The results showed that 137 students were identified in the early emergent or late emergent stage. In addition, the Benchmark Assessment System (BAS) Test was administered to students in grades one – five. The results showed that 224 students were performing below grade level.

Additional information was gathered via a staff survey. The survey was administered to the entire instructional staff online. This survey included the 14 criterions from the Georgia Literacy Plan Needs Assessment that were identified as emerging or not addressed.

Upon further inspection of our data, the literacy team discovered an astounding number (69%) of our students receive or qualify for some type of remedial instructional services.

Because of the aforementioned data, Conley Hills is committed to evidence-based literacy instruction. Evidence-based literacy instruction has been tested and shown to have a record of success. Therefore, the validity, reliability, and fidelity are accurate.

B. *A school literacy leadership team organized by the administrator is active.*

The school literacy leadership team under the direction of Principal Serena Lowe is comprised of staff members across all grade levels. The literacy team is facilitated by the language arts coach and curriculum support teacher. The purpose of the literacy team is to identify and create a literacy plan to enhance instruction across grade levels. The role of the team is to act as a supportive resource for teachers. The team is comprised of a teacher representative from each grade, the media specialist, curriculum support teacher, and language arts coach. The team meets monthly to analyze data, review research-based instructional practices, and to develop school-wide action plans to enhance instruction. The action plans are based on deficiencies as identified through the Title 1 plan, CRCT trends, ITBS trends, Georgia Writing Assessment and various other common assessments.

The table below provides the list of team members.

Member Name	Title/Role
Serena Lowe	Principal
Jacinta Alexander	Assistant Principal
Cynthia Bennett	Curriculum Support Teacher
Casandra Coleman	Language Arts Coach
Beth Wilborn	Media Specialist
Selena Smith	Parent Liaison
Erin Almand	Pre-K Teacher
Carson Kelly	Kindergarten Teacher
Mary Jenkins	First Grade Teacher
Reita Bourget	Second Grade/Special Education Teacher
Linda Slaughter	Third Grade Teacher
Lakeila Huguley	Fourth Grade Teacher
Jocylinn Roberts	Fifth Grade Teacher
Yolanda Pelzer	Early Intervention Teacher (2nd -3rd)

Cleopatra Ballantyne	ESOL Teacher
Karen Dennis	Special Education Teacher (MID self-contained)
Candyss Fleming	Music Teacher

Currently, our literacy team is limited to staff members in the school; however, our goal is to expand the committee to include other stakeholders such as: the school leadership team, PTA leaders, parents, business partners, representatives from within our feeder schools and community leaders. The parent liaison will be utilized to engage businesses to support our literacy goals and solicit the help of community volunteers who will: read to classes, share their career roles/tasks, mentor students. The team will utilize Twitter, Conley Hills' web page, PTA meetings, and other resources to keep the community abreast of the direction and vision of the school. The ultimate goal of the literacy team is to develop a literacy plan that purposefully and effectively affects change in literacy instruction as measured by student achievement results.

C. The effective use of time and personnel is leveraged through scheduling and collaborative planning.

It is imperative that sufficient time is allocated and used effectively to ensure high-quality literacy instruction. For all students to meet important literacy goals, it is critical to provide enough time during the school day for explicit literacy instruction. To that end, allocating time for literacy instruction in a school's master schedule is a top priority, and once time has been allocated, protecting that time from interruption becomes a top priority.

Instructional time for literacy has been leveraged by scheduling disciplinary literacy in all content areas. Throughout grades K-3, all students benefit from receiving at least 90-120 minutes of daily literacy instruction. This 90- 120 minute block is dedicated to providing instruction using the Balanced Literacy Instructional Framework which includes a reading, writing and word study components. Students receive literacy instruction in Mathematics, Science, Social Studies, and Reading/English Language Arts.

In grades 4-5, students receive 90-minute of literacy instruction daily based on the Balanced Literacy Instructional Framework. Students receive daily, focused literacy instruction on the essential elements of reading, writing and word study. Because reading and writing across the content areas presents new challenges for upper elementary students, it is critical that

teachers begin strong content-specific strategy instruction on text structure in each content area while also providing reading, writing, vocabulary, and comprehension instruction specific to each content area.

Protected time for collaborative planning teams within and across content areas is part of the school-wide calendar. The grade level and cross/ interdisciplinary teams meet weekly with the Curriculum Support Teacher, Reading /ELA coach, and administrators for professional learning and/or data analysis. Also, the grade level and cross interdisciplinary teams have four to five instructional planning days each year to analyze data in order to identify students' strengths and weaknesses; to plan and implement new instructional strategies ;to monitor student work and progress; and to adjust instruction as needed.

D. A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the Common Core Georgia Performance Standards.

Teachers are charged with the task of teaching literacy skills and strategies in reading/ELA, math, science, and social studies in order to meet the demand for students to be college and career ready in the 21st century. Teachers collaborate, plan, and implement lessons to provide students with opportunities to deepen their students' understanding of content knowledge. At this time literacy instruction is not optimized in all content areas because teachers have not participated in targeted, sustained professional learning on literacy strategies within the content areas; however, this grant will allow us to provide teachers with targeted professional development they need to be effective. Therefore, they are not proficient at teaching literacy skills in all content areas. Teachers are willing to address students' literacy learning needs by taking a proactive approach to learning and doing what is needed to nurture the literacy growth of students at all grade levels and within all subject areas. This requires that teachers must be engaged in continual professional learning and collaborative planning. The Striving Readers Grant will assist with professional learning in the area of literacy across the content area. This grant will allow us to provide targeted professional learning experiences that will provide teachers with specific literacy strategies within the content areas.

A walk-through and/or observation form (e.g., Literacy Instruction Checklist, GA or some other instrument) is used to ensure consistency of effective instructional practices that include disciplinary literacy across content areas.

Walkthrough and /or observations are conducted to monitor and improve:

- teachers' instructional practices
- students' engagement
- professional learning
- inconsistencies in instruction

Currently, the walkthrough and/ or observation form does not include "look fors" for disciplinary literacy across the content areas; however with sustained professional development made possible by this grant, these items will be included.

E. Literacy instruction is optimized in all content areas.

The school is committed to using balanced literacy to drive instruction. Balanced Literacy is a framework for instructional planning and implementation. It involves the use of observation and assessment to make instructional decisions; the structure of classroom delivery that moves through whole group, small group, and independent learning to build student competence and independence; and incorporates a balance of quality materials to support instruction and learning.

Students who struggled face even more literacy challenges than ever before. Content area literacy is "the ability to use reading and writing for the acquisition of new content in a given discipline" (McKenna & Robinson, 1990). To be content literate means having the ability to exercise a range of literacy skills, including strategies for understanding new vocabulary and for seeking out, interpreting, critically evaluating, and communicating information. Being content literate means being fully prepared to respond to the challenges of increasingly demanding state and national tests. Content area literacy represents a set of goals and tools for teachers to employ for shrinking the achievement gap while helping all students to become more literate and learn in more powerful ways in content areas.

Content area teachers incorporate the following: The use of discipline-specific text structures, academic vocabulary, narrative, informational, and argumentative writing. In addition, these are components of literary instructions:

- The word wall is utilized daily to introduce new vocabulary and to reinforce vocabulary across all content areas.
- A required daily writing block is incorporated into the schedule of all classroom teachers. Administrators monitor writing instruction and provide feedback to teachers.
- The language arts coach reviews students' writing portfolios and provides support to teachers.
- The STAR reading, BAS, Measuring Up, and other assessments are utilized by teachers to select literary text that is appropriate for individual students (text complexity).
- A revised lesson plan format has been developed for teachers to purposefully plan for integrating literacy in all subjects as articulated within CCGPS.
- Teachers are scheduled for peer observations and peer-to-peer conferences to identify rigor in instruction.
- Teachers integrate text comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers).
- The Literacy Room was created in the 2013 school year as an additional resource for teachers to optimize literacy instruction in various content areas. The room consists of leveled readers that provide students with experience with a wide variety of texts within a level. This makes it easier to select books for groups of students, and lends itself to flexible grouping.
- The language arts coach monitors the usage of the literacy room to determine the resources and support needed for teachers.
- Content area books are available to integrate literacy in content areas such as; math, science, and social studies.
- Leveled readers are used to address the instructional needs students.
- Professional Learning Communities (PLC) will be further utilized as a forum to share creative ideas among the faculty to infuse literacy throughout the day.

The administrative staff has provided a variety of professional development trainings addressing Text Complexity, Differentiation, Writing Strategies, Balanced Literacy, Common Core GPS-Rigor, and Common Core GPS-Balanced Assessments. Staff surveys and results of teacher observations indicate that additional professional development is needed in order to consistently deliver instructional practices with fidelity.

F. The community at large supports school and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards.

Although we are not fully operational, we have begun to engage the community at large in our efforts to develop college-and -career -ready students as articulated in the Common Core Georgia Performance Standards. We work with our stakeholders in a collaborative manner to foster partnerships that promote strong literacy skills in our students. In addition to classroom teachers and grade chairs, the key individuals involved in promoting literacy within our community at large are the principal, assistant principal, counselor, parent liaison, curriculum support teacher, media specialist and ELA coach. These key individuals are responsible for the creation, planning and scheduling of literacy programs with out-of-school agencies and organizations. Examples of some of the existing and newly established programs that specifically impact literacy within our school include:

- East Point Public Library- Library card sign up/visiting author lectures/summer reading program
- Atlanta Hawks- "Fast Break Reading" program
- Pizza Hut- "Book It" program
- Six Flags- "Read to Succeed" program
- History Makers- Mentoring/visiting readers
- PTA parent volunteers- Mystery readers for Pre-K and kindergarten students
- Delta Sigma Theta- Mentoring/visiting readers
- Scholastic Book fair

We have identified several ways to further engage the community in our efforts to promote literacy within our students. Some of the strategies we would like to implement are:

- Utilize the media specialist to improve literacy by establishing a book club and developing an incentive program to reward students AR gains.
- Identify key members of the community, government and business leaders as well as parents, to serve as members on a community advisory board.
- Utilize the advisory committee to investigate similar efforts in other communities.
- Identify tutoring, mentoring and afterschool programs to support student achievement.
- Engage our business partners to sponsor incentive programs that promote literacy and to support literacy efforts within in the school by mentoring, lecturing and reading to students.
- Utilize social media to communicate and publicize literacy achievements with the community at large.
- Collaborate with PTA and fine arts organizations to sponsor arts integrated literacy night.
- Create an annual awards banquet to honor parent volunteers and business partners that have supported the school's literacy efforts.
- Work with Woodruff Arts Center/Alliance Theater to provide literacy based activities for students.

We will communicate success with the public through online and print media, including but not limited to press releases, web page announcements, and local newspaper articles.

Building Block 2: Continuity of Instruction

A. Active collaborative school teams ensure a consistent literacy across the curriculum (See Engaged Leadership, Building Block 1.D, E).

According to Marzano and Perkins (1991) "Interdisciplinary/cross-curricular teaching is often seen as a way to address some of the recurring problems in education, such as fragmentation and isolated skill instruction. It is seen as a way to support goals such as transfer of learning, teaching students to think and reason, and providing a curriculum more relevant to students".

The administrative staff has established Professional Learning Communities (PLC) collaborative school teams. The collaborative school teams consist of grade level (Kindergarten-second grade), cross/interdisciplinary (third through fifth grade), and vertical teams (Kindergarten – fifth grade). Each teacher in grades Kindergarten through second has the responsibility of teaching reading/ELA, math, science, and social studies. The cross/interdisciplinary teams of third through fifth teachers are responsible for teaching either one or two core subjects. Vertical teams are made up of teachers from different grade levels who work together to develop a continuum of knowledge and skills that build from one grade level to the next grade level. Vertical Teams meet on a monthly basis.

The grade level and cross/ interdisciplinary teams meet weekly with the Curriculum Support Teacher, reading /ELA coach, and administrators for professional learning and/or data analysis. Also, the grade level and cross interdisciplinary teams have four to five instructional planning days each year to analyze data in order to identify students' strengths and weaknesses; to plan and implement new instructional strategies to monitor student work and progress; and to adjust instruction as needed.

B. Teachers provide literacy instruction across the curriculum *(See Engaged Leadership, 1.D,E).*

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 level. In support of Georgia's definition of literacy, one of the Georgia Task Force belief statements is that literacy skills are embedded and emphasized in each content area in all grade levels (GaDOE, 2010, p.31).

The largest block of time in an elementary student's day is the literacy block. Helping students that struggle in this area is a lot more complex than simply offering them reading help. When a school implements Response to Intervention (RTI), everyone in the school participates in the process. The purpose of RTI is to make sure that every child in the school receives instruction that leads to success. School staff ensures that resources are available to provide students with immediate instructional support. Within an RTI framework, valid, reliable assessment is closely linked to instruction. We will use results from assessments to help teachers

choose the best materials and instruction for each child. Teachers will also use assessments to check on students' progress throughout the year. If a child is not making progress, teachers will implement other instructions for that child, while continuing to monitor the child's progress.

Conley Hill has implemented the balanced literacy instructional framework for students in Kindergarten through fifth grade. Our balanced instruction includes the following components:

- Modeled/ Interactive Read Aloud
- Shared Reading
- Guided Reading
- Independent Reading
- Modeled Writing
- Interactive/Shared Writing
- Guided Writing
- Independent Writing
- Word Study (grammar, vocabulary ,phonics)

Two of the Common Core Anchor Standards state that students should be able to read and comprehend literary and informational text independently and proficient. Also, that student should be able to write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Based on these two standards alone, the administrative staff recognizes that reading and writing skills must not be reserved solely for the reading/ELA classrooms and that students need multiple opportunities to learn reading and writing strategies in a variety of classroom settings.

Teachers are charged with the task of teaching literacy skills and strategies in reading/ELA, math, science, and social studies in order to meet the demand for students to be college and career ready in the 21st century. Teachers collaborate, plan, and implement lessons to provide students with opportunities to deepen their students' understanding of content knowledge. Some of the lessons include close reading of complex text with text dependent questions, interactive read aloud, and writing to learn.

According to Fisher, Frey, and Williams(Educational Leadership, 2002), a school wide commitment to reading and writing strategies in all content areas has had a positive impact on student achievement at Herbert Hoover High School. They identified seven evidence based strategies. Conley Hills will implement five of the seven strategies.

Some of the literacy strategies that will be implemented in all content areas:

- Read Alouds/Shared Reading
- Graphic organizers
- Vocabulary instruction
- Writing to learn
- K-W-L Charts

Teachers will be offered more professional learning opportunities on content literacy strategies. The professional learning opportunities will be offered through school personnel, PD 360, Fulton County Central Learning Community Program Specialists, and outside consultants. Also, teachers will be given an opportunity to participate in a cohort for a reading endorsement. The reading/ELA and curriculum support teacher will provide teachers with support through observations and modeling of various content literacy strategies.

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

It takes a village to raise a child is a popular proverb with a clear message: the whole community has an essential role to play in the growth and development of its young people.

Conley Hills has partnered with SCANA Energy and 21st Century Leaders to fund a Homework Center. The purpose of the program is to provide students with a fun, safe afterschool program that strengthens academic skills, instill confidence, and inspire students to resist negative peer pressure.

Although Conley Hills is not operational/fully operational in collaborating with outside agencies to support literacy, we will be working diligently to partner with outside agencies to assist with supporting literacy. Read to Succeed is a free educational program sponsored by Six Flags Theme Parks. The program encourages students in K-6 to engage in recreational reading.

Students who complete six hours of recreational, non-school-related reading are eligible to earn a free admission ticket to a participating Six Flags Theme Park. Pizza Hut Book It Program motivates children to read by recognizing their accomplishments with praise, recognition, and pizza. Book It! Goals are based on reading ability. "Book It" can be used with the reading curriculum, or support for comprehension or intervention. Students will be encouraged to participate in the Six Flags Read to Succeed and Pizza Hut Book It Programs.

Conley Hills provides several afterschool programs to support literacy. The Extended Learning Program provides additional time and a strategic focus on students who cannot achieve their academic goals in reading and mathematics during the school day. S.T.E.M. (STEM) Afterschool Club provides opportunities for students to explore areas of Science, Technology, Engineering, and Mathematics by participating in a variety of learning activities. The Adult Literacy Program provides parents the opportunity to develop basics skill in English.

Building Block 3: Ongoing Formative and Summative Assessment

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

It is imperative for the success of our literacy to have an effective framework for formative and summative assessment. According to the GADOE's, The What Document "all assessments and intervention materials must be aligned with students' needs, and be available to use by trained personnel". Formative and summative assessments are developed based on a calendar provided by the state and county guidelines. Grade levels meet at the beginning of the school year to develop a common assessment calendar.

Presently BAS is used as a universal screener, and also as a diagnostic tool. With the implementation of the SRCL grant, we will be utilizing DIBELS. DIBELS was used previously, but the instructional staff had minimal training.

The instructional staff meets weekly with the Curriculum Support Teacher to discuss assessment results and uses this information to guide instruction. Grade levels meet weekly to

discuss the progress of their students based on classroom assessments, and common assessment data.

ASSESSMENT/DATA ANALYSIS PLAN

The school will use information gathered about how students are performing on learning targets, we will discuss the following:

1. What skill(s)/ area(s) are the students doing well on?
2. When comparing the school data with the district and state, which skills would the staff identify as a challenge area for the students?
3. When reviewing the Common Core Curriculum, how are these skills being taught?
4. When reviewing the school instructional program, are these skills being taught at the appropriate grade level?
5. How can this information be used for curriculum, instructional and remediation purposes?
6. What additional data sources were used to inform decision making about student achievement?
7. What best practices can be implemented to address students' needs?
8. What resources will be needed to support student learning?

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

Currently, the school uses universal screening in which data from multiple measures are analyzed to determine whether each student is likely to meet, exceed, or not meet benchmarks. This is a critical component in monitoring our students' progress. The formative and ongoing assessments are strengths at Conley Hills Elementary School. The data is collected to guide instructions, monitor students' progress, and provide appropriate interventions.

STAR EARLY LITERACY K-3

• Diagnose difficulties and plan instruction: Identify what skills students are proficient in, or excelling at, and where intervention may be needed.

• Assess early literacy and numeracy: Accurately and reliably 41 skill sets in 10 key literacy and numeracy domains.

• Generate Reliable Data on Every Student: Screening and progress monitoring data that make it easy for you to set priorities for instruction and intervention.

• Improve parent communications: Parent reports help you explain test results and describe what a student needs.

STAR READING ENTERPRISE FOR 1-12

• Assess 36 reading skills in 5 domains: Word Knowledge and Skills, Analyzing Literacy Text, Understanding Author's Craft, Comprehension Strategies and Constructing Meaning, and Analyzing Argument and Evaluating Text.

• Fast: You can screen your entire class in minutes to reveal which students need to reach benchmark, and to help group students by proficiency levels.

• Easy to Administer: With a simple interface, it's easy for teachers to administer and very intuitive for students.

• Accurate: STAR reading delivers a wealth of valid, reliable, and actionable RTI data. The STAR test is currently given 3 times a school year.

DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS (DIBELS)

With the grant, DIBELS will become our universal screening and progress monitoring program. DIBELS will assess basic early literacy skills, including those listed on the Common Core State Standards (CCSS). DIBELS Next will provide two types of testing, benchmark

assessment and progress monitoring. The benchmark assessment or screening process will allow the school to test all students three times per year for the purpose of identifying those who may be at risk for reading difficulties. Once students are identified as at risk for reading difficulties, they can receive progress monitoring testing more frequently to ensure that the instruction they are receiving is helping them make progress. The progress monitoring is an important component of a Response-to-Intervention (RTI$_2$) data-based decision making model. Students who are in Tier 1 will be monitored 3 times a year while Tier 2-4 will be monitored frequently. The frequency will be based on students' needs and be used to see how well our intervention efforts are doing in helping the student reach critical reading milestones. At minimum, the students in these tiers will be monitored every 2 weeks.

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

Reading assessments in our school involve screening and progress monitoring, diagnostics measures and outcome measures. Diagnostic assessments are used to measure one or more critical reading skills. They are designed to provide a detailed profile of a student's skill. In addition, our teachers are able to identify where a student understands breaks down. This information is collected and used to plan, modify and/or differentiate instruction/intervention. Diagnostic assessments are used to assist in developing lesson plans and providing differentiated instruction to meet children's needs.

DISTRICT BENCHMARK ASSESSMENTS

These assessments are designed as classroom tools for teachers to evaluate academic progress throughout the year. District benchmark assessments are given twice a year.

•Grades 1-5: Each assessment contains content standards that reflect the content that has been taught in the classroom up to that point in time. Assessments are based on state common core standards.

The assessment scores are designed as a classroom tool for teachers to:

•Measure student progress

•Individualize instruction to meet student needs

•Plan appropriate lessons

FOUNTAS AND PINNELL BENCHMARK ASSESSMENT SYSTEM

This benchmark assessment system (BAS) is a series of effectively designed benchmark books that measure the level of difficulty at which a student is able to read fiction or nonfiction texts. The students are given books ranging from beginning readers (A) to advanced readers (Z). Basically, this is a diagnostic assessment of an extensive set of reading skills. It provides valuable information on reading accuracy, fluency, and comprehension as well as data to support a broad range of reading, writing, phonics, and vocabulary instruction. Our school used this data to monitor the progress of individual students over time. This assessment is given three times a year.

We will use diagnostic assessments to make adjustments to our literacy program including the following items:

- Lengthen the amount of intervention time for the group.
- Change the student to a group that meets for a longer period of time.
- Change the intervention materials.
- Change instructor or provide more coaching to the instructor in order to increase the intensity of the instruction.

Daily classroom instruction will be a means of ongoing formative assessment. Some examples of formative assessments are the following items:

- Journaling
- Ticket out the Door
- Anticipation Guide
- Questioning
- Quizzes

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

Conley Hills uses summative data assessments to make curriculum decisions, direct future instruction, and improve instructional practices. School personnel are expected to use information from yearly summative data assessments to improve student learning and improve instructional practices. Assessment data are collected at the end of a chapter, unit, or course; after instruction has taken place. Summative assessment data is obtained through a variety of means including tests, projects, and standardized assessments (CRCT, ITBS).

The school identifies performance trends collaboratively analyzing and interpreting the data to describe the performance of the school. The school considers each performance indicator which may include positive and negative performance patterns. The school use formative assessments to drive instruction by gathering and analyzing data, and developing high yielding instructional strategies.

Teachers identify struggling students through ongoing classroom assessments and use data to create viable options. Additionally, this data is used to differentiate instruction to address the needs of all learners. During team meetings assessment data is reviewed and analyzed to identify needs and adjust instructional strategies. Special attention is given to disaggregated data to ensure that subgroups are making progress and meeting predetermined goals.

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

Students, who struggled before, face even more literacy challenges than ever before. Content area literacy is "the ability to use reading and writing for the acquisition of new content in a given discipline" (McKenna & Robinson, 1990). This definition has several implications for the issues discussed so far. To be content literate means having the ability to exercise a range of literacy skills, including strategies for understanding new vocabulary and for seeking out, interpreting, critically evaluating, and communicating information. Being content literate means being fully prepared to respond to the challenges of increasingly demanding state and national tests. Content area literacy represents a set of goals and tools for teachers to employ for shrinking the achievement gap while helping all students to become more literate and learn in more powerful ways in content areas.

DIBELS Next and STAR Reading will be used for the following:

School Level

- Level School wide screening 3 times yearly (F,W,S)
- Identify "at risk"
- Reorganize instructional groups

Student Level

- Progress monitoring measures in place and scheduled
- Diagnostic Assessment
- Assess additional factors
- Systematic review of data to inform intervention

After initial screening, a data meeting will be conducted to determine what tier students will be placed. Data sets/packets are prepared for meeting in teacher-friendly format with and without student names (e.g., DIBELS Next and STAR reading).

- Data are provided to the team (teachers and other school personnel) in advance.
- Session facilitator (permanent) is identified by the principal/designee, and is trained in team facilitation.
- Meeting logistics, including the date/time, place, and an agenda, are arranged by principal or designee.

During the meeting:

> *Tier 1:* Team identifies current performance of grade-level framework on relevant benchmark for grade and time of year. Record measurable goal(s).
>
> *Tier 2:* Team identifies which students will be considered for interventions.
>> - Review all available data on these students
>> - Identify students who are in each section (upper and lower ends) of the "emerging" or "strategic" area of the distribution on the most recent benchmark tests.
>> - Decide which students need Tier 2 interventions
>
> *Tier 3:* Team identifies which students will to be considered for interventions
>> - Review all available data on these students

- Identify students who are in the "deficient" or "at risk" area of the distribution on the most recent benchmark tests.
- Review all available progress-monitoring data for each student's rate of improvement (slope).
- Decide which students need Tier 3 interventions.

Additional meetings will be scheduled, but in between the meeting the following will be done.

Interim Steps (between meetings):
- Monitor fidelity of intervention
- Monitor student's progress
- Change (fine-tune) strategy (may or may not require team meeting—teachers are encouraged to continue to adjust instructional "practice" based on classroom performance and observation)

Conley Hills team of teachers can find struggling students through ongoing classroom assessment and create viable options for them as well as identify students in need of advancement and differentiate accordingly. In this way, RTI_2 functions as a comprehensive system of classroom interventions to meet a variety of student needs, including our advanced students. The RTI_2 model focuses on daily interventions in each and every classroom, which offer all gifted students consistent, differentiated instructional strategies. In addition, high achieving/advanced learners will be placed in Tier 2 and 3, so they receive enrichment or advanced coursework. Students who are in Tier 1 will be monitored 3 times a year while Tier2-4 will be monitored frequently. The frequency will be based on students' needs and be used to see how well our intervention efforts are doing in helping the student reach critical reading milestones. At minimum, the students in these tiers will be monitored every 2 weeks.

This schedule reflects the current 2013-2014 school year assessment calendar.

*McKenna, M. C., & Robinson, R. D. (1990). *Content literacy: A definition and implications. Journal of Reading*, 34(3), 184–186.

Building Block 4. Best Practices in Literacy Instruction

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

In contrast to listening and speaking, which develop naturally, the intricacies of written language must be explicitly taught. Direct, explicit, systematic instruction has been recognized at Conley Hills as an important strategy for this purpose. Therefore, one of our goals is for teachers to provide students with direct explanations of the standards clearly explained and modeled, without vagueness or ambiguity. The language should be concise, specific, and related to the standard. Another goal is to promote a high level of teacher/student interaction. This makes it clear what the students are to do and learn. Nothing is left to guess work.

Lesson Plans and Instruction Expectations

Lesson Components
Set Purpose   • Today we are going to learn…   • The reason we are learning this is …
State Objective   • At the end of this lesson you will be able to …
Connect To And Review Previous Learning   • Yesterday, you…
Teach New Concept/Skill (I Do)   • Watch me or listen to me as I …
Guide Practice (We Do)   • Now, let's try this together.
Assess Student Application (You Do)   • Now, let's see you try this on your own.
Return To Purpose   • Tell your partner what you learned and practiced today.
Provide Opportunity For Independent Practice   • I want to give you a chance now to show that you can do this independently.   • When you're working independently today, I would like you to …

In addition, we are working diligently to become fully operational in effectively implementing the Balanced Literacy Framework (Reading Aloud/Modeled Reading, Shared Reading, Guided

Reading, Independent Reading, Modeled or Interactive Writing, Shared Writing, Guided Writing/Writing Workshop, and Independent Writing). All students are exposed to core reading programs, such as Journeys, in conjunction with students receiving direct explicit instruction using the Balanced Literacy approach. This approach includes teaching phonics, grammar skills, reading and comprehension strategies, and writing forms and skills.

Currently, we expose children to a variety of rich curriculum of literary and informational text, but the faculty is in need of additional training in effective instructional practices. Our school will focus on a variety of professional learning opportunities that will elaborate on the use of the core program and address the need for support in academic literacy across the content areas. Literacy instruction should be implemented across content areas, rather than be isolated to reading and ELA (GADOE, 2010, pg. 58). Direct and indirect reading instruction, shared reading, and independent reading experiences must be provided.

Balanced reading is deeply-rooted in the belief that teachers should be constantly aware of students' individual needs and progress; therefore, computer assisted programs, including Dibels Next, Scholastic Reading Inventory, BAS, and STAR will be utilized to identify areas of instruction which challenge our students. In addition, we will continue to use a variety of tools, including teacher observations, writing samples, and standardized test scores in order to track student learning. It will be an expectation for staff to stay abreast on current research and new findings related to instruction. Teachers must continue to analyze data to determine the impact of their teaching strategies on student achievement.

The following are some direct instruction strategies to be implemented at the school:

- Structured Overview
- Lecture
- Explicit Teaching
- Drill & Practice
- Compare & Contrast
- Didactic Questions
- Demonstrations
- Guided & Shared - reading, listening, viewing, thinking

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

Beginning as early as Kindergarten, Common Core Georgia Performance Standards (CCGPS)

require that students become proficient in three types of text-Narrative, Informative, and Opinion. With the focus shifting to reading and writing more informational text, Conley Hills' teachers provide writing experiences across the curriculum, and classroom schedules must reflect the writing component. In order to monitor effective instructional practices in the area of writing, classroom observations take place regularly using a walk-through observation form. Monthly writing prompts, using 6+1 traits of writing model, are given to all students in grades 1st-5th. Teachers use these results to modify instruction, pacing, and to create flexible learning groups. Data meetings take place monthly, and teachers collaborate to examine the data, and look closely for patterns, outliers, weaknesses, and strengths. In addition to the monthly writing prompts, *Write Score*, a company that specializes in hand-scoring and analyzing of student essays, is utilized to progress monitor students in the area of writing in grades 3-5. This has helped to provide timely data in order to make instructional decisions. The reports allow teachers to make changes to instruction based on students' needs and then monitor the students' growth after the next assessment.

With writing being a focus for school improvement, the reading coach has supported teachers by observing, modeling, and providing feedback to teachers. Each grade level has been provided with a bank of research-based writing strategies and lesson plans that use the M.E.A.T (Model, Explain, and Teach) framework. Additional professional development will be provided to address effective writing, as we coordinate a plan to implement writing instruction across all content areas that includes explicit instruction, guided practice, and independent practice. Teachers will get thorough training and support in "writing across the curriculum", which will leverage instruction in disciplinary literacy. Implementing strong writing programs in all content areas is crucial to the success of a literacy initiative (GADOE, 2010, pg. 45).

Technology will be used for production and publishing across the curriculum. The Media Specialist will work with the teachers to publish students' writing to a blog or to the school's webpage.

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

Teachers who know students individually provide many kinds of support, enabling students to move to higher levels of reading and literacy development. Engagement and motivation are crucial components for children as they learn to read. Teachers must foster joy in and purposefulness for

reading because children will not become proficient readers if they do not enjoy the experience or see any value in it. Activating prior background knowledge throughout the instructional process engages students by making connections to their own lives; therefore, supporting the relevance of the lesson and keeping students engaged. By scaffolding instruction, our teachers provide direct instruction to scaffold learning and make learning to read and write easier. They also provide ample opportunity and support for students to use and extend their instruction in functional reading and writing. Children must spend time - both inside and outside the classroom -reading and writing under conditions for learning that are favorable for individual achievement; therefore, we offer parent workshops that are geared toward reclaiming educational success for students. Topics include: Common Core Standards, reading strategies, and test-taking strategies. In addition, we have a Title I Parent Resource Room that has many books, games, internet access, and informational pamphlets for parents. The Parent Liaison is readily available to support the parents in need. It is our belief that by engaging the parents/community, this will help ensure that our students develop and maintain interest as they progress through school.

In order to add to student engagement, we plan to creatively use technology. While we currently use Promethean Boards, document cameras and mobile computer labs, we plan to utilize tablet devices, e-books and other instructional technology tools. Our professional learning plan supports teachers in successfully implementing literacy lessons with rigor, engagement and purpose in all content areas.

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

Dates	*Grades*	*Assessments*
August 11-15	K-5	Fall DIBELS (K: LNF, ISF; 1: LNF, PSF, NWF; 2: NWR, ORF; 3-5: ORF)
August 25-29	K-5	STAR Reading
September 2-5	K-5	STAR Math
September 22-26	K-5	Fall Benchmark Assessment System /Fountas & Pinnell
October 27-31	3 & 5	Iowa Tests of Basic Skills (ITBS)
December 8-12	1-5	District Benchmark Assessment
January 12-16	K-5	Winter DIBELS (K: LNF, ISF, PSF, NWF; 1: PSF, NWF, ORF; 2-5: ORF)
January 26-30	K-5	STAR Reading
February 2-6	K-5	STAR Math
February 17 - 20	K-5	Winter Benchmark Assessment System /Fountas & Pinnell

February 23-27	1-5	District Benchmark Assessment
March 5	5	Georgia Writing Assessment
March 17-28	3	Georgia Writing Assessment
April 16-23	3-5	Georgia Criterion-Referenced Competency Tests (CRCT)
April 27-May 1	K-5	STAR Reading & STAR Math
May 4- 8	K-5	Spring DIBELS (K: LNF, PSF, NWF; 1: PSF, NWF, ORF; 2-5: ORF)
May 18-22	K-5	Spring Benchmark Assessment System /Fountas & Pinnell
Ongoing	K	GKIDS Assessment (Georgia Kindergarten Inventory Developing Skills)

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

The response to Intervention (RTI) process at Conley Hills is based on the Fulton County Pyramid of Instruction and Response to Intervention (RTI_2). This process is used to address our root cause: deficits in learning literacy. The framework uses research based instruction and intervention and is implemented with fidelity to ensure that all learners' unique needs are met. Data drives the instructional process and is analyzed by a data team made up of a grade level representative, the curriculum support teacher, a coach, and an administrator. This process maximizes student achievement by integrating core instruction, assessments, and intervention based on how the students respond, the intervention, duration, and frequency is intensified. As a result of RTI_2, Universal Screening the school can diagnose the following information:

- **STAR EARLY LITERACY K-3**
  - **Diagnose difficulties and plan instruction:** Identify skill sets, level proficiency, strengths and where intervention is needed.
  - **Assess early literacy and numeracy:** Accurately and reliably 41 skill sets in 10 key literacy and numeracy domains.
  - **Generate Reliable Data on Every Student:** Screening and progress monitoring data that make it easy to set priorities for instruction and intervention purposes.
  - **Improve parent communications:** Parent reports explain test results and describe student needs.

- **STAR READING ENTERPRISE FOR 1-12**

- o **Assess 36 reading skills in 5 domains:** Word Knowledge and Skills, Analyzing Literacy Text, Understanding Author's Craft, Comprehension Strategies and Constructing Meaning, and Analyzing Argument and Evaluating Text.
- o **Fast:** An entire class can be screened in minutes to reveal which students need to reach benchmark, and to help group students by proficiency levels.
- o **Easy to Administer:** With a simple interface, it's easy for teachers to administer and very intuitive for students.
- o **Accurate:** STAR reading delivers a wealth of valid, reliable, and actionable RTI data.

- **STAR MATH ENTERPRISE FOR 1-12**
  - o **Assess 54 sets of math skills in 4 domains:** Numbers and Operations, Algebra, Geometry and Measurement, Data Analysis, Statistics, and Probability.
  - o **Fast:** An entire class can be screened in minutes to reveal which students need help to reach benchmark and to help group students by proficiency levels.
  - o **Easy to Administer:** With a simple interface it is easy to students to administer and very intuitive.
  - o **Accurate:** STAR Math delivers a wealth of valid, reliable, and actionable, RTI data.

The RTI$_2$ is an instructional framework that addresses every student in Fulton County-all instruction, all intervention, every student, every lever and every classroom. The special education teachers are used to provide remediation techniques during the RTI process.

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

In Tier 1 of the RTI$_2$ process, all students receive differentiated instruction. Instruction is customized for each student using the universal screening results, the state CRCT, the norm-referenced ITBS test, classroom pre and posttests, formative assessments, and/or attendance. Students' instruction is made by the RTI team, the leadership team, the data team, and/or the grade level team. Using data from the universal screening initial decisions are made by asking the following questions:

- Did 80% of the students meet the benchmark in the core curriculum?

- Which students need to be targeted for intensive intervention?
- Which students should be in Tier 1 or "watched"?

After the decisions are made, the grade level will plan for instruction and progress-monitoring.

With the Striving Reader's Grant, teachers will use literacy strategies to vary instruction. Listed are some of the strategies:

- *Collaborative Strategic Reading (CSR):* The student will brainstorm and predict (preview), monitor and understand (click and clunk), find the main idea (get the gist), and generate questions and review key ideas (wrap-up) to facilitate reading comprehension.
- *Drawing*: Allows children to visualize during reading which will help them to understand and remember what they read better than those who do not visualize. Students will begin to think of stories visually as well as verbally.
- *Think Aloud:* The student will be able to evaluate and understand, predict and verify, and self-question before and after reading to facilitate comprehension.
- *DRTA Directed reading thinking Activity:* DRTA is an instructional strategy that improves comprehension and promotes active reading and critical thinking by having students predict, read, question, and prove or disprove their prediction.
- *Summarization:* Summarization teaches the student how to write summaries of what he/she reads. They are shown how to delete unimportant information, group similar ideas decide on or invent topic sentences, and list supporting details. These procedures culminate in a short paragraph that reflects the most important information.
- *Phonics Variant Vowels:* Recognize and distinguish different variant vowel sounds/spellings using word hunt and search.
- *Elkonin Sound Boxes*: Students will develop knowledge of letter-sound relationships.
- *Writing Strategy TOWER:* The TOWER writing strategy framework provides a structure for completing initial and final drafts of written reports.
- *Four Square:* Four Square is an activity used to help develop and increase a student's vocabulary knowledge.
- *Mind Reader:* Students will write, read and recognize high frequency words with mastery and fluency.

- *Advanced Organizers:* Students work through problems or tasks using a sequence of ordering and connecting techniques.

The following resources will be used by teachers in Tier 1:

- School literacy room books
- Educational Software
- Phonics Flip Books
- Magnetic Sorting Boards
- Literacy games
- Internet Activities
- School Textbooks
- Print resources
- Non-print resources
- Media Center Collections
- Content Area Reading Materials

Tier 1 offers strategies given to all students. In this tier, there will be individual reinforcement available, with choices given within a whole group design, on-going teaching of literacy with reinforcement, explicit direct instruction teaching strategies used, and differentiated instruction and accommodations for students with learning characteristics requiring teachers' attention.

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

According to the GADOE, "Tier 2 becomes the answer to the question 'what are we prepared to do when they do not learn?'" (Chapter 5, RTI, GADOE, 2008). The Tier 2, allows the following role players: Administration, General Education Teacher, Special Education Teacher, Curriculum Support Teacher, Early Intervention Teacher, English as a Second Language Teacher, Talented and Gifted Teacher, RTI Support Teacher, Psychologist, Counselor, Social Worker, and Parent to target skill interventions, target behavior intervention and target advanced or honors interventions.

Students in Tier 2 receive specific research based interventions in general education setting. Students who are in need of the Tier 2 intervention are monitored through data

collection. Inventions are implemented for 6 weeks for 3-5 days a week for 15 -20 minutes. The intervention can be in a group or an individual setting. The group can be less than or equal to 8 students. The RTI team discusses data twice a month. Students who make expected rates of progress with interventions are considered appropriate for the general education setting and may move back to Tier 1. According to the GADOE, "Based on the progress monitoring data, the school standard protocol process may require individual students to continue in the intervention, move to another Tier2 intervention, or move to Tier 1 intervention. The data team may consider the need for Tier 3 interventions for a few students, based on individual responses to Tier 2 interventions." (GADOE, 2012, pg. 126.)

Tier 2-Strategic Intervention

In addition to general education instruction, Tier 2 students receive 30 minutes of instruction during team time from a regular education teacher and an Early Intervention teacher. Teachers use adopted textbooks, print resources, non-print resources, collections in the Media Center, Collections in the Literacy Room, the computer lab, and various materials gathered from online resources. Students also receive interventions from extended day and tutorial sessions.

With the Striving Readers Grant, general education teachers, paraprofessionals, EIP reading teachers, ESOL teachers, special area teachers, special education teachers, gifted education teachers will implement the following literacy support will supplement the existing resources:

- **Extended Day** – 3rd and 5th grade afterschool program will continue to support literacy development.
- **Digital Resources** – Increases students' ability to communicate through writing and reading. In addition, student's technological skills will be advanced.
- **Professional Development** – Will receive professional development in the areas of phonics, Balanced Literacy, STEM integration, leveled readers, technology uses, and writing.
- **Community Involvement** – Provide parents with resources and share relevant student progress to strengthen literacy.

Some of the following evidence-based strategies for literacy will be used for specific interventions from using vertical team data:

- Right There Questions
- Think and Search Questions
- I Do, We Do, You Do
- Think Aloud
- Author and You Questions
- On My Own Questions
- Repeated Reading
- Visualize the text

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 students' academic needs and the team monitors the interventions. If a student doesn't adequately respond to all three tiers of general education intervention, then the team considers a referral to special education, Tier 4.

Sample Schedule:

Grade Level	Kindergarten	First	Second	Third	Fourth	Fifth
Team Time	1:40-2:10	8:20-8:50	8:20-8:50	1:40-2:10	1:30-2:00	12:55-1:25
Tier 1	Core Instructional Strategies	Core Instructional Strategies	Core Instructional Strategies	Core Instructional Strategies	Core Instructional Strategies	Core Instructional Strategies
Tier 2	Targeted Strategic Intervention: Core instruction plus small group instruction	Targeted Strategic Intervention: Core instruction plus small group instruction	Targeted Strategic Intervention: Core instruction plus small group instruction	Targeted Strategic Intervention: Core instruction plus small group instruction	Targeted Strategic Intervention: Core instruction plus small group instruction	Targeted Strategic Intervention: Core instruction plus small group instruction
Tier 3	Intensive Skill Intervention	Intensive Skill Intervention	Intensive Skill Intervention	Intensive Skill Intervention	Intensive Skill Intervention	Intensive Skill Intervention

The goal of Tier 3 is to provide an intensive individual intervention program that addresses deficiencies and analyzes progress monitoring data. For example, at Tier 3, a student whose reading performance falls significantly below that of his or her peers, despite intervention, might receive intensive reading support from the learning assistant four times per week with close monitoring of his or her progress. Examples of Tier 3 Interventions are as follows:

- Systematic and explicit instruction that includes modeling and direct teaching using multiple examples.
- Specialized programming that focuses on just a few key skills at a time.
- Mirroring of skills being taught in the general education classroom, as well as attention to filling in skill gaps that are causing difficulty in the general education classroom.
- A variety of practice opportunities that coordinate with identified classroom skills but use different approaches.
- Continuous corrective feedback, encouragement, and self-monitoring activities.

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

After being given 12 weeks of individualized intervention, if the student still has not made sufficient progress, the school may refer the student to Tier 4 to have a comprehensive evaluation to receive special education services or gifted services. Students may need to go through a formal evaluation process, including specialized testing, to determine if they qualify for these services. According to the GADOE, "The special education instruction and documentation of progress in the Individualized Education Program (IEP) will constitute prior interventions and appropriate instruction. In some cases, the student may require a comprehensive evaluation to determine eligibility of additional disability areas." (The Georgia Student Achievement Pyramid of Interventions, 2008).

Some of the following evidence-based literacy strategies will be used with the students:

•Right There Questions

•Think and Search Questions

•I Do, We Do, You Do

•Think Aloud

•Author and You Questions

•On My Own Questions

•Repeated Reading

•Visualize the text

Building Block 6. Improved Instruction through Professional Learning

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

Pre-service teacher education is the education and training provided to student teachers before they have undertaken any teaching. According to the GADOE "content literacy strategies and reading instructional best practices need to be the focus in pre-service courses. Requiring teachers to demonstrate competency in theory and application ensures having a quality teacher in every classroom (The "Why" p. 150)

Practicum and student teachers at Conley Hills are placed into classrooms with teachers who are fully trained in providing literacy instruction. Mentoring teachers communicate with college supervisors to ensure that best practices for literacy and effective strategies are being implemented by practicum and student teachers.

With the increasing need for students to have strong literacy skills as outlined in the College and Career Georgia Readiness Standards and in the global economy, it is of the utmost importance to provide adequate professional learning opportunities for pre-service and veteran teachers that will keep them up-to-date with how students learn and provide innovative strategies that can be incorporated in the classrooms.

In the future, new teachers will meet with teachers that are in the proficient or exemplary area on the Teacher Evaluation (TKES) in the curriculum and instruction area. They will review the curriculum and analyze the standards. Example teacher lessons will be shown for understanding of the specific standards. Teachers will continue to collaborate throughout the year.

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

Conley Hills provides ongoing professional learning for teachers and staff in the area of literacy including: weekly professional development (PD) during curriculum support meetings, as well as afterschool vertical team professional learning communities. Teachers are also given the opportunity for peer observations. Professional learning is not solely facilitated by members of the curriculum support team. Conley Hills embraces the leadership potential throughout the building, and encourages teachers to facilitate professional development workshops. Staff is encouraged to attend professional development trainings, webinars, on-line tutorials, and in-house trainings.

We will continue to analyze data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups. In addition, we will revisit professional learning options to utilize experts within the school to develop and support colleagues. Videotaping is another tool that we can utilize to enhance professional growth.

In alignment with our needs assessment and school improvement plan goals, an immediate focus will include ongoing training on Balanced Literacy, data driven instruction (DIBELS Next and SRI), interactive technology, differentiation, rigor, reading/writing across the curriculum, and the implementation of reading strategies and timely interventions through RTI. These steps will help to ensure that personnel receive vital professional learning.

Conley Hills' vision is to incorporate and identify Common Core Georgia Performance Standards (CCGPS) reading standards and research based literacy strategies across the content areas.

Vision for Literacy Plan-Reading Across the Curriculum

Programs / Resource Implementation	Professional Development
Phonics Program (K-2)	Consultant to train on the use of the program and to provide assistance during the implementation stage of the program
Core Reading Program Journey's	Consultant to train in effective usage
Balanced Literacy	Consultant to train Fulton County School System-Central Learning Community
STEM Integration	Professional learning provided by STEM (CLC)-Fulton County School System
Technology *Tablets* **K-5, Art, Music- 6 per class* **Physical Education -10 per class*	Training from consultant on the program use (Tablets) PD-How to utilize the Apps and e-books for effective instruction Training on Universal Screening The Media Specialist will provide professional learning to staff on how to incorporate the use of e-books and use various apps to publish student writing.
Leveled Readers By content areas (math, science, social studies)	Consultant from company to train the staff on the implementation Fulton County School System-Central Learning Community-integrating literacy in all content areas
Writing (K-5)	Writing Consultant Fulton County School System-Central Learning Community
Reading Endorsement	Kennesaw State University Instructor Tuition Books/Materials
Alliance Theatre Woodruff	Teacher Consultation Meetings Teacher Workshops Summer Seminar/Stipends
Parent/Stakeholders	Parent Liaison/Curriculum Support Teacher will conduct workshops

Needs Assessment, Concerns, and Root Cause Analysis

Needs Assessment Process

The needs assessment process was initiated by having the Literacy Team members complete the Georgia Literacy Plan Needs Assessment. Assessment data, surveys, and the Title 1 School Improvement Plan were also used to determine school needs.

According to 2012-13 CRCT data, 10 percent of students in grades three through five did not meet the standard in Reading. The data reflected that these students performed below grade level in the following areas: Literacy Comprehension (28 percent), Information and Media Literacy (41.7 percent), Reading Skills and Vocabulary Acquisition (19.7 percent), and Research and Writing Process (29.4 percent).

Students in K-1 were administered the Star Early Literacy Test. The results showed that 137 students were identified in the early emergent or late emergent stage.

In addition, the Benchmark Assessment System (BAS) Test was administered to students in grades 1-5. The results showed that 224 students were performing below grade level.

A staff survey reviewed the 14 criterions from the Georgia Literacy Plan Needs Assessment and identified areas as emerging or not addressed.

The literacy team discovered 69% of our students receive or qualify for some type of Instructional Services.

ESOL	Gifted	Limited English Proficiency	EIP or Level 1	SWD	Total
72 Students	27 Students	29 Students	203 Students	58 Students	389 Students
13%	5%	5%	36%	10%	69%

Source: E-School Plus, generated October 7, 2013

Root Causes

- The school transient rate is higher than the county.

District Transient Rate	Conley Hills Elementary Transient Rate
22.7%	34.8%

- 95% of students are eligible for free and reduced lunch
- 38% of Kindergarten did not attend a Pre-Kindergarten program.

Scores in other content areas appear to be impacted by a deficit in information and media literacy and literary comprehension.

CRCT 3rd Grade Results			CRCT 4th Grade Results			CRCT 5th Grade Results		
Math	Science	Social Studies	Math	Science	Social Studies	Math	Science	Social Studies
71%	62%	68%	80%	79%	66%	77%	68%	64%

Students with disabilities have significant gaps.

CRCT Reading All Students Results:		CRCT Reading Students with Disabilities Results:		CRCT Reading Blacks Results:		CRCT Economically Disadvantage Results:		CRCT Reading Hispanics Results:	
Goals	Results	Goals	Results	Goals	Results	Goals	Results	Goals	Results
94.6%	90%	80.6%	57.70%	90.10%	88.40%	93.40%	90.5%	93.4%	90.5%

There are also deficits on the Iowa Tests of Basic Skills (ITBS).

ITBS 3rd Grade Results: Percentile Rank Average						ITBS 5th Grade Results: Percentile Rank Average					
Reading	Language	Math	Social Studies	Science	Composite	Reading	Language	Math	Social Studies	Science	Composite
39	43	55	47	37	46	36	45	40	41	49	44

Students writing abilities in the area of informational text is a weakness.

5th Grade Writing Assessment Results Percentages of Students Who Do Not Meet			
School	System	RESA	State
25%	14%	17%	21%

Benchmark Assessment System (BAS) shows the majority of students are below grade level.

1st Grade Results		2nd Grade Results		3rd Grade Results		4th Grade Results		5th grade Results	
Below	On or Above	Below	On or Above	Below	On or Above	Below	On or Above	Below	On or Above
43	25	42	30	40	29	49	24	50	21

The System-Wide STAR Early Literacy Assessment tests student literacy.

Kindergarten				1st Grade			
Early Emergent	Late Emergent	Transitional	Probable Reader	Early Emergent	Late Emergent	Transitional	Probable Reader
29	54	3	2	5	49	10	8

In 2013, Cambridge Education, a consulting firm, conducted a school quality review.

- Demographic Change: "… a major change in its school population as a result of rezoning in the school district. Approximately three-quarters of the student population changed at this time."
- Student Engagement and Motivation: "…the quality of instruction is not consistent."
- Data usage: "The use of assessment data …is not fully established."
- Rigor of instruction: "In many lessons, teachers asked close-ended questions that limit responses and do not give students specific time to think about the answer…"
- Technology Usage: "At present the impact of technology on learning is limited by inconsistency."
- Professional Development: The feedback from the SQR study points to a need for technology, high-order thinking questions, rigor in instruction, and the use of assessment data.
- Parental Involvement: "School leaders are aware of the needs to increase parental support…the school has had limited success in increasing parental involvement to support learning."

Additional Root Causes Data

- The lack of technology usage
  - Teachers lack training
  - 3 or less computers in classes
  - Lack of interactive boards
- Parental Involvement
  - PTA has been inactive.
  - Social Worker is often used to contact parents.

Student Areas of Concern

Subgroup	Area of Concern	Current Strategies	Future Strategies
SWD	Informational text Informational Writing/Ideas Vocabulary	**Reading:** • Encourage AR/STAR • Balanced Literacy Strategies • Measuring Up Online/Insight/Quest • Peer Tutoring • Assistive Technology • Graphic organizers • Scaffolding • Co-Teaching Strategies **Writing:** • A-Z Writing • Writing Journals **Vocabulary/Phonics:** • Picture/Flash Cards	• Digital Resources • Stakeholders • Paired/Shared Writing • DEAR Time • Literature Circles • Assistive Technology • Tablets • Phonics/reading apps/software • School wide projects • Reading/Writing Consultant
Hispanic	Informational text Informational Writing/Ideas Vocabulary	**Reading:** • Encourage AR/STAR • Balanced Literacy Strategies • Measuring Up Online/Insight/Quest • Peer Tutoring • Assistive Technology **Writing:** • A-Z Writing • Writing Journals • Writing Rubrics **Vocabulary/Phonics:** • Picture/Flash Cards	• Digital Resources • Stakeholders • Paired/Shared Writing • DEAR Time • Literature Circles • Tablets with phonics/reading apps/software • School wide projects

| ESOL | Informational text

Informational Writing/Ideas

Vocabulary | **Reading:**
• Encourage AR/STAR
• Balanced Literacy Strategies
• Measuring Up Online/Insight/Quest
• Peer Tutoring
• Assistive Technology
• Scaffolding

Writing:
• A-Z Writing
• Writing Journals
• Writing Rubrics

Vocabulary/Phonics:
• Picture/Flash Cards | • Digital Resources
• Stakeholders
• Paired/Shared Writing
• DEAR Time
• Literature Circles
• Assistive Technology
• Tablets with phonics/reading apps/software
• School wide projects/ competitions
• Language Learning Software
• SIOP instructional strategies(FCBOE) |
| Economically Disadvantaged | Informational text

Informational Writing/Ideas

Vocabulary | **Reading:**
• Encourage AR/STAR
• Balanced Literacy Strategies
• Measuring Up Online/Insight/Quest
• Peer Tutoring
• Assistive Technology
• Scaffolding

Writing:
• A-Z Writing
• Writing Journals
• Writing Rubrics

Vocabulary/Phonics:
• Picture/Flash Cards | • Digital Resources
• Stakeholders
• Paired/Shared Writing
• DEAR Time
• Literature Circles
• Tablets
• School wide projects |

Digital Resources will be used in the following areas:

- o Reading and writing apps
- o E-books
- o Writing Resource
- o Creating Projects

Programmatic Areas of Concern

Areas of Concern	Current Strategies	Future Strategies
Building Block 1 B: Organized and active school literacy leadership team	- Monthly school-wide focus events/activities - Observations and walkthroughs - Provide Balanced Literacy professional development	- Create a shared literacy vision - Literacy Committee will look at strengths and weaknesses - Develop an action plan and timeline to monitor the effectiveness - Provide parents and caregivers with links to websites - Identify and locate additional funding
Building Block 1 D: Literacy Instruction is implemented by Content Area Teachers across the curriculum	- Require writing within the content area - Support the use of informational text in the content areas - A walk-through observation form	Faculty and staff participate in targeted, sustained professional learning
Building Block 1 E: Optimized literacy instruction in all content areas	- Provide resources and strategies - Use informational text in Reading/LA classes - Incorporate writing experiences	- Incorporate the use of literary text in content areas - Agree on a plan to integrate literacy in all subjects - Identify and navigate the text structures - Incorporate writing instruction

		• Encourage teachers to use content vocabulary connected to the topic
Building Block 1 F: College and Career Readiness is supported by the community	• Social Media utilized to communicate • Business partners have been established and they provide resources to support academic initiatives • Career Day	• Network with the community • Investigate similar efforts in other communities
Building Block 2 A: Consistent literacy focus across the curriculum through active collaborative teams	• Academic/Vertical team meetings once a month	• Activate subject area/grade-level discussions on reading and writing • Align specific, measurable student achievement goals • Establish cross-disciplinary teams
Building Block 2 C: Literacy supported by out-of-school agencies and organizations through collaboration	• Extended learning opportunities to enhance literacy learning sponsored by community partners	• Develop a survey of needs from stakeholders • Support teachers to improve instruction • Utilize technology
Building Block 3 C: Problems found in literacy screenings are further analyzed with diagnostic assessment	• Review summative data of their students • Action plans are created	• Identify causes for student performance and plan • Follow-up on areas of weakness • Identify instructional adjustments • Use technology to share relevant student progress data
Building Block 3 E: A clearly articulated strategy for using data to improve teaching and learning is followed	• PLC grade level teams • Action plans are developed	• Develop a clear method for obtaining and utilizing data • Utilize a school-wide database student data/progress • Review protocols at beginning of meetings

Building Block 4 B.1 Effective writing instruction across the curriculum	• Schedules must reflect a writing component	• Professional development to address effective writing • Coordinate a plan to implement writing instruction
Building Block 5 A: Information developed from the school-based data teams is used to inform RTI process	• Formative assessments are administered regularly • Enrichment and remediation groups are developed based on the data	• Utilize the Universal Screening (STAR) • Schedule meetings to review data • Analyze student work • Monitor interventions
Building Block 5 C: Tier 2 needs-based interventions are provided for targeted students	• RTI instructional block is incorporated	• Ongoing professional development • Provide sufficient resources
Building Block 5 D: In Tier 3, Student Support Team (SST) and Data Team monitor progress jointly	• SST teams meet	• Assess students weekly • Meet with Data Teams
Building Block 6 B: In-service personnel participate in ongoing professional learning.	• Ongoing professional learning	• Staff participate in professional learning • Assign professional learning in PD360

Analysis and Identification of Student and Teacher Data

<u>Student Data</u>

Based on the Conley Hills data, reading is considered a strength on system, state, and national assessments. There is evidence which supports several gaps in student learning that are impacted by literacy. Consequently, a deficit in specific areas on the reading CRCT has influenced lower scores in other content areas.

The following charts provide summative data on our students' CRCT scores across the Subject Content Areas by grade and subgroup.

Conley Hills Reading CRCT Scores

CRCT Reading	2011-2012				2012-2013			
	Does Not Meet %	Meets %	Exceeds %	Total Tested	Does Not Meet %	Meets %	Exceeds %	Total Tested
5th Grade	19%	74%	7%	69	5%	75%	20%	61
Black	19%	73%	8%	48	7%	71%	22%	45
Hispanic	21%	74%	5%	19	0%	86%	14%	14
4th Grade	18%	58%	23%	65	15%	59%	27%	66
Black	21%	57%	21%	47	17%	57%	26%	42
Hispanic	0%	71%	29%	14	10%	62%	29%	21
3rd Grade	**19%**	**57%**	**24%**	**72**	**11%**	**59%**	**30%**	**63**
ELL	14%	79%	7%	15	20%	73%	7%	15
Black	24%	53%	24%	51	8%	55%	38%	40
Hispanic	10%	67%	24%	24	11%	78%	11%	18

Conley Hills English/Language Arts Scores

CRCT ELA	2011-2012				2012-2013			
	Does Not Meet %	Meets %	Exceeds %	Total Tested	Does Not Meet %	Meets %	Exceeds %	Total Tested
5th Grade	14%	64%	22%	69	6%	71%	23%	62
Black	18%	59%	22%	49	9%	70%	22%	46
Hispanic	6%	72%	22%	18	0%	71%	29%	14

4th Grade	10%	66%	24%	67	21%	57%	22%	67
SWD	50%	40%	10%	10				8
Black	8%	69%	23%	48	21%	58%	21%	43
Hispanic	7%	67%	27%	15	19%	62%	19%	21
3rd Grade	**21%**	**65%**	**14%**	**72**	**16%**	**67%**	**17%**	**64**
ELL	7%	93%	0%	15	20%	80%	0%	15
BL	25%	61%	14%	51	15%	61%	24%	41
Hispanic	10%	76%	14%	21	17%	83%	0%	18

Conley Hills Mathematics CRCT Scores

CRCT Math	2011-2012				2012-2013			
	Does Not Meet %	**Meets %**	**Exceeds %**	**Total Tested**	**Does Not Meet %**	**Meets %**	**Exceeds %**	**Total Tested**
5th Grade	**40%**	**40%**	**2%**	**70**	**19%**	**49%**	**32%**	**63**
Black	47%	35%	18%	49	24%	40%	36%	45
Hispanic	21%	53%	26%	19	7%	67%	27%	15
4th Grade	**38%**	**35%**	**26%**	**64**	**20%**	**58%**	**22%**	**64**
Black	43%	30%	28%	49	24%	54%	22%	41
Hispanic	21%	50%	29%	19	14%	62%	24%	21
3rd Grade	**34%**	**38%**	**27%**	**73**	**30%**	**33%**	**38%**	**64**
ELL	13%	67%	20%	16	47%	33%	20%	15
Black	41%	31%	27%	51	24%	34%	41%	41
Hispanic	18%	55%	27%	22	33%	33%	33%	18

Conley Hills Science CRCT Scores

CRCT Science	2011-2012				2012-2013			
	Does Not Meet %	**Meets %**	**Exceeds %**	**Total Tested**	**Does Not Meet %**	**Meets %**	**Exceeds %**	**Total Tested**
5th Grade	**34%**	**42%**	**24%**	**71**	**36%**	**46%**	**18%**	**7**
SWD	70%	20%	10%	10	80%	10%	10%	10
Black	34%	42%	24%	50	38%	44%	19%	48
Hispanic	37%	42%	21%	19	20%	60%	20%	15
4th	**22%**	**43%**	**35%**	**68**	**21%**	**44%**	**35%**	**68**

Grade								
SWD	58%	25%	17%	12	-	-	-	9
Black	24%	46%	30%	50	23%	42%	35%	43
Hispanic	13%	40%	47%	15	10%	52%	38%	21
3rd Grade	**49%**	**36%**	**15%**	**78**	**37%**	**46%**	**16%**	**67**
SWD	60%	20%	20%	10	-	-	-	7
ELL	38%	50%	13%	16	47%	47%	7%	15
Black	52%	35%	13%	54	39%	41%	20%	44
Hispanic	36%	41%	23%	22	33%	61%	6%	18

Conley Hills Social Studies CRCT Scores

CRCT Social Studies	2011-2012				2012-2013			
	Does Not Meet	Meets	Exceeds		Does Not Meet	Meets	Exceeds	
	%	%	%	Total Tested	%	%	%	Total Tested
5th Grade	**53%**	**46%**	**1%**	**70**	**44%**	**55%**	**2%**	**68**
Black	57%	41%	2%	49	48%	50%	2%	48
Hispanic	47%	53%	0%	19	27%	73%	0%	15
4th Grade	**38%**	**57%**	**6%**	**69**	**34%**	**59%**	**7%**	**68**
Black	34%	62%	4%	50	37%	53%	9%	43
Hispanic	47%	40%	13%	15	24%	71%	5%	21
3rd Grade	**56%**	**43%**	**1%**	**77**	**31%**	**64%**	**4%**	**67**
SWD	80%	20%	0%	10				7
ELL	50%	50%	0%	15	47%	53%	0%	15
Black	57%	43%	0%	54	27%	68%	5%	44
Hispanic	48%	48%	5%	21	33%	67%	0%	18

Student Strengths and Weaknesses

Conley Hills is comprised of the following subgroups: Students with Disabilities (SWD), Blacks, Hispanics, and Economically Disadvantaged.

Georgia CRCT (2012-2013)

Strengths:

CRCT Reading

- Overall, 89% of 3rd graders met or exceeded
- Overall, 86% of 4th graders met or exceeded
- Overall, 95% of 5TH graders met or exceeded
- Hispanic students scored 90.5%
- Black students scored 89%
- 80.3% of students passed or exceed in the Reading Skills and Vocabulary Acquisition sections.

CRCT Language Arts

- 5th graders scored 94%
- 3rd graders scored 84%

Weaknesses

CRCT Reading

- 57.7% of Students with Disabilities met or exceeded on the Reading CRCT.
- Only 58.3% of all students met or exceeded in the area of Information and Media Literacy.
- 72.0% of all students met or exceeded in the area of Literacy Comprehension

CRCT Language Arts

- No more than 67.7% of all students met or exceeded in the area of Grammar and Sentence Structure.
- 70.6% or all students met or exceeded in the area of Research and Writing Process.

ITBS-Iowa Test of Basic Skills-(2012-2013)

The data indicates that improvement is needed in the following areas:

(*NPR-National Percentile Rank)

3rd Grade

- NPR Reading was 39%
- NPR for Language Arts was 43%
- NPR for math was 55%
- NPR for social studies was 47%
- NPR for Science was 37%

5th Grade

- NPR Reading was 36%
- NPR Language Arts was 45%
- NPR Science was 49%
- NPR Social Studies was 41%

Georgia Writing Assessment

Georgia Writing Assessment	2011-2012				2012-2013			
	Does Not Meet %	**Meets** %	**Exceeds** %	**Total Tested**	**Does Not Meet** %	**Meets** %	**Exceeds** %	**Total Tested**
5th Grade	19%	76%	6%	70	25%	72%	3%	64
SWD	60%	40%	0%	10	45%	50%	5%	9
ELL	-	-	-	4	49%	48%	3%	4
Black	20%	74%	6%	50	26%	70%	4%	46
Hispanic	16%	79%	5%	19	14%	86%	0%	14

5th Grade Writing Test

The 5th grade writing data indicates that our writing scores have decreased for the last two years.

- 2013- 75% meets or exceeds

- 2012- 82% meets or exceeds

- 2011- 91% meets or exceeds

- 2010- 73% meets or exceeds

<u>Teacher Data</u>

Based on the most current data complied by the GADOE, Conley Hills' Teachers have an average of 13.82 years teaching experience. Currently, 98% of the staff is considered Highly Qualified. Previous staff survey results have indicated a necessity and desire for additional training in content area curriculum.

Goals and Objectives to Improve Literacy

- Increase 3rd- 5th student performance in the on track/commendable categories of CRCT by showing an annual 10% increase in Reading.

- Increase performance of 3rd -5th grade SWD students in Reading by 10%

- Increase fluency on the DIBELS Next assessment by 10%

- Increase reading comprehension on the Scholastic Reading Inventory (SRI) by 10%

- Increase 5th grade performance on the Georgia Grade 5 Writing Assessment by 20%

- Increase stakeholder involvement by showing an annual 10% increase, as measured by the volunteer log.

Professional Learning

The administrative staff will provide a variety of professional learning opportunities for staff members. We will receive professional learning in the following areas:

- Phonics Program
- Balanced Literacy
- Technology Usage to Improve Literacy
- Writing

Project Plan, Procedure, Goals, Objectives, and Support

<u>Project Goals and Objectives</u>

Conley Hills strives to increase literacy achievement for all students by being focused on our school improvement goals, using researched based instructional strategies, and targeted professional learning. Currently, Conley Hills uses Title 1 and local funds to purchase educational resources, provide professional learning, and to employ a Reading/ELA instructional coach and parent liaison. Conley Hills will implement the Striving Readers Grant in five stages. We have identified the programs and strategies that will be implemented in Year 1, Year 2, and Year 3. The last two years, Year 4 and 5 will be utilized to monitor and perfect all of the programs and strategies implemented. The Principal and the Literacy Leadership Team will ensure that the guidelines set forth by Georgia Department of Education are adhered to; the funds are properly utilized; and that the goals and objectives are met. Based on the CRCT data, fifth grade writing results, and the Georgia Literacy Plan Needs Assessment, we have identified six major areas of need:

Goals	Baseline	Measureable Objectives	Activities	Timeframe
1. Increase student performance in the on-track/ commendable categories in reading by 10% annually in grades 3-5 as measured by the CRCT	2014-2015 Baseline Year	By the end of the 2018-2019 school year, there will be a 40% increase of students that are on-track/commendable, as measured by the Reading CRCT.	1.1 Expand leveled readers	1.1 Purchase leveled readers by October 2014
			1.2 Continue professional learning on Balanced Literacy	1.2 Balanced Literacy professional learning will be ongoing during 2014-15 school year
			1.3 Enroll in reading endorsement program	1.3 A cohort of teachers will enroll in reading endorsement program in August 2014
			1.4 Utilize tablets	1.4 Tablets will be

			for instruction	purchased by October 2014
2. Increase performance of SWD by 10% in the Reading on the CRCT in grades 3-5	2014-2015 Baseline Year	By the end of the 2018-2019 school year, there will be a 40% increase of SWD students that are on-track/ commendable as measured by the Reading CRCT	1.1 Expand leveled readers	1.1 Purchase leveled readers by October 2014
			1.2 Continue professional learning Balanced Literacy	1.2 Balanced Literacy professional learning will be ongoing during the 2014-15 school year
			1.3 Enroll in reading endorsement program	1.3 A cohort of teachers will enroll in reading endorsement program in August 2014
			1.4 Utilize tablets for Instruction	1.4 Tablets will be purchased by October 2014
			1.5 Implement co-teaching strategies	1.5 Teachers will be trained on co-teaching strategies during 2014-2015 school year.
3. Increase fluency on the DIBELS Next assessment by 10% for K-2.	2014-2015 assessment being the baseline using the new assessment.	By the end of the 2018-2019 school year, there will be a 40% increase of students scoring at/above the benchmark goal.	3.1 Implement tablets with phonics/reading apps/software	3.1 Tablet launch will take place in K-5 classrooms in 2014-2015
			3.2 Implement professional development in phonics, fluency,	3.2 Throughout the 2014-2015 we will contract a consultant to train on use of the

		-Benchmark Goals and Composite Scores on DIBELS Next	and assistive technology	program and to provide assistance during the implementation of the program
			3.3 Teachers will have the opportunity to earn their Reading Endorsement to increase their professional knowledge	3.3 The first of three classes will take place in the Fall of 2014-2015, and end in the Spring of 2015
4. Increase reading comprehension on the Scholastic Reading Inventory (SRI) by 10% for 3rd -5th Grade students	2014-2015 assessment being the baseline using the new assessment.	By the end of the 2018-2019 school year, there will be a 40% increase of students that are proficient/advanced as measured by the SRI Proficiency Report -Proficiency Report Results: the number of students scoring proficient or advanced	4.1 Expand the Literacy Room/Classroom Libraries 4.2 Implement additional training in Balanced Literacy. 4.3 Alliance Theater/ Woodruff-Reader's Theater: strengthening skills in fluency, comprehension, vocabulary, and oral expression using Narrative and Informational Text Based Materials)	4.1 Leveled Readers will be purchased during the 2014-2015 school year 4.2 Balanced Literacy Professional Development will be offered throughout the 2014-2015 school year. 4.3 Teacher consultation meetings, workshops, and seminars will be conducted by The Alliance Theater during the 2015-2016 school year.

5) Improve 5th grade performance on the Grade 5 Georgia Writing Assessment by 20% by the end of the grant period.	75% of 5th grade students met/exceeded the standards on the Georgia Grade 5 Writing Assessment in the 2012-2013 school year	By the end of the 2018-2019 school, 20% of students will meet/exceed the standards on the Georgia Grade 5 Writing Assessment	5.1 Professional development provided by Writing Consultant 5.2 Professional development provided by Fulton County School System (Central Learning Community) 5.3 Writing instructional program	5.1 K-5 throughout the 2015-2016 school year; effective August 2015 5.2 K-5 throughout the 2015-2016 school year 5.3 K-5 by August 2015 school year
6.) Increase stake holder involvement (parent volunteers)	41 parent volunteers	By the end of the 2018-2019 school year, the number of parent volunteers will increase by 50% as measured by the volunteer log.	6.1 Mystery Readers-Parent readers 6.2 Host an annual awards banquet to honor parent volunteers and business partners that have supported the school's literacy efforts. 6.3 Parent workshops held by Parent Liaison/ Curriculum Support	6.1 Parents will be assigned to K-5 classes throughout the 2014-2015 school year 6.2 Parent banquet held by the end of 2014-2015 6.3 Parent workshops held throughout the 2014-2015 school year

Instructional Schedule

Sample Instructional Schedule
7:40 - 8:05 **- Word Study**(whole group) (phonics, vocabulary, and grammar instruction) Word Study is the study of our alphabetic symbol system.
8:05 – 8:20 **Interactive Read Aloud/Shared Reading** (whole group) Interactive Read Aloud is a time when the teacher reads a piece of quality writing aloud to the whole class and stops at planned points to ask questions that elicit student response.
8:20- 8:50 **– RTI Team Time** Students receive additional (individual or small group) instruction with alternative materials to support deficits.
8:50-9:50**–Guided Reading/Literacy Centers** Students participate in tiered instruction via Early Intervention Program models, peer tutoring, and individualized activities during independent center rotations.
9:50-10:45 –**Writing(Modeled/Guided/Shared)** The writing block provides students with a model that is sequential and consistent: 1) Prewriting 2) Rough Draft- 3) Peer Editing 4) Revising 5) Editing 6) Final Draft 7) Publishing
10:45-11:15 - **Lunch**
11:15– 12:30 **Math Block** To build connections to real-life experiences, we utilize trade books and use of interactive technology provides for hands-on manipulatives.
12:30- 1:15 – **Specialist (Art, Music, P.E.**)
1:15-1:45 – **Science/Social Studies** To build content appropriate vocabulary and prior background knowledge, we utilize classroom library sets, county funded databases, periodicals from the Media Center, and various non-fiction trade books.
1:45-2:00- **Recess**
2:00-2:15- **Independent Reading**
2:20 **- Dismissal**
2:45- 4:45 **Extended Learning** Grades 3rd and 5th participate in remediation for Math and Reading.

Plan for Tiered Literacy Instruction

RTI is grounded in the implementation of high-quality education validated through evidence base practices. Currently, we implement the following RTI schedule:

Grade Level	Kindergarten	First	Second	Third	Fourth	Fifth
Tier Time	1:40-2:10	8:20-8:50	8:20-8:50	1:40-2:10	1:30-2:00	12:55-1:25
Tier 1	Core Instructional Strategies	Core Instructional Strategies	Core Instructional Strategies	Core Instructional Strategies	Core Instructional Strategies	Core Instructional Strategies
Tier 2	Targeted Strategic Intervention	Targeted Strategic Intervention	Targeted Strategic Intervention	Targeted Strategic Intervention	Targeted Strategic Intervention	Targeted Strategic Intervention
Tier 3	Intensive Skill Intervention	Intensive Skill Intervention	Intensive Skill Intervention	Intensive Skill Intervention	Intensive Skill Intervention	Intensive Skill Intervention

Assessment/Data Analysis Plan

Conley Hills utilizes an assessment system that is aligned to state and district standards, and that provides information to teachers and administrators for the purpose of improving programs and student achievement. Our assessment plan aims to:

- Provide information that helps teachers plan instruction to effectively meet the needs of individual students
- Provide information to administrators for evaluating progress in improving student achievement
- Provide information to administrators for evaluating strategies for school improvement
- Assist parents in understanding their child's achievement of academic standards
- Establish goals for professional development

Current Assessment Protocol

Data analysis takes place throughout the year. Conley uses the county data management system, Fulton Connect, which provides online access to curriculum materials, assessment tools for administration of system and classroom assessments in various formats, and reports for standardized assessments. This helps to support data-driven instruction, district-wide data aggregation, and monitoring of student performance targets. In addition, teachers administer monthly common assessments and progress monitor frequently through the use of diagnostic, formative, and summative assessments. Teachers keep a data notebook that includes classroom goals, common assessment results, standardized test scores and progress monitoring result. Teachers use these results to differentiate instructions and modify learning. Data meetings take place monthly, and teachers collaborate to examine the data, and look closely for patterns, outliers, weaknesses, and strengths. In these meetings, teachers develop action plans that will immediately impact the success of our striving learners. Lesson plans and activities reflect these data-driven decisions. Additionally, data is monitored by the Curriculum Support Team.

Current Assessments:

Assessment	Purpose	Skills	Frequency
CRCT/CRCT M	Outcome, Screening	Overall Reading, Literacy and Math ability	Once a year
Iowa Test of Basic Skills (ITBS)- 3rd & 5th	Outcome, Screening	Developmental standard scores, percentile ranks, and grade level equivalencies	Once a year
Georgia Kindergarten Inventory of Developing Skills (GKIDS)	Progress Monitoring, Outcome	Phonological awareness, alphabet knowledge, concepts of print, oral language	Ongoing
Common Formative Assessments	Progress Monitoring	Vocabulary, Phonics, Reading Comprehension	Monthly
District Checkpoints	Diagnostic, Progress Monitoring	Vocabulary, Phonics, Reading Comprehension, Mathematics	Once a year
Informal Assessments	Progress Monitoring	Vocabulary, Phonics, Reading Comprehension	Ongoing
Georgia's Online Assessment System	Progress Monitoring	Reading Comprehension, Vocabulary	Ongoing
State Writing Assessments (3rd-5th)	Outcome	Writing Instruction	Once per year
Monthly Writing Samples	Progress Monitoring	Writing Instruction	Monthly
Write Score	Progress Monitoring	Writing Instruction	3 X per year (5th Grade), 2 X per year (3rd & 5th Grade)
Benchmark Assessment System (BAS)	Progress Monitoring	Fluency, Reading Comprehension	3 X per year
STAR Enterprise (Early Literacy, Math, and Reading)	Universal Screening, Progress Monitoring, RTI Support	Overall Reading, Math, and Literacy ability	Tier 1-3 X per year Tier 2- bi-weekly Tier 3-weekly

Measuring-Up Insight	Progress Monitoring	Math, Reading, Language Arts	Ongoing
Cognitive Abilities (CoGat), TTCT, STAT10-Standford, and GRS Motivation Rating Scale	Identify TAG students	Mental Ability, Achievement, Motivation and Creativity	2 X per year
Assessing Comprehension and Communication in English State-to-State (A.C.C.E.S.S.)	Outcome	Measures Language Acquisition of English Language Learning in reading, listening, writing, and speaking	Once a year
Scholastic Reading Inventory (SRI)	Universal Screening that provides immediate, actionable data on students' reading levels and growth. over time	Identifies students with reading comprehension deficiencies	3X per year
DIBELS NEXT	Progress Monitoring	Address Fluency and Reading Comprehension	3X per year

SRCL Assessment Plan

The current assessments used at Conley Hills align with our SRCL goals: to utilize data to inform instruction, to provide research based assessments for students, to support progress monitoring in the SST process, and to utilize a Universal Screening to forecast student achievement and identify deficiencies. Our Striving Reader Comprehensive Literacy Assessment Plan will include DIBELS Next and Scholastic Reading Inventory. We are committed to implementing DIBELS Next and SRI to help support us as a Universal Screening Tool, and within the implementation of our Response to Intervention approach. We will utilize the data that these tools provide as we identify students who may be at risk for reading difficulties, help teachers identify areas to target instructional support, monitor at-risk students while they receive additional, target instruction; and examine the effectiveness of our school's system of instructional support. DIBELS Next and Scholastic Reading Inventory will be administered three times per year. The staff will administer DIBELS to kindergarten through second grade, while

the Scholastic Reading Inventory will be administered to third through fifth grade also by the staff.

Professional Development Required to Implement New Assessments

All instructional staff will participate in high-quality training, to support the transition to DIBELS Next and Scholastic Reading Inventory. Training will include professional development on the foundations and research behind these tools, how to administer and score all the measures, logistics of assessment and how to use an outcomes-driven model. DIBELS Next and SRI training will be accessed through online training, as well as ongoing onsite professional learning sessions. We will establish a clear vision for school-wide data usage, and provide support that fosters a data-driven culture within the school. In addition to data talks amongst the staff, teachers will be trained on how to conduct data conversations with students, so that they can collaboratively set learning goals based on examining the data derived from DIBELS Next and Scholastic Reading Inventory.

How Assessment Data will be Presented to Parents and Stakeholders

Data will be shared regularly with stakeholders through the use of parent newsletters, agendas, parent/teacher conferences, progress skills checklists, school website, and school messenger. Data is also presented to the community during the Annual Title I Meeting, State of the School Address, PTA Meetings, and Local Advisory Council Meetings.

Resources, Strategies, Materials

Conley Hills plans to leverage our existing resources, strategies, and materials and build upon our strength. According to CRCT data, reading is a strength, yet students are falling behind expectations in other content areas. After analysis of scores on the CRCT, subjects in other content areas appear to be impacted by a deficit in information and media literacy and literary comprehension. Testing in other content areas requires strong informational text comprehension and tier 3 – vocabulary. In addition, data analysis shows that students with disabilities have significant gaps in learning compared to the other subgroups. Because of this data, we have decided to target literacy across the curriculum.

One way that we plan to improve literacy across the curriculum is to purchase technology to aid in instruction. For the past decade, research has supported the use of technology on literary instruction. Pearson et al. (2005) reviewed research and found that technology aids literary instruction in these areas:

- Strategy Use
- Metacognition
- Reading Motivation
- Reading Engagement
- Reading Comprehension

Current Resources, Strategies, Materials, and Technology that support our Literacy Plan

Resources available:

At Conley Hills, we have some programs that are increasing literacy. The extended learning program meets with third and fifth graders twice a week for two hours. This program is available for students who need extra-support in literacy. We are using Triumph Learning Crosswalk Coach PLUS series which reflects the rigor of Georgia Common Core Standards. These resources promote student achievement by taking learning and understanding to the next level in informational text and writing.

 In addition, Conley Hills has partnered with SCANA Energy and 21st Century Leaders to fund a Homework Center which impacts literacy. This program provides students with a fun, safe

afterschool program that strengthens academic skills, instills confidence, and inspires students to resist negative peer pressure.

The school has resources available that will support our literacy plan. These resources are used by the teachers to enhance literacy. This includes the following items:

Classroom Materials:

- o Interactive Boards in most classrooms
- o Journeys Literary Series
- o Teacher laptops
- o Document Cameras
- o TVs and DVD players
- o Subscription to Discovery Learning
- o Subscription to BrainPop
- o Subscription to A-Z
- o Measuring-Up books
- o Measuring-Up Insight Online

Shared Material

- o Two laptop carts
- o Literacy Room with leveled readers

Media Center Materials:

- o Books
- o E-books, including a collection of STEM related e-books for K-2
- o Reference materials, including a collection of Britannica electronic reference material
- o Videos and DVDs

    Pebble Go electronic database Earth and Space related topics

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

As part of increasing our goal to improve reading in content areas, we will integrate technology to expand student engagement, instructional practices, and allow it to become a resource to use in the tiered approach to RTI. The technology will be used for small groups in all tiers.

To enhance our current curriculum and improving literacy in all areas, the following items should be purchased.

Vision for Literacy Plan-Reading Across the Curriculum

Programs / Resource Implementation	Professional Development
Phonics Program (K-2)	Consultant to train on the use of the program and to provide assistance during the implementation stage of the program
Technology *Tablets (K-2)- 6 per class* *Tablets (3-5)- 6 per class* *Tablets (K-5) 3 per ESOL class* *Tablets (K-5) 3 per self-contained Special Education class* *Tablets- Specials:* *Art – 6* *Music – 6* *Physical Education -10*	Training from consultant on the program use of tablets Professional development focusing on how to utilize the Apps and e-books for effective instruction Training on Universal Screening
Leveled Readers Math Science Social Studies	Consultant from company to train the staff on the implementation Fulton County School System-Central Learning Community-integrating literacy in all content areas
Writing (K-5)	Writing Consultant from the company Fulton County School System-Central Learning Community
Reading Endorsement	Kennesaw State University Instructor Tuition Books/Materials
Alliance Theatre Woodruff	Teacher Consultation Meetings Teacher Workshops Summer Seminar/Stipends
Parent/Stakeholders	Parent Liaison/Curriculum Support Teacher will conduct workshops

Based on our needs assessment, some of the following evidence-based literacy strategies will be used with the students:

- Right There Questions
- Think and Search Questions
- I Do, We Do, You Do
- Think Aloud
- Author and You Questions
- On My Own Questions
- Repeated Reading
- Visualize the text

Funding Sources

Additional funding may be necessary if the Striving Reader's grant does not fund all of our needs. In addition, it is important to sustain the Striving Reader's grant once the funding is depleted. In order to do this, the school plans to use Title 1 and SPLOST money to continue to upgrade technology. Furthermore, the school will research and apply for grants that will help with literacy across the curriculum. We will continue to use our business partners to assist with needs that the literacy team assesses.

Professional Learning Strategies Identified on the Basis of Documented Need

Professional learning serves as the bridge between where we are now and where we need to be in order to meet the new challenges of guiding all students in becoming college and career ready. It is the rigorous and relevant content, strategies, and professional knowledge that ensure the preparation of teachers and administrative staff whose competence, expectations, and actions influence the teaching and learning environment.

The administrative staff has provided a variety of professional learning opportunities for its staff members. The workshops have been initiated and conducted by and for staff at the school. Also, we have obtained outside consultants to conduct professional learning trainings.

The table below highlights some of the professional learning that has been conducted at Conley Hills:

Professional Learning (PL) Topic	PL Hours	% of Staff Attending	Comments
Math Curriculum Training	5	100%	K-5 classroom teachers- face-to-face
Standards –based Classroom	50	100% face-face 50% -modeling and observations	K-5 classroom teachers – classroom modeling and observations- Outside consultant
Accessing and Analyzing Student Data	4	100%	K-5 classroom teachers-face-to-face- district level person
Writing Strategies	10	100%	K-5 classroom teachers-face-to-face- school staff
Error Patterns and Computation	8	100%	3-5 math teachers- face-to-face- MRESA personnel
Common Core GPS-Balanced Assessments	1	100%	K-5 – face –to face Common Core GPS Team
Assessment Uses	1	100%	K-5 classroom

			teachers-face-to-face-school staff
Differentiation	1	100%	K-5 classroom teachers-face-to-face-school staff
Instructional Strategies	1	100%	K-5 classroom teachers-face-to-face-school staff
Common Core GPS -Text Complexity	1	100%	K-5 – face –to face Common Core GPS Team
Common Core GPS - Rigor	2	100%	K-5 – face –to face Common Core GPS Team
Instructional Technology	3	100%	K- 5 –face-to –face School staff
Balanced Literacy	3	100%	K-5 – face –to face school staff

Also, professional learning is the primary means that we utilize to strengthen the development and performance of teachers in order to improve student learning and achievement. Professional learning has the ability to address the following areas:

- Support overall school performance- The entire school benefits when there is a culture centered on professional learning.
- Strengthen teachers' performance- Effective and researched-based professional learning may help teachers to teach more effectively.
- Contribute to improve student performance-Effective professional learning helps teachers to improve and refine their teaching skills.
- Boost teachers' motivation and retention-Professional learning often provides teachers with new knowledge and skills, which in turn can boost their confidence and their belief in their ability to have a positive impact on their students.
- Address needs identified through data analysis- Professional learning should be provided to target areas in need of growth as documented in assessment data.

After conducting our needs assessment, the literacy team identified professional learning that is needed to assist us in becoming operational and/or fully operational according to our literacy

plan. The administrative staff understands that continuous school improvement depends on high-quality professional learning that focuses on research-based strategies.

Programs	Goals/Objectives	What will be addressed?
Phonics Program	To improve Phonics K-2	A consultant will train teachers on the implementation of a school-wide phonics program.
Balanced Literacy	To improve literacy across the grade levels	A consultant will train teachers to implement Balanced Literacy in their classrooms.
Technology	To learn how to integrate technology to improve literacy in the classroom	Consultants will train the staff on using tablets as a resource.
STEM Integration	To incorporate literacy into the STEM field	Professional Learning will be provided by the Fulton County School System STEM department.
Writing	To improve writing in all grade levels	Writing consultants from a company will train teachers in a writing program to be used throughout the school.
Reading Endorsement	To give teachers the opportunity to gain expertise in reading	Reading Endorsement Instructor will train and conduct year long classes.

The administrative staff is committed to professional learning, and will develop and implement a professional learning plan based on the professional learning identified in our Striving Readers Grant.

Measuring the Effectiveness of Professional Learning

- Goal 1: Increase student performance in the on track/commendable categories in reading by 10% annually in grades 3-5 as measured by the CRCT
- Goal 2: Increase performance of SWD in reading by 10% on the Reading CRCT in grades 3-5
- Goal 3: Increase fluency on the DIBELS Next assessment by 10% for K-2

- Goal 4: Increase reading comprehension on the Scholastic Reading Inventory (SRI) by 10%

- Goal 5: Increase 5th grade performance on the Georgia Grade 5 Writing Assessment by 20%

- Goal 6: Increase stake holder involvement by showing an annual 10% increase, as measured by the volunteer log

Sustainability Plan

The Striving Reader Grant will be used to assist Conley Hills Elementary move toward a more effective literacy program. At Conley Hills, the staff is dedicated to ensuring that the students are being positively engaged in literacy development. Our goal is to develop technologically proficient critical thinkers, readers, writers and speakers so that they may be college and career ready. With the goal in mind, we have developed a plan to ensure sustainability that includes ongoing professional development opportunities, incorporation of technology and long term use of content specific materials, and utilizing resources made available by federal, state and local funding.

Extending the Assessment Protocol

Beyond the life of the grant, continued use of Scholastic Reading Inventory (SRI), Dynamic Indicator of Basic Early Literacy Skills (DIBELS Next), Accelerated Reader (AR)/STAR, and BAS, as provided by the district, will provide essential data about students' instructional levels. The grant-sponsored professional development for the literacy assessments will ensure that all staff at Conley Hills will be trained in the use of the assessments. Conley Hills' school wide literacy committee and data team will meet regularly to review program data, analyze results and monitor progress to sustain program outcomes. Teachers will be provided with tools to observe, analyze, and document students' reading abilities to help inform instructional practices and provide appropriate instructional reading levels.

Expanding Lessons Learned with other Schools and New Teachers

Staff will be provided with professional development by consultants specializing in literacy, District Curriculum Department Personnel, Curriculum Support Teachers, Language Arts Coaches, and Teacher Leaders within the school. Professional learning on integrating technology into instruction may be provided by trained staff and district coordinators. As teachers attend seminars, local and national conferences, webinars, and workshops, they will deliver learned best practices to staff at Conley Hills. New teachers will receive additional training from new teacher mentors, district orientation, and teacher leaders.

Sustaining the Literacy Plan

Conley Hills will continue to use Title 1 funds and school budget allocations to maintain updates and improvements to the literacy program, professional development, and technology initiatives implemented through the Striving Reader Grant. We will continue to seek support from stakeholders and community partnerships to help sustain the grants investments made to the program. Staff will be encouraged to seek additional grants to support technology enhancements. Title I funds and school budget allocations will be utilized to replenish print materials as needed. The school will explore ways to re-allocate funds and use monies to add value to the existing and newly obtained resources in the school by increasing access to content specific texts, professional learning opportunities based on staff needs of literacy development, and upgrading and enhancing technology.   Conley Hills will utilize surveys, observations, and data to monitor the effectiveness of programs, activities, and resources and make changes where necessary to ensure success.

Budget Summary

Professional Development

Conley Hills Elementary is requesting funding for the professional development of teachers and instructional support staff. Professional development for teachers will include training in the areas of balanced literacy, phonics instruction, STEM integration, technology integration, leveled readers, writing instruction, and SRI (Scholastic Reading Inventory). The professional development for SRI includes Lexile training. Additional funding is requested for professional development through the Kennesaw State University Reading Endorsement Program. This program prepares certified teachers to meet the diverse literacy needs of all students. The program offers coursework in theoretical models and processes of reading, individual and classroom assessment methods, and content area instructional strategies for teaching reading. Key topics of interest include scientifically-based reading research (SBRR), diagnosis techniques, strategies for working with both struggling and gifted readers, and strategies for working with ESOL students more effectively. This nine semester hour graduate endorsement program will meet all standards set forth by the Georgia Professional Standards Commission for Reading Certification.

Professional development funds will also support a partnership with the Woodruff Arts Center/Alliance Theatre. Teachers will receive professional development to enhance student learning in core content areas while strengthening skills in fluency, comprehension, vocabulary, and oral expression using narrative and information text-based materials. The program will also build 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 a writing program to support the teaching of standards based skills, to identify unique characteristics of different genres, and to produce written work that shows evidence of knowledge of how to write an

effective piece. Additionally, funding will support online student subscriptions for SRI and the progress monitoring of students with low Lexile scores through the use of DIBELS.

Technology and Software

Conley Hills requests funding for tablets to access electronic literacy content for both our general and special education students. The tablets will also support our ESOL population through developing English language acquisition through content based instruction. We are also requesting funding for digital storytelling software, translation and interpreting software, electronic books, and books in audio format to strengthen student comprehension and foster independent reading for general education students, ESOL students, and students with disabilities. Additional funding is requested to purchase downloadable apps to support literacy.

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.

Grant Management

Funding is requested to provide a stipend for the designated Grant Manager. The Grant Manager will be responsible for ordering grant-funded materials, monitoring the grant budget, coordinating the assessment schedule, and keeping track of assessment data. Conley Hills will adhere to the district's additional pay guidelines of $28/hour, with the assumption that there would be no more than 120 hours of grant management per year.