

GEORGIA DEPARTMENT OF EDUCATION

Striving Readers Comprehensive Literacy Program

LEA Grant Application System Cover Sheet.

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

Sub-grant Status

Large District (45,000 or more students)

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

GEORGIA DEPARTMENT OF EDUCATION

Striving Readers Comprehensive Literacy Grant

School and Center Cover Sheet

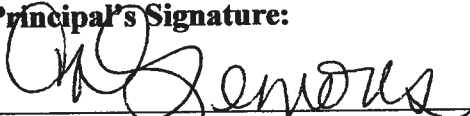
DOE Use Only Date and Time Received:	DOE Use Only: Received By:	DOE Use Only: Project Number
School Name: Love T. Nolan ES		Total Grant Request: 274,918
System: Fulton County Schools	School Contact Information:	
	Name: Maureen Lilly	Position: CST
Number of Students	Phone Number: 770-991-7950	Fax Number: 770-991-7955
	Email Address: LillyM@fultonschools.org	
	751	
Number of Teachers		
	49	
Free/Reduced Lunch %	87%	
Principal's Name: Chandra D. Lemons		Other Reform Efforts in School:
		Principal's Signature: 

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LEA Narrative

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

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

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

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

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

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

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

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

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

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

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

I. Eligibility of Schools and Centers

A. Form A

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

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

FCS Pre-K Student Achievement

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

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

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

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

Data Summary for Targeted Elementary Schools

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

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

Data Summary for Targeted Middle School

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

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

Data Summary for Targeted High Schools

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

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

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

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

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

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

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

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

Source: Student Achievement Management System and Individual Schools

d. Rationale for SRCL Grant Selection

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

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

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

See Appendix J for Project Assurances.

III. Project Design

A. Need

Love T. Nolan is a Title-I Distinguished School located in College Park, Georgia. We have made Adequate Yearly Progress (AYP) for nine consecutive years (since the start of AYP) but have witnessed stagnation in Reading and English/Language Arts (ELA) scores over the past few years. A Striving Reader grant will help our school better address students' literacy needs, increase student achievement in Reading and ELA and continue to make AYP.

School History

Love T. Nolan Elementary School opened in 1975 as a K-7 grade school, with an enrollment of 400 students. Thirty-six years later, the school continues to provide a positive, supportive environment with a diverse staff through differentiated instruction that challenges all students to achieve and attain their academic goals. We have received a number of awards including the South Fulton Clean and Beautiful Education Award and the Golden Apple Award.

Love T. Nolan has an enrollment of 751 students, of which 87% are eligible for free and/or reduced price meals. Our racial breakdown is 95% Black, 2% Hispanic, 2% Multiracial and 1% White. Twelve percent of our students are classified as students with disabilities and our mobility rate is 44%. We have two lottery-funded Pre-K classrooms with 44 students but due to the high need for Pre-K in our area we maintain a waiting list for both classes. Many students on the waiting list are forced to attend programs at the childcare centers in the area. Further, we have two preschool special education classrooms with 18 students.

Administrative and Teacher Leadership Team

Nolan's administrative leadership is very stable. Dr. Chandra Lemons has served as principal for 10 years and as assistant principal for four years prior. While there has been some

turnover in teacher staff, this is often due to teacher “burnout.” The student population has intensive needs and many teachers who leave transfer to schools with less challenging populations. For the most part, however, the teachers, administration and staff at Nolan are a tight-knit community that collaborates well to address the needs of our students.

Instructional Initiatives

Over the past few years, Nolan has implemented a number of evidence-based initiatives to help improve student achievement including:

- Team Teaching in Grades 2 through 5: we have grouped our teachers into pairs; each pair consists of a math-focused teacher and a Reading/ELA-focused teacher, each teaching the same group of students. This allows teachers to focus on their areas of strength.
- Inclusion Model of Instruction: after reviewing historical data last year, we initiated an inclusion model between the general and special education teachers for our students with disabilities in Reading, ELA and Math in grades 2 through 5.
- Data Teams/Professional Learning Communities (PLCs): All of the teachers participate on grade level data teams which meet one half-day each month. During these PLCs, teachers work together to analyze student achievement data and develop interventions to support student needs uncovered through the analysis.
- Writing Block: Each day all students participate in Writers Workshop from 8-8:40am. This process has been in place for three years and all teachers have been trained on the process. This is a critical support for our students and we plan to continue the effort. Our focus now is on providing professional learning for new teachers on this process.

Need for a Striving Readers Project

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

College Park has witnessed a 32% population decrease over the past ten years. This is highly correlated with our parental involvement. As two-parent households and the more affluent have left the area, our parental involvement has decreased. With a poverty rate of approximately 30%, parents in our community lack the resources—money, time, education—to fully support the academic needs of their children. We know that many of our parents do not read to their children at home; many are illiterate. A Striving Reader grant would provide our school the necessary supplemental resources to support our students and our families to ensure each child reaches his or her fullest potential. It is an opportunity to build on our current literacy work and to give teachers the tools and knowledge to help their students achieve across content areas.

a. School Literacy Team (5 points)

Our Literacy Team consists of school and community leaders. The table below outlines the membership.

Member Name	Title / Role
Chandra Lemons	Principal
Coretta Stewart	Assistant Principal
Maureen Lilly	Curriculum Support Teacher
Shantara Whitaker	Data Support Specialist
Kathy Cannon	Literacy Coach
Tammy Smith	LSAC Chair
Valerie Pullen	PTA Chair

The function of this team is to review data, (CRCT, Checkpoints, portfolios, running record assessments, etc.) to determine the literacy needs of the school and develop, implement and monitor the literacy plan. We held our first formal meeting in November to align our literacy goals with existing school improvement goals and draft our literacy plan. We will meet monthly throughout the life of the grant. Through staff meetings, curriculum meetings and data teams/PLCs, we will include the entire staff in decision-making regarding our literacy plan implementation.

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

Nolan teachers and staff constantly monitor and review data on our students and teachers through both formal and informal processes. A snapshot of student data is provided in the table below.

Elementary School	% FRL	% SWD	% ELL	Mobility Rate	Met AYP?	Grade 3 CRCT Reading		Grade 5 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet	# Students Did not Meet	% Students Did not Meet
Love T. Nolan	87%	12%	0%	44%	Yes	24	18%	40	29%

Source: FCS Administrative Records, 2011

Through our needs assessment process, we identified the following **strengths**:

- Fifth grade writing scores have improved over the past few years. In 2011, 72% of 5th graders met standards and 3% exceeded on the 5th Grade Writing test. This was a 6 percentage point increase over the previous school year and a 17 percentage point increase over a two-year period.
- We have made great strides in Math overall as well as within subgroups during the last two years. The percentage of students scoring in level 2 or 3 in Math has increased by 8.4 percentage points overall; 10.4 percentage points for our Economically Disadvantaged (ED)

subgroup, 8.1 percentage points for our Black student subgroup and 18.4 percentage points for our Students with Disabilities (SWD) subgroup.

- Our SWD population has responded well to the inclusion model. There was a 33.4 percentage point increase in students scoring levels 2 and 3 for this subgroup in Reading/ELA.

Further, through our needs assessment process, we identified the following **weaknesses**:

- While we have made great gains in Math, our Reading/ELA scores have remained stagnant over the past few years. The percentage of students meeting or exceeding expectations on Reading/ELA has remained in the 83% to 84% range for the past four years. Similar static rates are evident in our Black and ED subgroups.
- While we have made tremendous strides with our SWD population, only 51.4% met the standards on the CRCT in Reading/ELA.
- Our high-achieving students are meeting standards but we are struggling to move these students to exceed standards; they are unable to “get over the hump.”
- Parents do not feel equipped to support their children with school work at home.

Student Literacy Needs

While our overall data show that we have made AYP for nine years, deeper data analysis shows numerous gaps in domains as well as between subgroups of students. In addition, our scores have “flatlined;” we have been unable to move students forward. The chart below provides evidence of this problem.

Percentage of Students Meeting/Exceeding Expectations on Reading/ELA CRCT

School Year	All Students	Black Students	Students with Disabilities	Economically Disadvantaged Students
2010-2011	83.6%	83.1%	51.4%	81.5%

2009-2010	83.3%	83.0%	18.0%	80.0%
2008-2009	82.8%	82.5%	44.1%	81.1%
2007-2008	84.0%	83.6%	33.3%	81.9%
2006-2007	80.3%	80.1%	33.9%	76.1%
2005-2006	76.3%	75.3%	30.0%	73.0%
2004-2005	84.4%	83.6%	41.7%	80.8%

As a staff, we have exhausted all the strategies and resources at our disposal. Some of our students are able to participate in the Early Intervention Program (EIP) or extended day learning program, however these programs do not reach all our students. As a staff we recognize that in order to improve this stagnating performance we will need to employ new strategies to engage students in literacy and provide focused supports to struggling students.

Teacher Professional Learning Needs

Through our needs assessment we identified a static trend in Reading scores and specific literacy gaps between subgroups of students. With further analysis we recognized that a major barrier to improving student performance is our teachers' limited knowledge and skill in effectively teaching reading. It is not just phonics or mastering sight words; teachers need to know how to identify specific reading gaps and how to address these gaps. Literacy is the key to academic success in all subject areas and it is paramount for schools to improve their practice in teaching reading to get all children off to a good start. Research has proven that the most effective programs include well trained teachers that are able to assess and document reading ability throughout the school year, provide for individual differences, develop an effective small-group instruction routine, pace and implement reading instruction appropriately, provide opportunities for students to read independently, as well as read aloud to students. In addition, a highly effective reading teacher must teach children to write in a manner that not only fosters their ability to author coherent writing pieces, but also improves their ability to read and understand what they read (Morris and Slavin, 2003). While our teachers currently participate in

various professional development sessions (a detailed list of teacher participation in professional learning communities and other professional development is included in section III.B.e), professional learning focused on literacy would greatly benefit our students.

Another critical area of professional learning is on the implementation of Tiered Instruction/Response to Intervention (RTI). RTI is based in the general education classroom where teachers routinely implement a strong and rigorous standards-based learning environment. The tiered approach to providing layers of intervention for students needing support requires a school wide common understanding of the Georgia Performance Standards, assessment practices, and instructional pedagogy.

Teachers also need training in the use of common assessments. As the focus in schools shifts from simply ranking students to ensuring that all student are successful, the need for a balanced assessment approach that not only identifies student mastery, but also monitors student progress is essential. Utilizing assessments for learning not only informs teachers regarding their practice and the intervention they need to put in place to improve student achievement, but it also informs and motivates students to improve. By providing explicit information to students and parents regarding the child's current academic performance; teachers, parents and students are able to work together to set goals and structure a child's academic improvement plan specific to the needs of the student. This detailed and specific plan of action provides all parties with a roadmap to success that has been linked to significant achievement gains (Stiggins, 2005).

Finally, we recognize that our teachers need support in the effective use of technology to support literacy. The use of electronic readers and auditory feedback software can engage students in reading and support student literacy, but teachers need to be trained on these tools.

Teacher Retention Data

School Year	Percentage of Certified Teachers Retained
2010-11	72%
2009-10	90%
2008-09	92%

Source: FCS Administrative Records

While there has been some turnover in teacher staff, this is often due to teacher “burnout.” The student population has intensive needs and many teachers who leave transfer to schools with less challenging populations. For the most part, however, the teachers, administrators and staff at Nolan are a tight-knit community that collaborates well to address the needs of our students. This commitment to the students is developed through our professional learning community meetings. It is critical to keep the needs of our students first.

Curriculum Needs

Our students need more engaging literacy activities within the classroom that focus on the listening, speaking, reading and writing standards of the Common Core Georgia Performance Standards. Our students have limited access to books in the home and most classroom libraries are non-existent or minimal at best. Our students would benefit from high-interest leveled texts that are genre-driven.

In addition, using a research-based diagnostic reading assessment for each student would establish a benchmark and enable students to make adequate reading gains. The tool would also allow better tracking of tiered instruction through the use of progress monitoring for the RTI process. The DIBELS Next assessment, an integral component of the Striving Reader grant, would provide us with this information.

Technology Needs

In order to improve our students literacy skills we need to better involve students in their own learning process. Electronic readers (e-readers) would engage students in a more interactive speaking and writing process and provide high-interest texts to students. E-readers would be used in all grade levels to encourage small group reading instruction utilizing quality literature. This would allow the school to increase the availability of quality novels and chapter books. At all levels students would be reading books at independent reading levels. This would also allow students to listen to books that are at a reading level above their independent reading level with the text-to-speech feature. In this way, they could be used with heterogeneous reading groups or mixed ability literature circles. Research shows that kindergarteners and first graders using digital readers demonstrate greater progress in word meaning and fluency than students using traditional texts. This technology will not only engage students, but prepare them for the technological requirements of their generation.

In addition, a software platform that provides auditory feedback with word prediction capabilities would support the literacy needs of our SWD population as well as our general education population. Our school currently has this software but we do not use it effectively because teachers do not have adequate training.

Family Engagement Needs

The significance of parent involvement in a child's academic success has been found to be vital in countless studies. The research suggests that parents that teach reading and writing skills in the home are able to foster early literacy and help their children become fluent readers as early as the end of first grade (Senechal and LeFevre, 2002). Through parent nights, family conferences and other informal meetings, we know that we have a low literacy rate among our

parents. Parents have indicated they struggle to help their children with reading and homework; we often walk parents through basic form letters and information as they are unable to comprehend these documents. This highlights a significant need to ensure parents are provided with their own literacy supports so that they can, in turn, help their children.

c. Needs Assessment Process (5 points)

Needs Assessment Process

Annually, we conduct a comprehensive needs assessment to support both our Title I Plan and our School Improvement Plan (SIP). *Each member* of our school has a part in this needs assessment and SIP through data analysis, drafting of the plan and/or reviewing the plan and providing feedback.

This year we incorporated our literacy needs assessment process into our overall analysis process. We engaged our team before the start of school and met monthly from August to the present in order to conduct our needs assessment, develop our literacy plan and ensure our literacy plan aligns to the SIP. The August meeting consisted of an in-depth CRCT data review. The team determined that students were not making expected gains in Reading and ELA. The team also decided it would be necessary to develop an instructional calendar for the extended day program to provide a strategic plan for instruction. In September, the team continued to review the CRCT data as well as additional data and developed a plan to provide students in grades 3 through 5 with a weekly tutorial session to address the needs of those students not being serviced in the Early Intervention Program. During the October and November meetings team members reviewed data summaries of student progress during the first two months of school. The Literacy Team also began working on the Striving Reader grant project goals. All proposals

from the school Literacy Team meetings were shared with the entire staff either through the grade level chairs or PLC team meetings.

As mentioned previously, we have a structured data analysis process in place through our Data Teams which review student achievement data monthly and develop interventions to meet student needs. For this grant, we first pulled the leadership team together to consider specific literacy needs and goals that align with our ongoing Title I and School Improvement Plans. We sought input from the entire school team through a staff presentation and discussion to determine the most significant literacy challenges faced by our students and effective strategies to support our literacy plan.

Data used in our needs assessment process included: participation data from the Extended Day Program and the Early Intervention Program; CRCT, ITBS, Checkpoints and end of unit assessment scores; Georgia Department of Education's AYP information; portfolio information from teachers concerning student performance such as running records; and writing samples. Where possible, data were disaggregated by subgroup, grade level, and content areas for a more thorough analysis.

d. Areas of Concern (5 points)

Through the needs analysis we have identified three major areas of concern. The first is the poor and stagnating performance of our students in Reading/ELA. Based on assessment data we attribute this performance to challenges in comprehension, vocabulary and fluency. Much of this can be traced to lack of teacher capacity to effectively teach reading and minimal ability for parents to support literacy at home.

Our second area of concern relates to our SWD population. These students also have difficulties with comprehension, vocabulary and fluency and given their specific needs, tend to

fall further behind in their acquisition of skills than their general education peers. This is exacerbated by the fact that our teachers struggle with effective implementation of the inclusion model with our SWD students.

Finally, our third area of concern is the lack of parental involvement and ability to support their child's literacy development. The table below summarizes the areas of concern as aligned to literacy building blocks defined in Georgia's Literacy Plan—the 'What' document, reflects the age and grade(s) where the concern is present, and highlights the steps taken to address it so far.

Area of Concern	Research-based Practices Found in Georgia Literacy Plan				Age/Grade/	Current Strategies
	Standards	Assessments	RTI – Tiered Instruction	Transitions		
1. Poor and stagnated student performance in Reading/ELA -Comprehension, Vocabulary & Fluency	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases.</p>	Teachers lack training on effective use of common assessments.	Focus on Tiers 1 – 3 in the Tiered Instructional model	Need to strengthen grade to grade transitions across all grades	All K-5 students	Professional learning in the following areas: guided reading; differentiated instruction; small group instruction; Centers-Based Instruction

Area of Concern	Research-based Practices Found in Georgia Literacy Plan				Age/ Grade	Current Strategies
	Standards	Assess-ments	RTI – Tiered Instruction	Transitions		
2. Poor performance of Students with Disabilities in Reading and ELA - Comprehension, Vocabulary & Fluency	See above	In-effective use of formative assessments to track student progress	Students fall in Tier 4 of the Tiered Instructional model	Grades 2 to 3, 3-4, 4-5 and to middle school are of particular concern	SWD in grades 3-5	<ul style="list-style-type: none"> • Extended day • EIP • Team Teaching • Tutorial groups in grades 3, 4 and 5 • Inclusion
3. Lack of parental involvement with literacy at home	Use words and phrases acquired through conversations, reading and being read to, and responding to texts. Gains meaning from orally presented text; Connects life experiences to read-aloud text.	Parents lack the knowledge of what assessment results mean and how to use them to support improvement	N/A	Parents lack the knowledge of what skills are essential to maintain and are required to successfully advance from grade to grade	All parents of students in grades K-5	<ul style="list-style-type: none"> • Literacy Workshops for parents • Curriculum nights

e. Root Cause Analysis (5 points)

Underlying Causes of the Areas of Concern

Through thorough analysis we have discovered a number of underlying causes to the areas of concern identified in the table above.

Area of Concern 1: Poor and stagnated student performance in Reading/ELA across grades – comprehension, vocabulary, and fluency. A review of historical data from our literacy software program indicates that students in Kindergarten leave with the skills necessary to be

successful readers (average of 94% of all kindergarten students are labeled as on track at the end of the year). However, teachers in first and second grade typically refer more students to the student support team for reading difficulties and performance continues to decline or stagnate as students progress to higher grades. Much of the underlying problem can be traced to deficits in comprehension, vocabulary and fluency. Our students are not exposed to quality literature and do not receive supports at home. In addition, our teachers lack the knowledge and pedagogy to effectively instruct students in reading.

Area of Concern 2: Performance of Students with Disabilities in Reading/ELA – comprehension, vocabulary and fluency. As with our general education population, our Reading and ELA challenges in our SWD population can be traced to difficulties with comprehension, vocabulary and fluency. Teachers need more professional development in order to effectively differentiate instruction for students with disabilities. In addition, our teachers need explicit professional development in how to successfully implement technology tools with students in this subgroup in order to support the building blocks of literacy.

Area of Concern 3: Students do not receive adequate support or exposure at home in the area of literacy. As discussed, our parents struggle to support their children at home. Many of our parents are illiterate and many lack print materials at home. In addition, the extended working hours and limited resources of our families make it difficult to attend school events.

B. Quality of Project Design

a. Project Goals and Objectives (5 points)

Project Goals

Based on our needs assessment, Love T. Nolan has developed the following goals to support our literacy plan:

- By the end of the grant all K-5 teachers will receive Reading Endorsement Certification. This will allow teachers to have the necessary skills to effectively teach reading and implement Common Core Georgia Performance Standards.
- By the end of grant period, increase the percentage of students meeting and exceeding standards on the CRCT from 84% to 90% in Reading/ELA.
- By the end of the grant period, increase the percentage of students with disabilities meeting and exceeding standards on the CRCT from 51% to 60% in Reading/ELA.
- By the end of the grant period, increase the percentage of students meeting or exceeding standards on the 36-week Checkpoints assessment in Reading/ELA from 69% to 75% at the first grade level and from 74% to 80% at the second grade level.
- By the end of the grant period, the percentage of parents rating literacy workshops as beneficial on workshop evaluation forms will increase by 20% from the first year (baseline).

Project Objectives

Our project objectives build on existing initiatives and include new strategies to help us achieve our literacy goals. With grant funding, we will implement the following objectives:

- Partner with the Metro-Regional Educational Service Agency or local area university to provide all of our teachers with the training to obtain Reading Endorsements.
- Implement Georgia Wolf Trap programming in Grades 1 and 2 through our partnership with the Woodruff Arts Center where teachers work with professional teaching artists to learn drama strategies that promote learning in literacy skills including speaking, listening, reading and writing.
- Implement a 4- week half-day Summer Literacy Institute for targeted students with a focus on reading, writing and reading in the content areas of Math and Science.

- Provide professional learning in the following areas: RTI, Common Core GPS strategies, technology integration, and the creation and use of common assessments for all teachers.
- Provide additional professional development for special education teachers in the use of inclusion model techniques to increase the academic success of students with disabilities.
- Employ e-readers, e-books and leveled text libraries to achieve differentiation and meet the needs of all students.
- Implement digital storytelling to engage students in a more interactive speaking, reading and writing process. Creating a digital story allows students to better understand and create media to communicate their ideas.
- Provide literacy workshops and take-home materials for parents to support literacy growth at home. Offer incentives (food, baby-sitting services, flex-hours, etc.) for attending workshops, PTA meetings and parent-teacher conferences.

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

Implementation Plan for Goals and Objectives Identified

We have designed an implementation plan to allow for the effective integration of our literacy plan into our day-to-day work. We recognize that we will need to phase-in our approach over the five year period.

Strategy	Year 1	Year 2	Year 3	Year 4	Year 5
Reading endorsement	All teachers	New teachers	New teachers		
GA Wolf Trap	Grades 1 and 2	Grades 1 and 2	Grades 1 and 2	Grades 1 and 2	Grades 1 and 2
Summer Literacy Institute	Targeted students	Targeted students	Targeted students	Targeted students	Targeted students
Prof. learning: RTI	Core team	Additional teachers	Additional teachers	Additional teachers	
Prof. Learning: Common Core	All teachers				

Strategy	Year 1	Year 2	Year 3	Year 4	Year 5
Prof. Learning: Use of technology			All teachers		
Prof. Learning: Common assessments and data use			All teachers	All teachers	All teachers
Prof. Learning: Inclusion model	Special education teachers				
Parent literacy supports		Literacy workshops	Literacy workshops	Literacy workshops	Literacy workshops
E-readers/e-books and digital storytelling	60 E-readers; textbooks, books and periodicals	Textbooks; books and periodicals	Books and periodicals	Additional 60 E-readers: books and periodicals	Books and periodicals
Leveled texts	Initial purchase for resource room; professional learning		Add additional leveled texts		

Faculty and Staff to Implement Plan

In order to effectively implement our literacy plan, we will involve many of our lead staff. Our Curriculum Support Teacher (CST) and Reading Coach will lead the implementation of professional learning in the content areas for all teachers and design and select resources for the Summer Literacy Institute. The CST will also provide professional learning in Common Core Georgia Performance standards and RTI interventions. Our Technology Specialist will lead the efforts around professional learning in the area of technology use to increase student literacy. In addition the CST and Reading Coach will design and implement the literacy workshops for parents.

Our teachers will provide instruction during the summer for our Summer Literacy Institute and all teachers will be required to participate in professional learning and reading endorsement program.

All teachers and administrators will have an active role in implementing our school's literacy plan. Teachers must take responsibility for putting their full effort into learning the new strategies and applying them to their classroom practice. Administrators will be expected to support teachers through this process and monitor the effectiveness of the plan as it is implemented.

Current Instructional Schedule

The chart below outlines our current instructional schedule.

7:20-8:00: Opening activities	
8:00-8:45: Writers workshop Writers Workshop is a method of teaching writing. Students are given opportunities to write in a variety of genres and help foster the love of writing. The writing workshop allows teachers to meet the needs of their students by differentiating instruction and gearing instruction based on information gathered through the workshop.	
8:45-10:15: Reading/Language Arts Block The purposes of this block is to expose students to a wide range of literature, teach comprehension and teach students how to read with books that become increasingly harder. Students either read from a basal or from multiple copies of trade books or from a big book.	
<i>(30 Minutes)</i> <i>Whole Group</i>	Whole class instruction is a lesson to the whole class with little differentiation in either content or assessment for any student's ability. The purpose of whole class instruction is that all students are presented with a series of learning tasks to allow them to acquire and/or practice their learning. The pace of instruction is such that all students can master it. Learning is then assessed using standardized measures such as graded assignment, tickets out the door and topic tests.
<i>(60 Minutes)</i> <i>Small Group</i>	Small group reading instruction provides meaningful literacy experiences. It begins where the learners are, by addressing individual needs. Small group reading instruction includes rich tasks which promote deep understanding; allows teachers to teach reading before and during the reading process and allows teachers to adjust the teaching to meet the needs of all learners.
10:15-11:30: Math	
11:30-12:30: Social Studies/Science	
12:30-2:20: Lunch, Recess, Specials, Dismissal	

Each student participates in Writers Workshop for forty minutes each day. Additionally students are involved in a 90-120 minute block of guided reading instruction focusing on the Georgia Performance Standards in the area of Reading/ELA using the resources provided by the

district. Guided reading consists of whole group, small group and center based instruction.

Students who are serviced in the Early Intervention Program receive 45-50 minutes of additional guided reading instruction with a certified teacher.

Students in grades 3 through 5 who have been identified as needing additional support through the analysis of CRCT scores participate in a 30-minute tutorial during the school day in the area of literacy; students in grades 3 and 5 who did not meet expectations on the CRCT receive tutorials two days per week from October till March during after school hours. Students with Disabilities are serviced through the inclusion model which allows students to receive instruction in the regular classroom with the special education teacher.

Plan for Tiered Literacy Instruction

Teachers employ standards-based, differentiated instruction to meet the needs of all students. All students participate in classroom-based instruction based on ability level and specific strengths and weaknesses (Tier 1). Students not responding to these strategies are then discussed with grade level teams where the teacher receives additional strategies to support the student based on needs (Tier 2). Students not responding to the strategies from the grade level team are referred to the Student Support Team (Tier 3). This team consists of the curriculum support teacher, student support team chairperson, classroom teacher and parent. Additional strategies are developed and data is collected over a period of time. Students who respond to these interventions are then referred back to the classroom level of strategies. Those students who do not respond to the intervention are referred to the comprehensive building team. This team consists of the curriculum support teacher, instructional support teacher, student support team chairperson, teacher, school psychologist and parents. This team reviews the data and determines if an evaluation for special education services is necessary (Tier 4).

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

Existing Resources for Tier I – Tier IV Instruction			
	Time	Personnel	Strategies
Tier 1-Core Curriculum			
Kindergarten - 5 th grade	2.5 hours daily of Literacy Instruction	<ul style="list-style-type: none"> • General Ed. Teacher • Kindergarten Para-Professional • Media Specialist 	<ul style="list-style-type: none"> • Whole group instruction • Small group instruction • Centers • Technology • Brain Pop • Instructional calendars • Informal progress monitoring
Tier 2-Strategic Intervention			
Kindergarten - 5 th grade	<ul style="list-style-type: none"> • 30 minutes • Extended Day 2 hours (3rd and 5th) Two days a week (Oct.-Mar.) 	<ul style="list-style-type: none"> • General Ed. Teacher • Kindergarten Para-Professional • Early Intervention Program Teacher 	<ul style="list-style-type: none"> • Small group instruction • Study Island Web-based Instruction • Informal collaboration • Individualized progress monitoring • Harcourt Trophies Intervention • CRCT practice materials
Tier 3-Intensive Intervention			
Kindergarten - 5 th grade	<ul style="list-style-type: none"> • EIP 45-50 minutes daily(1st-5th) • Extended Day 2 hours (3rd and 5th) two days a week (Oct.-Mar.) 	<ul style="list-style-type: none"> • General Ed. Teacher • Curriculum Support Teachers • SST chairperson 	<ul style="list-style-type: none"> • Guided instruction • Instructional games • Study Island • Georgia OAS • Intense progress monitoring • CRCT practice materials
Tier 4-Due Process			
Kindergarten - 5 th grade	Determined by Individualized Education Plan	<ul style="list-style-type: none"> • Special Ed. Teachers • Speech pathologist • General Ed. Teacher • Instructional Support Teacher 	<ul style="list-style-type: none"> • Student Support Team • Speech and language services • Co-teaching • Special Education • Second Language support

- Tier 1 Resources- Students receive services from the classroom teacher who is supported by the literacy coach. The literacy coach observes classroom instruction, models lessons and provides feedback to the teacher and students. The Data Support Specialist, CST and

administrators conduct monthly half-day professional learning communities to monitor student progress using the resources provided by the district.

- Tier 2 Resources- Students receive all resources from Tier 1 and are serviced through the Early Intervention Program and Extended Day program. Students qualify for this program by CRCT scores and a checklist at grades K-3. Students in grades 3-5 who need additional support but do not qualify for EIP or Extended day receive tutorials once a week for 30 minutes. Additionally, teachers identify students who need support and implement interventions using supplemental resources available at the school.
- Tier 3 & 4 resources- Students receive all resources from Tiers 1 and 2. Students at this level receive support from the special education teacher in the inclusion or resource setting.

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

Current and Proposed Resources / Activities

Our literacy plan addresses need-based strategies for all students and targeted subgroups of students on a timely basis. Some strategies that we have already implemented include:

- Extended Day: After school program for at-risk students
- School-Wide Read-a-Thon: Parents, district and community members are invited to read with students
- Parent Workshops: Provide parents ideas, tips, and tools to support learning at home
- Tutorials: Instruction during the school day for students in grades 3 and 5 at risk of not meeting CRCT standards
- Early Intervention Program: 45-50 minutes of additional direct instruction in Reading and Math

- One-on-one support from Reading and Math Coaches: Coaches pre-conference with teachers, observe teachers, provide feedback, model lessons, and engage in side by side teaching.
- Team teaching: Teachers are partnered based on their area of strength to instruct students in Reading and Math. Each teacher maintains a homeroom class and his/her students are divided into two groups that complete Reading and Math blocks with each teacher. The blocks are two hours long and include instruction in the areas of Science and Social Studies.
- Unit Writing Calendars and Data Review Dates: These help teachers plan instruction in writing. The topics are aligned to the current ELA unit writing standards. Students produce two to three writing samples every nine weeks that are scored using the appropriate rubric. Data are collected and instructional strategies are implemented based on the data.
- Writers Workshop: A 40 minute block each day where teachers provide students with a mini-lesson on a standard, opportunity for students to write and conference with teachers to provide feedback on writing and to publish their writing.
- For teachers and students our media center has the following items for use: instructional videotapes, limited class sets of novels, accelerated reader program, reading instructional games, professional magazines, resource library and magazine subscriptions for students.

The table below outlines current strategies we will continue and proposed resources and strategies we will implement with a Striving Reader grant, aligned to each area of concern.

Targeted Areas of Concern	Current Strategies to Continue	Proposed Resources and Strategies
<p>Student performance in Reading/ ELA: All students</p>	<ul style="list-style-type: none"> • Differentiated Instruction • Small group/flexible grouping • Extended Day/ Extended Learning grades 3 and 5 only • Mock Writing Assessment • Literacy Curriculum Nights • Common planning time for teachers during the day • Online texts and instructional resources for teacher and student use • 2.5 hrs of daily literacy instruction utilizing curriculum designs such as guided reading, literature circles, shared reading, literature circles, flexible and small groups 	<ul style="list-style-type: none"> • Reading endorsement • Provide professional development for regular education teachers on strategies for teaching reading • Professional learning for creating common assessments and analyzing data • Professional learning on tiered instruction • E-Readers, e-books and leveled texts • Professional learning on effective technology use • Professional learning on the use of auditory feedback software • Wolf Trap program for grades 1 &2 (professional learning for teachers and engaging strategies for students) • Summer Literacy Institute
<p>Student performance in Reading/ ELA: Students with Disabilities</p>	<ul style="list-style-type: none"> • Inclusion classrooms • Professional development on differentiated instruction; small group reading and co-teaching • Extended Day/ Extended Learning • Small group/flexible grouping • Interactive whiteboards • 2.5 hrs of daily literacy instruction utilizing curriculum designs such as guided reading, literature circles, shared reading, literature circles, flexible and small groups 	<ul style="list-style-type: none"> • Reading endorsement • Professional learning on the inclusion model • Professional learning on creating common assessments and analyzing data • Professional learning on RTI • Professional learning on the use of technology • E-Readers, e-books and leveled texts • Professional learning on the use of auditory feedback software • Summer Literacy Institute
<p>Parental involvement and support of student literacy</p>	<ul style="list-style-type: none"> • Parent literacy nights held throughout the school year August, September, October and January • Parent workshops offered 	<ul style="list-style-type: none"> • Parent workshops offered monthly with materials for parents to take home to use with students (will employ incentives such as food, babysitting and flex-hours to increase attendance)

d. Project Procedures and Supports (5 points)

Sample Schedule by Grade for Tiered Instruction

The tables below summarize our tiered instruction model as detailed in section III.B.b. as a sample schedule where all of our students receive at a minimum 2.5 hours of literacy instruction daily. This sample schedule supports our RTI approach.

Kindergarten	
7:20-7:40	Morning Work
7:40-7:50	WLTN News and morning meetings
7:50-8:00	Read aloud
8:00-8:45	Specials
8:45-9:15	Whole Group Reading (Tier 1)
9:15-10:30	Reading Groups & Tiered Intervention
10:30-11:00	Lunch
11:30-12:30	Math
12:30-1:15	Writer's workshop
1:15-1:30	Recess
1:30-2:20	Science/Social Studies
2:20	Dismissal

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7:20 – 7:40: Morning Work				
7:40 – 7:50: WLTN News and morning meetings				
7:50 – 8:00: Read aloud				
8:00 – 8:45: Writer's workshop				
8:50-9:35 Specials	8:45-9:45 Math	8:45-9:15 Whole Group Reading (Tier 1)	8:45-9:15 Whole Group Reading (Tier 1)	8:45-9:15 Whole Group Reading (Tier 1)
9:35-10:35 Math	9:45-10:30- Specials	9:15-10:30 Reading Groups & Tiered Intervention	9:15-10:30 Reading Groups & Tiered Intervention	9:15-10:30 Reading Groups & Tiered Intervention
10:35-11:05 Lunch	10:30-11:00- Whole Group Reading (Tier 1)	10:30-11:30 Math	10:30-11:30 Math 11:30-11:45 Recess	10:40-11:30 Specials
11:05-11:35 Whole Group Reading	11:00-11:30- Lunch	11:30-12:00 Lunch	11:45-12:15 Lunch	11:30-12:30- Math

Grade 1 (Tier 1)	Grade 2	Grade 3	Grade 4	Grade 5
11:35-1:00 Reading Groups & Tiered Intervention	11:30-1:00 Reading Groups & Tiered Intervention	12:00-1:00- Social Studies/Science	12:15-1:00 Specials	12:30-1:00- Social Studies/Science
1:00-1:15 Recess	1:00-1:15 Recess	1:00-1:15 Recess	1:00-2:00 Science/Social Studies	1:00-2:00 Science/Social Studies
1:15-2:20 Science/Social Studies	1:15-2:20 Science/Social Studies	1:25-2:10- Specials	2:00-2:20 <i>Drop Everything and Read</i>	2:00-2:20 <i>Drop Everything and Read</i>

- Tier 1: Strategies that could be used with these students are e-readers, computer software for literacy, Georgia Wolf Trap, and take home reading packets for parents.
- Tier 2: Strategies for these students would include all strategies from tier 1 with the following additions: referral to Summer Literacy Institute, leveled text library for instruction.
- Tiers 3 & 4: Strategies that could be used at this level are include e-Readers, computer software for literacy, take home reading packs for parents, referral to Summer Literacy Institute, and leveled text library for instruction.

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

The table below highlights the professional learning conducted within the past year.

Professional Learning Topic	PL Hours	% of Staff Attending
Writers Workshop	10	100%
Calendar Math	10	100%
Best Practices in Small Group Instruction for Reading and Math	4	100%
Effective Strategies to Implement the Inclusion Model	4	25%
Differentiated Instruction Module	4	100%
Assessment and Learning Module	2	100%
Steps 2 Achieve	3	100%
Data Talks	20	100%

On-going Professional Learning

On-going professional learning is critical. We provide teachers both individualized and group professional learning opportunities. Reading and Math coaches observe all teachers and provide support for struggling teachers through modeling best practices in instructional delivery of the curriculum. In addition, our Title I Data Support Specialist meets with teachers on a regular basis to determine instructional modifications and conducts grade level and school-wide data talks to disaggregate data to assess areas that need instructional revisions.

Professional Learning Needs

Based on our needs assessment, we determined that professional learning continues as a need to expose teachers to best practices. In order to effectively implement the Striving Readers grant, we will implement professional learning in the following areas:

- Reading endorsement to provide teachers with the pedagogy to formally teach reading to increase student literacy at all grades.
- Developing and analyzing data from common assessments to determine if learning is taking place and identify specific areas of need.
- RTI: Teams of teachers will be trained to support the effective implementation of the RTI process; these teams will support other teachers in the building.
- Common Core: All teachers will participate to ensure that these standards are taught effectively.
- Use of technology: All teachers will participate to obtain knowledge of how to effectively integrate technology into literacy instruction as well as on the use of auditory feedback software for students with disabilities and the general education population.

f. Assessment / Data Analysis Plan (5 points)

The table below outlines our current assessment protocol.

Assessment	Purpose	Skills Assessed	Frequency
Checkpoints	Diagnostic	Vocabulary and reading comprehension	4 times per year
Collaborative dialogue/ Data Talks	Progress monitoring	Vocabulary, reading comprehension, oral comprehension	Monthly
Common Formative Assessments	Progress monitoring	Vocabulary and reading comprehension	Bi-weekly
End of Unit Assessments	Outcome	Vocabulary and reading comprehension	Every nine weeks
GKIDS (Kindergarten)	Diagnostic, progress monitoring and outcome	Alphabet knowledge, Phonological Awareness, Concepts of Print, Oral Language, Picture Naming, Alliteration and Rhyming, Oral Language, Decoding, Oral Reading Fluency, Vocabulary, and Reading Comprehension	Monthly
Iowa Test of Basic Skills (ITBS)	Diagnostic	Vocabulary and reading comprehension	Annually
Periodic Fluency Assessments	Progress monitoring	Fluency rate and oral reading	Every six weeks
Work Sample System (Pre-K) – Assessment Portfolio	Diagnostic, progress monitoring and outcome	Alphabet knowledge, Phonological Awareness, Concepts of Print, Oral Language, Picture Naming, Alliteration and Rhyming, Oral Language, Decoding, Oral Reading Fluency, Vocabulary, and Reading Comprehension	Daily
Portfolios	Progress monitoring and outcome	Alphabet knowledge, Phonological Awareness, Concepts of Print, Oral Language, Picture Naming, Alliteration and Rhyming, Oral Language, Decoding, Oral Reading Fluency, Vocabulary, and Reading Comprehension	Monthly

Explanation of the Current Data Analysis Protocol

Teachers at Nolan are integrally involved in decisions regarding the use of academic assessments. Data analysis occurs throughout the year through monthly half-day planning and

development sessions for each grade level, collaborative dialogue on student work, data talks, and portfolio data discussions. Checkpoints benchmark assessments are administered four times during the school year. Data from these assessments are disaggregated by teacher to determine mastery of standards. An action plan is developed for students who do not master standards. Weekly common assessments are administered in reading, math and language arts. Tutorials and small group instruction are provided for the purpose of re-teaching.

Should we receive the Striving Reader grant, Love. T. Nolan teachers and administrators will commit to using the DIBELS Next assessment and participate in the Georgia Department of Education's professional learning sessions to learn how to administer the assessments. We will discontinue Periodic Fluency Assessments as DIBELS Next measures the same skills. The DIBELS Next assessment will provide us with the information needed to continue to make instructional decisions for students.

Our school supports ongoing sharing of assessment data with our parents and community. We receive two copies of student test results and provide one copy to parents through the mail, in student packets, or during parent/teacher conferences. The interpretation of test results is also provided to parents during conferences and upon request. Parents are given the opportunity to schedule conferences with teachers throughout the school year. Parents are required to set a scheduled time with teachers to discuss progress. In addition, school-wide data is displayed on the data wall located near the front of the building for review by all stakeholders. School-wide test results are also included in the School Improvement plan which is available on the school website. The data is also shared at the State of School Address held during the September PTA meeting.

Love T. Nolan employs a full time Parent Liaison who is responsible for the Parent Resource room where additional information on ways for parents to support students outside of school is housed. The Parent Liaison also is responsible for providing ongoing workshops for parents that provide effective ways for parents to assist students with academic needs.

Finally, we provide three Curriculum Nights (October, November and January) for parents to engage in conversations with teachers and to gain information on how to effectively support their students in Math, Science, Reading, writing and test-taking strategies.

IV. Experience of the Applicant (10 points)

A. LEA Initiatives

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

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

At the federal level, in 2008, Fulton County Schools received a \$5.2 million Smaller Learning Communities grant from the U.S. Department of Education to develop career-focused academies in four high-need high schools, including the targeted Creekside High School. The initiative has been successful; participating schools have seen increased student proficiency on the state tests, increased graduation rates, and increased enrollment in postsecondary education the year following graduation. Other competitive, federal grant awards include a \$608,355 Readiness and Emergency Management for Schools grant in 2009, a \$1 million Teaching

American History grant in 2008, and a \$1.5 million Carol M. White Physical Education Program grant in 2004. At the state level, FCS has received multiple Mathematics and Science Partnership Program grants from the Georgia Department of Education – the current grant valued at \$440,356. Further, Fulton County Schools received a Strategic Data Project grant valued at approximately \$500,000 from the Center for Education Policy Research at Harvard University. The Strategic Data Project, funded by the Bill & Melinda Gates Foundation, is a national education initiative to help school district and state leaders increase student achievement and attainment through data-informed decision-making.

B. Initiatives Implemented Without Outside Funding Support

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

C. Capacity to Coordinate Resources

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

D. Sustainability of Initiatives Implemented by the LEA

FCS is committed to the Striving Reader project and values the need to provide high-quality literacy support to targeted schools. Dr. Robert Avossa, the superintendent, has made this initiative a district priority. Establishing the grant committee and conducting needs assessments have provided a solid foundation for FCS' Striving Reader grant and have allowed district and school leaders to plan with the end in mind. That is, the district and targeted schools have established long-term goals and incorporated sustainability considerations into their literacy plans. FCS will sustain programming beyond the grant period by securing funding from a variety of sources. FCS general operating funds will be used to support literacy investments. Title II, Part A funds will help support professional development in literacy. Grant funding from local and national philanthropic organizations will be pursued to sustain the literacy interventions over time. Prospective funders who have a philanthropic focus on supporting literacy initiatives include: Laura Bush 21st Century Librarian Program, National Endowment for the Humanities, The Libri Foundation, The Braitmayer Foundation, The Malone Family Foundation, etc. The

local business community also will be solicited for corporate contributions to support literacy interventions, e.g., Dollar General, Verizon, AT&T, Target, Wal-Mart, Sylvan Dell Publishing, Houghton Mifflin Harcourt, Barnes and Noble, ING, Sun Trust, etc.

V. Resources (10 points)

A. Coordination with Existing Programs and Family Literacy Services

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

Resources Available	Title I Funds	Title II Funds	Bright From the Start Funds
<i>Fulton County Schools</i>	\$20,685,036	\$2,330,577	\$5,650,000
Bear Creek MS	\$287,040	n/a	n/a
Bethune ES	\$197,440	n/a	\$98,530
Campbell ES	\$248,320	n/a	\$59,806
Creekside HS	n/a	n/a	n/a
E.C. West ES	\$162,134	n/a	\$158,336
Love T. Nolan ES	\$200,640	n/a	\$109,071
McClarín HS	\$76,480	n/a	n/a
Oakley ES	\$196,160	n/a	\$59,806
Palmetto ES	\$132,160	n/a	\$109,071
Sheltering Arms (4 centers)	n/a	n/a	\$473,308

Title I is a federally funded program designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum,

proficiency on challenging state academic standards and state academic assessments. The district's Title I Office provides Title I schools with extensive technical assistance on the appropriate use of funds to comply with federal funding rules and regulations to ensure that funds supplement and not supplant existing resources. Title I funding will complement Striving Reader investments in literacy. **Title II** funding is held at the district level and supports all schools; individual schools do not receive a Title II allocation. The purpose of Title II, Part A is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensuring that all teachers are highly qualified. Priorities for the district's Title II, Part A funding include: moving all non-highly qualified teachers to highly qualified status within an appropriate timeframe, assisting special education teachers with gaining the content knowledge necessary to add content concentrations to their certificates, revising procedures for selecting and retaining professionally certified and highly qualified teachers, and supporting professional development activities aimed at building teacher and principal effectiveness. The purpose of Title II, Part D is to improve student academic achievement through the use of technology in elementary schools and secondary schools. Title II, Part D formula grants for 2010–2011 created a scaffold upon which the Striving Reader Grant can continue to build. Besides having basic literacy skills, today's students also need technology skills for communicating, investigating, accessing and using information, computing, thinking critically about messages inherent in new media, and understanding and evaluating data. Georgia Department of Early Care and Learning (**Bright from the Start**) is responsible for meeting the child care and early education needs of Georgia's children and their families. Currently, FCS' Pre-K program provides 6.5 hours of instructional time, five days per week, and 160 days per year for eligible children. The school district receives state lottery funding through Bright from

the Start to pay for classroom teachers, equipment, materials, and supplies to support its Pre-K program. The portion of the Pre-K grant funds that are allocated to the school level budgets are for teacher and teacher assistant salaries, substitutes, and benefits. The district also allocates funds to school budgets for instructional materials and supplies, field trips and postage. The remaining Pre-K grant funds are kept at the district level for distribution to schools as needed and for support of students, parent involvement, teachers, and classrooms. Bright from the Start funding for the Sheltering Arms early learning centers covers teacher and assistant salaries and benefits, instructional materials and supplies, and other non-instructional costs.

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

VI. Management Plan and Key Personnel (10 points)

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

A. Management Plan and Key Personnel Responsible for Grant Implementation

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

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

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

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

Leadership and a Master of Arts in Education with a concentration in Early Childhood and also Administration and Instructional Supervision.

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

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

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

Amy Hobart – Sheltering Arms Director of Early Care and Education will sit on the Governing Board and act as liaison for the Sheltering Arms Striving Readers component. Ms. Hobart

designs and delivers training to enhance the effectiveness of the Sheltering Arms teaching and family support staff based on national competency goals and indicators in early education, and provides program-level consultation and training to build the capacity of the center management teams in developmentally appropriate practice.

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

B. Commitment to Implementation Plan

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

	Individual Responsible	Supervisor
<i>Site-Level Coordinators - Fulton County Schools</i>		
Bear Creek MS	Darron Franklin – Principal	Vic Shandor – Instructional Area Superintendent
Bethune ES	Zina Rhodes – Principal	Iris Moran – Instructional Area Superintendent
Campbell ES	Denine Cadet - Principal	Vic Shandor – Instructional Area Superintendent
Creekside HS	Earnest Killum – Principal	Vic Shandor – Instructional Area Superintendent
Evoline C. West ES	Catherine Smith – Principal	Vic Shandor – Instructional Area Superintendent
Love T. Nolan ES	Chandra Lemons – Principal	Iris Moran – Instructional Area Superintendent
McClarin HS	Anita Lee – Principal	Susan Dorenkamp – Instructional Area Superintendent
Oakley ES	Vonnie Thompson - Principal	Vic Shandor – Instructional Area Superintendent
Palmetto ES	Carlene Millen - Principal	Vic Shandor – Instructional Area Superintendent

	Individual Responsible	Supervisor
Site-Level Coordinators - <i>Sheltering Arms</i>		
East Point Center	Kathy Bolling – Acting Director	Bernice Paschal – Program Coordinator
Oakley Township Center	Ron McNair – Center Director	Bernice Paschal – Program Coordinator
Stonewall Tell Center	Rosalyn Williams – Center Director	Lee Shaw – Program Coordinator
Welcome All Center	Linda Rhea – Center Director	Bernice Paschal – Program Coordinator
Professional Learning Coordinator	Lisa McDermott - Facilitator	Karen Cox – Executive Director, Professional Learning
Instructional Technology Coordinator	Mindy Ramon - IT Training Support Coordinator	Kathy Politis – Director, Instructional Technology
Literacy Assessment Coordinator	Mary Rulo – Support Specialist, ELA	Sherrie Moss – Director, ELA
Purchasing	Professional Assistant	Larry Wallace – Striving Reader Project Director

VII. Sustainability Plan (10 points)

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

embedded in schools' strategic plans beyond the life of the grant. These lessons learned will be carried over to the implementation of the Striving Reader grant.

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

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

B. Extending the Assessment Protocol Beyond the Grant Period

Beyond the life of the grant, the Dynamic Indicator of Basic Early Literacy Skills (DIBELS Next) and Scholastic Reading Inventory (SRI) can be used to provide essential data for all students. Not only does DIBELS Next provide a fluency measure, it also assesses early phonemic awareness and first sound fluency of an individual student. The SRI provides benchmark assessments for the identification of students' reading skills; SRI guides teachers to differentiate and offer intervention strategies for struggling students. Students receive a Lexile score based on the comprehension of a text which has an equivalent reading level. Once a student masters one level, the program gives another reading passage at a higher level. Media centers categorize books by their Lexile levels; therefore, SRI helps match the reader to the

appropriate text for 75% reading accuracy rate. An accuracy rate ensures that appropriate challenge is built in, but the level of frustration for the student will be low. The grant-sponsored professional development for DIBELS Next and SRI will ensure that all staff in targeted schools will be trained in the use of these assessments.

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

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

As Striving Reader schools bring on new staff in future years, literacy training will be provided as part of new teacher development. Curriculum contacts (High School Department Chairs, Middle School Coordinators, and Elementary Curriculum Support Teachers) will provide

opportunities for new teachers to learn grant-funded strategies, such as those learned through the partnership with the Woodruff Arts Center, and use resources during the first two years of induction as a part of each school's new teacher support program. These programs support the new teacher's transition into the school. An assigned mentor teacher will work with new staff as they begin to plan and implement instructional strategies that support the school's literacy plan.

D. Sustaining Technology beyond the Grant Period

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

VIII. Evaluation – Assurance of Compliance with GADOE Requirements

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

IX. Appendices

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

A. Comprehensive Literacy Needs Assessment

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

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

B. Literacy Plan

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

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

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

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

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

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

C. Letter of Support – United Way of Metropolitan Atlanta

United Way of Metropolitan Atlanta

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



December 6, 2011

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

Dear Superintendent Dr. Robert Avossa:

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

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

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

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

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

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

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United Way of Metropolitan Atlanta

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



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

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

Sincerely,

A handwritten signature in black ink that reads "Navella Jean Walker, Ph.D." The signature is written in a cursive style.

Navella Jean Walker
Vice President, Education

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

D. Letter of Support – Sheltering Arms



Sheltering Arms

EARLY EDUCATION AND FAMILY CENTERS

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

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of Early Care and Learning,
and center communities.

December 8, 2011

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

Dear Dr. Avossa:

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

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

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

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

Sincerely,

Elaine P. Draeger
President/CEO

EPD/cb

The power of education begins here.™

E. Letter of Support – Woodruff Arts Center



December 13, 2011

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

RE: Grant request on behalf of Fulton County Schools

Dear Dr. Avossa:

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

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

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

1280 Peachtree St. NE
Atlanta GA 30309

T 404 733 4200
F 404 733 4393

www.woodruffcenter.org

Dr. Robert Avossa
December 13, 2011
Page 2

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

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

With kind regards,

Sincerely yours,



Joseph R. Bankoff
President & CEO
Woodruff Arts Center

404 733 4257

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

Elementary Schools

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

Fulton County Schools: Love T. Nolan Elementary School's Approach to Literacy

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

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

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

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

Middle Schools

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

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

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

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

High Schools

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

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

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

G. ITBS 2010 Data

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

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

Fulton County Schools: Love T. Nolan Elementary School's Approach to Literacy

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

na = first year in operation

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

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

Fulton County Schools: Love T. Nolan Elementary School's Approach to Literacy

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

na = first year in operation

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

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

H. Reading / English Language Arts AMO Results

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

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

Fulton County Schools: Love T. Nolan Elementary School's Approach to Literacy

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

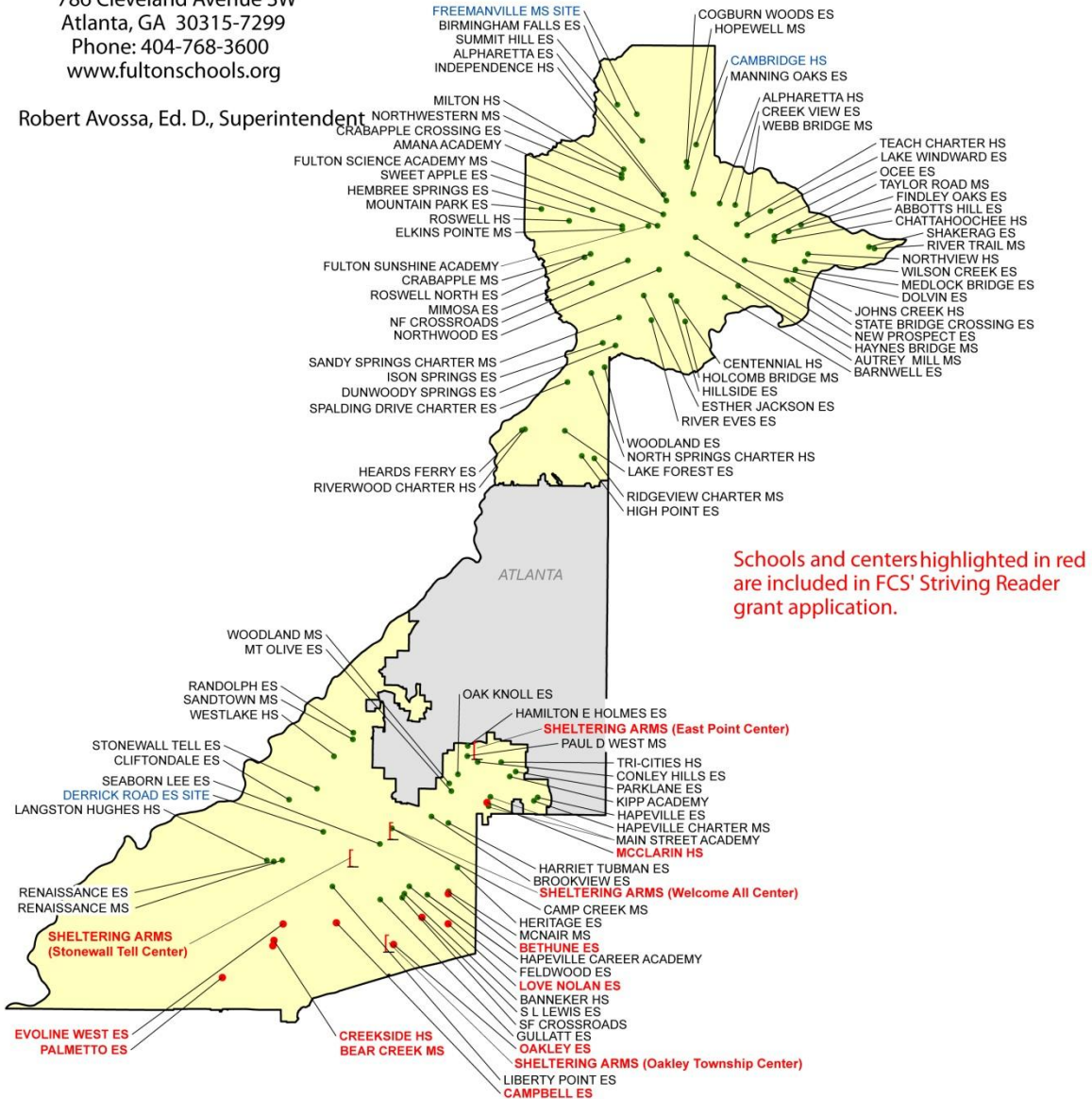
I. Map of Targeted Early Learning Centers and Schools



2011-2012 Map of Schools

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

Robert Avossa, Ed. D., Superintendent



**Future school sites indicated in blue text

J. Striving Reader Comprehensive Literacy Grant Specific Program Assurances

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

Fulton County Board of Education

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

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

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

Number	Initial Each Box Below in <u>Blue Ink</u>	Assurances
1.		The Sub-grantee assures that it has the necessary legal authority to apply for and receive a SRCL Grant.
2.		Sub-grantee certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
7.		The SRCL projects will target students who attend Title I schools or schools eligible for Title I schoolwide programs and their families.
8.		The SRCL project will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
9.		The Grantee will participate in all technical assistance/information-sharing opportunities and professional development activities provided through the STRIVING READER COMPREHENSIVE LITERACY GRANT Project Grant Program.
10.		All activities must be correlated with the development of STRIVING READER COMPREHENSIVE LITERACY GRANT goals for children birth through grade 12.
11.		The second year of funding is dependent upon successful program implementation and progress aligned with the components of the request for application submitted.

12.		Prior to any material change affecting the purpose, administration, organization, budget, or operation of the SRCL project, the Sub-grantee agrees to submit an appropriately amended application to GaDOE for approval.
13.		The Sub-grantee agrees to notify the GaDOE, in writing, of any change in the contact information provided in its application.
14.		The activities and services described in the application shall be administered by or under the supervision and control of the Sub-grantee. The Sub-grantee shall not assign or subcontract, in whole or in part, its rights or obligations without prior written consent of GaDOE. Any attempted assignment without said consent shall be void and of no effect.
15.		The Sub-grantee will use fiscal control and sound accounting procedures that will ensure proper disbursement of and account for Federal and state funds paid to the program to perform its duties.
16.		Funds shall be used only for financial obligations incurred during the grant period.
17.	N/A	The SRCL project funds will supplement, not supplant Federal, state, and other local funds that the applicant would otherwise receive.
18.		The Sub-grantee will, if applicable, have the required financial and compliance audits conducted in accordance with the Single Audit Act Amendments of 1966 and OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations.
19.		The fiscal agent will adopt and use proper methods of administering each program, including: (A) the enforcement of any obligations imposed on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the timely correction of deficiencies in program operations that are identified through audits, monitoring, evaluation and/or technical assistance.
20.		The Sub-grantee will cooperate in carrying out any evaluation of each such program conducted by or for the Georgia Department of Education, the U.S. Department of Education, or other state or Federal officials.
21.		The Sub-grantee will submit reports to GaDOE as may reasonably be required. The Sub-grantee will maintain such fiscal and programmatic records and provide access to those records, as necessary, for those departments to perform their duties.
22.		The Sub-grantee will submit an annual summative evaluation report no later than June 30.
23.		The Sub-grantee agrees that GaDOE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit or examine any pertinent books, documents, papers, and records of the Sub-grantee related to the Sub-grantee's charges and performance under the SRCL sub-grant.

24.		The property (e.g., computers, equipment, classroom desks, tables, and pilferable items) purchased with the SRCL grant funds must be managed in accordance with EDGAR section 74.34 through 74.37 (for non-profit organizations) and with EDGAR section 80.32 and 80.33 (for school districts).
25.		The Sub-grantee certifies that it will abide by GaDOE's Conflict of Interest and Disclosure Policy. Applicants with a conflict of interest must submit a disclosure notice.
26.		The Sub-grantee will comply with the Family Education Rights and Privacy Act of 1974 (34 C.F.R. 99).
27.		Sub-grantee will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age, and the Americans with Disabilities Act of 1990, which prohibits discrimination on a basis of disability.
28.		In accordance with the Federal Drug-Free Workplace and Community Act Amendments of 1989 and the Drug-Free Workplace Act of 1988, the Sub-grantee understands that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, marijuana, or dangerous drug is prohibited at geographic locations at which individuals are directly engaged in the performance of work pursuant to the 21 st CCLC grant.
29.		All technology purchases (software and hardware) will be approved by the LEA Technology Director for compatibility with current operating systems and building infrastructure. The Technology Director must ensure that any purchases for the building will be able to be implemented and sustained beyond the grant period.

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

Please sign in blue ink.

Signature of Fiscal Agency Head (required)

Dr. Robert Avossa

Typed Name of Fiscal Agency Head (required)

Superintendent

Typed Position Title of Fiscal Agency Head (required)

Date (required)

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

Co-Applicant Assurance Signatures, if applicable:

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

Please sign in blue ink.

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

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

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

Date (if applicable)

X. Budget

A. District Budget Narrative

Assessments and Supplies

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

Curriculum and Instructional Supplies

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

Professional Development

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

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

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

Subcontractors/Consultants

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

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

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

Print Materials

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

Events

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

Pupil Travel/Field Trip

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

Stipends/Additional Salary Money

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

Travel

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

B. School Budget Narrative

Technology and Software

Love T. Nolan Elementary School requests funding for e-readers for targeted classrooms, with unlimited 3G internet access, along with power adapters, carrying cases, and headsets for each e-reader, replacement e-readers for subsequent years, and a one-time cost for a locking/charging station to house the e-readers.

We also request funding for digital library and visioning software, as well as read-aloud text-to-speech software and take-home book CD-ROMs. These costs include site license and maintenance contracts. Funds will also be utilized for electronic books and periodicals, and lending library subscriptions allowing each student unlimited downloads to check out books for a period of 30 days. These resources will support teachers in engaging learners and differentiating instruction, and necessitate professional development (see “Professional Development” below), to ensure that teachers have the skills to utilize these tools effectively.

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 must either be purchased with manufacturer warranty agreements that cover repair and maintenance, or the items budgeted must include funding for a consultant who will provide maintenance and support.

Stipends

We request funding for stipends for teachers who work with students in our summer literacy program for four weeks. Students will engage in a half-day summer literacy program with a focus on reading and writing, and reading in the content areas of math and science will be a focus. The cost of the Summer Literacy Institute will be based on the enrollment of students.

Professional Development

We request funding for professional learning for targeted teachers to be trained in the implementation of the software, which includes the cost for substitute teachers to release each certified teacher for two days. The contractor is a technology coach who will train and support school staff, including initial training in software and a school-based training plan. These costs also include ongoing support of technology coaches throughout the year in three, one-hour sessions. This professional learning is critical for teachers to learn how to incorporate technology and software into everyday use. This professional development will ensure that technology and software support instruction, and does not become burdensome on teachers.

We also request professional development funding to create a core team that will help guide teachers with implementing the Response to Intervention (RTI) process to ensure student success. The budget includes workshops offered to the core team members, and the purchase of supplies and materials. Outside consultants will help to guide the professional learning of the core team of teachers in the RTI process, and each year new team members will be added until all teachers have had formal professional learning in this area.

Also, we request professional development funding for teachers to unpack and understand the Common Core Standards so that they can implement them effectively. Outside consultants will also help to guide the transition to Common Core Georgia Performance Standards.

We request funding for professional development through Metro RESA, which offers a PSC approved add-on Reading Endorsement for a total of 15 Professional Learning Units (PLUs) for each of the targeted teachers. The Metro RESA Reading Endorsement prepares educators to demonstrate competency at assessing students' literacy needs and planning appropriate for the needs of students. The Endorsement is divided into three courses consisting

of five PLUs each. Completion of the three courses is required in order to add to the base certificate. Funds would also be used for required texts and supplemental materials for each teacher.

Additionally, professional development funds will be utilized in a partnership with the Georgia Wolf Trap Literacy Program K-2, which has a professional learning focus. In GA Wolf Trap/Alliance Theatre, classroom teachers work with professional teaching artists to learn drama strategies that promote learning in literacy skills including speaking, listening, reading and writing. The program also builds drama skills in oral and non-verbal expression, creative and critical thinking, ensemble work and self-regulation. Targeted teachers will attend an on-site full-day orientation and instructional session presented by Alliance Theatre at the Woodruff Arts Center staff and Teaching artists, as well as a Summer Seminar. These costs include teacher registration fees and teacher stipends. Also, services provided include 12 classroom sessions with Teaching Artists, demonstrating drama-based strategies that teach and reinforce literacy skills in listening, speaking and reading; this will ensure a job-embedded professional development approach. Each 35 to 45-minute session (depending on grade level) includes a ten-minute writing and/or drawing reflection task. Professional learning activities with teachers include instruction in drama strategies, classroom demonstration, team teaching, coaching, video observation, reflection, documentation, and assessment.

Subcontractors/Consultants

The GA Wolf Trap Literacy Program K-2 costs include contract fees for Teaching Artists to hold five planning sessions with targeted teachers, documentation, assessment, and curriculum development for each classroom, supplies, including simple props, puppets, and story-telling objects for each classroom, and program administration fees, including training and supervision

of Teaching Artists, site coordination, curriculum development, scheduling and data management, budget administration, workshop and seminar design, and other administrative tasks carried out by the Director and Assistant Director of the Institute for Educators and Teaching Artists. Teaching Artists are paid Social Security (Alliance Theatre) at .09%, based on residency, planning, and workshop fees.

Print Materials

We request funding for print materials through GA Wolf Trap, as three or four children's books are provided to teachers per targeted classroom.

Requested funding will also be used for leveled readers, to pair students up with books that are at their instructional or independent reading level. Students can build their fluency and comprehension skills when they read books that are on their target level, allowing them to concentrate on comprehension instead of struggling in decoding unfamiliar words. The leveled readers intervention will also include funding for teachers' guides, comprehension question cards, comprehension strategy assessment books, informal assessment handbooks, bookroom overviews, and flip charts.

Print material funds may also be used for textbook supplies, paper, and other items to be used directly with students for our Summer Literacy program.

Events

We request funding for a parent/caregiver event offered each year through GA Wolf Trap, including a Teaching Artist fee per targeted classroom.

Pupil Travel/Field Trip

We request funding for the annual field trip through GA Wolf Trap to an Alliance Theatre production for young people. These costs include ticket prices for students, a complimentary ticket for the teacher, and bus transportation per classroom.

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Add school excel file – hand write page number

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LEA Narrative

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

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

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

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

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

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

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

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

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

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

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

I. Eligibility of Schools and Centers

A. Form A

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

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

FCS Pre-K Student Achievement

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

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

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

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

Data Summary for Targeted Elementary Schools

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

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

Data Summary for Targeted Middle School

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

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

Data Summary for Targeted High Schools

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

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

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

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

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

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

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

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

Source: Student Achievement Management System and Individual Schools

d. Rationale for SRCL Grant Selection

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

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

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

See Appendix J for Project Assurances.

III. Project Design

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

Mission, Services, Community

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

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

A. Need

School History

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

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

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

South Fulton County has historically been home to predominantly poor, African American families. Although this area is not technically part of the inner city, it looks and functions like the traditional inner city community. It is what the Annie E. Casey Foundation calls an isolated, disinvested neighborhood in a major metropolitan area. The Foundation concludes that the extent of disparity between the “life starts” of some inner city children and the rest of our children amounts to an assault on our national confidence in the principle of equal opportunity. According to The Brookings Institution’s *Moving Beyond Sprawl: The Challenge for Metropolitan Atlanta*, high concentrations of single-mother households with children under 18 and families with very low median incomes are found in the southern neighborhoods of the City of Atlanta in south Fulton County. According to Census data, Fulton is one of two metropolitan Atlanta counties that are home to 37 percent of the region’s population, but 66 percent of the region’s poor people.

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

Administrative and Teacher Leadership Team

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

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

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

Instructional Initiatives

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

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

Need for a Striving Reader Project

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

a. School Literacy Team (5 points)

Literacy Team Structure

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

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

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

Student Data

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

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

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

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

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

Teacher Professional Learning Needs

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

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

Teacher Retention Data

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

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

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

Curriculum Needs

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

Technology Needs

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

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

Family Engagement Needs

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

c. Needs Assessment Process (5 points)

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

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

d. Areas of Concern (5 points)

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

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

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

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

e. Root Cause Analysis (5 points)

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

B. Quality of Project Design

a. Project Goals and Objectives (5 points)

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

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

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

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

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

The Creative Curriculum Literacy Objectives for Development and Learning

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

The Creative Curriculum Language Objectives for Development and Learning

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

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

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

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

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

Pre-K Daily Schedule

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

Plan for Tiered Literacy Instruction

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

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

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

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

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

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

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

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

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

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

Current Resources / Activities

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

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

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

d. Project Procedures and Supports (5 points)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

f. Assessment / Data Analysis Plan (5 points)

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

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

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

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

IV. Experience of the Applicant (10 points)

A. LEA Initiatives

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

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

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

B. Initiatives Implemented Without Outside Funding Support

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

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

C. Capacity to Coordinate Resources

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

D. Sustainability of Initiatives Implemented by the LEA

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

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

V. Resources (10 points)

A. Coordination with Existing Programs and Family Literacy Services

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

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

Resources Available	Title I Funds	Title II Funds	Bright From the Start Funds
<i>Fulton County Schools</i>	\$20,685,036	\$2,330,577	\$5,650,000
Bear Creek MS	\$287,040	n/a	n/a
Bethune ES	\$197,440	n/a	\$98,530
Campbell ES	\$248,320	n/a	\$59,806
Creekside HS	n/a	n/a	n/a
E.C. West ES	\$162,134	n/a	\$158,336
Love T. Nolan ES	\$200,640	n/a	\$109,071
McClarín HS	\$76,480	n/a	n/a
Oakley ES	\$196,160	n/a	\$59,806
Palmetto ES	\$132,160	n/a	\$109,071
Sheltering Arms (4 centers)	n/a	n/a	\$473,308

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

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

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

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

VI. Management Plan and Key Personnel (10 points)

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

A. Management Plan and Key Personnel Responsible for Grant Implementation

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

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

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

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

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

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

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

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

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

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

B. Commitment to Implementation Plan

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

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

VII. Sustainability Plan (10 points)

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

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

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

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

B. Extending the Assessment Protocol Beyond the Grant Period

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

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

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

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

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

D. Sustaining Technology beyond the Grant Period

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

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

VIII. Evaluation – Assurance of Compliance with GADOE Requirements

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

IX. Appendices

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

A. Comprehensive Literacy Needs Assessment

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

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

B. Literacy Plan

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

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

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

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

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

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

C. Letter of Support – United Way of Metropolitan Atlanta

United Way of Metropolitan Atlanta

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



December 6, 2011

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

Dear Superintendent Dr. Robert Avossa:

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

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

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

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

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

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

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United Way of Metropolitan Atlanta

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



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

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

Sincerely,

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

Navella Jean Walker
Vice President, Education

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

D. Letter of Support – Sheltering Arms



Sheltering Arms

EARLY EDUCATION AND FAMILY CENTERS

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

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

December 8, 2011

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

Dear Dr. Avossa:

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

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

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

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

Sincerely,

Elaine P. Draeger
President/CEO

EPD/cb

The power of education begins here.™

E. Letter of Support – Woodruff Arts Center



December 13, 2011

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

RE: Grant request on behalf of Fulton County Schools

Dear Dr. Avossa:

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

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

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

1280 Peachtree St. NE
Atlanta GA 30309

T 404 733 4200
F 404 733 4393

www.woodruffcenter.org

Dr. Robert Avossa
December 13, 2011
Page 2

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

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

With kind regards,

Sincerely yours,



Joseph R. Bankoff
President & CEO
Woodruff Arts Center

404 733 4257

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

Elementary Schools

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

Fulton County Schools: Sheltering Arms' Approach to Literacy

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

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

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

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

Middle Schools

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

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

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

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

High Schools

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

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

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

G. ITBS 2010 Data

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

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

Fulton County Schools: Sheltering Arms' Approach to Literacy

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

na = first year in operation

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

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

Fulton County Schools: Sheltering Arms' Approach to Literacy

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

na = first year in operation

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

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

H. Reading / English Language Arts AMO Results

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

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

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

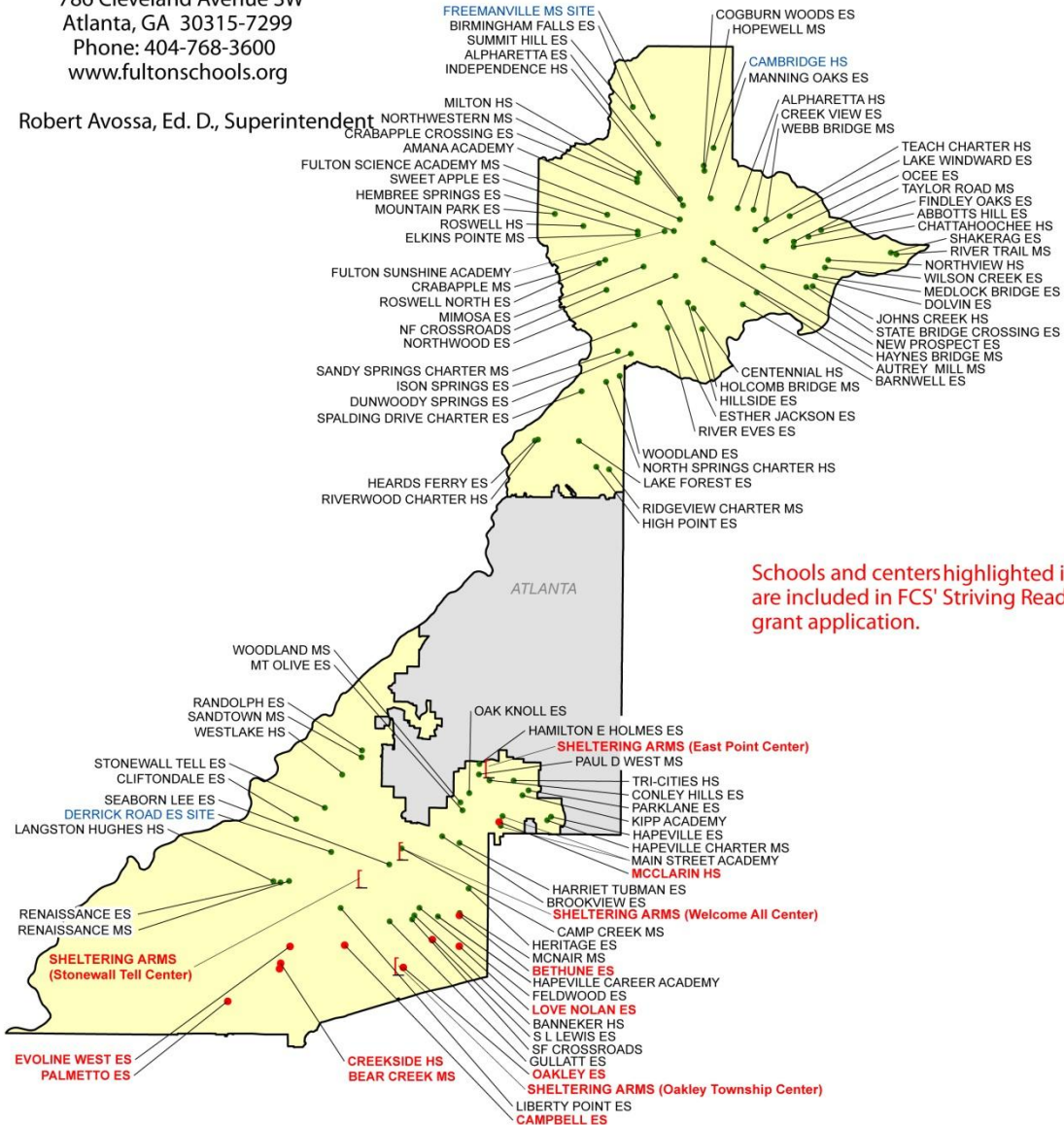
I. Map of Targeted Early Learning Centers and Schools



2011-2012 Map of Schools

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

Robert Avossa, Ed. D., Superintendent



Schools and centers highlighted in red are included in FCS' Striving Reader grant application.

**Future school sites indicated in blue text

J. Striving Reader Comprehensive Literacy Grant Specific Program Assurances

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

Fulton County Board of Education

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

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

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

Number	Initial Each Box Below in <u>Blue Ink</u>	Assurances
1.		The Sub-grantee assures that it has the necessary legal authority to apply for and receive a SRCL Grant.
2.		Sub-grantee certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
7.		The SRCL projects will target students who attend Title I schools or schools eligible for Title I schoolwide programs and their families.
8.		The SRCL project will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
9.		The Grantee will participate in all technical assistance/information-sharing opportunities and professional development activities provided through the STRIVING READER COMPREHENSIVE LITERACY GRANT Project Grant Program.
10.		All activities must be correlated with the development of STRIVING READER COMPREHENSIVE LITERACY GRANT goals for children birth through grade 12.
11.		The second year of funding is dependent upon successful program implementation and progress aligned with the components of the request for application submitted.

12.		Prior to any material change affecting the purpose, administration, organization, budget, or operation of the SRCL project, the Sub-grantee agrees to submit an appropriately amended application to GaDOE for approval.
13.		The Sub-grantee agrees to notify the GaDOE, in writing, of any change in the contact information provided in its application.
14.		The activities and services described in the application shall be administered by or under the supervision and control of the Sub-grantee. The Sub-grantee shall not assign or subcontract, in whole or in part, its rights or obligations without prior written consent of GaDOE. Any attempted assignment without said consent shall be void and of no effect.
15.		The Sub-grantee will use fiscal control and sound accounting procedures that will ensure proper disbursement of and account for Federal and state funds paid to the program to perform its duties.
16.		Funds shall be used only for financial obligations incurred during the grant period.
17.	N/A	The SRCL project funds will supplement, not supplant Federal, state, and other local funds that the applicant would otherwise receive.
18.		The Sub-grantee will, if applicable, have the required financial and compliance audits conducted in accordance with the Single Audit Act Amendments of 1966 and OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations.
19.		The fiscal agent will adopt and use proper methods of administering each program, including: (A) the enforcement of any obligations imposed on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the timely correction of deficiencies in program operations that are identified through audits, monitoring, evaluation and/or technical assistance.
20.		The Sub-grantee will cooperate in carrying out any evaluation of each such program conducted by or for the Georgia Department of Education, the U.S. Department of Education, or other state or Federal officials.
21.		The Sub-grantee will submit reports to GaDOE as may reasonably be required. The Sub-grantee will maintain such fiscal and programmatic records and provide access to those records, as necessary, for those departments to perform their duties.
22.		The Sub-grantee will submit an annual summative evaluation report no later than June 30.
23.		The Sub-grantee agrees that GaDOE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit or examine any pertinent books, documents, papers, and records of the Sub-grantee related to the Sub-grantee's charges and performance under the SRCL sub-grant.

24.		The property (e.g., computers, equipment, classroom desks, tables, and pilferable items) purchased with the SRCL grant funds must be managed in accordance with EDGAR section 74.34 through 74.37 (for non-profit organizations) and with EDGAR section 80.32 and 80.33 (for school districts).
25.		The Sub-grantee certifies that it will abide by GaDOE's Conflict of Interest and Disclosure Policy. Applicants with a conflict of interest must submit a disclosure notice.
26.		The Sub-grantee will comply with the Family Education Rights and Privacy Act of 1974 (34 C.F.R. 99).
27.		Sub-grantee will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age, and the Americans with Disabilities Act of 1990, which prohibits discrimination on a basis of disability.
28.		In accordance with the Federal Drug-Free Workplace and Community Act Amendments of 1989 and the Drug-Free Workplace Act of 1988, the Sub-grantee understands that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, marijuana, or dangerous drug is prohibited at geographic locations at which individuals are directly engaged in the performance of work pursuant to the 21 st CCLC grant.
29.		All technology purchases (software and hardware) will be approved by the LEA Technology Director for compatibility with current operating systems and building infrastructure. The Technology Director must ensure that any purchases for the building will be able to be implemented and sustained beyond the grant period.

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

Please sign in blue ink.

Signature of Fiscal Agency Head (required)

Dr. Robert Avossa

Typed Name of Fiscal Agency Head (required)

Superintendent

Typed Position Title of Fiscal Agency Head (required)

Date (required)

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

Co-Applicant Assurance Signatures, if applicable:

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

Please sign in blue ink.

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

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

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

Date (if applicable)

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



Sheltering Arms

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December 12, 2011

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

_____	_____
_____	_____

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and supported by Head Start,
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of Early Care and Learning,
and center communities.

December 12, 2011

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

Linda Rhea

Bonnie Paschall

Helen Caldwell

Quiana Jost

Carmen Scott

Kitasha Jenkins

Michelle Debney

V. Horton

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December 12, 2011

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

Carmen Scott

Bertrice Paschall

Elaine Powers

Ann McLean

Carol Griffin

Lucius Mayes

Margaret Scott

Wita Byrd

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December 12, 2011

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

Kathy Balling

Bernice Paschall

Janet Adams

Angela Howard

Anto Mallard

Debrah Anderson

Alice Jones

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X. Budget

A. District Budget Narrative

Assessments and Supplies

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

Curriculum and Instructional Supplies

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

Professional Development

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

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

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

Subcontractors/Consultants

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

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

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

Print Materials

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

Events

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

Pupil Travel/Field Trip

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

Stipends/Additional Salary Money

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

Travel

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