School Profile

Created Thursday, October 24, 2013
Updated Thursday, December 12, 2013

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School Information

School Information	District Name:	Fulton County Schools
School Information	School or Center Name:	Hapeville Elementary School

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal | Name:	Jennifer Couch
Principal | Position:	Principal
Principal | Phone:	404-669-8220
Principal | Email:	couchj@fultonschools.org

School contact information

(the persons with rights to work on the application)

School contact information | Name:	Viva Lowe-Wilson
School contact information | Position:	CST
School contact information | Phone:	404-669-8220
School contact information | Email:	lowe-wilson@fultonschools.org

Grades represented in the building

example pre-k to 6

Pre-K to 5

Number of Teachers in School

49

FTE Enrollment

722

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

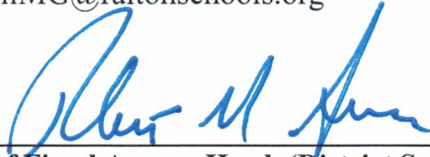Name of **Fiscal Agent's** Contact Person: Montreal Bell

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

Address: 786 Cleveland Ave., SW

City: Atlanta, GA   Zip: 30315

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

E-mail: BellMG@fultonschools.org

_____

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

Dr. Robert Avossa - Superintendent

_____

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

12/11/2013
_____

Date (required)

Preliminary Application Requirements

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

SRCL General Information Packet-Cohort 3

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

- Yes

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

SRCL Scoring Rubric-Cohort 3

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

  • I Agree

Grant Assurances

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

I. **Conflicts of Interest**

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

a. **Organizational Conflicts of Interest**.

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

- any person owning more than 20% interest in the Applicant
- the Applicant's corporate officers
- board members
- senior managers
- any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.

i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.

ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

      iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:

            1. Disqualify the Applicant, or

            2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.

      iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

b. Employee Relationships

      i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:

            1. The names of all Subject Individuals who:

                a. Participated in preparation of proposals for award; or

                b. Are planned to be used during performance; or

                c. Are used during performance; and

      ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:

            1. The award; or

            2. Their retention by the Applicant; and

            3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and

            4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.

      iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

    iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

    v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.

c. **Remedies for Nondisclosure**
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

    1. Termination of the Agreement.
    2. Exclusion from subsequent GaDOE grant opportunities.
    3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.

d. **Annual Certification**. The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

III.   Incorporation of Clauses

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

_____

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

Dr. Robert Avossa - Superintendent

_____

Typed Name of Fiscal Agency Head and Position Title

12/11/2013

_____

Date

_____

Signature of Applicant's Authorized Agency Head (required)

Dr. Robert Avossa - Superintendent

_____

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

12/11/2013

_____

Date

_____

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

_____

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

_____

Date (if applicable)

District Narrative

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

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

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

district. Recognizing the need to place more emphasis on supporting schools, our

superintendent, Dr. Robert Avossa, moved staff positions out of the central office and placed

them in four learning communities: South, Central, Northwest and Northeast. The learning

communities allow a decentralized approach to school management and provide schools the

opportunity to work more closely together and align resources. Each is managed by an area

superintendent and supported by an executive director and staff. Striving Reader schools will

take advantage of the flexibility provided to the district through its charter system status to

implement their innovative literacy plans.

Past Instructional Initiatives: FCS teachers have access to model lesson plans written by

district master teachers and the English/Language Arts (ELA) Department staff. The model units

demonstrate a balanced approach to the teaching of standards. Instructional plans outline the

standards addressed in each of the four nine-week units. Additionally, resources, strategies, and

balanced assessments accompany each unit of study. A comprehensive scope and sequence

outline the standards and elements for each semester of the school year.

Literacy Curriculum: The ELA curriculum is based on the Common Core Georgia Performance

Standards (CCGPS) which are implemented through the Continuous Achievement Model. The

goal of Continuous Achievement is to have all students challenged at their highest level. In this

model, the K-1 curriculum is written such that teachers can scaffold, compact, or expand the

curriculum depending upon student needs. In second semester 1st through 5th grade, students

are placed on-level, advanced or accelerated (a full year ahead). Depending upon the placement

level, the pacing depth and instructional level of the curriculum are varied in order to provide

students the necessary challenge or support. The middle school curriculum focuses on the

integration of vocabulary, literature, reading strategies, composition, oral language skills,

research and grammar. While refining writing process skills and grammar knowledge, students

produce various kinds of papers and multimedia presentations. To prepare students to be college

and career ready, high school students in ELA experience wide and deep reading of literature and

literary nonfiction of steadily increasing sophistication in order to expand their literary and

cultural knowledge. Students learn to evaluate intricate arguments and surmount the challenges

posed by complex written materials independently and confidently. They also write and

participate in a variety of conversations in which they assert and defend claims and show what

they know about a subject using appropriate examples and evidence.

Literacy Assessments: In the fall of 2013, FCS began deploying a new literacy assessment,

STAR Reading. This nationally normed, computer adaptive assessment is based on item

response theory and is aligned to CCGPS. Data from these assessments will be used by teachers

to make decisions about instruction and flexible grouping to ensure students receive the right

instruction at the right level. Students will be screened at least three times per year; however,

teachers can screen students more frequently for progress monitoring. Our Striving Reader

Cohort I and II schools use DIBELS Next and Scholastic Reading Inventory (SRI) literacy

assessments. Further, FCS uses benchmark assessments called Checkpoints which assess student

mastery of CCGPS in a pre-test/post-test format per semester. Teachers and principals have easy

access to Checkpoints data for formative instructional planning, as well as placement of students

within the on-level, advanced or accelerated curriculum. FCS schools administer a writing

assessment every nine weeks that focuses on the studied genre. A balanced assessment approach

continues to be the assessment model for the district.

Need for a Striving Reader Project: For Cohort III, FCS strategically selected our Pre-K

program, 8 elementary schools, 1 middle school, and 1 high school to help complete feeder

patterns from Cohorts I and II in the Central and South Learning Communities. With Cohort III

funding, Striving Reader schools can vertically align their literacy plans to improve student

achievement across the curriculum.

Georgia created a new accountability system called the College and Career Ready

Performance Index (CCRPI), which shows how schools are performing. FCS' baseline CCRPI

in 2012 was 85.7 (based on 100 points) versus the state's score of 83.4. The results vary

considerably among our targeted Cohort III schools and in most cases are dramatically below the

district and state averages.

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

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

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

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

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

District Management Plan and Key Personnel

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

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

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

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

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

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

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

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

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

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

Experience of the Applicant

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

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

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

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

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

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

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

School History

       Hapeville Elementary School is an airport community school located south of downtown Atlanta in Hapeville, GA. It is part of the Central Learning Community in the Fulton County School District. The current school building was built in 1940 for the 350 students of Hapeville High School. That school was closed in 1988, renovated and reopened in August 1991 as Hapeville Elementary. The populations of three small elementary schools have fused to create a quality, normative culture with the staff, students, parents and community maintaining a single vision for learning and growing together as one.

       Our school has a very diverse population as is representative of our community at large. According to the Census Bureau, the City of Hapeville has approximately 6,698 people in a land area in square miles of 2.41. The residents of Hapeville are comprised of the following ethnicities: 42.8% Caucasian, 28.8% African American, 0.6% American Indian and Alaska Native, 5.7% Asian, and 35.1% Hispanic or Latino. The median household income was $29,840. In Hapeville, 35.1% of the population is below the poverty rate. (Census Bureau, 2013)

       Hapeville Elementary is one of 58 elementary schools in the Fulton County School District. We currently have an enrollment of 723 students. Of these students, 23% English Language Learners, 9% Students with Disabilities, 96% of students on Free/Reduced Lunch compared to 94% in 2011-12, and over 53% mobility rate. The student population is 49% Hispanic, 36% African American, 6% Caucasian, 5% Multi Racial, and 4% Asian. Approximately 7% of our students are absent 15 or more days in a school year. As of this year, approximately 42 homeless students have been identified. As a result, many of our students lack the basic requirements and rely on community agencies and the school to meet those needs.

       The enrollment at Hapeville is steadily increasing each year. At the end of the 2012-2013 school year, we had 674 students. However, we started the year this year with 723 students. Since the start of the school year, we average approximately three new enrollees a week and about two to three withdrawals a month. Our population of students is very transient. This is one of the things that motivate our

staff to be very committed to educating responsible, productive citizens who are able to function independently and successfully, and who are active participants in a global society. It is clear to the members of our faculty and staff that the seeds we plant and the academic foundations we create with the students for the short amount of time that we have them can greatly impact their futures. In order to provide regular consistent communication between school and home, teachers, administrators, parents, and the community at large work together. With the assistance of our administrators, teachers, school social worker, counselor, and RTI coordinator, an emphasis is placed on providing a safe, inspiring and academically challenging environment where students can achieve to their highest potential, express themselves eloquently through reading and writing, gain an appreciation for all people, and become lifelong learners – particularly in our diverse population.

Before the recent change from Adequate Yearly Progress (AYP) to College and Career Ready Performance Index (CCRPI), Hapeville has made AYP for at least the last five consecutive years. The CCRPI is the new accountability system that replaces the No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) measurement in Georgia. The CCRPI measures schools and school districts on a 100 point scale. The CCRPI will help parents and the public better understand how schools are performing in a more comprehensive manner than the pass/fail system previously in place under AYP. The Index includes scores that easily communicate to the public how a school is doing. Each school receives a score out of 100 points, just like what students receive in their classes. A school and district's overall score is made up of three major areas: Achievement (70 points possible), Progress (15 points possible) and Achievement Gap (15 points possible). In addition to the three major areas, some schools receive "Challenge Points" to add to their score (up to 10 points). They receive these points if they have a significant number of Economically Disadvantaged students, English Language Learner students and Students with Disabilities meeting expectations. They also receive points for going beyond the targets of the CCRPI by challenging students to exceed expectations and participate in college and career readiness programs. Under CCRPI based off of 2011-2012 CRCT scores, elementary schools were given a rating for the CCRPI for

the 2012-2013 school year. Hapeville's CCRPI scores are as follows: Achievement Points- 49, Progress Points- 9.5, Achievement Gap Points- 10.5, ETB Points- 1, EL/ED/SWD Performance Points- 0.6, Challenge Points- 1.6 and the overall CCRPI Score- 70.6.

Hapeville is a warm, inviting, and supportive environment that encourages students to explore new ideas and take academic risk. High, but reasonable, expectations for student learning is communicated. There is a school-wide focus on literacy in all content areas and technology. We have a science lab, computer lab, math resource room, and leveled library. Additionally, we have a bookroom for students to provide them with a book once a month to take home to keep as part of our books at home project. Regarding technology, there are at least two computers in each classroom. In addition to the computer lab, we have four Computers On Wheels carts (COWS) that contain 16 laptops each, 90 iPads (30 donated and 60 purchased by the school), about two Promethean boards per grade level, and ten Mimeos. A Striving Readers grant will aid us in leveraging the investment that we have already made in technology and provide additional professional development on successfully integration of technology into lesson plans to improve student achievement related to literacy.

At Hapeville, we aim for academic achievement through continuous improvement, transparency, and accountability through measured results. We believe in our District's vision that is for all students to learn to their full potential. We strive to prepare each student to excel in a rapidly changing global society. It is vital for individuals to have proficient literacy abilities to make a transformation for their success. Hapeville Elementary is totally committed to doing whatever is necessary to provide our students with literacy skills they will need to begin and continue their successful journey in education. Ultimately, we desire our students to be critical and creative thinkers, push to achieve goals, and use new and existing information for problem solving for lifelong learning.

Building Block 1. Engaged Leadership

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

Hapeville Elementary School teachers and staff are committed to working towards a school where all students are literate in all subjects. Led by the principal, Ms. Jennifer Couch, Hapeville Elementary School literacy team and staff work together to make progress in the area of literacy in a standards based environment. The team plans and conducts professional development for all teachers in the areas of reading with a focus in reading across the curriculum. Ms. Couch participates and is a vital part of the professional development both as a presenter and a participant. Some of the ways the leadership and literacy team, both led by Ms. Couch, show their commitment to the learning and literacy based instruction are as follows:

- Participate and attend regular PLC meetings with the focus on literacy.
- Monitor and give regular feedback to teachers and staff about literacy based instruction
- Plan a master schedule which allows for the greatest number of staff to be utilized for literacy instruction throughout the school.
- Provide a protected time for classroom teachers to teach the literacy standards
- Lead the school in school wide programs for literacy.
- Encourage students daily to "Read, Read, Read" and to "Have a book with you everywhere you go because we are a community of readers." (Both of these are said at least once daily to students)
- Participate and conduct regular professional development in the area of literacy both face to face and through online programs.
- Provide and encourage time daily for student intervention in literacy.
- Provide WIDA standards training and strategies for ELL students.
- Serve as instructional leaders for the building in the area of reading, regularly helping and coaching teachers and staff in best practices.

B. Action: Organize a Literacy Leadership Team

The mission and goal of the literacy team at Hapeville Elementary School is to provide the most literacy rich environment possible to increase our students' success with reading and literacy across the curriculum. Our vision is to strengthen and sustain literacy development across all content areas. Goals, objectives, and priorities have been clearly articulated, aligned and sequenced throughout our educational delivery services for the students at Hapeville. These goals, objectives, and priorities have been delineated for different age groups in the Georgia Early Literacy Standards (GELS), the Georgia Bright From the Start Program, and the Common Core Georgia Performance Standards (CCGPS) (Georgia Department of Education-The What, 2012, p. 4). According to Georgia Department of Education-The What (2012), to fully implement these sets of state standards, Hapeville will need to develop a carefully crafted strategy of transitions from the primary grades to throughout elementary and beyond to ensure that all children are provided with a coherent educational program. This will mean developing a series of instructional and achievement steps that will guide, assess, and support student literacy development. The Literacy Team's function is to create a literacy plan that is an essential blue print for improving student achievement. We plan to collect and analyze a wide-range of data such as formative assessments, summative assessments, pre and posttests, common assessments, SRI (Scholastic Reading Inventory), STAR data, CRCT (Criterion-Referenced Competency Test), ITBS (Iowa Test of Basic Skills), and the 5th grade writing assessments and input from the community. The team will meet weekly to discuss literacy needs. The team will communicate information, seek feedback and input from staff members during faculty, grade levels, and leadership meetings, collaborative planning, via emails, and surveys. As a result of our findings, the team will study and research literacy best practices, share professional resources among the faculty, facilitate professional discussions, and train team leaders as facilitators.

The members of the School Literacy Leadership Team are as follows:

Member Name	Title	Role
Jennifer Couch	Principal	Monitor and evaluate literacy instruction and curriculum school-wide. Analyze data for effectiveness of instruction.
Susan Young	Assistant Principal	Monitor and evaluate literacy instruction and curriculum in all grade levels. Analyze student achievement data and research additional strategies

		for instruction.
Viva Lowe-Wilson	CST	Monitor and evaluate literacy instruction and curriculum in all grade levels. Analyze student achievement data and research additional strategies for instruction. Provide resources and curriculum information to aid in instruction.
Cheralyn McKenzie Lee	ELA Instructional Coach	Evaluate literacy program to ensure student learning is taking place. Evaluate higher level thinking skills within instruction. Supports, coaches, and models best practices with teachers in reading to ensure implementation of the literacy program.
Anthony Lanier	Math Instructional Coach	Evaluate mathematics program to ensure student learning is taking place. Evaluate higher level thinking skills within instruction. Supports, coaches, and models best practices with teachers in math to ensure implementation CCGPS. Analyses class and grade level data in mathematics and shares information with teachers.
Zakia Funchess	RTI Coordinator	Monitors student data in reading and math and provides strategies to teachers for struggling students. Supports teachers in measuring and documenting student progress. Assists with the monitoring of Reading instruction to ensure the use of sound teaching practices consisting of evidence-based instructional practices which are implemented with fidelity.
Beth Valentine	Media and Educational Technology Instructor	Provide resources for interdisciplinary classroom

		instruction. Serves as a school-based support in instructional technology and assists in creating an environment that is conducive to 21st century learners.
Trameika Spencer	2nd Grade Teacher	Assess grade level literacy needs for instruction and implementation of literacy plan. Collects data and provides feedback to peers to assist in instruction.
Ashley Ward	5th Grade STEM Teacher	Assists literacy team and assesses needs in reading across other content areas. Provides feedback and helps peers in implementing reading in all content areas effectively.
Doris Contreras	ESOL Parent Liaison	To work specifically with the parents of students in our ESOL program to support their acquisition of academic information, resources, and assistance needed to help their children at home.
Celeste Nogueras	Parent Liaison	To work specifically with parents to support their acquisition of academic information, resources, and assistance needed to help their children at home.
Marisol Rivera	Parent	Volunteers and supports our school. She serves as the PTA president.
Paula Mason	Business Partner - Community Relations with the Hilton Hotel	To provide advice and support from the community perspective.

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

At Hapeville Elementary, teachers integrate the literacy standards into all content areas. Teachers have made an explicit effort to incorporate the Common Core Georgia Performance Standards into

their daily teaching. In each grade level, careful scheduling by the administration is in place to maximize the amount of time teachers spend on literacy instruction each day. Within the school schedule there is time set aside for daily reading intervention to help the struggling learners. According to the Georgia Department of Education- The What (2012), a protected, dedicated 90-120 minutes block is allocated for literacy instruction in grades K-3 and two to four hours of literacy instruction across language arts and in content area classes in grades 4-12. Hapeville teachers have blocks of time set aside to teach the CCGPS literacy standards as well as time set aside to teach content areas which incorporate literacy standards. Teams of teachers have weekly protected time to collaborate and plan for instruction. This time is also given as a whole day once a month for each grade level/department. Literacy team members are available during this time to assist in planning of instruction for the literacy content. The school master schedule has been careful crafted so that students are given the maximum amount of instructional time possible throughout each grade level.

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

Hapeville Elementary has a committed staff that has strong educational backgrounds. Teachers in all areas of the school have endorsement ranging from TAG to ESOL to Reading, with some classroom teachers having a combination of those endorsements. Teachers regularly participate in ongoing professional learning both during the school year and in the summer months. Teachers also take the initiative to research best practices and strategies to support their teaching of Common Core Georgia Performance Standards. All teachers no matter their content area attend professional development in reading and implement reading strategies in their daily teaching. Every other Monday and one Wednesday a month is dedicated to the ELA content area. In addition to creating a school culture in which teachers across the curriculum are responsible for literacy instruction, we incorporate technology to more innovatively and successfully support stakeholder engagement with the use of district, school, and class websites, blogs, electronic newsletters, social media, e-mails, and our ELA series online.

In order to be sure that effective instructional practices are consistent that encompasses disciplinary literacy across content areas, our administrators utilize the Teacher Keys Effectiveness System (TKES) in accordance with our district, Fulton County. According to Barge, (2012), TKES is a common evaluation system that will allow the state to ensure consistency and comparability across

districts, based on a common definition of teacher effectiveness. Moreover, Barge (2012) denotes that the Teacher Keys Effectiveness System consists of multiple components which contribute to an overall Teacher Effectiveness Measure (TEM) which include Teacher Assessment on Performance Standards (TAPS), Surveys of Instructional Practice, and Student Growth and Academic Achievement.

E. Action: Optimize literacy instruction across all content areas

Literacy Instruction is planned for and optimized at Hapeville Elementary school to ensure the most effective use of teachers and staff for literacy instruction. With the use of the Common Core Georgia Performance Standards, teachers in all content areas are encouraged to use the literacy standards. Daily, there is a separate protected time for all teachers to teach reading. During this block, students are reached at their reading level and instructed in ways to ensure they master the literacy goals and standards for that grade level. While there is a specific protected time for literacy, all content areas (Science, Social Studies, Health and Math) are encouraged to provide strategies for literacy instruction that aligns to that grade levels literacy standards and goals. To be more specific, teachers use nonfiction text that relate to the areas of Social Studies, Science, and Math to teach ELA. The goal is to integrate as much as possible where appropriate. The instructional calendars that were designed for the year demonstrates the use of other content areas in the ELA instruction. A huge resource to aid us in this process is the leveled library. Teachers ensure that students receive explicit instruction in reading, writing, speaking, listening, and language each day. Texts are selected in reading and other content areas that are complex but focus on that students' instructional level. Teachers and staff are trained on and include many strategies for instruction and use of all personnel is maximized to help with the literacy instruction of the students at Hapeville Elementary School.

To further expand and sustain our schools literacy development, administrators and coaches will monitor literacy instruction across the curriculum through formal and informal observations, review weekly lesson plans, review student work samples, and conference with teachers. Using professional development, PLCs, release days, and faculty meetings, information will be shared on ways for teachers to guide students to focus on their own improvement, to identify common themes across content areas while immersing students in content vocabulary related to the topic, develop meaningful

opportunities for students to write, speak, and listen, increase the types of writing across subject areas, demonstrate how to differentiate literacy assignment by offering student choice and discuss alternative instructional strategies that may be more appropriate to promoting student learning of the CCGPS and English Language proficiency standards. Videotaping of teachers will be used as a method to develop organization for peer-to-peer coaching, modeling, co-teaching, observing and providing feedback to colleagues on the development of disciplinary literacy in all content areas. We will also create a medium to share innovative ideas among the faculty to infuse literacy throughout the day and provide more professional learning on incorporating the use of literature in all content areas. To add, the literacy team will devise a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goal performance.

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

Hapeville Elementary School works closely with all members of the school community to assist in the literacy goals for the school. The school has partnerships with many organizations in the community as well as with the stakeholders within the school itself. Key people who promote collaboration to assist in our reading goals are the principal, the assistant principal, curriculum support teacher, RTI coordinator, and ELA coach. Other school based stakeholders include classroom teachers, grade level chairs, media specialist, parent liaisons, parent teacher association (PTA) members and community business partners. All these members work together to plan and implement literacy programs and events within the school. School leaders meet monthly to discuss reading plans while business partner and community member meetings take place once a quarter. Some examples of community partnerships are listed below.

- Book Character Day
- Reading Festival (School partners spend a day of reading with our students)
- Six Flags- Read for the Record Program
- Pizza Hut Book-It Program
- Fulton County Library Summer Reading Program
- Exchange Club- Student of the month
- Hilton- Reading/Book Room

- Porche North America- Technology and Reading Partner

- Atlanta Metropolitan College – Tutoring & Mentoring Program

- Junior Achievement

- Box Tops for Education

- Hapeville Exchange Club – Young Citizen of the Month

- Chattahoochee Nature Center

- Hapeville Police Department Lunch Buddies

- Family Game Night

- Literacy Night

- Six Flags- Read for the Record

- Pizza Hut- Book It

- Jumpstart – Read for the Record

To continue to build capacity and expand our community based support, the Hapeville Elementary Literacy Team will invite people from other communities to speak to our advisory groups (i.e. LSAC, PTA, Literacy Committee, and Business Partner meetings). Furthermore, we will rebuild our relationships with our faith-based groups to assist in the mentoring and tutoring of students as well as provide support to the teachers and parents. Being that Hapeville is in a community that is very transient and low income, there will be a plan put in place to open our school building for adult learners from the community in the evenings to encourage a community of learners. Additionally, we will increase the variety and use of social media to communicate and promote the goals of literacy throughout the community at large. However, one of the initial action items as we strive to build capacity within our community would be to investigate similar efforts in other communities that has a similar makeup.

Building Block 2: Continuity of Instruction

A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams (See Leadership Sections I. D., E.)

Hapeville Elementary School staff actively engages in collaboration with one another to ensure literacy instruction across the curriculum. Professional learning community teams meet weekly for team planning and collaboration. The ELA Coach, Curriculum Support Teacher and other key leaders attend these weekly meetings to actively participate and guide teachers' collaborative efforts to best

help the needs of the students. Teams look at data and use the analysis to drive their instruction. Professional development and instruction in best educational practices also take place within the team meetings on Mondays and Wednesdays. Fridays are used for teams to plan together and discuss specific grade level information that will help in student instruction. Any of the literacy team members can be a part of these meetings as well to help assist the teachers in effective planning strategies. Teacher use data and look at the literacy goals of the school to make effective decisions for instruction. The main goal always being to move our readers to a higher level of learning. Teams plan instruction to move those struggling students to a stronger literacy level in all academic areas.

As we progress as a school, we will organize an infrastructure for shared responsibility for the development of literacy across the curriculum, establish cross-disciplinary teams for literacy instruction while at the same time establishing protocols for team meetings, schedule time for teams to meet for regular collaboration and examine student work, and identify team roles, protocols, and expectations. To successfully care this out, we will develop an effective master schedule that is conducive to our school needs.

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

Teachers and the literacy team follow a carefully planned scope and sequence designed for each grade level to ensure all the literacy standards are implemented and taught to the students of Hapeville Elementary School. Teachers in all content areas follow the scope and sequence and work together to implement the reading standards across the curriculum. STEM teachers as well as the English Language Arts teachers receive professional development in reading and are assisted by the literacy team and administration in how to implement the literacy content in their classrooms. The Curriculum Support Teacher, ELA coach, and other members of the literacy team, model best teaching practices in the literacy curriculum as well as coach teachers and provide specific feedback to enhance the reading practices of the classroom teachers. STEM teachers are shown how to bring the literacy standards into their instruction while still focusing on their content knowledge.

Literacy team members work with teachers to provide feedback and give professional development. The professional development takes place through monthly meetings as well as videos and observation of good teaching practices. When needed literacy team members have and will continue to model literacy instruction within a teacher's classroom or allow the teacher to observe other teachers exhibiting best practices in literacy instruction.

Teachers work in all areas of literacy including reading, writing, listening speaking and language instruction. The goal is to have literate students in all academic areas. Teachers instruct students in the writing process and work through the writing process with their students. They teach the Common Core Georgia Performance Standards in writing and use rubrics to assess student writing. Teachers are encouraged to use a variety of literacy to instruct their students. Students see various media to teach the literacy content. These medias include printed text, online text, blogs, Edmodo, and various social media outlets. Students are exposed to and use these media types to learn the literacy standards.

As we work to provide teachers support in literacy instruction across the curriculum, our literacy plan focuses on three instructional shifts – deepening content knowledge through reading rich nonfiction text; reading, writing, and speaking grounded in evidence from literary and informational text; and regular practice with complex text and its academic language. Strategies that teachers will use are close reading protocol, text dependent questions with graphic organizer, tier 2 and tier 3 vocabulary, primary sources, read alouds with complex text, decoding with analogies, vocabulary connections (colors, symbols, situations), visual representation with a web or concept map, book clubs and readers' theatre to help with comprehension. Learning logs will be incorporated at literacy stations to support students with showing evidence of their work and as a reflective thinking and goal setting tool.

Professional development for staff will consist of meaningful job embedded workshops that will allow all involved participants to recognize how planned trainings will increase value and improve their current teaching practices while increasing students' language and literacy skills. Additionally, professional development through the arts will be provided that will demonstrate innovative drama inspired teaching strategies to our teachers in order to build students'' literacy skills in speaking, listening, reading, writing an non-verbal expression.

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

Hapeville Elementary School works with the school community and community at large to promote literacy within our school. Besides the literacy team, the classroom teachers and staff, and the community members, Hapeville has two parent liaisons who also encourage parents to be involved in the literacy goals of our school. Their job is to link what is happening in the classroom to the parents and provide them with the resources and information they need to continue literacy education at home.

Hapeville Elementary School has many programs in place which encourage our students to read as well as work with the community at large to enrich literacy education. Below are the programs we use to encourage literacy within our school.

- School-wide DEAR Time Daily (Drop Everything And Read)
- Reading Festival (Community members and students spend the day focused on reading)
- Author Visits
- Book Character Day
- Fall and Spring Book Fairs
- Pizza Hut Book-it Monthly Reading Program
- Six Flags Read for the Record Program
- Hilton Book Room and Home Library Program – Each month, October-May, students may choose a book from the book room to go home as a part of their home library
- Annual Reading Night
- Leveled Reading Book Room (Leveled by content area)
- Exchange Club Student of the Month with reading incentives
- Daily reading encouragement on morning announcements
- School-wide weekly modeled reading on WKID announcements

Building Block 3. Ongoing formative and summative assessments

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

According to the Georgia Department of Education – The Why (2010), there is a need for improvements in the use of various forms of assessments for learning. Hapeville Elementary has implemented a balanced assessment system in which both summative and formative assessments play an integral role in information gathering. Data gathered from formative and summative assessments is used to identify effective instruction, understand student learning, monitor student achievement, screen for eligibility of services, diagnose standards mastery, and adjust instruction. Assessments are administered using performance tasks, informal checklists, online assessments, multiple choice questions, and short answer responses. We use the following instruments, procedures, and/or processes to acquire information: our school-wide balanced assessment plan (formative, summative, diagnostic, and performance data), CRCT (Criterion-Referenced Competency Tests), ITBS (Iowa Test

of Basic Skills), 3rd grade writing assessment, 5th grade writing assessment, Write Score, CoGAT (Cognitive Abilities Test), STAR Early Literacy, STAR, Common Assessments, DRA2 (Developmental Reading Assessment), ACCESS (Assessing Comprehension and Communication in English State-to-State), WAPT (WIDA-ACCESS Placement Test), and GKIDS (Georgia Kindergarten Inventory of Developing Skills). In the future, we will incorporate the use of the DIBLES (Dynamic Indicators of Basic Early Literacy Skills) Next and SRI (Scholastic Reading Inventory).

The school data is closely monitored by the administration team, RTI Coordinator, and Instructional Coaches. Teachers track data by imputing data on the shared network drive, data notebooks and data walls that include standardized test scores, student goals, common assessment results, and progress monitoring results. Diagnostic, formative, and summative assessments are analyzed to improve student achievement and drive instruction. Additional methods used to monitor and gather data include: assessment software, electronic surveys, and student databases.

 Hapeville staff has been adequately trained on applicable assessment and intervention materials. These materials are aligned to our specific students' needs and are readily available to our staff to use. Timelines and calendars were created based on our curriculum maps to establish specific assessments periods and opportunities. As we progress, we will incorporate Lexile training for our teachers, use technology to share relevant student progress data with parents, utilize online options like Skype and Face Time for collaborations among teachers within the same and different schools, and record online collaboration and professional learning sessions for those who could not attend at the scheduled time. Furthermore, we will continue to research and select best practices and provide consistent expectations across classrooms and teachers by identifying common curriculum-based assessments (formal, informal, performance based).

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

The instructional levels of all students are screened and progress monitored with evidence-based tools. Hapeville Elementary utilizes process data, student learning data, demographic data, and perception data to guide decision-making. Student learning data includes informal checklists and formative assessments which give us student achievement information.

The progress monitoring and screening assessments currently utilized are STAR Early Literacy, STAR Reading, STAR Math, and Developmental Reading Assessment (DRA2). In grades K-2, DIBELES Next will be implemented to determine students' reading fluency levels and DRA2

will determine students' reading comprehension level. SRI will be implemented for grades 3-5, discontinuing the STAR Reading assessment. However, we will continue to use STAR Early Literacy for grades k – 2nd. Additionally, DRA2 will continue to be implemented to determine students' reading fluency and comprehension level.

The table below indicates the assessments that are administered at Hapeville Elementary. Teachers are responsible for administering all assessments for their assigned grades with additional assistance provided as needed. Assessments include: CRCT, ITBS, 3rd grade writing, 5th grade, Write Score, CoGAT, STAR Early Literacy, STAR, DRA2, ACCESS, W-APT, and GKIDS.

Assessment	Purpose	Frequency	Grade Given
Criterion Referenced Competency Test (CRCT / CRCT-Modified)	Outcome and Screening	Once per year	3rd, 4th , and 5th
Iowa Test of Basic Skills (ITBS)	Outcome and Screening	Once per year	3rd & 5th
3rd Grade Writing Assessment	Diagnostic and progression and mastery of writing skills	Once per year	3rd
5th Grade Writing Assessment	Diagnostic and progression and mastery of writing skills	Once per year	5th
Write Score Assessment	Diagnostic and progression and mastery of writing skills	Three times a year	4th & 5th
Cognitive Abilities (CoGAT), TTCT, STAT10-Stanford, and GRS Motivation	To identify TAG students	Once a year	K – 5th
STAR Early Literacy Enterprise	Universal Screening, Diagnostic (early literacy skills) and Progress Monitoring	Three times per year	Kindergarten & 1st
STAR	Universal Screening, Diagnostic and Progress Monitoring	Three times per year	2nd - 5th
Common Assessments	Monitors Progress and Outcomes	Monthly	K-5th
DRA2	Progress Monitoring	Three times a year	K-5th

W-APT	Diagnostic and Eligibility of Services	Once per academic career within two weeks of enrollment	K-5th	
ACCESS	Progress Monitoring and Determinations of Language Growth	Once per year	K-5th	
Georgia Kindergarten Inventory of Developing Skills (GKIDS)	Progress Monitoring and Outcome	Ongoing Assessment	K	

Continued implementation of the Professional Learning Community (PLC) model further assists our efforts to analyze data to increase student achievement. The opportunity for grade level teams and departments to collaborate weekly on student learning has become a part of our school culture. Through participation in PLCs, teachers work as members of collaborative teams that focus on improving student learning.

Ongoing assessments and evaluations, through a balanced assessment plan, allowed us to see immediate results while providing the opportunity to re-teach, monitor, and adjust, as needed. These data points kept us informed about both the teacher's effectiveness in the delivery of instruction and the students' understanding of the information presented at a point when timely adjustments could be made. These adjustments helped to ensure students achieved targeted standards-based learning goals within a set timeframe.

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

Checkpoints are summative assessments that are administered periodically throughout the school year as a point of reference for instructional decision making. Checkpoints scores provide another data piece for teachers and administrators in assessing the overall student achievement puzzle. By continually monitoring mastery of standards we are better prepared to meet the needs of all learners. Hapeville Elementary has designated every Wednesday during students' specialist time to Professional Learning Communities so that teachers are able to cooperatively plan, analyze, and discuss. One Tuesday each month will be designated for extended Professional Development which will allow for more time collaboration amongst stakeholders and time for learning. The PLC provides the avenues for teachers, administrators, and support staff to come together to work collaboratively in an ongoing process to look at, discuss and analyze student work (based on daily work, formative, summative and checkpoints data) in an effort to support the individual needs of students. Through

this collaboration, suggestions are made and plans of action developed to further support those students who are struggling to meet standards and grade level expectations. An equal responsibility or purpose of the PLC is to identify those students who are meeting and/or exceeding expectations and recommend more advanced or challenging conceptual learning activities. The PLC meetings are held twice a week during the teachers' common planning time.

   RTI2 Time is an alternating mathematics/language arts instructional block where teachers utilize school-wide STAR Reading and Math screening data, CRCT scores, GKIDS to provide additional instruction daily. Students are grouped based on a need to remediate or accelerate a skill and instructed through the use of a variety of interactive methods such as technology, manipulatives, and cooperative groups. Ongoing formative and summative assessments during RTI2 time provide teachers with the feedback they need to make instructional decisions.

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

   Professional Learning Communities provide avenues for our teachers, administrators, and support staff to work collaboratively in an ongoing manner to analyze data and discuss student work in an effort to support the individual needs of students. PLC affords our teachers the opportunity to analyze individual students and group data in order to address concerns with the grade level community. The grade level community then provides feedback and support in the form of strategies that can be used to support learners in meeting grade level standards. Teachers create common mini and unit assessments. These assessment scores are discussed during grade level and PLC meetings. Students' academic and social/emotional needs are more closely addressed and monitored through monthly RTI meetings. Students who are served through special education, ESOL, EIP, and/or TAG are monitored as required by state and local laws and are also monitored during RTI meetings.

Although we have these challenges within our school, Hapeville adopts a "No Excuse" policy for student achievement. We strongly believe and embrace the belief that regardless of the circumstances and situations that exist in the lives and homes of our students, all students can be successful. This belief is ensured through our weekly PLC collaborations, designation of a Response to Instruction and Interventions block (RTI2) for all grade levels for the remediation and enrichment of specific skills, the addition of a 4th grade teacher to reduce class sizes, a targeted monitoring system, focus on the School Improvement Plan, and additional support personnel (Math Coach, ELA Coach, and two Parent Liaisons). We will overcome our challenges by implementing our established, specified,

measurable objectives for continuous and substantial progress for each student.

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

Ongoing Formative Assessments inform both the teachers and students about the students' understanding at a point when timely adjustments can be made. These adjustments help to ensure students achieve targeted standards-based learning goals within a set time frame. They help to determine the next steps during the learning process as the instruction approaches the summative stage of student assessment. Common Summative Assessments are administered to gauge, what students have learned or may not have learned in relation to the grade level content standards that were taught throughout subject area units.

Students experiencing difficulty mastering the standards will be identified in a timely manner by teacher observation and progress monitoring through frequent formative and summative assessments. Informal collaboration, weekly PLCs, and Response to Intervention (RTI) meetings will be utilized to develop plans of action for students not mastering standards.

Our ELA and Math Coaches and Curriculum Support Teacher (CST) will work together to help teachers group students for differentiated instruction.

At the Elementary level, professional learning to identify at-risk students is job-embedded. Hapeville ES uses pre-planning days and weekly collaborative planning time during the school year to analyze multiple types of data: formative, summative, qualitative, and quantitative. The emphasis is on collaborative analyses that lead to instructional improvement and differentiation. Using the data, at-risk students are identified and provided instruction and interventions that target their needs. Both county-wide and school-wide professional learning are offered to teachers for differentiating instruction, effective feedback, and "Response to Intervention" with its tiered supports for student learning.

Our RTI chair and counselor, in conjunction with our ELA and Math Coaches, will consistently collect data and distribute by disaggregated subgroups, grade level, and content areas for analysis. Through weekly PLC collaborations teachers meet to look at student progress, seek input, and determine next steps. Monthly RTI meetings track and monitor student progress.

Building Block 4. Best Practices in Literacy Instruction

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

Based on research from the Reading and Writing Quarterly (2009), "Readers are more likely to learn essential reading skills and strategies if the direct or explicit model of instruction is part of the teacher's repertoire of teaching methods." Teachers at our school are extremely knowledgeable and have a plethora of experience in teaching reading. They provide all students with direct, differentiated, explicit instruction needed to develop successful readers. Their wide range of pedagogy includes learning centers, small group instruction, cooperative groups, peer-to-peer and student facilitated lessons and activities. Our teachers motivate students to actively contribute to the learning environment by planning and implementing lessons with real world connections, hands-on technology, and opportunities for students to showcase their knowledge. Teachers use data from formative and summative assessments, STAR Reading and DRA2 to make necessary adjustments to instructional practices, integrate content areas and educate students about their progress.

Our school has various resources to compliment literacy in classrooms. Teachers have access to a well-equipped media center, content organized leveled library, standard based guided reading lessons, interactive white boards, computer carts, web-based reading resources, team designed common assessments, and regular professional learning community meetings to analyze and monitor student work.

In addition, Hapeville offers Inclusion Classes and Team Teaching to provide the best academic environment possible for all learners. Early Intervention Program (EIP) and English to Speakers of Other Languages (ESOL) teachers plan and team teach with the general education teachers. These support services are structured this way to limit transition and maximize education time. Instructional Reading Support person at our school provides educators with professional developments that helps them stay abreast of cutting edge techniques and strategies. Support is also given to teachers by the support coach recommending changes to current practices, approaches, methods, strategies, and assessments as needed. This maintenance further provides teachers with tools to deliver, clear, through instruction.

Furthermore, we have two bilingual parent liaisons that host free workshops and run our Title I Parent Resource Room. One of their goals is to educate parents about the importance of early literacy development. The workshops conducted include: English acquisition lessons, job search assistance, how to help with homework, understanding state standards and assessments, strategies to help engage in reading with their children, and communicating effectively with teachers during conferences. As an incentive for attendance and to limit distractions, parents are offered free child care during workshops.

A light snack is also provided. Parents are also encouraged to check out or simply use the many books, electronic instructional devices, games, computers with internet access, informational brochures, and reproducible activities.

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

Reading and writing across the curriculum as defined in the Common Core Performance Standards (CCGPS) is very significant. Teachers understand that writing is necessary for students to be college and career ready and to compete in a global society. In order for students to become effective writers, it is imperative for our teachers to have a solid foundation and concrete strengths in writing. To ensure this structure, teachers participate and will continue to participate in rigorous professional developments designed to close any writing instructional gaps they may have, and to teach them how to effectively implement writing across the curriculum. The various consultants/support staff (i.e. MetaMetrics, MRESA, Math Solutions, Alliance Theater, ELA Coach, CLC Humanities Lead, Title I ELA Lead, etc.) monitor teacher's progress and offer assistance by observing teachers in practice. After the observation a conference is held to allow the teacher to discuss what worked, what can be modified and what will be done during the next lesson. This attention to precision motivates teachers to take their practice to premier potential.

Teachers at Hapeville rely on access to instructional material that helps develop effective writing instruction. They have resources such as the Four Square Writing Method, which is used to teach the foundational principals of writing across genres. In addition, our teachers incorporate best practices as defined by 6+1® Traits Writing Model of Instruction and Assessments to further develop good writing habits and foster literacy development. Writing concentration days are implemented to allow students to participate in writing centered workshops. Students groups are formed using data from Write Source writing assessments that are given three times a year prior to taking the state's writing assessment. Teachers analyze the data by students, classrooms and domains. Then they use the formative information to drive writing instruction.

Students at Hapeville Elementary apply their writing craft through routine practices like writing learning stations, speeches for school elections, exit tickets, letter writing, journaling, open ended questions in all contents, note taking, explaining key concepts and summarizing selections. Teachers are banking on these practices to enlighten students understanding of how important writing is for all aspects academics. Students receive great benefits from teacher commentary on their prose, peer, one-

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

Teachers at Hapeville Elementary work tirelessly to establish and maintain a great rapport with students. They inform student about their literacy progress through student teacher conferences. During those conferences, teachers explain student STAR and DRA2 data and educate students about how they are faring overall academically. Students have to be empowered to grow in confidence. A knowledgeable confident student equals a competent student.

In addition to understanding data, students are trained to use the data to select text from the class library and school media center that is of interest and on their independent reading level. Teachers also impart to students how to choose reading material that will help them deter deficits data may have indicated.

To foster a love for learning, students are offered interest based topics to study and performance task to complete. They are given the chance to present the results using traditional methods or to innovatively use technology to meet or exceed standards. These varied chances allow students to platform their personal gifts and ultimately produce lifelong learners who are ready to compete in a technologically savvy world.

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

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

Response to Intervention (RTI) is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005). Based on a problem-solving model, the RTI approach considers environmental factors as they might apply to an individual student's difficulty, and provides services/intervention as needed.

At Hapeville Elementary, teachers meet in informal collaboration meetings (PLC's) to discuss students that exhibit signs of struggle with grasping and retaining academic material. During these meetings, teachers discuss strategies that have worked, as well as offer new strategies to colleagues. Classroom teachers collect formative and summative assessment data on students' progress and share this information with the RTI Data Team. The teacher discusses progress made or receives additional strategies from RTI Data team members. After 6-8 weeks of strategy implementation and collecting data on students' performance, teachers then use the data to determine whether the student should be moved to Tier 2 of the RTI process.

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

At Hapeville Elementary, teachers and instructional paraprofessionals take the Balanced Literacy Approach to providing Tier I instruction. Balanced literacy is a curricular methodology that integrates various modalities of literacy instruction. Assessment-based planning is at the core of this model. The balanced literacy approach is characterized by explicit skill instruction and the use of authentic texts. Through various modalities, the teacher implements a well-planned comprehensive literacy program that reflects a gradual release of control, whereby responsibility is gradually shifted from the teacher to the students. All teachers use the following materials for Tier 1 Instruction to support this approach: adopted textbooks, print and non-print collections in the Media Center, the Leveled Library, the Math and Science Labs, and all forms of technology. Tier 1 instruction takes place in a Standards-Based setting. All students participate in general education learning that includes:

- Universal screenings to target groups in need of specific instructional support
- Implementation of the Common Core Georgia Performance Standards

- Differentiation of instruction including flexible grouping, multiple modes of learning, and continuous modeling of learning
- Progress monitoring of learning through multiple formative assessments

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

In addition to Tier 1 instruction, targeted students participate in research-based interventions, or Tier 2 support. A universal screening process is used to identify students requiring additional screening in reading, math, and/or behavior. These additional assessments ensure accurate identification of struggling students or students not performing at expected levels.

- Students are supported through the utilization of researched-based interventions for 6 weeks, 3-5 days a week, for at least 15 minutes
- Interventions are implemented in groups of 8 or less students
- STAR Literacy, Reading and Math are used to determine student progress toward specified goals
- Progress is monitored on a biweekly basis

During Tier 2, targeted students performing below grade level are provided with tiered, researched-based interventions in the general education setting. Students who make expected rates of progress with interventions are considered to be in the appropriate general education setting. Movement between Tier 1 and Tier 2 is fluid and flexible. Adequate time should be given for the Tier 1 instructional program to be implemented before determining Tier 2 support is needed.

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

In addition to Tier 1 and Tier 2, targeted students participate in individualized, targeted research-based interventions, or Tier 3 support.

- Students are supported through the utilization of researched-based interventions 4-5 days a week, for at least 30 minutes
- Interventions are implemented in groups of 4 or less students
- STAR Literacy, Reading and Math are used to determine student progress toward specified goals
- Progress is monitored on a weekly basis

General Education Teachers, Instructional Coaches, EIP Teachers, and ESOL Teachers will implement the following literacy strategies:

- Varying resources, including leveled books will be utilized to strengthen student comprehension and foster independent reading for primary, ESOL, and SWD students.
- Technology use will provide students with needed equipment to help them access and utilize information and text.
- The data team will confirm the fidelity of implementation of the intervention through frequent contact and observation during instruction/RTI Block.
- Additional Tier 2 interventions may be required if little or no progress is documented. The data team will follow previously established protocols to determine if additional Tier 2 interventions should be implemented.
- After the appropriate amount of time, the data team will assess student progress and determine if continued support through Tier 2 is required, if additional Tier 2 interventions are required, or if Tier 3 support, in addition to Tier 1 and Tier 2 is required.

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

In addition to Tier 1 through 3, targeted students participate in specialized programs, methodologies, or instructional deliveries. This provides a greater frequency of progress monitoring of student response to interventions. Tier 4 is developed for students who need additional support and who meet eligibility criteria for special program placement, including Gifted education, ESOL, Speech services, and/or Special education.

With an effective RTI Process in place prior to specialized services, more struggling students will be successful and will not require this degree of intervention. Tier 4 does not represent a location for services but indicates a layer of interventions that may be provided in the general education class or in a separate setting. For students with exceptionalities needing special education and related services, Tier 4 provides instruction that is targeted and specialized to meet students' needs. If a student has already been determined as having exceptionalities, then the school district should not require additional documentation of prior interventions in the effect the child demonstrates additional delays. The special education instruction and documentation of progress in the Individualized Education Program (IEP) will constitute prior interventions and appropriate instruction. In some cases, the student may require a comprehensive re-evaluation to determine eligibility of additional

problem areas.

Building Block 6. Improved Instruction through Professional Learning

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

Representatives from the community and/or school leadership meet with representatives from

Professional Standards Commission to enlist support for ensuring that:

    a. Pre-service teachers receive coursework in disciplinary literacy within content areas.

    b. Teacher preparation is revised to reflect needs that districts report with new teachers.

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

1. The school calendar includes protected time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice.
2. Teachers participate in professional learning in the CCGPS based on the needs revealed by student data as well as by surveys, interest inventories and teacher observations.
3. Teachers participate in ongoing professional learning on the use of the core program.
4. Teachers' instruction is monitored through classroom observations or walkthroughs using a variety of assessment tools tied to professional learning.
5. An instructional coach provides site-based support for administrators, faculty and staff, where possible.
6. Intervention providers receive program-specific training before the beginning of the year to prepare teachers and staff for implementation.
7. Administrators, faculty, and staff have received training in administering, analyzing and interpreting results of assessments in terms of literacy.
8. Some or all of the following personnel participate in all professional learning opportunities:
    a. Paraprofessionals
    b. Support staff
    c. Interventionists
    d. Substitute teachers
    e. Pre-service teachers working at the school
    f. Administrators
    g. All faculty

The following table represents the professional learning that will take place with the use of Striving Grant funds:

Topic	PL Hours:	% of Staff Attending:	Resources and/or consultants:
Phonics (K & 1st grade reading teachers only)	30	30%	Orton-Gillingham courses; Fulton County Humanities Department; ELA Coach
Comprehension strategies (All teachers)	20	100%	Comprehension Toolkits by Hienemann & Metro RESA : Kelley York; Fulton County Humanities Department; ELA Coach
Guided reading (K-2nd & 3rd-5th reading teachers)	30	85%	Easter White & Kelley Webb – Humanities Program Specialists in Central Learning Community
Understanding Lexile	30	100%	MetaMetrics- profdev@Lexile.com
Close reading (All teachers)	20	100%	ELA Coach; PD360; Notice and Note: Strategies for close reading & Teacher Created Materials: Social Studies Strategies for active learners; Fulton County Humanities Department; ELA Coach
Text-dependent questions (All teachers)	20	100%	ELA Coach;PD360; Document Based Questions www.dbqproject.com; Fulton County Humanities Department; ELA Coach
Text Complexity (All teachers)	20	100%	ELA Coach; PD360; Texts and Lessons for Content Area Reading by Harvey Daniels; Fulton County Humanities Department; ELA Coach
Tier 2 and 3 vocabulary (All teachers)	20	100%	Bringing Words to Life & Metro RESA : Kelley York; Fulton County Humanities Department; ELA Coach

Analyzing nonfiction texts (i.e. primary sources) (All teachers)	20	100%	Gilder Lehrman Institute & Metro RESA : Kelley York; Fulton County Humanities Department; ELA Coach
Increasing social interactions students related to reading (All teachers)	30	100%	Schlechty Center: Working on the Work Design Qualities
Engaging/high interest work stations with reading apps, (All teachers)	20	100%	Technology Support, School Technology Specialist (STS); Media and Educational Technology Instructor (METI)
Tablet Training	20	100%	MRESA; Technology Support, School Technology Specialist (STS); Media and Educational Technology Instructor (METI)
To deepen teachers understanding and implementation of Traits Writing by Ruth Culham with fidelity. (All K-2 & 3rd-5th writing teachers)	14	85%	A Traits of Writing – Theory and Practice in Action: A Professional Development Video Series on DVD.
Arts Sustainability Plan	40	100%	Fulton County Arts department; AIM (Arts Integrated Mentorship provided through the continued support from the Alliance Theatre Institute for Educators and Teaching Artists.

Needs Assessment Process

Hapeville Elementary School's Literacy Grant Team met on numerous occasions to analyze survey and student achievement data to determine the school's literacy needs. The types of data utilized during the needs assessment process includes the Georgia Literacy Plan Needs Assessment Survey, Criterion Referenced Competency Test (CRCT), Iowa Test of Basic Skills (ITBS), STAR, and the 3rd and 5th Grade Georgia Writing Assessments.

The needs assessment process began with fifty-two certified teachers completing the Georgia Literacy Plan Needs Assessment for Literacy developed by the Georgia Department of Education. Hapeville Elementary School teachers collaborated, by department, in completing our "Literacy Plan Needs Assessment for Literacy K-12" to identify root causes and concerns of our literacy curriculum. The Literacy Plan Needs Assessment covered six building blocks to an effective Literacy Plan: 1. Engaged Leadership, 2. Continuity of Instruction, 3. Best Practices in Literacy Instruction, 4. Ongoing Formative and Summative Assessments, 5. System of Tiered Instruction, and 6. Improved Instruction Through Professional Learning. Each of the building blocks has standards that staff could rate themselves on as fully operational, operational, emergent, or if the standard was not addressed.

The teachers' evaluation of Hapeville Elementary School's literacy needs is outlined in the chart below.

Georgia Literacy Plan Needs Assessment for Literacy – Survey Results				
	Fully Operational	**Operational**	**Emergent**	**Not Addressed**
Building Block 1				
A. Administrator demonstrates commitment to learn about and support evidence-based literacy instruction in his/her school.	10%	90%	0%	0%
B. A literacy leadership team organized by the administrator or other leaders in the community is active.	0%	40%	50%	10%
C. The use of time and personnel is leveraged through scheduling and collaborative planning.	10%	30%	40%	10%
D. A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the CCGPS.	0%	10%	90%	0%
E. Literacy instruction is optimized in all content areas.	0%	40%	60%	0%
F. The community at large supports schools and teachers in the development of college-and-career ready students as articulated in the CCGPS.	0%	0%	40%	60%
Building Block 2				
A. Active collaborative teams ensure a consistent literacy focus across the curriculum.	0%	10%	40%	50%
B. Teachers provide literacy instruction across the curriculum.	22%	56%	22%	0%
C. Out-of-school agencies and organizations collaborate to support literacy within the community.	0%	50%	30%	20%
Building Block 3				

A. An infrastructure for ongoing formative and summative assessments is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.	30%	10%	50%	10%
B. A system of ongoing formative and summative assessments is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.	0%	60%	40%	0%
C. Problems found in screenings are farther analyzed with diagnostic assessment.	30%	40%	30%	0%
D. Summative data is used to make programming decisions as well as to monitor individual student progress.	0%	40%	0%	60%
E. A clearly articulated strategy for using data to improve teaching and learning is followed.	0%	10%	80%	10%
Building Block 4				
A. All students receive direct, explicit instruction in reading.	0%	70%	30%	0%
B. All students receive effective writing instruction across the curriculum.	0%	10%	70%	20%
C. Extended time is provided for literacy instruction.	40%	10%	50%	00%
D. Teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school.	20%	60%	10%	10%

	Fully Operational	Operational	Emergent	Not Addressed
Building Block 5				
A. Information developed from the school-based data teams is used to inform RTI process.	20%	40%	30%	10%
B. Tier I Instruction based upon the CCGPS in grade K-12 is provided to all students in all classrooms.	10%	10%	70%	10%
C. Tier 2 needs-based interventions are provided for targeted students.	0%	10%	80%	10%
D. In Tier 3, Student Support Team (SST) and Data Team monitor progress jointly.	0%	0%	80%	20%
E. Tier 4 specially-designed learning is implemented through specialized programs, methodologies, or strategies based upon students' inability to access the CCGPS any other way.	10%	30%	50%	10%
Building Block 6				
A. Preservice education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.	0%	30%	40%	30%
B. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.	0%	22%	78%	0%

After completing the Georgia Literacy Plan Needs Assessment for Literacy Survey, the Literacy Grant team discussed the results and their views on each Building Block. The results showed that there was a need for a fully functional Literacy team that met regularly and would provide direction for the school.

Under the building block of Engaged Leadership, 90% our teachers felt that they were not engaged in professional learning opportunities that allowed for the understanding of deconstructing and integrating the nationwide Common Core State Standards Georgia Performance Standards in order to effectively implement the literacy curriculum.

There are several root causes that were identified that attributed to a lack of disciplinary literacy professional development. There was a major curricular shift from Georgia Performance

Standards to Common Core Georgia Performance Standards. The CCGPS are more rigorous with embedded skills and strategies. In our district, Fulton County, there was an inadequate timeline for the roll-out of the CCGPS. The curriculum support team was not adequately trained or given adequate time to redeliver the ELA CCGPS to staff. During the implementation of the CCGPS, during the 2012 – 2013 school year, it was observed and administrators were informed that teachers lack content knowledge and this issue was not addressed in professional development. There was also a lack of professional development with integrating units by content area, i.e. Reading/Social Studies, Math/Science.

In addition, it was determined that Hapeville Elementary is a community school in which stakeholders support teachers and students to become college and career ready as outlined in the Common Core Georgia Performance Standards. However, our Needs Assessment identified that we are 100% deficient in having a network of support of community stakeholders with engagement with academic support.

Although Hapeville hosts monthly parent workshops, there have been a limited number of literacy-based parent workshops in addition to the disconnection between community, school, and home stakeholders on how to develop students to be College and Career Ready. Hapeville Elementary has needs to develop a Literacy Council for our community at large.

The building block of Engaged Leadership exposed that 90% of Hapeville Elementary staff feel that all teachers have not assumed full responsibility for achieving literacy goals. Our faculty and staff have not actively collaborated across disciplinary teams to examine student work and discuss the literacy achievement of students. Several root causes have led to ineffective or nonexistent collaborative school teams to ensure a literary focus across the curriculum. Lack of time and improper planning during the school day has hindered scheduling of vertical teaming. In order to plan for vertical teaming, there must be an effective master schedule in place. Scheduling in a school with the majority of students pulled for support services has also affected the initiative of cross-disciplinary teams being able to meet regularly to collaborate on student work. Another root cause is lack of follow-up from Administration in terms of teacher accountability.

To obtain an accurate picture of the literacy needs of Hapeville Elementary School, it was decided that more information was needed. The Literacy Grant Team then analyzed the data from the STAR (Grades K-5) assessments recently completed. The results from the STAR assessments are below.

2013 STAR Early Literacy – Percent of Students in each Category				
Grade	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
Kindergarten	31%	19%	8%	42%
1st Grade	17%	31%	16%	35%
2nd Grade	48%	25%	13%	15%

2013 STAR Reading – Percent of Students in each Category				
Grade	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
3rd Grade	54%	17%	5%	24%
4th Grade	38%	21%	9%	32%
5th Grade	38%	21%	11%	30%

In examining the STAR data, over half of the students in grades K through 5 are below grade level. It was determined that there was a concern in the areas of phonics, fluency, and vocabulary which is negatively affecting students' overall ability to comprehend text.

Next, reading student achievement data from the CRCT (Grades 3-5) was analyzed to determine specific areas of low performance for Hapeville Elementary School students.

2012 - 2013 CRCT Reading Analysis by Domian				(# of students in each quartile)
Testing Domain	0 – 25%	26 – 50 %	51 – 75%	76 – 100%
Information/ Media Literacy	4	22	34	25
Literary Comprehension	2	21	46	93
Reading for Information	8	30	27	12
Reading Skills/Vocabulary Acquisition	7	25	51	79

2012 - 2013 CRCT ELA Analysis by Domian				(# of students in each quartile)
Testing Domain	0 – 25%	26 – 50 %	51 – 75%	76 – 100%
Grammar/Sentence Construction	2	34	66	61
Research/Writing Process	5	34	55	69

5th Grade Writing Data

Writing	5th Grade
2009 – 2010	73%
2010-2011	83%
2011-2012	83%
2012 - 2013	83%

The CRCT data above demonstrates a deficiency in the Reading for Information/Information in Media Literacy domain. Students have more difficulty comprehending informational than literary texts. The Georgia 5th Grade Writing Assessments also provided information to determine the accurate needs of the students at Hapeville Elementary School.

Areas of Concern

After viewing the various forms of data collected, the Literacy Grant Team determined that the literacy needs/concerns of Hapeville Elementary School are:

- A fully functional Literacy team that meets regularly and provides direction for Hapeville Elementary School needs to be restructured and functional.
- Consistent practice of reading and writing across the curriculum needs to be established.
- Appropriate technology usage needs to be addressed through professional development of staff.
- Availability of technology needs to be increased to provide all students frequent access.
- Student comprehension of expository/informational text needs to be increased.
- Student phonics, fluency, and vocabulary skills need to be strengthened.
- Student phonological awareness, alphabetic knowledge, print awareness, and oral language skills need to be increased.

Analysis and Identification of Student and Teacher Data

As part of its needs assessment, Hapeville Elementary' s Literacy Team gathered and evaluated extensive data from the past three years. We have reflected past and current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement and the conclusions correlated to student and teacher data are described below.

GKIDS Assessment.

	English Language Arts
Meets or Exceeds 2011-2012	74.8%
Meets or Exceeds 2012-2013	**62.3%**

5th Grade Writing Data

Writing	5th Grade
2006-2007	**56%**
2007-2008	**60%**
2008-2009	**78%**
2009 – 2010	**73%**
2010-2011	**83%**
2011-2012	**83%**
2012 - 2013	**83%**

The school has made Adequate Yearly Progress (AYP) for nine years by successfully attaining both assessment and attendance indicators outlined by the State.

Our Career and College Readiness Performance Index (CCRPI) information based off of 2013 CRCT data for students in 3rd – 5th grade include the following:

CCRPI Score						
70.6						
Sum of Achievement, Progress, Achievement Gap, and Challenge Points						
Achievement Points	Progress Points	Achievement Gap Points	Challenge Points		Financial Efficiency Rating	School Climate Rating
			ED/EL/SWD Performance Points	Exceeding the Bar Points		
49	9.5	10.5	0.6	1	N/A	N/A

Findings from our CRCT Data

	2010-2011	2011-2012	2012-2013
Grade 3			
Reading	78.4%	82%	**87%**
LA	78.2%	82%	**75%**
	2010-2011	**2011-2012**	**2012-2013**
Grade 4			
Reading	81.2%	86%	**89%**
LA	81%	88%	**80%**
	2010-2011	**2011-2012**	**2012-2013**
Grade 5			
Reading	89.2%	79%	**84%**
LA	90%	87%	**87%**

2012 - 2013 CRCT Reading Analysis by Domain			(# of students in each quartile)	
Testing Domain	0 – 25%	26 – 50 %	51 – 75%	76 – 100%
Information/ Media Literacy	4	22	34	25
Literary Comprehension	2	21	46	93
Reading for Information	8	30	27	12
Reading Skills/Vocabulary Acquisition	7	25	51	79

2012 - 2013 CRCT ELA Analysis by Domain	(# of students in each quartile)

Testing Domain	0 – 25%	26 – 50 %	51 – 75%	76 – 100%
Grammar/Sentence Construction	2	34	66	61
Research/Writing Process	5	34	55	69

ALL student groups-Grades 3-5 CRCT 2012-2013:

- ALL student groups in grade 3 **increased by 3 percentage** points the number of students in the **Reading** "meets & exceeds" category by moving from 84% to 87%.

- ALL student groups in grade 4 **increased by 4 percentage points** the number of students in the **Reading** "meets & exceeds" category by moving from 86% to 90%.

- ALL student groups in grade 5 **increased by 3 percentage points** the number of students in the **Reading** "meets & exceeds" category by moving from 81% to 84%.

- ALL student groups in grade 3 **decreased by 7 percentage points** the number of students in the **Language Arts** "meets & exceeds" category by moving from 82% to 75%

- ALL student groups in grade 4 **decreased by 8 percentage points** the number of students in the **Language Arts** "meets & exceeds" category by moving from 88% to 80%.

- ALL student groups in grade 5 **increased by 1 percentage point** the number of students in the **Language Arts** "meets & exceeds" category by moving from 87% to 88%.

Black student group- Grades 3-5 CRCT 2012-2013:

- Our Black student group, grades 3-5, **increased by 7 percentage points** the number of students in the **Reading** "meets & exceeds" category by moving from 77% to 83%.

- Our Black student group, grades 3-5, **decreased by 1 percentage point** the number of students in the **Language Arts** "meets & exceeds" category by moving from 83% to 82%.

Students With Disabilities (SWD) student group-Grades 3-5 CRCT 2012-2013:

- Our SWD student group, grades 3-5, **increased by 17 percentage points** the number of students in the **Reading** "meets & exceeds" category by moving from 43% to 60%.

- Our SWD student group, grades 3-5, **increased by 2 percentage points** the number of students in the **Language Arts** "meets & exceeds" category by moving from 52% to 54%.

English Language Leaners (ELL) student group- Grades 3-5 CRCT 2012-2013:

- Our ELL student group, grades 3-5, **increased by 10 percentage points** the number of students in the **Reading** "meets & exceeds" category by moving from 71% to 81%.

- Our ELL student group, grades 3-5, **decreased by 2 percentage points** the number of students in the **Language Arts** "meets & exceeds" category by remaining at 73% to 71%.

Economically Disadvantaged student group-Grades 3-5 CRCT 2012-2013:

- Our ED student group, grades 3-5, **increased by 4 percentage points** the number of students in the **Reading** "meets & exceeds" category by moving from 83% to 87%.
- Our ED student group, grades 3-5, **decreased by 3 percentage points** the number of students in the **Language Arts** "meets & exceeds" category by moving from 85% to 82%.

READING	2012 - 2013				2011 - 2012				2010 - 2011			
	DNM	M	EXC	# Tested	DNM	M	EXC	# Tested	DNM	M	EXC	# Tested
3rd Grade	19%	54%	27%	95	16%	60%	24%	105	20%	63%	17%	133
SWD					too few students/no data				27%	73%	0%	11
ELL					29%	65%	6%	34	4%	89%	7%	28
4th grade	10%	58%	33%	83	14%	54%	27%	90	20%	64%	16%	100
SWD					too few students/no data				46%	54%	0%	13
ELL					15%	77%	8%	13	48%	52%	0%	14
5th Grade	19%	60%	21%	107	19%	68%	13%	108	10%	76%	13%	119
SWD					67%	33%	0%	12	0%	100%	0%	10
ELL					50%	50%	0%	16	14%	86%	0%	14%

Based on the 2012-2013 grade 3-5 CRCT state assessment, Hapeville's strength lies in the content area of Reading with a school average of 87% meets & exceeds.

More specifically, strengths are as follows:

- Literary Comprehension
- Reading Skills
- Writing (5th grade)

Hapeville's weakness lies in the content area of Language Arts with a school average of 81% meets & exceeds.

More specifically, weaknesses are as follows:

- Comprehension of Expository/Informational Text
- Comprehension of Literary Text
- Fluency
- Vocabulary Skills

- Phonological Awareness
- Writing Domains: Organization, Style, and Conventions

Additionally, other major needs we discovered were: a more effective master schedule to maximize instructional time, more professional development aligned to the new CCGPS in Reading, Language Arts, and Mathematics with Literacy integration, additional resources for student learning with application, and better communication with parents.

Measurable Goals/Benchmarks

Our school wide goal is to increase student achievement in the areas of Language Arts, Mathematics, Science and Social Studies to meet our school goal of 85% of students meeting and exceeding the standards in each area of the CRCT. Our 85% school wide goal requires third grade to increase from 75% to 85% in LA and 66% to 85% in math, fourth grade to increase from 80% to 85% in LA and 79% to 85% in math, and fifth grade to increase from 84% to 85% in reading and 83% to 85% in math.

The benchmarks that we will utilize to support instruction are the progress monitoring components of the STAR Literacy, STAR Reading, and STAR Math assessments, Scholastic Reading Inventory (SRI), the Diagnostic Reading Assessments (DRA), and County released Checkpoints assessments. These benchmarks will allow us to monitor progress and reteach if needed to increase students' achievement.

Current Student Population

%FRL	%SWD	%ELL	Mobility Rate
93%	9%	23%	53%

Attendance: In the 2012-2013 school year 4% of students were absent more than 15 days. (Compared to 7% in 2011-2012.)

Teacher Data

School Year	% of Certified Teachers Retained
2012 - 2013	4%
2011 -2012	7%
2010 - 2011	16%

Hapeville will implement the Striving Readers grant. Based on our needs assessments and root cause analysis, student data goals and objectives were created to address our school's overall literacy needs. The current programs and practices were reviewed to determine whether they were effective and whether other programs needed to be implemented. A master schedule was created to show the current instructional schedule addressing tiered instruction for literacy.

Project Goals:

- Increase student performance on K-2nd DIBELS by 50% by the end of the grant period, measuring annually.
- Increase student performance on the CRCT in Reading, 86% to 95% in 3rd grade, 90% to 97% in 4th grade, and 84% to 99% in 5th by the end of the grant period, measuring annually.
- Increase student performance on the GEORGIA 5th grade writing from 83% to 88% by the end of the grant period, measuring annually.
- Increase student's performance on the 3rd -5th SRI by 20% by the end of the grant period, measuring annually.

Project Objectives to implement:

- Phonics program
- Technology support programs
- Drama-based teaching
- Reading and writing mentor program

Goals and Objectives measured by:

- CRCT
- Georgia 5th Grade Writing Assessment
- DRA
- DIBELS Next
- SRI
- SPI

Goals	Baseline	Measurable Objectives	Activities	Timeframe
1. Improve Reading Fluency and Comprehensi	First admin. of DIBELS Next in 2014.	*By the end of the grant period, students in grades K-2 will increase performance on DIBELS	1.1 Leveled Library 1.2 Professional development in	1.1 K-5th by Oct. 2014 1.2 Literacy PD for staff during Pre-planning August 2014 and

Goals	Baseline	Measurable Objectives	Activities	Timeframe
on	September 2013 STAR Early Literacy administration, 42% of K, 35% of 1st, and 15% of 2nd grade and on the STAR Reading administration, 24% of 3rd, 32% of 4th, and 30% of 5th grade on or above grade level	by 50%, measuring academic growth annually. *By the end of the grant period, students in grades 3-5 will increase performance on the DRA assessment annually by three instructional levels.	reading, integration, CCGPS, and assistive technology 1.3 Launch Reader's/Writer's Theater 3rd–5th grade 1.4 Develop reading buddy program 1.5 Tablets; online reading programs 1.6 Digital storytelling 1.7 Integrate Literacy Standards in all contents 1.8 Reading station with varied texts and text dependent questions. 1.9 Semantics and Thinking Maps	then for 2 hours each month 1.3 Sept. 2014. 1.4 September of each year, student volunteers will be trained and paired with students in other grades; they will read together every other Friday from Oct-April 1.5 October 2014 1.6 Teachers will be trained month/year to offer digital storytelling in their classrooms 1.7 August 2014 1.8-1.9 Sept. 2014 then on-going throughout the school year
2. Improve Meets and Exceeds scores in Reading	First administration of SRI in 2014. 2013 Reading CRCT, 87% of 3rd, 90% of 4th, and 84% of 5th grade students met or exceeded standards.	*By the end of the grant period, students in grades K-5 will increase performance on the SRI assessment by 20%, measuring annually. 2. By the end of the grant period, students will increase performance on the Reading CRCT, 86% to 95% in 3rd grade, 90% to 97% in 4th grade, and 84% to 99% in 5th, measuring academic growth annually.	2.1 Comprehension Clubs. 2.2 Nonfiction reading station with *challenging texts* (Science & Social Studies Weekly) and text dependent questions. 2.3 Reader's/Writer's Theater 3rd–5th grade 3.1 – Writing Mentors 3.2 Weekly writer's workshop	2.1 -2.3 Sept. 2014 then on-going throughout the year.

Goals	Baseline	Measurable Objectives	Activities	Timeframe
3. Improve Meets and Exceeds scores in Writing	2013 Georgia 5th Grade Writing Assessment, 83% of 5th grade students met and or exceeded standards.	3. By the end of the grant period, 5th grade students will increase student performance on the Georgia writing assessment from 83% to 88%, measuring annually.	3.3 Writing program	3.1 Nov. to end of Feb. of each year. 3.2 Jan. to end of Feb. each year 3.3 Implement writing program. Aug. 2014 and then throughout the year.

The goals and objectives identified will utilize various funding methods to ensure the availability of programs and resources at Hapeville. Resources that may be funded with other sources as determined by budgets and school based needs are:

RTI Coordinator, ELA and Math Coach	Title I Funds
Substitutes for Professional Learning	Cost Center

School Schedule

A two hour literacy block has been scheduled for grades K-5. Content teachers support literacy instruction by integrating reading and writing across the curriculum. Sample below:

Current Instructional Schedule	Literacy Plan Strategies
7:30 - 8:00 – **Intervention/Enrichment Block** Students receive additional instruction with alternative materials to support deficits. RTI tiered interventions take place.	Audio books eBooks Subscription databases Technology Programs

Current Instructional Schedule		Literacy Plan Strategies
8:00 – 10:00 **Reading/Language Arts/Writing Block** Students are exposed to a wide range of literature, read from a basal, multiple copies of trade books, or big books. Instruction is activated with a discussion led by the teacher to build or review any background knowledge necessary to scaffold future learning. Comprehension strategies are taught and practiced at this time.		Professional development
20 Minutes Whole Group	Teacher reads aloud, shared reading, introduces new skills, introduces new phonics' skills, conducts word wall activities, assigns partners for paired reading, and uses a cooperative learning structure to discuss a story.	Classroom libraries Comprehension Clubs Various Text Web-based soft-ware
55 Minutes Small Group	Students participate in tiered instruction via Early Intervention Program models, peer tutoring, and individualized activities during independent center rotations. Small group instruction relates to the whole group lesson. Students take turns using various reading aloud techniques. Assistance is provided with developing fluency, phonics, vocabulary, and comprehension.	Leveled texts Tablets Technology Programs Literacy work stations
45 Minutes LA/Writing Block	The writing block provides students with a model that is sequential and consistent that encompasses the stages of writing: 1) Prewriting 2) Rough Draft 3) Peer Editing- 4) Revising 5) Editing 6) Final Draft 7) Publishing	Drama Writing Program Reader's/Writer's Theater 3rd–5th
10:40 – 11:10 **Social Studies Block** To build content vocabulary and prior background knowledge, we utilize classroom library sets, county funded databases, periodicals from the Media Center, and various non-fiction trade books.		Subscription Classroom libraries Tablets Primary/secondary source activities Tier 2 & tier 3 vocabulary activities ebooks
11:10 – 11:40 Lunch		
11:40 – 12:25 Specials		
12:25 – 12:55 **Science Block** Same as the social studies block		Same as Social Studies strategies
12:55 – 2:05 **Math Block** To build connections to real-life experiences, we utilize trade books and use of interactive technology provides for hands-on		Classroom libraries Tablets

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Current Instructional Schedule	Literacy Plan Strategies
manipulatives.	
2:05-2:20 – **Drop Everything and Read (DEAR)** Students choose a book that they are interested in to read independently.	Classroom Libraries eBooks
2:45- 4:45 **Extended Learning** Grades 3rd - 5th participate in remediation for Math, Language Arts, and Reading. Class sizes are currently 10:1. Students begin in October and end in March meeting twice per week.	After School Enrichment

Tiered Literacy Instruction

Teachers meet to discuss students with signs of struggle on grasping and retaining information and discuss strategies that have worked and offer new strategies. Teachers collect formative and summative assessment data and shares with the RTI Data Team. Teacher discusses progress made or receives additional strategies from RTI Data team. After 6-8 weeks of strategy implementation and collecting data on students', teachers use the data to determine movement to Tier 2 of the RTI process.

During Tier 2, targeted students performing below grade level are provided with tiered, interventions in the general education setting. Students that progress with interventions are considered to be in the appropriate general education setting. Movement between Tier 1 and Tier 2 is fluid. In addition to Tier 1 and Tier 2, targeted students participate in Tier 3 support.

In addition to Tier 1 through 3, targeted students participate in specialized programs, methodologies, or instructional deliveries. Tier 4 is developed for students who need additional support and who meet eligibility criteria for special program placement, including Gifted education, ESOL, Speech services, and/or Special education.

Assessment and Data Analysis

Hapeville Elementary School has a diverse population of students with different learning styles and abilities. We have developed our assessment/data analysis plan with the participation of individuals who will be directly involved or affected by the plan. Those persons involved were administrators, teachers, staff, students, parents, and community stake holders. Tuesday faculty meetings as well as Monday and Wednesday professional learning committee meetings provide ongoing dialogue and focus for our assessment/data analysis.

To meet the needs of all students, the school utilizes a variety of assessment measures to monitor progress, screen for eligibility of services, and diagnose standards mastery. Assessments are administered using performance tasks, informal checklists, online assessments, multiple choice questions, and short answer responses. We use the following instruments, procedures, and/or processes to acquire information: our school-wide balanced assessment plan (formative, summative, diagnostic, and performance data), CRCT scores, ITBS, 3rd grade writing assessment, 5th grade writing assessment, Write Score, CoGAT, STAR Early Literacy, STAR, Common Assessments, DRA2, ACCESS, WAPT, and GKIDS.

According to the data and a Literacy Feedback Survey, there is a need for more professional development that deconstructs the standards and allows opportunities for collaboration. There is also a need to model effective strategies to increase teachers' pedagogical knowledge of strategies that support implementation of instruction. We have designated every Monday and Wednesday during students' specialist time to Professional Learning Communities/Development in order for teachers to cooperatively plan, analyze, and discuss as well as develop their pedagogy. One Tuesday each month will be designated for extended Professional Development which allows for more time collaboration amongst stakeholders and time for learning. Teachers participate in vertical team collaboration to analyze data for

instructional planning. Teachers and students hold conferences to discuss data and set personal

academic goals that align with Common Core Standards. Integrating the content will be a shift

for Hapeville. However with support from the administration team and support team, our

teachers will be prepared to successfully integrate content.

The table below indicates the assessments that are administered at Hapeville Elementary.

Teachers are responsible for administering all assessments for their assigned grades with

additional assistance provided as needed.

CRCT scores, ITBS, 3rd grade writing assessment, 5th grade writing assessment, Write

Score, CoGAT, STAR Early Literacy, STAR, DRA2, ACCESS, WAPT, and GKIDS.

Assessment	Purpose	Frequency	Grade Given
Criterion Referenced Competency Test (CRCT / CRCT-Modified)	Outcome and Screening	Once per year	3rd, 4th , and 5th
Iowa Test of Basic Skills (ITBS)	Outcome and Screening	Once per year	3rd & 5th
3rd Grade Writing Assessment	Diagnostic and progression and mastery of writing skills	Once per year	3rd
5th Grade Writing Assessment	Diagnostic and progression and mastery of writing skills	Once per year	5th
Write Score Assessment	Diagnostic and progression and mastery of writing skills	Three times a year	4th & 5th
Cognitive Abilities (CoGAT), TTCT, STAT10-Stanford, and GRS Motivation	To identify TAG students	Once a year	K – 5th
STAR Early Literacy Enterprise	Universal Screening, Diagnostic (early literacy skills) and Progress Monitoring	Three times per year	Kindergarten & 1st

STAR	Universal Screening, Diagnostic and Progress Monitoring	Three times per year	2nd - 5th
Common Assessments	Monitors Progress and Outcomes	Monthly	K-5th
DRA2	Progress Monitoring	Three times a year	K-5th
W-APT	Diagnostic and Eligibility of Services	Once per academic career within two weeks of enrollment	K-5th
ACCESS	Progress Monitoring and Determinations of Language Growth	Once per year	K-5th
Georgia Kindergarten Inventory of Developing Skills (GKIDS)	Progress Monitoring and Outcome	Ongoing Assessment	K

Current Data Analysis Protocol

The school data is closely monitored by admin team, RTI Coordinator, and Instructional Coaches. Teachers track data by imputing data on the x:drive, data notebooks and data walls that include standardized test scores, student goals, common assessment results, and progress monitoring results. Diagnostic, formative, and summative assessments are analyzed to improve student achievement and drive instruction. Additional methods used to monitor and gather data include: assessment software, electronic surveys, and student databases.

Comparison of Current Protocol with the SRCL Assessment Plan

Hapeville Elementary will implement DIBELS and the Scholastics Reading Inventory (SRI) as part of our Striving Readers project. This resource will function as a universal screening and progress monitoring tool in order to identify students who may be at risk for reading difficulties in addition to students who fall in all of the tiers of Response to Intervention (RTI). DIBELS will be administered three times per year for students in grades K-5. Baseline data collected in the fall will be used to identify students who are not meeting grade level

expectations. Once identified, these students will have an opportunity for interventions with progress monitoring assessments to measure the effectiveness of the additional support. Progress monitoring will continue in the spring for students working towards grade level goals and objectives. At the end of the year, students will be administered a final assessment to measure the student's growth as a result of the implementation of the literacy plan to guide instruction.

Professional Learning Required to Implement New Assessments

Administrators and teachers will participate in the Georgia Department of Education's professional learning sessions to ensure that DIBELS is administered with fidelity. This will ensure that teachers acquire best practices in order to benefit the academic growth of students.

The school will integrate what we are currently using, STAR Early Literacy and STAR, with DIBELS. STAR Early Literacy STAR will be administered twice a year to students in grades k – 5th. We will initially use STAR Early Literacy and STAR as an examination to identify student reading placement and lexile levels at the beginning of the year. Once student's levels are identified, teachers will start implementing instructional intervention strategies to promote student growth. At the end of the year, STAR Early Literacy and STAR will be used to measure whether or not students attained their targeted goal. Data will be gathered and reviewed by data teams to assist in the instructional planning geared toward student success to determine added value.

How Assessment Data is Shared with Parents

Data will be shared with stakeholders on a frequent basis. Student achievement will be shared with parents by using the following methods:

- Parents will receive test results through electronic communication, the U. S. mail, and in person.

- Parent will attend testing workshops and data meetings to discuss reading assessments.

- Teachers will conference with parents to discuss student achievement.

- The Parent Liaison will set up parent workshops to share resources from the Parent Resource Room that will provide strategies to assist their child at home.

- School and grade level newsletters will be sent home monthly to inform parents of upcoming assessments.

- School-Wide Newsletter with be sent home weekly to inform parents of upcoming events and District assessments.

- Administration will facilitate a State of the School Address at the beginning of the year to communicate with parents regarding school wide data and goals.

- Parents will be able to access information regarding assessments on school website.

- Parents will receive bi-weekly student progress reports and quarterly standards based report cards.

- The assistant principal will send out school messenger call-outs to inform parents of pertinent information that pertains to instruction and district testing.

- Monthly "Principal Chats" will take place to give parents a voice on the initiatives that are taking place at Hapeville Elementary.

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

Hapeville Elementary has already started using a balanced literacy approach to efficaciously teach English Language Arts (Reading, Language Arts, & Writing). To extend our practices with modeled, shared, guided, and independent reading and writing, we will use grant funding to purchase professional development, technology program support, literacy support, art program support and manipulatives to help increase reading achievement for our struggling readers. An examination of the results from our needs assessment, student data, and root cause analysis shows that our students would significantly benefit from these resources and program components that are aligned with best practices within our school. As the programs are purposefully metacognitive, they aid students understand that the English language is a fixed structure of 44 sounds and 26 letters that can be grasped. A combination of software-based and teacher-led instruction provides the student with adaptive, individualized learning as well as teacher-mediated direct instruction. This will enable the teacher, technology, and texts to work together to deliver highly engaging, comprehensive, research-based instructional content. These resources will support us in extending our use of technology in the classroom by providing systematic practice in phonological awareness, alphabet knowledge, phonics, decoding, word recognition, syntax, fluency, and morphology.

We will use existing resources by still holding teachers accountable for using our current resources and strategies as established for balanced literacy. Resources like literacy stations, guided level library books, along with science and social studies leveled books to enhance literacy across the curriculum will continue. Furthermore, there will be continued practice to utilize the following strategies – close reading with text dependent questions, primary sources, and word wall activities. The added resources provide as a result of becoming a Striving Readers School will efficiently incorporate with our existing practices as we aim to close achievement gap in reading.

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

Using a balanced literacy approach, we will continue to use resources that are currently in place to increase student achievement in ELA (Reading, Language Arts, & Writing). The practice of modeled, guided, shared, independent reading and writing will continue to be in place. Easy access to useful resources has allowed our teachers to attempt new research-based practices. Resources like guided level library books, online tools (reading A-Z and ebooks), and strategies shared from our balanced literacy plan has added value to their work as a reading and writing teacher.

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

Various new resources will be utilized based on our identified needs. Professional development, technology program support, literacy support, assessment support, art program support and manipulatives will support our practice of using balanced literacy. Students' engagement, level of instruction, and achievement, and differentiation will be maximized with whole-group instruction, technology station, small-group instruction, and independent reading station.

The technology support programs will support our RTI process that have multi-tiered systems of support that will assist teacher with planning and data management tools to set students' academic and behavioral goals, customize benchmarks, monitor student progress and differentiate instruction. They will provide differentiated instruction and reading practice for children who are below, on or above level during anytime in the literacy block.

Our purchase of tablets will allow teachers to have access to more technology that will support students learning during literacy work stations.

The use of Alliance Theatre will bring the world of reading alive to our students. The incorporation of performing arts will support students in seeing the connection of how art can be used with developing their ability to examine different forms of text and transfer their analysis into writing.

Funding Sources

We will allocate money from our Cost Center and Title I budget to purchase additional resources as needed to supplement our practice for effective literacy practices. We will continue to seek support from our business partners Porche, Chick-fil-A, Hapeville Exchange Club, The Hilton, and others.

Professional Learning Strategies Identified

Hapeville has constantly identified instructional focus areas and planned professional development opportunities to support identified areas that are in need of professional development. Our identified areas of need/concern were identified based on the Georgia Literacy Plan Needs Assessment Survey, Teacher Keys Effectiveness System (TKES), Criterion Referenced Competency Test (CRCT), Iowa Test of Basic Skills (ITBS), DRA2 Assessment System, STAR Early Literacy, STAR Reading, ACCESS, GKIDS, and the 3rd and 5th Grade Georgia Writing Assessments. The school culture values and supports ongoing professional learning. Below are professional learning previously:

Professional Learning Topic	PL Hours:	% of Staff Attending:	Audience:
Rock Eagle (Science & Math School-Based)	2	100%	All Teachers
SIOP	32	3%	One teacher per grade level
Metro RESA Common Core Training	24	3%	One teacher per grade level/department
Metro RESA Common Core Training (School-Based)	2	100%	All Teachers
Number Talks	10	90%	K-5, ESOL, EIP, SpEd Teachers
Literacy in the Science Classroom	2	100%	All teachers
Literacy Work Stations	2	50%	All teachers
Flexible Groups	2	50%	All teachers
Differentiating the CCGPS with the WIDA Standards	3	90%	All teachers
Positive Behavior Intervention System (PBIS)	2	100%	All teachers
Wired Differently (SpEd) School Based	2	100%	All teachers
Guided Reading	20	70%	K-5, Reading teachers
Promethean Utilization	2	50%	All teachers
Mimeo Utilization	2	50%	All teachers
PD 360	1	100%	All teachers
Fulton Connect	2	100%	All teachers
7 Step Lesson Plan	1	100%	All teachers
Differentiated Instruction	1	100%	All teachers
Differentiated Instruction (CLC)	16	5%	All teachers
Standards Based Instruction	5	100%	K-5, All teachers
Writer's Workshop	6	100%	All teachers
Close Reading	1	100%	All teachers
Text Complexity	2	100%	All teachers

Balanced Assessments	2	100%	All teachers
DRA2	3	100%	All teachers
CCRPI	2	100%	All teachers
School and District Resources	1	100%	All teachers
netTrekker	1	100%	All teachers
Unpacking ELA Units	1	90%	K-5 teachers
Classroom Management	8	10%	All teachers
Teaching the ESL Learner	20	5%	All teachers
Math Vocabulary Development	1	90%	All teachers

On-going Professional Learning

      We have identified instructional strengths and areas for improvement as a part of our current and future professional learning plan.   The professional learning emphasis consist of small/flexible group instruction, guided reading, teaching the ESL learner, differentiated instruction, integrating, number talks, writing across the curriculum, and deconstructing the standards. The table below describes each approach.

On-going Professional Learning	Descriptions	Delivery Method
Small/Flexible Group Instruction	Provide strategies, best practices, and resources for managing/identifying small/flexible groups	Half-day session one semester and two 45 minute sessions each semester
SIOP	SIOP is used as a model for lesson planning and implementation of high quality sheltered instruction across content areas.	Four days within a semester; Participants would work with a SIOP-trained coach who guides them through a process that includes two classroom observations and reflective conferences. Also, lessons are videotaped so both the coach and teacher can evaluate instruction and confer.
Differentiated Instruction	Provide strategies for leading and managing a differentiated classroom.	Sessions once a month during planning and via PD360; ongoing monitoring through classroom observations.
Lexile (SRI)	Teachers and staff will understand how to put the results of Lexile-linked assessments into action; understand the connection between the Common Core State Standards and The Lexile Framework for Reading; Differentiate	On-site Half-day sessions and webinars will be conducted.

	instruction across content areas; Match students with appropriately challenging texts across content areas and grade levels; Track progress; Communicate with parents; Utilize the Lexile Framework to help shape your RTI plan	
Guided Reading	Provide strategies, best practices and resources to support/manage Guided Reading.	Once a month based on grade level during planning time, half day sessions, faculty meetings, and PD360
Writing Across The Curriculum	Develop teachers' abilities to effectively incorporate writing instruction in all subjects.	Once a month by grade level during planning time in a PLC.
Number Talks	Show how to assist students to build mental math and computation strategies; classroom conversation around purposefully crafted computation problems that are solved mentally should look; knowing how to guide students in sharing and defending their solutions and strategies while building connections to key conceptual ideas in mathematics literacy.	School-wide book study, once a month during a PLC, and a full day professional development from Math Solutions.
Utilizing Instructional Technology	Share an assortment of technology resources including: software, Apps, websites, equipment, and social media programs to help teachers plan lessons using technology.	Weekly coaching sessions with our Instructional Technology Coach. Presentation at our school-wide faculty professional development meetings once a semester.
Integrating Literature in Science, Social Studies and Math	Identify integrate science, social studies, and math in literature; show ways to integrate math and science.	Once a month in grade level meetings and via PD360
Deconstructing the Standards	Understanding of the process of taking a broad or unclear standard (goal or benchmark), and breaking it down into smaller, specific learning targets.	Once a month by grade level during planning time in a PLC.
AIM (Arts Integrated Mentorship)	Alliance Theater for Sustainability will	Four main sessions, in class coaching and once a month by

	demonstrate how to link to student learning and systemic change.	grade level during planning time in a PLC.

Determining Effectiveness

As our staff engage in professional development, it is crucial to determine whether the sessions were advantageous to staff members. Therefore, it is essential to constantly gauge the efficacy of the implementation of the Professional Learning Plan. To evaluate the success of our plan, we will utilize the following assessment tools:

➢ Ticket out the Door- Teachers will be given a ticket out the door to reflect after professional development sessions.

➢ Professional Development Survey/Feedback- Teachers will be given surveys at the end of each professional development session and end of the year to determine the effectiveness. We will gather focused feedback that helps identify where faculty members are succeeding or need to improve, learning issues, opinions on course content and other information. The survey data will assist both administrators and faculty plan and design curriculum, improve teacher performance and interpersonal skills, determine faculty perceptions of the administration and the working environment of the school, improve faculty satisfaction, and other areas vital to success.

➢ Classroom Observations- The teachers will receive at least four walkthroughs/informal observations throughout the year and two formal observations from members of the administrative team. The administrative team will hold post conferences and provide written feedback. Additionally, the instructional coaches will conduct at least five observations weekly and conduct pre & post conferences with teachers to discuss areas of effectiveness and improvement. Teachers will conduct peer observations to improve teaching and gain new ideas and perspectives about teaching from colleagues.

➢ Evaluate Lesson Plans- The administration and leadership team will evaluate lesson plans to determine whether or not strategies provided during professional development are being implemented as well as confirm that planning and practices are aligned.

➢ Self- Assessments - Teachers will complete Self-Assessments at the start of each school year be used as a source of information for developing an individualized plan for professional growth. Collected data from a group of teachers, or from the full faculty, identify professional learning needs within the school.

➢ Student Achievement Data- Student achievement data such as pre and posttests, common assessments, SRI (Scholastic Reading Inventory), STAR data, CRCT, ITBS, and the 5th grade writing assessments will be reviewed constantly in data meetings to indicate the effectiveness of the professional development initiatives.

Sustainability Plan

While Hapeville created its literacy plan, careful thought was giving to selecting programs that correspond with best practices already established. Our focus as we developed our literacy plan was centered on the three instructional shifts - building content knowledge through reading rich nonfiction, reading, writing, and speaking grounded in evidence from literary and informational text, and regular practice with complex text and its academic language. While developing our literacy plan, sustainability was at the forefront of our minds. Our grant initiative is a life time commitment to helping our students achieve literacy goals.

Extending the Assessment Protocol

Hapeville will implement DIBELS and the Scholastics Reading Inventory (SRI) as part of our Striving Readers grant. This resource will function as a universal screening and progress monitoring tool in order to identify students who may be at risk for reading difficulties in addition to students who fall in all of the tiers of Response to Intervention (RTI). DIBELS will be administered three times per year for students in grades K-2. Baseline data collected in the fall will be used to identify students who are not meeting grade level expectations. Once identified, these students will have an opportunity for interventions with progress monitoring assessments to measure the effectiveness of the additional support. Progress monitoring will continue in the spring for students working towards grade level goals and objectives. At the end of the year, students will be administered a final assessment to measure the student's growth as a result of the implementation of the literacy plan to guide instruction.

Also, we will continue to utilizing a variety of assessment measures to monitor progress, screen for eligibility of services, and diagnose standards mastery. The following instruments, procedures, and/or processes will continue: our school-wide balanced assessment plan (formative, summative, diagnostic, and performance data), CRCT scores, ITBS, 3rd grade writing assessment, 5th grade writing assessment, Write Score, CoGAT, STAR Early Literacy, STAR, Common Assessments, ACCESS, WAPT, and GKIDS.

Expanding Lessons Learned with other Schools and New Teachers

Hapeville will receive professional development by way of district personnel and other professionals. We will use the train the trainer model. The literacy team members and selected teachers will be responsible for training new staff on these approaches. Additionally, we will have master teachers that will model instructional practices for teachers.

Hapeville will enlist the support of the Technology Specialist, Media and Educational Technology Instructor, and the Instructional Technology teacher to ensure the software programs are running effectively and to consistently monitor students' progress by supporting teachers with the data, assessment, and reporting piece of each program being utilized.

Sustaining the Literacy Plan

We will continue to assess our students' literacy levels and growth through the use of DIBELS, Benchmark Assessment System, Scholastic Reading Inventory, Scholastic Phonics Inventory, and CRCT. Our teachers will utilize DIBELS, DRA, SRI, and SPI to assess students formatively three times a year. Yearly summative growth will be determined by CRCT data. By owning the tablets, we will only need to replace damaged items when needed. Upon the completion of each school year, an inventory of materials used and needed will be inventoried to identify materials that need to be replaced for the upcoming school year. We will allocate money out of our Cost Center and Title I budget to purchase additional resources as needed to supplement our practice for effective literacy practices. To stay abreast of programs/activities/resources that are no longer effective, we will consider student data, teacher feedback, and TKES observations to finalize which programs we need to replace or either meet with individual teachers who are not implementing program with fidelity as expected.

Budget Summary

Hapeville Elementary School will apply the Striving Readers Grant funds to address the needs identified in the root cause analysis. The funds will support the effective implementation of the literacy plan that will increase student achievement in Reading for grades K-5. The categories in which funds will be utilized include assessment program, instructional software and classroom resources, technology, professional development, art programs, and grant management.

Assessment Program

Hapeville Elementary plans to purchase several assessment programs that assess multiple reading areas including phonemic awareness, phonics, vocabulary, fluency, and comprehension. The assessments purchased will identify struggling, on level, and advanced students as well as identify Tier 2 students in the RTI process. The assessment programs that we plan to purchase are:

- DIBELS Next (all students in grades (K-3)
- Scholastic Reading Inventory (all students in grades K-5)

Instructional Software Programs and Classroom Resources

Hapeville Elementary plans to purchase several instructional software programs, technology support, and other resources that will provide individualized online and classroom instruction to support the various levels of students in the classroom including Tier 1, 2, 3, and 4 students. The instructional software programs that we plan to purchase are:

Technology

Hapeville plans to purchase technology to effectively conduct small group rotations with instructional software programs and eBooks. The technologies that we plan to purchase are:

- Mobile devices/tablets
- Headphones
- eBooks

Professional Development

Professional development (PD) will need to be purchased to increase the instructional practices and knowledge of literacy teachers at Hapeville Elementary School. Professional development is necessary to be purchased to ensure effective implementation practices are taught, assessments are administrated with fidelity, and instructional software programs are effectively implemented.

Professional development purchases for all participating literacy teachers include development in the following areas:

- Phonics increase knowledge of phonemic awareness, phonics, vocabulary, fluency, and comprehension.
- Scholastic PD
- Integration
- DIBELS Next PD
- Technology PD software and tablets
- Arts integration PD by the Alliance Theater for Sustainability

Art Programs

Hapeville Elementary plans to purchase an art program to work with teachers and students to increase achievement in reading and writing through performing arts. Instruction in drama strategies and classroom assessments will be provided to teachers as well. The arts sustainability plan provides continuing professional learning for teachers through AIM (Arts Integrated Mentorship) through the continued support from the Alliance Theatre Institute for Educators and Teaching Artists.

Grant Management Stipend

Hapeville Elementary plans to provide a stipend to the grant manager for monitoring the grant budget and ordering grant-funded materials. In addition, the grant manager will coordinate the assessment schedule, keep track of assessment data, and prepare for GaDOE site visits. The grant manager will adhere to Fulton County's additional pay guidelines of $28 per hour and not assume more than 120 hours per year.