School Profile

Created Friday, November 22, 2013
Updated Wednesday, December 11, 2013

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School Information

School Information | District Name:	Fulton County Schools
School Information | School or Center Name:	Liberty Point Elementary School

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal | Name:	Brannon F. Gaskins
Principal | Position:	Principal
Principal | Phone:	(770)306-3510
Principal | Email:	gaskinsb@fultonschools.org

School contact information

(the persons with rights to work on the application)

School contact information | Name:	Brannon Gaskins
School contact information | Position:	Principal
School contact information | Phone:	770-306-3510
School contact information | Email:	gaskinsb@fultonschools.org

Grades represented in the building

 example pre-k to 6

Pre-K to 5

Number of Teachers in School

55

FTE Enrollment

753

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

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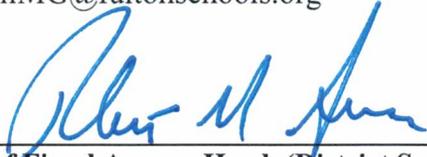
Signature of Fiscal Agency Head (District Superintendent or Executive Director)

Dr. Robert Avossa - Superintendent

_____

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

12/11/2013
_____

Date (required)

Preliminary Application Requirements

Created Thursday, December 12, 2013

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

SRCL General Information Packet-Cohort 3

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

- Yes

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

SRCL Scoring Rubric-Cohort 3

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

• I Agree

Grant Assurances

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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.

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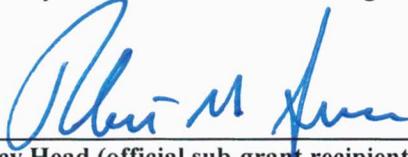
Signature of Fiscal Agency Head (official sub-grant recipient)

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 Narrative

Liberty Point Elementary School is situated in Union City, Georgia located in South Fulton County, Georgia. Union City has approximately 19,463 residents according to the 2010 Census with the following racial breakdown: 11.1% Caucasian, 82.3% African American, 7.0% Hispanic, 0.9% Asian, and 0.2% American Indian and Alaska Native. The median household income was $35,125 with 25.5% of residents of Union City living below the poverty level in the 2007-2011 Census report.

School History

Liberty Point Elementary School was built in this suburban community in 2002, as part of the South Learning Community of Fulton County Schools. It is one of 58 elementary schools in Fulton County Schools. Over the past 8 years, Liberty Point endeavored to obtain Adequate Yearly Progress (AYP) which was met successfully for six years. The vision statement for the school is successful, well-prepared students who perform at their individual best. The graduation rate for Langston Hughes, the feeder high school, is 82%; therefore, it is necessary for the elementary school to build the foundational skills to compete on a higher level.

Currently, there are approximately 740 students enrolled. Approximately 84% of the school's population is eligible for free and/or reduced-price meals based on the 2011-2012 Fulton County Schools Data Warehouse Report. The racial breakdown is 91% Black, 5% Hispanic, 1% Asian, 1% White, 2% Multi-racial, and 0% Native American/Alaskan Native. Liberty Point's mobility rate is 39% and 13% of our students are classified as students with disabilities (SWD). The school is a "center school" for Mild Intellectually Disabled (MID).

Administrative and Teacher Leadership Team

Mr. Brannon Gaskins, the principal, was appointed in 2013. Principal Gaskins is striving, with urgency, along with the faculty and staff to identify and address the varying literacy needs of students. The leadership team at Liberty Point consists of teacher leaders from grades kindergarten through fifth, special education, special areas, Media and Educational Technology Instructor, Counselor, Data Support Specialist, Curriculum Support Teacher, Assistant Principal, and Principal. These staff members participate in weekly meetings facilitated by Principal Gaskins. Curriculum, instructional goals, data, expectations, professional development,

scheduling and school climate is shared during meetings. Mr. Gaskins has honed in on the Title I School Improvement Plan with the goal of improving the quality of education by addressing the needs of our students based on current data. A Striving Readers Grant will enable the school to address the literacy needs of students.

Instructional Initiatives

Past Instructional Initiatives:

Over the past years, we have implemented a variety of initiatives to support literacy instruction:

- Read Across America Day: A variety of activities involving reading take place on this day which falls on Dr. Seuss' birthday.
- Six Flags Six Hour Reading Club (Read to Succeed): Students earn a free ticket to Six Flags by reading 6 hours from December 1st-February 28th.
- Book It Sponsored by Pizza Hut: Teachers set reading goals for students. Minutes/pages are tracked for students to earn a free personal pizza. It runs from October 1st-March 31st.
- CRCT Workshop: Reading /ELA testing tips and practice tests are provided for the parents and students.
- Literacy Assessments: Voyager benchmark, district checkpoints, and common assessments
- Voyager Universal Literacy: The Voyager Universal Literacy Program was utilized by teachers for the past 9 years in grades K-3. This scripted program incorporates phonics and reading strategies to impact reading fluency and comprehension.

Current Instructional Initiatives:

- Co-teaching/Inclusion Classes: Co-taught classrooms are in place in grades 1-5. Students receive instruction in the least restrictive environment according to the student's IEP. Teachers in these classrooms make instructional decisions based on the student's IEP goals and CCGPS grade level standards.
- Data meetings/Data Support Specialist: The Data Support Specialist meets biweekly with teachers to discuss results of data to include but not limited to STAR testing, common assessments, and unit assessments. The data discussed is used to make informed decisions regarding instructional practices and next steps for student achievement. During these meetings, a variety of researched based protocols are used to review data and participate in productive conversation related to the data.
- Standards-Based Classrooms: Instruction based on the Common Core Georgia Performance Standards including small group instruction, flexible grouping, progress monitoring, and Balanced Literacy.

- Balanced Literacy: Classroom instruction incorporates the Balanced Literacy model which includes Modeled, Shared, Guided, and Independent Reading and Writing.
- Guided Reading: Students receive reading instruction on their level according to their Developmental Reading Assessment (DRA) scores and reading instructional needs. The Good Habit Great Readers textbook series is used to provide leveled readers and lesson plans for teachers. More leveled readers are needed to assist in reaching the full implementation of Guided Reading.
- Leveled Library: The initial phase of the school-wide library includes books for Guided Reading levels A-V. These books are available for teachers to use to provide instruction for students who are reading above or below grade level.
- Writing Wall: Student writing samples are displayed weekly on teachers writing walls. In addition, each class has the opportunity to display their writing publicly twice during the school year on the bulletin boards located in the atrium. Each work sample is evaluated according to a rubric and teacher commentary.
- Accelerated Reader: The use of this differentiated reading program helps to encourage reading based on each student's independent reading level. Students set individualized reading goals and choose from a range of books on their independent reading level. Teachers monitor the students' progress toward the goals.

Professional Learning Needs

Based on the needs assessment data, teachers need additional professional development in the following areas:

- Instructional Technology: Teachers need strategies on ways to incorporate technology in their teaching practices. This could include training on specific software and assistive technology devices for students with disabilities and Tier 3 and 4 students.
- Daily Routine Writing Practices/ Writing Across the Curriculum: More professional development is needed to improve writing instruction. Teachers need development on creating strong writing lesson plans, integrating ELA standards in writing instruction, and incorporating writing into all disciplines.
- Informational Reading: A major shift in the Common Core standards is the focus on balancing informational and literary texts in classroom instruction. Teachers need more specific strategies for teaching the skills needed to master Reading Informational CCGPS standards.
- Students with Disabilities: Specific strategies and best practices for instructing students with disabilities are needed to address the 13% of the school population that falls in to this category. The majority of the teachers of students with disabilities are first year teachers. The development of these teachers will be vital to the success of students in this subgroup.

- Fundamentals of Teaching Reading: As the school makes the transition from a scripted reading program, teachers are in need of best practices for teaching reading. This could include enrolling teachers in Reading Endorsement programs.

Need for a Striving Readers Project

Schools are charged with the awesome responsibility to ensure learning for all students. With this comes the challenge of meeting the needs of varied learners, low performing students, limited resources, and inadequate parental involvement. In this ever-changing world of technology, students should be equipped with the most effective tools to compete and become career and college ready. A Striving Readers grant will provide the school with the additional resources to effectively use and provide quality interventions in order to implement a sound literacy plan which will enable us to achieve higher standardized test scores and mastery of the standards. The end result will increase student learning outcomes across the curriculum in the areas of literacy, reading, and writing.

Literacy Plan

Building Block 1. Engaged Leadership
A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school
The administrative team at Liberty Point is led by the principal, Mr. Brannon Gaskins. The team has made a commitment to support the literacy needs of their students. According to the needs assessment, there are critical areas that need to be addressed in order to increase student achievement. The key areas of focus are exposure to informational text, writing across the curriculum, reading strategies for the students with disabilities population, and fundamentals of teaching reading. The literacy plan will focus on these key areas and provide strategies for addressing these needs. In addition, we will continue with the implementation of Differentiated Professional Learning based on a well-defined understanding of the staff's needs. In order to further enhance our professional learning Mr. Gaskins participates in voluntary training offered by the Deputy Superintendent of Instruction. As a transparent leader that information is shared with the staff and ideas are developed on how to implement the training into our daily instructional practice. Mr. Gaskins also understands the relevant research that supports the value of teacher collaborative planning. Grade levels have two days common planning embedded in the daily schedule. He has also allotted three ½ planning days throughout the school year for teachers. During this time teachers use data to provide sound instructional planning along with a detailed action plan on how to best facilitate the process. Our administrative team also takes part in the professional learning and collaborative planning so that the support provided can be in alignment.
B. Action: Organize a Literacy Leadership Team
Literacy Leadership Team

The goal of the Liberty Point Elementary School Literacy Team is to create a positive learning environment with a clear focus on increasing literary success for all students. It is also the goal of the team to support teachers as they strive to support excellent instruction in literacy for all students. It is our goal to build the capacity of teachers and increase their knowledge of superior reading and writing strategies for students in all grades and at all levels. It also our goal to build the capacity of our parents by sharing strategies that can be uses at home with their students. The team will also develop innovative ways to motivate parents and students to read together.

The Literacy Leadership team will consist of representatives from all content areas. The Literacy Leadership team will meet bi-weekly to discuss initiatives and develop a timeline for implementing new initiatives. We will also collect and analyze data such as formative assessments, summative assessments, standardized tests (ITBS, CRCT) and perception surveys from our parents and community. The team communicates information to staff members during faculty, grade level, and leadership meetings, collaborative planning as well as via e-mails and surveys. During these sessions, the team will also seek feedback from the staff related to data and implementation of initiatives. The Literacy Leadership team will utilize this data to make decisions about next steps in instructional practices and professional development. The data will establish benchmarks while providing detailed information on root causes. The administrative team will complete daily walk-thoroughs using an informal evaluation that is aligned with the TKES instrument to ensure that the adopted literacy plan is implemented with fidelity.

Liberty Point Literacy Leadership Team

Member Name	Title	Role
Brannon Gaskins	Principal	Monitor and evaluate literacy program and curriculum

		implementation school-wide. Analyze data for effectiveness of instruction. Monitor implementation of professional development initiatives.
Chaton Davis	Curriculum Support	Monitor and evaluate literacy instruction and curriculum in all grades levels. Analyze student achievement data. Research additional resources. Monitor implementation of professional development initiatives.
Ronda Jones	Data Support Specialist	Analyze student achievement data. Research additional resources. Monitor implementation of professional development initiatives.
Cynthia Lawson	Media Specialist	Evaluate resources for building literacy skills. Share best practices in literacy.

Sherita Knox	Parent Liaison	A special school staff member who works specifically to help locate resources for parents that can assist them with supporting their children at home to ensure their children's success in school.
Gepre Henderson	Interrelated Resource Teacher	Evaluate resources for effectiveness with Students with Disabilities. Offer valuable input related to exemplary instructional practices for Students with Disabilities.
Kara Coleman	Kindergarten Teacher	Assess grade level literacy needs for instruction. Collect data and provide feedback to drive instruction.
Kristen Evans	1st Grade Teacher	Assess grade level literacy needs for instruction. Collect data and provide feedback to drive instruction.
Whitney Langley	3rd Grade Teacher	Assess grade level literacy

		needs for instruction. Collect data and provide feedback to drive instruction.	
Wallace Davenport	5th Grade Teacher	Assess grade level literacy needs for instruction. Collect data and provide feedback to drive instruction.	
Bernita Thomas	5th Grade Teacher	Assess grade level literacy needs for instruction. Collect data and provide feedback to drive instruction.	

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

Instructional planning is an essential component for improving instruction and strengthening the literacy program in the school. Planning is a deliberate process that results in teachers being well-prepared prior to walking through the classroom door for the day (Wharton-McDonald et al., 1998). The master schedule will allow for two weekly common planning periods for each grade level. These times will be protected for grade levels to meet in PLCs to evaluate student data, amend plans, vet common assessments, and reflect on their teaching practices. School administrators will participate in and monitor these meetings. The grade level will establish an agenda prior to the meetings. Established norms and a variety of protocols will be used to keep these meetings focused and relevant to increasing student achievement.

The implementation of the literacy plan will require an established time for literacy instruction

each day. Teachers' schedules will include a 90-120 minute literacy block on each grade level. The master schedule will be designed to minimize interruptions to the literacy block. Common Core Standards require integration of literacy skills in all content areas. Therefore, Science, Social Studies, and Math content will be included in the literacy block. During this time, teachers will also provide some explicit and direct instruction on all CCGPS reading and writing skills. Vocabulary and Phonics skills will also be essential components of this instructional block. Our departmentalized grade levels will work in conjunction with the support teachers to ensure that the literacy instructional block is maximized. Teachers on common grade levels will also flip their schedules to ensure that students are receiving a double dose of instructional in order to close the achievement gap. In order to maximize the talent we have in the building Mr. Gaskins will implement A Leadership Academy to further develop our local leaders.

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

Liberty Point Elementary School is striving to create a culture in which literacy instruction at the school is optimized in all content areas. One goal is to provide classroom libraries that include fiction and informational text related to a variety of subjects. Teachers will also have math classroom libraries with a variety of texts directly correlated to grade level math standards. This text will be used to enhance math instruction in the classroom and engage students in math lessons through the use of literacy. We will establish a leveled library with informational texts directly connected to the Science and Social Studies standards at each grade level. These books will correlate to the Guided Reading Levels (A-Z) to meet the instructional needs of all students. Through the leveled library and classroom libraries, teachers will have access to a variety of resources to make strong connections between literacy and all other content areas.

We will foster the responsibility of teachers for optimizing literacy instruction across content areas by providing professional development on strategies for teaching informational texts to students. These professional development opportunities will help teachers to strengthen their instructional knowledge and practices in order to strengthen the literary skills of students. PLC meetings will also be used to allow for teachers to collaborate on ways to integrate literacy across all content areas. School administrators will attend planning meetings and review lesson plans for evidence of literacy integration in all subjects.

E. Action: Optimize literacy instruction across all content areas

The Common Core Standards insist that instruction in reading, writing, speaking, listening, and language is a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA (Common Core Standards). In addition to the implementation of classroom libraries and a school wide leveled library, Liberty Point will optimize literacy instruction across content areas through the use of a balanced literacy approach. Teachers can best support a literate community yet still meet the needs of individual readers by implementing a balanced literacy approach that includes guided reading, read aloud, shared reading, interactive writing, and other approaches (Fountas and Pinnell, 1996). During the literacy instructional block, teachers will use a balanced literacy approach that includes both fiction and informational texts for read aloud and shared reading. During shared reading, teachers can also use primary sources and information articles directly related to Social Studies and Science content to make authentic real life connections for students. Teachers will also use close reading strategies to help students go deeper into the content of the text and use evidence from the text to respond to higher order questions related to the text.

Other teaching strategies include:

- Consistently provide instruction on academic vocabulary, narrative, information and argumentative writing, and the use of discipline –specific text structures as required by the Common Core Standards.

- Explicit daily writing instruction in all classrooms. Teachers will also teach writing across content areas to help students articulate their knowledge of writing on a variety of topics.

- The use of complex, above grade level text read by the teacher to model effective reading strategies and higher order thinking related to text.

- Small group guided reading instruction at the student's instructional reading level with explicit skill instruction based on the individual needs of students.

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.

Liberty Point Elementary School is committed to building strong relationships with the community at large. It is our goal to engage the community in our daily mission of developing college-and-career ready students. Our initiatives include:

- Partnership with Brenau College to provided mentoring to teachers who need an increased level of support

- Curriculum Literacy Night

- Family Math Night

- Box Tops for Education

- Atlanta-Fulton County Public Library System-Fairburn Branch

- Six Flags –Read for the Record- students in grades K-5 are encouraged to read for at least 600 minutes throughout the year. Students will keep a log of the books they have read. All students who reach the goal of 600 minutes will receive a complimentary pass to Six Flags.

- Pizza Hut-Book It Program- students will set a monthly goal of the number of books they will read for the month. Students who meet their monthly goal will receive a certificate for a free personal pan pizza from Pizza Hut.

- Old Fairburn Kiwanis Club

- Boy Scouts of America

- Girl Scouts of America

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. in the What document)

Literacy is the ability to read, write, listen, speak, and view in order to communicate effectively with others, which includes being able to adopt the appropriate register for a variety of audiences. It also includes thinking and responding critically in a variety of complex settings. The Georgia definition for literacy encompasses the ability to access, use, and produce multiple forms of media, information, and knowledge in all content areas at all grade levels. That includes learning to evaluate the validity of the content on website; and familiarity with the vocabulary associated with technology. Georgia's goal for all students is that they become self-sustaining, lifelong learners and contributors to their communities (Georgia PreK-12 Literacy Task Force, 2009).

At Liberty Point, we ensure a consistent literacy focus by conducting weekly Professional Learning Communities (PLC). During the PLC meetings, the faculty and staff are trained on

professional development areas based needs that have been identified. Grade levels also break off into small groups to review data and brainstorm strategies to positively support learning outcomes. The Administrators, Curriculum Support Teacher (CST), Counselor, EIP teachers, Data Support Specialist and Professional Development Facilitators are readily available to assist teachers and provide strategies and learning support. We have monthly vertical team meetings to share data and ideas that will aid the previous or upcoming grade level.

The Leadership team consists of teacher leaders from grades kindergarten through fifth, special education, special areas, Media and Educational Technology Instructor, Counselor, Data Support Specialist, Curriculum Support Teacher, Assistant Principal, and Principal that meet weekly to communicate instructional expectations that are presented to the teachers. The team also receives additional training in identified areas to share with the staff. During the weekly grade level meetings, teachers meet to collaborate on the upcoming lessons, standards and assessments. They share ideas on effective instructional strategies.

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

People who cannot write and communicate clearly will not be hired, and if already working, are unlikely to last long enough to be considered for promotion. Half of responding companies reported that they take writing into consideration when hiring professional employees and when making promotion decisions. Twenty-five percent of students read below the basic, proficiency level, which means they do not have the minimal reading skills to understand and learn from text at their grade level (Kamil, Borman, Dole, Kral, Salinger, & Torgesen, 2008).

In order to achieve the ultimate goal of literacy instruction (build comprehension, writing skills across the curriculum, and overall skills to communicate effectively), educators must demonstrate and develop a school-wide culture that prioritizes and promotes literacy development.

Students are allowed opportunities to practice speaking and listening in a variety of settings such as informal groups (sharing with a partner and working collaboratively) and in formal settings such as assignments (oral book reports, public speaking). Writing helps students connect and apply what they are learning and allows them to synthesize their thoughts. This initiative will focus on writing across the content areas. This writing will be displayed publicly on a bulletin boards located in the atrium of the school. This will encourage both teachers and students to practice exemplary writing habits. The majority of students spend time focusing on writing narrative pieces.

 More time must be spent on informational texts. In order to achieve this goal, teachers will need access to informational text on a variety of reading levels to meet the needs of the learners in their classrooms. More informational texts will be purchased for the leveled library. Currently the leveled library contains both fiction and nonfiction text that has been correlated to the Social Studies and Science standards at each grade level. Additional books will be purchased in order to ensure that informational text related to the grade level standards is available for all students at any reading level. Classroom teachers will also need access to classroom libraries with an appropriate amount of leveled informational text for their individual classrooms. Math leveled libraries will also be utilized to provide informational text related to math concepts at each grade level. Teachers will utilize the math trade books to introduce vocabulary used in the appropriate context. Students will reflect in math journals to demonstrate their understanding of math concepts and vocabulary related to the text that they read. Teachers will receive additional professional development in order to scaffold their instruction in informational writing. Additional monies will be spent on purchasing more non-fiction, leveled, informational texts. The Media and Educational Technology Instructor will support literacy by engaging students in literacy based instruction and incorporating writing into the lesson. The Special Area Teachers will add value to the literacy instruction by exposing the students to literature

and providing opportunities for student to speak, listen, and communicate. Students will be exposed to higher level thinking questions to help them with comprehension and critical thinking.

PD360 will be used as a resource to support individualized professional development needs. Teachers can take ownership of their own learning by researching areas that they would like to further develop. PD 360 is an on-demand library of professional development resources that leverages technology to make professional learning more effective, convenient, and sustainable. With over 200 hours of research-based video content, plus tools for follow-up, tracking, reflection, and group training, PD 360 is the most comprehensive solution to teacher professional development needs. The district utilizes PD 360 to access individualized support on the most relevant topics, to include differentiation, student achievement, English language learners, classroom instruction that works, leadership, and assessment.

In an effort to support Response to Intervention (RTI), teachers receive training on the purpose and frequency. Data meetings are held every other week to monitor student progress toward mastering the RTI goals established. In the data meetings, teachers engage in collaborative dialogue to share ideas pertaining to increase student achievement. Strategies are discussed and an action plan is implemented. Professional development is also provided to allow teachers additional opportunities to learn more of the varying best practices for teaching. Daily classroom observations are conducted by the administrative team, grade level chairs, data support specialists and exemplary teacher leaders to ensure that the professional development and classroom expectations are carried out.

We are in the process of establishing a literacy team of teachers and staff members to monitor testing data in order to ensure progress and to prepare for the upcoming standardized tests. The team along with the Parent Liaison will also sponsor a CRCT Parent workshop to expose parents to sample test ideas. This will provide support to the parents and enable them to work with their students at

home. A Curriculum Night is held to inform parents on the students' progress in content areas. Teachers share data, work samples, classroom expectations and provide strategies for students. Students are also assigned "book buddies". Older, intermediate students are paired with younger, elementary students to meet regularly to read together to motivate struggling readers and assist them with fluency and comprehension.

All program plans will help to provide staff awareness while building teachers background knowledge of the instructed content areas.

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

Our parent liaison works diligently to bridge the communication between school and home by helping parents receive pertinent school information; receive the help and support they need to ensure their child's academic and social success in school. The parent resource center is a vital part of our school. We encourage parents to come in to browse the center's resources and get involved in their child's education. Parents have many opportunities to attend curriculum and data meetings, PTA meetings, Local School Advisory Council meetings and Coffee with the principal, to receive information about the school and the district. The State of the School Address is addressed at the first PTA meeting. At this event, parents learn of the school's goals and initiatives. eSchool Home Access Center is available parents to access the teacher's grade book to view grades and attendance. Parents can view the school's website for information as well as obtain the school's newsletter.

Faith-based literacy programs in the community provide ongoing support to teachers and students. The Atlanta Fulton County Public Library System, Community volunteers wear their college t-shirts when they come in to read to students, our Business Partners, and the local Fire Station all

support the school's literacy initiatives. Some programs that promote literacy at our school and home include:

•   Literacy Night-students and parents participate in activities that promote a deeper understanding of ELA standards. Parents are actively engaged in this event and learn ELA skills along with the students. Parents also are exposed to ways to support ELA instruction at home.

•   PTA – Pumpkin Character Contest- families decorate a pumpkin to represent their favorite character in a book they have read at home. The pumpkins are judged by a committee and the family with the winning pumpkin receives a prize. This activity promotes reading as a family and the helps strengthen the home-school connection.

•   Parent Workshops- the parent liaison will collaborate with outside agencies and exemplary teachers in the building to provide workshops on literacy strategies that parents can use to support ELA instruction at home. These workshops help by promoting literacy and recognizing the important role of the parent in building literacy skills.

•   Data Night- parents and teachers collaborate to review student data from the first semester of the school year. Teachers are able to explain how to interpret the data and specific strategies parents can use at home to address student's strengths and areas of development. This event helps to promote literacy and parental involvement in instruction.

The librarian from Atlanta Fulton County Public Library System (Fairburn Branch) pairs with the school's Media and Educational Technology Instructor to encourage reading through storytelling, summer reading lists, special events. The Local School Advisory Council (LSAC) brings parent, business, and community involvement to our school to improve school performance. The LSAC

advises the community of any zoning changes that might affect the school, recent legislation and

issues that could impact the school's performance. Our community will be involved in initiatives that

bridge the gap between school business partnerships. Some of the programs that we will implement

include Principal for the Day, Coffee with the Principal, and Parent Training workshops all which will

support our school wide literacy initiative. The more parents are informed the more they can be

expected to buy in and support us in this process.

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

As stated in the GaDOE's *The Why* document, it is necessary for schools to use ongoing, frequent, and multiple measures for effective reading and writing instruction. It is necessary to examine both summative and formative assessments, to determine how that data positively affects and enhances instruction (GaDOE, 2010, pg. 95). Liberty Point Elementary School has established an infrastructure for ongoing formative and summative assessments that we use to determine intensity of interventions and to evaluate the effectiveness of instruction. Our screening, diagnostic, and progress monitoring tools include the Criterion Referenced Competency Test (CRCT/ CRCT-Modified), the Iowa Test of Basic Skills (ITBS), the Georgia Writing Assessment, and District Benchmark assessments. Each grade level administers common formative assessments and pre/post-test for each instructional unit. The information from the assessments is utilized for instructional planning. In order to provide all students the opportunity to showcase their knowledge, assessments are administered using performance tasks, informal checklists, online assessments, multiple choice questions, and short answer responses. We also use STAR Early Literacy Enterprise three times a year to help students' literacy skills and progress monitoring.

Liberty Point Elementary School's data is closely monitored by data teams, School Counselor, and Data Support Specialist. Fulton Connect is an online database that aids with Liberty Point's data collection. This system is new to Fulton County Schools, and was established to help teachers track and store data, as well as access supplemental resources to aid students. Teachers track data by using 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.

 We evaluate the effectiveness of our interventions through observations, both formal and informal,

collaborative planning. The data will also be utilized to make more informed instructional decisions

and to provide students with researched based interventions that support students and close the

achievement gap.

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

Liberty Point Elementary School uses universal screeners as a general outcome measure to

identify underperforming students and to determine the rate of increase for the school and classroom.

At the start of each school year, students are administered the STAR reading test as a means of

identifying underperforming students. Renaissance Learning's STAR reading program is a computer-

based assessment that assesses 36 reading skills in five domains including word knowledge and skills,

comprehension strategies and constructing meaning, analyzing literary text, understanding author's

craft, and evaluating text. Once students who do not meet benchmarks are identified, the data is used

to change instructional strategies and interventions based on the individual student's needs. The

frequency of the STAR reading test is increased and used as a means of progress skills monitoring.

Data is reviewed periodically throughout the implementation of our literacy plan to monitor the plan's

effectiveness. If at the end of a four to six week period if no progress towards a reading goal has been

made, the student intervention will change to ensure that we are supporting the students' literary

needs. Teachers work collaboratively with the students' present and past teachers to analyze data and

make informed decisions. The plan promotes the use of ongoing and frequent assessment to plan for

instruction. We use the following instruments to obtain student data:

Assessment	Purpose	Frequency	Grade Given

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

Dibels Next	Universal screening and progress monitoring	Three times a year	K-3	
Scholastic Reader Inventory (SRI)	Universal screening and progress monitoring	Three times a year	3-5	
Georgia Kindergarten Inventory of Developing Skills	Progress Monitoring and Outcome	Ongoing Assessment	K	
Georgia Alternative Assessment (GAA)	Progress Monitoring and Outcome	Ongoing Assessment	3-5	
Diagnostic Reading Assessment	Diagnostic/Benchmark Assesment	Twice a year	K-5	

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

Liberty Point will implement Dibels 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; as well as, students who fall in all of the tiers of Response to Intervention. 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 throughout the course of the school year with data being collected weekly on each student. STAR will also be used as it generates a line plot for students to show their progression towards competence in a grade-level skill. 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. Dibels and STAR literacy used cohesively helps to establish benchmarks and enables students to make adequate reading gains. Teachers will also use DRA to establish a benchmark and to ensure that students are provided with resources that are differentiated. The level library will also be a resource that teachers can access for additional support materials.

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

Our school uses summative data at the end of each instructional unit to make plans for re-teaching and remediation. Remediation takes place during RTI time and small group instruction. Teachers also use the results of summative data to spiral instruction in future instruction. Trend data is used to information the progress of sub-groups; thus, teachers use this data to plan specific instructional strategies for each sub group.

To ensure that instruction is planned based on the analysis of data, teachers use Fulton Connect, results from unit assessments, and common assessment results to identify specific standards for mastery. We also implement the following strategies:

- Conduct regularly scheduled meetings and data discussions to make adjustments to instruction.

- Communicate and model expectations for meetings regularly.

- Attend professional learning or professional developments sessions.

- Facilitate on-going data talks with the DSS to plan and direct instruction.

- Establish smart goals for the grade level and individual students based on the instructional units.

- Establish professional learning that will enable teachers to take a look at root causes when evaluating the work of both teachers and students.

- Provide teachers with more access to technology to increase the number of available student desktops in the classroom.

- Use technology to support our school-wide initiatives. This additional usage will be supported as we have checked our wireless availability and infrastructure.

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

The purpose of a screening measure is to accurately identify a student as being at risk (GaDOE, *The Why,* 2010, pg. 99). Data from assessment has been used to drive literacy instruction. Initial screenings stand as a body of evidence to support students' current reading skill. Once established, teachers actively seek critical data and often review results in order to adapt instruction to meet the individual needs of students. Each classroom at Liberty Point has an interactive data wall with the most up to date information regarding student learning. Teachers use informal summarizing activities to monitor students understanding daily. This information is used to plan for instruction and adjust small group environments. Technology is used to help differentiate, track, and share instruction. Teachers meet as data cohorts with the school's data support specialist to analyze test results from multiple sources to set goals for students and to identify appropriate instructional strategies.

In grades 3-5 will integrate Scholastic Reader Inventory (SRI) with our current STAR Reading program. SRI will be administered twice a year to students. We will initially use SRI 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, SRI 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. We will engage in

data talks while using protocols that will guide our discussion. Establishing smart goals will help teachers and support personnel to drive the data conversations and to ensure that they have meaning. Beginning with the end in mind will help to establish the goal while also providing teachers with a measure and key access points to determine student progress. This information will be used to realign the instructional pacing and scaffold as needed in order to close the achievement gap.

DIBELS will be administered three times a year to assess student's literacy skills. This information will be used to make decisions about levels of intervention. After the initial administration, we will identify students who need additional support and evidence to support the need for additional support. DIBELS provides a map for expected progress for each student in order to meet established goals. Teachers will identify the instructional goal for the students and they type of support and materials that will be needed. Teachers will develop a plan for providing instruction to help students achieve their instructional goal. Progress will be monitored weekly (intensive level of support) or bi-weekly (moderate level of support). Assessments will be used to evaluate instruction and modify the plan based on the student's progress. If an instructional plan is consistently not working it will need to be changed.

DIBELS assesses students in four main areas; Initial Sound Fluency (ISF), Phoneme Sound Fluency (PSF), Nonsense Word Fluency (NWF), and Oral Reading Fluency (ORF). Students who are struggling with ISF and/or PSF will need more assistance with phonemic awareness. Teachers will focus on rhyming, phoneme blending, and phoneme segmentation. Students who score low in NWF will receive more instruction on alphabetic principle. Strategies may include letter-sound cards, word lists, or practice changing initial and final consonants in words. Students who score low in ORF will receive instruction to increase reading speed and accuracy. Activities may include repeated reading, partner reading, echo reading and listening to audio books.

Building Block 4. Best Practices in Literacy Instruction

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

The teachers at Liberty Point have experience teaching reading from a scripted program. The school is now using the Balanced Literacy approach. They provide the students with direct instruction on their appropriate level. Teachers use modeled, shared, guided and independent reading and modeled, shared, guided and independent writing in the literacy block. The balanced literacy approach is characterized by explicit skill instruction and the use of authentic assessment to drive the instruction. 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.

Guided reading is a small group activity where more of the responsibility belongs to the student. Students read from leveled text. They use the skills directly taught during interactive read-alouds and shared reading to increase their comprehension and fluency. The teacher is there to provide prompting and ask questions. Guided reading allows for great differentiation in the classroom. Groups are created around reading levels, and students move up when they note that the entire group is ready. While the teacher and students read the selection, she or he stops periodically to model the internal dialogue a good reader uses to help comprehend the work and the strategies that good readers use. In modeled reading, the teacher reads aloud a book which is above the students' reading level. Students may or may not have a copy of the text with which to follow along. The purpose of modeled reading is to demonstrate a skill or ability such as: fluency, fix-up strategy, think aloud. Shared reading is when the students read from a shared text. Often this is a big book, a book on screen using a website or documents camera. If possible students should have their own copies also. Students and the teacher

read aloud and share their thinking about the text. During both interactive read-alouds and shared

reading the class will create anchor charts. These anchor charts remind students how and when to use

different skills and strategies. Independent reading is exactly what it sounds like: students reading

self-selected text independently. The reading level of the text will often be slightly lower than the

instructional level used in guided reading.

While teachers are well versed in their understanding of how to define Guided Reading the

dis-connect is in how to fully implement a Literacy program without the scripted support. In order to

provide teachers with the support they need we plan to provide extensive training and professional

learning on Guided Reading and Writing Instruction. Although we have a leveled library located in

our school's media center with additional funding teachers will have an individual leveled library to

be used in their classroom.

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

Balanced literacy is implemented through the Writing Workshop Model. The teacher begins by

modeling the reading/writing strategy that is the focus of the workshop. Subsequently, students are

engaged in practicing the focal strategy in small groups or independently as the teacher monitors and

provides guidance. Selected students share their work. Then, students write independently for an

extended period of time as the teacher circulates amongst them to observe and record observations and

confer. At the culmination of the workshop session, selected students share their strategies and work

with the class. Strategic mini-lessons also take place to support students. Guided writing is taught to

small groups in briskly paced, 20-minute lessons. These groupings should be flexible, based on

observation of students' current needs, and might be implemented following a whole-class writing

lesson.

Literacy will be promoted in all areas of the curriculum through the use of informational texts and

writing. Examples of how writing will be incorporated in other subject areas includes the use of

Science and Math journals to summarize and reflect on new concept, research papers related to

Science and Social Studies. Students in grades 4 and 5 will be required to complete a Social Studies

and Science project in which a research paper will be a required component.

Current Instructional Schedule		Literacy Plan Strategies
7:40-8:15 – **Intervention** Students receive additional (individual or small group) instruction with alternative materials to support deficits. RTI tiered interventions are provided for students during this time for the appropriate amount of time.		Classroom Libraries eBooks Media Center books Instructional Technology
8:00 – 10:15 **Reading/Language Arts Block** During this block, students are exposed to a wide range of literature. 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 (phonics, writing, technology, and general educator/special educator cross-training). Classroom libraries Interactive technology
20 Minutes Whole Group	Teacher reads aloud modeling effective reading strategies.	eBooks Web-based software Classroom libraries
60 Minutes Small Group	Students participate in tiered instruction via Early Intervention Program models, peer tutoring, and individualized activities during independent center rotations. Assistance is provided with developing fluency, phonics, vocabulary, and comprehension.	Leveled texts in a variety of content areas. eBooks Phonics kits
45 Minutes Writing Block	The writing block provides students with a model that is sequential and consistent: 1) Prewriting 2) Rough Draft 3) Peer Editing 4) Revising 5) Editing 6) Final Draft 7) Publishing	Professional development -6+1 Traits of Writing Write Score Assessment Data Writer's Workshop Conferences Modeled, Shared, Guided and Independent Writing
10:15 – 11:00 **Science/ Social Studies Block** Literacy is integrated through journal writing, research papers, lab reports, informational text, document based questions, and close reading strategies of primary sources.		eBooks Subscription databases Classroom libraries Interactive technology

11:00 – 11:45 Specials	
11:45 – 12:25 Lunch/Recess	
12:30 – 1:45 **Math Block** To build connections to real-life experiences, we utilize trade books and use of interactive technology provides for hands-on manipulatives. There is also a focus on problem solving strategies.	Classroom libraries Interactive technology Mobile laptop labs
1:45-2:20 – **Science/Social Studies/ Health Block Cont.** Students participate in hands on science experiments and/or project based learning to enhance the Social Studies/Science content.	Classroom Libraries eBooks Media Center books
2:45- 4:45 Extended Learning Grades 3rd- 5th participate in remediation for Math, Language Arts, and Reading. Class sizes are currently 15:1. Students begin in October and end in March. They meet two times per week. The program focuses on test preparation and remediating deficient skills.	

The notion is widespread that children must learn to read before they can write. However, young children begin writing as or even before they learn to read, because they have a need to communicate ideas and concepts that have been discovered by experience rather than in books. The school will also have a monthly writing focus based on the 6 + 1 Traits Writing Book. Ideas, organization, voice, word choice, sentence fluency, conventions and presentation are key qualities that define strong writing.

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

Although each child is unique in his or her own development, there are typical expectations for literacy and communication at each grade level. To achieve these expectations, teachers must provide an engaging and interesting environment in the classroom. They must use and

implement rigorous strategies to enable them to access, use and retain information from different sources. The school uses the following creative approaches to implement fun, excitement, and purpose to engage the students and involve families.

- Curriculum Literacy Night will provide an opportunity for parents to learn about the ELA standards and expectations for students at each grade level. Parents will receive tips and suggestions for supporting their students at home. The parent liaison center will showcase resources in the building that can parents can check out to enhance instruction at home. Students will rotate through stations that will consist of enrichment activities related to their grade level standards.

- Family Math Night will provide an opportunity for parents to learn about the Math standards and expectations for students at each grade level. Parents will receive tips and suggestions for supporting their students at home. Students will rotate through stations that will consist of math enrichment activities related to their grade level standards and ways math skills are used in real world situations.

- Data Night –parents will review the data for their students including benchmark data scores, Write Score assessment, common assessments and unit tests. Teachers will conference with parents about what the data means and how it reflects the student's progress.

- Read Across America Guest Readers- guests readers will volunteer to read in classrooms to celebrate Dr. Seuss' birthday.

- Kaiser Permanente –"Give Peas a Chance" is a highly engaging interactive puppet show for students with a strong emphasis on nutrition and making healthy decisions. Through this partnership, students are able to learn more about health and how what the food they eat can impact their bodies.

- "Strong for Life"- sponsored by Children's Healthcare of Atlanta, provides two school wide assemblies on the importance of choosing healthy foods and making health-wise decisions. This organization also comes out to support students in making healthy choices during lunch.

- McTeacher Night- teachers volunteer to work at McDonalds to serve food or operate the

cashier register. Students and their families come in to see their teachers working and have dinner. A portion of the proceeds are given to the school.

- Cheerleading-students in grades 4 and 5 are able to participate on the cheerleading squad. The cheerleading squad cheers at 4-5 basketball games and also several school assemblies including Town Hall Meetings and Field Day.

- Basketball- students in grades 4 and 5 are able to participate on the basketball team. The basketball team plays 4-5 basketball games and the season culminates with a championship game between other schools in the learning community.

- Town Hall Meetings- Town Hall Meetings are held monthly to recognize the Students of the Month, classes with positive cafeteria behavior and students who have exceled on specific assessments or in various competitions. The goal of the Town Hall Meeting is to create a positive school climate in which staff and students feel valued and are recognized for their achievements.

- Art Club- students in grades 3-5 can participate in the Art Club to help develop an appreciation for art while creating unique art projects that go beyond the activities they are exposed to during the school day.

- Band-students in grades 4-5 can participate in the band. Students in the band receive instruction on a specific instrument from the music teacher. These students perform at one high school football game as well as various programs at Liberty Point Elementary School.

- Boy Scouts of America

- Girl Scouts of America

- Spelling Bee

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.)

Liberty Point is consistently reviewing data to identify student needs.   We understand that the root causes may be due to instructional deficiencies amongst our teachers. At Liberty Point, we found based on our needs assessment that our teachers need professional development in the following areas:

- **Instructional Technology**: Teachers need strategies on ways to incorporate technology in their teaching practices. This could include training on specific software and assistive technology devices for students with disabilities and Tier 3 and 4 students.

- **Daily Routine Writing Practices/ Writing Across the Curriculum**: More professional development is needed to improve the writing instruction. Teachers need development on creating strong writing lesson plans, integrating ELA standards in writing instruction, and incorporating writing into all disciplines.

- **Informational Reading**: A major shift in the Common Core standards is the focus on balancing informational and literary texts in classroom instruction. Teachers need more specific strategies for teaching the skills needed to master the Reading Informational CCGPS standards.

- **Students with Disabilities**: Specific strategies and best practices for instructing students with disabilities are needed to address the 13% of the school population that falls in to this category. The majority of the teachers of students with disabilities are first year teachers. The development of these teachers will be vital to the success of the students in this subgroup.

Our school has also found that we need to make the transition from a scripted reading program, to

using best practices for teaching reading. This could include enrolling teachers in a Reading

Endorsement program to assist in employing the fundamentals of teaching Reading.

Special Education Teachers are included in the Response to Intervention (RTI) process. Their

role is to provide academic support based on students' data in order to provide specially designed

instruction that will meet the students' needs.   The Special Education Teachers will continually assess

and use extensive instructional strategies to help close the achievement gap between special education

and general education students.

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

General Education Teachers currently use the following materials for Tier 1 instruction: adopted

textbooks, print and non-print collections in the Media Center, and the computer lab. Tier 1 is a

Standards-Based Classroom Learning. All students participate in general education learning that

includes:

- **Universal screenings to target groups in need of specific instructional support.**

  -This process will help diagnose difficulties and plan instruction. It will also assess early

  literacy and generate reliable data on every student.

- **Implementation of the Common Core Georgia Performance Standards in a standards-based classroom**

  -This process will help ensure that fidelity of instruction has been implemented in all content

  areas.

- **Differentiation of instruction including flexible grouping, multiple means of learning, and demonstration of learning**

  -This process will help teach standards at different readability levels; as well as, flexible

grouping with an emphasis on re-teaching and remediation of standards.

- **Progress monitoring of learning through multiple formative assessments, and tiered assignments and assessments**

    -This process will help place students in skill based intervention groups.

Students in grades 3-5 are identified as at-risk based on their previous year's CRCT and ITBS scores. Kindergarten students utilize the GKIDS benchmarks while students in grades 1-2 are identified as at-risk based on the STAR assessment data, DRA, and common assessments. The School's Counselor and DSS work with teachers to identify individual student weaknesses in order to identify research based interventions that are used to close the student achievement gap.

Ongoing assessments are administered to students in the Tier 1 instructional program before determining if Tier2 support is needed.

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

Targeted students participate in learning that is different by receiving strategic intervention in addition to the Tier1, core curriculum.

- For 6 weeks, 3-5 days a week for at least 15 minutes
- Students may participate in the Early Intervention Program (EIP) for Reading or Math if they

are recommended based on the EIP rubric, standardized tests, or other assessments. Students in EIP receive a double dose of instruction in the subject area in which they are identified as needing more assistance. These students may be served by an additional teacher in their classroom or pulled out in a smaller group setting. As students make progress, they may be eligible to exit the EIP program.

- Groups of 8 or less

- District and/or school benchmark assessments are used to determine student progress toward grade level mastery of the GPS and the CCGPS

- A universal screening process is used to identify students requiring additional assessments in reading, math, and/or behavior. These additional assessments ensure accurate identification of struggling students or students not performing at expected levels.

The following are evidence-based interventions of increasing levels of intensity based on progress monitoring that will be implemented.

Instructional Options (Areas of Concern)	Intervention-Based Strategies
Reading Fluency	Choral Reading
Reading Comprehension	Summary/Main Idea
Math Computation	Contingent Reinforcement Feedback
Written Expression	Self-Monitoring Writing
Oral Language	Repeated Interactive Read-Alouds
Listening Expression	Question-Answer Relationship (QAR)

The movement between Tier I and Tier II is fluid so as student's master skill deficits they are moved

back to Tier I. If students continue to have difficulty with an identified concept an alternative

intervention will be implemented prior to moving students to Tier II.

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

progress jointly

Targeted students participate in learning that is intensive, individualized and research-based.

- 4-5 days a week for at least 30 minutes

- Groups of 4 or less

- Progress monitoring weekly

  Teachers will implement the following actions in order to monitor their student(s) progress

during the problem solving process:

- Step 1. Identify Specific Concern

- Step 2. Gather Information and Analyze Data

- Step 3. Specify Instructional Objectives

- Step 4. Develop Educational and Monitoring Plan

- Step 5. Monitor and Evaluate Progress

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

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 and special education.

The Tier 3 support team completes a referral for Special Education Services. If a student is referred for an evaluation, the following steps will be completed:

- RTI Documentation Form

- Language Checklist

- All Data Documentation

- Hearing/Vision Screenings

- Parent Questionnaire

- Skills Inventory

- Section A: Consideration for Referral for Special Education Services

- Signed Consent for Evaluation

Special Education Teachers, Speech Language Pathologist, Talented and Gifted Teachers, and General Education Teachers will participate in the implementation of literacy activities (listed above in Tier 3).

The student's Individualized Education Plan (IEP) is developed based on the students' needs in order to succeed in the classroom. The following areas are taken into consideration:

- Present Levels of Performance

- Special Factors

- Classroom Supports and Statewide Assessments

- Placement Options

- Services

- Other Considerations

- Individualized Goals and Objectives

Building Block 6. Improved Instruction through Professional Learning

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

Teachers who are new to Liberty Point are provided with different levels of support to ensure their success in their first year. Fulton County provides a New Teacher Orientation for all teachers who are new to the county. The county orientation includes an overview of the balanced literacy plan as well as information regarding CCGPS implementation in Fulton County. The county also provides two full days of professional development during pre-planning to roll out initiatives related to the core subject areas.

Each first year teacher is provided with a mentor teacher at Liberty Point. The mentor is responsible for meeting with the mentee for a minimum of 10 hours per semester. Mentors also facilitate a monthly meeting on a variety of topics related to the operations and procedures as well as instructional practices. This year new teachers have received training on PD 360, TKES, Fulton Connect, unit planning and design, effective parent-teacher conferences, and CISS screening (screening students for

Gifted services).   Liberty Point has established a strong relationship with Shorter University to work with pre-service teachers in the community. There are currently two teachers at Liberty Point completing their student teaching experience. During their time as student teachers, these pre-service teachers have attended the same professional development experiences as all teachers. They have had the opportunity to attend faculty meetings, PTA meetings, data meetings and observe parent teachers conferences. Fully immersing the student teachers into the daily life of classroom teachers helps to prepare new teachers for all of the challenges of the classroom. Liberty Point also provides opportunities for pre-service teachers to conduct observations as a part of their Practicum experience. Students from local colleges and universities are paired with exemplary teachers to observe best practices in instruction and classroom management. We will continue to improve our participation in pre-service training by volunteering to be guest speakers at these schools to share a firsthand account of the teaching experience as well as conduct question and answer sessions. We are currently working on establishing a similar networking relationship with Brenau University in the city of Fairburn to offer the same opportunities as we have with Shorter University. As we continue to build these relationships, we hope to be able to support pre-service teachers and better prepare them to become first year teachers.

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

Professional Learning is a key component of the literacy plan. Using the information from the needs assessment, we have identified the following areas to focus on for professional development.

- Integrating reading and writing in the content areas- Through a series of meetings on the importance of cross curricular teaching and ways to integrate literacy in all subjects. Instruction will focus on specific books in the classroom libraries that can be used to

accomplish this goal.

- Understanding By Design- As teachers learn about ways to effectively plan for instruction, they will be able to design units of instruction that connect Literacy, Math, Social Studies, and Science to make learning relevant for teachers.

- Interactive Technology- Teachers will receive instruction on a variety of tools that can assist with the integration of literacy in all subjects. Teachers of students with disabilities will receive training on specialized programs such as SOLO and assistive technology that will make learning more engaging and differentiated for them.

- Assessment Training- Teachers will receive training on effectively implementing DIBELS, SRI, STAR, and DRA. In these trainings, teachers will learn how to administer these assessments as well as how to collect and organize the results. Teachers will be made aware of the timeline of implementation for these assessments.

- Technology Integration- As new technological devices are purchased, teachers will need training on how to effectively utilize the technology to improve instruction. Teachers will participate in sessions on ways to use the new mobile devices as well as e-readers that may be purchased. The professional development sessions will include best practices of technology use as well as specifics on operating the newly acquired devices. Liberty Point will also consult with outside agencies to provide training on specific programs or software that can be used in classroom instruction. Training will include Edmodo in the classroom, digital storytelling, and using technology in project based learning.

- Planning and Unit Development Days- Teachers will participate in planning and unit development days frequently throughout the year. This time will be used to organize the units for ELA instruction. Teachers will need to secure substitutes for this day. Funds from the

Striving Readers Grant will be used to pay for substitutes during these planning days.

- 6+1 Traits of Writing- A representative group of teachers attend a 2 day training on 6+1 Traits of Writing. Teachers attending the training will create writing plan for the school that will include incorporating the traits into the writing curriculum. Teachers who attend the training will redeliver the information they learned in ongoing professional development sessions throughout the year.

- Summer Unit Planning- Teachers will collaborate this summer to develop units for ELA instruction in the next school year. These sessions will also include specific training on writing across the curriculum and incorporating informational text into the literacy block.

- Data Analysis Training- Teachers will participate in professional development on using data to inform instruction. Professional learning sessions on analyzing and disaggregating data will be held frequently throughout the year.

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A. Overview and description the needs assessment process

Data is the driving force behind school wide decisions at Liberty Point Elementary School. School administrators, teachers, and parents, consistently review data to make informed decisions about the effectiveness of teaching practices to set goals for school improvement. Each year, stakeholders review data in order to review goal attainment and modify goals for continued improvement.

When determining the literacy needs of Liberty Point Elementary, the literacy team and administrative staff used a variety of student achievement data combined with perception and process data. Results from the Criterion Reference Competency Test (CRCT) and Grade 3 and 5 Writing Assessments were used as student achievement data points; in addition, universal screening assessments (i.e. STAR Reading and Mathematics) were used to determine specific areas of concern based on standard mastery. DRA 2 is a diagnostic assessment that was also employed to give more specific feedback regarding reading comprehension and fluency. Perception surveys from parents and teachers, the results from the School Quality Review (SQR), and Teacher Keys (TKES) self-assessment survey results were used as perception data points. Process data was collected through completing the Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12 to collect process data by members of the literacy team. As Bernhardt (2004) explains, "… student learning, demographics, perceptions and school process, separately and combined- tell school personnel what is going on in the school right now, give clues as to what needs to be done to improve, how to improve to get different results and even what is possible with respect to improvement (17).

The Literacy Team consists of the following:

Member	Title/Role
Brannon F. Gaskins	Principal
Amia Burnette	Assistant Principal
Kara Coleman	Kindergarten Teacher
Wallace Davenport	Fifth Grade Teacher
Chaton Davis	Curriculum Support Teacher
Kristen Evans	First Grade Teacher

Gepre Henderson	IRR Teacher
Whitney Langley	Third Grade Teacher
Cynthia Lawson	Media Specialist
Ronda Jones	Data Support Specialist
Bernita Thomas	Fifth Grade Teacher

The needs assessment process was conducted by having each member of the literacy team complete the Georgia Literacy Plan Needs Assessment of Literacy Kindergarten to Grade 12 separately and then discussing the results collectively. During the collective response process, members were able to refer to the rubric and site examples from the school's school improvement plan (SIP) and School Quality Review (SQR) to determine an appropriate rating for the school; thus, the final ratings was agreed upon by all members of the literacy team.

B.   Summary of the data and concerns it raises

Through our needs assessment process, we identified the following weaknesses in Liberty Point's literacy instruction:

Major literacy weaknesses

- TKES Self-Assessment data shows that teachers need additional professional development in planning, differentiation, and assessments uses as it relates to literacy instruction.
- Based on teacher feedback, teachers need additional professional development I to effectively use the resources, *Good Habits Great Readers, as well as professional development for* CCGPS implementation.
- Based on teacher feedback, teachers need additional professional development in balanced literacy.
- Based on 2012-2013 CRCT Reading data, the domains of reading for information, reading skills, and vocabulary acquisition are areas of concern
- Based on 2012-2013 CRCT Language data, the Research/Writing process domain is an area of concern.

- Based on 2012-2013 Grade 5 Writing Assessment, the conventions domain, persuasive genre, and informational genre fall below the county and state averages.
- Based on the 2012-2013 Grade 3 Writing Assessment, the persuasive and informational writing genres fall below the district and county average.

Percentage of 3rd, 4th, and 5th grade student meeting/exceeding on the CRCT in Reading

School Year	All Students	Black Students	Students with Disabilities	Economically Disadvantaged Students.
2010-2011	88%	87%	67%	87%
2011-2012	90%	89%	80%	89%
2012-2013	90%	89%	72%	89%

Percentage of 3rd, 4th, and 5th grade Student meeting/exceeding on the CRCT in ELA

School Year	All Students	Black Students	Students with Disabilities	Economically Disadvantaged Students.
2010-2011	88%	87%	62%	88%
2011-2012	93%	92%	76%	92%
2012-2013	87%	88%	71%	87%

Percentage of 5th grade students meeting/exceeding on the Grade 5 Writing Assessment

School Year	All Students	Black Students	Students with Disabilities	Economically Disadvantaged Students.
2011-2012	78%	79%	59%	N/A
2012-2013	76%	79%	59%	N/A

Based on data, the literacy team identified three major areas of concern. The first area of concern was student performance in regards to informational text. Students historically perform lower on informational text. Additionally, professional development in the implementation of CCGPS, informational text, and the achievement gap with students with disabilities. The second area of concern relates to the performance of students with disabilities. This populations' achievement falls below county and state averages.

The root causes of the issues identified relate to teachers' inconsistency with teaching students how to engage with informational text written or in print. Teachers' perception surveys show that they have been comfortable teaching narrative writing and engaging with narrative print; however, teachers have not devoted time to creating units that focus on informational writing or choosing informational text for instruction. Teachers have also shared that past reading series have focused on narrative text; however, the new standards require more informational reading. Teachers feel that were adequately prepared for the change.

The root cause for the achievement gap with special education students steams from the high attrition rate of teachers in the department. Over the past five years, over 80% of the special education department has resigned or transferred. Special education teachers have shared that they have not had adequate training in co-teaching, teaching writing instruction, and teaching below level students on-grade level content.

The table below summarizes these areas of concern. Each area of concern is aligned to the literacy building blocks as defined in the Georgia Literacy Plan:

	Research-based Practice Found in Georgia Literacy Plan				
Areas of Concern	Assessments	RTI-Tiered Instruction	Transitions	Age/Grade	Current Strategies
Student performance in the domains/genres of information writing/text	Teachers' lack of training in guided reading and *Good Habitats Great Readers* Teachers' implementation of balanced literacy Teacher use of running records in guided reading Teachers' ineffective implementation of unit planning.	All tiers of instruction affected	Improve professional development needs	K-5	Differentiated Instruction Guided Reading Small group instruction Differentiated professional development
SWD performance on standardized test	Testing and Classroom	Tier 4	Increase the content	K-5	Team Taught

in the areas of Reading/ELA/Writing	accommodations not aligned		knowledge of Special Education teachers		Classrooms 2-5
	Retention of effective Special Education teachers				IEP goal monthly reviews

C. Define the root cause

Based on the triangulation of data, the following root causes have been identified:

1.   Major concerns in improving student performance regarding informational text; thus, teachers struggle with implementing effective lessons that help students read for information, acquire vocabulary, and produce informational and persuasive writing. As a result, students do not apply strategies effectively to understand what they have read. Teachers struggle with implementing research based instruction in informational text; thus students are unable to synthesize their learning and apply them in reading comprehension or writing.
2. SWD disabilities have the same challenges as general education students; however, special education teachers need more professional development to help students achieve grade-level standards based on cognitive ability and academic readiness.

In order for Liberty Point Elementary School to provide our students with effective literacy instruction, we will continue to incorporate research-based literacy strategies into all content areas including science and social studies. Additionally professional development and consistent monitoring will be implemented in order to support balanced literacy, RTI tiered instruction, and unit planning.

Bernhardt, V. L. (2004). Continuous improvement: It takes more than test scores. *Leadership*, *34*(2), 16-19.

Analysis and Identification of Student and Teacher Data

Liberty Point's Literacy Team complied and analyzed extensive data from the past three years as part of its needs assessment.   The findings related to student and teacher data are highlighted below. The school made Adequate Yearly Progress (AYP) for 8 years by successfully achieving both assessment and attendance indicators outlined by the state. The school did not make AYP in 2005-2006 and 2009-2010; thus, we believe that our instructional program fosters inconsistent growth in student achievement.

Our Career and College Readiness Performance Index (CCRPI) information for 2012 includes the following regarding Achievement:

Elementary School Indicators			Benchmark for indicator (%)	Performance on Indicator (%)	Adjusted performance on indicator (%)	Points Possible for Indicator	Points Earned on Indicator
CONTENT MASTERY	1	Percent of students scoring at Meets or Exceeds on the English Language Arts CRCT (required participation rate >= 95%)	100	89.4	NA	10	8.9
	2	Percent of students scoring at Meets or Exceeds on the Reading CRCT (required participation rate >= 95%)	100	89.8	NA	10	9
	3	Percent of students scoring at Meets or Exceeds on the Mathematics CRCT (required participation rate >= 95%	100	74.7	NA	10	7.5
	4	Percent of students scoring at Meets or Exceeds on	100	66.6	NA	10	6.7

		the Science CRCT (required participation rate >= 95%)					
	5	Percent of students scoring at Meets or Exceeds on the Social Studies CRCT (required participation rate >= 95%)	100	64.7	NA	10	6.5
		Total Points				50	38.6
		Category performance %					.772
		Category Weight					40%
		Weighted performance					.3088

Elementary School Indicators			Benchmark for indicator (%)	Performance on Indicator (%)	Adjusted performance on indicator (%)	Points Possible for Indicator	Points Earned on Indicator
POST ELEMENTARY SCHOOL READINESS	6	Percent of English Learners with positive movement from one Performance Band to a higher	Two few Students	Two few Students	Two few Students	Two few Students	Two few Students

		Performance Band as measured by the ACCESS for ELLs					
	7	Percent of Students With Disabilities served in general education environments greater than 80% of the school day	65	21.3	32.8	10	3.3
	8	Percent of students scoring at Meets or Exceeds on the Grade Five Writing Assessment (required participation rate >= 95%)	100	76.9	N/A	10	7.7
	9	Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650	86.4	59.6	69	10	6.9
	10	Percent of students in grade 5 achieving a Lexile measure	87.8	49.5	56.4	10	5.6

		equal to or greater than 850					
	1 1	Percent of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 Career Clusters (operational in 2012-2013	NA	NA	NA	NA	NA
	1 2	Student Attendance Rate (%	99.4	96.73	97.3	10	9.7
					Total Points	50	33.2
				Category Performance %		.664	
				Category Weight		30%	
				Weighted performance		.1992	

The following strengths from this data are noted:

- Reading and ELA were the core content areas where the most points were earned on the Achievement section.

The following areas for growth from this data are noted:

- Science and Social Studies achievement points are not comparable to the Reading and ELA scores
- The school earned 0.5 exceeding the bar points which indicates that there were not a significant number of students exceeding on the Reading or ELA portion of the CRCT.

The following data includes performance on the CRCT in Reading and Language Arts by grade level and subgroup:

Reading	2013			2012			2011		
	DNM	Meets	Exceeds	DNM	Meets	Exceeds	DNM	Meets	Exceeds
	%	%	%	%	%	%	%	%	%
3rd grade	15.6	40.2	44.3	9.2	44.0	46.8	5.2	63.9	30.9
4th grade	9.9	47.9	42.1	10.4	59.4	30.2	20.2	56.7	23.1
5th grade	3.9	77.5	18.6	12.1	65.7	22.2	11.4	69.1	19.5
Combined	10.1	53.0	36.9	10.5	55.9	33.6	12.3	63.6	24.1
Male	12.5	52.4	35.1	11.3	57.9	30.8	11.9	70.6	17.5
Female	7.9	55.4	36.7	9.7	53.8	36.6	12.8	56.7	30.5
Hispanic	5.9	52.9	41.2	7.1	71.4	21.4	10.0	60.0	30.0
ELL	-	-	100.0	N/A	N/A	N/A	-	-	100.0
SWD	12.5	56.3	31.3	18.8	62.5	18.8	30.8	61.5	7.7
ED	10.5	55.4	34.0	10.7	58.1	31.3	11.2	65.5	23.4

ELA	2013			2012			2011		
	DNM	Meets	Exceeds	DNM	Meets	Exceeds	DNM	Meets	Exceeds
	%	%	%	%	%	%	%	%	%
3rd grade	16.2	55.6	28.2	11.5	51.0	37.5	8.5	60.6	30.9
4th grade	19.0	55.4	25.6	7.4	50.5	42.1	18.4	52.4	29.1
5th grade	1.0	70.4	28.6	4.3	68.8	26.9	11.1	67.5	21.4
Combined	12.8	59.8	27.4	7.9	56.5	35.6	12.7	60.5	26.8
Male	16.6	58.3	25.2	11.2	60.5	28.3	15.0	58.2	26.8
Female	9.2	61.3	29.5	4.3	52.1	43.6	10.6	62.7	26.7
Hispanic	5.9	70.6	23.5	-	76.9	23.1	10.0	80.0	10.0
ELL	-	-	100.0	N/A	N/A	N/A	-	100.0	-
SWD	14.3	71.4	14.3	23.1	61.5	15.4	37.5	50.0	12.5
ED	12.1	63.4	24.5	7.3	59.2	33.5	11.3	62.8	25.9

The following strengths are noted:

- Hispanic students out performed all other subgroups in both Reading and ELA.
- Fifth Grade students have made consistent gains in ELA from 2011-2013.
- Eighty-Five percent of third and fifth grade students met and exceeded the standards in reading.
- Students with Disabilities (SWD) have made consistent progress in both Reading and ELA while also increasing the number of students scoring Level III.

The following areas for growth are noted:

- The number of students exceeding the standards from 2011 to 2013 is inconsistent.
- The number of males who did not meet the standards is double the number of females who did not meet the standard in the same category.
- The number of SWD students who exceeded the standards is below 20% in ELA.

The following data includes performance by domain on the CRCT.

2012-2013 CRCT Reading Analysis by Domain

Testing Domain	0-25%	26-50% correct	51-75% correct	76-100% correct
Information/Media Literacy	8	24	48	37
Literary Comprehension	3	29	53	149
Reading for Information	4	39	54	20
Readings Skills/Vocabulary Acquisition	9	24	69	132

2012-2013 CRCT Language Arts Analysis by Domain

Testing Domain	0-25%	26-50% correct	51-75% correct	76-100% correct
Grammar/Sentence Construction	4	45	83	103
Research/Writing Process	4	50	71	110

Major Strengths Identified based on a 75% or lower achievement rate

- Literary Comprehension

Major Areas of Concern based on a 76% or higher achievement rate

- Information/Media Literacy
- Reading Skills/Vocabulary Accusation
- Grammar/Sentence Construction

- Research/Writing Process

The following data includes performance on the Iowa Test of Basic Skills (ITBS)

ITBS Student Data

Grade	Year	Reading	Math	ELA	Social Studies	Science
3	2012	47	50	45	54	51
	2011	53	54	53	56	47
	2010	44	44	41	47	42
5	2012	36	53	44	43	43
	2011	38	46	50	46	42
	2010	37	38	43	40	38

The following strengths are noted

- In 2011, 3rd grade students exceeded the 50 percentile ranking in all subjects. Those students are currently 5th grade students at our school.

The following weaknesses are noted:

- Based on the data, 5th grade students have historically not shown successful achievement on the Reading ITBS. Scores are below the 50 percentile ranking for three consecutive years.
- ELA achievement has been inconsistent in both 3rd and 5th grades over the past three years. Scores have fluctuated above and below the 50 percentile ranking each year.

The following strengths are noted:

- The strengths noted in writing show that our students out performed students on average at both the district and state level for each of the assessed domains. Students were able to express their ideas by establishing a main purpose for their writing.

The following areas for growth are noted:

- The areas for growth noted in our writing show that are students having difficulty with organization and conventions. The exceeding percentages on all tested genres are also well below the state and district level.

Teacher Data

Liberty Point Certified Personnel Data 2013-2014

Georgia Educator Certificate Level	# of Teachers
4	20
5	21
6	10
7	1

Source: Georgia Professional Standards Commission

Teaching Categories

Teaching Departments	# of teachers	Average years of Experience
General Education	31	11
Special Education	15	7
Georgia Pre-kindergarten	2	2
EIP	3	10
Media Specialist	1	16
TAG	1	21
Specialist (P.E., Art, and Music)	3.8	8

Teacher Retention

	# Certified Staff	Resign/Riff	Retire	Transfer	Total%		
2013	57	5	0	0	5	/	8.8%
2012	61	6	0	4	10	/	16.4%

2011	60	1	2	0	3	/	5.0%

Source: Fulton County School Analysis by School of Certified Separations, 2013

Project Plan, Procedures, Goals, Objectives, and Support (10 points; 1250 max)

There is a need to focus on how to teach reading to struggling students, especially students with disabilities. One in four students in grades 4-12 was a struggling reader in 2005, and fewer than one-third of public school 8th graders read at or above grade level (Perie, Grigg, & Donahue, 2005). Teachers at Liberty Point (LPE) have been using a scripted reading program in grades K-3 previously and, therefore, lack knowledge of effective guided reading practices in all content areas. Reading across the curriculum will be a focus as part of the guided reading training and goals.

There is a need for explicit writing instruction and strategies for incorporating informational text into instruction. Based on research from the National Commission on Writing (2004), people who cannot write and communicate clearly will not be hired, and if already working, are unlikely to last long enough to be considered for promotion. Half of responding companies reported that they take writing into consideration when hiring professional employees and making promotion decisions.

Over the next five years, LPE will use funds from the Striving Readers Grant to incorporate programs/strategies to address these needs. Funding will be used to provide professional development for teachers to learn to identify reading deficiencies and effectively teach reading to these students.

Project Goals and Objectives

One goal of our literacy plan is to increase student performance in meeting / exceeding categories on the CRCT in Reading in grades 3-5 including the students with disabilities subgroup. By providing teachers with best practices to use with struggling readers and students with disabilities we can begin the work of achieving this goal. Administration will closely monitor instruction to ensure these learned best practices are incorporated. The Data Support Specialist will work closely with teachers to monitor the use of assessments, analysis of data and data-based action plans. As reported by Dole, Duffy, Roehler, and Pearson (1991), reading comprehension instruction can be highly effective when teachers focus on seven main strategies for readers (listed below). However, it is important to note that these strategies should not be taught as isolated units. Instead, strategies need to be taught as orchestrated strategies and the most important outcome of reading comprehension instruction should be a reader's ability to

self-monitor for understanding, thus motivating a reader to use the strategies flexibly and with purpose (Duke & Pearson, 2002). Strategies will include: *visualizing, questioning, making connections, predicting, inferring, determining importance and synthesizing/creating.*

Another goal is to increase student performance in the categories of meets/exceeds expectations on the Georgia Writing Assessment in 5th grade. According to National Council of Teachers of English(NCTE), writing becomes a critical need for workers: Technological advances, changing workplace demands, and cultural shifts make writing more important than ever, especially because the way we write often predicts academic and/or job success, creates opportunities, maintains relationships, and enhances critical thinking. (NCTE, 2008, p.1) Teachers will participate in professional development and a book study on the 6+1 traits of writing. Write Score assessments will be given 3x during the year as a benchmark/progress-monitoring tool.

Funding is available for students in grades 3-5 to have the opportunity to participate in an Extended Day program for reading and we hope to expand this program to all students. Class sizes would be small and focus on reading fluency.

Accelerated Reader is an instructional technology component we use to motivate students to read and assess comprehension. We would like to expand the number of books and assessments available to students.

Goals	Baseline	Measurable Objectives	Activities	Timeframe
To increase student proficiency in Level III Reading as measured by the Spring 2014 CRCT.	ELA: Black 61% Meets and 26.9% Exceeds; Hispanic 70.6% Meets and 23.5% Exceeds; Multi-racial 57.1% Meets and	To increase student proficiency in Level III Reading from 36.9% to 41.9% for 3rd, 4th and 5th graders as measured by the Spring 2014 CRCT.	1.1 Flexible grouping 1.2 Data walls for student use 1.3 Data and Curriculum Meeting 1.4 Extended Learning Program 1.5 Unit planning focused on small group	1.1 Literacy PD will be offered to staff in August 2014, then 3 hours each month 1.2 Each September of the grant, 5th grade student volunteers will be trained to mentor students in 1st grade and read together monthly.

Goals	Baseline	Measurable Objectives	Activities	Timeframe
	28.6% Exceeds; SWD 71.4% Meets and 14.3% Exceeds. Reading: Black 53.1% Meets and 36.9% Exceeds; Hispanic 52.9% Meets and 41.2% Exceeds; Multi-racial 57.1% Meets and 42.9% Exceeds; SWD 57.1% Meets and 35.7% Exceeds.		instruction 1.6 Technology Integration 1.7 Team Teaching 1.8 Daily RTI	1.3 iPad lab will be purchased and available for checkout by August 2014 1.4 Reading tutorials will be available from Sept.-April each year from 2:45-4:00p.m.

School Schedule

Daily literacy instruction will follow the Balanced Literacy model.

Current Instructional Schedule	Literacy Plan Strategies
7:40-8:15 – **Intervention**	Classroom Libraries
Students receive individual/small group instruction with	eBooks
alternative materials to support deficits. RTI tiered	Media Center books

Current Instructional Schedule		Literacy Plan Strategies
interventions are provided during this time.		Instructional Technology
8:00 – 10:15 **Reading/Language Arts Block** Students are exposed to a wide range of literature. Instruction is activated with teacher-led discussion to build/review background knowledge necessary to scaffold future learning. Comprehension strategies are taught and practiced at this time.		Professional development (phonics, writing, technology, and general educator/special educator cross-training). Classroom libraries Interactive technology
20 Minutes Whole Group	Teacher reads aloud modeling effective reading strategies.	eBooks Web-based software Classroom libraries
60 Minutes Small Group	Students participate in tiered instruction via EIP models, peer tutoring, and individualized activity/center rotations. Assistance is provided with fluency, phonics, vocabulary, and comprehension.	Leveled texts in various content areas. eBooks Phonics kits
45 Minutes Writing Block	Students experience a sequential and consistent model: 1) Prewriting 2) Rough Draft 3) Peer Editing 4) Revising 5) Editing 6) Final Draft 7) Publishing	Professional development -6+1 Traits of Writing Write Score Assessment Data Writer's Workshop Conferences Modeled, Shared, Guided and Independent Writing
10:15 – 11:00 **Science/ Social Studies(SS) Block**		eBooks Subscription databases Classroom libraries

Current Instructional Schedule	Literacy Plan Strategies
	Interactive technology
11:00 – 11:45 Specials	
11:45 – 12:25 Lunch/Recess	
12:30 – 1:45 **Math Block** To build connections to real-life experiences, we utilize trade books and interactive technology with a focus on problem solving strategies.	Classroom libraries Interactive technology Mobile laptop labs
1:45-2:20 – **Science/SS/Health Block Cont.** Hands-on science experiments and/or project based learning enhance the SS/Science content.	Classroom Libraries eBooks Media Center books
2:45- 4:45 Extended Learning Grades 3rd-5th participate in remediation for Math, Language Arts, and Reading (15 students per class) October-March, 2x per week focusing on test preparation and remediating deficient skills.	

Plan for Tiered Literacy Instruction

The RTI model consists of tiered interventions. Tier 1 includes differentiated instruction, flexible grouping, and instructional practices for all students. Tier 2 consists of 3-5 days of 15-20 minutes of intervention based on individual needs. Tier 3 consists of 4-5 days of intervention for at least 30 minutes each day. The teacher works with the identified students in a small group setting with focused instruction on deficient skills. Students are identified through universal screeners including DRA, Star reading/math and/or also through teacher and parent recommendations based on classroom performance and assessment data. For minimal progress on   Tier 3, students are referred to Tier 4 for a psychological evaluation to identify strengths/weaknesses, learning styles and cognitive abilities. This is used to determine possible eligibility for Special Education services. If eligibility is determined, an Individualized Education Plan (IEP) is developed to address areas of concerns. The IEP is a collaborative effort between the parent, general and special education teachers and related service provider(s).

Assessment and Data Analysis

Liberty Point Elementary School has a diverse population of students with different learning styles and abilities. To meet the needs of all students, the school has adopted a variety of assessment measures for the following reasons: to screen students for eligibility for services, identify students who may be struggling and in need of further diagnostic testing, identify advanced students needing enrichment, monitor progress toward goals, and standards mastery. A balanced assessment plan is in place at Liberty Point to include performance tasks, informal checklists, online assessments, selected response assessments, and constructed response assessments. School-wide professional learning is provided for teachers and administrators on formative and summative assessment strategies and uses by our school based Data Support Specialist and the South Learning Community Support Team. Teachers participate in vertical and grade level collaboration to analyze data for instructional planning. Teachers hold conferences with students to discuss data and set personal academic goals that align with Common Core Standards.

The table below indicates the assessments that are currently administered and assessments that will be added when awarded the Striving Reader Grant at Liberty Point. Teachers are responsible for administering all assessments for their assigned grades with additional assistance provided as needed.

Assessment	Purpose	Frequency	Grade Given
Criterion Referenced Competency Test (CRCT / CRCT-Modified)	Outcome and Screening	Once a year	3rd, 4th , and 5th
Iowa Test of Basic Skills (ITBS)	Outcome and Screening	Once a year	3rd and 5th
3rd Grade Writing Assessment	Diagnostic and progression and mastery of writing	Once a year	3rd

	skills		
5th Grade Writing Assessment	Diagnostic and progression and mastery of writing skills	Once a year	5th
Write Score Assessment	Diagnostic and progression and mastery of writing skills	Three times a year	1st-5th
Cognitive Abilities (CoGAT), TTCT, STAT10-Stanford, and GRS Motivation	To identify TAG students	Once a year	K - 5th
STAR Early Literacy Enterprise	Diagnostic (early literacy skills) and progress monitoring	Three times a year	Pre-K – 3rd
Common Assessments	Monitors progress and outcomes	Monthly	K-5
Dibels Next	*Universal screening and progress monitoring*	*Three times a year*	*K-5*
Scholastic Reader Inventory (SRI)	*Universal screening and progress monitoring*	*Three times a year*	*3-5*
Georgia Kindergarten Inventory of Developing Skills	Progress Monitoring and Outcome	Ongoing Assessment	K
Georgia Alternative Assessment (GAA)	Progress Monitoring and Outcome	Ongoing Assessment	3-5

(Italics indicate assessments that will be administered when awarded the grant)

Current Data Analysis Protocol

The school data is closely monitored by data teams, the RTI Coordinator, and Data Support Specialist. Teachers track data by using 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

Liberty Point will implement Dibels 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; as well as, students who fall in all of the tiers of Response to Intervention. 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 be provided with interventions, coupled 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 guarantee that teachers learn best practices in order to benefit the academic growth of students.

The school will integrate Scholastic Reader Inventory (SRI) with our current STAR Reading program. All teachers and administrators will receive training at the beginning of the year to effectively administer SRI, understand reports available and collaborate in data talks to analyze the data. SRI will be administered three times a year to students in grades 3- 5. We will initially use SRI 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 strategies to promote student growth. Assessment data will be reviewed mid-year to

determine effectiveness of current strategies, to adjust interventions as needed and to move students in a fluid manner based on progress. At the end of the year, SRI 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 instructional planning geared toward student mastery of standards and increased reading achievement.

How Assessment Data is Shared with Parents

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

- Parents will receive test results through electronic communication and the mail.

- Parents 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 assist parents for helping their child at home, using their current achievement data to determine appropriate materials and interventions.

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

- School wide data will be shared with Parent Advisory and Governance Groups such as the PTS, Local School Council or School Governance Council.

- Fulton County Student Progress Reports will be sent home in the Fall and in the Spring to inform parents of student progress toward standards mastery.

- Teachers will communicate individual assessment results (formative and summative assessments in core content classes) with parents on-going via email, phone calls, important paper packets and bi-weekly progress reports.

Resources, Strategies, Materials including Technology to Support the Literacy Plan (10pts; 1250 max)

Liberty Point ES will utilize resources, strategies and materials that will support the integration of informational text during the literacy block, explicit writing instruction, and the implementation of cross curricular literacy connections during science and social studies instruction. The grant will support access to more informational books and text. Additionally, technology will be utilized to support effective literacy improvement and instruction in the classroom.

Our current literacy plan includes a shared leveled library for guided reading, subscriptions to new magazines that are grade appropriate, and a school wide assessment to monitor writing instruction. Our school will expand upon these strategies, resources, and materials to create a more pervasive school wide plan. For example, each classroom will be provided with its own classroom library with a variety of texts related to the content in its grade level. The classroom library will include a 50-50 share of literary and informational texts. Teachers will also receive a separate math classroom library that will consist of trade books to support the math standards for the grade level. Several new titles will be purchased to enhance the school leveled library as well.

Liberty Point ES will establish a family book club program that will support the home-school connection. The school will identify a book for students to read at home with their families. The school will provide a copy of the book for all families who are interested in participating in the book club. The school will provide the pacing for reading the book and will highlight important parts from the book each week on the school news. As a culminating activity, families will be invited to a family book club night. At this event, families will participate in a variety of activities related to the book intended to highlight important events in the book and assist with reading comprehension.

Instructional technology will play a vital role in assisting with the cross-curricular connections and supporting the integration of informational text during the literacy block. Class sets of iPad will be used to support the literacy block by giving students and teachers access to a wider range of literature through eBooks and online primary source documents. Teachers will utilize these devices to create shared reading experiences and model effective reading strategies.

A variety of afterschool workshops and programs will be used to teach effective reading and writing strategies to support literacy instruction. Extended learning opportunities will be made available to students in second grade instead of only students in grades three through five. Extended learning will offer smaller class/group size to allow for more specific skill instruction for lower level students and students currently participating in the Early Intervention Program. These students will be able to stay after school twice a week to receive instruction in small group setting that will focus on developmental reading skills and decoding strategies to help increase reading fluency.

Existing Resources, Strategies, Materials, and Technology that support our Literacy Plan
Listed below are the current resources available at Liberty Point Elementary. These resources are primarily web-based. We utilize our shared resources in individual classrooms to increase students' comprehension through eBooks and limited class sets of novels. Reader's Theatre supports literary fluency. We also have access to GOAS and SLDS in which assessment data are analyzed to drive instruction. Additional texts and other resources enable teachers to set literacy goals in which students are given incentives for reaching those goals (i.e., *Book It!*).

Current Resources	Shared Library Resources
- Extended Day - Use of ready software - Access to Georgia Online Assessment System (GOAS) - Grade level magazine subscriptions - Weekly Readers and Times for Kids - Web based resources - Brain Pop Jr. (PreK-2) and Brain Pop (3-5) - Accelerated Reader - Reading A-Z - Interactive white boards	- Leveled library - Nooks - Class sets of novels - Instructional video tapes and CDs - eBooks

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

Listed blew are proposed implementation resources and strategies to support Liberty Point's literacy plan and classroom practices

- Professional development to include the RTI process, DIBELS next and SRI materials, technology integration, 6+1 Traits of Writing, integrating science and social studies into the literacy block, understanding by design, and professional learning communities (PLCs).
- Common planning for vertical teaming and cross content meetings.
- Supplemental reading materials (i.e. audio books, eBooks, online leveled book subscriptions)
- Classroom libraries with an emphasis on informational text
- Novel sets for literature circles in grades 3-5
- Novels for extended text in grades
- Trade books aligned to social studies and science content
- Website subscriptions for teachers to access additional resources
- Field trips, including in-house for the culmination of literacy units
- Reading endorsement materials and tuition
- Books sets for school-wide book clubs
- Additional extended day classrooms
- Additional planning days in the summer and school years so that teachers can create/revise instructional units.
- iPad minis portable labs to support RTI progress monitoring and Accelerated Reader assessment for teacher and student unit
- Family Book Club
- Writing Book Camp
- Saturday School
- Write Score assessments
- Small group afterschool tutoring.

Funding Sources

Although we will look for the SRCL grant to support the cost of most of the resources listed, we will continue to use our general and Title I budgets to support our literacy plan. We will also solicit our business partners to support our curriculum nights and purchase of novel sets to support our family literacy initiatives. We will continue to use funding supported by the district to support our extended learning program, however, we will need additional funds to expand to program to include all grade levels.

Professional Learning Strategies Identified on the Basis of Documented Need

      The Liberty Point Leadership Team constantly researches and finds professional development courses to attend to expand their knowledge and to increase proficiency in order to support teachers.

The school culture values and supports ongoing professional learning. The table below highlights the professional learning activities that our teachers have attended during the past year:

Professional Learning Topic	PL Hours	% of Staff Attending	Comments
Differentiated Instruction	6	100% of staff	Series of workshops teaching educators various methods of differentiating instruction in the classroom.
Understanding by Design	6	100% of staff	Sessions focused on the three phases of Understanding By Design. Best practices for instructional planning and unit design were included in these sessions.
Developmental Reading Assessment (DRA) Training	4	100% of staff	Teachers received training on administering the DRA assessment and the next steps in using the information from the assessment to guide instruction.
Instructional Planning	18	30%	A voluntary summer session on unpacking standards, identifying the shifts in the Common Core

Professional Learning Topic	PL Hours	% of Staff Attending	Comments
			Standards, and evaluating the rigor in academic tasks.
Common Core Implementation	6	100% of staff	Monthly sessions to focus on key components of Common Core Implementation including: Balanced Assessments, Rigor and Relevance, Text Complexity.
Teacher Keys Effectiveness System (TKES)	3	100% of staff	Overview of the TKES evaluation system including: the timeline, artifacts and evidence to support each component.
Writer's Workshop	6	100% of staff	Monthly sessions, with a writing consultant, to focus on implementation of the 6+1 traits writing model.
Balanced Literacy	2	100% of staff	Overview of the 8 components of the balanced literacy model and ways to implement the model in literacy instruction.
Common Assessments	2	100% of staff	Best practices for creating common assessments and utilizing the FultonConnect software to create and score assessments.

On-going Professional Learning

　　To assess the needs for our current professional learning plan, we have identified the instructional strengths of our current staff.   The professional learning focus includes: differentiated instruction, guided reading, and writing across the curriculum. The table below describes each approach.

On-going Professional Learning	Descriptions	Delivery Method
Differentiated Instruction	Provide strategies for leading and managing a differentiated classroom.	Full day sessions twice a semester and ongoing monitoring through classroom observations.
Guided Reading	Provide strategies, best practices and resources to support/manage Guided Reading.	Once a month in differentiated faculty professional learning.
Writing Across The Curriculum	Develop teachers' abilities to effectively incorporate writing instruction in all subjects.	Once a month in small group faculty professional learning sessions.
Higher Order Thinking	Assist teachers with asking a variety of leveled questions in the classroom and developing instructional activities that require higher levels of thinking according to Bloom's Taxonomy and/or Depth of Knowledge.	Sessions every other month on this topic in small group faculty professional learning sessions.
Utilizing Instructional Technology	Introduce a variety of technology resources including: websites, equipment, and social media programs to help teachers engage and encourage students. They will create new products and discuss ideas presented in class.	Saturday work sessions through Kennesaw State University offered 2-3 times a semester.
Integrating Literature in Science and Math	Demonstrate ways to incorporate the Picture Perfect Science books and other trade books to teach Science and Math standards at each grade level.	Once a month in grade level meetings.

Determining Adequacy and Effectiveness

As professional development is conducted, it is necessary to continuously evaluate the effectiveness of the implementation of the professional development and the Literacy Plan. To assess the success of these initiatives we will utilize the following assessment tools:

1) Ongoing Classroom Observations- Each member of the Administrative Team will conduct a minimum of 10 weekly observations and conduct post-observation conferences with teachers to discuss areas of effectiveness; as well as, areas of improvement.

2) Lesson Plan Reviews- the Leadership Team will review lesson plans to check for evidence of professional development initiatives and follow up with a classroom observation to ensure that the planning and practices are aligned.

3) Self- Assessments/Summarizing Strategies- Teachers will complete Self-Assessments before training and ongoing summarizing/evaluations to communicate their understanding of professional development and how it is being implemented in the classroom. These assessments will be compared throughout the year to inform administrators of teacher's progress and areas that need to be further developed.

4) Student Achievement Data- Student achievement data such as pre and posttests, common assessments, STAR data, and other assessments will be reviewed continuously in data meetings to indicate the effectiveness of the professional development initiatives.

Assessment Tool	Details	Method
Ongoing Classroom Observations	Administrative team will conduct observations to check for implementation of professional development initiatives.	- Weekly observations and post observation conferences - Informal observation rubric/checklist - TKES walkthrough platform
Lesson Plan Review	- Review lesson plans weekly - Attend weekly planning meetings	Weekly ; Grade level meeting

Assessment Tool	Details	Method
	- Follow up with classroom observations - Check for alignment of practice and planning	
Self-Assessment/Evaluations	Compare self-assessments/evaluations to identify trends and progress/areas for development.	- Ongoing after professional development sessions - Self- assessment surveys - Reflection/ Evaluation forms
Student Data	Review pre and post-tests, common assessments, STAR reports, RTI data	Bi-weekly; Grade level meeting

Professional Development Needs

Based on the needs assessment data, teachers need additional professional development in the following areas:

- Instructional Technology: Teachers need strategies on ways to incorporate technology in their teaching practices. This could include training on specific software and assistive technology devices for students with disabilities and Tier 3 and 4 students.
- Daily Routine Writing Practices/ Writing Across the Curriculum: More professional development is needed to improve the writing instruction. Teachers need development on creating strong writing lesson plans, integrating ELA standards in writing instruction, and incorporating writing into all disciplines.
- Informational Reading: A major shift in the Common Core standards is the focus on balancing informational and literary texts in classroom instruction. Teachers need more specific strategies for teaching the skills needed to master Reading Informational CCGPS standards.

- <u>Students with Disabilities</u>: Specific strategies and best practices for instructing students with disabilities are needed to address the 13% of the school population that falls into this category. The majority of the teachers of students with disabilities are first year teachers. The development of these teachers will be vital to the success of students in this subgroup.

- <u>Fundamentals of Teaching Reading</u>: As the school makes the transition from a scripted reading program, teachers are in need of best practices for teaching reading. This could include enrolling teachers in Reading Endorsement programs.

Professional Development Plan

Professional Learning Activity	Description	Delivery Method
Dibels and Scholastic Reading Inventory	Teachers will receive instruction on how to administer Dibels and Scholastic Reading Inventory (SRI)	Once a semester; Grade Level Meetings
Writing Across the Curriculum	Develop teachers' abilities to effectively incorporate writing instruction in all subjects.	Once a month in small group faculty professional learning meetings.
PD 360	Provide differentiated instruction to meet the needs of teachers as needed throughout the year.	Ongoing; individual one-on-one settings.
Informational Text	Model strategies for teaching informational texts and identifying appropriate texts for the grade level.	Once a month in faculty professional learning meetings.
Utilizing Instructional Technology	Introduce a variety of technology resources including: websites, equipment, and social media programs to help teachers engage and encourage students to create new products and discuss ideas	Saturday work sessions through Kennesaw State University offered 2-3 times a semester.

Professional Learning Activity	Description	Delivery Method
	presented in class.	
Co-teaching	Teachers will be given an overview of co-teaching and the suggested co-teaching models. The training will include l Lessons plans for co teacher and unit planning.	1 overview session 2-3 unit planning sessions throughout the year
Guided Reading	Teacher will receive strategies and resources to implement the components of Guided. Teachers Will engage in a books study on guided reading by Jan Richard	1 overview session 2-3 unit planning sessions throughout the year.

Sustainability Plan

Liberty Point Elementary School's literacy team will conduct a detailed needs assessment to determine the focus areas to address in order to close student academic achievement gaps. The results will also be used to determine how to best approach both instructional planning and assessment alignment. More importantly, this tool will be used to differentiate instruction to meet the needs of our student population. Teachers will be provided with additional support on how to best address student deficits in Reading/English Language Arts while also learning how to implement critical next steps that will reduce the percentage of students who are not meeting the standards outlined at their targeted grade level.

Extending the Assessment Protocol

Liberty Point will continue to utilize the current reading programs we have in place which include DRA2 and Renaissance Learning. DRA2 will provide teachers with information pertinent to individual instructional reading levels with a focus on comprehension and fluency. Renaissance Learning works in conjunction with that program to ensure that teachers are provided with a detailed student analysis that will assist with the differentiation of the focus skills that need to be targeted in order to complete a detailed gap analysis. Teachers will also be able to utilize assessment data from the Georgia Longitudinal Data System (GALDS) and The Growth Proficiency Chart from Renaissance to determine the effectiveness of implementation. This data will also be used to guide our Data Discussions and to restructure existing instructional plans to align with the needs of students. There will be no additional cost associated with these support programs as the District funds Renaissance Learning and the state provides teacher access to Georgia LDS.

Expanding Lessons Learned with other Schools and New Teachers

Liberty Point Elementary School has a large population of students with disabilities that face unique instructional challenges. In order to address those needs, we will implement an increased number of team taught classrooms in order to provide students with the least restrictive learning environment. Teachers will address the standards being taught in the classroom in conjunction with their individual IEP goals. Furthermore, we will work diligently to build teacher quality through modeled lessons facilitated by our support staff, differentiated professional learning, and intense book studies that focus on elements in our school improvement plan. Teachers will also

participate in Mentor Teacher Programs where they will receive support from local and district level mentors.

Sustaining the Literacy Plan

In order to sustain our literacy plan beyond the funding period we will utilize the needs analysis to determine which school initiatives to continue funding. Title I and general funds will be used to upgrade technology and software. We will also seek the support of our school business partners as we work to close the literacy achievement gaps for all students. A careful and concise analysis will be done of all instructional data to include local, state, and district assessments. The results will determine the vital next steps that should be implemented along with the development of school-wide initiatives that provide students with a greater depth of knowledge to bridge the achievement gap for students.

Budget Summary (Unscored; 600 max)

Striving Reader Grant (SRG) funds will be used for the following purposes:

1. School-wide book club, classroom libraries, professional development books, conferences, and instructional resources. These resources will broaden our student's learning experiences while helping to develop literacy skills for all stakeholders (i.e. teachers, parents, and students).

2. Professional development and unit planning days. On-going professional development is an instrumental part of achieving teacher success and teachers can stay current regarding the constantly changing aspects of educational practices. Workshops, classes, seminars, webinars, and other programs in writing instruction, technology integration, co-teacher and special education instruction, and cross-curricular instruction can dramatically improve teachers' capabilities for execution. SRG funds will also pay for teacher stipends commiserate with extra duties beyond contractual obligations as well as substitutes to relieve teachers when attending training. The grant will help be used to compensate teachers over the summer months to develop curricular units.

3. Three of our staff members (i.e. TAG Teachers, CST, and DSS) to become Reading Endorsement Trainers. These staff members will then train the staff to become reading endorsed over the next five years. This investment will ensure that teachers have an understanding of how to provide quality literacy instruction in all content areas. It will be our goal that all of our teachers are or will become reading-endorsed.

4. Additional materials and supplies as well as teacher salaries to expand Extended Learning (currently for grades 3 and 5) to include students in all grade levels. This will help improve their literacy skills to meet or exceed on standardized tests.

5. Writing program to improve writing school-wide (6+1 Traits Writing student books); in addition, pay for teachers to attend the train the trainer conferences for 6+1 Writing. The funds will also be used to provide new staff members with training each year of the grant.

6. Pay for an outside vendor to assess writing assessments to provide teachers with useful data to inform instruction.

7. Usage of an assessment item bank that will aid in creating rigorous common assessments based on standards taught throughout the school year.

8. Leveled readers and content books to expand our current leveled-reader library, with a focus on informational texts aligned to social studies, science and math content standards.

9. Training and materials for implementation of DIBELS Next and SRI.

10. Software subscriptions that will aid in student learning, eBooks, and teacher efficacy.

11. Additional technology needs:
    a. Student tablets for student instructional use. Teachers will implement the use of student tablets throughout small group instruction for integrating content across the curriculum and promoting instructional rigor. The tablets will also be purchased with built in keyboards and cases. Professional development will also be covered by the grant to assist teachers in becoming comfortable using these devices.
    b. A mobile lab of 32 laptops to provide more students access to digital material in the classroom and decrease the student-to-desktop computer ratio. The use of the laptop lab will be used more to support software and activities not accessible by student tablets.
    c. Additional card readers. Our SWD as well as our general student population will benefit from these readers to enhance phonemic awareness, recognition of sight words, and build vocabulary.
    d. A set of headphones with microphones for each classroom and the computer lab so that students can receive instruction.

12. Stipend funding for grant management/project management. The Literacy Team has appointed the Grant Writing Lead Teachers as the grant and project managers for our school. We will adhere to the district's additional pay guidelines of $28/hour and assume no more than 120 hours of grant management per year.

13. The purchase of online reading program to provide intervention for below level readers. The grant manger will manage the creation and updating of student and teacher accounts.