School Profile

Created Thursday, November 20, 2014

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School Information

System Name:	Atlanta Public Schools
School or Center Name:	Harper-Archer Middle School
System ID	761
School ID	61380

Level of School

Middle (6-8)

Principal

Name:	Samuel Jackson
Position:	Interim Principal
Phone:	4048026500
Email:	stjackson@atlanta.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Tonetta Green
Position:	Instructional Coach
Phone:	4048026500
Email:	tongreen@atlanta.k12.ga.us

Grades represented in the building

example pre-k to 6

6-8

Number of Teachers in School

44

FTE Enrollment

658

Grant Assurances

Created Monday, December 08, 2014

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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

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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

Preliminary Application Requirements

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

SRCL General Information Packet-Cohort 4

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 4

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

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.

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

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

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

III.   **Incorporation of Clauses**

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

_____

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

Chuck Burbridge, Chief Financial Officer
_____

Typed Name of Fiscal Agency Head and Position Title

12-5-14
_____

Date

_____

Signature of Applicant's Authorized Agency Head (required)

Dr. Meria J. Carstarphen
_____

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

12-5-12
_____

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)

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: **Dr. Meria J. Carstarphen**

Position/Title of Fiscal Agent's Contact Person: **Superintendent**
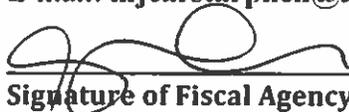
Address: **130 Trinity Avenue S.W.**

City: **Atlanta**   Zip: **30303**

Telephone: **(404) 802-2820**   Fax: **(404) 802-1803**

E-mail: **mjcarstarphen@atlanta.k12.ga.us**

_____

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

Dr. Meria J. Carstarphen

_____

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

_____

Date (required)

System History and Demographics

Atlanta Public Schools (APS) serves a diverse student population in traditional and alternative classroom settings. The District is dedicated to providing each student with the best possible education through an intensive core curriculum and specialized, challenging, instructional and career programs. APS provides a full range of academic programs and services for its students. The various levels of education preparation provided include elementary and secondary courses for general, vocational, and college preparatory levels, as well as magnet programs and gifted and talented programs. Also, a variety of co-curricular and extracurricular activities supplement the academic programs.

The number of traditional schools has grown from the original seven to currently 106 as follows: 52 elementary (K-5); 12 middle (6-8), 2 single gender, and 19 high schools (9-12). There are 4 alternative and 2evening school programs. Thirteen schools offer extended-day programs, and more than 40 offer after-school (expanded-day) programs. APS also supports two non-traditional schools for middle and/or high school students, an evening high school program, an adult learning center, and seventeen charter schools. APS is organized into nine groups called Clusters. The clusters are composed of dedicated elementary schools feeding into dedicated middle schools and ultimately into dedicated high schools. The active enrollment for Atlanta Public Schools is approximately 52,700 students. The Districts ethnic distribution is 76.2% Black, 14.3% White, 6.7% Hispanic, and 2.8% Multi-Racial. More than 77% of APS students receive free and/or reduced-priced meals.

Current Priorities and Strategic Planning

Under the leadership of its 17th appointed superintendent, Dr. Meria Joel Carstarphen, APS is in the midst of a whole-school reform effort, which is changing the way the school

system operates from the central office to the classroom. The Atlanta Public School system is committed to making steady, incremental improvements in our children's performance with the goal of being recognized as one of the best urban school districts in the nation. The vision of Atlanta Public Schools is to be a high-performing school district where students love to learn, educators inspire, families engage and the community trusts the system. The district has built on the previous strategic plan and laid the foundation for this vision with the development of the 2015-2020 "Strong Students, Strong Schools, Strong Staff, Strong System" strategic plan. The five-year strategic includes the following strategic goals, objectives, and outcomes:

Strategic Goals	Strategic Objectives		Strategic Outcomes
Academic Program	Deliver a rigorous standards-based instructional program	Invest in holistic development of the diverse APS student body	Well-rounded students with the necessary academic skills
Talent Management	Recruit and retain the best talent at APS	Continually develop, recognize and compensate staff	Energized and inspired team of employees
Systems and Resources	Continually improve operating systems and processes	Prioritize resources based on student needs	Efficient systems and strategically aligned and data-driven resources
Culture	Foster a caring culture of trust and collaboration	Communicate and engage with families and stakeholders	Supportive stakeholders who trust and are invested in our mission and vision

Literacy Program

The APS Office of Literacy believes a high quality, comprehensive English Language Arts and Literacy curriculum is essential for students to develop the necessary skills to comprehend and communicate effectively. The development of language, upon which all learning is built, plays a critical role in students' ability to acquire strong literacy skills that

include reading, writing, speaking, listening, and the study of literature. Language skills serve

as a necessary basis for further learning and responsible citizenship. We believe that all key

stakeholders (students, teachers, administrators, parents and community members) share the

responsibility and the accountability for educating our students to become literate adults.

An effective English language arts and literacy program includes:

1. Explicit instruction in phonemic awareness, print awareness, letter knowledge, phonics, fluency, vocabulary and comprehension

2. Develops thinking and language through interactive learning

3. Draws on literature in order to develop students' understanding of their literacy heritage

4. Draws on informational texts and multimedia in order to build academic vocabulary and strong content knowledge

5. Develops students' oral language and literacy through appropriately challenging learning

6. Emphasizes writing arguments, explanatory/informative texts, and narratives

7. Provides explicit skill instruction in reading and writing

8. Builds on the language, experiences, knowledge, and interests that students bring to school

9. Nurtures students' sense of their common ground as present or future American citizens and prepares them to participate responsibly in our schools and in civic life

10. Reaches out to families and communities in order to sustain a literate society

11. Holds high expectations for all students

Literacy must be viewed as the ability of individuals to communicate effectively in the real

world. This view of literacy must involve teaching the abilities to listen, read, write, speak, and

view things with thinking being an integral part of each of these processes. Ongoing support for

the implementation of the APS Literacy Content Framework is provided to instructional staff. APS educators will have ongoing professional learning focused on the key components of the Literacy Content Framework through district sessions and job-embedded, school-based opportunities. Cross department collaboration between Central Office staff also ensures consistency, coherence and alignment in messages, expectations and professional learning for literacy. Future work includes conducting literacy sessions and supports for families that are aligned, targeted, and focused on improving and strengthening literacy skills.

Need for a Striving Reader Project

The schools included in our district-wide submission for Striving Reader Comprehensive Literacy Cohort IV funding are among the lowest performing, highest-poverty schools in the district and the state.   On average, 63% of students have a lexile score at or above grade level and less than 50% of students are proficient on any statewide examination. The schools and neighborhoods are also plagued by generations of poverty and low educational attainment. With the inclusion of our Pre-K program, 6 elementary schools, 2 middle schools, and 1 high school we demonstrate a clear need for literacy support that runs throughout an entire feeder pattern. With funding from the Striving Reader grant schools will be able to begin providing the resources necessary to improve literacy outcomes within this cluster of schools.

Plan for Striving Readers' (SR) Grant Implementation

With years of experience successfully administering large, competitive grants at the federal, state, and private foundation level Atlanta Public Schools is prepared to implement the Striving Reader grant. Mr. Larry Wallace, Project Director, will supervise the elementary/secondary literacy coaches, instructional technology coordinator and specialists during the grant period. The Project Director will provide grantees with technical assistance related to fidelity of implementation, budget inquiries, programmatic resources, educational technology, and professional learning. Striving Reader Principals will oversee grant-focused literacy activities as part of their commitment to whole-school literacy achievement. APS Finance Department will process all grant expenditures.

Individuals Responsible for Day-to-Day Grant Operations

- David Jernigan, Deputy Superintendent
- Chuck Burbridge, Chief Financial Officer
- Dr. Carlton Jenkins, Chief Academic Officer
- Dr. Linda Anderson, Assistant Superintendent
- Elementary, Middle, and High School Associate Superintendents
- Larry Wallace, Project Director
- Dr. Alisha Hill and Dr. Adrienne Simmons, K-5/6-12 Literacy Coordinators
- Courtney Jones, Early Learning Coordinator
- Literacy Coaches
- Principals
- Assistant Principals
- Accounts Payable Coordinator
- Budget Administrative Assistant
- Procurement Specialist

Responsibilities for Grant Implementation

Grant Activities	Person(s) Responsible
Alignment of grant goals and objectives with district strategic plan	All
Convene District Literacy Team for planning	Project Director, Chief Academic Officer, Assistant Superintendent
Convene school literacy team for overview and implementation	Principal, Instructional Coaches, School Literacy Team
Purchase and distribute instructional materials	Project Director, Procurement Specialist, Accounts Payable, Instructional Technology Director
Plan and implement professional learning	Chief Academic Officer, Assistant Superintendent, Associate Superintendents, Project Director, Literacy Coordinators, Instructional Coaches, Instructional Technology Director
Drawdown funds	Project Director, Finance Department
Meet regularly with school teams for monitoring visits	Project Director, Associate Superintendents, Principals, Literacy Coordinators, Literacy Teams
Submit reports to GADOE	Project Director, Principals, School Literacy Teams

Implementation of Goals and Objectives

All administrators, teachers, literacy coaches, and instructional technology specialists will be involved in implementing the Striving Readers grant program as described in school plans and the DOE's "What", "Why", and "How" documents. Mr.

Wallace will be available for implementation technical assistance throughout the grant period. All APS personnel are expected to work towards meeting the goals of the grant.

Involving Grant Recipients in Budget and Performance Plans

Grant recipients will meet monthly with the Project Director, Literacy Coordinators, and Literacy Coaches to review and adjust budgets and performance plans. All meetings will be documented with agendas, sign-in sheets and deliverables.

Evidence of Meetings with Grant Recipients

Grant recipients will be part of the District Literacy Team designed to support Striving Readers' schools with professional development and resources. This team will meet and report quarterly on grant implementation and meetings will be documented with agendas and sign in sheets. In addition, Mr. Wallace will serves as Striving Readers Project Director and will provide technical assistance with fidelity of implementation, budget inquiries, programmatic resources, educational technology, and professional learning.

Experience of the Applicant

A. Other Initiatives and State Audit Results

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

Competitive Grant Title	Award Amount
Bill and Melinda Gates Foundation	$10.5M
Race to the Top	$39M
Smaller Learning Communities Grant	$2.1M
Connections for Classrooms	$1.4M
School Improvement Grant (SIG)	$4.1M
GE Foundation College Bound Grant	$22M
GE Developing Futures	$2.2M

APS also has a strong track record of resource stewardship and enabling students, teachers and administrators to meet strategic goals and objectives. The Government Finance Officers Association of the United States and Canada (GFOA) awarded a Certificate of Achievement for Excellence in Financial Reporting to APS for its Comprehensive Annual Financial Reporting (CAFR) for the fiscal year ended June 30, 2012. In order to be awarded a Certificate of Achievement, a government must publish an easily readable and efficiently organized comprehensive annual financial report. This report must also satisfy Generally Accepted Accounting Principles and applicable legal requirements.

The Comprehensive Annual Financial Reports show no audit findings for the past five years.

Three Years of State Audit Results	
Fiscal Year	**Financial Findings**
FY 2013	No Audit Findings
FY 2012	No Audit Findings
FY 2011	No Audit Findings
FY 2010	No Audit Findings
FY 2009	No Audit Findings

B. Capacity to Coordinate Resources

As demonstrated through our history with successful implementation of multiple federal, state and private grants and internal initiatives, APS staff and faculty have the capacity and expertise to successfully implement large, complex initiatives. APS will implement the proposed Striving Reader project on time and within budget. The APS management team has extensive experience working across departments and schools as well as with external partners to achieve project goals. The APS management team has coordinator and managed grants such as Title I, Title II, Title III, Title VI-B, Title VI, School Improvement Grants (SIG), Lottery Grants, Smaller Learning Communities, Race to the Top (RT3), Bill and Melinda Gates Foundation, Head Start Collaborative, Charter School Federal Implementation and Planning, GE Math and Science Program, and many others.

C. Sustainability

Following the implementation of several grant funded initiatives APS has been able to sustain nearly all of the initiatives after the grant funded has ended. The Bill and Melinda Gates Foundation and the Smaller Learning Communities grants provided funds to APS to accelerate and expand our high school transformation initiative. Today, four high school campuses are divided into small schools and the remainder of the schools are structured as career academies.

The RT3 and SIG grants provided funds to implement the Common Core Georgia Performance Standards and to assist out lowest performing schools. These initiatives have been sustained through local funds and continue to be implemented.

D. Internal Initiatives

- During the summer of 2012, APS rapidly expanded online classes for students by launching the Atlanta Virtual Academy (AVA). The classes allow students throughout the district to earn credit through AVA in addition to their regular schedule. All class content is aligned with the CCGPS

- All students have access to music, arts, world language, and core academic programs, from K- 12th grade

- Every APS middle and high school offers at least two world languages

- All APS middle schools offer accelerated math classes

- APS schools dramatically increased their inclusive practice and more students with disabilities are learning alongside their non-special needs peers

- Full continuum of International Baccalaureate curriculum.

School Narrative

A. School History

Harper Archer Middle School is a public school in the Atlanta Public School System that was formed in 2003. This building was previously known as Harper Archer High School. Harper Archer High School was closed due to low student enrollment. In January of 2003, the district decided to move B.E. Usher Middle School into the building where Harper Archer High School was held. The name was then changed to Harper Archer Middle School.

Harper Archer Middle School serves 653 students, which comprise primarily of economically disadvantaged students. The student population consists of 95% African American, 4% Hispanic origin, and 1% other ethnic groups in grades 6, 7, and 8. Less than 10% of our students have been identified as Gifted and Talented and approximately 16% of our students meet eligibility for Special Education. Harper Archer is a Title I school and all students qualify to receive free or reduced lunch services.

Harper Archer Middle School has 46 certified teachers. Three of those teachers have doctoral degrees. The teachers are ranging in experience from two years to 40 years in the education field. The special education department has 17 teachers (including paraprofessionals) and two gifted teachers. We currently have one media specialist and one media paraprofessional.

B. Administrative and Teacher Leadership Team

Harper Archer Middle School has four instructional coaches – one for each content area (Literacy, Math, Social Studies, and Science), three assistant principals for each grade level, and one special education lead teacher. The following table shows each leadership team member and their position:

NAME	POSITION/ROLE
Dr. Samuel Jackson	Interim Principal
Ms. Rasheema Caldwell	Assistant Principal
Dr. Geralyn Harper	Assistant Principal
Mrs. Tresa Andrews	Assistant Principal/Title I Contact
Mrs. Tonetta Green	Literacy Instructional Coach
Mrs. Beverly Simmons-Johnson	Science Instructional Coach
Mr. Patrick Hall	Social Studies Instructional Coach
Ms. Patricia Stokes	Department of Special Education Lead Teacher
Mrs. Shenetra Saunders	Guidance Counselor
Mrs. Letitia Green	Gifted Teacher
Mrs. Artyce Rogers	SST Chairperson
Ms. Belita Hamilton	Mathematics Instructional Coach
Mrs. Keisha Robinson-Blue	Media Specialist
Mrs. Valia Spencer-Phillips	Parent Liaison
Ms. Gretchian Blair	6th Grade Level & ELA Department Chairperson
Ms. Alforenzia Young	7th Grade Level & Social Studies Department Chairperson
Ms. Pamela Woodard	8th Grade Chairperson
Mr. Ricky Davis	Science Department Chairperson
Ms. Sheronda Cooper	Mathematics Department Chairperson

The work of the leadership team includes the following duties and responsibilities:

- Facilitate the development of the School Improvement Plan

- Monitor, assesses and amends the School Improvement Plan

- Advance policies and procedures that enhance achievement and meet educational, safety and parent involvement goals

- Facilitate decision-making utilizing two-way communication and all available data

- Build the capacity of the school to address parent and staff concerns

- Build the capacity of the school to improve in the following areas:

  o Curriculum

  o School Climate

- Classroom management/discipline

- Two-way communication

- Extra-curricular activities

- Staff development

- Instructional materials

C.   Past and Current Instructional Initiatives

Harper Archer Middle School has participated in the following reform models to help increase student achievement across all grade levels:

- Modern Red Schoolhouse – a K-12 design based on the theory that for students to achieve high academic standards, school and classroom practices should accommodate the different needs of each student.

- Direct Instruction – an instructional method that is focused on systematic curriculum design and skillful implementation of a prescribed behavioral script.

- Success For All – standards based comprehensive school reform curricula for early childhood through middle school, produced by the Success for All Foundation.

Harper Archer Middle School is participating in the district-wide initiative Effective Teacher in Every Classroom (ETEC). The effective teacher initiative includes the development of an evaluation system for teachers' that is focused on student achievement and growth and classroom practice, including the development of the Teacher Effectiveness Dashboard (TED) as a tool to maximize teacher effectiveness in the classroom. It will also strengthen the capacity of principals to successfully monitor teacher effectiveness; build a pipeline of effective teachers

through an urban teacher residency program; and develop a performance compensation system that incorporates student achievement and growth.

D.   Professional Learning Needs

Harper Archer Middle School's teachers are in need of professional learning opportunities that would prepare them to provide content-specific literacy instruction. Content-literacy professional development focuses on the literacy and learning skills that form the foundation for academic success: supporting students to become strategic readers, proficient writers, effective speakers and presenters, skillful investigators, and critical and creative thinkers across content areas.

E.   Need for a Striving Reader Project
Harper Archer Middle School needs the Striving Reader grant to implement an effective reading program that will provide opportunities for our school to emphasize intensive vocabulary instruction using a variety of classroom activities, as well as providing regular, structured opportunities to develop written language skills. Harper Archer Middle School needs the Striving Reader grant to have a fully functioning literacy department. With these funds, our school will be able to support new ideas and practices to strengthen teaching and learning. The teachers are in need of explicit trainings and professional learning outside of what the district provides. They have expressed their needs and have even reached out to consultants to help build our literacy program. This grant would be used to fund those expenses.

We have a large number of students who read below grade level. With this grant, we will be able to fund an intervention program with materials, trainings, contracted services, and services to be offered on the weekends and during the summer. So many of our teachers are using their own funds to purchase materials to support literacy at Harper Archer Middle School. Our

ultimate goal is to fund successful strategies to educate and prepare Harper Archer students for

bright and rewarding futures.

Needs Assessment, Concerns, and Root Cause Analysis

A. Needs Assessment Description

An assessment of literacy regarding the needs of Harper Archer Middle School included a survey for teachers and administrators, as well as the Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12 self-assessment tool. Teachers in sixth through eighth grade, connections, special areas, and the media specialist actively participated in the completion of the survey designed to assess the needs and implementation of literacy at Harper Archer. Teachers, special areas, and the media specialist completed this task during a faculty meeting after school. Following the survey, participants printed and signed the final page to verify completion of the task. The administrative team (principal, assistant principal, instructional coaches, and special education lead teacher) met collectively to complete and discuss the Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12 self-assessment. The administrative team reflected over each component of the needs assessment and reached a consensus with the descriptive criteria reflective of the practices at the school. The team was particularly concerned with elements that were not addressed or emergent. In addition, members of the administrative team completed the Administrators' Needs Assessment for Literacy Kindergarten to Grade 12 survey.

B. Assessment(s) Used

- Georgia Survey of Literacy Instruction for Middle/High Teachers
- Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12
- Administrators' Needs Assessment for Literacy Kindergarten to Grade 12
- 2012-2014 Student Achievement Data

C. Disaggregated Data

2012 CRCT Data

6th Grade	% Pass	7th Grade	% Pass	8th Grade	% Pass
Reading	79	Reading	87	Reading	87
ELA	78	ELA	82	ELA	89

Reading

	SWD	Black	Hispanic	White
6	41%	78%	100%	100%
7	70%	88%	50%	50%
8	71%	88%	75%	N/A

ELA

	SWD	Black	Hispanic	White
6	28%	77%	100%	100%
7	43%	83%	67%	25%
8	61%	90%	75%	N/A

2013 CRCT Data

6th Grade	% Pass	7th Grade	% Pass	8th Grade	% Pass
Reading	80	Reading	86	Reading	89
ELA	71	ELA	90	ELA	78

Reading

	SWD	Black	Hispanic	White
6	60%	81%	75%	100%
7	58%	86%	100%	N/A
8	56%	89%	83%	50%

ELA

	SWD	Black	Hispanic	White
6	60%	71%	75%	100%
7	67%	91%	83%	N/A
8	35%	78%	67%	N/A

2014 CRCT Data

6th Grade	% Pass	7th Grade	% Pass	8th Grade	% Pass
Reading	89	Reading	85	Reading	93
ELA	72	ELA	84	ELA	91

Reading

	SWD	Black	Hispanic	White
6	63%	90%	67%	N/A
7	60%	86%	80%	75%
8	86%	94%	83%	100%

ELA

	SWD	Black	Hispanic	White
6	56%	72%	67%	N/A
7	36%	85%	60%	100%
8	86%	92%	83%	100%

Teacher Evaluation Data

	Exemplary	Ineffective	Needs Development	Proficient	Total
Harper Archer Middle School	1	0	3	32	36

The administrative team analyzed the current standardized testing performance and lexile levels of our students. This process allowed us to isolate areas of concern, identify the root causes of the isolated concerns, and formulate action steps outlined in the literacy plan that address areas of concern as identified through the many levels of needs assessment.

The population of Harper Archer is approaching 100% of children receiving free and reduced lunch. Large segments of our student population come from literacy-deprived environments. They lack regular opportunities for writing and reading skills practice that would help to solidify the skills that are taught in the school. This puts our students at a distinct literacy disadvantage, which has far reaching effects on content area instruction.

Student literacy weaknesses are of particular concern for content area instruction. Content area teachers are not traditionally trained in the literacy instruction, and, therefore, do not currently have the expertise to address the extensive literacy needs of children. As a result, our students struggle with literacy skills in the content areas.

D. **Root Cause Analysis**

The Needs Assessment, Survey of Literacy Instruction, and review of our school achievement data revealed the following needs and underlying root causes:

Building Block 1: Engaged Leadership

Areas of Concern

- Content area teachers are not consistently incorporating discipline-specific literacy instruction.
- A community literacy council has not taken place.

Root Causes
- The teachers are not comfortable with literacy instruction because they have not been required to implement literacy strategies across contents.

- The school does not have a principal in place to spearhead the community council. The parent liaison has not established a community council.

Actions Taken

- Literacy coach trained teachers, but all teachers have not received all trainings due to conflicts with planning times and their regular content meetings.
- The Title I Director has met with parents about what goals they have for Harper Archer, but developing literacy goals and implementation was not discussed.

Building Block 2: Continuity of Instruction

Areas of Concern

- Cross-disciplinary teams are not currently meeting.
- Literacy department is not following a guided core program.
- There are no out-of-school organizations or agencies complementing literacy instruction inside the school.

Root Causes

- Past principals have mandated for all content meetings to meet once a month. Harper Archer does not have a principal at this time to mandate this practice. The weekly meeting schedule does not include a time for cross-disciplinary meetings to occur.
- The district has not purchased a core program that is aligned to the Common Core Standards. The literacy department follows a scope and sequence that incorporates texts from a textbook that is not aligned to the Common Core Standards.
- The parent liaison has not reached out to outside organizations to partner with Harper Archer's literacy department.
- Only one teacher was rated as exemplary.

Actions Taken

- The instructional coaches meet to discuss how to incorporate literacy instruction across contents, but the teachers are not sure how to integrate literacy without having a firm understanding of how to teach it.
- The literacy department is using personal resources and funds to purchase core program resources. Many resources are also borrowed from other districts.
- The parent liaison has been notified to locate willing outside organizations to partner with Harper Archer and assist with literacy instruction.

Building Block 3: Ongoing Formative and Summative Assessments

Areas of Concern

- Problems found in literacy screenings are rarely used for placement in intervention programs.

Root Causes

- There is only one READ 180 teacher. There isn't another remediation/intervention class to provide instruction to the amount of students that need servicing.

Actions Taken

- Students are placed in READ 180 classes. Those students who have below grade level assessment scores are given support inside the general education classroom.

Building Block 4: Best Practices in Literacy Instruction

Areas of Concern
- A core program is available, but it is not aligned to the common core standards.
- There is not a 90-120 minute block dedicated to literacy instruction.
- Writing instruction is only taught by English language arts teachers.

Root Causes

- The district has not adopted a new textbook that aligns with the Common Core standards. The school lacks the funds needed to purchase materials for supplementing instructional resources.
- The master schedule is set for 60-minute core classes. Harper Archer does not have a principal at this time to make changes to the master schedule to include a 90-120 minute block of time for literacy instruction.
- The teachers (excluding English language arts teachers) have not been trained on how to teach writing. It has not been a requirement for other content teachers (or connections teachers) to participate in Writing Workshops. They do not participate in writing instruction with their students because they do not feel comfortable teaching it without proper professional development.

Actions Taken

- The instructional coach finds free resources to help support the Common Core suggested readings and resources.
- The leadership team is aware that there is a need for a literacy block and has discussed how the schedule can accommodate more time for literacy instruction.
- The literacy instruction has provided teachers with some professional development opportunities to help them get started with implementation of literacy strategies.

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

Areas of Concern
- Interventions are only being implemented twice a week.
- The SST Chairperson gives interventions and the teachers are expected to implement those interventions at some time during the day.

Root Causes

- The assistant principal only requires the teachers to implement the strategies at least twice a week since the teachers are new to providing these levels of interventions.
- The SST Chairperson has asked for more time for teachers to provide interventions, but the schedule does not provide a block of instruction for that to be possible.

Actions Taken

- The SST Chairperson goes into each class twice a week that is slated to provide interventions. She goes in to conduct observations to ensure interventions are being provided with fidelity.
- The leadership team is evaluating the schedule to see when time can be given to assist teachers with providing interventions.

Building Block 6: Improved Instruction through Professional Development

Areas of Concern
- Administration knows that there is a need for pre-service teachers to receive coursework in disciplinary literacy in the content areas they plan to teach.
- ELA teachers participate in professional learning on the use of instructional strategies, but not on how to use a core program because we do not have one that is aligned to the Common Core Standards.

Root Causes

- The district does not require all teachers to receive training on how to incorporate literacy in the specific content areas outside of English language arts.
- The district and instructional coaches provide various professional developments to teachers on instructional strategies, but the district has not purchased a core program for the instructional coaches to train the teachers with.

Actions Taken

- Harper Archer's instructional coaches suggest free trainings that the district has online to help non-literacy teachers with how to teach literacy in their specific content areas.
- The literacy instructional coach has done an inventory of what resources the English language arts teachers have to follow a core program.

E. School Staff Involved in Needs Assessment

- Principal
- Assistant Principal
- Instructional Coaches
- Student Support Team Specialist
- Parent Liaison
- Special Education Lead Teacher
- All General Education Teachers
- Media Specialist
- Interrelated Teachers
- Special area teachers (Physical Education, Spanish)

Scientific, Evidence Based Literacy Plan

Harper Archer built its literacy plan around the six building blocks identified in the document, *Georgia Literacy Plan Kindergarten-to-Grade 12 Necessary Building Blocks for Literacy: "The What",* developed by the Georgia Department of Education (GaDOE) as well as research from GaDOE's *Georgia Literacy Plan: "The Why".* The literacy plan draws directly from the strengths and weaknesses identified in the needs assessment.

Building Block 1. Engaged Leadership
A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school
Why?   "Georgia students are tested not only on how well they comprehend, but also on how well they write. Writing tests show nearly a quarter of students failing to demonstrate proficiency in grades five and eight."   (Georgia's Literacy Plan [GLP], The Why, p. 118)   **What? (Current Practice)**   Administrator demonstrates commitment by the following: • participates in literacy instruction with his/her faculty   • regularly monitors literacy instruction within his/her school   **How? (Moving Forward**   The administrator will: • schedule regular literacy observations to monitor use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices   • be strategic about assigning teachers non-academic duties   • provide time and support for staff to participate in job-embedded professional learning (including coaching, if available, peer-mentoring, learning community, grade-level meetings focused on student work, etc.)   • develop a pipeline of leaders by identifying and training leaders for succession
B. Action: Organize a Literacy Leadership Team
Why?   "The International Reading Association (IRA) position statement from 2000 states that the reading specialist has three specific roles in a school: instruction, assessment, and leadership (Moore et al., 1999). The specialized knowledge and skill set of reading specialists are achieved through certification coursework. In the 2006 revised IRA standards, reading specialists need to have a more formalized role in schools, which includes collaborating with peers."

(Georgia's Literacy Plan [GLP], The Why, p. 150)

What? (Current Practice)
- Multiple forms of student, school, and teacher data (including results of the Literacy Instruction Observation Checklist or its equivalent) have been analyzed to develop a list of prioritized recommendations and goals for improvement.

How? (Moving Forward
- Identify and prioritize a list of students to be targeted for intervention or support
- Ensure that stakeholders understand literacy goals and their roles in meeting these goals
- Share student achievement gains with parents and with the local community, through community open houses, newspaper articles, displays of student work, website, blogs, podcasts, news conferences, etc.

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

Why?
"The need for extended time for literacy has been recognized in numerous sources including Reading Next, Writing to Read, ASCD, Center on Instruction, National Association of State Boards of Education (NASCB), and Kappan Magazine as well almost all other state literacy plans. Citing a study done in 1990 titled, "What's all the Fuss about Instructional Time?" by D. C. Berliner, the authors of a report to the NASCB stated, "Providing extended time for reading with feedback and guidance across the curriculum has been well documented and conforms to the extensive literature on academic learning time." (Georgia's Literacy Plan [GLP], The Why, p. 58)

What? (Current Practice)
- Time for intervention is built into the school schedule for each day.
- Intentional efforts have been made to identify and eliminate inefficient use of student and faculty time within the schedule.

How? (Moving Forward)
- Utilize available resources to assist teachers in identifying opportunities for maximizing use of time in the existing schedule.
- Provide a protected, dedicated 90-120-minute block is allocated for literacy instruction in grades for all students in self-contained classrooms
- Leverage instructional time for disciplinary literacy by scheduling instruction for disciplinary literacy in all content areas
- Assess the talents and training of all current staff in the area of literacy instruction before making teaching assignments

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

Why?
"Adolescents' perceptions of how competent they are as readers and writers, generally speaking, will affect how motivated they are to learn in their subject area classes (e.g., the sciences, social studies, mathematics, and literature). Thus, if academic literacy instruction is to be effective, it must address issues of self-efficacy and engagement. (Alvermann, 2001)" (Georgia's Literacy

Plan [GLP], The Why, p. 52)

What? (Current Practice)
- Faculty and staff participate in targeted, sustained professional learning on literacy strategies within the content area.
- A walk-through and/or observation form is used to ensure consistency of effective instructional practices that include disciplinary literacy across content areas.

How? (Moving Forward)
- Enlist literacy learning in outside organizations
- Provide English language services that extend beyond the classroom.
- Utilize all staff to support literacy instruction

E. Action: Optimize literacy instruction across all content areas

Why?
"The CCGPS provide guidance as well for writing arguments and informative/explanatory texts and in the content areas…Such writing is not only necessary for the work place but has been shown to significantly support comprehension and retention of subject matter when used to support content area instruction. (Writing to Read, 2010)"

What? (Current Practice)
- Teachers have adopted a common, systematic procedure for teaching academic vocabulary in all subjects.
- The school agrees upon a plan to integrate literacy in all subjects as articulated within CCGPS.

How? (Moving Forward)
- Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers)
- Encourage teachers to identify common themes, where possible, across subject areas, immersing students in content vocabulary connected to the topic
- Implement a system using technology in which teachers may coach, model, co-teach, observe, and give feedback to one another on teaching strategies for literacy in the classroom
- Require writing as an integral part of every class every day
- Ensure that teachers provide meaningful opportunities for students to write, speak, and listen

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.

Why?
"The Lexile scores of both texts and students' reading levels provide assistance to teachers and parents in matching content material to students…Lexile information and support are also provided through the public school library and the public community libraries." (Georgia's

Literacy Plan [GLP], The Why, p. 104)

What? (Current Practice)
- Academic successes are publically celebrated through traditional and online media.
- A network of learning supports within the community that targets student improvement is active (e.g., tutoring, mentoring, afterschool programming).
- Social media is utilized to communicate and promote the goals of literacy throughout the community at large.

How? (Moving Forward)
- Contact potential members and schedule at least two meetings annually
- Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, afterschool programming)
- Enlist members of the various participating entities to provide leadership by:
    - Serving as mentors
    - Speaking to groups of students
    - Publicizing efforts within the community
    - Visiting classrooms to support teachers and students
    - Adoption of different schools by civic groups

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.)

Why?

"Curriculum alignment includes alignment between and among several education variables, including state standards, state-mandated assessments, resources such as textbooks, content of instruction, and instructional strategies. The studies reported in this review provide strong evidence from scientifically based research that aligning the various components can have positive and significant effects." (Squires, 2005, p. 5.)

What? (Current Practice)
- Specific, measurable student achievement goals aligned with grade-level expectations are shared by teachers in all subjects.
- Cross-disciplinary teams for literacy instruction.
- Scheduled time for teams to meet for regular collaboration and examination of student data/work.

How? (Moving Forward)
- Establish cross-disciplinary teams for literacy instruction
    - Establish or select protocols for team meetings, such as those found on http://www.lasw.org/methods.html
    - Schedule time for teams to meet for regular collaboration and examination of student data/work
    - Identify team roles, protocols, and expectations
    - Research the components of the professional learning community model www.allthingsplc.info
    - Identify specific, measurable student achievement goals aligned with grade-level expectations to be shared by teachers in all subjects
- Plan and implement lessons that address the literacy needs of students
- Observe model lessons, organize materials, and practice effective instructional strategies using videos where possible

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

Why?

"Georgia advocates strong writing skills beginning in elementary and continuing through high school. All content areas have writing components in their expectations for Georgia students. The implementation of strong writing programs is crucial to a literacy initiative."

What? (Current Practice)
- Teachers use a school-wide, commonly adopted writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance.
- All types of literacy are infused into all content areas throughout the day (e.g., print, non-print, online, blogs, wikis, and social media).

How? (Moving Forward)
- Monitor the use of instructional strategies to improve literacy through formal and informal observations
- Integrate a common theme across subject areas, immersing students in content vocabulary connected to the topic
- Share creative ideas to infuse literacy throughout the day
- Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS
- Make writing a required part of every class every day, using technology when possible
- Infuse all types of literacy throughout the day e.g., print, online, blogs, wikis, social media

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

Why?

"To facilitate relevance, another suggestion made in Reading Next was to coordinate assignments and reading with out-of-school organizations and the community to provide students with a sense of consistency between what they experience in and out of school." (Biancarosa & Snow, 2004, pp. 16 & 22)

What? (Current Practice)
- Technologies are utilized to more creatively and effectively support stakeholder engagement, i.e., blogs, Twitter, electronic newsletters.
- Avenues of communication (both virtual and face-to-face) are active with key personnel in out-of-school organizations and governmental agencies that support students and families.
- A comprehensive system of learning supports to enhance motivation and capability of the critical mass of stakeholders is in place.

How? (Moving Forward)
- Articulate what an integrated learning-supports infrastructure should look like at the community level
- Ensure that all appropriate stakeholders participate in critical planning and decision-making activities
- Plan with out-of-school organizations to develop enhancement and enrichment activities for all participating students
- Establish a mentoring system from within and outside the school for every student who needs additional support

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

Why?
"Effective reading and writing instruction requires both summative and formative assessments. The key to a comprehensive assessment plan is conducive to the timing." (Georgia's Literacy Plan [GLP], The Why, p. 97)
According to the Center on Instruction 2009, three crucial timing categorizations exist:

- **Beginning of the year**: First, a screening helps determine the level of intervention needed to assist individual students; second, an informal diagnostic assessment helps the educator plan and focus on various interventions.

- **Throughout the year**: This process allows the educator to adjust the instruction. Because of new information with each assessment, the educator is able to provide a continual cycle for student improvement. Another benefit is the connection to targeted professional learning regarding the data driven information derived from the assessments.

- **End of the year**: The summative assessment component provides the information regarding grade level expectations. In Georgia, the CRCT, the GHSGT, and the EOCT assess the Georgia Performance Standards of certain content areas. (Torgesen & Miller, 2009, p. 16)"

What? (Current Practice)
- Effective screening, progress monitoring, and diagnostic tools have been selected to identify achievement levels of all students, advanced as well as struggling. SRI testing is used during READ 180 to determine student growth in Lexile scores.
- A calendar for formative assessments based on local, state, and program guidelines, including specific timeline for administration and persons responsible has been developed.
- A data collection plan for storing, analyzing, and disseminating assessment results is in place.

How? (Moving Forward)
- Designate a person or persons to be responsible for ensuring continued fidelity to all formative assessment procedures and timelines beyond year one
- Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms
- Provide timely, descriptive feedback to students with opportunities to assess their own learning (e.g., graphing their progress)
- SRI testing will be administered to every student in the school.

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

Why?
"…failing to screen young children can prove… [to be] risky. Research has clearly established the difficulties of remediating children's reading skills after grade three. Catching problems early has been shown over and over that prevention is by far the better alternative. (National Reading Panel, 2000)

What? (Current Practice)
- Universal screening, progress monitoring, and curriculum-based assessments are used to determine instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI).
- Intervention materials aligned with students' needs are in use and staff is trained.
- The instructional levels of all students are screened and progress monitored with evidence-based tools.

How? (Moving Forward)
- Administer assessments and input data according to the established timeline
- Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording
- Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format

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

Why?
"Once the pool of at-risk students is identified, more comprehensive assessments of their reading ability should be conducted to inform appropriate intervention placements. A student whose performance on a screening instrument is extremely low may require a different type and/or intensity of intervention than a student whose screening score is close to the cut-score. (Johnson, et al, 2011)."

What? (Current Practice)
- Where possible, diagnostic assessments isolate the component skills needed for mastery of literacy standards.
- A protocol is in place for ensuring that students identified by screenings routinely receive diagnostic assessment.
- Interventions include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach.

How? (Moving Forward)
- Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals
- Use results of the diagnostics for student placement within an intervention and to adjust instruction
- Develop a protocol for ensuring that students who are identified by screenings receive diagnostic assessment

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

Why?
"Having the "right" assessments in place is only one element of an effective literacy assessment plan (McEwan, 2007; Phillips, 2005; Torgesen, Houston, Rissman, Decker, Roberts, Vaughn, Wexler, Francis, & Rivera et al., 2007). Data must be easily accessible to school personnel in order for it to drive decision-making. Educators and instructional support personnel must be able to sort, aggregate, and/or scan in sufficient time for data analysis and collaborative decision-making to occur."

What? (Current Practice)
- Specific times for analysis of the previous year's outcome assessments are identified in the school calendar to determine broad student needs and serve as a baseline for improvement.
- Time is devoted in teacher team meetings to review and analyze assessment results to identify needed program and instructional adjustments.
- Data is disaggregated to ensure the progress of subgroups.

How? (Moving Forward)
- Discuss assessment results with students to set individual goals
- Include specific times on the school calendar for analyzing summative assessment data
- Disaggregate data to ensure the progress of subgroups

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

Why?
"In the Georgia Literacy Plan, ongoing professional learning expectations center around the marriage of effective instructional strategies based on assessments and the alignment of instruction currently to the Georgia Performance Standards (CCGPS by 2014). The focus is to ensure the following:
- High quality formative assessment practices that focus on a sound understanding of grade level academic standards. This can help alleviate some 'information' consequences of 'high stakes' test.
- A good formative assessment program that has 'unpacked' the state standards and identified the specific learning goals they contain can help focus classroom activities on

real learning rather than on test preparation. (Abrams, 2007)"

What? (Current Practice)

- A protocol has been developed and is followed for making decisions to identify the instructional needs of students.
- Procedures and expectations for staff to review, analyze, and disseminate assessment results are in place.
- Protocols for team meetings, such as those found on http://www.lasw.org/methods.html, are regularly followed.

How? (Moving Forward)

- Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers
- Implement protocol with fidelity
- Schedule collaborative planning time for data meetings at a minimum of once/month
- Train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional commonalities

Building Block 4. Best Practices in Literacy Instruction

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

Why?
"For many students, explicit instruction in how to comprehend is necessary. In a 1995 survey of a number of studies of verbal protocols collected from good readers, Michael Pressley found that good readers activate strategies before, during and after reading. "The good reader can be active before reading (e.g., overviewing the text and making predictions), during reading (e.g., updating predictions, constructing mental images), and after reading (e.g., constructing summaries, thinking about which ideas in the text might be useful later.""

What? (Current Practice)
- Administration conducts classroom observations using an assessment tool to gauge current practice in literacy instruction.
- Faculty participates in professional learning on the following:
  - Selecting of appropriate text and strategy for instruction
  - Discussing when and where strategies are to be applied

How? (Moving Forward)
- Research and select a core program that will provide continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts
- Provide training to all pertinent staff in the use of the core program
- Allocate which aspects of literacy instruction students are to receive in each subject area
- Plan and provide professional learning on differentiated instructional options for literacy assignments

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

Why?
"The recommendations from this report are as follows (listed in order of their supporting evidence):
A. Have students write about the texts they read.
1. Respond to a text in writing (writing personal reactions, analyzing and interpreting the text)
2. Write summaries of a text
3. Write notes about a text
4. Answer questions about a text in writing, or create and answer written questions about a text

B. Teach students the writing skills and processes that go into creating text.
1. Teach the process of writing, text structures for writing, paragraph or sentence construction skills (improves reading comprehension)
2. Teach spelling and sentence construction skills (improves reading fluency)
3. Teach Spelling Skills (Improves Word Reading Skills)

C. Increase how much students write.

1. Students' reading comprehension is improved by having them increase how often they produce their own texts ((Graham & Hebert, 2010, p. 5)"

What? (Current Practice)
- A plan for instruction in writing is consistent with CCGPS that is articulated vertically and horizontally.
- All subject area teachers participate in professional learning on best practices in writing instruction in all content areas.
- Technology is used for production, publishing, and communication across the curriculum.

How? (Moving Forward)
- Provide professional learning on best practices in writing instruction in all subject areas
- Develop a coordinated plan for writing instruction across all subject areas to include:
    - Explicit instruction
    - Guided practice
    - Independent practice

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

Why?
"In an IES Practice Guide on Improving Reading Comprehension in Kindergarten through Third Grade, Recommendation Five is to establish an engaging and motivating context in which to teach reading comprehension. An analysis of the research suggests the following to encourage engagement: (1). Help students discover the purpose and benefits of reading: (2) Create opportunities for students to see themselves as successful readers; (3) Give students reading choices. (4) Give students the opportunity to learn by collaborating with their peers. (Pp. 37-34.)"

What? (Current Practice)
- Teachers' efforts may include the following:
    - Increasing access to texts that students consider engaging
    - Increasing opportunities for collaborating with peers in the learning process

How? (Moving Forward)
- Ensure that incentive programs, if used, are:
    - Voluntary and not required
    - Not tied to grades
    - Incentives are minimal and are connected to reading, such as books
    - Are used with students who are unmotivated to read rather than with those who are already excited about reading

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

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

Why?

"Screening for reading problems, monitoring progress, using intervention strategies for intensive small reading groups, varying extensive vocabulary instruction, developing academic language, and providing regular peer-assisted learning opportunities are valuable intervention tools. Providing ongoing support for teachers and interventionists (Title I personnel, reading coaches, literacy coaches, etc.) is critical for the intervention strategies to work (Gersten et al., 2007)."

What? (Current Practice)
- Protocols for identifying students and matching them to the appropriate intervention are in place
- Interventions are monitored frequently to ensure that they occur regularly and with fidelity.
- The results of formative assessment are analyzed frequently to ensure students are progressing or adjusting instruction to match their needs.

How? (Moving Forward)
- Monitor to ensure that interventions are occurring regularly and with fidelity
- Monitor results of formative assessment to ensure students are progressing
- Schedule grade-level data-analysis team meetings
- Develop standardized protocols for the collection of critical information to determine students' literacy competence in various content areas and response to interventions

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

Why?

"Standards-based learning environments which are implemented with fidelity are necessary to ensure all students have access to quality instruction. This fidelity of implementation ensures that 80-100% of students are successful in the general education classroom."

What? (Current Practice)
- Teachers participate in ongoing professional learning on the following:
  - School-wide understanding of assessment data and anticipated levels of student mastery during the school year
- Current practice in literacy instruction in each subject area has been assessed using a checklist (e.g., Literacy Instruction Checklist, GA or some equivalent instrument) and a review of teachers' lesson plans.

How? (Moving Forward)
- Schedule time for instructional planning as well as for student progress conversations across (vertical) as well as within (horizontal) grade levels
- Ensure that teachers within each subject area plan together to implement jointly adopted

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literacy instruction
- Use data from universal screening process to identify general weaknesses in instruction Tier I as well as struggling students

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

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Why?
"Movement between Tier 1 and Tier 2 is fluid and flexible. Adequate time should be given for the Tier 1 instructional program to be implemented before determining Tier 2 support is needed."

What? (Current Practice)
- Interventionists participate in professional learning on the following:
  - Using direct, explicit instructional strategies to address instructional needs
  - Charting data

How? (Moving Forward)
- Ensure adequate time for planning and implementing interventions
- Monitor effectiveness of standard intervention protocols in place for students (based on universal screening, progress monitoring and benchmark data)
- Schedule times for collaborative discussion and planning between content area T1 teachers and interventionists (teachers or paraprofessionals)
- Provide sufficient resources (time, training cost, materials and implementation of interventions)

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

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Why?
"The role of progress monitoring in RTI is to:
- Determine whether primary prevention (i.e., the core instructional program) is working for a given student.
- Distinguish adequate from inadequate response to the secondary prevention and thereby identify students likely to have a learning disability.
- Inductively design individualized instruction programs to optimize learning at the tertiary prevention in students who likely have learning disabilities.
- Determine when the student's response to tertiary prevention indicates that a return to primary or secondary prevention is possible. (Fuchs, Retrieved Jan, 2011)"

What? (Current Practice)

- In addition to everything that occurs at T1 and T2, data teams (expanded to include school psych, ESOL teacher, SLP, etc.) meet to:
  - Discuss students in T3 who fail to respond to intervention.
  - Receive professional learning on Student Support Team processes and procedures as outlined in the GaDOE manual and guidance.
  - Verify implementation of proven interventions.

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- o Ensure that interventionists have maintained fidelity to intervention protocol prior to referral to SST.
- T3 SST/data teams meet at least once a month to discuss student progress based on daily interventions that include a minimum of four data points
- Interventions are delivered 1:1 – 1:3 during a protected time daily by a trained interventionist.

How? (Moving Forward)
- Teachers consistently provide research-validated interventions designed to meet individual student's needs
- Data points are documented to monitor student response to daily intervention (NOTE: 12 weeks of data collection with four data points are required prior to referral for special education if a specific learning disability is suspected)
- Ensure that T3 includes proven interventions that address behavior

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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

Why?
"With three effective tiers in place prior to specialized services, more struggling students will be successful and will not require this degree of intervention. Tier 4 does not represent a location for services but indicates a layer of interventions that may be provided in the general education class or in a separate setting."

What? (Current Practice)
- School schedules are developed to ensure least restrictive environment (LRE).
- Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs (i.e., best Math II teacher teams with best special education teacher for team-taught instruction).
- Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings.

How? (Moving Forward)
- IEP teams include key members required to support students' individualized transition plans and/or attainment of College and Career Readiness Anchor Standards
- Special education, EL, or gifted case managers meet plan and discuss students' progress regularly with general education teachers
- Student data supports the exit of students from T4.

Building Block 6. Improved Instruction through Professional Learning
A. Action: Ensure that pre-service education prepares new teachers for all the challenges of the classroom

Why?
"The NABSE study group, who was responsible for the report Reading at Risk: The State Response to the Crisis in Adolescent Literacy (2006), stresses the importance of teaching literacy skills within the context of core academic content. This requires the revision of how teacher training is currently done at the college/university level. Content literacy strategies and reading instructional best practices need to be the focus in pre-service courses."
 	
What? (Current Practice)
• Representatives from the community and/or school leadership meet with representatives from Professional Standards Commission to enlist support for ensuring that:
    o Pre-service teachers receive coursework in disciplinary literacy within content areas.
    o Teacher preparation is revised to reflect needs that districts report with new teachers.
 	
How? (Moving Forward)
• Develop protocols for evaluating implementation of the new coursework
• Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy

B. Action: Provide professional learning for in-service personnel
Why? "Effective professional learning is linked to higher student achievement. In a policy brief on reform in adolescent literacy, the authors cite Greenwald, Hedges & Lane, 1996, (NCTE Policy Brief, Adolescent Literacy Reform, 2006, p. 7) stated: Teachers possess the greatest capacity to positively affect student achievement, and a growing body of research shows that the professional development of teachers holds the greatest potential to improve adolescent literacy achievement. In fact, research indicates that for every $500 directed toward various school improvement initiatives, those funds directed toward professional development resulted in the greatest student gains on standardized achievement tests (Greenwald et al., 1996)." **What? (Current Practice)** • Teachers' instruction is monitored through classroom observations or walkthroughs using a variety of assessment tools tied to professional learning. • The school calendar includes protected time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice. **How? (Moving Forward)** • Meet in collaborative teams (include pre-service teachers currently working within the school) to support teachers in using literacy strategies effectively

- Provide opportunities for teachers to practice techniques in non-threatening situations
- Develop a list of sites for an online professional library that includes research-based books, journals, magazines, videos, etc. that teachers can readily access for professional growth

Analysis and Identification of Student and Teacher Data

A. Student Achievement Data
2012 CRCT Data

6th Grade	% Pass	7th Grade	% Pass	8th Grade	% Pass
Reading	79	Reading	87	Reading	87
ELA	78	ELA	82	ELA	89
Math	37	Math	77	Math	48
Science	28	Science	63	Science	21
Social Studies	13	Social Studies	44	Social Studies	34

2013 CRCT Data

6th Grade	% Pass	7th Grade	% Pass	8th Grade	% Pass
Reading	80	Reading	86	Reading	89
ELA	71	ELA	90	ELA	78
Math	45	Math	77	Math	44
Science	23	Science	59	Science	46
Social Studies	19	Social Studies	53	Social Studies	43

B. Disaggregation into Subgroups

2012 Disaggregated CRCT Data

Reading

	SWD	Black	Hispanic	White
6	41%	78%	100%	100%
7	70%	88%	50%	50%
8	71%	88%	75%	N/A

ELA

	SWD	Black	Hispanic	White
6	28%	77%	100%	100%
7	43%	83%	67%	25%
8	61%	90%	75%	N/A

Math

	SWD	Black	Hispanic	White
6	11%	37%	67%	0%
7	31%	77%	78%	50%
8	31%	48%	50%	N/A

Science

	SWD	Black	Hispanic	White
6	5%	27%	50%	50%
7	23%	64%	56%	50%
8	4%	22%	8%	N/A

Social Studies

	SWD	Black	Hispanic	White
6	0%	13%	33%	0%
7	4%	46%	22%	0%
8	9%	35%	17%	N/A

2013 Disaggregated CRCT Data

Reading

	SWD	Black	Hispanic	White
6	60%	81%	75%	100%
7	58%	86%	100%	N/A
8	56%	89%	83%	50%

ELA

	SWD	Black	Hispanic	White
6	60%	71%	75%	100%
7	67%	91%	83%	N/A
8	35%	78%	67%	N/A

Math

	SWD	Black	Hispanic	White
6	30%	46%	25%	100%
7	50%	77%	67%	N/A
8	13%	44%	50%	100%

Science

	SWD	Black	Hispanic	White
6	11%	23%	25%	100%
7	17%	58%	83%	N/A
8	13%	47%	33%	50%

Social Studies

	SWD	Black	Hispanic	White
6	6%	19%	17%	100%
7	17%	52%	83%	N/A
8	14%	44%	17%	0%

- Reading
  - SWD student subgroup had a 2% decrease.
  - Black student subgroup stayed the same at 85%.
  - Hispanic student subgroup had an 11% gain.
  - White student subgroup stayed the same at 75%.
- ELA
  - SWD student subgroup had a 10% gain.
  - Black student subgroup had a 3% decrease.
  - Hispanic student subgroup had a 9% decrease.
  - White student subgroup had a 37% gain.
- Math
  - SWD student subgroup had a 7% gain.
  - Black student subgroup had a 2% gain.
  - Hispanic student subgroup had an 18% decrease.
  - White student subgroup had a 75% gain.
- Science
  - SWD student subgroup had a 3% gain.
  - Black student subgroup had a 5% gain.
  - Hispanic student subgroup had a 9% gain.
  - White student subgroup had a 25% gain.
- Social Studies
  - SWD student subgroup had an 8% gain.
  - Black student subgroup had a 7% gain.
  - Hispanic student subgroup had a 15% gain.
  - White student subgroup had a 50% gain.

C. Identifies Strengths and Weaknesses Based on Prescribed Assessments

Strengths	Weaknesses
81% of 8th grade students were proficient in Reading Skills and Vocabulary	**Reading/ELA** ○ 6th grade students identified as Special Education – (60% proficiency) with a 15% achievement gap ○ 7th grade students identified as Special Education- (62% proficiency) with a 26% achievement gap ○ 8th grade students identified as Special Education- (46% proficiency) with a 37% achievement gap
8th grade students had 78% proficiency in Literary Comprehension	**Math** ○ 6th grade students identified as Special Education – (30% proficiency) with a 14% achievement gap ○ 7th grade students identified as Special Education- (50% proficiency) with a 27% achievement gap ○ 8th grade students identified as Special Education- (13% proficiency) with a 31% achievement gap

D. Data for All Teachers including CTAE, Special Education, and Media
The data included throughout this section includes all teachers at Harper Archer Middle school.

E. Teacher Retention Data
Harper Archer Middle School lost 17 teachers from the school year 2013-2014. The teachers left from various departments in the building; most were special needs teachers and paraprofessionals. All but one general education position has been filled.

F. Develops Goals and Objectives based on Formative and Summative Assessments
The leadership team uses several instruments, procedures, or processes to pinpoint needs, identify researched based best practices, and to monitor results. The CRCT data is analyzed by the principal and assistant principals. It is disaggregated by content and grade and given to the instructional coaches. The instructional coaches then create a plan of action on how to meet the needs of the content and domain areas that warrant more support. The data from the CRCT helps to devise a plan and develop goals to support students in becoming proficient in literacy and all other content areas.

The school is currently monitoring and evaluating progress from the following needs assessments that have been given within the past five years:

- In-house needs were assessed spring 2012-present through informal meetings with the Principal and administrators.
- Fall 2005-2014 performed 8th grade writing assessment through the University of Georgia
- Spring 2008-2014, the school performed technology needs assessment to determine how technology integration could improve literacy.
- Fall 2011/2012/2013/2014, assessed the strengths and weaknesses of students through content pre-test universal screening.
- Summer 2014, performed school-wide data analysis of Reading, ELA, Math, Science and Social Studies CRCT Scores and developed a school-wide Action Plan.
- Summer/Fall 2014, performed school wide data analysis of 2014 Spring CRCT scores and developed a SWD Action Plan along with a school Corrective Action Plan.

G. Additional District-Prescribed Data

2014 Computer Adaptive Assessment
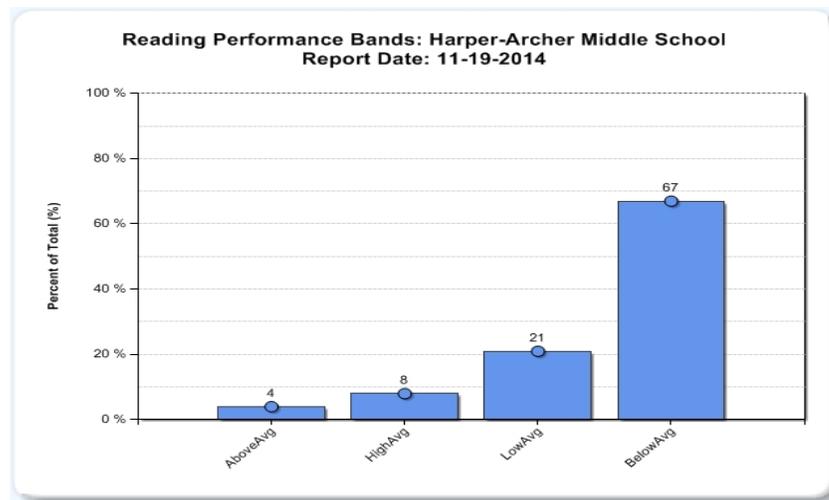
The Computer Adaptive Assessment System (CAAS) is a cross-curricular assessment administered to students in grade K-9 to measure grade level readiness. The September 2014 data shows that out of 444 students 4% are above level, 8 % are high average, 21% are low average, and 67% are performing below average. Each teacher receives a report for their students and strategies to implement for below level students.

H. Teacher Participation in Professional Learning Communities

The instructional coaches spearhead professional learning communities. The instructional coaches actively participate in district trainings and redeliver to teachers during grade level and/or faculty meetings. These professional learning sessions are based on District mandates and expectations. In addition, the instructional coaches host meetings prior to the introduction of new material and standards on each grade level within the semester. Using this data, the teachers create a lesson plan and a common assessment. The teachers provide instruction and implement instructional strategies from the team's focus meeting. Then the team of teachers and instructional coaches meet to discuss the results of the common assessment and analyze the data to decide what step to take next and what other strategies to implement. The teacher then remediates or provides enrichment opportunities. The teachers and instructional coaches receive professional development at the district level for how to correctly implement professional learning communities.

Project Plan-Procedures, Goals, Objectives and Support

A. Project Goals and Objectives

A. Project Goals	B. Project Objectives
Goal 1: Incorporate discipline-specific literacy instruction.	**1.1: Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction** **1.2: Encourage teachers to identify common themes, where possible, across subject areas, immersing students in content vocabulary connected to the topic** **1.3: Monitor literacy instruction across the curriculum through:** • **Formal and informal observations** • **Lesson plans** • **Walkthroughs** • **Student work samples**
Goal 2: Literacy department will follow a guided core program.	**2.1: Literacy department will use writing rubric that is aligned to the CCGPS to deliver writing instruction** **2.2: Students will receive two to four hours of literacy instruction in language arts class and other content areas** **2.3: Teachers will be observed using a literacy instruction checklist to ensure consistency of effective instructional practices that include disciplinary literacy across content areas.**
Goal 3: Literacy screeners will be an important determining factor for student intervention placement.	**3.1: A data collection plan will be followed for storing, analyzing, and disseminating assessment results is in place.** **3.2: A protocol will be put in place for ensuring that students identified by screenings routinely receive diagnostic assessment**
Goal 4: Writing instruction will be consistently taught across all grade levels and content areas.	**4.1: All subject area teachers will participate in professional learning on best practices in writing instruction in all content areas** **4.2: In every class at least one day a week, teachers provide instruction in and opportunities for one of the following:**

	a. Developing an argument citing relevant and reliable textual evidence b. Writing coherent informational or explanatory texts c. Writing narratives to develop real or imaginary experiences to explore content area topics **4.3: All subject area teachers will participate in professional learning on best practices in writing instruction in all content areas.**
Goal 5: Tier 2 and 3 interventions are provided for targeted students.	**5.1: Interventionists participate in professional learning on the following:** **a. Using appropriate supplemental and intervention materials** **b. Diagnosing reading difficulties** **c. Using direct, explicit instructional strategies to address instructional needs** **d. Charting data** **e. Graphing progress** **f. Differentiating instruction** **5.2: In addition to everything that occurs at T1 and T2, data teams (expanded to include school psych, ESOL teacher, SLP, etc.) meet to:** **a. Discuss students in T3 who fail to respond to intervention.** **b. Receive professional learning on Student Support Team processes and procedures as outlined in the GaDOE manual and guidance.** **c. Verify implementation of proven interventions.** **d. Ensure that interventionists have maintained fidelity to intervention protocol prior to referral to SST.**
Goal 6: In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.	**6.1: Teachers participate in ongoing professional learning on the use of the core program.** **6.2: An instructional coach provides site-based support for administrators, faculty and staff.** **6.3: Intervention providers receive program-specific training before the beginning of the year to prepare teachers and staff for implementation**

B. Performance Targets

By implementing the goals and objectives above it is the expectation that the student

achievement and/or teacher performance targets below will be met:

Performance Measures	SRCL Performance Targets				
	2015/2016	**2016/2017**	**2017/2018**	**2018/2019**	**2019/2020**
Reading Georgia Milestones 6-8	89%	91%	93%	95%	97%
SWD Reading Georgia Milestones 6-8	70%	75%	80%	85%	90%
ELA Georgia Milestones 6-8	85%	87%	90%	92%	95%
SWD ELA Georgia Milestones 6-8	62%	70%	74%	78%	80%
Scholastic Reading Inventory 6-8	75%Lexile score on or above grade level	78% Lexile score on or above grade level	82% Lexile score on or above grade level	85% Lexile score on or above grade level	88% Lexile score on or above grade level
2014-2015 TKES	10% Exemplary 90% Proficient 0% Needs Development	15% Exemplary 85% Proficient 0% Needs Development	18% Exemplary 82% Proficient 0% Needs Development	20% Exemplary 80% Proficient 0% Needs Development	25% Exemplary 75% Proficient 0% Needs Development

C. Alignment of Goals, Objectives and Assessments

Formative/Summative Measures	Associated Goals
Teenbiz 3000 LevelSet	3,4,5,6
Scholastic Reading Inventory	3, 5, 6
Georgia Milestones Assessments	2,3
Teacher Evaluation (TKES)	1, 2, 3, 4, 5
Georgia Survey of Literacy Instruction	1, 2, 4, 5, 6
Professional Learning Evaluation	6

D.   120 Minutes of Tiered Literacy Instruction

READING (50 minutes)

READ ALOUD *(5 minutes)*
- *Teacher reads a variety of texts aloud to students modeling skills and strategies efficient readers use and what fluent, expressive reading sounds like.*

FREQUENCY- Daily / STRUCTURE – Whole class or small group

SHARED READING/MINI LESSON *(10 minutes)*
- *Teacher selects a strategy, skill or element to introduce and reinforce.*
- *Teacher selects a delivery method (direct, indirect, inquiry, etc.) for instruction with students.*
- *Teacher expects or requires practice of the strategy, skill, or element during the guided and independent work portions of the lesson.*

FREQUENCY- Daily / STRUCTURE – Whole class or small group

GUIDED READING/STRATEGY GROUPS *(30 minutes)*
- *Teacher provides support for small, flexible groups of readers.*
- *Readers are grouped according to their reading level and their specific needs relating to skills and strategies.*
- *Teachers work with students at their instructional level to guide them in using the text to generate meaning.*
- *Teacher helps students learn using reading strategies as they read a text or book that is unfamiliar to them.*
- *Students have the opportunity to develop reading strategies, and reading for meaning.*

INDEPENDENT READING
- *Students work individually or with a partner to read and discuss text (self-selected or teacher recommended).*
- *Students apply and practice the skills and strategies learned in the whole group and guided reading lesson.*
- *Students learn to independently select books and respond on book logs and response journals.*

FREQUENCY- Daily / STRUCTURE- Small group, partner, or individual conferencing

SHARING *(5 minutes)*
- *Students summarize, demonstrate new knowledge (or at least their attempts) as evidence of the new understandings of reading.*

FREQUENCY- Daily / STRUCTURE – Whole Class

WRITING (25 minutes)
Grammar, usage, mechanics, and spelling are taught strategically as a part of the real writing situation.

Day 1 - Writing Aloud / Shared Writing (Whole class)
- *Teacher models writing for students while verbalizing thinking (and reasoning).*
- *Focus on conventions*
- *Teacher and students work together interactively to compose texts with the teacher serving as a scribe.*
- *Topic, audience, purpose, word choice, genre, content, and format are selected in a negotiated process between teacher and students.*

Day 2 - Shared Writing (Whole class)
- *Teacher and students work together interactively to compose texts with the teacher serving as a scribe.*
- *Topic, audience, purpose, word choice, genre, content, and format are selected in a negotiated process between teacher and students.*

Day 3 - Guided Writing/Independent Writing (*Small group or partner*)
- *Teacher provides differentiated small group instruction as students rotate through guided writing and independent writing groups.*
- *Teacher provides explicit instruction and continuous feedback during all stages of the writing process as needed to individual students or small groups of small students.*
- *Students write about self-selected topics as they compose, revise, and edit their own texts.*

Day 4 - Guided Writing/Independent Writing (*Small group, partner, or individual conferencing*)
- *Teacher provides differentiated small group instruction as students rotate through guided writing and independent writing groups.*
- *Teacher provides explicit instruction and continuous feedback during all stages of the writing process as needed to individual students or small groups of small students.*
- *Students write about self-selected topics as they compose, revise, and edit their own texts.*
- *Students talk about their writing in a conference with the teacher and/or peer.*

Day 5 – Independent Writing/ Sharing (*Small group, partner, or individual conferencing*)
- *Students talk about their writing in a conference with the teacher and/or peer.*
- *Students share writing (or at least their attempts) as evidence of their attempt to use new writing skills and strategies.*

Tier	Literacy Interventions That Occur Within Each Tier
I	Teach district core curriculum, whole group teaching and reading strategies, teach essential skills and strategies, use hands-on, non-linguistic representations, use grouping, use similarities and differences, use advanced organizers such as graphic organizers, use summary and note taking, restate the objective and reinforce the lesson, Teenbiz 3000
II	Small group instruction, match curricular materials and instructional level, adjust amount of guided and independent practice, mini lesson on skill deficits, Teenbiz 3000, READ 180
III	Small group instruction, systematic and explicit instruction that includes modeling and direct teaching using multiple examples, a variety of practice opportunities that coordinate with identified classroom skills but use different approaches, continuous corrective feedback, encouragement, and self-monitoring activities.
IV	Referral to Special Education Department and continue with interventions from Tiers 1-3.

E.   RTI Model

	Strategies	Personnel
Tier IV Specifically Designed Learning	Specialized and/or Individualized Instruction More Frequent Progress Monitoring Diagnostic Assessments Assistive Technology All Tier I-III Strategies	Special Education, IEP, ELL, Gifted, ESOL Program, Assistive Technology
Tier III SST Driven Learning **Tier II** Needs Based Learning **Tier I** Standards Based Classroom Learning	Differentiation Small/Flexible grouping Computer interventions Collaborative Teaching Extended Day Instruction Long Term Interventions Frequent Progress Monitoring Universal Screening CCGPS Instruction Balanced Literacy Reading Support	All Classroom Teachers Gifted Special Education Literacy Coach ELL Advanced Placement Hospital Homebound

F. Inclusion of Teachers and Students

All teachers and students are included in the activities of this application.

G. Current RTI Practices

All students are screened using CAAS and students who score below grade level are progress monitored using Scholastic Reading Inventory. Students with below grade level lexile scores use Read 180 in an assigned reading support course. Instructional interventions are in place across all grade levels but implementation is not consistent. Balanced literacy is implemented in all ELA classes.

H. Goals Funded With Other Sources

Literacy professional learning for new teachers

I. Sample Schedule

Core	6th grade	7th grade	8th grade
Study Skills	**Extended Learning time – ELA/Math Remediation and Enrichment**	**Extended Learning time – ELA/Math Remediation and Enrichment**	**Extended Learning time – ELA/Math Remediation and Enrichment**
Core 1	**Connections**	**Co-taught Core Content (Interventions and Support)**	**Co-taught Core Content (Interventions and Support)**
Core 2	**Co-taught Core Content (Interventions and Support)**	**Co-taught Core Content (Interventions and Support)**	**Connections**
Core 3	**Co-taught Core Content (Interventions and Support)**	**Co-taught Core Content (Interventions and Support)**	**Co-taught Core Content (Interventions and Support)**
Core 4	**Co-taught Core Content (Interventions and Support)**	**Connections**	**Co-taught Core Content (Interventions and Support)**
Core 5	**Co-taught Core Content (Interventions and Support)**	**Co-taught Core Content (Interventions and Support)**	**Co-taught Core Content(Interventions and Support)**
After School	**Extended Learning time – ELA/Math Remediation and Enrichment**	**Extended Learning time – ELA/Math Remediation and Enrichment**	**Extended Learning time – ELA/Math Remediation and Enrichment**

Assessment and Data Analysis Plan

A. Current Assessment Protocol

When	Assessment
August	Universal Screeners (All contents)
August – May	Unit Assessments (All contents)
August and January	Writing Diagnostic
August and January	Computer Adaptive Assessment
August, January, May	SRI (Scholastic Reading Inventory) – only given to READ 180 students
December	District Benchmark Assessment
March	NAEP Assessment
April	Georgia Milestones Assessment

B. Current Assessment vs. SRCL Assessments
  • Currently, all students take the Computer Adaptive Assessment. Based on student responses, the computer program adjusts the difficulty of questions throughout the assessment in order to determine a Lexile score. The students enrolled in the READ 180 program are given the SRI (Scholastic Reading Inventory) assessment. This determines Lexile as well. Upon receiving the Striving Reader Grant, the only assessment that will be given is the SRI assessment. This test will replace the use of the Computer Adaptive Assessment.

C. New Assessment Protocol

When	Assessment
August	Universal Screeners (All contents)
August – May	Unit Assessments (All contents)
August and January	Writing Diagnostic
August, January, May	SRI (Scholastic Reading Inventory) – will be given to all students
December	District Benchmark Assessment
March	NAEP Assessment
April	Georgia Milestones Assessment

D. Current Assessment Discontinued
  • The Computer Adaptive Assessment will no longer be given. The SRI will replace the Computer Adaptive Assessment because the teachers and students are familiar with the SRI and the resources that come with READ 180.

E. Professional Learning Needs
  • All teachers will need to be trained on how to use Scholastic Reading Inventory and the READ 180 program

F. Presentation of Data to Parents and Stakeholders
- The data from the SRI assessment would be shared with the parents every quarter after the students take the test. The data that shows how the school is performing would be available on the school website every semester.

G. Data Used in Instructional Strategies
- The data from the assessments will be used to determine which text students will use and how to provide rigor to make sure all students are moving towards reading on or above grade level. This will be an on-going cycle of instructional improvement.
- This data will be used to teach students how to examine their own data and make instructional goals. The teachers will provide feedback to students that is timely, specific, well formatted, and constructive and will give them the tools to help them learn from the feedback. The teachers will then use students' data analyses to guide instructional changes

H. Assessment Plan and Personnel
- The literacy instructional coach will administer the SRI assessment in August, January, and May. The teachers will be trained on how to effectively implement the READ 180 program after the students have been tested. Once the data has been analyzed, the reports will be available on the school website. A notification form the parent center will send a memo to parents when the data is ready for viewing.

Resources, Strategies, and Materials Including Technology

A. Resources Needed
- Tablets
- Composition books
- Individual student whiteboards
- READ 180 student and teacher materials
- Copy machines for each grade level
- Post it notes
- Highlighters
- Chart paper
- Tablet carts for each grade level
- Interactive Whiteboard
- Sentence strips
- Common Core Resource books
- Achieve 3000 software – Teenbiz 3000

B. Activities Supporting Literacy
- Reflective journals
- Research reports
- Quick writes
- Semantic mapping
- Read Aloud
- Chapter book tours
- Anticipation guides
- Think-Aloud
- KWL Charts
- Think-Pair-Share
- Graphic organizers
- Partner reading
- Writer's workshop

C. Shared Resources
- Classroom library books

D. Library Resources
- E-books
- periodicals
- Book Collection Total: 15012
- Teacher Laminator
- Book binder
- I-response
- LCD projector
- Construction paper

- Bulletin Board paper
- Teacher Letter cutter
- Maps
- Atlas
- (14) Computers
- (2) Apple computers
- Paper cutter
- I-Pads Carts (4)
- Lap-top Carts (1)
- listen station (1)
- Library Videos
- Books on tape
- Headphones (6)
- printers
- poster maker
- I-Pad keyboards (2)
- I-Pad stand (2)
- Tri-pod (1)
- CD player & cassette player (2)
- digital cameras (4)

E. **Activities Supporting Classroom Practices**
- Before and after school tutorial
- Professional development courses
- Data talks
- PLC on data and assessments
- Peer observations
- Classroom video tapping
- Professional conferences and seminars
- Quarterly parent conferences and student conferences

F. **Additional Needed Strategies**
- The Directed Reading-Thinking Activity (DRTA)
- Question-Answer-Relationship (QAR)
- KWL Chart
- Comparison Matrix
- Marzano's High-Yield Instructional Strategies
  - Identifying similarities and differences
  - Summarizing and note-taking
  - Reinforcing effort and providing recognition
  - Homework and practice
  - Nonlinguistic representation
  - Cooperative learning opportunities
  - Setting objectives and providing timely feedback

   o   Generating and testing hypothesis
   o   Questions, cues and advance organizers
- Response notebooks
- Concept of definition maps
- Vocabulary by analogy with word walls
- Close reading
- Repeat readings
- Readers theatre
- Word sorts

G.   Current Classroom Resources
- Promethean boards
- Overhead projectors
- One laptop cart (28 laptops) for the whole school to share

H.   Alignment of SRCL and Other Funding Sources

Resources, Strategies, and Materials	Existing Funding Resources	SRCL Will Provide
Professional Learning	Title I, Part A; Title II,	Literacy professional learning; Consultant fees; Conferences; Stipends
Literacy Assessments	Title I, Part A	Comprehensive literacy assessments
Literacy Materials	Title I, Part A	Literacy materials for intense Tiered Instruction
Family Engagement	Title I, Part A;	Books for families and students to take home; Hand held devices; Extended library hours staff
Summer Literacy Program	Title I, Part A;	Extended Year Program
Afterschool Literacy Program	Title I, Part A;	Extended Day Program
Field Trips	Title I, Part A	Field trips with literacy emphasis
Print Materials	Title I, Part A;	Library print materials for classrooms, and professional learning
Guided Reading and Writing	Title I; Title II	Explicit training in the area of guided reading and writing

I. Technology Purchases
The use of technology is advancing on a daily basis. Students are expected to respond to text, compute, and evaluate their learning with the use of technology. Consequently, technology has become the leading resource in promoting and enhancing student engagement. Technology purchases will support RtI, student engagement, and instruction through its flawless system of tailored, timely, and individualized support. Students have the opportunity to respond to programs designed specifically to meet their needs.   In addition, technology provides teachers with endless resources to activate student learning and streamline explicit instruction.

Professional Learning Strategies

A. **Professional Learning Activities**

Topic	Time Frame	Participants	Provider
Text Complexity Overview	1 day – 70 minutes	All literacy teachers	Literacy Coach
Text Dependent Questions	1 day – 70 minutes	All literacy teachers	Literacy Coach
Rigor with Nurturing: Similarities and Differences	1 day – 70 minutes	All teachers	Instructional Coaches
Effective Feedback	1 day – 70 minutes	All teachers	Instructional Coaches
Effective Lesson Planning	1 day – 70 minutes	All teachers	Instructional Coaches
Close Reading	1 day – 70 minutes	All teachers	Instructional Coaches
Inferencing with Informational Texts	1 day – 70 minutes	All teachers	Instructional Coaches
Cooperative Learning Groups	1 day – 70 minutes	All teachers	Instructional Coaches
Data Driven Decisions	1 day – 70 minutes	All teachers	Instructional Coaches

B. **Percentage of Staff Participating in Professional Learning**
100% of instructional staff attended grade level or building specific professional learning.

C. **Detailed List of On-Going Professional Learning**
The following list is subject areas that will be covered in Professional Learning opportunities:
- Classroom management
- Assessment
- Implementing Common Core
- Read 180 Initial and Refresher training
- Differentiated Instruction
- Data-driven instruction
- Instructional strategies
- Parental Involvement/Family Engagement
- Student Achievement

D. Professional Learning Needs
- Providing differentiation for various reading skills and levels
- Time management
- Effective Writing Instruction
- Implementing the Instructional Framework within Allotted Time
- Small Group Differentiation
- Providing Interventions that are Effective
- Teaching Students to Comprehend Complex Text

E. Professional Learning Evaluation
- The teachers will complete an evaluation form and answer the following questions:
  - What was the most important part of learning from this professional learning opportunity?
  - In what way will you use what you have learned?
- The leadership team and instructional coaches will use the following evaluation protocol:

Evaluation area	Evidence	What is this measuring?
Participant's Reactions	Questionnaires Post-it notes on charts Sentence starters Pair/share/feedback Rubrics	Initial satisfaction with the professional learning
Participant's Learning	Demonstration or presentation Oral or written reflections Journals, learning logs Portfolios Interviews Rubrics Focus groups	New knowledge and skills Degree of challenge
Implementation Support	Feedback from the workplace Follow-up meetings Portfolios/shared examples	Opportunities to trial new knowledge and skills
Transfer and use of Learning	Questionnaires Interviews of participant and supervisor Reflections Observations Portfolios	Participants' application of new learning Impact of PL on practice
Student Learning Outcomes	Student records Interviews Learning logs	Impact of PL on student outcomes, engagement, performance, or attendance

F. Alignment of Professional Learning to Project Goals

Topic	Time Frame	Participants	Provider	Goal Number
Effective Strategies for Differentiating Instruction	August-September	All teachers	Instructional Coaches	1
Best Practices in Classroom Instruction	September - October	All content teachers	ASCD	1, 2
How to Teach Writing	October - November	All teachers	Horus Learning, Inc.	1, 2, 4, 5
READ 180 Initial and Refresher training	August - September	All literacy teachers	Scholastic Consultants	1, 2, 3, 4, 5, 6
Achieve 3000 Training	August - September	All ELA, Social Studies, and Science teachers	Achieve 3000 Consultants	1, 2, 3, 4, 5, 6
Read, Write, Lead: Breakthrough Strategies for School-wide Literacy Success	January – February	All teachers	ASCD	1, 2, 3, 4
Using Technology with Classroom Instruction that Works	February – March	All teachers	ASCD	1, 2, 3, 4, 5, 6

G. Effectiveness of Professional Learning

The goals of the project plan reflect the core needs of Harper Archer Middle School. The effectiveness of professional learning will be analyzed through various measures. Data notebooks, progress monitoring charts, and detailed anecdotal notes will be utilized to support the identification of student needs and the intensity of interventions. Direct feedback from the participants, as well as session leaders will be used to identify the effectiveness of professional learning topics. Results garnered from mid-course assessments will serve as an indicator for professional learning effectiveness with direct instruction. District level analysis of student writing with the adopted rubric will assess the effective writing instruction professional development.

Overall, teacher evaluations will reflect a collection of the practices demonstrated and taught

throughout the professional learning sessions.

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Sustainability Plan

A.   Plan for Extending Assessments

District assessment tools and tools attained through the grant will continue to be administered annually. DIBELS Next, IPI, and SRI will be funded using Title I or QBE funds. New teachers will receive training on how to administer assessment tools and interpret results

B. Developing Community Partnerships

APS currently has partnerships between several businesses, civic organizations and schools. These organizations supplement teaching by sponsoring activities (field trips, displays, or speakers). Many of these members serve on the school councils and PTOs and these partnerships will continue beyond the life of this grant.

C. Expanding Lessons learned

Lessons learned will be expanded through ongoing PL, a library of professional texts, journals and online sources (GLP - The How, p.40). The instructional coach and teachers will provide home learning connections and training to support the effective use of these resources, including differentiated support for students (GLP - The How, p.39). We will use classroom observations/ videotaping to identify and support individual teachers with follow-up coaching, conferencing, and mentoring (GLP, The How, p.49).

● **Extending Assessment Protocols**

We will train staff members on the DIBELS Next, informal running records, and other diagnostic tools at the beginning of the SRCL grant period. Staff hired after the grant expires will be trained using a "Train-the-Trainer" model (training by instructional coach and existing staff). The instructional coach and Literacy Team will be responsible for

providing professional learning on assessment protocols annually to all staff. District and school funds (Title I and discretionary) will be utilized to purchase assessments.

● **New System Employees Training**

Currently, new district employees have a three day New Teacher Orientation, as well as a monthly orientation and mentoring program. Part of this training for new teachers will be to share our Literacy Plan and provide focused professional learning on instructional strategies and assessment protocols outlined within the plan.

● **Maintaining and Sustaining Technology**

SPLOST funds will maintain technology with district personnel responsible.

● **Ongoing Professional Learning** Staying abreast of current research and best practices in literacy instruction, including differentiated instruction, will continue by developing a professional library (texts, journals and online resources) (GLP - The How, p.40) and utilizing resources (webinars and professional learning videos from the GaDOE website) to ensure our literacy instruction stays current. Professional learning will be revisited regularly and revised yearly based on student mastery of CCGPS and classroom observations (GLP - The How, p.48).

D. Print Materials Replacement

Currently, print materials are funded through other sources. Funding to continue and sustain necessary print materials will be provided after the life of this grant through other sources (Title I and principal discretionary funds).

E. Extending Professional Learning

The school intends to video record professional learning and differentiated lessons (GLP - The How, p.40) in order to create a digital resource library. Digital resources provided

by the GaDOE and a "train-the-trainer" model will be utilized to sustain professional learning. The instructional coach and designated staff will re-deliver and facilitate these trainings with new staff members. Time will be allotted during district New Teacher Orientation for administrators and the instructional coach to share the Literacy Plan and provide targeted training on instructional strategies and assessment protocols outlined within the plan.

F. Sustaining Technology

SPLOST funds, Title I and building level discretionary funds will maintain technology with district personnel and building administrators responsible.

G. Expanding Lessons Learned - New Teachers & LEA

Lessons learned will be shared with other schools and new teachers through professional learning communities, such as APS New Teacher Orientation, Summer Leaderhip Institutes, and Expanded Cabinet Meetings.

Budget Summary

Professional Learning

We request funding for consultants for professional learning identified in previous sections for all teachers. These areas of professional learning will extend beyond building-level professional learning that will be provided by the instructional coach, district personnel, and/or literacy team members. Funding is requested for targeted teachers to attend content-specific professional learning, and for substitutes that can effectively lead instruction while allowing targeted teachers to attend professional development. Funding will cover all travel and registration expenses.

We request funding for teaching artists from the Woodruff Arts Center to work with classroom teachers to promote drama and arts strategies that promote literacy skills. Teachers will attend a full-day orientation and instructional session presented by the Alliance Theater. Funding will cover registration fees, stipends, coaching, demonstration lessons, and observations.

Selected staff members will attend literacy related conferences to support the literacy plan. Funding will cover all travel and registration expenses.

Stipends

Funding is requested for stipends to pay teachers to work beyond their contract time to engage in crucial training and professional learning that supports our school's literacy plan.

Professional Library

We request funding for professional learning materials to support the literacy plan. These are not consumables, but resources that will be used to train new teachers in subsequent years or to refresh or retrain the entire staff as necessary.

Print Materials/Supplies

We request funding for print materials, including core literacy program materials, non-fiction informational texts, leveled readers, novels, graphic novels, and subscriptions to developmentally appropriate literary magazines and Common Core aligned periodicals to ensure literacy-rich environments for our children at home and at school. In addition, printing/copying supplies will be purchased as necessary to support the literacy program. Other tools or supplies will be purchased as needed. The Media Center will receive funding to upgrade content collections and informational text to meet the needs of CCGPS. In addition, the media center will purchase non-print literacy materials to support the literacy program.

Home School Connections/Literacy Events

We request funding for school wide events that promote literacy within our community and increase student motivation and interests in reading.

Student Instructional Support - Beyond the Regular Instructional Day

Funding will be used to support student literacy instruction beyond the regular school day. In addition, funding will be used to purchase instructional program materials, supplies, stipends for teachers, and transportation costs.

Pupil Travel/Field Trip

Funding is requested for students to attend arts integration programming through the Woodruff Arts Centers. The funding requested will cover transportation costs and ticket prices for students and staff.

Technology

SRCL funding will be used to supplement APS technology purchases in order to provide access to digital media for all students. This includes, but is not limited to increasing technology

access grades K-5, accessories, software, and other technology supplies as needed.