

School Profile

Created Friday, December 05, 2014

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School Information

System Name:	Atlanta Public Schools
School or Center Name:	Frederick Douglass High School
System ID	761
School ID	4058

Level of School

High (9-12)

Principal

Name:	Tony L. Burks
Position:	Principal
Phone:	404.802.2614
Email:	tlburks@atlanta.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Felecia Lester
Position:	Assistant Principal
Phone:	404.802.2614
Email:	flester@atlanta.k12.ga.us

Grades represented in the building

example pre-k to 6

9-12

Number of Teachers in School

60

FTE Enrollment

802

Grant Assurances

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
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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
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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
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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
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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.

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- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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.

Conflict of Interest & Disclosure Policy

- 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.

Conflict of Interest & Disclosure Policy

- 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.

Conflict of Interest & Disclosure Policy

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 implementation plan, 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: _____

Position/Title of Fiscal Agent's Contact Person: _____

Address: _____

City: _____ Zip: _____

Telephone: (_____) _____ Fax: (_____) _____

E-mail: _____

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

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 2 evening 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 District's 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

Atlanta Public Schools

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

Atlanta Public Schools

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.

Atlanta Public Schools: District Management Plan and Key Personnel

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 serve 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

Frederick Douglass High School serves 840 students grades 9 through 12 for the 2014-2015 school year. Although initial enrollment in 2011-12, 2012-13, and 2013-14 reached 1,000, student mobility continues to be an issue. Due to the high mobility rate, enrollment fluctuated between 700-900 students for the past three years. While the enrollment of general education students fluctuates, the number of Students with Disabilities continues to remain consistent or increase. Currently, 19% of the student population is comprised of students with disabilities.

Frederick Douglass High School has four career academies: Engineering and Technology; Hospitality and Tourism, Small Business Development; and Video Broadcasting.

B. Administrative and Teacher Leadership Team

EXPANDED LEADERSHIP COUNCIL

NAME	POSITION/ROLE
Tony Lamair Burks II	Principal
Felecia Lester	Assistant Principal
Driskell Lang	Assistant Principal
George Rutledge	Academy Leader
Libra Royster	Academy Leader
Wislene John	Academy Leader
Gary Cantrell	Academy Leader
Kanisa Williams	Program Administrator
Kenji Bell	Instructional Coach
Katrina Brinker	Instructional Coach
Lindell Coker	Instructional Coach
Brit Harris	Instructional Coach
Simone Wells-Heard	Instructional Data Coach

Agnes Jones-Lee	Professional School Counselor
Sheryl Neely	Professional School Counselor
Sabrina Phillips	Professional School Counselor
Donald Prater	Professional School Counselor
Lori Hill	Department Chairperson
Triaka Larry	Department Chairperson
Chimiya Turner-Smith	Department Chairperson
Tremetrice Wheeler	Department Chairperson
Tonya Fulton	Department Chairperson
Benjamin Polite	Department Chairperson

The leadership team meets twice per month as active participants in the school improvement process. We meet to analyze data to inform our school wide instructional practice. Our role is to ensure students are progressing successfully from grade to grade which will impact completion rate at the high school level. Our decisions are data-driven to identify our strengths and weaknesses in curriculum and instruction. Every effort we make is driven by the need to improve the 42% graduation rate.

C. Past and Current Instructional Initiatives

Frederick Douglass High School’s instructional focus is centered on the use of data to make instructional decisions. The current instructional framework is structured in a way that embeds formative assessment throughout the lesson. Formative assessment professional development has also been provided to teachers and is a part of our ongoing monitoring process to ensure that it is effectively implemented. While teachers are utilizing formative assessment strategies, there needs to be a deliberate plan for the implementation of certain formative assessment strategies. FDHS will continue to focus on formative assessment to ensure fidelity in implementation, intentional planning, and adjustment to instruction as a result of the data. The ultimate goal is to continuously and consistently capture the data to implement interventions in order to achieve student standards mastery and have that reflected in the summative assessment.

In effort to address each deficiency identified in the needs assessment, Frederick Douglass High School requested the utilization and implementation of the Instructional Framework which embeds the critical elements of a lesson: Differentiation, Student Engagement, Depth of Knowledge and Formative Assessment, and Literacy. The Instructional Framework is directly

linked to Standards Based Instruction which ultimately aids in increasing student achievement if implemented with fidelity.

D. Professional Learning Needs

- Using data to inform instructional decisions and explicit teaching.
- Selecting of appropriate texts appropriate for instruction.
- Telling students specific literacy strategies to be learned and why.
- Modeling of how strategies are used.
- Providing guidance in independent practice and feedback
- Discussion when and where strategies are to be applied
- Differentiating instruction.
- SRI professional development on administration and interpretation
- Incorporating Reading and Writing Across the Curriculum.
- Embedding the Common Core Literacy Standards within all content areas.
- Using appropriate interventions to address tier students.
- Innovative use of technology to increase literary skills.
- CAAS interpretation, administration, implementation
- Data talks and data portfolios
- Collaborative Planning Protocols
- Text Complexity
- Strategies of using writing
- Development of Formative Assessment
- RTI interventions
- List or discuss current professional learning needs.

E. Need for a Striving Reader Project

Reading is the underpinning upon which all other learning builds. By the time a student reaches the middle school level, any deficiencies in reading from previous years is magnified with the increased rigor and text complexity of the standards which they are expected to learn. We need to ensure that each child is ready to meet the demands of CCGPS in order to become college and career ready. To do this we must have every child reading on or above grade level as early as possible. The SRCL grant would afford us the structure to provide the materials and professional learning to improve both the classroom teachers' and students' literacy skills.

Through the entire process of applying for this grant, we have learned much about our school, our members, and our current programs. It has given us the opportunity to come together as a district and community to discuss and outline our needs, weaknesses, and strengths. We know by working together we can accomplish great things, but more importantly, we can get our students to accomplish great things.

Needs Assessment, Concerns, and Root Cause Analysis

A. Needs Assessment Description

The 2012-2014 student achievement data was reviewed and analyzed to determine the areas of need. The Frederick Douglass High School Faculty and Administrative Team met to complete the Survey of Literacy Instruction and the Administrators Needs Assessment for Literacy during a faculty meeting. Further, the leadership Council completed the Georgia Literacy Plan Needs Assessment for Literacy during a council meeting. This team compiled, analyzed, and reviewed results to determine specific areas of concern.

B. Assessment(s) Used

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

C. Disaggregated Data

- Teacher Data:
During the 2013-2014 school year, there were 54 faculty members. All faculty members were evaluated using the Teacher Keys Effectiveness System. One teacher was identified as exemplary. Seven teachers were identified as Needs Development. Forty-six teachers were identified as proficient.
- EOCT Course Data for Frederick Douglass High School 2012-2014; Percentage of students who score “meets” and “exceeds” on EOCT.

	2011-2012	2012-2013	2013-2014
Ninth Lit	51	62	68
American Lit	67	82	80
Analytic Geo	NA	NA	11
Coordinate Alg	NA	4	11
Bio	39	46	58
Physical Sci	65	77	80
Econ	66	71	65
US History	41	64	56

- CRCT Data: Percentage of students who score “meets” or “exceeds” on CRCT

	2011-2012	2012-2013	2013-2014
ELA	89.8	86.3	91.9
Math	46.3	56.1	55.1
Reading	88.7	91.1	94.2
Science	31.4	50.6	49.6
Social Studies	41.4	50.2	62.3

- Graduation Rate Data

2012	2013	2014
40.49	49.6	42.

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

The leadership team survey results indicate a need for the development of a literacy team. Though our schedule indicates that we have 90 minutes for literacy instruction, we do not have a clear literacy focus in other disciplines (across the content areas). Additionally, we have inconsistent implementation of literacy strategies across the curriculum. The data also indicates that 61.6 of the leadership team feel that there is inconsistent teaching of academic vocabulary; narrative, informational, and argumentative writing; and the use of discipline specific text structures.

Root Causes

- Leadership team does not regularly review literacy data or plan
- Limited training opportunities for Common Core Literacy Standards implementation
- Teachers and Administrators unfamiliar with literacy instruction
- The community literacy council has not begun to take shape
- Only ELA teachers have been trained in the genres of writing

Actions Taken

- Teachers afforded opportunity to become reading endorsed-7 teachers
- Science teachers attend Literacy Design Collaborative Training to learn about the incorporation of literacy standards in the science curriculum
- Social Studies teachers participate in Document-Based Questions training to integrate literacy into the Social Studies Curriculum.
- The leadership team met to develop a literacy plan

Building Block 2: Continuity of Instruction

Areas of Concern

- 46.2% of the leadership team feels that there is no cross-disciplinary team. 53.8% felt that literacy instruction is not systemic or comprehensive. Overall, the leadership team felt that there are few organizations and agencies that support literacy within the community.

Root Causes

- Limited partnerships with agencies and organizations
- Inconsistent collaborative opportunities for interdisciplinary teams
- Limited training opportunities for Common Core Literacy Standards implementation
- Teachers and Administrators unfamiliar with literacy instruction
- Strong Community partnerships do not exist

Actions Taken

The following processes and procedures are in place at Frederick Douglass High School. It is important to note the need to embed a literacy focus in each of these components:

- Protocols for team meetings, such as those found on <http://www.lasw.org/methods.html>.
- Scheduled time for teams to meet for regular collaboration and examination of student data/work.
- Team roles, protocols, and expectations are clearly articulated.
- The components of the professional learning community model (www.allthingsplc.info) are understood and in place.
- Specific, measurable student achievement goals aligned with grade-level expectations are shared by teachers in all subjects

Building Block 3: Ongoing Formative and Summative Assessments

Actions Taken

The leadership team survey results indicate a disparity in perception of our current formative and summative assessment practices. 38.5% of the leadership team felt that we implement an effective screening, progress monitoring, and monitoring formative and summative assessments. While 30.8% felt that there was no system for progress monitoring. Further, 23.1% felt that there was a desire for common assessments, but they were yet to be developed.

46.2% felt we needed to use data to determine placement of students and to inform our intervention program instruction. 77% of the leadership team feels that there is time to analyze summative data and assessment results. And, 69.3% of the leadership team feels that protocols are used to and followed to make decisions regarding instructional needs of students.

Root Causes

- Disparity between what is currently in place and what is believed to be in place regarding processes and procedures for formative and summative assessment practices.

- Communication of formative and summative assessment expectations have not been clearly identified
- Limited time has been provided for teachers and administrators to meet to discuss assessment data
- Development of systemic common assessments (formative and summative) has not occurred at the district or school level

Actions Taken

- Analyzes student data in teacher teams to develop and adjust instructional plans for regular classroom instruction and Increase Learning Time (ILT).
- Implements Reading Plus in ninth and tenth grade ELA support courses designate to support students performing in the lowest 35% on state standardized assessments.
- Schedules three diagnostic assessments through Reading Plus, for ninth and tenth grade students to determine and measure growth in reading.
- Develops a schedule that allows for all 9th and 10th grade students to participate in the Computer Adaptive Assessment (CAAS) two times per year.
- Implements Reading Plus for 9th and 10th grade students scoring in the lowest 35% on state standardized assessments.
- Administers classroom based formative assessments and tracks student progress in alignment with the disciplinary content standards through weekly data sheets.

Building Block 4: Best Practices in Literacy Instruction

Areas of Concern

69.3% of the leadership team feels that the ELA teachers deliver most aspects of explicit instruction. 46.2% of the leadership team felt that content area teachers inconsistently incorporate literacy instructional strategies within their lessons.

Root Causes

- Inconsistent or no training provided to content area teachers regarding the incorporation of literacy strategies.
- Many teachers feel that ELA teachers are solely responsible for teaching literacy.

Actions Taken

- A core program is in use that provides continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts.
- Various aspects of literacy instruction students have been allocated for instruction within specific content areas.
- Leveraging the creative use of technology within the learning process to promote engagement and relevance.

- Establishment of literacy across the curriculum plan to include instructional reflections in which students utilize note-taking strategies and respond to probing questions related to key concepts learned in class each day.
- List past or present actions taken to address the problem.

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

Areas of Concern

15.4% of teachers felt that a trained specialist provided interventions for tier three. 23.1% felt that the data team/SST team met regularly to assess students' lack of progress. 23.1% of teachers felt they met regularly to collaborate and plan to ensure that the goals for interventions are being achieved. Most teachers felt that some part of the SST/RTI process was being implemented with fidelity.

Root Causes

- List or discuss Root Causes for areas of concern.
- Teachers and administrators do not use the RTI/SST process with fidelity.
- Teachers and administrators have not been consistently trained on the RTI/SST process at the high school level.
- Teachers and administrators have no consistent or pervasive process for monitoring the RTI/SST process.
- Teachers and administrators have no consistent or pervasive process for beginning the RTI/SST process.

Actions Taken

- List past or present actions taken to address the problem.
- The school adopted and revised the pyramid of interventions to better fit the high school setting.
- An RTI/SST chairperson was established to manage the RTI/SST process.
- An RTI/SST specialist was hired to implement the process and program with fidelity.
- 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.

Building Block 6: Improved Instruction through Professional Development

- Teacher survey reveals a need to strengthen the professional development in the area of literacy. Consistently over 65% of teachers indicated a desire for professional learning and materials in Whole group: literature and informational texts, small group differentiation for on grade-level, below grade level, and above grade level students,

writing, language skills and content area literacy instruction. 46.2% of the administration feels writing is only taught in E/LA courses.

Root Causes

- Inconsistent administrator participation in the professional development to ensure awareness and understanding of expectation.
- Several entities providing input, directives, and feedback regarding implementation of district, state, and school initiatives.
- Inconsistent monitoring and identification of teachers who need support.
- Attempting to address too many professional development needs at once which lends to limited implementation of major initiatives.
- Teacher attrition: more than 25% of our faculty is new to Douglass High School this year. As a result many initiatives that began last year must be taught again.

Actions Taken

- Establishment of Professional Learning Communities
- Establishment of Alignment and Support PLCs
- Establishment of common planning times for teachers
- Utilize the instructional coaching cycle to better monitor the implementation of professional learning strategies
- Provide tiered support for teachers identified as needing additional support

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)

Building Block 1. Engaged Leadership

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

WHY?

The role of leadership in developing literacy in the nation, state, district, school and classroom cannot be overstated. It is a key piece in virtually every literacy initiative undertaken at any level in education. (Georgia's Literacy Plan, The Why, p. 31)

ALL teachers, media specialists, and administrators must be competent advocates of promoting literacy by helping students develop strategies and skills for accessing texts and media, expressing ideas in writing, communicating ideas orally, and utilizing sources of information efficiently and effectively. (Georgia's Literacy Plan, The Why, p. 153)

WHAT?

Our administration currently:

- Participates in literacy instruction with faculty
- Monitors literacy instruction in ELA classes within school
- Schedules protected time for teacher collaboration

HOW?

Administration will:

- Participate in state-sponsored Webinar and face-to-face session to learn about the transition to CCGPS
- Study research-based guidelines strategies and resources for literacy instruction set forth in "The Why" document
- Schedule protected time for literacy and teacher collaboration across all core and non-Core Content areas
- Regularly schedule literacy observations to monitor use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices.
- Identify literacy instructional needs based on formative and summative data to target instruction and/or interventions to improve the language abilities of all learners
- Design professional development based on formative and summative data
- Strengthen the recruitment and retention of teachers who demonstrate understanding of research-based literacy instruction.
- Ensure continued growth through professional learning by providing opportunities for new staff to receive necessary support in becoming acquainted with programs, materials and previously learned strategies

B. Action: Organize a Literacy Leadership Team

WHY?

A strong, highly-trained Literacy Leadership Team comprises the core of this professional

learning network. According to the NSDC (2001, para.1), “staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.” (Georgia’s Literacy Plan, The Why, p. 143)

WHAT?

Our administration currently:

- Participates in a leadership team meetings
- Creates a literacy plan aligned to the Common Core Georgia Performance Standards

HOW?

Administration will:

- Identify literacy leadership team that consists of the following stakeholders and partners at a minimum: (Faculty, middle school within the feeder pattern, representatives from higher learning, community leaders, and parents)
- Create a shared literacy vision for the school and community aligned with the state literacy plan
- Determine what additional data is needed in order to make informed decisions about the path forward
- Schedule and protect time for Literacy Leadership Team (or School Improvement Team) to meet and plan
- Analyze multiple forms of student, school, and teacher data, including results of the Literacy Instruction Observation Checklist or its equivalent, to develop a list of prioritized recommendations and goals for improvement
- Select or develop a walk-through observation form, such as Literacy Instruction Observation Checklist, to ensure consistency of effective instructional practices
- Ensure that effective data analysis procedures and practices are understood and practiced

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

WHY?

Administrators are further needed to support instruction through scheduling enough time for teachers and literacy coaches to meet. Without that support, many of the literacy coach’s efforts are ineffective. (Georgia’s Literacy Plan, The Why, p. 148)

Literacy coaches are an integral part of the comprehensive professional learning system that the

Literacy Task Force is recommending. A comprehensive professional learning system has proven to be successful in high achieving learning communities. (Georgia's Literacy Plan, The Why, p. 148)

WHAT?

Our administration currently:

- Provides a protected, dedicated 90-120-minute block is allocated for literacy instruction (ELA classes) in grades for all students in self-contained classrooms
- Schedules time for collaborative planning teams within and across the curriculum

HOW?

Administration will:

- Ensure that teams meet for collaborative planning and examining student data/work during scheduled times
- 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
- Use protocols to examine student work (e.g., Collaborative Assessment Conference, Consultancy, Tuning Protocol) from Looking at Student Work website
- Maintain anecdotal notes and data portfolios to showcase student and content area successes
- Study formative student assessment results and use the results to continue to determine the impact of efforts to maximize use of time
- 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?

Literacy is paramount in Georgia's efforts to lead the nation in improving student achievement. All teachers, therefore, are literacy instructors who must coordinate the development of students' skills in accessing, using, and producing multiple forms of media, information, and knowledge in each content area. (Georgia's Literacy Plan, The Why, p. 26)

Georgia's Literacy Task Force established content literacy as a goal for each Georgia student; consequently, a common understanding of literacy must be recognized and valued by all stakeholders, including all teachers, students, parents, and community members. (Georgia's Literacy Plan, The Why, p. 26)

WHAT?

Our administration currently:

- Evaluates the school culture and current practices by surveying strengths and needs for improvement
- Analyzes multiple forms of student, school, and teacher data to develop a list of prioritized recommendations and goals for improvement
- Identifies and prioritize a list of students to be targeted for intervention or support
- Monitors instruction to ensure consistent use of effective instructional practices that include disciplinary literacy and active student engagement across content areas

HOW?

Administration will:

- Plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge
- Identify and prioritize a list of students to be targeted for intervention or support
- Provide a literacy resource room for parents and caregivers in the school
- Participate in state-sponsored webinars and face-to-face sessions to learn about transition to Common Core Georgia Performance Standards (CCGPS)
- Engage in professional learning with a focus on facilitation of group process and teaming
- Study current research on disciplinary literacy in the content areas
- Select or develop a walk-through and/or observation form (e.g., Literacy Instruction Checklist, GA or some other instrument) to ensure consistency of effective instructional practices
- Monitor instruction to ensure consistent use of effective instructional practices that include disciplinary literacy and active student engagement across content areas
- Be strategic about assigning teachers, i. e., assign staff that is not instructing or tutoring non-academic duties

E. Action: Optimize literacy instruction across all content areas

WHY?

Educators are responsible for ensuring that students are capable of manifesting the definition of literacy. Specifically, content-area teachers at all grade levels must include reading comprehension and processing subject-specific texts in all areas: mathematics, science, social studies, Career Technical and Agricultural Education (CTAE), world languages, English Language Arts (ELA), fine arts, physical education, and health. (Georgia’s Literacy Plan, The Why, p. 26)

Students acquire literacy skills by accessing information through a variety of texts with specific organizational patterns and features. Content area teachers must address the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and Georgia Department of motivation. In addition, improving content literacy in all grade levels will lead to improved graduation rates and improved readiness for college and careers. (Georgia’s Literacy Plan, The Why, p. 26-27)

BELIEF STATEMENTS OF THE GEORGIA LITERACY TASK FORCE

1. A learner's literacy ability is the root of ALL academic performance, and a direct relationship exists among the language capacities of reading, writing, listening, and speaking.
2. Literacy skills are embedded and emphasized in each content area in all grade levels.
3. ALL stakeholders, including educators, media specialists, and parents of PreK, primary, adolescent, and post-secondary students, are responsible for promoting literacy.
4. ALL teachers, media specialists, and administrators must be competent advocates of promoting literacy by helping students develop strategies and skills for accessing texts and media, expressing ideas in writing, communicating ideas orally, and utilizing sources of information efficiently and effectively.
5. ALL students flourish when educated in a language-rich environment designed to meet their communication, language, and academic needs
6. A rigorous, standards-based curriculum and specialized academic and/or enrichment programs are the foundations for students' literacy successes in career and life skills. (Georgia's Literacy Plan, The Why, p. 26)

WHAT?

Our administration currently:

- Creates a plan to integrate literacy in all subjects as articulated within CCGPS
- Provides professional learning on in the English/Language Arts classes on incorporating the following literacy strategies:
 - Use of informational text in English language arts classes
 - Writing instruction (narrative, opinion, and informational) in all subject areas
 - Supporting opinions with reasons and information
 - Determining author bias or point of view
 - Text complexity that is appropriate to grade level
 - Text complexity that is adjusted to the needs of individual students
 - Guiding students to conduct short research projects that use several sources
 - Teaching students to identify and navigate the text structures most common to a particular content area (e.g., social studies, cause and effect; science, problem/solution
 - Implements a district-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance

HOW?

Administration will:

- Consider the use of videotaping to develop the infrastructure for peer-to-peer coaching, modeling, co-teaching, observing and providing feedback to fellow teachers on the development of disciplinary literacy in all content areas
- Identify or develop a systematic procedure for teaching academic vocabulary in all subjects
 - Use of informational text in English language arts classes
 - Writing instruction (narrative, opinion, and informational) in all subject areas
 - Supporting opinions with reasons and information
 - Determining author bias or point of view
 - Text complexity that is appropriate to grade level
 - Text complexity that is adjusted to the needs of individual students
 - Guiding students to conduct short research projects that use several sources
 - Teaching students to identify and navigate the text structures most common to a particular content area (e.g., social studies, cause and effect; science, problem/solution)
- 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
- Differentiate literacy assignments by offering student choice
- Celebrate and publish good student writing products in a variety of formats (i.e., school or classroom blogs and websites, student blogs, local newspapers, literacy magazines, classroom and school libraries, etc.)

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?

BELIEF STATEMENTS OF THE GEORGIA LITERACY TASK FORCE

1. A learner's literacy ability is the root of ALL academic performance, and a direct relationship exists among the language capacities of reading, writing, listening, and speaking.
2. Literacy skills are embedded and emphasized in each content area in all grade levels.
3. ALL stakeholders, including educators, media specialists, and parents of Pre K, primary, adolescent, and post-secondary students, are responsible for promoting literacy.
4. ALL teachers, media specialists, and administrators must be competent advocates of promoting literacy by helping students develop strategies and skills for accessing texts and media, expressing ideas in writing, communicating ideas orally, and utilizing sources of information efficiently and effectively.
5. ALL students flourish when educated in a language-rich environment designed to meet their communication, language, and academic needs

6. A rigorous, standards-based curriculum and specialized academic and/or enrichment programs are the foundations for students' literacy successes in career and life skills.

(Georgia's Literacy Plan, The Why, p. 26)

WHAT?

Our administration currently:

We currently do not 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.

HOW?

Administration will:

- Create a shared vision for literacy for the school and community, making the vision tangible and visible (e.g., number of students involved in active book clubs; graphing scores; rewards for improvement in literacy)
- Establish a mentoring system from within and outside of the school for every student who needs additional support

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?

Administrators are further needed to support instruction through scheduling enough time for teachers and literacy coaches to meet. (Georgia's Literacy Plan: The Why, p.148)

WHAT?

Our administration currently:

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

HOW?

Administration will:

- Administration establishes an expectation of shared responsibility for literacy across the curriculum
- 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
- Collaborate with other team members to conduct peer observations and analyze lessons to improve disciplinary literacy instruction using videotaping where possible

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

WHY?

The integration of literacy skills into the content areas has been made even more explicit in the Common Core Georgia Performance Standards (CCGPS). In grades K-5, there are separate sets of standards for reading literature and for reading informational texts. In grades 6-12 the standards are divided into those for English Language Arts (ELA) and a separate section containing standards for reading in history/social studies, science, and technical subjects. While supporting the same anchor standards as those for narrative reading, the CCGPS delineates the skills that are unique to content area reading, e.g., identifying main idea, using diagrams, using text features, skimming to locate facts, analyzing multiple accounts of the same event. The standards become even more specific in grades 6-12 in recognition that the technical nature of reading in science presents a different set of challenges from those in social studies, e.g., following multistep procedure in an experiment vs. analyzing primary and secondary sources, such as the Constitution. (Georgia’s Literacy Plan: The Why, p.48)

In content area reading, the reader must be able to flexibly employ a set of skills specific to that discipline. Acquisition of those literacy skills should provide the student with the ability to transfer those skills into workplace or college. Students must be able to comprehend, to make inferences, to draw conclusions, to communicate in oral and written formats, and to create and synthesize ideas. With the support of literacy in the Common Core Georgia Performance Standards, content-area teachers will have specific guidance on the kinds of skills that students need in order to access the more complex texts generally found in content area classrooms. (Georgia’s Literacy Plan: The Why, p.49)

WHAT?

Our administration currently:

- Train social studies teachers on the implementation of Document Based Questions

- Train science teacher on the implementation of Literacy Design Collaborative

HOW?

Administration will:

- Teachers coach, model, co-teach, observe, and give feedback to fellow teachers using videos and social media where possible on the use of literacy strategies in the classroom.
- Teachers use a school-wide, commonly adopted writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance.
- Use research-based strategies and appropriate resources to support student learning of the CCGPS
- Monitor the use of instructional strategies to improve literacy through formal and informal observations
- Discuss exemplary samples with students to model features of quality writing

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

WHY?

Create a shared vision for literacy for the school and community, making the vision tangible and visible (e.g., number of students involved in active book clubs; graphing scores; rewards for improvement in literacy)

Identify key members of the community, governmental and civic leaders, business leaders, and parents to serve as members of a community advisory board

WHAT

Our administration currently:

We currently do not have a comprehensive plan of collaborating with supporting out-of-school agencies and organizations within the community.

HOW?

Administration will:

- Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, out-of-school programming)
- Partner with community and faith-based groups to accommodate more students
- Develop a survey of needs from parents, students, teachers, and counselors that can be used to match available resources to actual need
- Plan with out-of-school organizations to develop enhancement and enrichment activities for all participating students

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?

The Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment. The plan promotes the use of ongoing, frequent, and multiple measures that will be used diagnostic and monitoring tools to plan for instruction. It is necessary to examine both summative and formative assessments, to determine how that data positively affects instruction, and to see how formative assessments enhance the overall picture of assessment. (Georgia's Literacy Plan, The Why, p. 94)

Purpose of Assessment

Educators must be able to do the following:

- Identify students' strengths and weaknesses
- Determine if fundamental content-based literacy skills are lacking
- establish learning goals for students based on the Georgia Performance Standards (CCGPS by 2014)
- Match instruction to learning through effective instructional design supporting literacy performance standards
- Evaluate effectiveness of the instruction in meeting the goals for the student
- Monitor student progress toward goals and set new goals

The assessment plan will assist educators in identifying how to use existing assessment data

- Identifying other assessment tools for further diagnostic and/or progress monitoring feedback
- Designing and using daily classroom instruction as a means of ongoing formative assessment
- Learning how to interpret and analyze results from multiple sources to set goals for students and to identify appropriate instructional strategies (Georgia's Literacy Plan, The Why, p. 95)

Having the "right" assessments in place is only one element of an effective literacy assessment plan. 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. (Georgia's Literacy Plan, The Why, p.95)

WHAT?

Our administration currently:

- Ensures that teachers understand the purpose for and use of formative assessment and how it differs from summative assessment

- Analyzes student data in teacher teams to develop and adjust instructional plans for regular classroom instruction and Increase Learning Time (ILT)
- Implements Reading Plus in ninth and tenth grade ELA support courses designate to support students performing in the lowest 35% on state standardized assessments
- Schedules three diagnostic assessments through Reading Plus, for ninth and tenth grade students to determine and measure growth in reading

HOW?

Administration will:

- Research and select effective screening, progress monitoring, and diagnostic tools to identify achievement levels of all students
- Administer assessments and input and analyze data according to the established timeline
- Provide timely, descriptive feedback to students with opportunities to assess their own learning (e.g., graphing their progress)
- Identify and train all staff who will administer assessments to ensure standardized procedures and accurate data recording
- Develop a formative assessment calendar based on local, state, and program guidelines, including specific timeline for administration and persons responsible
- Designate a person or persons to be responsible for ensuring continued fidelity to all formative assessment procedures and timelines beyond year one
- Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format
- Upgrade technology infrastructure, if necessary, to support assessment administration and dissemination of results

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

Why?

A universal screener is a general outcome measure used to identify underperforming students and to determine the rate of increase for the district, school, classroom, and student in reading and math. A universal screening will not identify why students are underperforming; that is, it will not identify specific skill weaknesses. Rather it will identify which students are not at the expected performance criteria for a given grade level in reading and mathematics. (Georgia's

Literacy Plan, The Why, p. 99)

According to Jenkins (2007), the key feature in a screening measure is the accuracy in classifying a student as “at risk” or “not at risk.” Additionally, a strong screener will address the issue of false negatives (students not identified as at risk who truly are at risk) and false positives (students identified as at risk who are not). (Georgia’s Literacy Plan, Thy Why, p. 99)

WHAT?

Our administration currently:

- Develops a schedule that allows for all 9th and 10th grade students to participate in the Computer Adaptive Assessment (CAAS) two time per year.
- Implements Reading Plus for 9th and 10th grade students scoring in the lowest 35% on state standardized assessments
- Administers classroom based formative assessments and tracks student progress in alignment with the disciplinary content standards through weekly data sheets.

HOW?

Administration will:

- Research and select effective universal screening to measure literacy competencies for all students across the curriculum
- Research and select effective progress monitoring tools to measure general outcome literacy competencies (e.g., phonemic awareness, phonics, oral reading fluency, written expression, vocabulary)
- Develop an assessment calendar to include universal screenings and progress monitoring(both general-outcome and classroom based),designating persons responsible
- Administer assessments and input data according to the established timeline
- Provide timely, descriptive feedback to students with opportunities to assess their own learning (e.g., graphing their progress)
- Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording
- Acknowledge staff’s efforts to improve their use of assessment data to inform instruction
- Make data-driven budget decisions aligned with literacy priority

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

WHY?

These summative, high-profile assessments need to be complemented by a coordinated system of assessments that are ongoing and of smaller scale to direct instructional decision making. This system should include: **universal screening, progress monitoring, and diagnostic assessments.**

WHAT?

Our administration currently:

- Develops a schedule that allows for all 9th and 10th grade students to participate in the Computer Adaptive Assessment (CAAS) two time per year.
- Implements Reading Plus for 9th and 10th grade students scoring in the lowest 35% on state standardized assessments
- Administers classroom based formative assessments and tracks student progress in alignment with the disciplinary content standards through weekly data sheets

HOW?

- Develop a protocol for ensuring that students who are identified by screenings receive diagnostic assessment
- Identify diagnostic assessments, where possible, that isolate the component skills needed for mastery of literacy standards
- Select interventions that include diagnostic assessments and multiple entry points to avoid a one-size-fits-all approach
- Use results of the diagnostics for student placement within an intervention and to adjust instruction
- Use technology to differentiate learning within content areas (e.g., use Lexile scores to match students to text; provide practice opportunities to strengthen areas of weakness; use gloss option on e-books to provide definitions for unknown words; translate material into student's first language; support students whose disabilities may preclude them from acquiring information through reading)
- Recognize and celebrate individual student's incremental improvements toward reaching literacy goals

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

WHY?

For a variety of reasons, there is some confusion about the definition of formative assessment. In order to clarify the difference between summative and formative assessments, several clarifying characteristics are provided here: (Georgia's Literacy Plan, Thy Why, p. 97)

Summative Assessments:

- Occurs at the end of learning an academic year or a learning segment
- Assesses mastery of the content or skill
- Used to make summary judgments about learning or instruction
- Generally measures whether the learning target has been attained

(Georgia's Literacy Plan, Thy Why, p. 97)

WHAT?

Our administration currently:

- Analyzes previous year's outcome assessments to determine broad student needs and serve as a baseline for improvement:
 - End-of-Course Tests (EOCT) in grades 9-12 in math, social studies, science, and English language arts
 - Georgia Alternate Assessment (GAA) for students with disabilities
 - Georgia High School Writing Test (GHWT) with a main administration in the fall of junior year
- Implements a common assessment protocol to guide the work of teachers in developing balanced common assessments which mirror the item format and depth of knowledge present in state and local assessments.
- Plans lessons, re-teaching, and intervention activities that target areas of need

HOW?

Administration will:

- Include specific times on the school calendar for analyzing summative assessment data
- Plan time in teacher teams to review assessment results to identify program and instructional adjustments, as needed
- Using the school or classroom websites, recognize and celebrate individual student's significant improvements and attaining designated standards of achievement
- Schedule opportunities for parent outreach nights designed to support parents in interpreting the results of standardized assessment scores and using them to inform course scheduling, remediation, and enrichment opportunities.

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

WHY?

In a 2009 practice guide prepared for the National Center on Educational Excellence titled *Using Student Achievement Data to Support Instructional Decision Making*, Hamilton, et al, posited five recommendations to schools and districts seeking to maximize the use of data to improve teaching and learning. Two of the recommendations address actions that teachers can take; the other three concern developing the infrastructure necessary to make the first two possible. (Georgia's Literacy Plan, Thy Why, p. 120)

Classroom-level recommendations:

1. Make data part of an ongoing cycle of instructional improvement
2. Teach students to examine their own data and set learning goals

Administrative recommendations:

3. Establish a clear vision for school-wide data use
4. Provide supports that foster a data-driven culture within the school
5. Develop and maintain a district-wide data system 120

Delving into more depth on Georgia's results from the 2009 National Assessment of Education Progress (NAEP), the data show that students in Georgia have demonstrated small increases in the percentage of students at or above basic from 2002 to 2005. (Georgia's Literacy Plan, Thy Why, p. 106)

Over all, writing for Georgia's 8th grade students appears to be keeping pace with the rest of the nation and is generally showing improvement from 1998 and 2002. The percentage of those performing better than basic is 88% which was a significant improvement over the earlier assessments. However, the percentage of students performing at or above proficient, while showing improvement over the last assessment years, is still only 29 percent. (Georgia's Literacy Plan, Thy Why, p. 109)

WHAT?

Our administration currently:

- Schedules collaborative planning time for data meetings at a minimum of once/month
- Establishes or selects protocols for team meetings,
- Develops a protocol for making decisions to identify the instructional needs of students
- Develops procedures and expectations for staff to review and analyze assessment results
- Communicates the expectations for meetings

HOW?

Administration will:

- Develop a data storage and retrieval system
- Train teachers to use the decision making protocol to identify student instructional needs and group them by instructional commonalities
- Implement protocol with fidelity
- Using online options, provide teachers with the training and time to analyze the data to determine the need for intervention
- Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers

Building Block 4. Best Practices in Literacy Instruction

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

WHY?

- In keeping with the expectation of a rigorous curriculum and standards for all students, including English Language Learners, students with exceptional needs, and other at-risk populations, it is crucial that teachers access students' prior knowledge and build upon students' background experiences. By taking into consideration the individual needs and strengths of all students, teachers build a foundation for the implementation of appropriate strategies that lead to academic success. (Georgia's Literacy Plan: The Why, p.41)
- "...strategies need to be taught as orchestrated strategies and the most important outcome of reading comprehension instruction should be a reader's ability to self-monitor for understanding, thus motivating a reader to use the strategies flexibly and with purpose (Duke & Pearson, 2002)." (Georgia's Literacy Plan: The Why, p. 41)
- Seven Literacy Strategies
- **Visualizing:** Forming mental images or pictures about what they are reading, such as characters, settings, or events, in a text helps students connect new information to previous experiences. Visualizing turns words into pictures in the readers' minds as they access texts to aid in comprehension. Using think-aloud to help visualize what they read allows students to make connections.
- **Questioning:** Formulating questions about the text gives readers a purpose for reading, re-reading, reading further, or devising an experiment to test their ideas. Readers may ask questions about characters, motivation, captions, headings, reactions, settings, events, or topics in the text. Questions that are explicitly found in the text may influence

students to make inferences and form predictions, determine importance, and synthesize ideas.

- **Making Connections:** Making connections helps readers activate prior knowledge to make reading meaningful. There are three types of connections that readers make to previous experiences as they encounter text.
 1. Text-to-Text Connections occur when readers are reminded of something they have seen, read, or heard.
 2. Text-to-Self Connections occur when readers are reminded of something they have experienced in their own lives.
 3. Text-to-World Connections occur when readers are reminded of something they have noticed or experienced in the world such as events or settings.
- **Predicting:** Readers frequently use clues or information in a text along with their own experiences in order to make predictions. Predictions create anticipation and give readers a purpose for further reading in order to determine if their predictions are supported in the text or not.
- **Inferring:** Readers often use clues from the text and their own experiences to make inferences and draw conclusions about the text. These inferences may or may not be stated in the text but can be supported with specific evidence from the text. Inferring helps readers interact with the text, thereby creating meaning from evidence in the text and their own experiences.
- **Determining Importance:** Readers must decide which terms, topics, ideas, elements, or concepts are important to the overall text. This process helps readers understand the content of the text and which parts require the most attention. Often texts indicate importance by using italics, highlights, or bold-faced terms. During a read-aloud, a teacher may stop and think-aloud about the significance of a bold term; repetition enhances awareness about clues that texts often use to signify importance.
- **Synthesizing/Creating:** Synthesizing or creating new information is the key to learning the content presented in the text. When readers successfully make sense of the meaning of the text and can gain new perspectives based on their reading, they are able to communicate their comprehension of the text. When students bring together parts of knowledge to form a whole and build relationships to address new situations, they show mastery at the synthesis/creating level, the highest level of Bloom's Taxonomy

WHAT?

Our administration currently:

- Plan and provide professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills ELA courses
- Plan and provide professional learning on differentiated instructional options for literacy assignments in ELA

HOW?

Administration will:

- Provide professional learning on the tenets of explicit instruction:
 - Use of data to inform instructional decisions and explicit teaching
 - Selection of appropriate text for strategy instruction
 - Telling students specific strategies to be learned and why

- Modeling of how strategy is used
- Guided and independent practice with feedback
- Discussion of when and where strategies are to be applied
- Plan and provide professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills within 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?

- Technological advances, changing workplace demands, and cultural shifts make writing more important than ever, especially because the way we write often predicts academic and/or job success, creates opportunities, maintains relationships, and enhances critical thinking. (NCTE, 2008, p.1) (Georgia's Literacy Plan: The Why, p. 44)
- People who cannot write and communicate clearly will not be hired, and if already working, are unlikely to last long enough to be considered for promotion. Half of responding companies reported that they take writing into consideration when hiring professional employees and when making promotion decisions. "In most cases, writing ability could be your ticket in . . . or it could be your ticket out," said one respondent. Commented another: "You can't move up without writing skills." (2004, p.3) (Georgia's Literacy Plan: The Why, p. 44)
- Writing demands for the 21st century are increasing not only in schools but also in workplaces that demand effective communication skills. 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. (Georgia's Literacy Plan: The Why, p. 45)

WHAT?

Our administration currently:

- Design a vertically and horizontally articulated writing plan consistent with CCGPS in ELA courses

HOW?

Administration will:

- Develop a coordinated plan for writing instruction across all subject areas to include:
 - Explicit instruction
 - Guided practice
 - Independent practice
- Create a plan for instruction in writing is consistent with CCGPS that is articulated vertically and horizontally in all content areas
- Provide professional learning on best practices in writing instruction in all subject areas

- Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum

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

WHY?

- ...provide students with a certain amount of autonomy in their reading and writing. To the extent possible, they need opportunities to select for themselves the materials they read and topics they research as well as time during the school day to read. (Georgia Literacy Plan: The Why, p. 51)
- ...take deliberate steps promote relevancy in what students read and learn. 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) (The Georgia Literacy Plan: The Why, p. 51)

WHAT?

Our administration currently:

- Providing students with opportunities to self-select reading material and topics for research

HOW?

Administration will:

- 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
- Teachers should be made to understand the need for any or all of the following:
 - Providing students with opportunities to self-select reading material and topics for research
 - Taking steps to provide students with an understanding of the relevance of their academic assignments to their lives
 - Increasing opportunities for collaborating with peers
 - Increasing access to texts that students consider interesting
 - Scaffolding students' background knowledge and competency in navigating content area texts to ensure their confidence and self-efficacy
 - Leveraging the creative use of technology

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

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

WHY?

Intervention refers to strategic techniques that are based on student needs and usually supplements the general education curriculum. Intervention strategies are systematic compilations or well-researched, evidence-based specific instructional techniques. Schools have the responsibility of implementing scientifically validated intervention methods that efficiently and effectively offer students opportunities to be successful (Wright, 2007). (Georgia's Literacy Plan, Thy Why, p. 123)

The Response to Intervention (RTI) is a protocol of academic and behavioral interventions designed to provide early, effective assistance for ALL underperforming students. Research-based interventions are implemented, and frequent progress monitoring is conducted to assess student response and progress. When students do not make progress, increasingly more intense interventions are introduced. (Georgia's Literacy Plan, Thy Why, p. 125)

Response to Intervention (RTI) is a technique of tiered layers of interventions for students needing support. Implementation of RTI requires a school-wide common understanding of the Common Core Georgia Performance Standards (GPS), assessment practices, and instructional pedagogy. Data-driven decision making must be available at the classroom level.

Georgia's RTI process includes several key components:

- A 4-Tier delivery model designed to provide support matched to student need through the implementation of standards-based classrooms
- Evidence-based instruction as the core of classroom pedagogy
- Evidence-based interventions utilized with increasing levels of intensity based on progress monitoring
- The use of a variety of ongoing assessment data to determine which students are not meeting success academically and/or behaviorally
- Data Teams comprised of teachers, administrators, parents, and business/community leaders in each school or school district who serve as the driving force for instructional decision making in the building
- Purposeful allocation of instructional resources based on student assessment data

(Georgia's Literacy Plan, Thy Why, p. 125)

WHAT?

Our administration currently:

- We currently do not consistently use information developed from the school-based data teams to inform RTI process.

How?

Administration will:

- Analyze data for individuals to identify students in need of intervention according to established protocols
- Monitor to ensure that interventions are occurring regularly and with fidelity
- Monitor results of formative assessment to ensure students are progressing
- Develop standardized protocols for the collection of critical information to determine students' literacy competence in various content areas and response to interventions
- Schedule grade-level data-analysis team meetings
- Provide building and system-level support of the process
- Develop process monitoring the implementation of research-based interventions at the building level and across the system

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?

Interventions at Tier 1 include the instructional practices in use in the general education classroom. Teachers routinely address student needs and environmental factors to create the optimal learning environment. Tier 1 interventions include seating arrangements, fluid and flexible grouping, lesson pacing, collaborative work, demonstrations of learning, differentiation of instruction, and student feedback. Responding to student performance is a critical element of

all classroom learning environments. The teacher's ability to identify areas of focus, scaffold the learning for the individual to reach the expectation, and support the solidification of new learning behaviors is vital to student success. (Georgia's Literacy Plan, Thy Why, p. 126)

Tier I: Standards-Based Classroom Learning

All students participate in general education learning that includes:

- Universal screenings to target groups in need of specific instructional support
- Implementation of the Common Core Georgia Performance Standards by 2014 in a standards-based classroom
- Differentiation of instruction including fluid, flexible grouping, multiple means of learning, and demonstration of learning
- Progress monitoring of learning through multiple formative assessments (Georgia's Literacy Plan, Thy Why, p. 132)

What?

Our administration currently:

- Examine student data to determine the current percentage of successful students in the areas of literacy (i.e., reading and writing)

How?

Administration will:

- Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction
- Ensure that teachers develop and agree upon common classroom-based formative assessments within each subject area to ensure consistent expectations across classrooms
- Ensure that teachers regularly meet, either face-to-face or online, to debrief on the progress of these lessons and to plan necessary changes
- Use data from universal screening process to identify general weaknesses in instruction Tier I as well as struggling students
- Use system-developed classroom-based formative assessments to monitor consistent grade-level implementation of curriculum and to gauge students' progress toward mastery of CCGPS at each grade level for all schools
- Promote the formation of professional learning communities with protected meeting times
- Monitor the planning, delivery and assessment for students with special learning needs (EL, SWD, gifted)

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

WHY?

Interventions at Tier 2 are typically standard protocols employed by the school to address the learning and/or behavioral needs of identified students. These protocols are typically implemented in a specific sequence based on the resources available in the school. For example, at Georgia Middle School, students who are identified as needing additional reading support will go to a reading intervention during Connections. During the intervention, the teacher uses specific research-based practices to address the group's reading needs while keeping a clear focus on the GPS, grade level expectations in the content areas, and transfer of learning to the general classroom. Collaboration between the intervention teacher and the general teacher team is required. During the intervention, progress monitoring is used to determine the student's response to the intervention. The progress monitoring tool and frequency of implementation are collaboratively determined by the teaching team and the intervention teacher. Based on the progress monitoring data, the school standard protocol process may require individual students to continue in the intervention, move to another Tier 2 intervention,

or move to Tier 1 interventions. For a few students, the data team may consider the need for Tier 3 interventions based on individual responses to Tier 2 interventions. (Georgia's Literacy Plan, Thy Why, p. 126)

Student Movement to Tier 2:

- District and/or school benchmark assessments are used to determine student progress toward grade level mastery of the GPS and (the CCGPS by 2014).
- A universal screening process is used to identify students requiring additional assessments in reading, math, and/or behavior. These additional assessments ensure accurate identification of struggling students or students not performing at expected levels.
- Students identified are placed in Tier 2 interventions that supplement the Tier 1 classroom.
- During the instructional year, Tier 1 progress monitoring is used in the classroom as a part of standards-based instruction. As student assessment data indicates a need for Tier 2 support, the data team will follow school-created procedures for decision making. Three important questions must be addressed to determine the reason for the need for additional support.
- 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.

(Georgia's Literacy Plan, Thy Why, p. 132-133)

What?

Our administration currently:

- Provides tier 2 reading instruction to the lowest 35% of students

How?

- Monitor effectiveness of standard intervention protocols in place for students (based on universal screening, progress monitoring and benchmark data)
- Establish protocols to ensure consistent progress monitoring, data collection, and reporting
- Ensure adequate time for planning and implementing interventions
- Monitor student movement between T1 and T2
- Ensure that teachers consistently provide research-validated interventions designed to meet individual student's needs
- Use technology to track and endure the movement of students between T1 and T2 based on response to interventions

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

WHY?

Interventions at Tier 3 are tailored to the individual and in some cases small group. The Student Support Team should choose interventions based on evidence-based protocols and aggressively monitor the student's response to the intervention and the transfer of learning to the general classroom.

Student Movement to Tier 3

- The data team will confirm the fidelity of implementation of the intervention through frequent contact and observation during instruction.
- Additional Tier 2 interventions may be required if little or no progress is documented. The data team will follow previously established protocols to determine if additional Tier 2 interventions should be implemented.
- After the appropriate amount of time (time in weeks dependent on the intervention), the data team should assess student progress and determine if continued support through Tier 2 is required, if additional Tier 2 interventions are required, or if Tier 3 support, in addition to Tier 1 and Tier 2, is required. (Georgia's Literacy Plan, Thy Why, p. 133)

WHAT?

- Discuss students in T3 who fail to respond to intervention
- Receive professional learning on Student Support Team processes and procedures as

outlined in the GA DOE manual and guidance

HOW?

- 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
- 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)

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?

Interventions at Tier 4 are specially designed to meet the learning needs of the individual. These specially designed interventions are based on the GPS and the individual learning and/or behavioral needs of the individual. (Georgia’s Literacy Plan, Thy Why, p. 127)

Student Movement to Tier 4

In addition to Tiers 1 through 3, targeted students participate in specialized programs, methodologies, or instructional deliveries. This provides a greater frequency of progress monitoring of student response to intervention(s). Tier 4 is developed for students who need additional support and who meet eligibility criteria for special program placement, including gifted education and special education. (Georgia’s Literacy Plan, Thy Why, p. 134)

WHAT?

Our administration currently:

- School schedules are developed to ensure least restrictive environment (LRE)
- Ensure that building and system administrators are familiar with funding formulas affecting students in special programming
- 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?

Administration will:

- A system of checks and balances ensures fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance
- IEP teams include key members required to support students' individualized transition plans and/or attainment of College and Career Readiness Anchor
- Standards

Building Block 6. Improved Instruction through Professional Learning

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

WHY?

The key to reading achievement in schools is to provide a well prepared and knowledgeable teacher in every classroom (IRA, 2007). This statement reflects the importance of the role of the teacher in ensuring that students receive the quality instruction needed to progress in literacy. The International Reading Association's Five Star Policy Recognition concludes that all students should be taught reading by a certified teacher who has either taken courses in reading or has demonstrated proficiency in the teaching of reading.

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. Requiring teachers to demonstrate competency in theory and application ensures having a quality teacher in every classroom. (Georgia's Literacy Plan, Thy Why, p. 150-151)

WHAT?

Our administration currently:

- We currently do not ensure that pre-service education prepares new teacher for all the challenges of the classroom.

HOW?

Administrators will:

- Initiate relationships with the teacher preparation departments of local institutions of higher education.

- Enlist the support of these institutions to develop program experiences and requirements which include competency in reading theory and practice as well as the development of disciplinary literacy.
- Partner with teacher preparation departments in order to collaboratively develop pre-service teacher evaluation instruments.

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

WHY?

Since 1996, Georgia State University's, Department of Early Childhood Education has designed and delivered a model of exceptional training to Georgia's Pre-K teachers. The Best Practices Training Initiative is sponsored by Bright from the Start (BFTS): Georgia Department of Early Care and Learning (DECAL). Best Practices offers a professional learning model based on the most current research and field tested methods. Using highly qualified trainers in conjunction with BFTS consultants in the field, teachers receive 20 hours of professional learning each year. Each course contains a syllabus outlining the specific requirements which comprise of face-to-face training, reflections, online courses, assessments and technical assistance. The face-to-face training is delivered by highly qualified early childhood professionals in a hands-on format with practical application to enable teachers to improve their practices. In addition to face-to-face training, 8 hours of online courses are implemented to support ongoing learning and sustain the excitement and optimal practice in the classroom. These courses are completed by the teachers, as well as the consultants.

Follow-up is conducted to help teachers build the range of skills and capacities needed to use new techniques when they return to their schools. Pre-K consultants deliver technical assistance on site in classrooms while Best Practices trainers offer follow-up via the web using blogs and discussion boards. Currently, Best Practices is developing 30 online courses and podcasts for Georgia B-5 teachers.

(Georgia's Literacy Plan, Thy Why, p. 150-151)

WHAT?

- Structures the school schedule so that protected time is provided for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice.
- Teachers participate in professional learning in the CCGPS based on the needs revealed by student data as well as by surveys, interest inventories and teacher observations.

HOW?

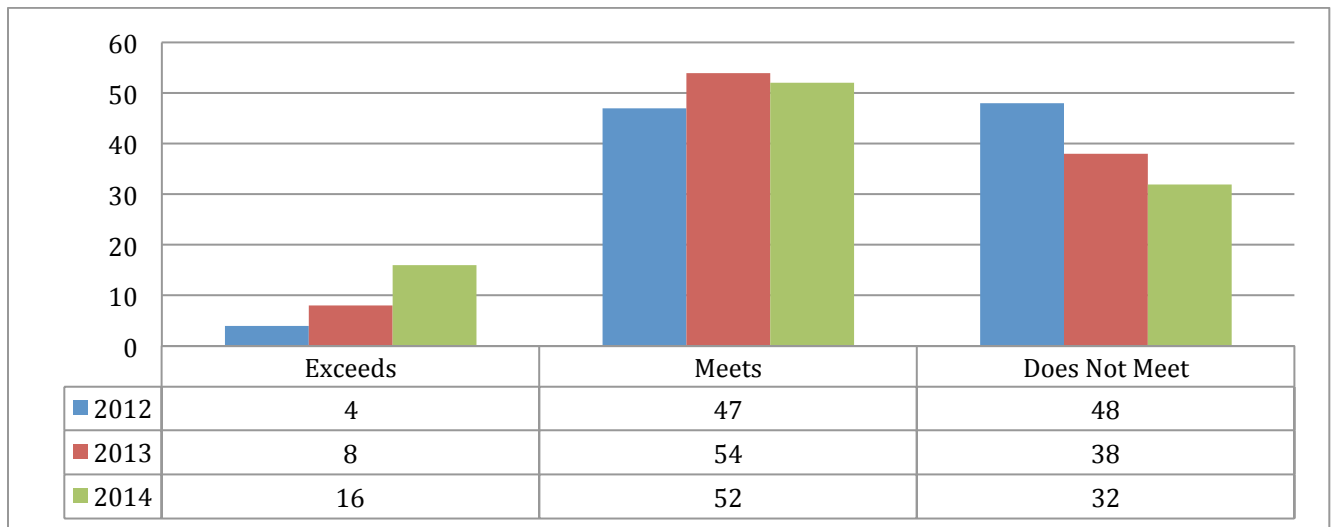
- Provide opportunities for teachers to practice techniques in non-threatening situations.
- Develop a list of sites for an online professional library that includes research-based books, journals, magazines, videos, etc. that teachers can readily access for professional growth.

- Partner experienced teachers with pre-service and beginning teachers.
- Use a model of blended professional learning combining online learning with face-to-face support to provide content and resources to teachers and staff.
- Use formal and informal observations to monitor and improve literacy instruction (e.g., Literacy Instruction Checklist, GA or some other equivalent instrument).
- Provide and continue program specific professional learning each year for new and experienced teachers.
- Expand and strengthen school-university partnerships to build networks of support for literacy programs through the use of online collaborations, blogs and professional organizations.
- Revisit professional learning options to utilize experts within the school to develop and support colleagues.

Analysis and Identification of Student and Teacher Data

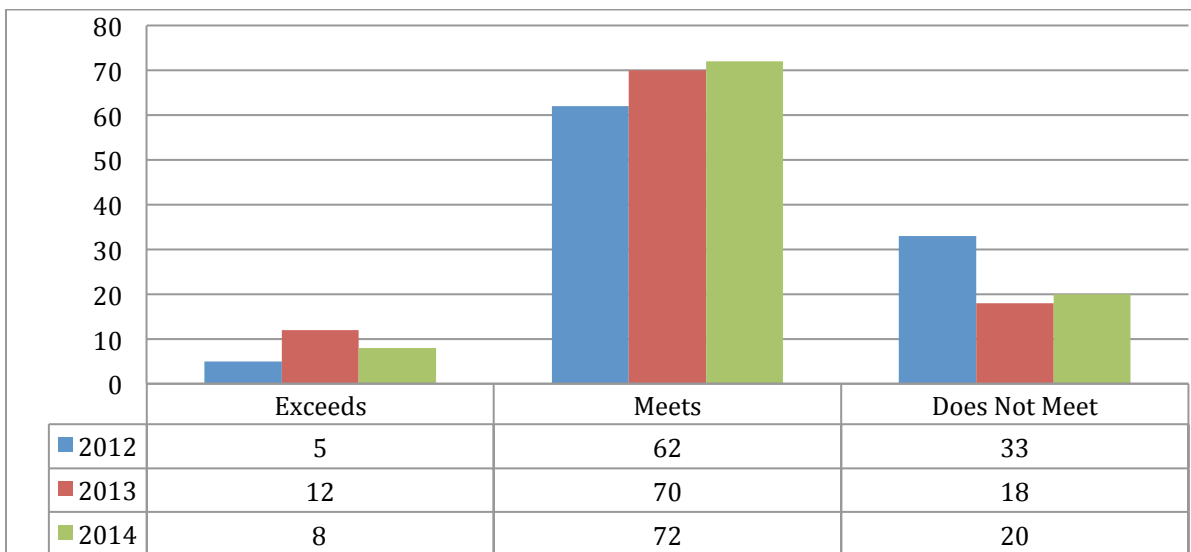
A. Student Achievement Data

9th Grade Literature



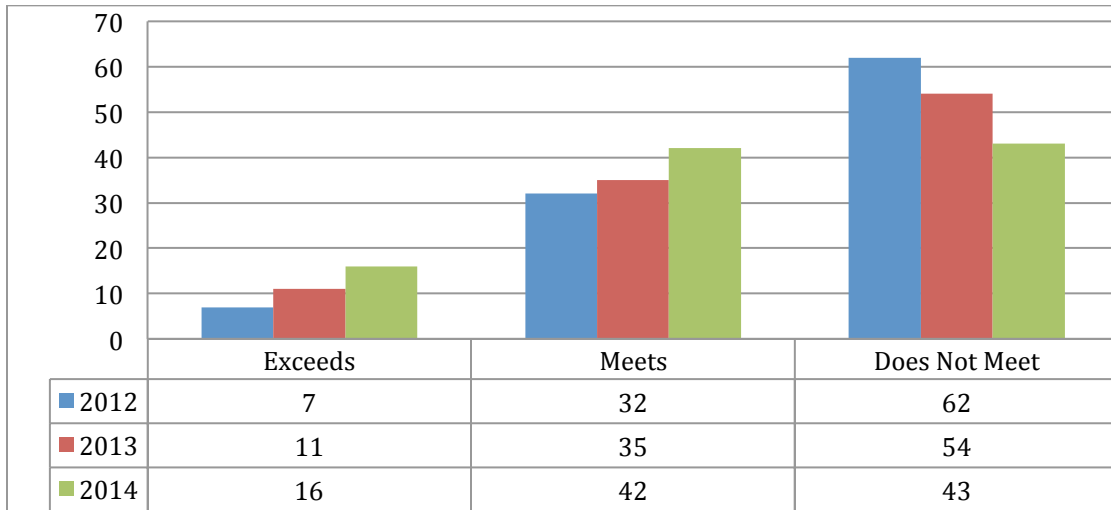
Each year we have continued to demonstrate growth in the area of 9th grade literature and composition. From 2012-2014, we have experienced a 17% increase. While we are increasing, we continue to fall below the district and state averages in each domain. Through Striving Readers we will be able to focus on Language, Reading, Speaking and Listening, and Writing across the curriculum.

American Literature



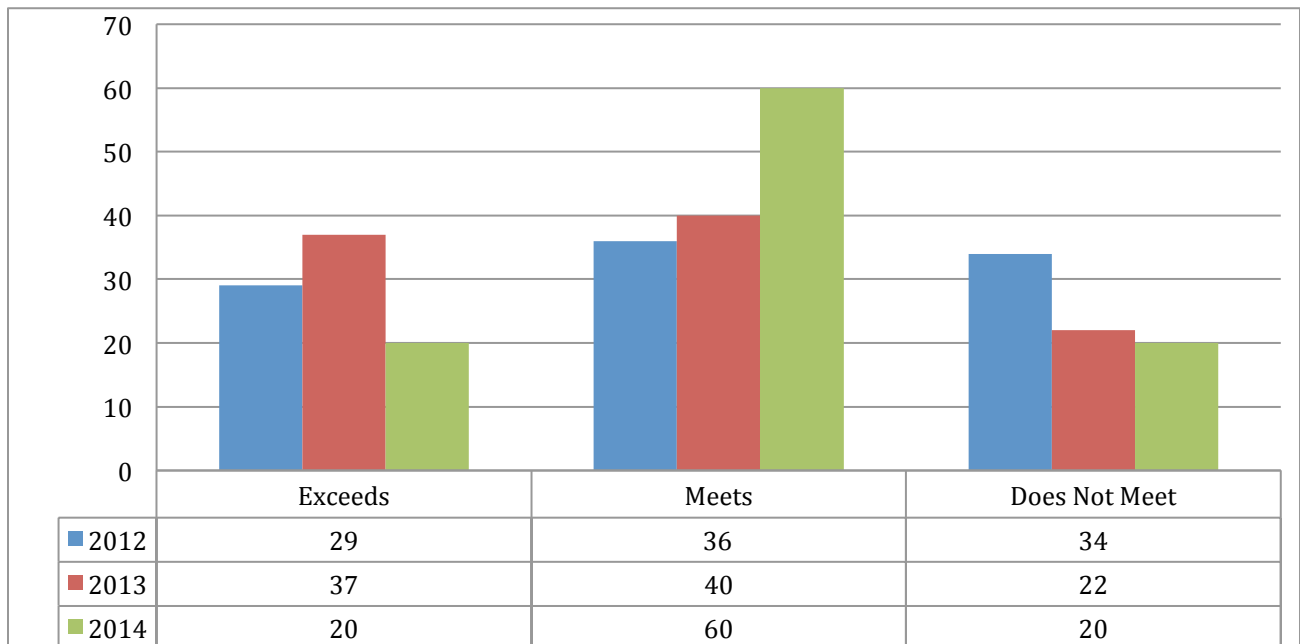
The American Literature EOCT scores have increased by 13% from 2012 to 2014; however, we continue to fall below the district averages when analyzing the Percentile Comparison for the District. 70% of APS students performed better than our students in Language. 69% performed better than our students in Reading. 52% performed better than our students in Speaking and Listening. And 62% performed better than our students in writing. While we have experienced growth, we have significant work to do as we continue to fall below district and state averages.

Biology



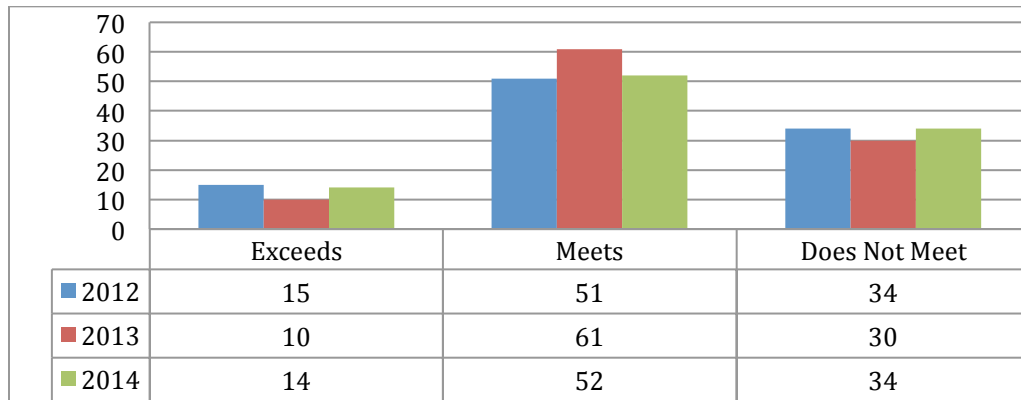
Biology is an area that continues to show gains. While we still fall below the district average, we continue to demonstrate growth as we have had a 19% increase from 2012-2014 and we have increased the number of students who have scored “exceeds” in this area.

Physical Science



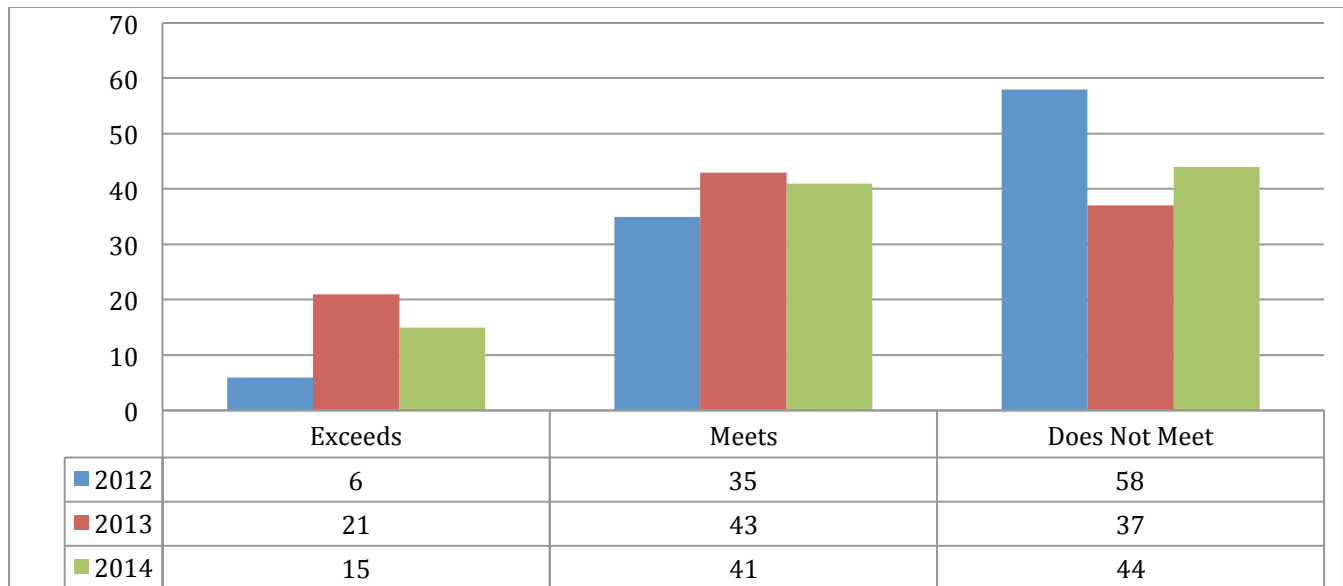
In physical science, we have experienced growth by 15% from 2012-2014. Waves, Electricity and Magnetism, and Atomic and Nuclear Theory and Periodic Table are the domains that require the most improvement. Overall, Physical Science is area in which our scores exceed the state and district averages in each domain.

Economics



The Economics Scores have improved by 8% from 2012 to 2013; however, they decreased by 8% from 2013-2014. We consistently fall below the state and district averages in each domain: Fundamentals, International, Macro, Micro, and Personal Finance.

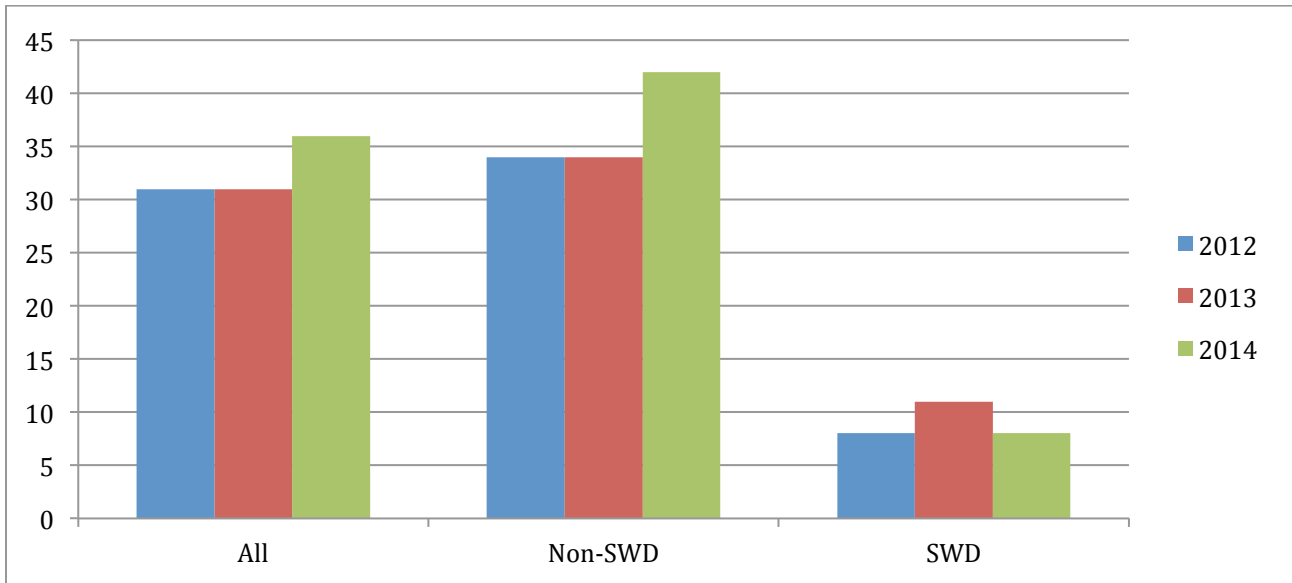
U. S. History



The U.S. History EOCT scores illustrate an increase of 15% from 2012 to 2014. Within the Modern Era History domain, we meet the district average as we perform consistently with other students within the district. However, we fall below the district in the areas of Colonization through Constitution, Establishment as a World Power, Industrialization Reform and Imperialism, and New Republic Reconstruction.

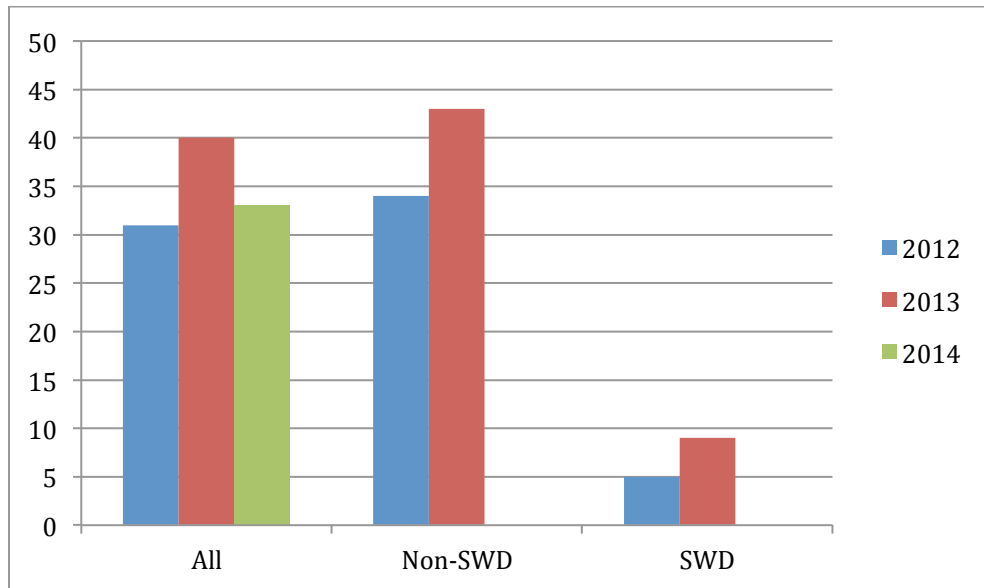
B. Disaggregation into Subgroups

9th Grade Literature and Composition-Sub Groups District Domain Comparison



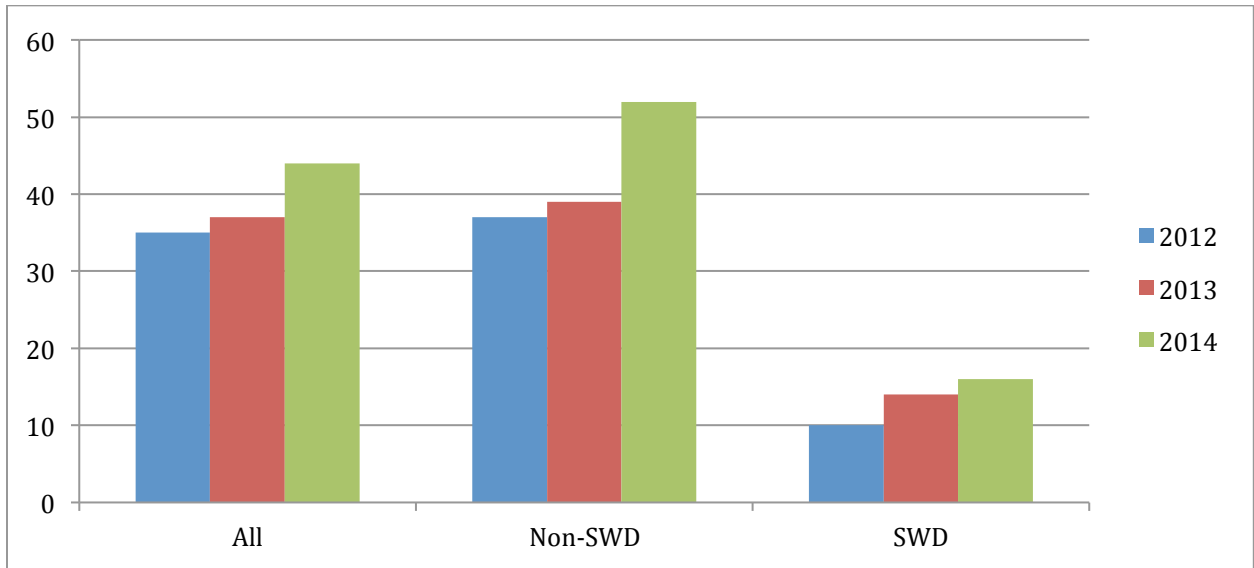
The SWD subgroup falls significantly below students in the Non-SWD category. Compared to other SWD students in the district, FDHS students scored 90% or more below their counterparts taking the same exam at other schools and among students of Frederick Douglass High School. FDHS must implement a solid support structure for our SWD students.

American Literature-Sub Groups District Domain Comparison



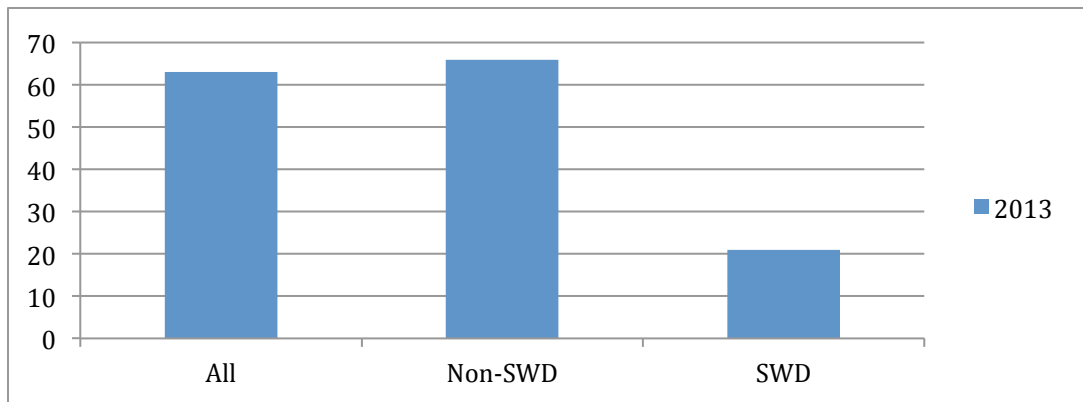
The SWD subgroup falls significantly below students in the Non-SWD category. Compared to other SWD students in the district, FDHS students scored 90% or more below their counterparts taking the same exam at other schools and among students of Frederick Douglass High School. FDHS must implement a solid support structure for our SWD students.

Biology Sub Groups District Domain Comparison



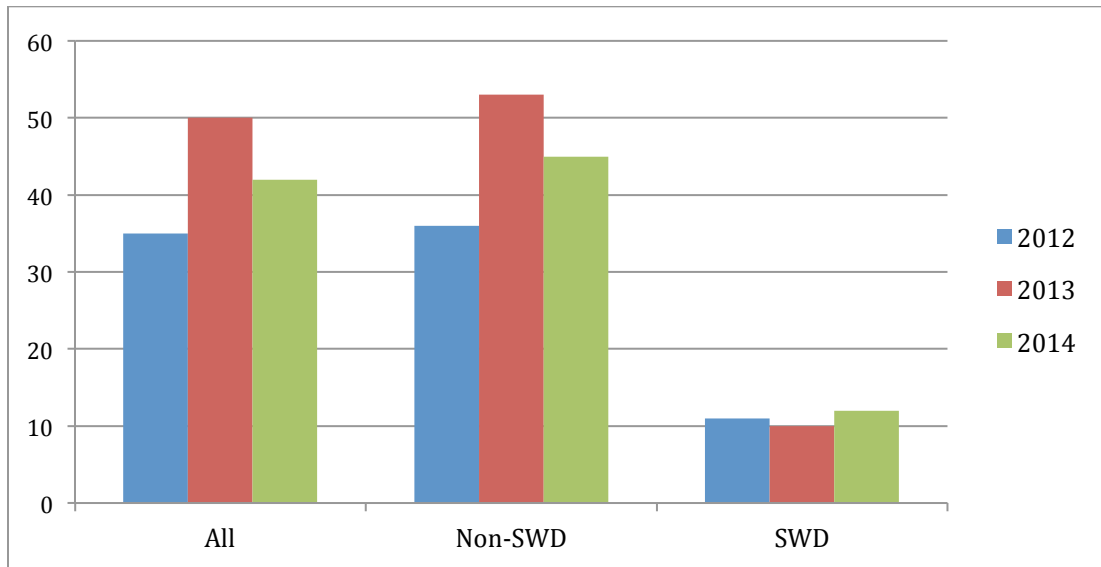
The SWD subgroup falls significantly below students in the Non-SWD category. Compared to other SWD students in the district, FDHS students scored 90% or more below their counterparts taking the same exam at other schools and among students of Frederick Douglass High School. FDHS must implement a solid support structure for our SWD students.

Physical Science-Sub Groups District Domain Comparison



The SWD subgroup falls significantly below students in the Non-SWD category. Compared to other SWD students in the district, FDHS students scored 80% or more below their counterparts taking the same exam at other schools and among students of Frederick Douglass High School. FDHS must implement a solid support structure for our SWD students.

U. S. History Sub Groups District Domain Comparison



The SWD subgroup falls significantly below students in the Non-SWD category. Compared to other SWD students in the district, FDHS students scored 90% or more below their counterparts taking the same exam at other schools and among students of Frederick Douglass High School. FDHS must implement a solid support structure for our SWD students.

C. Identifies Strengths and Weaknesses Based on Prescribed Assessments

Strengths	Weaknesses
Increase of 7% on Coordinate Algebra EOCT	EOCT scores in Coordinate Algebra fall below District and State Averages
Increase of 6% in 9 th grade literature and Composition	Speaking and Listening are the weakest domains compared to the district on 9 th Lit and Composition EOCT
Number of students scoring exceeds on Ninth Grade Literature doubled from 8% to 16%.	Language is the weakest domain compared to the district on the American Literature and Composition EOCT
Increase of 13% in American Literature and Composition	On Math II EOCT, Geometry is our weakest domain compared to the district
Increase of Increase of 7% in Math II	On Math I EOCT, Geometry is our weakest domain,
Increase of 15% in Physical Science	In Coordinate Algebra, Geometry is our weakest domain compared to the district
Physical Science Scores align to district and state averages	In Biology, Ecology and Evolution are the weakest domains
Economics increase in number of students who exceed by 4%	In Physical Science, Waves Electricity and Magnetism is the weakest domain.
Biology increased number of students scoring in exceeds category by 5%	In Economics, Personal Finance is the weakest domain.
Biology increased by 19% from 2012-2014	

D. Data for All Teachers including CTAE, Special Education, and Media

The data included throughout this section includes all teachers at Frederick Douglass High School.

E. Teacher Retention Data

- Currently, there are 57 members of the faculty. Of the 57 teachers, seven teachers have 1-3 years of experience, sixteen teachers have 4-10 years of experience, nineteen teachers have 11-20 years of experience, and fifteen teachers have 21 or more years overall experience in education.
- Of the current faculty, 44% have 1-3 years' experience at Douglass High School, 28% have 4-10 years' experience, 23% have 11-20 years' experience, and 5% (3) have 21 or more years' experience at Frederick Douglass High School.

F. Develops Goals and Objectives based on Formative and Summative Assessments

To determine the goals for the 2014-2015, the Leadership Council met to review the pertinent data relative to student achievement. We reviewed EOCT data, Georgia High School Graduation Writing Test Data, Walkthrough Data, Professional Development Assessments, and the School Improvement Plan. Analysis of this data led to the development of the 2014-2015 goals and objectives. In order to fully develop them, we utilized the Georgia Department of Education's School Improvement Process that includes the following steps:

- Collection of all relevant data.
- Analysis of data to prioritize needs.
- Step 3: Determine potential root causes.
- Step 4: Establish SMART Goals.
- Step 5: Identify actions, strategies, and interventions.
- Step 6: Determine artifacts and evidences.
- Step 7: Develop the plan.
- Step 8: Implement the plan.
- Step 9: Monitor the implementation of the school improvement plan.

G. Additional District-Prescribed Data

Teachers work collaboratively during their common planning to develop common formative assessments. Each week teachers complete a weekly data tool in which they use information from common formative assessments to identify specific students based on the following categories: "Meets", "Exceeds", or "Does Not Meet" the expectations for the common formative assessments. Teachers provide strategies to provide remediation, acceleration and enrichment for each students.

Frederick Douglass High School administered a mock writing-assessment. Teachers utilized the data to provide intensive remediation, acceleration, and enrichment to students in preparation for the writing assessment and to make recommendations for course placement. 5% of students scored exceeds on the assessment, 71% of students scored meets on the assessments. The remaining 24% of the students scored does not meet.

Frederick Douglass High School has approximately 18.6% of students who scored at least 22 out of 36 on the composite ACT; or scored at least 1550 out of 2400 on the combined SAT. This data is used to support us in the identification of students for AP placement and acceleration.

H. Teacher Participation in Professional Learning Communities

Teachers meet weekly as Professional Learning Communities (by content and grade-level) to assess student mastery of standards and to utilize data from formative assessment strategies to modify and adjust instruction. In order to effectively do this, teachers utilize protocols to unpack standards and to develop common assessments.

Teachers complete Weekly Data tools paired with their lesson plans. These Data tools measure student's understanding of concepts taught towards standard's mastery. Teachers utilize this data to modify lessons immediately as well as lesson plans for the following week. Additionally they use data captured to group students.

Project Plan-Procedures, Goals, Objectives and Support

A. Project Goals and Objectives

A. Project Goals	B. Project Objectives
<p>Goal 1: Build literacy leadership by creating a shared vision for literacy. (GLP-The What-1B)</p>	<p>1.1 Establish school literacy leadership team that consists of: administrative team, faculty, parent liaison, parents and community leaders</p>
	<p>1.2 Enlist members of community universities, organizations, and agencies to collaborate to support literacy within the community.</p>
	<p>1.3 Schedule and protect time for Literacy Leadership Team to meet and plan</p>
<p>Goal 2: Through high-quality, job-embedded professional development, teachers will understand and apply elements of effective literacy instruction and intentional use of instructional materials that are aligned to the Common Core Standards (CCSS)</p>	<p>2.1 Provide professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction</p>
	<p>2.2 Leverage instructional time for disciplinary literacy by scheduling instruction for disciplinary literacy in all content areas</p>
	<p>2.3 Schedule time for teams to meet for regular collaboration and examination of student data/work.</p>
	<p>2.4 Coach, model, co-teach, observe, and give feedback to fellow teachers using videos and social media where possible on the use of literacy strategies in the classroom.</p>
<p>Goal 3: Implement interventions to ensure that all students (including students who are experiencing difficulties and student who are progressing ahead of their peers) are identified and served appropriately</p>	<p>3.1 (Teachers and administrators) participate in ongoing professional learning on the following: a. Direct, explicit instructional strategies that build students’ word identification, fluency, vocabulary, comprehension, and writing skills. (See Building Block 4. A.) b. Georgia Department of Education (GA DOE) resources for RTI, universal screening (e. g., GRASP, Aimsweb, DIBELS, STEEP, etc.) c. Team teaching and inclusion of students with special learning needs (EL, SWD, gifted) in the general education setting d. School-wide understanding of assessment data and anticipated levels of student mastery during the school year</p>
	<p>3.2 (Interventionists) participate in professional learning on the following:</p>

	<ul style="list-style-type: none"> 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 <p>3.3 Specify times for collaborative discussion and planning between content area T1 teachers and interventionists are built into the school calendar (teachers or Para- educators).</p> <p>3.4 Ensure 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).</p>
<p>Goal 4: Implement an infrastructure for ongoing formative and summative assessments to determine the need for the intensity of interventions and to evaluate the effectiveness of instruction.</p>	<p>4.1 Develop and implement a calendar for formative and summative assessments based on local, state, and program guideline, including specific timeline for administration and persons responsible for development.</p> <p>4.2 Develop effective screening, progress monitoring diagnostic tools to identify achievement levels of all students, advanced as well as struggling.</p> <p>4.3 Develop a data collection plan for storing, analyzing, and disseminating assessment results is in place.</p> <p>4.4 Analyze the previous year’s outcome assessments are identified in the school calendar to determine broad student needs and serve as a baseline for improvement. Those assessments are:</p> <ul style="list-style-type: none"> b. End-of-Course Tests (EOC) in grades 9-12 in math, social studies, science, and English language arts c. Georgia Alternate Assessment (GAA) for students with disabilities d. Georgia High School Writing Test (GHWT) given in fall of junior year

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 Targets				
Performance Measures	2014/2015 Target	2015/2016 Target	2016/2017 Target	2017/2018 Target	2018/2019 Target
Ninth Grade Literature EOC	70%	77%	82%	87%	92%
American Literature EOC	87%	89%	91%	92%	94%
Biology EOC	57%	65%	72%	75%	80%
Physical Science EOC	88%	90%	92%	94%	96%
U.S. History EOC	68%	71%	75%	77%	80%
Economics EOC	74%	77%	80%	82%	85%
Graduation Rate	69%	74%	79%	82%	85%
Writing Assessment	92%	94%	96%	98%	100%
Reading Benchmark #1	65%	70%	75%	80%	85%
Reading Benchmark #2	70%	75%	80%	85%	90%
Writing Sample #1	80%	85%	90%	95%	100%
Writing Sample #2	85%	90%	95%	98%	100%

C. Alignment of Goals, Objectives and Assessments

Formative/Summative Measures	Associated Goals
SRI	2, 3, 4
GAA	2, 3, 4
ACT	2, 3, 4
Georgia High School Writing Test	2, 3, 4
CAAS	2, 3, 4
SAT	4
PSAT	4
ACT	4
CTAE Assessments	4
EOC	1,2, 3, 4
ACCESS (ELLs)	2, 3, 4
Teacher Observation Walk Through Data TKES	1, 2, 3, 4
District Interim Benchmarks	2, 3, 4
Benchmarks #1 & #2	2, 3, 4
Writing Samples #1 & #2	2, 3, 4
Professional Learning Implementation Rubric	2, 3, 4

D. 120 Minutes of Tiered Literacy Instruction

GRADES 9-12 English Language Arts

READING and WRITING (60 minutes)

READ ALOUD (5 minutes)

- Teacher reads a variety of texts aloud to students modeling skills and strategies efficient readers use as well as fluent, expressive reading.
- Teacher models responding to text dependent questions in writing while verbalizing thinking (and reasoning).

FREQUENCY- Daily / STRUCTURE – Whole class or small group

SHARED READING / MINI LESSON (15 minutes)

Reading and Vocabulary Development

- Teacher selects a strategy, skill or element to introduce and reinforce a delivery method (direct, indirect, inquiry, etc.) for instruction with students.
- Teacher uses various strategies to introduce academic vocabulary.

FREQUENCY- Daily / STRUCTURE – Whole class or small group

GUIDED READING (10 minutes)

- Teacher supports students in the reading development by planning appropriate instruction based on the students’ needs and interests. During this process, students practice applying reading and strategies to increasingly challenging material while the teacher creates an environment that allows for a gradual release of responsibility.

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

INDEPENDENT READING (25 minutes)

- Students select and read texts on their own.
- Students respond to text dependent questions by composing and writing their own responses.
- Teacher supports students through individual conferences.

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 (60 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 to interactively write to sources 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 to interactively write to sources 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)

- Continue guided and independent writing activities from Day 3.
- 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.

Grades 9-12 Content Courses-Science, Social Studies, and Technical Subjects

READING and WRITING (30 minutes)	
READ ALOUD	<ul style="list-style-type: none"> Teacher reads a variety of texts aloud to students modeling skills and strategies efficient readers use as well as fluent, expressive reading. Teacher models responding to text dependent questions in writing while verbalizing thinking (and reasoning). <p style="text-align: center;">FREQUENCY- Daily / STRUCTURE – Whole class or small group</p>
SHARED READING / MINI LESSON	<p>Reading and Vocabulary Development</p> <ul style="list-style-type: none"> Teacher selects a strategy, skill or element to introduce and reinforce a delivery method (direct, indirect, inquiry, etc.) for instruction with students. Teacher uses various strategies to introduce academic vocabulary. <p style="text-align: center;">FREQUENCY- Daily / STRUCTURE – Whole class or small group</p>
GUIDED READING	<ul style="list-style-type: none"> Teacher supports students in the reading development by planning appropriate instruction based on the students’ needs and interests. During this process, students practice applying reading and strategies to increasingly challenging material while the teacher creates an environment that allows for a gradual release of responsibility. <p style="text-align: center;">FREQUENCY- Daily / STRUCTURE- Small group, partner, or individual conferencing</p>
INDEPENDENT READING	<ul style="list-style-type: none"> Students select and read texts on their own. Students respond to text dependent questions by composing and writing their own responses. Teacher supports students through individual conferences. <p style="text-align: center;">FREQUENCY- Daily / STRUCTURE- Small group, partner, or individual conferencing</p>
- Guided Writing/Independent Writing (Small group or partner)	<ul style="list-style-type: none"> 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.

Tier	Literacy Interventions That Occur Within Each Tier
I	<p>Tier I Core classroom instruction includes whole class and flexible, differentiated small group instruction so that 80% or more of the students are successful in mastering the standards. Interventions are used to respond to students’ needs.</p> <ul style="list-style-type: none"> ➤ Universal screenings to target groups in need of specific instructional support ➤ Implementation of the Literacy Common Core Georgia Performance Standards in all core and non-core classroom ➤ Differentiation of instruction including fluid, flexible grouping, multiple means of learning, and demonstration of learning ➤ Progress monitoring of learning through multiple formative assessments (Common Assessments, Reading Benchmarks #1 & #2, Mock Writings #1 & #2) ➤ Tier 1 is limited not only to instruction in the academic content areas but also to the developmental domains such as behavioral and social development. ➤ Advisory ➤ Positive Behavior Supports
II	<p>Tier II Core Classroom instruction along with interventions is provided for students who are not performing at expected levels based on assessments. Targeted students receive strategic intervention in addition to the Tier 1 core curriculum. Through innovative scheduling, all students will receive some degree of Tier 2 supports.</p> <ul style="list-style-type: none"> ➤ Using universal screening data, summative assessment data, and Tier 1 formative

	<p>assessment data, teachers and instructional leaders determine concepts, content areas, and/or specific skills needing support.</p> <ul style="list-style-type: none"> ➤ Tier 2 interventions are pre-planned, developed, and supported at the school level and are “standard intervention protocols” that are proactively in place for students who need them. ➤ Progress monitoring with selected tool occurs bi-monthly to measure effectiveness of intervention, if Tier 2 interventions need to be continued or changed, or if Tier 3 support, in addition to Tiers 1 and 2, is required.
III	<p>Tier III Core Classroom Instruction along with interventions is provided for students not responding to Tiers I-II. Tier III interventions are delivered individually or in small groups using research based strategies or programs.</p> <p>Targeted students participate in learning that includes intensive, formalized problem-solving to identify individual student needs. This instruction may be in addition to the RTI segment received. Progress monitoring with selected tool occurs weekly to measure effectiveness of intervention.</p> <p>Through our needs assessment process, teachers were clear in their need for professional development in the area of RTI and the SST process. Frederick Douglass High School currently has two Academic Recovery Specialists and a RTI/SST Specialist who have specialized education and training in the arena of special education.</p>
IV	<p>Tier IV These services address students’ needs for advanced content, gifted, remediation or acceleration with support of SPED, EIP, ESOL and Gifted Teachers.</p>

E. RTI Model

The RTI Model should detail what your RTI model will look like going forward

	Assessments/How Often	Interventions/How Often	Personnel
Tier IV Specifically Designed Learning	Progress Monitoring Bi-monthly	Co-Teaching	SST/RTI Specialist, Special Education Lead Teacher, Gifted Teacher, ESOL Teacher
Tier III SST Driven Learning	Progress Monitoring Bi-monthly	Small Groups	SST/RTI Specialist
Tier II Needs Based Learning	Reading Plus 3Xs per year	Reading Plus Program 3Xs per week	REP Teachers
		Credit Recovery Courses Quarterly	Academic Recovery Specialist
Tier I Standards Based Classroom Learning	Common Formative Assessments 3Xs per year	Tutorials/Weekly	Teachers & Instructional Coaches
	Universal Screeners 3Xs per year	Credit Contracts/ Quarterly	Teachers & Instructional Coaches
	Reading Benchmarks 2Xs per year	Small Groups	Teachers & Instructional Coaches
	Writing Benchmarks 2Xs per year		Teachers & Instructional Coaches
	Formative Assessments/Weekly		Teachers & Instructional Coaches

F. Inclusion of Teachers and Students

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

G. Current RTI Practices

List the current RTI practices in place (assessment, universal screener, targeted interventions, etc.)

Tier I:

- Differentiated Instruction
- Implementation of Common Core Standards
- Common Formative Assessments

- Writing Benchmarks

Tier II:

- Reading Plus for students scoring in the lowest 35% on state assessments
- ALEKS for students scoring in the lowest 35% on state assessments

Tier III:

- SST Meetings
- Bi-monthly progress monitoring

Tier IV

- Gifted
- Special Education
- ESOL

H. Goals Funded With Other Sources

The School Improvement Grant (SIG) and/or Title I will fund the following:

Provide professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction

I. Schedule

Ninth Grade

	Room #	1 st Block	2 nd Block	3 rd Block	4 th Block
Steadman	343	Coordinate Algebra Support/Intervention	Credit Recovery Ms. Warren & Ms. Robinson	Coordinate Algebra Support/Intervention	Coordinate Algebra Support/Interventions
Fluellen	342	Coordinate Algebra Support/Intervention		Coordinate Algebra	Coordinate Algebra
Jackson	345	Communication Skills Support/Interventions		Communication Skills Support/Interventions	Communication Skills Support/Interventions
Turner-Smith	344	Communication Skills Support/Interventions		Communication Skills Support/Interventions	Communication Skills Support/Interventions
Hood	307	Am/Gov't		Am/Gov't	Directed Study
Stallings	349	Am/Gov't		Am/Gov't	Am/Gov't
Kimbrough	373	Biology		Biology	Biology
Oyenuga	337	Biology		Biology	Biology
Harrell	336	Biology		Biology	Biology

Tenth Grade

	Room #	1 st Block	2 nd Block	3 rd Block	4 th Block
Tatum	230	Credit Recovery Ms. Warren & Ms. Robinson	Analytical Geometry Support/Intervention	Analytical Geometry Support/Intervention	Analytical Geometry/Support Intervention
Pingali	229		Analytical Geometry Support/Intervention	Analytical Geometry Support/Intervention	Analytical Geometry/Support Intervention
Hardy	232		10 th Lit/Comp	10 th Lit/Comp	Reading Skills Support/Intervention
Fields	231		World History	AP World History	World History
N. Gilliam	244		Communication Skills Support/Interventions	Reading Skills Support/Intervention	Reading Skills Support/Interventions
Larry	226		Genetics	Chemistry	Chemistry Honors
Moin	260		Chemistry	Environmental Science	Chemistry
Smithers, M.	245		World History	World History	World History

Eleventh Grade

	Room #	1 st Block	2 nd Block	3 rd Block	4 th Block
McNair	315	Advanced Algebra Support/Intervention	Advanced Algebra Support/Intervention	Credit Recovery Ms. Warren & Ms. Robinson	Advanced Algebra Support/Intervention
Watson	314	Advanced Algebra Support/Intervention	Advanced Algebra Support/Intervention		Advanced Algebra Support/Intervention
Freds	311	Am Lit	Am Lit		Am Lit
Jenkins	309	Am Lit	Am Lit		Am Lit
Reese	360	US History	US History		US History
Wheeler	312	US History	US History		AP US History
Holloway	320	Phy Science	Phy Science		Phy Science
Stroud, T.	380	Phy Science	Phy Science		Phy Science

Twelfth Grade

	Room #	1 st Block	2 nd Block	3 rd Block	4 th Block
Hill	218	AP Calculus	Math IV	Credit Recovery Ms. Warren & Ms. Robinson	AP Calculus
Dalton	265	AP Lit/Composition	AP Lit/Composition		Speech Forensics
Gilliam, C.	214	Speech	Multicultural Lit		Multicultural Lit
Lane	217	Current Issues	AP Psychology		Current Issues
Dixon	211	Anatomy/Phy & AP Chemistry	Anatomy/Phy		Anatomy/Phy

Assessment and Data Analysis Plan

A. Current Assessment Protocol

When	Assessment
August	EOCT Retest
September & March	GAA
September	ACT
September, November, February , March	Georgia High School Graduation Retest
September & February	Georgia High School Writing Test
September	Reading Plus
September	ALEKS
October	CAAS
October ,November, December, January, March	SAT
October	PSAT
October, December, February & April	ACT
November, March, April	CTAE Assessments
December & May	EOC
January	ACCESS (ELLs)
May	AP Exams
Weekly	Common Formative Assessments

B. Current Assessment vs. SRCL Assessments

Currently, teachers build common formative assessments to determine students' strengths and weaknesses. Data from assessments are used to provide individualized instruction during Increased Learning Time.

Additionally, students scoring in the lowest 35% on standardized assessments receive additional reading time utilizing Reading Plus. *Reading Plus* is a web-based program designed to transform how, what, and why students read while broadening interests and building knowledge by providing individualized instruction. The web-based program provides lessons at the student's current level and frequently adjusts based on student performance on assessments within the program.

The implementation of the Striving Readers assessments affords the opportunity for teachers and students to receive immediate, actionable data on students' reading levels and growth over time. Additionally, the assessments will assist teachers in differentiating instruction to best meet the needs of students, providing meaningful interventions to address deficiencies, and in forecasting growth toward grade-level state tests.

C. New Assessment Protocol

When	Assessment
September, January, May	SRI
September & March	GAA
September	ACT
September & February	Georgia High School Writing Test
October	CAAS
October ,November, December, January, March	SAT
October	PSAT
October, December, February & April	ACT
November, March, April	CTAE Assessments
December & May	EOC
January	ACCESS (ELLs)
May	AP Exams
Monthly	Common Assessments
October & January	Mock Writing Assessment
October & January	Reading Benchmark
Bi-monthly	Progress Monitoring

D. Current Assessment Discontinued

Weekly common assessments will no longer be a requirement as we are moving towards the development of Common Unit Assessments which will occur at the end of each unit. Teachers will continue to collaboratively plan together to develop lesson and unit plans which will include assessment strategies and informal assessments.

E. Professional Learning Needs

Provide a list of professional learning that will be needed to implement the assessments in letter C.

- Scholastic Reading Inventory (SRI)
- Interpreting & Analyzing CAAS Data
- Building Common Assessments
- Analyzing Common Assessments data and identifying appropriate interventions for students
- Implementing the CCGPS Literacy standards in the science, social studies and technical subjects
- Implementing Response To Intervention
- Literacy Interventions
- Looking at Student Work

F. Presentation of Data to Parents and Stakeholders

Assessment data is shared through a variety of mediums. School-wide data is shared through Parent Teacher Student Association meetings as well as through Local School Council meetings, the school website, and parent nights. In these settings, school-wide data is shared such as the overall pass percentage, areas for growth, and areas of strength noted through the data analysis. Further, parents are provided with an overview of interpretation of test results so that they may understand pertinent information relative their students' scores.

Additionally, Title I funds have been used to hire three (3) Parent Liaisons. The goal is to eventually have one per grade level. Currently the parent liaisons serve a portion of each grade level and are responsible for sharing important information related to parental involvement, parent and student engagement, and academic achievement supports for parents. Parent liaisons will collaborate with the administrative team to disseminate data using various mediums. Data will be shared and assessed using various means.

Frederick Douglass High School will work to employ a variety of strategies to ensure parents are aware of essential data needed to make informed decisions for their children. To ensure parents receive this information, we will do the following:

- Literacy Nights-Frederick Douglass High School will host Literacy Nights for parents and the community once a semester. The purpose of the Literacy Nights will be to share the literacy plan, updates, and strategies for use at schools and home.
- PTSA Meetings-At each PTSA meeting, parents will be provided and update on the literacy plan.
- Newsletters
- Progress Reports
- Parent Conferences
- Local School Council Meetings

G. Data Used in Instructional Strategies

- Assessment data will be used to make instructional decisions. The data will inform recommendations for students to be in a plethora of courses such as Advanced Placement, Intervention, Honors, Accelerated, and Regular Education Courses. Depending on students' areas of need, teachers can use the data from assessments to group students, to provide levels of support, and to differentiate instruction. Data is the driving force that directs all that we do.
- While there is a process for analyzing and reviewing data and making informed decisions, this process is one that is continuous (adopted from the GADOE School Improvement Process)—a cyclical process that involves:
 1. Collection of all relevant data.
 2. Analysis of data to prioritize needs.
 - What are these data telling us about our current state? What are these data not telling us? What trends do we see in these data?
 - What do the data tell about the knowledge, skills and understandings our students have achieved?
 - What do the data tell about the degree to which our students have mastered the standards?

- What are our students' overall strengths and areas of need?
- Who are our students?
- What trends do we see in our student population?
- What factors outside the school may help us understand our students?
- Are there discrepancies between "perceived" practice and "observed" practice?
 - How do the members of the school community feel about the school?
 - What do the members of the school community perceive to be the strengths and needs in the school?
 - What do the data tell about the effectiveness of school practices?
 - How successful are our programs and practices in bringing about the academic excellence of our students as articulated in the standards?
- 3. Step 3: Determine potential root causes.
 - What are possible root causes of the data?
 - What adult practices might be the cause of the data?
 - What student practices might be the cause of the data?
- 4. Step 4: Establish SMART Goals.
 - What results do we want to achieve?
- 5. Step 5: Identify actions, strategies, and interventions.
 - How will we get there? What will we do to support students in meeting the goals?
 - What research-based actions, strategies, and interventions will support students in meeting the goal?
 - What knowledge and skills (professional learning) will adults need to support students in meeting the goal?
 - When will we do these actions, strategies, and interventions?
 - What resources will we need to implement?
 - How much will these actions, strategies, and interventions cost?
 - Who will be responsible for implementing the actions, strategies, and interventions?
- 6. Step 6: Determine artifacts and evidences.
 - How will we know if our strategies are successful? What changes and improvements will we expect from adults and students?
 - As a result of implementing this action, strategy, or intervention, adults will ...
 - As a result of implementing this action, strategy, or intervention, students will What is the evidence of student learning?
- 7. Step 7: Develop the plan.
- 8. Step 8: Implement the plan.
 - How will we make this plan operational?
- 9. Step 9: Monitor the implementation of the school improvement plan.
 - How will we monitor implementation? How will we know if our strategies are successful?
 - What data will we collect?
 - How will data be gathered?
 - What will we look for to determine quality?
 - How will we determine impact on student learning?
 - How will we revise our plan?

H. Assessment Plan and Personnel

- The assessments will be administered by teachers of the respective areas. The teachers will participate in test administration professional learning to ensure all are aware of the expectations, processes, and procedures associated with the administration.
- The New Assessment Protocol will be accomplished through collaboration with the school's teachers, administrators, and the Testing Coordinator. Schedules will be provided to teachers along with training to effectively administer the assessments. Teachers will meet in professional learning communities to review the expectations and will also work with students to ensure adequate preparation for the assessment.
- Teachers will participate in preplanning institutes to receive training on the SRI, CAAS, and Common Assessment Data and interventions. At the start of the school year or close of the current school year, the teachers will convene to participate in professional learning and planning institutes as a proactive approach to planning and implementation of all instructional initiatives. Further, instructional coaches, administrators, consultants, etc. will meet with teachers throughout the year through the use of the coaching cycle to ensure monitoring and support are provided.
- Parent liaisons will develop a calendar of events and opportunities for parental engagement to analyze data, obtain assistance on score interpretation, and gain insight into ways to support student achievement outcomes.
- At least twice per month, the leadership council and expanded leadership council will meet as a professional learning community to analyze data and to make informed decisions as a result of data analysis. Additionally, teachers will meet weekly to collaborate and analyze student work, data from common assessments, determine interventions for students, and to incorporate differentiated instructional strategies into their lessons based on the data analysis.

Resources, Strategies, and Materials Including Technology

A. Resources Needed

- Literacy Instruction Walkthrough Form (e.g. Georgia Literacy Instruction Observation Checklist)
- Core literacy instructional program materials for 9-12
- Classroom libraries for all core classes (Literary and informational texts)
- Content area literary and informational texts for media center
- Software to support electronic literacy materials
- Research- based literacy materials that support the core literacy program
- Professional learning on:
 - Administering assessments with fidelity and effectively determining instructions based on data
 - Research-based instructional strategies and use of rubrics
 - Explicit instructional strategies to teach:
 - CCGPS for English/Language Arts & Literacy in History/Social Studies, and the Technical subjects
 - Differentiation of instruction
 - text complexity
 - text structures
 - vocabulary
 - background knowledge
 - comprehension
 - Writing across in the content area: narrative, argumentative, and information
 - Lexile
 - Supplemental and intervention materials
- Stipends to cover professional learning
- Travel expenses for conferences
- Substitutes for release time for teacher collaboration and school-day professional learning
- Funding for consultants
- Intervention data collection, materials, and technology for implementation
- Fund, schedule, and train providers to implement interventions
- Classroom sets of electronic tablets
- Diagnosis of reading difficulties
- Direct and explicit instructional strategies to address difficulties, charting data, and graphing progress
- Extended day program for struggling readers

B. Activities Supporting Literacy

Create a list of instructional activities that will support literacy intervention

- Shared Reading
- Close Reading
- Guided Reading
- Read Aloud

- Vocabulary study
- Explicit Instruction
- Guided Practice
- Independent Practice

C. Shared Resources

Create an exhaustive list of resources available in your building for teachers to share

- Data/Video Projectors
- Digital Cameras
- Document Cameras
- Interactive Whiteboards
- Student Responsive Devices
- Audio Books
- Biographies
- Compact Disc
- Fiction Books
- Non-Fiction Books
- I-pads
- Lap top Carts
- Promethean Boards
- Student laptops
- Computer rooms with Desk Top Computers
- Desk Top Computers
- Treasures Resources / Teachers and Students Edition Books
- Internet
- Math, Science, and Social Studies Text Books

D. Library Resources

- Fiction Books
- Non-fiction Books
- Audio Books
- Biographies
- Digital Discs
- Desk-Top Computers
- Videos
- Magazines
- Interactive Whiteboards
- Laptop Carts

E. Activities Supporting Classroom Practices

- On-going formative and summative assessment
- On-going professional learning
- Extended day tutorial

- Saturday Academy
- Broad conceptual knowledge and abilities required to comprehend text
- Motivation to understand and work toward academic goals
- Text-based collaborative learning and extended time for literacy
- Diverse texts and intensive writing in content areas
- A technology component used as a tool for literacy instruction

F. Additional Needed Strategies

- Engaging Lessons
- Literacy incorporated in all content areas
- Using data to increase learning
- Tiered interventions/RTI
- New Teacher Support
- SST team and monitoring
- Data team monitoring
- Community and parent support
- Out- of- school agencies and organizations collaborate to support literacy
- School-based data team will be used to inform the RTI process
- Problems found in screenings being further analyzed

G. Current Classroom Resources

Create a list of resources available to all teachers and students in their classrooms.

- Desk Top Computers
- Promethean Boards
- Interactive Whiteboards

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, SIG	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; SIG	Books for families and students to take home; Hand held devices; Extended library hours staff
Summer Literacy Program	Title I, Part A; SIG	Extended Year Program
Afterschool Literacy Program	Title I, Part A; SIG	Extended Day Program
Saturday Literacy Program	Title I, Part A; SIG	Extended Year Program
Field Trips	Title I, Part A	Field trips with literacy emphasis
Print Materials	Title I, Part A; SIG	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

With increased access to a range of applications and software, students will engage in digital storytelling and create podcasts, video journals, and animations. Additionally, students will complete online assessments. Information gained from the electronic platform will be used to:

- Inform instructional decisions
- Adjust instruction
- Provide on-going interventions and acceleration
- Increase student engagement
- Prepare students to meet the College and Career standards

The SRCL Grant funding will allow Frederick Douglass High School to include 9-12 resources, materials, and additional components of professional development that, otherwise, would not be possible. The funding will allow for additional interventions and a strong 9-12 core literacy program.

Professional Learning Strategies**A. Professional Learning Activities**

Topic	Time Frame	Participants	Provider
My Backpack	1 ½ hours January 2014	Instructional Staff	Jan Dickerson, Educational Technology Specialists
CCRPI	1 hour October 2013	Instructional Staff	Emily Thomas, DOE School Improvement Specialists
Universal Design for Learning (UDL)	1 hour November 2013	Instructional Staff	Cheryl Hunley, DOE School Improvement Specialists
Co-Teaching	1 hour October 2013 January 2014	Instructional Staff	Dr. Lori James, GLRS Consultant
Formative Assessment and Differentiation	1 ½ hours November 2013	Instructional Staff	Principal
Accessing SharePoint for Instructional Resources	1 hours September 2013	Instructional Staff	Instructional Coaches
Flexible Grouping and Cooperative Learning	1 ½ hours September 2013	Instructional Staff	Instructional Coaches
Data Teams	2 hours October 2013	Instructional Staff	Instructional Coaches
Marzano Strategies	10 hours: August/Preplanning 2013 January/Staff Development Day 2014	Instructional Staff	Instructional Coaches
Instructional Framework	5 hours October 2013 January 2014	Instructional Staff	Principal
Differentiated Instruction: Flexible Grouping	2 hours October 2013	Instructional Staff	Instructional Coaches
Standards-Based Instruction	4 hours September 2013 February 2013	Instructional Staff	Instructional Coaches
Note-Taking Strategies	4 hours September 2013 November 2013 January 2014 March 2014	Instructional Staff	Instructional Coaches
Protocols for analyzing student work	12 hours September 2013-May 2014	Instructional Staff	Instructional Coaches
Development of Common Assessments	1 hour February 2014	Instructional Staff	Instructional Coaches

TKES: Assessment Uses and Strategies	1 hour February 2014	Instructional Staff	Principal
TKES; Instructional Strategies and Instructional Planning	1 hour February 2014	Instructional Staff	Principal
Instructional Reflection	1 hour November 2014	Instructional Staff	Principal

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

Topic	Time Frame	Participants	Provider
Unpacking Standards	August 2014	Instructional Staff	Instructional Data Coach
I-Respond	August 2014 December 2014	Instructional Staff	Technology Specialists
GA Milestone	October 2014	Parent Liaisons Instructional Staff	Instructional Coaches
Instructional Framework: Openings	September 2014	Instructional Staff	Instructional Coaches
Interactive Notebooks	September 2014	Parent Liaisons Instructional Staff	Instructional Coaches
ILT	October 2014	Instructional Staff	Instructional Coaches Administrators
Rigor	January 2015	Instructional Staff	Instructional Coaches
UDL	January 2015	Instructional Staff	Instructional Coaches
Note-taking strategies	January 2015	Parent Liaisons Instructional Staff	Instructional Coaches
Literacy Design Collaborative	November 2014 February 2015	Instructional Staff	Instructional Coaches
Document Based Questions	November 2015	Instructional Staff	Instructional Coaches
Math Design Collaborative	January-May 2015	Instructional Staff	
TKES: Instructional Planning	August-May 2015	Instructional Staff	Principal, Academy Leaders, Instructional Coaches, Department Chairpersons

D. Professional Learning Needs

- Using data to inform instructional decisions and explicit teaching.
- Selecting of appropriate texts appropriate for instruction.
- Telling students specific literacy strategies to be learned and why.
- Modeling of how strategies are used.
- Providing guidance in independent practice and feedback.
- Discussion when and where strategies are to be applied
- Differentiated instruction.
- SRI professional development on administration and interpretation.
- Incorporating Reading and Writing Across the Curriculum.
- Embedding the Common Core Literacy Standards within all content areas.
- Using appropriate interventions to address tier students.
- Innovative use of technology to increase literary skills.
- CAAS interpretation, administration, implementation
- Data talks and data portfolios.
- Collaborative Planning Protocols.
- Text Complexity.
- Strategies of using writing.
- Development of Formative Assessment.

E. Professional Learning Evaluation

- Professional development will be evaluated in several ways. The ultimate goal of professional learning is impact teacher practice to increase student achievement. As such, in addition to the completion of a survey, modeling, practice, observation, and feedback will be used to evaluate the impact of professional learning.
- Teachers, administrators, and instructional coaches who attend professional learning conferences or off-site professional development will be responsible for the redelivery of the practices and key concepts learned. Once redelivery has occurred, the team will utilize the aforementioned cycle to monitor to monitor the impact on student learning.

F. Alignment of Professional Learning to Project Goals

Topic	Time Frame	Participants	Provider	Goal Number
Using data to inform instructional decisions and explicit teaching.		Instructional Staff: Teachers, Coaches, Administrators, Paraprofessionals	Instructional Coaches/Department Chairpersons	4
Selecting of appropriate texts appropriate for instruction.		Instructional Staff: Teachers, Coaches, Administrators, Paraprofessionals	Instructional Coaches/Principal/Department Chairpersons	2
Telling students specific literacy strategies to be learned and why.		Instructional Staff: Teachers, Coaches, Administrators, Paraprofessionals	Instructional Coaches/Department chair persons/Consultant	1 and 2
Modeling of how strategies are used.		Instructional Staff: Teachers, Coaches, Administrators, Paraprofessionals	Instructional Coaches/Department Chairpersons	1 and 2
Providing guidance in independent practice and feedback		Instructional Staff: Teachers, Coaches, Administrators, Paraprofessionals	Instructional Coaches/Administrators	2
Discussion when and where strategies are to be applied		Instructional Staff: Teachers, Coaches, Administrators, Paraprofessionals	Instructional Coaches/Metro RESA	2
Differentiating instruction.				
SRI professional development on administration and interpretation		Instructional Staff: Teachers, Coaches, Administrators, Paraprofessionals	Scholastic/Coordinator	3 and 4
Incorporating Reading and Writing Across the Curriculum.		Instructional Staff: Teachers, Coaches, Administrators, Paraprofessionals	Instructional Coaches/District Personnel/GADOE	2

Embedding the Common Core Literacy Standards within all content areas.		Instructional Staff: Teachers, Coaches, Administrators, Paraprofessionals	Instructional Coaches/District Personnel/GADOE	2
Using appropriate interventions to address tier students.		Instructional Staff: Teachers, Coaches, Administrators, Paraprofessionals	RTI/SST Support Specialist	3
Innovative use of technology to increase literary skills.		Instructional Staff: Teachers, Coaches, Administrators, Paraprofessionals	Technology Specialist/Consultant	2
CAAS interpretation, administration, implementation		Instructional Staff: Teachers, Coaches, Administrators, Paraprofessionals	District Personnel/Instructional Coaches	4
Data talks and data portfolios		Instructional Staff: Teachers, Coaches, Administrators, Paraprofessionals	Administrators/Instructional Coaches	4
Collaborative Planning Protocols		Instructional Staff: Teachers, Coaches, Administrators, Paraprofessionals	Instructional Coach/Metro RESA	2
Text Complexity		Instructional Staff: Teachers, Coaches, Administrators, Paraprofessionals	Instructional Coaches/Metro RESA	2
Strategies of using writing		Instructional Staff: Teachers, Coaches, Administrators, Paraprofessionals	Instructional Coaches/Metro RESA	2
Development of Formative Assessment		Instructional Staff: Teachers, Coaches, Administrators, Paraprofessionals	Consultant/Metro RESA	4
RTI interventions		Instructional Staff	RTI/SST Support Specialist	3

G. Effectiveness of Professional Learning

- The leadership team/literacy team will meet to review the schedule goals and assign members to monitor the implementation of the actions attached to them. As such, the team will collectively monitor the effectiveness of the professional learning.
- High-quality, job-embedded professional learning will be implemented using the coaching cycle which embeds, modelling, practice, observation, feedback, and evaluation as a part of the process. During each leadership/literacy council meeting, we will discuss the impact of the professional learning on student achievement as evinced through student data, coaching logs, surveys, administrator feedback, etc.
- Surveys and Student logs will be used to measure the effectiveness of the RTI process.
- Instructional Coaches, Teachers, and Administrators will monitor the impact of the formative and summative assessments through weekly data logs, lesson plans, observations, and professional learning community attendance to ensure that the appropriate supports are in place.

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

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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 Leadership 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

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