School Profile

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School Information

System Name:	Atlanta Public School
School or Center Name:	Grove Park Intermediate School
System ID	761
School ID	07013

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Name:	Patrick Muhammad
Position:	Principal
Phone:	4048027750
Email:	psmuhammad@atlanta.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Rockell Jennings
Position:	Instructional Coach
Phone:	4048027750
Email:	ryjennings@atlanta.k12.ga.us

Grades represented in the building

 example pre-k to 6

3-5

Number of Teachers in School

22

FTE Enrollment

265

Grant Assurances

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Preliminary Application Requirements

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

SRCL General Information Packet-Cohort 4

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

- Yes

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

SRCL Scoring Rubric-Cohort 4

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

Any costs not allowed for Federal projects per EDGAR, which may be accessed at
http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html.

NOTE: This is NOT an all-inclusive list of unallowable expenses. If you have questions about unallowable expenses please e-mail
your questions to jmorrill@doe.k12.ga.us

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

• I Agree

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

I. **Conflicts of Interest**

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

a. **Organizational Conflicts of Interest**.

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

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

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

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

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

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

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

b. **Employee Relationships**

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

          1. The names of all Subject Individuals who:
             a. Participated in preparation of proposals for award; or
             b. Are planned to be used during performance; or
             c. Are used during performance; and

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

          1. The award; or
          2. Their retention by the Applicant; and
          3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
          4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.

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

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

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

c. **Remedies for Nondisclosure**

The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: **Dr. Meria J. Carstarphen**

Position/Title of Fiscal Agent's Contact Person: **Superintendent**

Address: **130 Trinity Avenue S.W.**

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

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

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

_____

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

Dr. Meria J. Carstarphen

_____

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

_____

Date (required)

System History and Demographics

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

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

Current Priorities and Strategic Planning

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

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

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

Literacy Program

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

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

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

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

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

An effective English language arts and literacy program includes:

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

2. Develops thinking and language through interactive learning

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

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

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

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

7. Provides explicit skill instruction in reading and writing

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

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

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

11. Holds high expectations for all students

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

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

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

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

Need for a Striving Reader Project

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

Plan for Striving Readers' (SR) Grant Implementation

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

Individuals Responsible for Day-to-Day Grant Operations

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

Responsibilities for Grant Implementation

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

Implementation of Goals and Objectives

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

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

Involving Grant Recipients in Budget and Performance Plans

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

Evidence of Meetings with Grant Recipients

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

Experience of the Applicant

A. Other Initiatives and State Audit Results

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

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

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

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

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

B. Capacity to Coordinate Resources

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

C. Sustainability

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

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

D. Internal Initiatives

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

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

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

- All APS middle schools offer accelerated math classes

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

- Full continuum of International Baccalaureate curriculum.

School Narrative

A. School History

Grove Park Intermediate School is a part of the Atlanta Public School System urban district. Grove Park Intermediate evolved in the 2012 – 2013 school year. Its conception was the result of a consolidation or merging of three Atlanta Public elementary schools. Grove Park Elementary, Walter White Elementary, and Woodson Elementary's student population, faculty, and staff were fused together to transition from a kindergarten through fifth grade facility, to a third through fifth grade intermediate level school. In addition, displaced staff members, as well as new hires became a part of the newly formed Grove Park Intermediate School. Coincidently, Woodson Elementary became a primary school, and Walter White Elementary closed. Grove Park Intermediate is located in an urban district within the city of Atlanta, Georgia. Nestled between abandoned homes and condemned facilities, Grove Park Intermediate offers a safe haven for the community of students and parents it serves. The population of Grove Park Intermediate reflects students with a low socio-economic or impoverished status.   Students seek their basic needs within the school, prior to focusing on instruction. These needs (food, clothing, etc…) are often met by sponsors and donations acquired by the school's parent liaison and support personnel. Considering the limited educational standing of a vast majority of the parents, support and resources provided from home are limited and create disadvantages with the students' daily learning process. Currently, Grove Park Intermediate has 293 students enrolled, fourteen general education teachers, two special education teachers, one physical education teacher, one foreign language teacher, one media specialist, a part-time counselor, nurse, gifted teacher, art teacher, and music teacher. Grove Park Intermediate School is a 99% Title I funded school.

Overall, Grove Park Intermediate is functioning in its third year since its inception. Following its first year, the lead administrator transitioned to another location and Grove Park Intermediate received a new principal. As a result, although in its third year as an Intermediate school, Grove Park is developing best practices, clear expectations, and consistency amongst staff members, procedures, and protocol. The aforementioned history, demographics, and special programs paint a clear picture of Grove Park Intermediate School.

B. Administrative and Teacher Leadership Team

Grove Park Intermediate School's leadership team is comprised of the following people and title: Mr. Patrick S. Muhammad, Principal, Mr. Donnovant Dahunsi, Assistant Principal, Ms. Ramia Cook, Counselor, Ms. Rockell Jennings, Ms. Shelly Riddle, and Mr. Kevin Wright, Instructional Coaches, Ms. Sharron Tousant, Special Education Lead Teacher, Ms. Tracy Lovelock, Student Support Specialist, Ms. Cynthia Mickelbury, Parent Liaison, Mr. Earl Banks, Media Specialist, Mr. Dennis Toliver, Third Grade Chairperson, Ms. Chikya Allen-Swift, Fourth Grade Chairperson, Ms. Nnenia Hill, Fifth Grade Chairperson, Mr. Al Danso, Special Education Chairperson and Ms. Charlene Chilton, Special Area Chairperson. The leadership team meets collectively once a month to address the instructional concerns for the previous or upcoming month, pervasive issues that are impeding the learning process, and specific concerns that need to be addressed jointly by the leadership team. The overarching goal of the leadership team is to ensure cohesiveness, collaboration, and a mutual spirit of excellence amongst all staff membersThe Grove Park Leadership team, spearheaded by the Principal is working towards more productive, quality meetings that will analyze data, view and set goals that promote changes in practice and build capacity amongst all staff members.

C. Past and Current Instructional Initiatives

Although Grove Park Intermediate does not have a core program for reading, there are past and current literacy related instructional initiatives effectively implemented. Following the

dissolution of Grove Park Elementary (K-5) to Grove Park Intermediate (3-5), Grove Park Intermediate was adopted by Mr. Mike Peterson, a previous Atlanta Falcon's football player. Mr. Peterson related highly to the student and parent population of Grove Park. As a result, he enlisted the support of his reading foundation and provided books, reading challenges, and personal support with the implementation of reading goals for the Grove Park staff and students. In addition, this served as an incentive to increase student involvement with the accelerated reading program. Students and teachers utilized accelerated reader as a springboard to increase students' independent reading levels, as well as a mechanism to monitor reading comprehension. Star reader was previously and currently used as a diagnostic tool to observe students' reading ability and evaluate gains/regressions in reading levels. The Atlanta Public School District utilizes the Computer Adaptive Assessment System (CAAS) as a universal screener for all students to determine response to intervention support. As a result, the data collected from this screener is utilized to support placement of students in Grove Park's mandated Wednesday tutorial sessions. These sessions focus on research based reading and mathematics strategies. Currently, Grove Park has acquired a leveled library to support guided reading, independent reading, literature circles, and phonics support. Also, Grove Park utilizes the Achieve 3000 program to support students' independent reading levels through nonfiction articles related to social studies and science subject matter. The Achieve 3000 program combines incentives, individual and class recognitions, and friendly competitions amongst students and classes to increase achievement in reading comprehension. Students are administered a pre-assessment that identifies his/her independent Lexile level and a post-assessment to monitor growth. Students continue to participate in accelerated reader with a greater focus on percentage correct on comprehension quizzes and the variety of texts read. High performing readers are recognized during reading programs, announcements, and Principal luncheons.

D. Professional Learning Needs

- Differentiated Instruction

- Text complexity

- Writing Instruction

- Instructing below grade level learners

- Interventions

- Cross-curricular instruction

- Data-driven instruction

- Explicit teaching

- Analyzing formative assessments

- Progress monitoring

- Instructional strategies

E. Need for a Striving Reader Project

Currently, Grove Park Intermediate does not have a core reading program or a systematic approach for supporting, monitoring, and implementing literacy instruction. In addition, Grove Park has not formed a literacy leadership or data team. The Striving Reader Project offers an alignment of the aforementioned areas, as well as diagnostic tools to support literacy rich student achievement. Grove Park Intermediate currently utilizes the Computer Adaptive Assessment System (CAAS) as a universal screener for all students. The assessment is administered in the fall and winter. The results garnered from CAAS identify students' ability below, at, or above grade level regarding mastery of common core standards. The CAAS assessment is a tailored system. Student answers and ability are matched with the questions

that are presented. In addition, teachers administer Aims Web probe and/or easy CBM to monitor reading fluency. These assessments are administered monthly, bi-weekly, or weekly, based on the individual student needs. The addition of striving reader assessments (dibels and scholastic reading inventory) offers more intimate details regarding the reader. Teachers and support personnel will have the opportunity to identify the intricate needs of each learner. These assessments drill down to specific issues and deficiencies that are not as evident with the CAAS assessment. While the scholastic reading inventory is tailored as well, the entire program encompasses benchmarking, progress monitoring, and instructional placement as well.   Likewise, dibels offers quick one-minute assessments that may be utilized by the teacher to assess initial sound recognition, letter recognition, oral fluency, comprehension, word usage, and phonemes. These skills are critically important in the development of readers, and dibels encompasses all of these skills. Overall, the Striving Reader Project will support Grove Park Intermediate's pending goals and expectations that align to ensuring college and career ready students with proficient literacy skills. The project provides the foundational support embedded with best practices and aligned professional development that ensures fidelity and building capacity amongst students and staff.

Needs Assessment, Concerns, and Root Cause Analysis

A. Needs Assessment Description

An assessment of literacy regarding the needs of Grove Park Intermediate School incorporated a survey for teachers and administrators, as well as the Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12 diagnostic tool. Teachers in kindergarten through fifth grade, special areas, and the media specialist actively participated in the completion of the survey designed to assess the needs and implementation of literacy at Grove Park. The administrative team (principal, assistant principal, instructional coaches, and special education lead teacher) met collectively to complete and discuss the Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12 self-assessment. The administrative team reflected over each component of the needs assessment and reached a consensus with the descriptive criteria reflective of the practices at the school. The team was particularly concerned with elements that were not addressed or emergent. In addition, members of the administrative team completed the Administrators' Needs Assessment for Literacy Kindergarten to Grade 12 survey.

B. Assessment(s) Used

- Georgia Survey of Literacy Instruction for Elementary Teachers

- Administrators' Needs Assessment for Literacy Kindergarten to Grade 12

- Georgia Literacy Plan for Needs Assessment for Literacy Kindergarten to Grade 12

- 2012 – 2014 Student Achievement Data

C. Disaggregated Data
2014 Reading and ELA CRCT Results (% Meets or Exceeds)

Reading		ALL and EDS	SWD	BLACK	HISPANIC	WHITE
Grove Park	3rd Grade	69	75	69	100	50
Grove Park	4th Grade	77	50	76	100	67
Grove Park	5th Grade	80	88	79	100	100

ELA						
Grove Park	3rd Grade	64	25	65	75	100
Grove Park	4th Grade	66	50	65	80	33
Grove Park	5th Grade	69	63	69	75	50

2013 Reading and ELA CRCT Results

Reading		ALL and EDS	SWD	BLACK	HISPANIC	WHITE
Grove Park	3rd Grade	67	40	67	75	50
Grove Park	4th Grade	76	70	76	67	67
Grove Park	5th Grade	81	55	81	0	NA

ELA						
Grove Park	3rd Grade	63	40	63	100	50
Grove Park	4th Grade	74	60	74	67	67
Grove Park	5th Grade	85	55	85	100	NA

2012 Reading and ELA CRCT Results

Reading		ALL and EDS	SWD	BLACK	HISPANIC	WHITE
Grove Park	3rd Grade	69	50	69	100	100
Grove Park	4th Grade	76	80	76	NA	NA
Grove Park	5th Grade	68	30	68	NA	100

ELA						
Grove Park	3rd Grade	61	0	60	100	100
Grove Park	4th Grade	81	80	81	NA	NA
Grove Park	5th Grade	76	40	76	NA	100

2014 Spring Lexile Level (% of students at or above Lexile)

Reading		ALL and EDS	SWD	BLACK	HISPANIC	WHITE
Grove Park	All Grades	64	36	64	85	57

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

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

D. Root Cause Analysis

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

Building Block 1: Engaged Leadership

Areas of Concern

- Administrator functioning on the emergent level of research-based professional learning in literacy
- Literacy instruction is not monitored regularly
- Walk-throughs and/or observation forms are not utilized to ensure the consistency of effective instructional practices that include disciplinary literacy across content areas
- The absence of an established literacy leadership team
- The inability for teachers to plan collaboratively, due to scheduling and restrictions with staffing/personnel

- The ineffective use of instructional time to support disciplinary literacy in content areas

Root Causes

- Excessive meetings and facility based issues hinder an administrative focus on evidence-based professional learning in literacy

- The administrator focuses on the formality of observations aligned to TKES, rather than tailoring walk-throughs and observations to reflect the needs of Grove Park Intermediate School

- Teachers' lack of knowledge and expertise regarding cross-curricular instruction impede literacy instruction in all content areas, vocabulary acquisition, and writing instruction

Actions Taken

- The administrator will serve as a model by studying research-based best practices and facilitating professional discussions

- Develop walk-through and/or observation forms aligned to the needs of Grove Park Intermediate to effectively monitor the instructional practices of teachers that includes disciplinary literacy across content areas

- Establish a literacy team by identifying stakeholders and partners to be part of the literacy leadership team

Building Block 2: Continuity of Instruction

Areas of Concern

- The inability for teachers to plan collaboratively, due to scheduling and restrictions with staffing/personnel

- An articulation of protocols for team meetings, roles, or expectations has not been provided for teachers when they meet together collectively in lieu of faculty meetings

- Staff members are unaware of the professional learning community model

- Grove Park Intermediate School does not have a systematic, comprehensive core literacy (reading and/or language arts) program

Root Causes

- The professional learning community model has never been referenced to the administrator, instructional coaches, teachers, and support personnel.

- A systematic, comprehensive core literacy program is an expensive endeavor. Grove Park Intermediate School's Title I budget cannot sustain the cost of a comprehensive core program

- Teacher reservations with writing instruction prevent appropriate use of the District's writing rubric and its use on a consistent basis

Actions Taken

- The administrator will schedule time for teams to meet for regular collaboration and an examination of student work with clearly articulated expectations, protocols, and roles for all collaborative team meetings

- The administrator, instructional coaches, and teachers will research effective strategies for differentiating instruction, providing active engagement amongst the students and a focus on key areas for literacy and writing instruction

- The administrator, instructional coaches, and support personnel will review the professional learning community model and become fluent with the practice to support professional learning communities held within Grove Park Intermediate school

Building Block 3: Ongoing Formative and Summative Assessments

Areas of Concern

- Direct instruction aligned to pacing guides versus student needs indicates the absence of data driven instruction.

- Teachers are unsure of the expectations for storing, analyzing, and disseminating assessment results

- A calendar for formative assessments based on local, state, and program guidelines, including specific timelines for administration and persons responsible has not been developed for Grove Park Intermediate

Root Causes

- Teachers feel obligated to ensure instruction is covered within the time frame specified by the District

- The administrator has not explicitly conveyed (mandated) expectations for data collection

- Teachers do not understand the value of utilizing data to drive their instruction. It is evident that teachers are vested in traditional practices of following an established orders of instruction

- With the absence of a literacy leadership team, communication for effective documents, such as a calendar for formative assessments has not been discussed or addressed

Actions Taken

- The administrator, instructional coaches, and support personnel will provide consistent expectations across classrooms and with all teachers by identifying or developing common curriculum-based assessments

- Establish a data team and develop procedures and expectations for teachers to review and analyze assessment results

- Create a data collection plan for storing, analyzing, and dispensing assessment results

- Develop a calendar for formative assessments based on local state, and program guidelines, including specific timelines for administration and persons responsible

Building Block 4: Best Practices in Literacy Instruction

Areas of Concern

- Grove Park Intermediate School does not have a core program for reading

- The effectiveness of instruction is not monitored regularly with the analysis of data to identify areas of instruction with the greatest needs

- Although the literacy block consists of 120 minutes, extended time, collaborative planning, and disciplinary literacy in content areas is not included

- The instructional model in most literacy classrooms is whole group only, with the absence of explicit, direct instruction immersed in vocabulary, word identification, and comprehension

- Survey results reveal 71% of teachers feel there is not enough time in class for the production of constructed pieces of writing

Root Causes

- A systematic, comprehensive core literacy program is an expensive endeavor. Grove Park Intermediate School's Title I budget cannot sustain the cost of a comprehensive core program
- The administrator has not explicitly conveyed (mandated) expectations for data collection
- Student performance in the areas of social studies and science is well-below standard.

Actions Taken

- Functioning collaboratively with the Douglass Cluster, research and select a core program that will provide permanency based on a carefully articulated scope and sequence of skills that are integrated into a rich curriculum of literary and informational texts
- Plan, provide, and monitor professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills within each subject area, along with differentiated instructional options for literacy assignments
- In conjunction with the literacy leadership team and data team, review teacher and student data to improve instruction

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

Areas of Concern

- Tiered interventions for students are monitored sparingly and lack fidelity

- Student data is examined by instructional coaches to determine the needs of students; however, teachers do not reflect upon their data to accelerate, remediate, or tailor instruction

- If fewer than 80% of students are successful in any area, student data is not examined to determine instructional areas of greatest need

- Data teams have not been established

- The Student Support Team (SST) does not meet at least once a month to discuss student progress based on daily interventions that include a minimum of four data points

- Survey results reveal 89% of teachers feel that fewer than 20% of their students come to them with mastery of reading foundational skills from the prior grade

- 39% of teachers are providing interventions from a variety of resources

Root Causes

- Interventions for Grove Park Intermediate School have been streamlined by the Student Support Team Specialist. Subsequently, teachers shift the implementation and monitoring of interventions onto the Student Support Team Specialist, who happens to be part-time personnel.

- Informal walkthroughs and/or focus walks have not been spearheaded by the administrator with set expectations and goals

Actions Taken

- The administrative team will monitor to ensure that interventions are occurring regularly and with fidelity

- The administrative team, in conjunction with the data team will monitor results of formative assessments to ensure students are progressing

- Consistently schedule grade-level data-analysis team meetings

- Lead (administrator, instructional coaches, support personnel) informal walkthroughs/ focus walks with a literacy instruction checklist

- The literacy team will develop a plan for Tier I instruction to ensure disciplinary literacy is provided in all content areas

- If continual student performance is below 80%, the literacy and data team will examine student data to focus on instructional areas of greatest need

Building Block 6: Improved Instruction through Professional Development

Areas of Concern

- A systematic approach for ensuring new teachers are prepared for all aspects of literacy instruction including disciplinary literacy in all content areas is not evident

- Professional learning is not based on the needs revealed by student data, surveys, interest inventories or teacher observations/ walkthroughs

- Administrators, faculty, and staff have not received training in administering, analyzing and interpreting results of assessments in terms of literacy

Root Causes

- Changes in infrastructure, revised missions and visions within the District, lack of fluidity and/or expectations within all departments may be factors impacting the absence of a systematic approach for ensuring new teachers are prepared for all aspects of literacy instruction including disciplinary literacy in all content areas

- A systematic, comprehensive core literacy program is an expensive endeavor. Grove Park Intermediate School's Title I budget cannot sustain the cost of a comprehensive core program

- Professional learning and training at Grove Park Intermediate School is aligned to mandates provided by the District, rather than based on the needs of the students and teachers daily instruction

Actions Taken

- Administer surveys to new teachers assessing pedagogy, literacy instruction, and instructional concerns

- Establish a solid mentoring program for veteran teachers to support new teachers with best practices that have been identified by the literacy leadership team

- Ensure on-going support is provided to new teachers by instructional coaches, the student support team specialist, and additional support personnel based on teacher needs

- Provide targeted professional learning with the common core Georgia performance standards based on student and teacher needs

E. School Staff Involved in Needs Assessment

- Principal
- Assistant Principal
- Instructional Coaches
- Student Support Team Specialist
- Parent Liaison
- Special Education Lead Teacher
- Third through Fifth grade classroom teachers
- Media Specialist
- Interrelated Teachers
- Special area teachers (Physical Education, Spanish)

Scientific, Evidence Based Literacy Plan

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

Building Block 1. Engaged Leadership
A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school
Why? 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. A quick perusal of the literature reaps calls for strengthened leadership at every level.   (Building Administrators)Leadership can come from principals and teachers who have a solid understanding of how to teach reading and writing to the full array of students present in schools.   *Academic Literacy Instruction for Adolescents* (Torgesen, et al., 2007):   (State and District Leaders)Because of the variety and complexity of issues that affect current levels of reading proficiency among adolescents, significant improvements will be achieved only through a comprehensive effort involving changes in state- and district-level policies, improved assessments, more efficient school organization, more involved and effective leadership, and extensive professional learning for all leaders and teachers.   (Teacher Leaders) Establish a literacy leadership group with the responsibility to read and discuss both research and research-into-practice articles on this topic in order to acquire local expertise.   (Student Leaders) In the process of asking more higher-level questions, at least two thirds of the [effective] teachers emphasized character interpretation and connections to experience, and they focused on thematic elements and student leadership in discussions more than did the [less effective] teachers. (Citing a study by Taylor, Pearson, Peterson, & Rodriguez, 2003 p. 22.)   **What?** The Administrator schedules protected time for literacy. Time and support for teachers to participate in job-embedded professional learning is provided by Title I Instructional Coaches.   **How?** The Administrator will participate in professional learning in literacy leadership in order to support classroom instruction. Research-based guidelines, strategies and resources for literacy instruction presented in the Georgia Literacy Plan "The Why" document will be studied extensively. Regular literacy observations will be scheduled to monitor the use of literacy strategies, student engagement and learning, and the consistent use of effective instructional practices. The Administrator will demonstrate commitment to literacy instruction by providing professional learning opportunities based on student data and teacher needs.

B. Action: Organize a Literacy Leadership Team
Why? *Academic Literacy Instruction for Adolescents* (Torgesen, et al., 2007): (Teacher Leaders) Establish a literacy leadership group with the responsibility to read and discuss both research and research-into-practice articles on this topic in order to acquire local expertise." "According to Shanklin (2007), administrative support is also needed to ensure that the strategies and suggestions that the literacy coach provided are seen by teachers as imperative. Shanklin (2007, pp. 1-5) outlines six ways in which administrators can support literacy coaches: (1) develop a literacy leadership team and vision which includes the literacy coach; (2) provide assistance in building trust with the faculty; (3) provide assistance in using time, managing projects, and documenting their work; (4) provide access to instructional materials; (5) provide access to professional learning; and (6) provide feedback to the coach." "The International Reading Association (IRA) position statement from 2000 states that the reading specialist has three specific roles in a school: instruction, assessment, and leadership (Moore et al., 1999). The specialized knowledge and skill set of reading specialists are achieved through certification coursework. In the 2006 revised IRA standards, reading specialists need to have a more formalized role in schools, which includes collaborating with peers."   **What?** Grove Park Intermediate does not currently have a literacy leadership team.   **How?** Stakeholders will be identified to become active members of the literacy leadership team. Upon the formation of the leadership team, a shared literacy vision for the school and community will be created, with an alignment to the state literacy plan. The Literacy Leadership Team will have scheduled, protected time to meet and plan consistently. Current practices in all classrooms will be observed and evaluated, utilizing a walkthrough tool such as the Literacy Instruction Checklist to determine strengths in literacy instruction and to identify needs for improvement. An analysis of the observation checklists, student, school, and teacher data will be used to develop a list of prioritized recommendations and goals for improvement with literacy instruction.
C. Action: Maximize the use of time and personnel through scheduling and collaborative planning
Why? "The need for extended time for literacy has been recognized in numerous sources including *Reading Next, Writing to Read,* ASCD, Center on Instruction, National Association of State Boards of Education (NASCB), Kappan Magazine as well almost all other state literacy plans. Citing a study done in 1990 titled, "What's all the Fuss about Instructional Time?" by D. C. Berliner, the authors of a report to the NASCB stated, "Providing extended time for reading with feedback and guidance across the curriculum has been well documented and conforms to the extensive literature on academic learning time." "The Library Media Specialist (LMS) is the classroom teacher's partner in promoting reading and teaching literacy skills. The LMS and classroom teacher should collaborate in order to gear the monthly literacy events/school-wide literacy initiatives to the interests and needs of students and the classroom curriculum…The two can co-teach lessons in which strategies are modeled and jointly monitor students' guided practice. They can give students more individualized attention and integrate strategy lessons into inquiry-based units so that students can practice strategic reading while engaging in authentic learning experiences… Students must find relevance in what they read, and the LMS is committed to helping teachers select the most engaging resources to

teach their curricula."
"Schedule times for meeting for teachers with auxiliary teachers and personnel

Establish a procedure to ensure that those meetings occur and produce the intended alignment

Schedule times for teachers in both outgoing and receiving classrooms and/or schools to meet and discuss shared students

Designate a person(s) on the faculty to provide guidance to new teachers or any teachers needing help with the scheduling or the procedures"
"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."
What? A protected, dedicated 120 minute block is allocated for literacy instruction in grades 3 – 5 for all students. Intentional efforts have been made to identify and eliminate inefficient use of student and faculty time within the schedule.

How? In an effort to ensure time for interventions, there will be a study of flexible scheduling options to include additional time for reading interventions. Literacy instructional time will be balanced by scheduling disciplinary literacy in all content areas. Literacy instruction will be enhanced by providing protected time for collaborative planning teams within and across content areas as part of the school-wide calendar. In addition, available resources will be utilized to assist teachers in identifying opportunities for maximizing use of time in daily schedules.

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

Why? "Adolescents' perceptions of how competent they are as readers and writers, generally speaking, will affect how motivated they are to learn in their subject area classes (e.g., the sciences, social studies, mathematics, and literature). Thus, if academic literacy instruction is to be effective, it must address issues of self-efficacy and engagement. (Alvermann, 2001)"
"In an IES Practice Guide on improving instruction, the following recommendations are presented on how to improve both how teachers organize instruction and help students learn and retain information across disciplines. While these recommendations are not limited to literacy, they offer strategies for teaching that will strengthen instruction in all areas.
1. Space learning over time. Arrange to review key elements of course content after a delay of several weeks to several months after initial presentation of several weeks to several months after initial presentation.
2. Interleave worked example solutions with problem-solving exercises. Have students alternate between reading already worked solutions and trying to solve problems on their own.
3. Combine graphics with verbal descriptions. Combine graphical presentations (e.g., graphs, figures) that illustrate key processes and procedures with verbal descriptions.
4. Connect and integrate abstract and concrete representations of concepts. Connect and integrate abstract representations of a concept with concrete representations of the same concept
5. Use quizzing to promote learning. Use quizzing with active retrieval of information at all phases of the learning process to exploit the ability of retrieval directly to facilitate long-lasting memory traces.
5a. Use pre-questions to introduce a new topic.
5b. Use quizzes to re-expose students to key content. (Pashler *et al*., 2007)".

What? Grove Park Intermediate's faculty and staff do not participate in targeted, sustained professional learning on literacy strategies within content areas, at this time. A walk-through and/or observation form is not used to ensure consistency of effective instructional practices that include disciplinary literacy across content areas.

How? An analysis of the school culture will be made by surveying strengths and needs for improvement. The literacy leadership team will be charged with analyzing multiple forms of student, school, and teacher data to develop a list of prioritized recommendations and goals for improvement. A professional learning plan on literacy strategies and deep content knowledge will be planned to ensure sustained practices. Instruction will be monitored to ensure consistent use of effective instructional practices that include disciplinary literacy and active student engagement across content areas.

E. Action: Optimize literacy instruction across all content areas

Why? "The CCGPS provide guidance as well for writing arguments and informative/explanatory texts and in the content areas…Such writing is not only necessary for the work place but has been shown to significantly support comprehension and *retention of subject matter when used to support content area instruction. (Writing to Read*, 2010)"
"Reading Next states that literacy instruction for adolescents should extend beyond a single language arts period and be integrated in subject area coursework. This extended time for literacy**,** anywhere from two to four hours, should occur in language arts and content-area classes. (Biancorosa & Snow, 2006, p. 20.)"
"Assisting content teachers to embed cognitive and motivational strategies into their instruction also enables them "to support deeper student literacy and understanding in the content-area reading" (Lewis et al., 2007). Professional learning in intervention techniques permits teachers to incorporate strategies that allow students to access texts, to practice communication skills, and to use information. Professional learning centered on cognitive strategies may include paraphrasing, summarizing, synthesizing, predicting, and drawing conclusions. These skills are consistent with focus of the Georgia Performance Standards and the Common Core Georgia Performance Standards."

What? Currently, writing is an integral part of every class, every day. The 120 literacy block has a 45 minute window for writing, as well as response journals being utilized in all content areas.

How? Grove Park Intermediate School will be working diligently to develop a plan of integrating literacy in all subjects as articulated in the common core Georgia performance standards. Teachers will be directed to use a common, systematic procedure for teaching academic vocabulary in all subjects. Professional learning will encompass incorporating literary texts in content areas, use of informational text in language arts, writing in all content areas, the process of identifying text complexity, and tailored instruction on research projects, text structures, author's perspective and supporting opinions.

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

Why? "The Lexile scores of both texts and students' reading levels provide assistance to teachers and parents in matching content material to students…Lexile information and support

are also provided through the public school library and the public community libraries."

What? Grove Park Intermediate School does not have a community advisory board, or social media being utilized to communicate and promote the goals of literacy throughout the community at large. Academic successes are not publicly celebrated through traditional and online media.

How? Grove Park Intermediate School will create a tangible shared vision of literacy for the school and community. With the assistance of the parent liaison, key members of the community, governmental, civic and business leaders, as well as parents will be identified to serve as members of a community advisory board. In an effort to support sustained literacy instruction, we will establish a mentoring system from within and outside of the school for every student who needs additional support. Social media will become a vessel for communicating and promoting our goals of literacy throughout the entire community, along with traditional public celebrations and online media.

Building Block 2: Continuity of Instruction
A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams (See Leadership Sections I. D., E.)
Why? "Curriculum alignment includes alignment between and among several education variables, including state standards, state-mandated assessments, resources such as textbooks, content of instruction, and instructional strategies. The studies reported in this review provide strong evidence from scientifically based research that aligning the various components can have positive and significant effects. (Squires, 2005, p. 5.)" **What?** Cross-disciplinary teams for literacy instruction, protocols for team meetings, and scheduled time for teams to meet for regular collaboration and examination of student data/work is not evident at this time. **How?** Administration will establish an expectation of shared responsibility for literacy across the curriculum. Accordingly, team meetings will be held to ensure regular collaboration and examinations of student work aligned to established protocols. Lessons will be planned and implemented that address the literacy needs of students. The literacy leadership team will research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction. All teachers will focus on specific, measurable student achievement goals aligned with grade-level expectations.
B. Action: Support teachers in providing literacy instruction across the curriculum
Why? "Georgia advocates strong writing skills beginning in elementary and continuing through high school. All content areas have writing components in their expectations for Georgia students. The implementation of strong writing programs is crucial to a literacy initiative." **What?** Faculty and staff of Grove Park Intermediate School are aware of the concepts and skills students need to meet expectations in common core Georgia performance standards. Writing is currently a required part of every class, every day, as well as an infusion of literacy into all content areas throughout the day. Teachers have access to the school-wide (District's) writing rubric that is aligned with the common core Georgia performance standards which sets clear expectations for student writing. **How?** Grove Park Intermediate would like to ensure the use of research-based strategies and appropriate resources to support student learning aligned to common core Georgia performance standards, specifically those found in "The Why" document of the Georgia Literacy Plan. Professional learning on research-based instructional strategies and the use of rubrics to improve literacy instruction will be provided. In conjunction with this, teachers will study a variety of strategies for incorporating writing in all content areas, as well as identifying and planning direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students are required to learn for each subject area.
C. Action: Collaborate with supporting out-of-school agencies and organizations within the community
Why? "To facilitate relevance, another suggestion made in *Reading Next* was to coordinate assignments and reading with out-of-school organizations and the community to provide students

with a sense of consistency between what they experience in and out of school. (Biancarosa & Snow, 2004, pp. 16 & 22)."

What? Grove Park Intermediate School currently fosters an excellent relationship with schools within its cluster (feeder schools), families, and facilities in the community, such as Dogwood Branch Public Library. Avenues of communication are actively led by the parent liaison with key personnel in out-of-school organizations and governmental agencies that support students and families.

How? A survey of the needs of parents, students, teachers, and counselors will be used to match available resources. The parent liaison will continue to provide support with identifying and contacting learning supports in the community that target student improvement. Grove Park Intermediate will actively seek a partnership with community and faith-based groups to accommodate more students. The literacy leadership team, inclusive of the parent liaison will ensure that all appropriate stakeholders participate in critical planning and decision-making activities. Grove Park Intermediate School will work feverishly to establish a mentoring system from within and outside the school for every student who needs additional support.

Building Block 3. Ongoing formative and summative assessments
A. Action: Establish an infrastructure for ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction
Why? "Effective reading and writing instruction requires both summative and formative assessments. The key to a comprehensive assessment plan is conducive to the timing. According to the Center on Instruction 2009, three crucial timing categorizations exist: • **Beginning of the year**: First, a screening helps determine the level of intervention needed to assist individual students; second, an informal diagnostic assessment helps the educator plan and focus on various interventions. • **Throughout the year**: This process allows the educator to adjust the instruction. Because of new information with each assessment, the educator is able to provide a continual cycle for student improvement. Another benefit is the connection to targeted professional learning regarding the data driven information derived from the assessments. • **End of the year**: The summative assessment component provides the information regarding grade level expectations. In Georgia, the CRCT, the GHSGT, and the EOCT assess the Georgia Performance Standards of certain content areas. (Torgesen & Miller, 2009, p. 16)" "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" **What?** Grove Park Intermediate School currently utilizes the Computer Adaptive Assessment System as a universal screener, as directed by the District. The Instructional coaches created common mid-course assessments for use across classrooms and included a variety of formations (multiple choice, short answer, constructed response, and essay). Assessment and intervention materials are aligned with students' needs and are available to all teachers. **How?** The Administrator of Grove Park Intermediate School will provide consistent expectations across classrooms and with all teachers. The established data team will work collectively to ensure that assessment measures to identify high achieving/advanced, and struggling learners are provided. Likewise, they will evaluate the results of the assessment in order to adjust expectations and instruction in all classrooms. In addition, the data team will develop procedures and expectations for the methods in which all staff will review and analyze assessment results. A collection plan for storing, analyzing, and disseminating assessments results will be provided.

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.

"…the need for a universal screener at all ages and grades. The other salient theme was that there needs to be coordination among those screeners and assessments that would permit the receiving teachers and/or schools to interpret the findings of the earlier grade or level. Teachers need intense professional learning on administering the screeners and then how to both interpret the data and determine the best course of instructional action."

"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)."

"Citing J.R. Jenkins (2003), the following are identified as three criteria that should be found in screening approaches:

- Accurately identifies students at risk or not at risk for reading failure

- Must not be expensive, time-consuming or cumbersome to implement

- Must result in equitable, timely and effective intervention, thus having good outcomes for all students

One less frequently mentioned reason for the use of universal screeners is that they may allow administrators to detect patterns of achievement during the school year to provide additional support to particular teachers or classrooms. (NASDE, 2005)"

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

"There are four essential core skills that research has shown to establish a positive trajectory for literacy acquisition. Those are: phonological awareness, alphabet knowledge, concept of word, and letter-sound correspondence. A screening of these skills is vital for children at this age. However, they must be screened multiple times throughout the year with a valid and reliable instrument in order to track progress or lack of it. Any programmatic decisions need to be delayed until the issues of maturity and familiarity have been lessened. (Pool & Johnson, accessed Jan. 2011) However, teachers may use the results immediately to provide instruction and support where it is indicated."

"In an article for the RTI Network, Lynn Fuchs of Vanderbilt University provides the following as necessary elements of progress monitoring:

- Data collected frequently, often weekly, but at least once a month

- Scores are plotted on a graph with a trend line drawn to show rate of improvement

- Data provided on the rate at which students are progressing toward competence in a skill necessary to grade-level curriculum

- May be used as a supplement to screening to determine the efficacy of an intervention"

What? The instructional levels of all students are screened with the Computer Adaptive Assessment System, the universal screener adopted by the District. This screener is used to determine instructional decisions regarding flexible 4-tier service options for Response to Intervention. Commonly shared mid-course assessments, created by Instructional coaches are administered across classrooms. The technology infrastructure surpasses adequate levels of support provided for the administration and storage of assessments, as well as the dissemination of results.

How? The data team will work collectively to ensure that an assessment measure to identify high achieving/advanced learners is established. They will develop an assessment calendar focused on progress monitoring and designate responsible persons for supporting the implementation of the calendar. As a result, administered assessments will have inputted data according to the established timeline. The data team will work towards a goal of supporting teachers with providing timely, descriptive feedback to students with opportunities to assess their own learning.

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

Why? "Once the pool of at-risk students is identified, more comprehensive assessments of their reading ability should be conducted to inform appropriate intervention placements. A student whose performance on a screening instrument is extremely low may require a different type and/or intensity of intervention than a student whose screening score is close to the cut-score. (Johnson, et al, 2011)."
"In an article titled "Screening for Reading Problems in Grades 4 through 12: An Overview of Select Measures", Johnson, et al, cite evidence that it is commonly thought that the primary obstacles faced by these older strugglers is lack of vocabulary and comprehension skills. However, there is evidence to suggest that they may actually be dealing with issues in decoding and fluency as well as in comprehension. (Johnson, Pool, & Carter, 2011)"

What? Currently, Grove Park Intermediate utilizes Achieve 3000, a technology based program that differentiates learning within content areas, using Lexile levels to match students to text.

How? The Grove Park Intermediate literacy leadership team and data team will work together to develop protocol for ensuring that students identified by screenings will routinely receive diagnostic assessments. These diagnostic assessments will isolate the component skills needed for mastery of literacy standards. Interventions will include diagnostic assessments and multiple-entry points to avoid a quick fix approach.

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

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

What? Summative data is being analyzed through a narrow lens at this time. Instructional

coaches analyze summative data in an effort to determine broad student needs and serve as a baseline for improvement. Consequently, instructional coaches created common mid-course assessments that are being used to measure progress towards standards. In addition, an analysis of this data revealed teachers who need support.

How? The Administrator will oversee providing a date within the school calendar to analyze the previous year's summative data. Teacher meetings will be scheduled and held to review and analyze assessment results. Also, discussions will focus on changes that can be made to improve the instructional program for all students.

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

Why? "Ensure that teachers are able to interpret data from their students former grade or school" "The Georgia Department of Education recommends the formation of a data team at each school. This team should be responsible for analyzing achievement and discipline data from all formative and summative measures in use. This team leads the work of using district and school performance norms to set criteria for expected growth and the identification of scientifically based interventions needed to support the learner. School level participants include the principal, grade level/content area representatives, counselors, and school psychologist."
"Formative assessments are only effective if they are followed by effective instructional responses or appropriate types of feedback." (Torgesen & Miller, 2009, p. 24) The "how to instruct" must be embedded in sound professional learning opportunities and training."
"In the Georgia Literacy Plan, ongoing professional learning expectations center around the marriage of effective instructional strategies based on assessments and the alignment of instruction currently to the Georgia Performance Standards (CCGPS by 2014). The focus is to ensure the following:
  • High quality formative assessment practices that focus on a sound understanding of grade level academic standards. This can help alleviate some 'information' consequences of 'high stakes' test.

  • A good formative assessment program that has 'unpacked' the state standards and identified the specific learning goals they contain can help focus classroom activities on real learning rather than on test preparation. (Abrams, 2007)"
"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.
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"

What? A formal protocol for making decisions to identify instructional needs of students has not been established. Although the data storage and retrieval system is adequate and understood by staff member, it is not used consistently. Procedures and expectations for staff to review,

analyze, and disseminate assessments results have not been conveyed with clarity.

How? A clearly articulated strategy for using data to improve teaching and learning is not formed or followed at this time. The literacy team and data team will work collaboratively to ensure that all teachers understand and use the data storage and retrieval system for accessing student data. Procedures and expectations for staff to review, analyze, and disseminate assessment results will be put in place. The data team will ensure that protocols for team meetings are regularly followed.

Building Block 4. Best Practices in Literacy Instruction

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

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Why? As educators plan instruction, they must consider the range of standards available at each age and grade level. Subsequent to the curriculum, however, is the consideration of the unique needs, skills, and interests of individual students. 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. In order to help students become more proficient at comprehension, teachers should model the seven habits of good readers in the classroom. Read-Aloud/Think-Aloud (RATA) is one of several effective strategies for modeling strategies for students. The RATA strategy slows the reading process and helps students learn to think when they read. RATA allows the teacher to model the thought processes and strategies involved when reading. Students are able to hear and see what proficient readers do, especially as they access and make sense of content-specific text.

In an IES Practice Guide on improving instruction, the following recommendations are presented on how to improve both how teachers organize instruction and help students learn and retain information across disciplines. While these recommendations are not limited to literacy, they offer strategies for teaching that will strengthen instruction in all areas.

1. Space learning over time. Arrange to review key elements of course content after a delay of several weeks to several months after initial presentation of several weeks to several months after initial presentation.

2. Interleave worked example solutions with problem-solving exercises. Have students alternate between reading already worked solutions and trying to solve problems on their own.

3. Combine graphics with verbal descriptions. Combine graphical presentations (e.g., graphs, figures) that illustrate key processes and procedures with verbal descriptions.

4. Connect and integrate abstract and concrete representations of concepts. Connect and integrate abstract representations of a concept with concrete representations of the same concept

5. Use quizzing to promote learning. Use quizzing with active retrieval of information at all phases of the learning process to exploit the ability of retrieval directly to facilitate long-lasting memory traces.

5a. Use pre-questions to introduce a new topic.

5b. Use quizzes to re-expose students to key content. (Pashler *et al*., 2007)

What? Grove Park Intermediate does not have a core program for reading; however, teachers utilize textbooks to guide all their daily instruction. Daily literacy blocks are exclusive to whole group instruction.

How? Grove Park Intermediate School would like to adopt a core program that provides continuity based on a carefully articulated score and sequence of skills that is integrated into a rich curriculum of literary and informational texts. The literacy leadership team, data team, and teachers will examine student data regularly to identify areas of instruction with the greatest needs. Likewise, the literacy leadership team will conduct classroom observations using an assessment tool to gauge current practices in literacy instruction. Daily literacy blocks will incorporate whole group and small group instruction for differentiation. Explicit instruction will be provided in word identification, vocabulary, and comprehension. Staff members will have the

opportunity to participate in professional learning regarding using data to inform instructional decisions, selecting appropriate text, modeling strategies, independent practice feedback, and differentiating instruction.

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

Why? The Common Core Georgia Performance Standards (CCGPS) require that students become proficient in three types of texts, argument, informative/explanatory, and narrative, beginning as early as kindergarten. According to National Council of Teachers of English (NCTE), writing becomes a critical need for workers: Technological advances, changing workplace demands, and cultural shifts make writing more important than ever, especially because the way we write often predicts academic and/or job success, creates opportunities, maintains relationships, and enhances critical thinking. (NCTE, 2008, p.1).   Because students enter the classroom with such diverse needs, one single approach is no longer effective (NCTE, 2008, p. 1). According to NCTE, "Instructional practices, writing genres, and assessments should be *holistic, authentic,* and *varied,"* (NCTE, 2008, p. 2) The following are effective instructional and assessment strategies for writing:

1. Require all students--especially those less experienced--to write extensively so that they can be comfortable writing extended prose in elementary school and writing essays in high school (minimum five pages) and college (ten pages). Create writing assignments that ask students to interpret and analyze a variety of texts and to write in various genres.

2. Employ functional approaches to teaching and applying rules of grammar so that students understand how language works in a variety of contexts.

3. Foster collaborative writing processes.

4. Include the writing formats of new media as an integral component of writing.

5. Use formative assessment strategies that provide students with feedback while developing drafts.

6. Employ multiple assessment measures, including portfolios, to access students' development as writers. (NCTE, 2008, p. 5)

What? Teachers currently have a plan for instruction in writing that is consistent with common core Georgia performance standards, created by the instructional coaches.

How? Teachers' current plan for instruction in writing will be revisited to ensure a vertical and horizontal articulation of expectations for the standards. A coordinated plan will be developed for writing instruction across all subject areas inclusive of explicit instruction, guided practice, and independent practice. Teachers will participate in professional learning on best practices in writing instruction in all content areas. Teachers will be expected to provide instruction in every class at least one day a week on developing an argument citing relevant and reliable textual evidence, writing coherent informational or explanatory text, and writing narratives to develop real or imaginary experiences across all content areas.

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

Why? One of the most salient issues raised in *Reading Next* is that of motivation. Though it is listed as one of nine recommendations for improving instruction for adolescents, the Georgia Literacy Team has taken the stance that this is an area that requires unique focus. Two

recommendations are contained in that document. The first is to 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. A second is to 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)

In the 2008 Center on Instruction Practice Brief titled *Effective Instruction for Adolescent Struggling Readers*, the recommendations are derived from a summary of the research by Guthrie and Humenick on improving students' motivation to read. Those recommendations are:

1) providing content goals for reading: 2) supporting student autonomy, 3) providing interesting texts, and 4) increasing social interactions among students related to reading. (Boardman *et al.*, 2008)

In a frequently cited position paper for the National Reading Conference, Alvermann anticipates many of these later findings while adding several of her own. She lists the following findings regarding ways to maintain adolescents' interests during reading instruction:

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

b. Adolescents respond to the literacy demands of their subject area classes when they have appropriate background knowledge and strategies for reading a variety of texts. Effective instruction develops students' abilities to comprehend, discuss, study, and write about multiple forms of text (print, visual, and oral) by taking into account what they are capable of doing as everyday users of language and literacy.

c. Adolescents who struggle to read in subject area classrooms deserve instruction that is developmentally, culturally, and linguistically responsive to their needs. To be effective, such instruction must be embedded in the regular curriculum and address differences in their abilities to read, write, and communicate orally as strengths, not as deficits.

d. Adolescents' evolving expertise in navigating routine school literacy tasks suggests the need to involve them in higher level thinking about what they read and write than is currently possible within a transmission model of teaching, with its emphasis on skill and drill, teacher-centered instruction, and passive learning. Effective alternatives to this model include participatory approaches that actively engage students in their own learning (individually and in small groups) and that treat texts as tools for learning rather than as repositories of information to be memorized (and then all too quickly forgotten).

e. Adolescents' interests in the Internet, hypermedia, and various interactive communication technologies (e.g., chat rooms where people can take on various identities unbeknown to others) suggest the need to teach youth to read with a critical eye toward how writers, illustrators, and the like represent people and their ideas—in short, how individuals who create texts make those texts work. At the same time, it suggests teaching adolescents that all texts, including their textbooks, routinely promote or silence particular views. (Alvermann, 2001):

What? Students are provided opportunities to self-select reading material through the Accelerated Reader program. Teachers are taking steps to provide students with an

understanding of the relevance of academic assignments by referencing the Lexile level charts for On Track for College and Career through Achieve 3000. Achieve 3000 allows teachers and students to access texts that the students consider engaging.

How? Grove Park Intermediate will make a concerted effort to leverage the creative use of technology within the learning process to promote engagement and relevance with students. In addition, teachers will increase opportunities for collaborating with peers in the learning process.

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? "The Georgia Department of Education recommends the formation of a data team at each school. This team should be responsible for analyzing achievement and discipline data from all formative and summative measures in use. This team leads the work of using district and school performance norms to set criteria for expected growth and the identification of scientifically based interventions needed to support the learner. School level participants include the principal, grade level/content area representatives, counselors, and school psychologist."

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

"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."

What? Grove Park Intermediate does not have a developed school-based data team. As a result, the percentage of students currently served in each tier is not determined regularly to decide efficacy of instruction in each tier. Interventions are beginning to be monitored; however, they are not monitored frequently to ensure that they occur regularly and with fidelity. The results of formative assessments are not analyzed frequently to ensure students are progressing or an adjustment of instruction to match student needs.

How? The literacy leadership team, inclusive of the data team will determine the percentage of students currently being served in each tier at each grade level. They will develop protocols for identifying students and matching them to the appropriate intervention. Interventions will be monitored frequently to ensure that they occur regularly and with fidelity. Also, the results of formative assessments will be analyzed frequently to ensure that students are progressing or instruction is being adjusted to match their needs.

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.

"Adolescents who struggle to read in subject area classrooms deserve instruction that is developmentally, culturally, and linguistically responsive to their needs. To be effective, such instruction must be embedded in the regular curriculum and address differences in their abilities to read, write, and communicate orally as strengths, not as deficits…Adolescents' evolving expertise in navigating routine school literacy tasks suggests the need to involve them in higher level thinking about what they read and write than is currently possible within a transmission model of teaching, with its emphasis on skill and drill, teacher-centered instruction, and passive learning. Effective alternatives to this model include participatory approaches that actively engage students in their own learning (individually and in small groups) and that treat texts as tools for learning rather than as repositories of information to be memorized (and then all too quickly forgotten). (Alvermann, 2001)".

"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"

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

"Tier 1 represents effective, strategic, and expert instruction that is available in all classrooms. The use of effective questioning skills is critical in responding to student performance. Bloom's Taxonomy can be a guide to the types of questions asked by teachers for student feedback."

Standards-based classroom learning describes effective instruction that should be happening in all classrooms for all students.

- As Georgia moves towards full implementation of the Common Core Georgia Performance Standards (CCGPS), the standards are the foundation for the learning that occurs in each classroom for all students.
- Standards-based learning environments which are implemented with fidelity are necessary to ensure all students have access to quality instruction. This fidelity of implementation ensures that 80-100% of students are successful in the general education classroom.

- Instruction and learning which focus on the GPS and include differentiated, evidence-based instruction based on the student's needs are paramount.

- 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.
- Schools should identify common formative assessments and a common protocol for analyzing and recording student progress.
- Teachers utilize common formative assessment results and analysis of student work to guide and adjust instruction

- Data from formative assessments should guide immediate decision making on instructional next steps.
- Tier 1 represents effective, strategic, and expert instruction that is available in all classrooms. The use of effective questioning skills is critical in responding to student performance. Bloom's Taxonomy can be a guide to the types of questions asked by teachers for student feedback.
- Focused attention to content knowledge of teachers is required to support appropriate teacher questioning and feedback skills.
- Rigorous instruction based on the CCGPS is required. Vertical (across grade level) instructional conversations encourage teachers as they seek to support struggling readers and to challenge all students to demonstrate depth of understanding. Instruction should include such cognitive processes as explanation, interpretation, and application, analysis of perspectives, empathy, and self-knowledge. Alignment of instruction and assessment based on the National Assessment of Educational Progress (NAEP) and the CCGPS will ensure student access to an appropriate and rigorous instructional program

What? An analysis of student performance in Tier I instruction is not monitored and adjusted based on student performance with a success rate of less than 80% for the majority of the student population (specific grade level).

How? The Administrator will ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction. Also, ensuring that communication between the teachers and administrators is ongoing and effective. The literacy leadership team and data team will spearhead the use of data from the universal screener (computer adaptive assessment system) to identify general weaknesses in instruction in Tier I, as well as struggling students. In the event less than 80% of students are successful in mastering standards, the literacy leadership team, data teams, and teachers will examine student data to determine instructional areas of greatest need, utilize checklists to analyze current instructional practices, and participate in professional learning (instructional strategies, RtI, team teaching, and understanding assessment data).

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.

"More specifically, the CIERA researchers, Taylor, et al., found that the most effective elementary schools provided an average of 60 minutes a day of small, ability-grouped instruction. That was instruction that provided differentiation at the students' achievement level and therefore presumes additional time for grade-level instruction as well."

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

"Interventions may include supplemental materials that embed literacy skills in all content areas."
"Movement between Tier 1 and Tier 2 is fluid and flexible. Adequate time should be given for the Tier 1 instructional program to be implemented before determining Tier 2 support is needed."

What? Tier 2 needs-based interventions are provided for targeted students by the classroom teacher. Interventionists (classroom teacher) does not participate in professional learning for diagnosing reading difficulties, using explicit instructional strategies, charting data, graphing progress, or differentiating instruction. Currently, there is no assurance of the effectiveness of interventions.

How? The Administrator, in collaboration with the literacy leadership team, will plan and provide professional learning for interventionists on using appropriate supplemental and intervention materials, using direct, explicit instructional strategies to address instructional needs, and differentiating instruction. Establish specific times for collaborative discussions and planning between content areas Tier I teachers and interventionist, as noted in the school calendar. The effectiveness of interventions will be guaranteed by providing sufficient blocks of time in the daily schedule for intervention, adequate space in places conducive to learning, and providing competent, well-trained teachers and interventionists.

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.

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

What? Grove Park Intermediate School presently does not have an established data team.

How? The established data team will meet to discuss students in Tier 3 who fail to respond to interventions. The student support team (SST) will meet at least once a month to discuss student progress based on daily interventions that include a minimum of four data points.
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. "Scientifically proven research-based and evidence-based interventions are specialized strategies for individual students or groups of students with varying types of academic and behavioral problems. Implementation of these strategies has become imperative as schools strive to comply with the imperatives of the No Child Left Behind Act (NCLB) of 2001 and Individuals with Disabilities Education Act (IDEA) (Brown-Chidsey & Steege, 2005)." "Effective adolescent instruction and intervention practices include explicit vocabulary instruction, implementation of strategies that develop independent vocabulary learners, opportunities for extended discussion of text meaning and interpretation, students' motivation and engagement in literacy learning, and intensive individualized interventions for struggling readers. Thus, highly qualified specialists are recommended for struggling readers (Kamil et al., 2008)." "With three effective tiers in place prior to specialized services, more struggling students will be successful and will not require this degree of intervention. Tier 4 does not represent a location for services but indicates a layer of interventions that may be provided in the general education class or in a separate setting." **What?** Grove Park Intermediate School's schedules are developed to ensure least restrictive environment. Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of common core Georgia performance standards. **How?** The Administrator will ensure that the most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs. Special education and gifted case managers meet, plan, and discuss students' progress regularly with general education teachers.

Building Block 6. Improved Instruction through Professional Learning
A. Action: Ensure that pre-service education prepares new teachers for all the challenges of the classroom
Why? "The NABSE study group, who was responsible for the report *Reading at Risk: The State Response to the Crisis in Adolescent Literacy* (2006), stresses the importance of teaching literacy skills within the context of core academic content. This requires the revision of how teacher training is currently done at the college/university level. Content literacy strategies and reading instructional best practices need to be the focus in pre-service courses."   "According to *The Report of the Committee to Improve Reading and Writing in Middle and High Schools* (SREB, 2009), "states need to ensure that teacher-preparation programs in colleges and universities help all *aspiring* middle grades and high school teachers and school leaders learn how to embed reading instruction into classrooms" (p.18)."   "The reading training should align to the subject in which the teacher will be certified. All professional learning should focus on effective instructional strategies and best practices for literacy."   **What?** School leadership has not met with representatives from the Professional Standards Commission to enlist support for pre-service teachers receiving coursework in disciplinary literacy within content areas. In addition, it is unclear if teacher preparation is revised to reflect needs that districts report with new teachers.   **How?** Pre-service teachers will receive coursework in disciplinary literacy within content areas.
B. Action: Provide professional learning for in-service personnel
Why? "Effective professional learning is linked to higher student achievement. In a policy brief on reform in adolescent literacy, the authors cite Greenwald, Hedges & Lane, 1996, (NCTE Policy Brief, *Adolescent Literacy Reform,* 2006, p. 7) stated: Teachers possess the greatest capacity to positively affect student achievement, and a growing body of research shows that the professional development of teachers holds the greatest potential to improve adolescent literacy achievement. In fact, research indicates that for every $500 directed toward various school improvement initiatives, those funds directed toward professional development resulted in the greatest student gains on standardized achievement tests (Greenwald et al., 1996)."   "Teachers need to be provided professional learning in interpretation of the assessment data that they receive from their students' former grade and/or school."   - 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   "According to Regional Educational Laboratory Southeast (REL), "interventions designed to provide support to teachers can have impacts at two levels: teacher practices and student outcomes" (Lewis et al., 2007). Thus, professional learning in intervention strategies must be

aligned with the needs of the students and the goals of the school's leadership team."

What? Instructional coaches provide site-based support for administrators, faculty and staff where possible. Teachers have been provided targeted professional learning on the common core Georgia performance standards based on teacher needs. They are encouraged to share information learned at professional learning sessions.

How? The Administrator will schedule and protect time during the school day for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice. The literacy leadership team will use teacher data, as well as student data to target professional learning needs. The Administrator, instructional coaches, and support personnel will use checklists tied to professional learning when conducting classroom observations or walkthroughs to ensure clear expectations and to provide specific feedback to teachers on student learning.

Analysis and Identification of Student and Teacher Data

A. Student Achievement Data

CRCT Reading Results

2012 READING

SCHOOL	ALL & EDS		
	Meets & Exceeds	# of Students	% M&E
3rd Grove Park	49	71	69%
4th Grove Park	45	59	76%
5th Grove Park	43	63	68%

2013 READING

3rd Grove Park	86	128	67%
4th Grove Park	89	117	76%
5th Grove Park	95	118	81%

2014 READING

3rd Grove Park	72	104	69%
4th Grove Park	76	99	77%
5th Grove Park	86	108	80%

CRCT Language Arts Results

2012 Language Arts

SCHOOL	ALL & EDS		
	Meets & Exceeds	# of Students	% M&E
3rd Grove Park	43	71	61%
4th Grove Park	48	59	81%
5th Grove Park	48	63	76%

2013 Language Arts

3rd Grove Park	81	128	63%
4th Grove Park	86	117	74%
5th Grove Park	100	118	85%

2014 Language Arts

3rd Grove Park	67	104	64%
4th Grove Park	65	99	66%
5th Grove Park	74	108	69%

CRCT Mathematics Results

2012 MATHEMATICS

SCHOOL	ALL & EDS		
	Meets & Exceeds	# of Students	% M&E
3rd Grove Park	45	72	63%
4th Grove Park	44	59	75%
5th Grove Park	38	62	61%

2013 MATHEMATICS

3rd Grove Park	69	128	54%
4th Grove Park	71	117	61%
5th Grove Park	85	115	74%

2014 MATHEMATICS

3rd Grove Park	52	104	50%
4th Grove Park	42	99	42%
5th Grove Park	57	108	53%

CRCT Science Results

2012 SCIENCE

SCHOOL	ALL & EDS		
	Meets & Exceeds	# of Students	% M&E
3rd Grove Park	33	75	44%
4th Grove Park	27	61	44%
5th Grove Park	32	67	48%

2013 SCIENCE

3rd Grove Park	56	130	43%
4th Grove Park	57	120	48%
5th Grove Park	53	119	45%

2014 SCIENCE

3rd Grove Park	48	105	46%
4th Grove Park	34	99	34%
5th Grove Park	37	112	33%

CRCT Social Studies Results

2012 Social Studies

SCHOOL	ALL & EDS		
	Meets & Exceeds	# of Students	% M&E
3rd Grove Park	28	75	37%
4th Grove Park	28	61	46%
5th Grove Park	24	67	36%

2013 Social Studies

3rd Grove Park	64	130	49%
4th Grove Park	56	121	46%
5th Grove Park	51	119	43%

2014 Social Studies

3rd Grove Park	59	105	56%
4th Grove Park	32	98	33%
5th Grove Park	35	112	31%

   The triage data for Grove Park Intermediate's 2012 – 2014 CRCT data reveals that students in third through fifth grade perform 61% or greater in Reading and Language Arts during the three year span. In addition, students in third through fifth grade performed 50% or greater over the three year span in mathematics. Consequently, the areas of social studies and science fall below the 50th percentile for grades three through five at Grove Park Intermediate School.

B. Disaggregation into Subgroups

CRCT Reading Results

2012 READING

SCHOOL	ALL & EDS			SWD			BLACK			HISPANIC			WHITE		
	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E
3rd Grove Park	49	71	69%	1	2	50%	48	70	69%	1	1	100%	2	2	100%
4th Grove Park	45	59	76%	4	5	80%	45	59	76%	0	0	N/A	0	0	N/A
5th Grove Park	43	63	68%	3	10	30%	43	63	68%	0	0	N/A	1	1	100%

2013 READING

3rd Grove Park	86	128	67%	2	5	40%	84	126	67%	3	4	75%	1	2	50%
4th Grove Park	89	117	76%	7	10	70%	87	114	76%	2	3	67%	2	3	67%
5th Grove Park	95	118	81%	6	11	55%	95	118	81%	0	1	0%	0	0	N/A

2014 READING

3rd Grove Park	72	104	69%	3	4	75%	68	99	69%	4	4	100%	1	2	50%
4th Grove Park	76	99	77%	1	2	50%	72	95	76%	5	5	100%	2	3	67%
5th Grove Park	86	108	80%	7	8	88%	84	106	79%	4	4	100%	2	2	100%

Atlanta Public Schools: *Grove Park Intermediate*

CRCT Language Arts Results

2012 Language Arts

SCHOOL	ALL & EDS			SWD			BLACK			HISPANIC			WHITE		
	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E
3rd Grove Park	43	71	61%	0	2	0%	42	70	60%	1	1	100%	2	2	100%
4th Grove Park	48	59	81%	4	5	80%	48	59	81%	0	0	N/A	0	0	N/A
5th Grove Park	48	63	76%	4	10	40%	48	63	76%	0	0	N/A	1	1	100%

2013 Language Arts

SCHOOL	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E
3rd Grove Park	81	128	63%	2	5	40%	79	126	63%	4	4	100%	1	2	50%
4th Grove Park	86	117	74%	6	10	60%	84	114	74%	2	3	67%	2	3	67%
5th Grove Park	100	118	85%	6	11	55%	100	118	85%	1	1	100%	0	0	N/A

2014 Language Arts

SCHOOL	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E
3rd Grove Park	67	104	64%	1	4	25%	64	99	65%	3	4	75%	2	2	100%
4th Grove Park	65	99	66%	1	2	50%	62	95	65%	4	5	80%	1	3	33%
5th Grove Park	74	108	69%	5	8	63%	73	106	69%	3	4	75%	1	2	50%

CRCT Mathematics Results

2012 MATHEMATICS

SCHOOL	ALL & EDS			SWD			BLACK			HISPANIC			WHITE		
	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E
3rd Grove Park	45	72	63%	1	3	33%	44	71	62%	1	1	100%	2	2	100%
4th Grove Park	44	59	75%	2	5	40%	44	59	75%	0	0	N/A	0	0	N/A
5th Grove Park	38	62	61%	2	9	22%	38	62	61%	0	0	N/A	1	1	100%

2013 MATHEMATICS

SCHOOL	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E
3rd Grove Park	69	128	54%	2	5	40%	67	126	53%	4	4	100%	1	2	50%
4th Grove Park	71	117	61%	2	10	20%	70	114	61%	1	3	33%	1	3	33%
5th Grove Park	85	115	74%	2	8	25%	85	115	74%	1	1	100%	0	0	N/A

2014 MATHEMATICS

SCHOOL	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E
3rd Grove Park	52	104	50%	1	4	25%	48	99	48%	4	4	100%	2	2	100%
4th Grove Park	42	99	42%	0	2	0%	39	95	41%	3	5	60%	1	3	33%
5th Grove Park	57	108	53%	3	8	38%	56	106	53%	2	4	50%	1	2	50%

CRCT Science Results

2012 SCIENCE

SCHOOL	ALL & EDS			SWD			BLACK			HISPANIC			WHITE		
	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E
3rd Grove Park	33	75	44%	1	6	17%	32	74	43%	1	1	100%	2	2	100%
4th Grove Park	27	61	44%	2	7	29%	27	61	44%	0	0	N/A	0	0	N/A
5th Grove Park	32	67	48%	2	14	14%	32	67	48%	0	0	N/A	1	1	100%

2013 SCIENCE

SCHOOL	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E
3rd Grove Park	56	130	43%	2	6	33%	54	128	42%	3	4	75%	1	2	50%
4th Grove Park	57	120	48%	3	14	21%	56	117	48%	1	3	33%	1	3	33%
5th Grove Park	53	119	45%	2	11	18%	53	119	45%	0	1	0%	0	0	N/A

2014 SCIENCE

SCHOOL	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E
3rd Grove Park	48	105	46%	1	5	20%	44	100	44%	4	4	100%	2	2	100%
4th Grove Park	34	99	34%	0	5	0%	31	95	33%	3	5	60%	1	3	33%
5th Grove Park	37	112	33%	3	12	25%	36	110	33%	2	4	50%	1	2	50%

CRCT Social Studies Results

2012 Social Studies

SCHOOL	ALL & EDS			SWD			BLACK			HISPANIC			WHITE		
	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E
3rd Grove Park	28	75	37%	1	6	17%	27	74	36%	1	1	100%	1	2	50%
4th Grove Park	28	61	46%	1	7	14%	28	61	46%	0	0	N/A	0	0	N/A
5th Grove Park	24	67	36%	1	14	7%	24	67	36%	0	0	N/A	1	1	100%

2013 Social Studies

SCHOOL	ALL & EDS			SWD			BLACK			HISPANIC			WHITE		
3rd Grove Park	64	130	49%	2	6	33%	63	128	49%	3	4	75%	1	2	50%
4th Grove Park	56	121	46%	3	14	21%	55	118	47%	1	3	33%	1	3	33%
5th Grove Park	51	119	43%	1	11	9%	51	119	43%	0	1	0%	0	0	N/A

2014 Social Studies

SCHOOL	ALL & EDS			SWD			BLACK			HISPANIC			WHITE		
3rd Grove Park	59	105	56%	1	5	20%	55	100	55%	4	4	100%	2	2	100%
4th Grove Park	32	98	33%	1	5	20%	29	94	31%	3	5	60%	1	3	33%
5th Grove Park	35	112	31%	2	12	17%	34	110	31%	2	4	50%	1	2	50%

The largest subgroup for Grove Park Intermediate School is the black subgroup. Students within this subgroup appear to be the most efficient in language arts. Social studies and science are consistently the lowest performing area for the black, students with disabilities, Hispanic, and white subgroups. Students in the Hispanic subgroup are proficient in all content areas in third through fifth grade. The SWD fifth grade subgroup historically over the past three years performed below the 20th percentile in social studies.

C. Identifies Strengths and Weaknesses Based on Prescribed Assessments

Strengths	Weaknesses
• Fifth grade students increased to 80% in meets and exceeds in 2014, from 68% in 2012	• Third and fourth grade students demonstrated no growth from 2012-2014; percentages of meets and exceeds remained marginally the same
• Overall, fifth grade students are the highest performing grade band in language arts for 2012 – 2014 with the CRCT	• Third grade students are the lowest performing grade band in language arts for 2012 – 2014
• The third grade Hispanic population of Grove Park Intermediate performed with 100% in meets/exceeds from four of five content areas with the 2014 CRCT administration	• Overall, third through fifth grade bands perform below 50% in meets and exceeds in both science and social studies

D. Data for All Teachers including CTAE, Special Education, and Media
The data included throughout this section includes all teachers at Grove Park Intermediate School.

E. **Teacher Retention Data**
    Grove Park Intermediate has retained a large percentage of teachers. For the 2014 – 2015 school year, 86% of the Grove Park Intermediate teaching staff was retained. There are currently two new teachers to Grove Park Intermediate, of the fourteen teachers delivering daily instruction.

F. **Develops Goals and Objectives based on Formative and Summative Assessments**
    The administrative team for Grove Park Intermediate School did not engage in a formal process for setting goals for the 2014 – 2015 school year based on formative and summative data. However, based on teacher feedback, declining scores in mathematics and District expectations, a collection of goals and objectives evolved with the administrative team. Primarily, attention was placed on reading and mathematics. The expectation for students to make marginal growth with Lexile levels in reading, and mastery with mathematical standards became the leading target.   In addition, with the newly formed position of student support specialist, attention was placed on Tier I and Tier II interventions for RtI.

G. **Additional District-Prescribed Data**
    Grove Park Intermediate School utilizes local school Unit assessments. The assessments were created by the instructional coaches in an effort to support teachers' instruction. These assessments are administered as pre and posttests to drive instruction. In addition, teachers use the Aims Web probes and easyCBM for progress monitoring. This data is collected weekly, bi-weekly, and monthly. Teachers present this data to the student support specialist during their scheduled meetings.

H. **Teacher Participation in Professional Learning Communities**
    Professional learning communities are spearheaded by the instructional coaches. The instructional coaches actively participate in District trainings and redeliver to teachers during grade level and/or faculty meetings. These professional learning sessions are based on District mandates and expectations. In addition, the instructional coaches host meetings prior to the introduction of new material and standards on each grade level within the semester. During the 2014 – 2015 school year, Grove Park Intermediate School teachers are participating in a supplemental program called Achieve 3000, which supports students' individual reading levels. The program provides on-going professional development for the teachers. Professional learning communities are held in the Principal's conference room, to give the Principal opportunities to interject or take part in the sessions as needed. Grove Park Intermediate teachers are not highly data-driven. As a result, the data discussions held following pre and post assessments is often led by the instructional coaches.

Project Plan-Procedures, Goals, Objectives and Support

A.   Project Goals and Objectives

A. Project Goals	B. Project Objectives
Goal 1: Build literacy leadership by creating a shared vision for literacy. (GLP-The What-1B)	1.1: Establish school literacy leadership team made up of administrators and literacy specialists. 1.2: Enlist members of community universities, organizations, and agencies to collaborate to support literacy within the community.
Goal 2: Foster collaborative teams that ensure a consistent literacy focus across the curriculum (GLP-The What-2A)	2.1: Develop protocols for team meetings 2.2: Utilize components of the professional learning community model 2.3: Communicate and share measureable student achievement goals aligned with grade-level expectations in all subjects
Goal 3: Ongoing formative and summative assessments used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction (GLP-The What 3B)	3.1: Screen and progress monitor the instructional level of all students with evidence-based tools 3.2: Create a formative assessment calendar based on local and state guidelines, including times for administration and persons responsible 3.3: Ensure the use of shared mid-course assessments across classrooms to identify classrooms needing support 3.4: Based on assessments, identify high achieving/advanced learners who would benefit from enrichment or advanced coursework
Goal 4: Effective writing instruction across the curriculum (GLP-The What 4B)	4.1: Literacy leadership team develop a writing plan consistent with CCGPS and articulate it vertically and horizontally 4.2: Provide explicit, guided, and independent practice with writing instruction across all subject areas 4.3: Teachers participate in professional learning on best practices in writing instruction in all content areas 4.4: Use technology for production, publishing, and communication across the curriculum
Goal 5: Needs-based interventions are provided for targeted students in Tier 2 (GLP-The What 5C)	5.1: Identify interventionists to support Tier 2 instruction 5.2: Interventionists participate in professional learning 5.3 Provide sufficient blocks of time in the daily schedule for intervention

| Goal 6: Ongoing professional learning in all aspects of literacy instruction, including disciplinary literacy in the content areas (GLP-The What-6B) | 6.1: Protected time available for teachers to plan collaboratively, analyze data, share expertise, study standards, plan lessons, examine student work, and reflect on practice 6.2: Teachers participate in professional learning with CCGPS based on student needs revealed through data, surveys, interest inventories, and teacher observations 6.3: Conduct classroom observations or walkthroughs using assessment tools tied to professional learning |

B.   Performance Targets

 By implementing the goals and objectives above it is the expectation that the student achievement and/or teacher performance targets below will be met:

Performance Measures	Performance Targets				
	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
GA Milestone: Reading All students	4% growth	6% growth	8% growth	10% growth	>10% growth
GA Milestone: Reading SWD subgroup	4% growth	6% growth	8% growth	10% growth	>10% growth
First Semester District Reading Benchmark	4% growth	6% growth	8% growth	10% growth	>10% growth
Second Semester District Reading Benchmark	4% growth	6% growth	8% growth	10% growth	>10% growth

C. Alignment of Goals, Objectives and Assessments

Formative/Summative Measures	Associated Goals
Dibels Next	2, 3, 4
Computer Adaptive Assessment	2, 3, 4
Star Literacy	2, 3, 4
Fountas and Pinnell	2, 3, 4
Georgia Online Assessment	2, 3
Scholastic Reading Inventory	2, 3, 4
Teacher Evaluation (TKES)	1, 2, 3, 4, 5
Georgia Survey of Literacy Instruction	1, 2, 3, 4, 5

D. 120 Minutes of Tiered Literacy Instruction

READING (90 minutes)
READ ALOUD *(5 minutes)*   • *Teacher reads a variety of texts aloud to students modeling skills and strategies efficient readers use and what fluent, expressive reading sounds like.*   *FREQUENCY- Daily / STRUCTURE – Whole class or small group*
SHARED READING/MINI LESSON *(15 minutes)*   • *Teacher selects a strategy, skill or element to introduce and reinforce.*   • *Teacher selects a delivery method (direct, indirect, inquiry, etc.) for instruction with students.*   • *Teacher expects or requires practice of the strategy, skill, or element during the guided and independent work portions of the lesson.*   *FREQUENCY- Daily / STRUCTURE – Whole class or small group*
GUIDED READING/STRATEGY GROUPS *(60 minutes)*   • *Teacher provides support for small, flexible groups of readers.*   • *Readers are grouped according to their reading level and their specific needs relating to skills and strategies.*   • *Teachers work with students at their instructional level to guide them in using the text to generate meaning.*   • *Teacher helps students learn using reading strategies as they read a text or book that is unfamiliar to them.*   • *Students have the opportunity to develop reading strategies, and reading for meaning.*   **INDEPENDENT READING**   • *Students work individually or with a partner to read and discuss text (self-selected or teacher recommended).*   • *Students apply and practice the skills and strategies learned in the whole group and guided reading lesson.*   • *Students learn to independently select books and respond on book logs and response journals.*   *FREQUENCY- Daily / STRUCTURE- Small group, partner, or individual conferencing*
SHARING *(10 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 (30 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*   **Day 2 - Shared Writing (Whole class)**   • *Teacher and students work together interactively to compose texts with the teacher serving as a scribe.*   • *Topic, audience, purpose, word choice, genre, content, and format are selected in a negotiated process between teacher and students.*   **Day 3 - Guided Writing/Independent Writing (*Small group or partner*)**   • *Teacher provides differentiated small group instruction as students rotate through guided writing and independent writing groups.*   • *Teacher provides explicit instruction and continuous feedback during all stages of the writing process as needed to individual students or small groups of small students.*   **Day 4 - Guided Writing/Independent Writing (*Small group, partner, or individual conferencing*)**   • *Teacher provides explicit instruction and continuous feedback during all stages of the writing process as needed to individual students or small groups of small students.*   • *Students write about self-selected topics as they compose, revise, and edit their own texts.*   • *Students talk about their writing in a conference with the teacher and/or peer.*   **Day 5 – Independent Writing/ Sharing (*Small group, partner, or individual conferencing*)**   • *Students talk about their writing in a conference with the teacher and/or peer.*   • *Students share writing (or at least their attempts) as evidence of their attempt to use new writing skills and strategies.*

Tier	Literacy Interventions That Occur Within Each Tier
I	differentiated and whole groups, standard-based instruction including weekly spelling practice, sight words review, phonics skill-building centers, fluency practice, daily oral language, reading comprehension strategy implementation, and building writing ability through open-ended response practice
II	small group differentiated instruction includes phonics- decoding & blending strategies, fluency practice, using graphic organizer to develop reading comprehension, using sentence frames to guide writing development
III	One-on-one instruction, which include phonics- decoding & blending strategies, fluency practice, using graphic organizer to develop reading comprehension, using sentence frames to guide writing development
IV	Specialized instruction according to deficits and goals. There are frequently monitored and are adjusted based on student progresses. Typically in small group settings to remediate the goal appropriately.

E.   RTI Model

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

F.   Inclusion of Teachers and Students
All teachers and students are included in the activities of this application

G. Current RTI Practices
- Computer Adaptive Assessment System (Universal screener)
- Aims Web Probes (Assessments/Progress monitoring)
- RtI data audits (monitor the fidelity of interventions being implemented)
- Ongoing teacher conferences are held with the Student Support Team Specialist
- RtI data notebooks
- Chunking for reading decoding
- Localized database system of support for teachers (networked sharepoint)
- Student Support Team (SST) meetings every 30 to 40 days
- School-level collaborations with the RtI process
- RtI monthly newsletter
- School-wide level reading goals
- Classroom level reading goals set by the teacher
- Individual reading goals set for each student

H. Goals Funded With Other Sources
There are no known goals or grant activities that will be partially or fully funded by other sources at this time.

Grove Park Intermediate Master Schedule 2014 – 2015

Grade Level	Teacher	ELA	Math	Lunch	Specials	S. S. & Science
Third Grade — ELA Interventions (Tue. & Wed.) / Math Interventions (Thur. & Fri.) / Behavior Intervention (Monday)	Brooks	8:45a.m.-10:40a.m. / 10:00a.m. – 10:30a.m.	12:30p.m.-2:10p.m. / 1:40p.m. – 2:10p.m.	10:40a.m.-11:10a.m.	8:00a.m.8:45a.m.	11:15a.m.-11:50a.m.(SS)/ 11:15 – 11:30 / 11:50a.m.-12:30p.m.
	Dixon	9:30a.m-10:30a.m. / 10:00a.m. – 10:30a.m. / 11:15a.m.-12:10p.m.	12:10p.m.-1:40p.m. / 1:40p.m. – 2:10p.m.	10:30a.m.-11:00a.m.	8:45a.m. – 9:30a.m.	8:00a.m.-8:45a.m.(SS) / 1:40p.m. – 2:10p.m. / 8:30a.m. – 8:45a.m.
	Moore	9:30a.m.-10:35a.m. / 10:00a.m. – 10:30a.m. / 11:20a.m.-12:10p.m.	12:10p.m.-1:40p.m. / 1:40p.m. – 2:10p.m.	10:35a.m.-11:05a.m.	8:45a.m. – 9:30a.m.	8:00a.m.-8:45a.m.(SS) / 1:40p.m. – 2:10p.m. / 8:30a.m. – 8:45a.m.
	Toliver	8:45a.m.-10:45a.m. / 10:00a.m. – 10:30a.m.	12:30p.m.-2:10p.m. / 1:40p.m. – 2:10p.m.	10:45a.m.-11:15a.m.	8:00a.m.-8:45a.m.	11:15a.m.-11:50a.m.(SS)/ 11:15 – 11:30 / 11:50a.m.-12:30p.m.
	Stewart	8:45a.m.-10:50a.m. / 10:00a.m. – 10:30a.m.	12:30p.m.-2:10p.m. / 1:40p.m. – 2:10p.m.	10:50a.m.-11:20a.m.	8:00a.m. – 8:45a.m.	11:15a.m.-11:50a.m.(SS)/ 11:15 – 11:30 / 11:50a.m.-12:30p.m.
Fourth Grade — ELA Interventions (Tue. & Wed.) / Math Interventions (Thur. & Fri.) / Behavior Intervention (Monday)	Allen-Swift	8:00a.m.-10:00a.m. / 9:00a.m. – 9:30a.m.	10:00a.m. - 11:30a.m. / 11:00a.m. – 11:30a.m.	12:10p.m.-12:40p.m.	1:30p.m – 2:15p.m.	11:30a.m.-12:10p.m. / 12:40p.m.-1:30p.m.(SS) / 1:15p.m. – 1:30p.m.
	Bolden	8:00a.m. – 10:00a.m. / 9:00a.m. – 9:30a.m.	10:00a.m. - 11:30a.m. / 11:00a.m.-11:30a.m.	12:05p.m.-12:35p.m.	12:45p.m – 1:30p.m.	11:30a.m.-12:05p.m. / 1:30p.m.-2:15p.m.(SS) / 2:00p.m. – 2:15p.m.
	Dunn	8:00a.m. – 10:00a.m. / 9:00a.m. – 9:30a.m.	10:00a.m. - 11:30a.m. / 11:00a.m. – 11:30a.m.	12:00p.m.-12:30p.m.	12:45p.m – 1:30p.m.	11:30a.m.-12:00p.m. / 1:30p.m.-2:15p.m.(SS) / 2:00p.m. – 2:15p.m.
	Hood	8:00a.m. - 10:00a.m. / 9:00a.m. – 9:30a.m.	10:00a.m. - 11:30a.m. / 11:00a.m. – 11:30a.m.	12:15p.m.-12:45p.m.	1:30p.m. – 2:15p.m.	11:30a.m.-12:15p.m. / 12:40p.m.-1:30p.m.(SS) / 1:15p.m. – 1:30p.m.
Fifth Grade — ELA Interventions (Tue. & Wed.) / Math Interventions (Thur. & Fri.) / Behavior Intervention (Monday)	Davis	12:10p.m. – 2:10p.m. / 1:10p.m. – 1:40p.m.	8:00a.m. – 9:30a.m. / 9:00a.m. – 9:30a.m.	11:15a.m.-11:45a.m.	9:30a.m. – 10:15a.m.	10:15a.m.-11:00a.m. / 11:00a.m.-11:15a.m.(SS) /11:00 – 11:15 / 11:45a.m.-12:10p.m. (SS)
	Hill	12:10p.m. – 2:10p.m. / 1:10p.m. – 1:40p.m.	8:00a.m. – 9:30a.m. / 9:00a.m. – 9:30a.m.	11:20a.m.-11:50a.m.	9:30a.m. – 10:15a.m.	10:15a.m.-11:00a.m. / 11:00a.m.-11:20a.m.(SS)/11:00 – 11:15 / 11:50a.m.-12:10p.m. (SS)
	Steward	12:10p.m. – 2:10p.m. / 1:10p.m. – 1:40p.m.	8:00a.m. – 9:30a.m. / 9:00a.m. – 9:30a.m.	11:25a.m.-11:55a.m.	10:15a.m –11:00a.m.	9:30a.m-10:15a.m. / 11:00a.m.-11:25a.m.(SS)/ 11:00 / 11:15 / 11:55a.m.-12:10p.m. (SS)
	Warthen	12:10p.m. – 2:10p.m. / 1:10p.m. – 1:40p.m.	8:00a.m. – 9:30a.m. / 9:00a.m. – 9:30a.m.	11:30a.m.-12:00p.m.	10:15a.m –11:00a.m.	9:30a.m.-10:15a.m. / 11:00a.m.-11:30a.m.(SS) / 11:00 – 11:15 / 12:00p.m.-12:10p.m. (SS)
	Clanton	12:10p.m. – 2:10p.m. / 1:10p.m. – 1:40p.m.	8:00a.m. – 9:30a.m. / 9:00a.m. – 9:30a.m.	11:35a.m.-12:05p.m.	10:15a.m –11:00a.m.	9:30a.m.-10:15a.m. / 11:00a.m.-11:35a.m.(SS) /11:00 – 11:15 / 12:05p.m.-12:10p.m. (SS)

Assessment and Data Analysis Plan

A. **Current Assessment Protocol**

When	Assessment
August 2014 and January 2015	Computer Adaptive Assessment System
October 2014	Cluster Math and Science Benchmark
December 2014	District Reading and Math Benchmark
Monthly, bi-weekly, and weekly as needed	Aims Web Probe
Monthly, bi-weekly, and weekly as needed	easyCBM
April 2015	Georgia Milestone Assessment
End of each Unit of study	Local school created Reading, Math, and Writing Assessment

B. **Current Assessment vs. SRCL Assessments**
   Grove Park Intermediate currently utilizes the Computer Adaptive Assessment System (CAAS) as a universal screener for all students. The assessment is administered in the fall and winter.   The results garnered from CAAS identify students' ability below, at, or above grade level regarding mastery of common core standards. The CAAS assessment is a tailored system. Student answers and ability are matched with the questions that are presented. In addition, teachers administer Aims Web probe and/or easy CBM to monitor reading fluency. These assessments are administered monthly, bi-weekly, or weekly, based on the individual student needs. The addition of striving reader assessments (dibels and scholastic reading inventory) offers more intimate details regarding the reader. Teachers and support personnel will have the opportunity to identify the intricate needs of each learner. These assessments drill down to specific issues and deficiencies that are not as evident with the CAAS assessment. While the scholastic reading inventory is tailored as well, the entire program encompasses benchmarking, progress monitoring, and instructional placement as well.   Likewise, dibels offers quick one-minute assessments that may be utilized by the teacher to assess initial sound recognition, letter recognition, oral fluency, comprehension, word usage, and phonemes. These skills are critically important in the development of readers, and dibels encompasses all of these skills.

C. New Assessment Protocol

When	Assessment
August 2014 and January 2015	Computer Adaptive Assessment System
October 2014	Cluster Math and Science Benchmark
December 2014	District Reading and Math Benchmark
Monthly, bi-weekly, and weekly as needed	Achieve3000, Reading A-Z
Monthly, bi-weekly, and weekly as needed	STAR Literacy
April 2015	Georgia Milestone Assessment
End of each Unit of study	Local school created Reading, Math, and Writing Assessment
August 2014 and January 2015	Computer Adaptive Assessment System
September, January, April	Scholastic Reading Inventory (SRI)
September, January, April	DIBELS Next (FSF, LNF, PSF, NWF, ORF)

D. Current Assessment Discontinued

The state of Georgia will no longer use the Criterion Referenced Competency Test (CRCT), as a result of the full implementation of common core standards. The state of Georgia has adopted a more rigorous assessment that integrates reading and writing together to assess student learning. In addition, the state of Georgia has discontinued the use of the third and fifth grade Writing Assessment. Through the common core Georgia performance standards, students are equipped with opportunities to integrate their learning with a literacy rich experience. The Georgia Milestone will assess students' writing through constructed response questions, and students' knowledge of various genres of writing will be measured through extended response questions.

E. Professional Learning Needs

- Direct, explicit instruction
- Cross-curricular instruction
- Writing instruction
- Text dependent questioning
- Guided reading instruction
- Teacher led feedback
- Student led feedback
- Utilizing rubrics to guide instruction

F. Presentation of Data to Parents and Stakeholders

Grove Park Intermediate will provide parents with preliminary feedback regarding the Georgia Milestones assessment. The expectation is for scores to become available in the fall 2015. Prior to this date, parents will receive ongoing information, flyers, and robo-calls regarding what to expect, how to analyze scores, and the overall language of Georgia Milestone. In addition, the parent liaison and instructional coaches will provide sessions for the parents regarding what to expect and how to best interrupt student scores. Upon the arrival of student scores, Grove Park Intermediate will follow the procedures as outlined by the District. Also, Grove Park will host an early

curriculum event to discuss student data and how it impacts individual, class, and school goals.

G. Data Used in Instructional Strategies

The Georgia Milestone will serve as a tool to support instructional decisions regarding student needs, as well as teacher needs. This data will be utilized to identify areas that require additional professional development, changes in practice, and remedial skills with the student population. In addition, this data will be considered baseline because it is an initial assessment. Grove Park Intermediate will transform this data into a platform for instructional practices and a decision factor for where attention should be directed. All exclusionary factors will be included: attendance, behavior, student/teacher ratio, teacher quality, teacher content knowledge, marginal growth, as well as specific student groups, i.e., special education, gifted learners, and EL learners. Grove Park Intermediate will utilize the expertise of the literacy leadership team and data team to begin to focus and scaffold support and attention in the appropriate areas to ensure desired results.

H. Assessment Plan and Personnel

Assessments will be administered by certified teachers in all content areas, inclusive of special areas (physical education, art, music, etc…), as well as special education teachers. In addition, assessments will be analyzed by collaborative teams of teachers, student support specialist, instructional coaches, and the media specialist. Professional learning opportunities will be dictated by the data that will be reflected in the Georgia Milestone data, as well as the adoption of dibels and scholastic reading inventory.

Grove Park Intermediate plans to use a formative assessment calendar and form an effective data team with well-articulated goals and expectations for the members. As a result, teachers will collaborate more effectively and communicate desired goals based on data collected and student performance, rather than pacing or prior teaching experiences. To ensure the fidelity of this process, the literacy leadership team will engage in on-going literacy walkthroughs and observations. Likewise, support personnel including specialists and instructional coaches, will redeliver the necessary literacy strategies to support deficiencies or areas to accelerate based on the data provided by the Georgia Milestone, dibels, and scholastic reading inventory.

Resources, Strategies, and Materials Including Technology

A. **Resources Needed**
   - Professional Development for Teachers from a consistent source on the following topics:
     1. Using data to inform instructional decisions
     2. Explicit teaching
     3. Selecting appropriate text
     4. Strategies for literacy instruction
     5. Teacher and Student led feedback
     6. Differentiation of Instruction (small groups, guided reading)
     7. Text complexity
     8. Cross-curricular instruction
   - Leveled Library
   - Phonics Kits
   - Technology equipment that reads text aloud
   - Recording devices
   - Listening stations
   - Classroom sets of trade books
   - Nonfiction text aligned to social studies and science

B. **Activities Supporting Literacy**
   - Reading Campaign Kick-off (reading challenge for students to read books on his/her grade level)
   - Monthly book reports submitted to be featured in the media center
   - Principal's book of the month
   - Parent "Lunch & Learn"…teaching parents strategies to use with their readers
   - Muffins for Moms…a celebration of students' written works
   - Donuts for Dad…a celebration of students' written works
   - Reading parades
   - Accelerated Reader celebrations
   - Reading certificates/awards for top readers, highest points earned, most improved
   - School-wide newspaper…generated by students with student writing samples
   - Friday Literacy "Make and Takes"
   - Book Fairs
   - Featured read-aloud guests
   - Curriculum Nights / Overviews

C. **Shared Resources**
   - Leveled readers
   - Ipad cart
   - Macbook cart
   - Ipad tables
   - Computer labs
   - Guided readers with teacher handbook
   - Professional learning books

- Touchstone books
- Media resources

D. Library Resources
- Leveled readers
- Touchstone books
- Variquest poster maker
- Computers

E. Activities Supporting Classroom Practices
- After-school tutorial
- Informal walk-throughs
- Peer observations
- Collaborative planning
- Long term professional development
- Ongoing formative and summative assessments
- Vertical alignment sessions
- Open forum discussions ("courageous conversations"/chat & chew)

F. Additional Needed Strategies
- Social studies and science integration in literacy
- Writing craft lessons

G. Current Classroom Resources
- Grade level textbooks
- Four computer stations
- One promethean board
- One document camera
- Limited leveled readers

H. Alignment of SRCL and Other Funding Sources

Resources, Strategies, and Materials	Existing Funding Resources	SRCL Will Provide
Leveled Library	Title I funds	additional leveled books
Professional learning	Title I funds	Professional learning
Diagnostic Assessments	None allocated	Diagnostic assessments
Typing software	None allocated	typing software

I. Technology Purchases

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

Professional Learning Strategies

A.   **Professional Learning Activities**

Topic	Time Frame	Participants	Provider
Best Practices in Lesson Planning	October 2013	All Teachers	Instructional Coaches
Dan Mulligan: Content Vocabulary	November 2013	All Teachers	Instructional Coaches
ThinkGate: Creating Assessments	December 2013	All Teachers	Instructional Coaches
RtI Training	November 2013	All Teachers & Instructional Coaches	District Level SST personnel
6 Step Data Teams	December 2013	All Teachers & Instructional Coaches	Ms. Holly Hayes-Morrisey
ThinkGate: Scoring Assessments	January 2014	All Teachers	Instructional Coaches
Dan Mulligan: Problem Solving Strategies	February 2014	All Teachers	Instructional Coaches
PBIS Introduction	May 2014	All Staff Members	Dr. Nicole Spiller

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
ELA Instruction	Aug. – May 2015	All Teachers	Jennings-Instructional Coach
Math Instruction	Aug. – May 2015	All Teachers	Riddle – Instructional Coach
Soc. Stu. / Sci.	Aug. – May 2015	All Teachers	Wright – Instructional Coach
Data Analysis	Aug. – May 2015	All Teachers	Wright – Instructional Coach
Achieve 3000	Oct. – May 2015	All Teachers	Achieve 3000 Personnel
RtI Instruction	Aug. – May 2015	All Teachers	Lovelock – Student Support Specialist

D.   **Professional Learning Needs**
   • Differentiated Instruction
   • Text complexity
   • Writing Instruction

- Instructing below grade level learners
- Interventions
- Cross-curricular instruction
- Data-driven instruction
- Explicit teaching
- Analyzing formative assessments
- Progress monitoring
- Instructional strategies

E. **Professional Learning Evaluation**
Professional learning is evaluated by teacher feedback, informal walkthroughs, and tangible artifacts gathered as a result of sessions held.   There is not an extensive level of evaluation or follow-up to professional learning currently in place. However, Grove Park Intermediate would like to ensure the fidelity of professional learning. In this regard, teacher feedback forms, surveys, walkthroughs, and implementation observations will become a part of the professional learning evaluation process for Grove Park Intermediate.

F. **Alignment of Professional Learning to Project Goals**

Topic	Time Frame	Participants	Provider	Goal Number
Administering Formative Assessments	2015 – 2016	All Teachers	Grant funds	3
Assessing Formative Assessments	2015 – 2016	All Teachers	Grant funds	3
Tier 2 Instruction	2015 – 2016	All Teachers	Grant funds	5
Effective writing instruction	2015 – 2016	All Teachers	Grant funds	4
Disciplinary Literacy	2015 – 2016	All Teachers	Grant funds	6
Tiered Interventions	2015 – 2016	All Teachers	Grant funds	3

G. **Effectiveness of Professional Learning**
The goals of the project plan reflect the core needs of Grove Park Intermediate School. The effectiveness of professional learning will be analyzed through various measures. Data notebooks, progress monitoring charts, and detailed anecdotal notes will be utilized to support the identification of student needs and the intensity of interventions. Direct feedback from the participants, as well as session leaders will be used to identify the effectiveness of professional learning topics. Results garnered from mid-course assessments will serve as an indicator for professional learning effectiveness with direct instruction. District level analysis of student writing with the adopted rubric will assess the effective writing instruction professional development. Overall, teacher evaluations will reflect a collection of the practices demonstrated and taught throughout the professional learning sessions.

Atlanta Public Schools

Sustainability Plan

A.   Plan for Extending Assessments

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

B. Developing Community Partnerships

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

C. Expanding Lessons learned

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

● **Extending Assessment Protocols**

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

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

● **New System Employees Training**

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

● **Maintaining and Sustaining Technology**

SPLOST funds will maintain technology with district personnel responsible.

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

D. Print Materials Replacement

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

E. Extending Professional Learning

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

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

F. Sustaining Technology

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

G. Expanding Lessons Learned - New Teachers & LEA

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

Budget Summary

Professional Learning

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

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

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

Stipends

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

Professional Library

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

Print Materials/Supplies

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

Home School Connections/Literacy Events

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

Student Instructional Support - Beyond the Regular Instructional Day

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

Pupil Travel/Field Trip

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

Technology

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

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