

# School Profile

Created Thursday, November 20, 2014

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## Page 1

### School Information

System Name:	Atlanta Public Schools
School or Center Name:	Carver Health Sciences and Research
System ID	761
School ID	0406

### Level of School

High (9-12)

### Principal

Name:	Marcus Jackson
Position:	Principal
Phone:	4048024420
Email:	mdjackson@atlanta.k12.ga.us

### School contact information

(the persons with rights to work on the application)

Name:	Marcus Jackson
Position:	Principal
Phone:	4048024420
Email:	mdjackson@atlanta.k12.ga.us

### Grades represented in the building

example pre-k to 6

9-12

### Number of Teachers in School

18

### FTE Enrollment

353

# Grant Assurances

Created Monday, December 08, 2014

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## Page 1

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

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

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

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

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

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

- 
- Yes
- 

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

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

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

- 
- 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.

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- Yes
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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
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# Preliminary Application Requirements

Created Thursday, November 20, 2014

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## Page 1

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](mailto: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.

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• I Agree

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## **Georgia Department of Education Conflict of Interest and Disclosure Policy**

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

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

### **I. Conflicts of Interest**

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

#### **a. Organizational Conflicts of Interest.**

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

- any person owning more than 20% interest in the Applicant
  - the Applicant's corporate officers
  - board members
  - senior managers
  - any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.
- i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
  - ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

## Conflict of Interest & Disclosure Policy

- iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:
  1. Disqualify the Applicant, or
  2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.
- iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

### **b. Employee Relationships**

- i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:
  1. The names of all Subject Individuals who:
    - a. Participated in preparation of proposals for award; or
    - b. Are planned to be used during performance; or
    - c. Are used during performance; and
- ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:
  1. The award; or
  2. Their retention by the Applicant; and
  3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
  4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.
- iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

## Conflict of Interest & Disclosure Policy

- iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
  - v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.
- c. **Remedies for Nondisclosure**  
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:
- 1. Termination of the Agreement.
  - 2. Exclusion from subsequent GaDOE grant opportunities.
  - 3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.
- d. **Annual Certification**. The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

### ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III. Incorporation of Clauses

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

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

**Chuck Burbridge, Chief Financial Officer**

\_\_\_\_\_  
**Typed Name of Fiscal Agency Head and Position Title**

12-5-14  
\_\_\_\_\_  
**Date**

  
\_\_\_\_\_  
**Signature of Applicant's Authorized Agency Head (required)**

**Dr. Meria J. Carstarphen**

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

12-5-12  
\_\_\_\_\_  
**Date**

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

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

\_\_\_\_\_  
**Date (if applicable)**

# Fiscal Agent Memo of Understanding

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

## Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: **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 2 evening school programs. Thirteen schools offer extended-day programs, and more than 40 offer after-school (expanded-day) programs. APS also supports two non-traditional schools for middle and/or high school students, an evening high school program, an adult learning center, and seventeen charter schools. APS is organized into nine groups called Clusters. The clusters are composed of dedicated elementary schools feeding into dedicated middle schools and ultimately into dedicated high schools. The active enrollment for Atlanta Public Schools is approximately 52,700 students. The District's ethnic distribution is 76.2% Black, 14.3% White, 6.7% Hispanic, and 2.8% Multi-Racial. More than 77% of APS students receive free and/or reduced-priced meals.

## **Current Priorities and Strategic Planning**

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

## Atlanta Public Schools

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

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

### **Literacy Program**

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

## Atlanta Public Schools

include reading, writing, speaking, listening, and the study of literature. Language skills serve as a necessary basis for further learning and responsible citizenship. We believe that all key stakeholders (students, teachers, administrators, parents and community members) share the responsibility and the accountability for educating our students to become literate adults.

An effective English language arts and literacy program includes:

1. Explicit instruction in phonemic awareness, print awareness, letter knowledge, phonics, fluency, vocabulary and comprehension
2. Develops thinking and language through interactive learning
3. Draws on literature in order to develop students' understanding of their literacy heritage
4. Draws on informational texts and multimedia in order to build academic vocabulary and strong content knowledge
5. Develops students' oral language and literacy through appropriately challenging learning
6. Emphasizes writing arguments, explanatory/informative texts, and narratives
7. Provides explicit skill instruction in reading and writing
8. Builds on the language, experiences, knowledge, and interests that students bring to school
9. Nurtures students' sense of their common ground as present or future American citizens and prepares them to participate responsibly in our schools and in civic life
10. Reaches out to families and communities in order to sustain a literate society
11. Holds high expectations for all students

Literacy must be viewed as the ability of individuals to communicate effectively in the real world. This view of literacy must involve teaching the abilities to listen, read, write, speak, and view things with thinking being an integral part of each of these processes. Ongoing support for

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

### **Need for a Striving Reader Project**

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

### **Plan for Striving Readers' (SR) Grant Implementation**

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

### **Individuals Responsible for Day-to-Day Grant Operations**

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

**Responsibilities for Grant Implementation**

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

**Implementation of Goals and Objectives**

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

## Atlanta Public Schools: District Management Plan and Key Personnel

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

### **Involving Grant Recipients in Budget and Performance Plans**

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

### **Evidence of Meetings with Grant Recipients**

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

## Experience of the Applicant

### A. Other Initiatives and State Audit Results

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

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

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

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

<b>Three Years of State Audit Results</b>	
<b>Fiscal Year</b>	<b>Financial Findings</b>
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**

Our school was established in 2004 as part of a small schools concept. Since opening, the school has had three principals. We have all students: African American, economically disadvantaged, and students with disabilities. About 99% of our students are African-American. Even though they are not tracked as a subgroup, our males perform significantly worse than our females across the board. We need improvement in reading and math with all students. We have also identified that our students with disabilities are not achieving or matriculating in general. They are a highly impacted subgroup. Additionally 9th and 10th grade literacy has been identified as an area that needs significant growth.

**B. Administrative and Teacher Leadership Team**

<b>NAME</b>	<b>ROLE</b>
Dr. Marcus Jackson	Principal
Mr. Nelson Render	Assistant Principal
Keala Edwards Cooper	Counselor
Dr. Rita Williams	Instructional Coach
Jesse Griffin	Special Education/Dean of After School Discipline
Shawna Dix	ELA/Testing Coordinator/FLP Lead
Naomi Pate	ELA Department Chair
Latrice Woods	Gifted Teacher
Dawanna Conethan	Social Studies Teacher
Jessica Finley	Parent Liaison
Dwayne Jefferies	Graduation Coach
Dr. Tracillin Davenport-Oliver	Behavior Specialist

The administrative team was able to re-write the school’s mission, vision and core beliefs as follows:

**Vision**

Carver School of Health Sciences & Research will provide a safe and productive learning environment in which all students will become successful life-long learners and leaders.

**Mission**

The mission of Carver School of Health Sciences & Research, in partnership with parents and the community, is to prepare all of our students for success in life, service, and leadership.

### **Beliefs**

1. We believe that children can learn.
2. We believe that teachers matter.
3. We believe that community is critical.
4. We believe that students should be fully prepared and inspired to graduate from high school ready for college and/or careers.
5. We believe that students should be lifelong learners.

The leadership team also will continue to provide ongoing performance feedback and support to teachers, monitor teacher performance through observations and data, lead data analysis efforts of the school to improve student achievement and have developed C.O.L.A-H Teams (Curriculum, Operations, Logistics, and Achievement) to ensure that all faculty and staff members have a part in the school-wide decision making process.

### **C. Past and Current Instructional Initiatives**

As part of our past and current instructional literacy initiatives teachers have and will continue to:

1. Collect and analyze student data from the benchmark assessments and use it to guide future instruction and safety net tutorial focus.
2. Provide mandatory after school tutorials to all students scoring below a 75% on the benchmark assessments.
3. Implement a school-wide literacy plan within AAA (Academic Assistance for Achievement). Literacy across the curriculum initiative will be launched with an intense focus on the 5 components of reading with a focus on student's ability to read, write, and speak fluently.
4. Selected group of students for remediation with REP.
5. Use Reading Plus as means to measure student reading deficits and monitor progress and gains
6. Implementation of FLP

### **D. Professional Learning Needs**

Literacy across the curriculum to ensure that all teachers are well-equipped to deliver meaningful instruction that is booth subject-specific and vertically aligned.

### **E. Need for a Striving Reader Project**

According to our GAPPS analysis the following is needed:

1. To develop and use a more complete and balanced approach to identifying individual student needs and adjusting instruction in all core content areas through the use of a variety of formative assessment tools (peer response groups,

constructed response, rubrics, reflective assessments, performance tasks, journals, projects).

2. To continue to align classroom assessments and teacher grading practices with expectations on required curriculum standards and achievement data (EOCT's, Georgia Milestones, district benchmarks, etc.) to provide parents and students a realistic picture of possible achievement gaps.
3. To continue to focus on increasing rigor and high expectations in classrooms by:
  - Implementing strategies that will cultivate higher-order thinking skills and processes.
  - Building on current work to integrate a variety of differentiation strategies. .
  - Working with students to set individual learning targets and a process to track their progress.
  - Analyzing student work in a collaborative setting to determine achievement trends and issues.
  - Providing specific feedback to students to determine their level of understanding.
4. To increase teacher and student use of modern electronic technology as an effective instructional tool. An effective wireless network needs to be in place to make this possible.

**Needs Assessment, Concerns, and Root Cause Analysis**

**A. Needs Assessment Description**

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

**B. Assessment(s) Used**

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

**C. Disaggregated Data**

- EOCT Course Data for Carver HSR 2012-2014; Percentage of students who score “meets” and “exceeds” on EOCT.

**2013 – 2014 EOCT DATA**

Subgroup	% of 9th Lit Meets or Exceeds	% of American Lit Meets or Exceeds	% of Biology Meets or Exceeds	% of Physical Science Meets or Exceeds	% of US History Meets or Exceeds	% of Econ Meets or Exceeds
All & EDS	69%	88%	40%	93%	61%	68%
Black	69%	88%	55%	93%	61%	67%
Hispanic	---	---	---	100%	---	100%
White	---	---	---	---	---	---
SWD	20%	33%	8%	---	0%	---

**2013-2014 TKES Evaluation Data**

Ineffective	Needs Development	Proficient	Exemplary
2	2	22	0

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

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

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

#### **D. Root Cause Analysis**

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

##### **Building Block 1: Engaged Leadership**

###### **Areas of Concern**

- A literacy leadership team organized by the administrator or other leaders in the community is not active.
- Literacy instruction is optimized in all content areas.
- The community at large supports schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards.

###### **Root Causes**

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

###### **Actions Taken**

- Teachers are afforded opportunity to become reading endorsed.
- Social Studies teachers participate in Document-Based Questions training to integrate literacy into the Social Studies Curriculum.
- The leadership team met to develop a literacy plan.

## **Building Block 2: Continuity of Instruction**

### **Areas of Concern**

- Active collaborative teams ensure a consistent literacy focus across the curriculum (See Engaged Leadership, Building Block 1. C, D).
- Teachers provide literacy instruction across the curriculum.
- Out-of-school agencies and organizations collaborate to support literacy within the community.
- 75% of our teachers expressed that the major areas of weakness in our materials for literature and information test are the adequate numbers of informational text selections.
- 48% of teachers expressed that they do not have adequate materials and resources for teaching grade-level foundational skills that are explicit and aligned to the CCGPS.
- 44% of teachers expressed that they do not have the adequate materials and resources they need for teaching language arts skills as required by the CCGPS.

### **Root Causes**

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

### **Actions Taken**

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

## **Building Block 3: Ongoing Formative and Summative Assessments**

### **Actions Taken**

- There is no infrastructure for ongoing formative and summative assessments in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.
- There is no system of ongoing formative and summative assessments used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.

- Problems found in screenings are not further analyzed with diagnostic assessment. Summative data is used to make programming decisions as well as to monitor individual student progress.
- Summative data is not used to make programming decisions as well as to monitor individual student progress.
- We are not following a clearly articulated strategy for using data to improve teaching and learning.

### **Root Causes**

- Disparity between what is currently in place and what is believed to be in place regarding processes and procedures for formative and summative assessment practices.
- Communication of formative and summative assessment expectations have not been clearly identified
- Limited time has been provided for teachers and administrators to meet to discuss assessment data
- Development of systemic common assessments (formative and summative) has not occurred at the district or school level

### **Actions Taken**

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

## **Building Block 4: Best Practices in Literacy Instruction**

### **Areas of Concern**

- All students do not receive effective writing instruction across the curriculum
- Extended time is not provided for literacy instruction.
- Teachers do not have ample time to teach literacy effectively, including whole group reading (literature, informational, foundational skills), small group for differentiated literacy instruction, writing, language skills and content area literacy.
- Teachers need professional learning for small group differentiation, writing, and content area literacy instruction.

### **Root Causes**

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

#### **Actions Taken**

- Various aspects of literacy instruction students have been allocated for instruction within specific content areas.
- Leveraging the creative use of technology within the learning process to promote engagement and relevance.

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

#### **Areas of Concern**

- Information developed from the school-based data teams is not used to inform RTI process.
- Tier I Instruction is not based upon the CCGPS in grades K-12 is provided to all students in all classrooms.
- Tier 2 needs-based interventions are not provided for targeted students.
- In Tier 3, Student Support Team (SST) and Data Team do not monitor progress jointly.
- Tier 4-specially-designed learning is not implemented through specialized programs, methodologies, or strategies based upon students' inability to access the CCGPS any other way.
- 78.9% of teachers indicated that they are the person providing intervention for their students.
- 57.9% of teachers indicated they are not using a program for intervention but pulling from a variety of resources.
- 76.3% of teachers indicated they need support teaching students who can “get the words up off the page” yet struggle to comprehend what they read.

#### **Root Causes**

- Teachers and administrators do not use the RTI/SST process with fidelity.

#### **Actions Taken**

- An RTI/SST chairperson was established to manage the RTI/SST process.
- An RTI/SST specialist was hired to implement the process and program with fidelity
- Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs (i.e., best Math II teacher teams with best special education teacher for team-taught instruction).
- Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings.

### **Building Block 6: Improved Instruction through Professional Development**

- Pre-service education does not prepare new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.
- In-service personnel do not participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.
- 65% of teachers indicated a desire for professional learning and materials in Whole group: literature and informational texts, small group differentiation for on grade-level, below grade level, and above grade level students, writing, language skills and content area literacy instruction.
- 46.2% of the administration feels writing is only taught in E/LA courses.

### **Root Causes**

- Inconsistent administrator participation in the professional development to ensure awareness and understanding of expectation.
- Several entities providing input, directives, and feedback regarding implementation of district, state, and school initiatives.
- Inconsistent monitoring and identification of teachers who need support.
- Attempting to address too many professional development needs at once which leads to limited implementation of major initiatives.

### **Actions Taken**

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

### **E. School Staff Involved in Needs Assessment**

- Principal
- Assistant Principal
- Instructional Coaches
- Student Support Team Specialist
- Parent Liaison
- Special Education Lead Teacher
- All General Education Teachers
- Media Specialist
- Interrelated Teachers
- Elective area teachers

## Scientific, Evidence Based Literacy Plan

### Building Block 1. Engaged Leadership

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

#### Why?

Leadership by administrators is “the key component” in all that we are seeking to do to improve education in Georgia. According to our needs assessment, our Literacy Leadership Team agreed that we have a strong and fully operational commitment to literacy learning from our administration (Georgia’s Literacy Plan (GLP), The Why, p. 157).

#### What? (Current Practice)

Our administration currently:

- participates in state-sponsored Webinars and face-to-face sessions to learn about the transition to CCGPS
- studies research-based guidelines strategies and resources for literacy instruction set forth in “The Why” document
- schedules protected time for literacy and teacher collaboration

(Georgia’s Literacy Plan (GLP), The What, p. 5).

#### How? (Moving Forward)

Our current administration will:

- Participate in professional learning in literacy leadership in order to support classroom instruction
- Schedule regular literacy observations to monitor use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices
- Be strategic about assigning teachers non-academic duties

(Georgia’s Literacy Plan (GLP), The How, p. 20).

B. Action: Organize a Literacy Leadership Team

#### Why?

The national literacy landscape reflects the need for the education communities to develop and implement a comprehensive literacy program. According to the National Commission on Writing (2004), the demands for clear and concise communication, especially writing, in the workplace are increasing. If students are not prepared for these demands, the chances for employment and advancement decrease. Joseph M. Tucci, president and CEO of EMC Corporation and chairman of the Business Roundtable’s Education and the Workforce Task Force, stated in the press release by the National Commission on Writing (2004) the following:

With the fast pace of today's electronic communications, one might think that the value of fundamental writing skills has diminished in the workplace. Actually, the need to communicate clearly and quickly has never been more important than in today's highly competitive, technology-driven global economy (para. 4).

**What? (Current Practice)**

Our administrator currently:

- A shared literacy vision has been agreed upon by the school and community that are aligned with the state literacy plan.
- Research-based guidelines, strategies and resources for literacy instruction.
- Identify and prioritize a list of students to be targeted for intervention or support.
- Rewrite/refocus School Improvement Plan goals, objectives, and actions according to student achievement results.
- Share student achievement gains with parents and with the local community, through community open houses, newspaper articles, displays of student work, website, blogs, podcasts, news conferences, etc.

**How? (Moving Forward)**

The literacy team led by the administrator will:

Identify stakeholders and partners to be part of the literacy leadership team:

- faculty
- representatives from within the feeder pattern for your school (i.e., preschools, daycares, middle schools, high schools, technical schools, universities)
- community leaders
- parents
- Schedule and protect time for Literacy Leadership Team (or School Improvement Team) to meet and plan
- Ensure that effective data analysis procedures and practices are understood and practiced
- Use protocols to examine student work (e.g., Collaborative Assessment Conference, Consultancy, Tuning Protocol) from Looking at Student Work website <http://www.lasw.org/index.html>)
- Establish a system of communication online between out-of-school organizations and teachers, e.g., Boys and Girls Club, YMCA afterschool programming, church teen groups.

(Georgia’s Literacy Plan (GLP), *The How*, p. 21).

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.”

**What? (Current Practice)**

Our administrator currently:

- A protected, dedicated 90-120-minute block once a week allocated for independent reading, as well as literacy instruction in grades 9-12 for all students.
- In grades 9-12, students receive daily of literacy instruction across language arts and in content area classes.
- Protected time for collaborative planning teams within and across content areas is part of the school-wide calendar.
- Intentional efforts have been made to identify and eliminate inefficient use of student and faculty time within the schedule.
- Ensure that teams meet for collaborative planning and examining student data/work during scheduled times.
- Prepare agendas and action summaries for all meetings.

**How? (Moving Forward)**

- Ensure that in any grade in which instruction is departmentalized, students receive two to four hours of literacy (reading and writing) instruction across language arts and in content area classes.
- Consider consulting with support services such as scheduling experts to ensure that existing time and personnel are used most effectively.
- Consider the utilization of the entire staff when developing a schedule for literacy instruction.
- Investigate available support services to provide expertise in identifying and eliminating inefficient use of student and faculty time within the schedule.

(Georgia’s Literacy Plan (GLP), The How, p. 22-24).

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?**

Educators are responsible for ensuring that students are capable of manifesting the definition of literacy. Specifically, content-area teachers at all grade levels must include reading comprehension and processing subject-specific texts in all areas: mathematics, science, social studies, Career Technical and Agricultural Education (CTAE), world languages, English Language Arts (ELA), fine arts, physical education, and health. Students acquire literacy skills by accessing information through a variety of texts with specific organizational patterns and features. Content area teachers must address the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and educators are responsible for ensuring that students are capable of manifesting the definition of literacy.

**What? (Current Practice)**

Our administrator currently:

- Faculty and staff participate in targeted, sustained professional learning opportunities on literacy strategies within the content area.
- Utilize all staff to support literacy instruction.

- Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives.

**How? (Moving Forward)**

- Plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge.
- Engage in professional learning with a focus on facilitation of group process and teaming.
- Study current research on disciplinary literacy in the content areas.
- Be strategic about assigning teachers, i. e., assign staff that is not instructing or tutoring non-academic duties.
- Establish a work group that focuses specifically on how learning supports are used including all major resources, e. g., school counselors, psychologists, nurses, social workers, attendance, health educators, special education staff, after -school program staff, bilingual and Title I coordinators, safe and drug free school staff, classroom teachers, non-certified staff, parents, older students, community representatives. (Georgia’s Literacy Plan (GLP), The How, p. 24-25).

**E. Action: Optimize literacy instruction across all content areas**

**Why?**

Carver Health Science and Research has identified fifteen research-based program elements that improve literacy achievement of adolescent learners:

1. Direct, explicit comprehension instruction, which is instruction in the strategies and processes that proficient readers use to understand what they read, including summarizing, keeping track of one’s own understanding, and a host of other practices.
2. Effective instructional principles embedded in content, including language arts teachers using content-area texts and content-area teachers providing instruction and practice in reading and writing skills specific to their subject area.
3. Motivation and self-directed learning, which includes building motivation to read and learn and providing students with the instruction and supports needed for independent learning tasks they will face after graduation.
4. Text-based collaborative learning, which involves students interacting with one another around a variety of texts.
5. Strategic tutoring, which provides students with intense individualized reading, writing, and content instruction as needed.
6. Diverse texts, which are texts at a variety of difficulty levels and on a variety of topics.
7. Intensive writing, including instruction connected to the kinds of writing tasks students will have to perform well in high school and beyond.
8. A technology component, which includes technology as a tool for and a topic of literacy instruction.
9. Ongoing formative assessment of students, which is informal, often daily assessment of how students are progressing under current instructional practices.
10. Extended time for literacy, which includes approximately two to four hours of literacy instruction and practice that takes place in language arts and content- area classes.
11. Professional learning that is both long term and ongoing.
12. Ongoing summative assessment of students and programs, which is more formal and provides data that are reported for accountability and research purposes.

13. Teacher teams, which are interdisciplinary teams that meet regularly to discuss students and align instruction.

14. Leadership, which 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.

15. A comprehensive and coordinated literacy program, which is interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community.

**What? (Current Practice)**

Our administrator currently:

- Teachers have adopted a common, systematic procedure for teaching academic vocabulary in all subjects (ex. four squares, contextual alignment, Frayer model)
- Writing is an integral part of every class every day.
- Teachers have or will participate in professional learning on the following:
  - a. Incorporating the use of literary texts in content areas.
  - b. Using informational text in English language arts classes.
  - c. Incorporating writing instruction (narrative, argument, and informational) in all subject areas.
  - d. Selecting text complexity that is appropriate to grade levels as required by CCGPS
  - e. Selecting text complexity that is adjusted to the needs of individual students.

**How? (Moving Forward)**

- Consider the use of videotaping to develop the infrastructure for peer-to-peer coaching, modeling, co-teaching, observing and providing feedback to fellow teachers on the development of disciplinary literacy in all content areas.
- Incorporating the use of literature in content areas.
- Implement a system using technology in which teachers may coach, model, co-teach, observe, and give feedback to one another on teaching strategies for literacy in the classroom.
- Require writing as an integral part of every class every day.

(Georgia’s Literacy Plan (GLP), *The How*, p. 26-27).

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?**

To keep up with the higher levels of literacy expectations in a global society, students must have a repertoire of strategies that will enable them to access, use, and retain information from different sources. Georgia’s commitment to lead the nation in improving student achievement has necessitated the inclusion of strategies that will help all students become literate and productive, lifelong learners.

To prepare all students for increased academic achievement in a technological society, the Georgia Birth-to-12 Literacy Plan must include 21<sup>st</sup> century skills that include digital-age literacy, inventive thinking, effective communication, and high productivity.

**What? (Current Practice)**

Our administrator currently:

- Academic successes are publically celebrated through traditional and online media.
- Develop an agenda for each meeting to promote cooperation and communication among participants and the schools.
- Continue to focus proactively on broad issues that may prevent students from learning.

**How? (Moving Forward)**

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

(Georgia's Literacy Plan (GLP), The How, p. 28).

## **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?**

As reported by Dole, Duffy, Roehler, and Pearson (1991), reading comprehension instruction can be highly effective when teachers focus on seven main strategies for readers (listed below). However, it is important to note that these strategies should not be taught as isolated units. Instead, strategies need to be taught as orchestrated strategies and the most important outcome of reading comprehension instruction should be a reader's ability to self-monitor for understanding, thus motivating a reader to use the strategies flexibly and with purpose (Duke & Pearson, 2002)

### **What? (Current Practice)**

Our administrator currently:

- Cross-disciplinary teams for literacy instruction.
- Scheduled time for teams to meet for regular collaboration and examination of student data/work.
- Team roles, protocols, and expectations are clearly articulated.
- Specific, measurable student achievement goals aligned with grade-level expectations are shared by teachers in all subjects.
- Meet in disciplinary teams, either physically or virtually, according to regularly established times for collaborative planning and examining student data/work.

### **How? (Moving Forward)**

- Design infrastructure for shared responsibility for development of literacy across the curriculum.
- Establish cross-disciplinary teams for literacy instruction.
- Schedule time for teams to meet for regular collaboration and examination of student data/work.
- Identify team roles, protocols, and expectations.
- Identify specific, measurable student achievement goals aligned with grade-level expectations to be shared by teachers in all subjects.

(Georgia's Literacy Plan (GLP), The How, p. 29).

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

### **Why?**

Georgia students are tested not only on how well they comprehend, but also on how well they write. Writing tests show nearly a quarter of students failing to demonstrate proficiency in students entering high school. Literacy is the gate-keeper for the ability to become a lifelong learner and contributor to

society. Today's global citizens must be able to retrieve and understand information and then to disperse this learning through writing and a growing array of other delivery modes (e.g., speech, visual presentations, video). Georgia's mission is to enhance students' productivity by enhancing their skills in reading strategically, writing for a variety of audiences, speaking, viewing, and listening.

**What? (Current Practice)**

Our administrator currently:

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

**How? (Moving Forward)**

- Provide teachers with opportunities to practice teaching the concepts and skills identified using videotaping to provide feedback.
- Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area <http://www.myread.org/explicit.htm>.
- Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS.
- Coach, model, co-teach, observe, and give feedback to fellow teachers using videos and social media where possible on the use of literacy strategies in the classroom.
- Make writing a required part of every class every day, using technology when possible
- Channel available funding into moving toward a one-to-one computer model for entire student body as soon as possible.
- Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance.
- Teach and have students practice writing as a process (pre-write, draft, revise, edit, and publish online and on hardcopy).
- Develop meaningful opportunities for students to write, speak, and listen using social media for both face-to-face and online options.

(Georgia's Literacy Plan (GLP), The How, p. 30-31).

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

**Why?**

Student-centered tutorials and differentiated instruction shall promote students' confidence and mastery of basic and advanced literacy skills. The suggested interventions by out-of-school agencies (which are soon to be determined) will focus on a unified approach to remediation and acceleration so that instructors and program coordinators will plan alongside the school's own staff.

**What? (Current Practice)**

Our administrator currently:

- A comprehensive system of learning supports to enhance motivation and capability of the critical mass of stakeholders is in place.
- Technologies are utilized to more creatively and effectively support stakeholder engagement, i.e., blogs, Twitter, electronic newsletters.

**How? (Moving Forward)**

- Develop avenues of communication (both virtual and face-to-face) with key personnel in out-of-school organizations as well as governmental agencies that support students and families
- Map available fiscal and human resources related to support services throughout the community, highlighting where gaps occur.
- Develop a survey of needs from parents, students, teachers, and counselors that can be used to match available resources to actual need.
- Appoint a person in a leadership role (e.g., administrator, coach, counselor) at the school who will be in charge of transitions for all students.
- Design and implement infrastructure to provide guidance and support for students and families
- Develop a comprehensive system of learning supports to enhance motivation and capability of the critical mass of stakeholders.
- Utilize all staff to support literacy instruction (e.g., assign non-academic duties to personnel not engaged in literacy instruction).

(Georgia's Literacy Plan (GLP), The How, p. 32-33).

### **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?**

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. 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.

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)

The assessments themselves indicate an area in which additional instruction is needed, not how to instruct. 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)

Therefore, consultation and collaboration between the Georgia Department of Education’s Academic Standards Division and the Assessment Division are necessary in providing understanding to Georgia

educators regarding both formative and summative assessments and how to use the data effectively to ensure sound instructional practices.

**What? (Current Practice)**

Our Administration Currently:

- Implements common mid-course assessments that are available for use across classrooms and include a variety of formats (multiple choice, short answer, constructed response, and essay).
- Has a data collection plan for storing, analyzing, and disseminating assessment results in place.
- Has implemented a calendar for formative assessments based on local, state, and program guidelines, including specific timeline for administration and persons responsible has been developed.

**How? (Moving Forward)**

- Locate or develop common mid-course assessments are used across classrooms and include a variety of formats (multiple choice, short answer, constructed response, essay)
- Identify and purchase assessment and intervention materials aligned with students' needs
- Have all materials and procedures in place prior to start of the school year
- Upgrade technology infrastructure, if necessary, to support assessment administration and dissemination of results.

(Georgia's Literacy Plan (GLP), The How, p. 33-35)

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

**Why?**

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

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

This practice guide provides detailed guidance for both teachers and administrators on how they can improve instructional practice by implementing an ongoing cycle of instruction. (See Graphic 19). In addition to recommendations, this guide provides teachers with: hypothetical situations for data interpretation; sample rubrics with suggestions for their implementation with in the cycle of instruction; how to bring students into the decision-making process; and outlines of specific steps for administrators, both school and district, to provide the infrastructure and leadership needed to make the use of data viable in their districts. The 2010-2011 Georgia Literacy Task Force commends this guide to schools and districts that are interested in improving their use of data.

**What? (Current Practice)**

Our Administration Currently:

- Ensures the instructional levels of all students are screened and progress monitored with evidence-based tools.
- Has Implemented commonly shared mid-course assessments, which include a variety of formats (multiple choice, short answer, constructed response, and essay), are used across classrooms to identify classrooms needing support.
- Universal screening, progress monitoring, and curriculum-based assessments are used to determine instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI).

**How? (Moving Forward)**

- Select or develop school- or system-wide classroom-based formative assessments to assess efficacy of classroom instruction
- Administer assessments and input data according to the established timeline
- Provide timely, descriptive feedback to students with opportunities to assess their own learning (e.g., graphing their progress)

(Georgia’s Literacy Plan (GLP), The How, p. 36)

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

**Why?**

One of the cornerstones of any LDS is the ability to uniquely identify the students over time. To accomplish this, each student must have a unique identifier. Since 2005, Georgia has utilized a unique student identifier referred to as the Georgia Testing Identifier, or GTID. The SLDS Data Collections & Cleansing Project will streamline data exchange between the Georgia Department of Education (GaDOE) and school districts within the state. The Data Hub & Portal project will build access to statewide, longitudinal student data for educators, parents, the public, and other stakeholder groups.

**What? (Current Practice)**

Our Administration Currently:

- Where possible, diagnostic assessments isolate the component skills needed for mastery of literacy standards.
- Interventions include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach

**How? (Moving Forward)**

- Use results of the diagnostics for student placement within an intervention and to adjust instruction.
- Use technology to differentiate learning within content areas (e.g., use Lexile scores to match students to text; provide practice opportunities to strengthen areas of weakness; use gloss option on e-books to provide definitions for unknown words; translate material into student’s first language; support students whose disabilities may preclude them from acquiring information through reading).

(Georgia’s Literacy Plan (GLP), The How, p. 37)

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

**Why?**

Accountability is a cornerstone of the Georgia Literacy Plan. Assessment accountability, both formative and summative, serves as the foundation for PreK-12 literacy. Schools in Georgia already construct and implement School Improvement Plans, using data to analyze areas of strengths and weaknesses as well as making decisions about improvement. The process for change and improvement has been an important component in a school's plan.

**What? (Current Practice)**

Our Administration Currently:

- Time is devoted in teacher team meetings to review and analyze assessment results to identify needed program and instructional adjustments.
- During teacher team meetings, discussions focus on changes that can be made to improve the instructional program for all students.

**How? (Moving Forward)**

- Analyze assessment data to identify teachers who need support
- Upgrade the capacity of technology infrastructure, if necessary, to support administration of assessments and the dissemination of results
- Plan time in teacher teams to review assessment results to identify program and instructional adjustments as needed

(Georgia's Literacy Plan (GLP), *The How*, p. 37-38)

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

**Why?**

Screening for future problems in literacy presents a unique set of obstacles that need to be considered before any discussion of the screening itself is addressed. Because of the age of these high schools students, the results of any assessment need to be approached with caution. Children at this age vary considerably in their levels of maturity, understanding of language, and prior experience with middle school. Any of these can have a negative effect on a child's performance on any or all of the following: an unfamiliar task, with an unfamiliar person, in a new situation. As the high school experience progresses, their performance may alter dramatically as many of them rapidly acquire skills as a result of instruction and familiarity with their new surroundings. Therefore, the predictive values of screenings performed early in the school year may be uniquely compromised. (Pool & Johnson, accessed Jan. 2011; Gersten, et al., 2008)

Lynn Fuchs of Vanderbilt University provides the following as necessary elements of progress monitoring:

1. Data collected frequently, often weekly, but at least once a month.
2. Scores are plotted on a graph with a trend line drawn to show rate of improvement.
3. Data provided on the rate at which students are progressing toward competence in a skill necessary to grade-level curriculum.
4. May be used as a supplement to screening to determine the efficacy of an intervention.

**What? (Current Practice)**

Our Administration Currently:

- Ensures procedures and expectations for staff to review, analyze, and disseminate assessment results are in place.
- Ensures protocols for team meetings, such as those found on <http://www.lasw.org/methods.html>, are regularly followed.

**How? (Moving Forward)**

- Define roles and responsibilities for team members – including, but not limited to:
  - \*Central office
  - \*Building administrators
  - \* General education teachers
  - \* Teachers of students with special needs (SWD, el, gifted)
- Implement protocol with fidelity.
- Using online options, provide teachers with the training and time to analyze the data to determine the need for intervention.

(Georgia's Literacy Plan (GLP), The How, p. 39)

## **Building Block 4. Best Practices in Literacy Instruction**

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

### **Why?**

With students entering 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 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 assess students’ development as writers. (NCTE, 2008, p. 5)

### **What? (Current Practice)**

Our Administration Currently:

- Student data is examined regularly to identify areas of instruction with greatest needs (e.g., phonological awareness, word identification, fluency, vocabulary, word study, comprehension, motivation and engagement).
- Administration conducts classroom observations (e.g., Literacy Instruction Checklist, GA, the FCRR Literacy Walkthrough, or some other instrument) using an assessment tool to gauge current practice in literacy instruction.
- Daily literacy block in 9-12 includes the following for **all** students:
  - a. Whole group which includes explicit instruction in word identification, vocabulary, and comprehension
  - b. Small groups for differentiation
- Various aspects of literacy instruction students have been allocated for instruction within specific content areas.
- Faculty participates in professional learning on the following:
  - a. Using of data to inform instructional decisions and explicit teaching
  - b. Selecting of appropriate text and strategy for instruction
  - c. Telling students specific strategies to be learned and why
  - d. Modeling of how strategy is used
  - e. Providing guidance and independent practice with feedback
  - f. Discussing when and where strategies are to be applied
  - g. Differentiating instruction

### **How? (Moving Forward)**

- Allocate which aspects of literacy instruction students are to receive in each subject area
- Plan and provide professional learning on differentiated instructional options for literacy

- assignments
- Provide training to all pertinent staff in the use of the core program
- Provide professional learning on the tenets of explicit instruction:
  - \* Use of data to inform instructional decisions and explicit teaching
  - \* Selection of appropriate text for strategy instruction
  - \* Telling students specific strategies to be learned and why
  - \* Modeling of how strategy is used
  - \* Guided and independent practice with feedback
  - \* Discussion of when and where strategies are to be applied
- Using videotaping and peer-to-peer coaching, ensure that teachers receive frequent feedback and coaching

(Georgia's Literacy Plan (GLP), The How, p. 40)

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

**Why?**

Writing demands for the 21<sup>st</sup> century are increasing not only in schools but also in workplaces that demand effective communication skills. Georgia advocates strong writing skills beginning in elementary and continuing through high school. All content areas have writing components in their expectations for Georgia students. The implementation of strong writing programs is crucial to a literacy initiative.

**What? (Current Practice)**

Our Administration Currently:

- Has a plan for instruction in writing is consistent with CCGPS that is articulated vertically and horizontally.
- Has implemented a coordinated plan has been developed for writing instruction across all subject areas that includes:
  - a. Explicit instruction
  - b. Guided practice
  - c. Independent practice

**How? (Moving Forward)**

- Scaffolding students' background knowledge and competency in navigating content area texts to ensure their confidence and self-efficacy
- Leveraging the creative use of technology within the learning process to promote engagement and relevance.
- Ensure that incentive programs, if used, are:
  - \* Voluntary and not required
  - \* Not tied to grades
  - \* Incentives are minimal and are connected to reading, such as books
  - \* Are used with students who are unmotivated to read rather than with those who are excited to read.

(Georgia's Literacy Plan (GLP), The How, p. 41)

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

**Why?**

Two recommendations are to maintain students' interest and engagement are to first 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 Plus* 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.

**What? (Current Practice)**

Our Administration Currently:

- A protected, dedicated 90-120-minute block is allocated for literacy instruction in grades 9-12 for all students in classrooms.

**How? (Moving Forward)**

- Design a vertically and horizontally articulated writing plan consistent with CCGPS
- Develop or identify the programs, protocol, and/or materials necessary to implement the plan at each level
- Develop a coordinated plan for writing instruction across all subject areas to include:
  - \*Explicit instruction
  - \*Guided practice
  - \*Independent practice
- Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum
- Create a plan for instruction in writing is consistent with CCGPS that is articulated vertically and horizontally.

(Georgia's Literacy Plan (GLP), The How, p. 42)

## **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?**

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

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? (Current Practice)**

Our Administration Currently:

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

### **How? (Moving Forward)**

- Develop protocols for identifying students and matching them to the appropriate intervention.
- Budget for recurring costs of data collection, intervention materials, and technology used for implementation.
- Monitor to ensure that interventions are occurring regularly and with fidelity.
- Monitor results of formative assessment to ensure students are progressing.
- Develop standardized protocols for the collection of critical information to determine students' literacy competence in various content areas and response to interventions.
- Consider the options available through technology to provide ongoing, job-embedded support for data collection and analysis as well as for intervention, e.g., videotaping, videoconferencing, online collaboration.

(Georgia's Literacy Plan (GLP), *The How*, p. 43)

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

### **Why?**

Standards-based 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.

### **What? (Current Practice)**

Our Administration's Current Implementation:

If fewer than 80% of students are successful in any area:

1. Student data is examined to determine instructional areas of greatest need (e.g., decoding, fluency, vocabulary, comprehension, written expression).
2. Current practice in literacy instruction in each subject area has been assessed using a checklist (e.g., Literacy Instruction Checklist, GA or some equivalent instrument) and a review of teachers' lesson plans.

### **How? (Moving Forward)**

Develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area.

- If fewer than 80% of students are successful:
  - \*Examine student data to focus on instructional areas of greatest need (e.g., vocabulary, comprehension, written expression).
- Use data from universal screening process to identify general weaknesses in instruction tier I as well as struggling students
- Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction
- Establish protocols to teach and monitor teachers' effective questioning and feedback skills
- Monitor the planning, delivery and assessment for students with special learning needs (EL, SWD,

gifted)

- Establish protocols to support professional learning communities and use decision-making model to evaluate effectiveness
- Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet the individual students' needs.
- Ensure that communication between teachers and administrators is ongoing and effective (Georgia's Literacy Plan (GLP), *The How*, p. 43-44)

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

**Why?**

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

- Students identified are placed in Tier 2 interventions that supplement the Tier 1 classroom.
- During the instructional year, Tier 1 progress monitoring is used in the classroom as a part of standards-based instruction. As student assessment data indicates a need for Tier 2 support, the data team will follow school- created procedures for decision making. Three important questions must be addressed to determine the reason for the need for additional support.
- Movement between Tier 1 and Tier 2 is fluid and flexible. Adequate time should be given for the Tier 1 instructional program to be implemented before determining Tier 2 support is needed.

**What? (Current Practice)**

Our Administration is currently utilizing:

Effectiveness of interventions is ensured by the following:

- a. Providing sufficient blocks of time in the daily schedule for intervention
- b. Providing adequate space in places conducive to learning
- c. Providing competent, well-trained teachers and interventionists

**How? (Moving Forward)**

Plan and provide professional learning for interventionists on:

- Appropriate use of supplemental and intervention materials
- Diagnosis of reading difficulties
- Direct, explicit instructional strategies to address difficulties
- Charting data
- Graphing progress

Monitor effectiveness of standard intervention protocols in place for students (based on universal screening, progress monitoring and benchmark data)

- Establish protocols to ensure consistent progress monitoring, data collection, and reporting
- Ensure adequate time for planning and implementing interventions
- Monitor student movement between T1 and T2
- Provide sufficient resources (time, training, cost, materials and implementation of interventions)

Use technology to track and endure the movement of students between T1 and T2 based on response to interventions

(Georgia's Literacy Plan (GLP), *The How*, p. 44-45)

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

**Why?**

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? (Current Practice)**

Our Administration is Currently Implementing:

In addition to everything that occurs at T1 and T2, data teams (expanded to include school psych, ESOL teacher, SLP, etc.) meet to:

- Verify implementation of proven interventions.
- Ensure that interventionists have maintained fidelity to intervention protocol prior to referral to SST.

T3 SST/data teams meet at least once a month to discuss student progress based on daily interventions that include a minimum of four data points.

Interventions are delivered 1:1 – 1:3 during a protected time daily by a trained interventionist.

**How? (Moving Forward)**

In addition to everything that occurs at T1 and T2, data teams (expanded to include school psych, ESOL teacher, SLP, etc.) meet to:

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

Data points are documented to monitor student response to daily intervention (NOTE: 12 weeks of data collection with four data points are required prior to referral for special education if a specific learning disability is suspected)

Continue to ensure that:

- students move into and out of T2 and T3
- Data is used to support response to intervention
- Referrals to special education are equivalent to proportion of school and system population that represent ethnic and racial composition as a whole

(Georgia's Literacy Plan (GLP), *The How*, p. 45-46)

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?**

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

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. For students with disabilities needing special education and related services, Tier 4 provides instruction that is targeted and specialized to meet students' needs. If a student has already been determined as having a disability, then the school district should not require additional documentation of prior interventions in the effect the child demonstrates additional delays. The special education instruction and documentation of progress in the Individualized Education Program (IEP) will constitute prior interventions and appropriate instruction. In some cases, the student may require a comprehensive evaluation to determine eligibility of additional disability areas.

**What? (Current Practice)**

Currently ...

School schedules are developed to ensure least restrictive environment (LRE)

Building and system administrators are familiar with funding formulas affecting students in special programming.

Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs (i.e., best Language Arts teacher teams with best special education teacher for team-taught instruction).

**How? (Moving Forward)**

- School schedules are developed to ensure least restrictive environment (LRE)
- Ensure that building and system administrators are familiar with funding formulas affecting students in special programming
- Consider assigning a case manager to each student with (IEP) (i. e., the case manager should maintain contact even if the student is served by a different special educator in multiple settings (such as team taught) so that communication with student and parents is seamless)

Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings

- IEP teams include key members required to support students' individualized transition plans and/or attainment of College and Career Readiness Anchor Standards
- Case managers regularly participate in open houses, parent conferences and college and career planning activities

A system of checks and balances ensures fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance. (Georgia's Literacy Plan (GLP), *The How*, p. 46-47)

## **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 goal of professional learning is to support viable, sustainable professional learning, improve teacher instruction, and ultimately promote student achievement. Professional learning is organized to engage all teachers in ongoing, high-quality, job-embedded, sustained, collaborative learning. 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).

Because effective professional learning enhances teacher knowledge and skills, improves classroom teaching, and increases student achievement, the crucial role of the Georgia Department of Education is to develop a comprehensive, professional learning system for educators. The recommendations outlined in this document are dependent on supporting the professional learning network currently in place through the Regional Education Support Agencies with increased manpower and consistent access to information and learning. The state needs to ensure that that support (1) spans the state geographically, (2) enables professional learning that differentiates based on teacher expertise and curriculum mandates, and (3) provides credible data to track its efficacy.

### **What? (Current Practice)**

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

### **How? (Moving Forward)**

- Continue to monitor and support the integration of disciplinary literacy.

In the future, we plan to implement:

- Provide professional learning, where necessary, for postsecondary faculty.
- Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy.
- Enlist support from institutions of higher education to require pre-service teachers to demonstrate competency in reading theory and practice as well as in the development of disciplinary literacy.
- Provide literacy training new teachers or teachers new to the school during an orientation process.

(Georgia's Literacy Plan (GLP), The How, p. 48)

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

**Why?**

The Literacy Task Force recommends an ongoing professional learning literacy network in order to ensure the effectiveness of the Georgia Literacy Initiative. In *Lessons and Recommendations from the Alabama Reading Initiative* (Salinger & Bacevich, 2006), the authors conclude that adequate and consistent human resources (school and regional coaches, professional learning providers, and administrators at the state level) are more influential than material resources. Furthermore, human resources are most effective when there is an understanding of the particular needs of learners and teachers, as well as of the specialized content area subject matter. Further, in the Rand research brief (Marsh et al., 2008) on Florida's reading coaches, the researchers recommended continuous professional learning of coaches, particularly in the areas of adult learning, content literacy, and data analysis.

According to the National Staff Development Council (NSDC, 2001), substantiated academic growth will occur only when professionals receive ongoing, targeted professional learning.

The NSDC (2001, n.p.) established the following standards for professional learning:

Staff development that improves the learning of all students:

- Organizes adults into learning communities whose goals are aligned with those of the school and district.
- Requires skillful school and district leaders who guide continuous instructional improvement.
- Requires resources to support adult learning and collaboration.

Staff development that improves the learning of all students:

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
- Uses multiple sources of information to guide improvement and demonstrate its impact.
- Prepares educators to apply research to decision making.
- Uses learning strategies appropriate to the intended goal.
- Applies knowledge about human learning and change.
- Provides educators with the knowledge and skills to collaborate.

**What? (Current Practice)**

Currently....

The school calendar includes protected time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice.

Teachers participate in professional learning in the CCGPS based on the needs revealed by student data as well as by surveys, interest inventories and teacher observations.

Teachers participate in ongoing professional learning on the use of the core program.

Teachers' instruction is monitored through classroom observations or walkthroughs using a variety of assessment tools tied to professional learning.

An instructional coach provides site-based support for administrators, faculty and staff, where possible.

Intervention providers receive program-specific training before the beginning of the year to prepare teachers and staff for implementation.

**How? (Moving Forward)**

- 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.
- Provide program-specific training in intervention programs before the beginning of the year to prepare teachers and staff for implementation.
- 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.
- Encourage all teachers to share information learned at professional learning sessions.
- Expand and strengthen school-university partnerships to build networks of support for literacy programs through the use of online collaborations, blogs and professional organizations.

(Georgia's Literacy Plan (GLP), The How, p. 49)

**Analysis and Identification of Student and Teacher Data**

**A-B. Student Achievement Data Disaggregated into Subgroups**

**2013 - 2014 EOCT DATA**

Subgroup	% of 9th Lit Meets or Exceeds	% of American Lit Meets or Exceeds	% of Biology Meets or Exceeds	% of Physical Science Meets or Exceeds	% of US History Meets or Exceeds	% of Econ Meets or Exceeds
All & EDS	69%	88%	40%	93%	61%	68%
Black	69%	88%	55%	93%	61%	67%
Hispanic	---	---	---	100%	---	100%
White	---	---	---	---	---	---
SWD	20%	33%	8%	---	0%	---

**2013-2014 TKES Evaluation Data**

Ineffective	Needs Development	Proficient	Exemplary
2	2	22	0

**C. Identifies Strengths and Weaknesses Based on Prescribed Assessments**

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>93% of all students scored at the meets/exceeds level on the Physical Science End of Course Test</li> </ul>	<ul style="list-style-type: none"> <li>31% of the students did not pass the 9<sup>th</sup> grade literature End of Course Test</li> </ul>
<ul style="list-style-type: none"> <li>68% of all students scored at the meets/exceeds level on the Economics End of Course Test</li> </ul>	<ul style="list-style-type: none"> <li>12% of the students did not pass American Literature End of Course Test</li> </ul>
<ul style="list-style-type: none"> <li>22 teachers were rated as Proficient of the Teacher Keys Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Only 40% of students meets/exceeds on the Biology End of Course Test</li> </ul>
<ul style="list-style-type: none"> <li>88% of students scored meets/exceeds on the American Literature End of Course Test</li> </ul>	<ul style="list-style-type: none"> <li>20% of SWD population scored meet/exceeds on the 9<sup>th</sup> Grade Literature End of Course Test</li> </ul>
	<ul style="list-style-type: none"> <li>Disconnect between teacher ratings and student performance</li> </ul>

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

The data included throughout this section includes all teachers at Carver HSR.

**E. Teacher Retention Data**

- 90% of certified teachers from the 2013-2014 school year were retained.

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

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

- Step 1: Collect all relevant data
- Step 2: Analyze data to prioritize needs
- Step 3: Determine potential root causes
- Step 4: Establish SMART Goals
- Step 5: Identify actions, strategies, and interventions
- Step 6: Determine artifacts and evidences
- Step 7: Develop the plan
- Step 8: Implement the plan
- Step 9: Monitor the implementation of the school improvement plan

We will utilize data to continuously monitor success and movement toward raising student achievement. Studies have shown that substantial student learning gains are possible when teachers introduce assessment results into their classroom practice (Natriello, G., 1987 & Crooks, T.J., 1988). Teachers use assessment data to set their own classroom goals and they have students track their own data to create individualized goals for themselves. There are several ways that informal and formal assessments and the data from them can be used. Some of those strategies include:

- Reviewing & analyzing student work
- Utilizing Thinkgate to analyze student benchmark and common assessment data
- Progress monitoring through the RTI process
- Implementation of research-based questioning techniques

**G. Additional District-Prescribed Data**

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

Carver Technology administers a mock writing-assessment. Teachers utilized the data to provide intensive remediation, acceleration, and enrichment to students in preparation for the writing assessment and to make recommendations for course placement.

#### **H. Teacher Participation in Professional Learning Communities**

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

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

We have included teachers, administrators, and instructional coach in our staff development that addresses the root causes of our identified needs. We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways:

- Professional Learning Seminars are held bi-weekly.
- Departmental / Grade level meetings are held once a month.
- Campus-wide meetings are held once a month.
- Teachers receive training on technology integration across the disciplines.
- Teachers participate in professional development through blended learning.
- Teachers participate in data talk sessions with the Instructional Coach and Principal.
- Teachers participate in Instructional Rounds.
- Teachers participate in PLOW/PLOT sessions with the Instructional Coach.
- Differentiated Instruction – meeting the needs of diverse learners
- Collaboration/Co-Teaching – working together to help meet the needs of all students
- Rigor and Relevance in the Classroom
- Book Studies
- Teacher Common Planning Time will be Increased for Vertical and Horizontal Collaboration.

**Project Plan-Procedures, Goals, Objectives and Support**

**A. Project Goals and Objectives**

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

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

**B. Performance Targets**

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

	<b>Performance Targets</b>				
<b>Performance Measures</b>	<b>2014/2015 Target</b>	<b>2015/2016 Target</b>	<b>2016/2017 Target</b>	<b>2017/2018 Target</b>	<b>2018/2019 Target</b>
Ninth Grade Literature EOC	62%	69%	74%	79%	83%
American Literature EOC	71%	73%	75%	77%	80%
Biology EOC	48%	52%	55%	58%	60%
Physical Science EOC	90%	92%	94%	95%	96%
U.S. History EOC	50%	54%	60%	66%	70%
Economics EOC	77%	80%	82%	84%	85%
Writing Assessment	92%	94%	96%	98%	100%
Reading Benchmark #1	65%	70%	75%	80%	85%
Reading Benchmark #2	70%	75%	80%	85%	90%
Writing Sample #1	80%	85%	90%	95%	100%
Writing Sample #2	85%	90%	95%	98%	100%
SRI Lexile (Above Level)	--	70%	75%	80%	85%

**C. Alignment of Goals, Objectives and Assessments**

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

**D. 120 Minutes of Tiered Literacy Instruction**

<b>READING and WRITING (60 minutes)</b>	
<b>READ ALOUD (5 minutes)</b>	<ul style="list-style-type: none"> <li>Teacher reads a variety of texts aloud to students modeling skills and strategies efficient readers use as well as fluent, expressive reading.</li> <li>Teacher models responding to text dependent questions in writing while verbalizing thinking (and reasoning).</li> </ul> <p style="text-align: center;"><b>FREQUENCY- Daily / STRUCTURE – Whole class or small group</b></p>
<b>SHARED READING / MINI LESSON (15 minutes)</b>	<p><b>Reading and Vocabulary Development</b></p> <ul style="list-style-type: none"> <li>Teacher selects a strategy, skill or element to introduce and reinforce a delivery method (direct, indirect, inquiry, etc.) for instruction with students.</li> <li>Teacher uses various strategies to introduce academic vocabulary.</li> </ul> <p style="text-align: center;"><b>FREQUENCY- Daily / STRUCTURE – Whole class or small group</b></p>
<b>GUIDED READING (10 minutes)</b>	<ul style="list-style-type: none"> <li>Teacher supports students in the reading development by planning appropriate instruction based on the students’ needs and interests. During this process, students practice applying reading and strategies to increasingly challenging material while the teacher creates an environment that allows for a gradual release of responsibility.</li> </ul> <p style="text-align: center;"><b>FREQUENCY- Daily / STRUCTURE- Small group, partner, or individual conferencing</b></p>
<b>INDEPENDENT READING (25 minutes)</b>	<ul style="list-style-type: none"> <li>Students select and read texts on their own.</li> <li>Students respond to text dependent questions by composing and writing their own responses.</li> <li>Teacher supports students through individual conferences.</li> </ul> <p style="text-align: center;"><b>FREQUENCY- Daily / STRUCTURE- Small group, partner, or individual conferencing</b></p>
<b>SHARING (5 minutes)</b>	<ul style="list-style-type: none"> <li>Students summarize, demonstrate new knowledge (or at least their attempts) as evidence of the new understandings of reading.</li> </ul> <p style="text-align: center;"><b>FREQUENCY- Daily / STRUCTURE – Whole Class</b></p>
<b>WRITING (60 minutes)</b>	
<b>Grammar, usage, mechanics, and spelling are taught strategically as a part of the real writing situation.</b>	
<b>Day 1 - Writing Aloud / Shared Writing (Whole class)</b>	<ul style="list-style-type: none"> <li>Teacher models writing for students while verbalizing thinking (and reasoning).</li> <li>Focus on conventions</li> <li>Teacher and students work together to interactively write to sources with the teacher serving as a scribe.</li> <li>Topic, audience, purpose, word choice, genre, content, and format are selected in a negotiated process between teacher and students.</li> </ul>
<b>Day 2 - Shared Writing (Whole class)</b>	<ul style="list-style-type: none"> <li>Teacher and students work together to interactively write to sources with the teacher serving as a scribe.</li> <li>Topic, audience, purpose, word choice, genre, content, and format are selected in a negotiated process between teacher and students.</li> </ul>
<b>Day 3 - Guided Writing/Independent Writing (Small group or partner)</b>	<ul style="list-style-type: none"> <li>Teacher provides differentiated small group instruction as students rotate through guided writing and independent writing groups.</li> <li>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.</li> <li>Students write about self-selected topics as they compose, revise, and edit their own texts.</li> </ul>
<b>Day 4 - Guided Writing/Independent Writing (Small group, partner, or individual conferencing)</b>	<ul style="list-style-type: none"> <li>Continue guided and independent writing activities from Day 3.</li> <li>Students talk about their writing in a conference with the teacher and/or peer.</li> </ul>
<b>Day 5 – Independent Writing/ Sharing (Small group, partner, or individual conferencing)</b>	<ul style="list-style-type: none"> <li>Students talk about their writing in a conference with the teacher and/or peer.</li> <li>Students share writing (or at least their attempts) as evidence of their attempt to use new writing skills and strategies.</li> </ul>

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

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

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

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

**E. RTI Model**

	<b>Strategies</b>	<b>Personnel</b>
<b>Tier IV</b> 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
<b>Tier III</b> SST Driven 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
<b>Tier II</b> Needs Based Learning		
<b>Tier I</b> Standards Based Classroom Learning		

## **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)
- 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
- School-level collaborations within the RtI process

## **H. Goals Funded With Other Sources**

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

**I. Sample Schedule**

<b>Period</b>	<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
<b>Period 1</b>	<b>Elective</b>	<b>Co-taught Core Content (Interventions and Support)</b>	<b>Co-taught Core Content (Interventions and Support)</b>	<b>Co-taught Core Content (Interventions and Support)</b>
<b>Period 2</b>	<b>Co-taught Core Content (Interventions and Support)</b>	<b>Co-taught Core Content (Interventions and Support)</b>	<b>Elective</b>	<b>Co-taught Core Content (Interventions and Support)</b>
<b>Period 3</b>	<b>Co-taught Core Content (Interventions and Support)</b>	<b>Co-taught Core Content (Interventions and Support)</b>	<b>Co-taught Core Content (Interventions and Support)</b>	<b>Elective</b>
<b>Period 4</b>	<b>Co-taught Core Content (Interventions and Support)</b>	<b>Elective</b>	<b>Co-taught Core Content (Interventions and Support)</b>	<b>Co-taught Core Content (Interventions and Support)</b>
<b>After School</b>	<b>Extended Learning time – ELA/Math Remediation and Enrichment</b>	<b>Extended Learning time – ELA/Math Remediation and Enrichment</b>	<b>Extended Learning time – ELA/Math Remediation and Enrichment</b>	<b>Extended Learning time – ELA/Math Remediation and Enrichment</b>

**Assessment and Data Analysis Plan**

**A. Current Assessment Protocol**

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

**B. Current Assessment vs. SRCL Assessments**

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

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

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

**C. New Assessment Protocol**

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

**D. Current Assessment Discontinued**

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

**E. Professional Learning Needs**

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

## **F. Presentation of Data to Parents and Stakeholders**

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

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

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

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

### **G. Data Used in Instructional Strategies**

- Assessment data will be used to make instructional decisions. The data will inform recommendations for students to be in a plethora of courses such as Advanced Placement, Intervention, Honors, Accelerated, and Regular Education Courses. Depending on students' areas of need, teachers can use the data from assessments to group students, to provide levels of support, and to differentiate instruction. Data is the driving force that directs all that we do.
- While there is a process for analyzing and reviewing data and making informed decisions, this process is one that is continuous (adopted from the GADOE School Improvement Process)—a cyclical process that involves:
  1. Collection of all relevant data.
  2. Analysis of data to prioritize needs.
  3. Step 3: Determine potential root causes.
  4. Step 4: Establish SMART Goals.
  5. Step 5: Identify actions, strategies, and interventions.
  6. Step 6: Determine artifacts and evidences.
  7. Step 7: Develop the plan.
  8. Step 8: Implement the plan.
  9. Step 9: Monitor the implementation of the school improvement plan.

### **H. Assessment Plan and Personnel**

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

## **Resources, Strategies, and Materials Including Technology**

### **A. Resources Needed**

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

### **B. Activities Supporting Literacy**

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

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

**C. Shared Resources**

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

**D. Library Resources**

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

**E. Activities Supporting Classroom Practices**

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

**F. Additional Needed Strategies**

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

**G. Current Classroom Resources**

- Desk Top Computers
- Promethean Boards
- Interactive Whiteboards

**H. Alignment of SRCL and Other Funding Sources**

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

**I. Technology Purchases**

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

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

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

**Professional Learning Strategies**

**A. Professional Learning Activities**

<b>Topic</b>	<b>Time Frame</b>	<b>Participants</b>	<b>Provider</b>
<b>Literacy 6-12 Writing Arguments and Conducting Research</b>	<b>6 hrs</b>	<b>Teachers</b>	<b>District</b>
<b>Book Talks</b>	<b>Duration of school year</b>	<b>Teachers</b>	<b>Ms. Williams (principal)</b>
<b>6-12 Close Reading Classroom</b>	<b>18 hrs</b>	<b>Teachers</b>	<b>District</b>
<b>Student Support Training</b>	<b>12 hrs</b>	<b>SST Chairs</b>	<b>Lillian Harris</b>
<b>Student Support Intervention Bank &amp; Progress Monitoring Tool</b>	<b>3 hrs</b>	<b>SST Chairs and Principals</b>	<b>Lillian Harris</b>
<b>Power Practices for Common Core Instructional Framework</b>	<b>6 hrs</b>	<b>ELA/Math Teachers</b>	<b>Dr. Kenneth Kirk</b>
<b>RTI Process Overview – Implementing At Your School</b>	<b>3 hrs</b>	<b>SST Chair</b>	<b>Lillian Harris</b>
<b>Core Strategies for Argumentative Writing</b>	<b>3 hrs</b>	<b>ELA Teachers</b>	<b>District</b>
<b>Engaging Students with Digital Project Based Learning</b>	<b>3hrs</b>	<b>All</b>	<b>District</b>

**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**

- Learning Center houses professional literature for all classes.
- Weekly PLOW or PLOT sessions
- Online MYPLC opportunities all year
- Monthly Book Talks

**D. Professional Learning Needs**

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

**E. Professional Learning Evaluation**

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

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

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

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

## **G. Effectiveness of Professional Learning**

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

## **Sustainability Plan**

### **A. Plan for Extending Assessments**

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

### **B. Developing Community Partnerships**

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

### **C. Expanding Lessons learned**

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

- **Extending Assessment Protocols**

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

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

- **New System Employees Training**

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

- **Maintaining and Sustaining Technology**

SPLOST funds will maintain technology with district personnel responsible.

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

### **D. Print Materials Replacement**

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

### **E. Extending Professional Learning**

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

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

**F. Sustaining Technology**

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

**G. Expanding Lessons Learned - New Teachers & LEA**

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

## **Budget Summary**

### **Professional Learning**

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

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

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

### **Stipends**

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

### **Professional Library**

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

### **Print Materials/Supplies**

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

### **Home School Connections/Literacy Events**

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

### **Student Instructional Support - Beyond the Regular Instructional Day**

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

### **Pupil Travel/Field Trip**

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

### **Technology**

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

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