

School Profile

Created Thursday, November 20, 2014

Updated Friday, December 05, 2014

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School Information

System Name:	Atlanta Public Schools
School or Center Name:	Perkerson Elementary Schools
System ID	761
School ID	41609

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Name:	Shawn Bender
Position:	Principal
Phone:	404.802.3950
Email:	snbender@atlanta.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Shawn Bender
Position:	Principal
Phone:	404.802.3950
Email:	snbender@atlanta.k12.ga.us

Grades represented in the building

example pre-k to 6

K-5

Number of Teachers in School

30

FTE Enrollment

551

Grant Assurances

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

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

-
- Yes
-

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

-
- Yes
-

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

- Yes

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

- Yes

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

- Yes

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

- Yes
-

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

- Yes
-

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

- Yes
-

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

- Yes
-

Preliminary Application Requirements

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Click on the [General Application Information](#) link below to assist you in the grant development process.

[SRCL General Information Packet-Cohort 4](#)

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

-
- Yes
-

Click on the [SRCL Rubric](#) link below to assist you in the grant development process.

[SRCL Scoring Rubric-Cohort 4](#)

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

-
- Yes
-

Click on the [Assessment Chart](#) link below to assist you in the grant development process.

[SRCL Required Assessments Chart](#)

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

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

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:

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

Literacy Program

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

Atlanta Public Schools

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

An effective English language arts and literacy program includes:

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

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

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

Need for a Striving Reader Project

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

Plan for Striving Readers' (SR) Grant Implementation

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

Individuals Responsible for Day-to-Day Grant Operations

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

Responsibilities for Grant Implementation

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

Implementation of Goals and Objectives

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

Atlanta Public Schools: District Management Plan and Key Personnel

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

Involving Grant Recipients in Budget and Performance Plans

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

Evidence of Meetings with Grant Recipients

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

Experience of the Applicant

A. Other Initiatives and State Audit Results

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

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

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

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

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

B. Capacity to Coordinate Resources

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

C. Sustainability

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

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

D. Internal Initiatives

- During the summer of 2012, APS rapidly expanded online classes for students by launching the Atlanta Virtual Academy (AVA). The classes allow students throughout the district to earn credit through AVA in addition to their regular schedule. All class content is aligned with the CCGPS
- All students have access to music, arts, world language, and core academic programs, from K- 12th grade
- Every APS middle and high school offers at least two world languages
- All APS middle schools offer accelerated math classes
- APS schools dramatically increased their inclusive practice and more students with disabilities are learning alongside their non-special needs peers
- Full continuum of International Baccalaureate curriculum.

School Narrative

A. School History

Thomas Jefferson Perkerson Elementary is a thriving, public elementary school in Southwest Atlanta that offers an array of unique educational programs to meet the needs of our diverse community.

B. Administrative and Teacher Leadership Team

Our administrative team is comprised of Mr. Shawn Bender (Principal), Ms. Tracey Fletcher (Assistant Principal), Ms. Coffee, Mrs. Smallwood, and Ms. Davis, (Instructional Coaches), and Mrs. Hare (Counselor). We understand children learn best in a positive and challenging learning environment that is managed by caring and competent adults. Our Vision is to grow students into global citizens through the arts, language, and technology integration. We envision a school where children and adults work productively towards success for all students. This involves the arts, technology, world languages, mutual respect, and responsibility on everyone's part.

C. Past and Current Instructional Initiatives

Through research-based strategies and intervention methods, Perkerson creates and empowers college and career ready, service oriented, global citizens who are prepared for meeting state and national standards. With the support of all stakeholders, Perkerson Elementary will continue to provide rigorous and engaging instruction in classrooms, enriched with positive interactions, technology, languages and the arts. Literacy is the gateway skill, and our focus is to ensure that every child spends the majority of the day reading and writing in all content areas.

D. Professional Learning Needs

- Guided Reading
- Differentiated instruction and engagement
- New teacher instructional mentoring
- Parent and community involvement

E. Need for a Striving Reader Project

Every child regardless of their ability has the opportunity to learn with their general education peers to the greatest extent possible. We have an attractive, safe and conducive educational learning environment where teachers believe that failure is not an option. Students have the opportunity to obtain the necessary skills for their future endeavors in small nurturing classrooms. Parents, teachers, partners, administrators, and all stakeholders work for daily success of every child. It will benefit our school greatly to receive the Strivers Readers grant so that teachers as well as administrators will have access to high quality professional learning to ensure success in reaching and maintaining our goals.

Needs Assessment, Concerns, and Root Cause Analysis

A. Needs Assessment Description

An assessment of literacy regarding the needs of Perkerson Elementary School incorporated a survey for teachers and administrators, as well as the Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12 diagnostic tool. Teachers in kindergarten through fifth grade, special areas, and the media specialist actively participated in the completion of the survey designed to assess the needs and implementation of literacy at Perkerson. 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. 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 Elementary Teachers
- Administrators' Needs Assessment for Literacy Kindergarten to Grade 12
- 2012-2014 Student Achievement Data

C. Disaggregated Data

2014 Reading and ELA CRCT Results

Reading		ALL and EDS	SWD	BLACK	HISPANIC	WHITE
Perkerson	3rd Grade	65%	0%	65%	67%	100%
Perkerson	4th Grade	82%	33%	82%	100%	100%
Perkerson	5th Grade	85%	25%	85%	NA	NA

ELA

Perkerson	3rd Grade	55%	0%	55%	100%	0%
Perkerson	4th Grade	68%	33%	68%	100%	0%
Perkerson	5th Grade	82%	50%	82%	NA	NA

2013 Reading and ELA CRCT Results

Reading		ALL and EDS	SWD	BLACK	HISPANIC	WHITE
Perkerson	3rd Grade	84%	NA	84%	100%	100%
Perkerson	4th Grade	79%	50%	79%	NA	NA
Perkerson	5th Grade	79%	50%	80%	0%	100%

ELA

Perkerson	3rd Grade	79%	NA	79%	100%	100%
Perkerson	4th Grade	70%	17%	70%	NA	NA
Perkerson	5th Grade	87%	75%	87%	100%	100%

2012 Reading and ELA CRCT Results

Reading		ALL and EDS	SWD	BLACK	HISPANIC	WHITE
Perkerson	3rd Grade	82%	100%	82%	NA	NA
Perkerson	4th Grade	84%	80%	83%	100%	100%
Perkerson	5th Grade	86%	57%	86%	NA	NA

ELA

Perkerson	3rd Grade	71%	50%	71%	NA	NA
Perkerson	4th Grade	77%	80%	76%	100%	100%
Perkerson	5th Grade	92%	86%	92%	NA	NA

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

Reading		ALL and EDS	SWD	BLACK	HISPANIC	WHITE
Perkerson	All Grades	67%	10%	67%	75%	50%

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

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

D. Root Cause Analysis

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

Building Block 1: Engaged Leadership

Areas of Concern

- A literacy leadership team organized by the administrator or other leaders in the community is 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

- High teacher turnover rate
- Low community involvement
- Teacher knowledge is lacking due to previous scripted programs

- Teachers lack knowledge of how to optimize instruction in all content areas
- Over the past three (3) years, we have had three (3) different Parent liaisons and adequate records have not been keep over the years
- Lack of understanding by parent on the Common Core Georgia Performance Standards

Actions Taken

- Regularly monitors literacy instruction within his/her school
- Schedules protected time for literacy and teacher collaboration
- Participates in literacy instruction with his/her faculty
- Serve as a model by studying literacy research and best practices sharing professional resources among faculty, facilitating professional discussions, and training team leaders as facilitators
- A shared literacy vision has been agreed upon by the school and community that is aligned with the state 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

- Inadequate time to schedule team meetings regularly
- Lack of personnel for teacher coverage during planning meetings
- Teacher lack of understanding to provide literacy instruction across the curriculum
- Lack of communication and planning of partnership programs between partnerships and instructional coaches

Actions Taken

- 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.

Building Block 3: Ongoing Formative and Summative Assessments

Areas of Concern

- A clearly articulated strategy for using data to improve teaching and learning is followed.

Root Causes

- Professional development needed for how to analyze and use data to improve teaching
- Data protocols are not consistent

Actions Taken

- 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 is 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.
- 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).
- Ensures protocols for team meetings, such as those found on <http://www.lasw.org/methods.html> are regularly followed

Building Block 4: Best Practices in Literacy Instruction

Areas of Concern

- Teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school.
- 100% of the teachers feel that one major area in our language block where teachers feel they do not have insufficient time is in small group differentiation for below-grade level.
- 80% of the teachers expressed that a major area of weakness in our materials for foundational skills is elementary phonics.

- 75% of teachers expressed that a major weakness in our materials for differentiation are phonics and sight word recognition
- 80% of teachers expressed that a major area of weakness in our writing instruction is the lack of professional development they receive.
- 69% of teachers expressed that conventions is an area of weakness in language skills.
- 72% of teachers expressed that writing materials are needed.
- 56% of teachers expressed that they are using a phonics program they are satisfied with.
- 60% of teachers expressed they need help learning to integrate the interactive white board into their classroom.

Root Causes

- Teachers need professional development to use researched based strategies to maintain engagement and student interest
- Teachers need time to observe colleagues proficient in delivering engaging and interesting lessons

Actions Taken

- 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 K-3 includes the following for **all** students:

- a. Whole group which includes explicit instruction in word identification, vocabulary, and comprehension
- b. Small groups for differentiation
- 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
- 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
- A protected, dedicated 90-120-minute block is allocated for literacy instruction in grades K-5 for all students in self-contained classrooms.

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

Areas of Concern

- Information developed from the school-based data teams is used to inform RTI process (see Section III. E.)
- Tier 2 needs-based interventions are provided for targeted students.
- In Tier 3, Student Support Team (SST) and Data Team monitor progress jointly.
- Tier 4-specially-designed learning is implemented through specialized programs, methodologies, or strategies based upon students' inability to access the CCGPS any other way.
- 48% of teachers normally have 3-4 students in an intervention group.
- 64% of teachers feel they need support teaching struggling readers.

Root Causes

- Training was not provided to schools on how to implement a school based data team
- Training is needed for all faculty and staff members on how to adequately provide students with Tier 2 based interventions
- School based data team is not established
- Lack in special area certifications (special education teachers, Gifted, ESOL)

Actions Taken

- 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.
- 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.

Building Block 6: Improved Instruction through Professional Development

Areas of Concern

- Preservice education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.
- In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.
- 77% of teachers expressed that professional development is needed in for small group differentiation for on-grade level.

Root Causes

- Lack of new teacher orientation to our school
- High teacher turnover rate
- Lack of professional development in implementation of balanced literacy program
- Lack of funds to participate in National literacy conferences and professional development

Actions Taken

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

E. School Staff Involved in Needs Assessment

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

Scientific, Evidence Based Literacy Plan

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

Building Block 1. Engaged Leadership

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

Why?

One in four students in grades four through twelve was a struggling reader in 2005, and fewer than one-third of public school 8th graders read at or above grade level (Perie, Grigg, & Donahue, 2005). All teachers, therefore, are literacy instructors who must coordinate the development of students’ skills in accessing, using, and producing multiple forms of media, information, and knowledge in each content area. Georgia’s Literacy Task Force established content literacy as a goal for each Georgia student; consequently, a common understanding of literacy must be recognized and valued by all stakeholders, including all teachers, students, parents, and community members.

What?

Our administrator currently:

- Regularly monitors literacy instruction within his/her school
- Schedules protected time for literacy and teacher collaboration
- Participates in literacy instruction with his/her faculty
- Serve as a model by studying literacy research and best practices sharing professional resources among faculty, facilitating professional discussions, and training team leaders as facilitators
- Provide time and support for staff to participate in job-embedded professional learning (including coaching, if available, peer- mentoring, learning community, grade-level meetings focused on student work, etc.)

How?

To move forward administrators will:

- Provide professional learning based on student data and teacher needs.
- Conduct literacy walk- throughs to monitor use of literacy strategies, student engagement

and learning, as well as to ensure consistent use of effective instructional practices.

- Ensure continued growth through professional learning by providing opportunities for new staff to receive necessary support in becoming acquainted with programs, materials and previously learned strategies.
- Ensure continued excellence in professional learning by continuing to analyze data and adjusting professional learning accordingly

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?

Our administrator currently:

- A shared literacy vision has been agreed upon by the school and community that is 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?

To move forward administrators will:

- Convene literacy leadership team with community stakeholders, afterschool providers, school faculty and parents
- Ensure that stakeholders understand literacy goals and their roles in meeting these goals
- Ensure use of research- based practices aligned with CCGPS
- Provide professional learning and support for staff in making the transition to the CCGPS
- Use student achievement data to meet individual teacher needs through follow-up assistance and professional learning

- Continue to analyze formative and summative student assessment results and refine literacy goals based on the Common Core Georgia Performance Standards (CCGPS), as well as focus on the goals and objectives of the School Improvement Plan to keep staff motivated, productive, and centered on student achievement
- Incentivize strong leaders on faculty
- Utilize technology to maintain communication among team members
- Use social media to involve community members and parents in literacy efforts and reach out to those not currently involved

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?

Our administrator currently:

- A protected, dedicated 90-120-minute block is allocated for literacy instruction in grades K-3 for all students.
- In grades 4-12 students receive two to four hours of literacy instruction across language arts and in content area classes.
- Protected time for collaborative planning teams within and across content areas are 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?

To move forward administrators will:

- Ensure that teams meet for collaborative planning and examining student data/work during scheduled times collaborative meetings.
- Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction.
- Study formative student assessment results and use the results to continue to determine the impact of efforts to maximize use of time

- Share professional learning at team and staff meetings
- Encourage teachers to share stories of success in the community, both online and through traditional outlets

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. 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

What?

Our administrator currently:

- Faculty and staff participate in targeted, sustained professional learning 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?

To move forward administrators will:

- Design and implement infrastructure to provide guidance and support for students and families
- Incorporate technologies to more creatively and effectively support stakeholder engagement (i.e., blogs, Twitter, electronic newsletters).
- Develop strategies for maintaining momentum and progress of a learning support system
- Establish a mentoring system for every student who needs additional support from both within the school and from the community
- Provide parents and caregivers with links to websites that provide resources to strengthen literacy
- Include academic supports such as tutoring, co- curricular activities, online learning opportunities and/or tutoring, and extended learning opportunities such as summer programs, after- school and Saturday academies to enhance literacy learning

- Utilize social media to communicate and promote the goals of literacy across the curriculum, e. g.. Twitter, Facebook, Google+, etc.

E. Action: Optimize literacy instruction across all content areas

Why?

Reading Next (Biancarosa & Snow, 2004) 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?

Our administrator currently:

- Teachers have adopted a common, systematic procedure for teaching academic vocabulary in all subjects.
- 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?

To move forward administrators will:

- Ensure the use of research-based strategies and appropriate resources to support student learning of the CCGPS
- Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS
- Ensure instruction in and opportunities for:
 - Writing opinion pieces on topics or texts, supporting a point of view with reasons and information
 - Writing informative/ explanatory texts to examine a topic and convey ideas and information clearly
 - Writing narratives to develop real or imaginary experiences
- Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance
- Provide teachers with resources to provide a variety and choice in reading materials and writing topics Ensure that teachers provide meaningful opportunities for students to write, speak, and listen
- Identify skills or knowledge that needs to be strengthened in the future for students to reach standards proficiency
- Monitor literacy instruction across the curriculum through:
 - Formal and informal observations
 - Lesson plans
 - Walkthroughs
 - Student work samples
- Expand meaningful opportunities for students to write, speak, and listen across the subject areas (e.g., contests, debates, speeches, wikis, blogs, creating YouTube videos, and drama)
- Differentiate literacy assignments by offering student choice ([http://daretodifferentiate.wikispaces.com/Choice Boards](http://daretodifferentiate.wikispaces.com/Choice+Boards))
- Host family nights that engage parents in activities that demonstrate the importance of proficiency in literacy

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 21st century skills that include digital-age literacy, inventive thinking, effective communication, and high productivity.

What?

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?

To move forward administrators will:

- Establish a mentoring system from within and outside of the school for every student who needs additional support
- Actively support teachers in their efforts in schools
- Utilize social media to communicate and promote the goals of literacy throughout the community at large
- Pursue additional funding sources for specialized literacy staff and materials

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?

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?

To move forward administrators will:

- Plan and implement lessons that address the literacy needs of students
- Study formative student assessment results and use the results to continue to adjust instruction
- Utilize online options to provide ongoing professional learning to new and continuing teachers
- Share professional learning online and at team and staff meetings
- Showcase evidence of student learning success on the school or class websites and through blogs, e. g., writing assignments, improved test scores, awards or recognitions
- Encourage teachers to share stories of success in the community and through school and teacher websites and blogs

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 grades five and eight. 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?

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 a literacy celebration for the entire school

How?

To move forward administrators will:

- Reading teachers in grades K-5 use core programs that provide continuity and a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary

and informational texts.

- Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS
- Teach and have students practice writing as a process (pre-write, draft, revise, edit, and publish online and on hardcopy)
- Provide variety and choice in the types, media and genre of both reading and writing assignments
- Stay abreast of effective strategies for literacy instruction
- Celebrate and publish good student writing in a variety of formats (e. g., district and school websites and blogs, social media, local newspapers, literacy magazines, classroom and school libraries, etc.)
- Host family nights that engage parents in activities that demonstrate the importance of literacy proficiency

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

Why?

The Atlanta Speech School's Rollins Center for Language & Learning is a leader in providing professional learning in language and literacy to schools, school systems, and teachers who work with students from age 3 through 8th grade. The Center focuses on students from low income families who are at the greatest risk for reading and academic failure. The Rollins Center is committed to ensuring that all children enter kindergarten *ready to learn* and on a path to *read to learn* by third grade. The Rollins Center uses evidence-based language and literacy strategies to train and coach literacy coaches, teachers, and school leaders. Through careful analysis of the student outcome data of teachers receiving Rollins professional learning, the Rollins Center has demonstrated that professional learning and teachers are the key to student success. During 2009-2010, the Rollins Center trained approximately 500 leaders and teachers, providing 5,520 students with positive outcome.

What?

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?

To move forward administrators will:

- Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, out-of-school programming)
- Design and implement infrastructure to provide guidance and support for students and families
- Establish a work group (e.g., school counselors, psychologists, nurses, social workers,

attendance and drop out counselors, health educators, special education staff, after school program staff, bilingual and Title I coordinators, safe and drug free school staff, union representatives, classroom teachers, non-certified staff, parents, older students, community representatives) that focuses specifically on how learning supports are used

- 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)
- Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives
- Continue to focus proactively on broad issues that may prevent students from learning (e.g., health, nutrition, homelessness, drop-out, attendance)
- Include academic supports such as tutoring, co-curricular activities, and extended learning opportunities such as summer programs, online tutoring programs, after-school and Saturday academies to enhance literacy learning

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

What?

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.

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 GHS GT, 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.

How?

To move forward administrators will:

- Make a data collection plan for storing, analyzing, and disseminating assessment results
- Task the data team with developing procedures and expectations for staff to review and analyze assessment results
- Ensure that teachers understand the purpose for and use of formative assessment and how it differs from summative assessment
- Provide timely, descriptive feedback to students with opportunities to assess their own learning (e.g., graphing their progress)
- Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format
- Utilize online options such as Skype and Google+ for collaboration among teachers within the same and different schools

- Record online collaboration sessions for those who could not attend at the designated time
- Continue to research and select effective screening, progress monitoring, and diagnostic tools to identify readiness levels of all students
- Continue to purchase assessment and intervention materials aligned with students' needs
- Use online training options to train/retrain all staff who will administer assessments to ensure standardized procedures and accurate data recording

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 within 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?

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).
- Ensure intervention materials aligned with students' needs are in use and staff is trained.
- Has implemented a formative assessment calendar based on local and state guidelines includes times for administration and the persons responsible.

How?

To move forward administrators will:

- Research and select effective progress monitoring tools to measure general-outcome literacy competencies (e.g., phonemic awareness, phonics, oral reading fluency, written expression, vocabulary)
- Research and select effective universal screening to measure literacy competencies for all students across the curriculum
- Provide timely, descriptive feedback to students with opportunities to assess their own learning (e.g., graphing their progress)
- Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording

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?

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?

To move forward administrators will:

- Develop a protocol for ensuring that students who are identified by screenings receive diagnostic assessment
- Use technology to differentiate learning within content areas (e.g., use Lexiles 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)
- Use technology to share relevant student progress data with families in an easily interpreted format
- Use technology for communicating data to the district literacy leadership team in a timely manner
- Recognize and celebrate individual student's incremental improvements toward reaching literacy goals

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

Why?

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?

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?

To move forward administrators will:

- Evaluate the capacity of technology infrastructure to support test administration and disseminate results
- 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 lessons, re-teaching, and intervention activities that target areas of need
- Utilize online options such as Skype and Google+ for collaboration among teachers within the same and different schools on lesson planning
- Record online collaboration sessions for those who could not attend at the designated time
- Using the school or classroom websites, recognize and celebrate individual student's significant improvements and attaining designated standards of achievement

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

What?

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?

To move forward administrators will:

- Identify participants for data team at system level
- Develop a data storage and retrieval system
- Train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional commonalities
- Using online options to continue to train new members of the meetings in the expectations and function of the established protocols
- Ensure that the data storage and retrieval system is effective and efficient

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 very young age of these 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 school. Any of these can have a negative effect on a young child's performance on any or all of the following: an unfamiliar task, with an unfamiliar person, in a new situation. As the school year progresses, their performance may alter dramatically as many of them rapidly acquire skills as a result of instruction and familiarity with their 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

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 extended prose in elementary school and writing essays in high school (minimum five pages) and college (ten pages). Create writing assignments that ask students to interpret and analyze a variety of texts and to write in various genres.
2. Employ functional approaches to teaching and applying rules of grammar so that students understand how language works in a variety of contexts.
3. Foster collaborative writing processes.
4. Include the writing formats of new media as an integral component of writing.
5. Use formative assessment strategies that provide students with feedback while developing drafts.
6. Employ multiple assessment measures, including portfolios, to assess students' development as writers. (NCTE, 2008, p. 5)

What?

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 K-3 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?

To move forward administrators will:

- Use online options where feasible, provide professional learning on research-based differentiated instructional strategies that support diverse needs
- Use videotaping and peer-to-peer coaching, ensure that teachers receive frequent feedback and coaching
- Use videotaping of differentiated lessons to share with other educators
- Stay abreast of current research and new findings related to differentiated instruction by developing a library of professional books, journals, and online sources
- Continue analyzing data to determine the impact of teaching strategies on student achievement
- Continue to provide ongoing training to all pertinent and new staff in the use of the core program
- Provide support to new teachers on differentiated instruction for all learners, including English language learners and students with exceptionalities
- Provide opportunities for teachers to learn more about how to make adolescent curriculum more accessible to all learners (e.g., participate in professional learning provided by district and state, attend conferences and/or institutes)
- Encourage teachers to participate in online professional communities to share ideas, questions, lesson plans and videotapes of classes

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

Why?

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

What?

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?

To move forward administrators will:

Teachers should be made to understand the need for any or all of the following:

1. Providing students with opportunities to self-select reading material and topics for research
 2. Taking steps to provide students with an understanding of the relevance of their academic assignments to their lives
 3. Increasing opportunities for collaborating with peers
 4. Increasing access to texts that students consider interesting
 5. Scaffolding students' background knowledge and competency in navigating content area texts to ensure their confidence and self-efficacy
 6. Leveraging the creative use of technology within the learning process to promote engagement and relevance.
- Ensure that incentive programs, if used, are:
 1. Voluntary and not required
 2. Not tied to grades
 3. Incentives are minimal and are connected to reading, such as books
 4. Are used with students who are unmotivated to read rather than with those who are already excited about reading
 - Teachers explore ways to use peer collaboration with and discuss within the context of PLCs (e.g., literature circles, cross-age interactions)

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

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

1) providing content goals for reading: 2) supporting student autonomy, 3) providing interesting

texts, and 4) increasing social interactions among students related to reading. (Boardman *et al.*, 2008)

What?

Our Administration Currently:

- A protected, dedicated 90-120-minute block is allocated for literacy instruction in grades K-5 for all students in self-contained classrooms.

How?

- Provide professional learning on best practices in writing instruction in all subject areas
- Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum
- Provide professional learning on best practices in writing instruction in all subject areas
- Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum

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?

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?

We plan to implement in the future...

Use the Georgia Department of Education problem-solving checklist to evaluate:

- Personnel providing interventions
- The ease with which students move between tiers

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

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?

Currently...

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?

In the future, we plan to implement...

Encourage the use of technology to support proactive communication between students and teachers, parents and teachers (e.g., cell phones, texting, email)

Ensure that communication between teachers and administrators is ongoing and effective

Establish protocols to support professional learning communities and use decision-making model to evaluate effectiveness

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?

Currently...

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?

In the future, we plan to implement...

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

- Ensure that teachers consistently provide research-validated interventions designed to meet individual student's needs
- Document data points to monitor student response to intervention
- Encourage the use of technology to ensure proactive communication students and teachers, parents and teachers, e.g., cell phones, texting, email
- Establish protocols to ensure consistent progress monitoring, data collection, and reporting

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?

Currently...

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?

In the future, we plan to implement...

- 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)
- Teachers consistently provide research validated interventions designed to meet individual student's needs

- Ensure that T3 includes proven interventions that address behavior

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?

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 Math II teacher teams with best special education teacher for team-taught instruction).

How?

In the future, we plan to implement...

- 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
- Special education, EL, or gifted case managers meet plan and discuss students' progress regularly with general education teachers
- Case managers regularly participate in open houses, parent conferences and college and career planning activities

Building Block 6. Improved Instruction through Professional Learning

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

“The reading training should align to the subject in which the teacher will be certified. All professional learning should focus on effective instructional strategies and best practices for literacy.”

“The NABSE study group, who was responsible for the report Reading at Risk: The State Response to the Crisis in Adolescent Literacy (2006), stresses the importance of teaching literacy skills within the context of core academic content. This requires the revision of how teacher training is currently done at the college/university level. Content literacy strategies and reading instructional best practices need to be the focus in pre-service courses.”

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?

Currently...

Preservice teachers receive coursework in disciplinary literacy within content areas

How?

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

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?

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.

Administrators, faculty, and staff have received training in administering, analyzing and interpreting results of assessments in terms of literacy.

Some or all of the following personnel participate in all professional learning opportunities:

- a. Paraprofessionals
- b. Support staff
- c. Interventionists
- d. Substitute teachers
- e. Pre-service teachers working at the school
- f. Administrators
- g. All faculty

How?

In the future, we plan to implement...

- Analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups
- Revisit professional learning options to utilize experts within the school to develop and support colleagues
- Ensure that new personnel receive vital professional learning from earlier years
- Videotape important professional learning sessions for staff to review and share with colleagues within and out of the school
- Expand and strengthen school-university partnerships to build networks of support for literacy programs through the use of online collaborations, blogs and professional organizations
- Continue to encourage "professional talk" among staff and provide time for discussions

Analysis and Identification of Student and Teacher Data

A. Student Achievement Data

CRCT Spring 2013		Reading (CCGPS)			English/ Language Arts (CCGPS)		Mathematics (CCGPS)			
		Literary Comprehension	Reading for Information	Reading Skills & Vocabulary Acquisition	Grammar & Sentence Construction	Research & Writing Skills	Numbers & Operation	Measurement & Data Analysis	Geometry	Algebra
		Number of test questions								
Grade 3	Teacher	21	11	8	30	30	30	18	6	6
		Percent of questions correct								
	T 1	77	51	69	64	71	60	60	62	68
	T2	71	50	66	60	61	54	56	57	63
	T3	76	59	76	67	72	68	67	68	68
	T4	66	44	63	59	62	52	58	62	57
	Grade Level Average	73	51	69	61	67	59	60	62	64
		Number of test questions								
Grade 4	Teacher	16	16	8	25	25	30	14	10	6
		Percent of question correct								
	T1	71	59	85	66	57	60	59	58	57
	T2	72	56	80	66	60	71	69	70	77
	T3	67	46	73	62	54	64	55	53	73
	T4	76	67	81	72	69	70	62	67	85
	Grade Level Average	72	57	80	67	60	66	61	62	73
		Number of test questions								
Grade 5	Teacher	16	16	8	25	25	30	15	9	6
		Percent of question correct								
	T1	61	58	83	70	71	66	63	53	60
	T2	65	62	86	70	66	72	62	55	68
	T3	58	56	76	65	67	55	52	46	62
	T4	48	53	71	57	57	59	60	51	52
	Grade Level Average	58	57	79	66	65	63	59	51	61
3-5 Grade Level Average			55							
Areas of need are highlighted in red.										

Our CRCT data from 2013 results indicated that students scored an average of 55% in reading for information in grades 3-5. Scores on the CRCT indicated that literacy comprehension scores for grades 3-5 ranged from 58% to 73%. Students in grades 3-5 scores on the CRCT ranged from 69%- 80% in reading skills and vocabulary acquisition. While the English/ Language Arts domains on the CRCT scores ranged from an average of 60% to 67% in grades 3-5.

B. Disaggregation into Subgroups

In reading, students from the All, EDS, Black, White, and Hispanic subgroups all performed above 80%. Fifth grade students from the SWD subgroup performed less than 60% in reading. In ELA students from the SWD third grade subgroup performed at 50%, students from 3rd grade and 4th grade All and EDS and Black subgroup scored 70% and above. While all 5th grade subgroups, performed 85% and above. Our Hispanic and White subgroups scored 100% in Reading and ELA, while scoring 50% or below in math, science, and social studies.

2013 Reading		ALL and EDS	SWD	BLACK	HISPANIC	WHITE
Perkerson	3rd Grade	82%	100%	82%	#DIV/0!	#DIV/0!
Perkerson	4th Grade	84%	80%	83%	100%	100%
Perkerson	5th Grade	86%	57%	86%	#DIV/0!	#DIV/0!

2013 ELA		ALL and EDS	SWD	BLACK	HISPANIC	WHITE
Perkerson	3rd Grade	71%	50%	71%	#DIV/0!	#DIV/0!
Perkerson	4th Grade	77%	80%	76%	100%	100%
Perkerson	5th Grade	92%	86%	92%	#DIV/0!	#DIV/0!

2013 Math		ALL and EDS	SWD	BLACK	HISPANIC	WHITE
Perkerson	3rd Grade	51%	0%	51%	#DIV/0!	#DIV/0!
Perkerson	4th Grade	45%	40%	47%	0%	50%
Perkerson	5th Grade	74%	43%	74%	#DIV/0!	#DIV/0!

2013 Science		ALL and EDS	SWD	BLACK	HISPANIC	WHITE
Perkerson	3rd Grade	50%	50%	50%	#DIV/0!	#DIV/0!
Perkerson	4th Grade	68%	25%	69%	50%	50%
Perkerson	5th Grade	66%	31%	66%	#DIV/0!	#DIV/0!

2013 Social Studies		ALL and EDS	SWD	BLACK	HISPANIC	WHITE
Perkerson	3rd Grade	59%	50%	59%	#DIV/0!	#DIV/0!
Perkerson	4th Grade	63%	25%	65%	50%	50%
Perkerson	5th Grade	38%	8%	38%	#DIV/0!	#DIV/0!

2014 CRCT	ALL & EDS			SWD			BLACK			HISPANIC			WHITE		
	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E
Reading 3 rd	57	88	65%	0	3	0%	57	88	65%	2	3	67%	1	1	100%

Reading 4 th	70	85	82%	1	3	33%	70	85	82%	1	1	100%	1	1	100%
Reading 5 th	57	67	85%	1	4	25%	57	67	85%	0	0	#DIV/0!	0	0	#DIV/0!
ELA 3 rd	48	88	55%	0	3	0%	48	88	55%	3	3	100%	0	1	0%
ELA 4 th	58	85	68%	1	3	33%	58	85	68%	1	1	100%	0	1	0%
ELA 5 th	55	67	82%	2	4	50%	55	67	82%	0	0	#DIV/0!	0	0	#DIV/0!
Math 3 rd	35	88	40%	0	3	0%	35	88	40%	3	3	100%	1	1	100%
Math 4 th	43	85	51%	1	3	33%	43	85	51%	0	1	0%	0	1	0%
Math 5 th	39	67	58%	1	4	25%	39	67	58%	0	0	#DIV/0!	0	0	#DIV/0!
Science 3 rd	37	91	41%	0	6	0%	37	91	41%	2	3	67%	0	1	0%
Science 4 th	44	89	49%	1	7	14%	44	89	49%	1	1	100%	0	1	0%
Science 5 th	34	70	49%	1	7	14%	34	70	49%	0	0	#DIV/0!	0	0	#DIV/0!
SS 3 rd	51	91	56%	0	6	0%	51	91	56%	2	3	67%	0	1	0%
SS 4 th	41	89	46%	1	7	14%	41	89	46%	0	1	0%	0	1	0%
SS 5 th	20	70	29%	0	7	0%	20	70	29%	0			0	0	#DIV/0!

C. Identifies Strengths and Weaknesses Based on Prescribed Assessments

- Complete the chart below regarding your student outcome data.

Strengths	Weaknesses
<ul style="list-style-type: none"> 82% of all 3rd grade students scored at the meets/exceeds level in the Reading CRCT 2013 	<ul style="list-style-type: none"> Decrease in Reading CRCT scores from 2013-2014 in 3rd through 5th grades
<ul style="list-style-type: none"> 84% of all 4th grade students scored at the meets/exceeds level in the Reading CRCT 2013 	<ul style="list-style-type: none"> Decrease in ELA CRCT scores from 2013-2014 in 3rd through 5th grades
<ul style="list-style-type: none"> 86% of all 5th grade students scored at the meets/exceeds level in the Reading CRCT 2013 	

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

The data included throughout this section includes all teachers at Perkerson Elementary

E. Teacher Retention Data

Our retention data over the past 2-3 years is as follows: 2013-2014 15/39 (38%) and 2014-2015 15/32 (47%). While some of the dynamics of retention cannot be controlled, e.g., family moves, birth of children, and retirement; investing in resources that effectively address the

reasons for teacher attrition increases the likelihood that a high quality teacher who increases student achievement will stay in the field. In addition many of our teachers left because they felt as though Perkerson Elementary was not the preferred environment for them. We did not develop a well-designed mentoring program for new teachers to become acquainted with the policies and procedures of Perkerson Elementary School.

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

Our goals and objectives were determined based on the data from 2013-2014 CRCT scores, CAAS data from August 2014 and Projected Georgia Milestone score percentage in reading and math. We also considered the data from the Developmental Reading Assessment (DRA) to determine reading skills, student reading levels, and reading strategies needed to become fluent and comprehensive readers.

G. Additional District-Prescribed Data

The process that the Leadership team used to disaggregate our CAAS data is that we analyzed the data of each individual student in Reading and Math. After carefully analyzing the data, three standards were identified as a focal point per grade level. The grade level chairs then proceeded to create three math and reading tests that assessed each standard. After that, the grade levels had to implement a 15 day action plan where they were to teach one of the three standards that the students were not proficient in per week. This data was important because 90% of our students in 3rd through 5th grade fell into the needs additional support category.

H. Teacher Participation in Professional Learning Communities

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

Project Plan-Procedures, Goals, Objectives and Support Going Forward- what will certain things look like in our school (Chart/ needs assessment/ literacy plan align)

A. Project Goals and Objectives

A. Project Goals	B. Project Objectives- How (lit plan doc) w/ action verb
Goal 1: Build literacy leadership by creating a shared vision for literacy. (GLP-The What-1B)	1.1: Establish school literacy leadership team made up of administrators and literacy specialists. 1.2: Enlist members of community universities, organizations, and agencies to collaborate to support literacy within the community.
Goal 1: Organize a school literacy leadership team	1.1: Establish school literacy leadership team made up of administrators, literacy specialists, parents, and community members. 1.2: Enlist members of community universities, organizations, parents and agencies to collaborate to support literacy within the community.
Goal 2: Literacy instruction in all content areas	2.1: Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS
Goal 3: Diagnostic Literacy assessment screening	3.1: Systematic procedure to analysis literacy assessments to guide placement
Goal 4: School Based data team	4.1: Create an school based data team to monitor data, collaborate, plan to ensure tier 2 interventions are being achieved 4.2: Ensure Tier 2-3 SST and Data team monitor student progress jointly
Goal 5: Professional Development for all staff members	5.1: Provide professional development for SpEd, ESOL, and Gifted teachers to ensure alignment with CCGPS 5.2: Create new teacher network for ongoing professional learning in all aspects of literacy instruction in the content areas

B. Performance Targets

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

	Performance Targets				
Performance Measures	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
ELA Milestone	60%	62%	64%	66%	68%
SWD ELA Milestone	60%	62%	64%	66%	68%
GKIDS-ELA	80%	82%	84%	86%	88%
District Benchmarks- Reading	70%	72%	74%	76%	78%

C. Alignment of Goals, Objectives and Assessment

Formative/Summative Measures	Associated Goals
Dibels Next	3, 5
Scholastic Reading Inventory	3,5
CAAS	3,4, 5
DRA	2,3,4,5,
Reading Performance Task	2, 3, 4, 5

D. 120 Minutes of Tiered Literacy Instruction

Insert Balanced Literacy approach for appropriate grade level

READING (90 minutes)	
READ ALOUD (5 minutes)	<ul style="list-style-type: none"> Teacher reads a variety of texts aloud to students modeling skills and strategies efficient readers use and what fluent, expressive reading sounds like. <p style="text-align: center;"><i>FREQUENCY- Daily / STRUCTURE – Whole class or small group</i></p>
SHARED READING/MINI LESSON (15 minutes)	<ul style="list-style-type: none"> Teacher selects a strategy, skill or element to introduce and reinforce. Teacher selects a delivery method (direct, indirect, inquiry, etc.) for instruction with students. Teacher expects or requires practice of the strategy, skill, or element during the guided and independent work portions of the lesson. <p style="text-align: center;"><i>FREQUENCY- Daily / STRUCTURE – Whole class or small group</i></p>
GUIDED READING/STRATEGY GROUPS (60 minutes)	<ul style="list-style-type: none"> Teacher provides support for small, flexible groups of readers. Readers are grouped according to their reading level and their specific needs relating to skills and strategies. Teachers work with students at their instructional level to guide them in using the text to generate meaning. Teacher helps students learn using reading strategies as they read a text or book that is unfamiliar to them. Students have the opportunity to develop reading strategies, and reading for meaning.
INDEPENDENT READING	<ul style="list-style-type: none"> Students work individually or with a partner to read and discuss text (self-selected or teacher recommended). Students apply and practice the skills and strategies learned in the whole group and guided reading lesson. Students learn to independently select books and respond on book logs and response journals. <p style="text-align: center;"><i>FREQUENCY- Daily / STRUCTURE- Small group, partner, or individual conferencing</i></p>
SHARING (10 minutes)	<ul style="list-style-type: none"> Students summarize, demonstrate new knowledge (or at least their attempts) as evidence of the new understandings of reading. <p style="text-align: center;"><i>FREQUENCY- Daily / STRUCTURE – Whole Class</i></p>
WRITING (30 minutes)	
<i>Grammar, usage, mechanics, and spelling are taught strategically as a part of the real writing situation.</i>	
Day 1 - Writing Aloud / Shared Writing (Whole class)	<ul style="list-style-type: none"> Teacher models writing for students while verbalizing thinking (and reasoning). Focus on conventions
Day 2 - Shared Writing (Whole class)	<ul style="list-style-type: none"> Teacher and students work together interactively to compose texts with the teacher serving as a scribe. Topic, audience, purpose, word choice, genre, content, and format are selected in a negotiated process between teacher and students.
Day 3 - Guided Writing/Independent Writing (Small group or partner)	<ul style="list-style-type: none"> Teacher provides differentiated small group instruction as students rotate through guided writing and independent writing groups. Teacher provides explicit instruction and continuous feedback during all stages of the writing process as needed to individual students or small groups of small students.
Day 4 - Guided Writing/Independent Writing (Small group, partner, or individual conferencing)	<ul style="list-style-type: none"> Teacher provides explicit instruction and continuous feedback during all stages of the writing process as needed to individual students or small groups of small students. Students write about self-selected topics as they compose, revise, and edit their own texts. Students talk about their writing in a conference with the teacher and/or peer.
Day 5 - Independent Writing/ Sharing (Small group, partner, or individual conferencing)	<ul style="list-style-type: none"> Students talk about their writing in a conference with the teacher and/or peer. Students share writing (or at least their attempts) as evidence of their attempt to use new writing skills and strategies.

Tier	Literacy Interventions That Occur Within Each Tier
I	Small group instruction, guided reading, close reading strategies
II	Small group instruction, guided reading, close reading strategies, monitored interventions
III	Guided reading, close reading strategies, individualized instructional, small group instruction
IV	Specialized programs and strategies, guided reading, close reading strategies, small group instruction

E. RTI Model

	Strategies	Personnel
Tier IV Specifically Designed Learning	Specialized and/or Individualized Instruction More Frequent Progress Monitoring Diagnostic Assessments Assistive Technology All Tier I-III Strategies	Special Education, IEP, ELL, Gifted, ESOL Program, Assistive Technology
Tier III SST Driven Learning	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
Tier II Needs Based Learning		
Tier I 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

Currently, we use DRA as our universal screener and we use running records to progress monitor. We do not have a progress monitoring schedule in place to assess students for progress monitoring.

H. Goals Funded With Other Sources

Title I: Professional Development, books and materials
 General Funds: books and materials

I. Sample Schedule

Regular Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
8:05-8:15	Class Council / Character Education				
8:15-8:55	Literacy Read Aloud 5 min Shared Reading 30 min Guided Reading 60 min	Literacy Read Aloud 5 min Word Work 25 min Shared Reading 30 min Guided Reading 60 min	Literacy Read Aloud 5 min Word Work 25 min Shared Reading 30 min Guided Reading 60 min	Specials A Askew- Music B Ball-Tech C Towns- PE D White- Art	Literacy Read Aloud 5 min Word Work 25 min Shared Reading 30 min Guided Reading 60 min
9:00- 9:40				Specials A Askew- Art B Ball- Music C Towns- Tech D White- PE	
9:45-10:15	Specials A Askew- PE B Ball- Art C Towns- PE D White- Tech			Literacy Read Aloud 5 min Shared Reading 25 min Guided Reading 40 min	
10:15-10:25		Writing/Grammar	Writing/ Grammar		Writing/ Grammar
10:30-10:55	Writing/ Grammar				
11:00-11:30	LUNCH				
11:35 -12:00		Math			
12:00- 12:40	Math	Specials A Askew- Media B Ball- PE C Towns- Art D White- Music	Math	Math	Math
1:00-2:10	Science/ Social Studies	Science/ Social Studies	Science/ Social Studies	Science/ Social Studies	Science/ Social Studies
2:10-2:25	Closing Circle/Character Education				
2:25-2:30	DISMISSAL				

Atlanta Public Schools: Perkerson Elementary

Intervention Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
8:05-8:15	Class Council / Character Education				
8:15-8:55	Literacy Read Aloud 5 min Shared Reading 30 min Guided Reading 60 min	Literacy Read Aloud 5 min Word Work 25 min Shared Reading 30 min Guided Reading 60 min	Literacy Read Aloud 5 min Word Work 25 min Shared Reading 30 min Guided Reading 60 min	Specials A Askew- Music B Ball-Tech C Towns- PE D White- Art	Literacy Read Aloud 5 min Word Work 25 min Shared Reading 30 min Guided Reading 60 min
9:00- 9:40				Specials A Askew- Art B Ball- Music C Towns- Tech D White- PE	
9:45-10:15	Specials A Askew- PE B Ball- Art C Towns- PE D White- Tech			Literacy Read Aloud 5 min Shared Reading 25 min Guided Reading 40 min	
10:15-10:25		Writing/Grammar	Writing/ Grammar		Writing/ Grammar
10:30-10:55	Writing/ Grammar				
11:00-11:30	LUNCH				
11:35 -12:00		Math			
12:00- 12:40	Math	Specials A Askew- Media B Ball- PE C Towns- Art D White- Music	Math	Math	Math
1:00-2:10	Literacy Intervention	Literacy Intervention	Literacy Intervention	Literacy Intervention	Literacy Intervention
2:10-2:25	Closing Circle/Character Education				
2:25-2:30	DISMISSAL				

Assessment and Data Analysis Plan

A. Current Assessment Protocol

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

B. Current Assessment vs. SRCL Assessments

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

assess initial sound recognition, letter recognition, oral fluency, comprehension, word usage, and phonemes. These skills are critically important in the development of readers, and dibels encompasses all of these skills.

C. New Assessment Protocol

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

D. Current Assessment Discontinued

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

E. Professional Learning Needs

- Direct, explicit instruction
- Cross-curricular instruction
- Writing instruction
- Text dependent questioning
- Guided reading instruction
- Teacher led feedback
- Student led feedback
- Utilizing rubrics to guide instruction
- DIBELS Next
- Scholastic Reading Inventory (SRI)

F. Presentation of Data to Parents and Stakeholders

Perkerson Elementary will provide parents with preliminary feedback regarding the Georgia Milestones assessment. The expectation is for scores to become available in the fall 2015. Prior to this date, parents will receive ongoing information, flyers, and robo-calls regarding what to expect, how to analyze scores, and the overall language of Georgia Milestone. In addition, the parent liaison and instructional coaches will provide sessions for the parents regarding what to expect and how to best interpret student scores. Upon the arrival of student scores, Perkerson Elementary will follow the procedures as outlined by the District. Also, Perkerson will host an early curriculum event to discuss student data and how it impacts individual, class, and school goals.

G. Data Used in Instructional Strategies

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

Perkerson Elementary will utilize the expertise of the literacy leadership team and data team to begin to focus and scaffold support and attention in the appropriate areas to ensure desired results.

H. Assessment Plan and Personnel

Certified teachers in all content areas, inclusive of special areas as well as special education teachers, will administer assessments. In addition, assessments will be analyzed by collaborative teams of teachers, student support specialist, instructional coaches, and the media specialist. Professional learning opportunities will be dictated by the data that will be reflected in the Georgia Milestone data, as well as the adoption of dibels and scholastic reading inventory.

Perkerson Elementary plans to use a formative assessment calendar and form an effective data team with well-articulated goals and expectations for the members. As a

result, teachers will collaborate more effectively and communicate desired goals based on data collected and student performance, rather than pacing or prior teaching experiences. To ensure the fidelity of this process, the literacy leadership team will engage in on-going literacy walkthroughs and observations. Likewise, support personnel including specialists and instructional coaches, will redeliver the necessary literacy strategies to support deficiencies or areas to accelerate based on the data provided by the Georgia Milestone, dibels, and scholastic reading inventory.

Resources, Strategies, and Materials Including Technology

A. Resources Needed

Topic	Time Frame	Participants	Provider
Guided Reading Training	July 2015 -May 2016	Instructional Staff	Scholastics
A -Pal Social studies and literacy integration	July 2015 -May 2016	Instructional Staff	Mr. Manns
Shurley English	July 2015 -May 2016	Instructional Staff	Shurley English
Phonics Training	July 2015 -May 2016	Instructional Staff	GA ETA
Words Their Way	July 2015 -May 2016	Instructional Staff	Instructional Coaches
New Teachers Network	July 2015 -May 2016	New Instructional Staff	Instructional Coaches
Engaging Lessons	July 2015 -May 2016	Instructional Staff	Mr. Manns
Book Studies	July 2015 -May 2016	Instructional Staff	Principal, Instructional Coaches, Grade Level Chairs

- 30 Nooks
- Fiction and Non Fiction Books
- Short Passage Text by Scholastics
- Reading A to Z Subscription
- Books for book Studies
- Reading Workshop
- Typing Program Subscription
- Promethean Tables
- Class sets of books for Shared Reading
- Classroom Library Books
- Shurley English Resources

B. Activities Supporting Literacy

- Shared Reading
- Close Reading Strategies
- Guided Reading
- Read Aloud
- Words Their Way Activities (individualized instructional level)

C. Shared Resources

- Data/Video Projectors (10)
- Document Cameras (9)
- Interactive Whiteboards (36)
- Student Responsive Devices(180)
- Audio Books(3)
- Biographies(838)
- Compact Disc(23)
- Digital Discs(292)
- Fiction Books(2,925)
- Non-Fiction Books (5,730)
- Videos (120)
- I-pads
- Promethean Tables
- Student laptops
- Computer rooms with Desk Top Computers (Approx. 60)
- Full Scholastics Leveled Library
- Classroom Leveled Library
- Reading A to Z Subscription License(26)
- Developmental Reading Assessment Kits (30)
- Desk Top Computers (Approx. 100)
- Treasures Resources / Teachers and Students Edition Books
- Shurley English Resources
- Math, Science, and Social Studies Text Books (K-5 grade levels)

D. Library Resources

- Audio Books(3)
- Biographies(838)
- Compact Disc(23)
- Digital Discs(292)
- Fiction Books(2,925)
- Non-Fiction Books (5,730)
- Videos (120)
- Desk Top Computers(9)

E. Activities Supporting Classroom Practices

- Formative and Summative Assessments
- Tutorial
- Long Term Professional Development

F. Additional Needed Strategies

- Engaging Lessons
- Literacy incorporated in all content areas
- Clearly and articulated strategies on using data to increase learning
- Tier 2&4 based interventions
- New Teacher Support with ongoing Professional Development
- SST team and Data team monitoring data jointly
- 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

- Classroom Leveled Library
- Desk Top Computers (4)
- Classroom sets of instructional books

H. Alignment of SRCL and Other Funding Sources

Resources, Strategies, and Materials	Existing Funding Resources	SRCL Will Provide
Guided Reading Training	Title 1	PD, Stipend
A –Pal Social studies and literacy integration	Title 1	PD, Stipend
Shurley English	Donation	PD, Stipend
Phonics Training	Title 1	PD, Teacher Materials
Words Their Way	Title 1	PD, Stipend
New Teachers Network	Title 1	PD, Stipend
Engaging Lessons	Title 1	PD, Stipend

I. Technology Purchases

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

Professional Learning Strategies

A. Professional Learning Activities

Topic	Time Frame	Participants	Provider
Creating Reading Performance Tasks	August 2013-May 2014	All Instructional Staff	Instructional Coaches
Implementing the Preferred Model of Co-teaching	August 2013-May 2014	All Instructional Staff	Katika D. Lovett
How to Administer the DRA Assessment	August 2013-May 2014	All Instructional Staff	Instructional Coaches
CAAS Training	August 2013-May 2014	All Instructional Staff	Dr. Hurt (Assistant Principal)

B. Percentage of Staff Participating in Professional Learning

100% of instructional staff attended grade level or building specific professional learning.

C. Detailed List of On-Going Professional Learning

Topic	Time Frame	Participants	Provider
Performance Based Task	August 2014-May 2015	All Teachers	Instructional Coaches and Grade Level Chairs
Book Studies	August 2014-May 2015	All Teachers	Instructional Coaches and Grade Level Chairs
Intervention RTI Meetings	August 2014-May 2015	All Teachers	Kimberly Jones (RTI Coordinator)

D. Professional Learning Needs

- Pre Service Education- Preparing new teachers for literacy
- Integrating literacy in all content areas
- Tier 2 needs based intervention
- Tier 4 specially designed learning
- School based data team creation
- Strategies to use data to inform teaching
- How to develop interest and engagement as student progress through school

E. Professional Learning Evaluation

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

F. Alignment of Professional Learning to Project Goals

Topic	Time Frame	Participants	Provider	Goal Number
Guided Reading Training	July 2015 -May 2016	Instructional Staff	Scholastics	4
A -Pal Social studies and literacy integration	July 2015 -May 2016	Instructional Staff	Mr. Manns	4
Shurley English	July 2015 -May 2016	Instructional Staff	Shurley English	4
Phonics Training	July 2015 -May 2016	Instructional Staff	GA ETA	4
Words Their Way	July 2015 -May 2016	Instructional Staff	Instructional Coaches	4
New Teachers Network	July 2015 -May 2016	New Instructional Staff	Instructional Coaches	6
Engaging Lessons	July 2015 -May 2016	Instructional Staff	Mr. Manns	4, 5

G. Effectiveness of Professional Learning

The goals of the project plan reflect the core needs of Perkerson Elementary. The effectiveness of professional learning will be analyzed through various measures. Data notebooks, progress monitoring charts, and detailed anecdotal notes will be utilized to support the identification of student needs and the intensity of interventions. Direct feedback from the participants, as well as session leaders will be used to identify the effectiveness of professional learning topics. Results garnered from mid-course assessments will serve as an indicator for professional learning

effectiveness with direct instruction. District level analysis of student writing with the adopted rubric will assess the effective writing instruction professional development. Overall, teacher evaluations will reflect a collection of the practices demonstrated and taught throughout the professional learning sessions.

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.