School Profile

Created Thursday, November 20, 2014

Page 1

School Information

System Name:	Atlanta Public Schools
School or Center Name:	Boyd Elementary School
System ID	761
School ID	1053

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Name:	Keisha
Position:	Gibbons
Phone:	4048028150
Email:	kgibbons@atlanta.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Keisha Gibbons
Position:	Principal
Phone:	4048028150
Email:	kgibbons@atlanta.k12.ga.us

Grades represented in the building

example pre-k to 6

K-5

Number of Teachers in School

39

FTE Enrollment

499

Grant Assurances

Created Monday, December 08, 2014

Page 1

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Preliminary Application Requirements

Created Thursday, November 20, 2014

Page 1

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

SRCL General Information Packet-Cohort 4

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

- Yes

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

SRCL Scoring Rubric-Cohort 4

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

- I Agree

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

I. **Conflicts of Interest**

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

a. **Organizational Conflicts of Interest.**

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

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

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

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

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

         1. Disqualify the Applicant, or

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

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

b. Employee Relationships

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

         1. The names of all Subject Individuals who:

            a. Participated in preparation of proposals for award; or

            b. Are planned to be used during performance; or

            c. Are used during performance; and

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

         1. The award; or

         2. Their retention by the Applicant; and

         3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and

        4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.

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

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

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

c. **Remedies for Nondisclosure**
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III.   Incorporation of Clauses

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

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

Chuck Burbridge, Chief Financial Officer

Typed Name of Fiscal Agency Head and Position Title

12-5-14

Date

Signature of Applicant's Authorized Agency Head (required)

Dr. Meria J. Carstarphen

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

12-5-12

Date

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

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

Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

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

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

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

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

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

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

_____
Sig̸natuṛe of Fiscal Agency Head (District Superintendent or Executive Director)

Dr. Meria J. Carstarphen

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

_____
Date (required)

System History and Demographics

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

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

Current Priorities and Strategic Planning

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

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

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

Literacy Program

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

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

An effective English language arts and literacy program includes:

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

2. Develops thinking and language through interactive learning

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

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

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

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

7. Provides explicit skill instruction in reading and writing

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

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

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

11. Holds high expectations for all students

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

the implementation of the APS Literacy Content Framework is provided to instructional staff.

APS educators will have ongoing professional learning focused on the key components of the

Literacy Content Framework through district sessions and job-embedded, school-based

opportunities. Cross department collaboration between Central Office staff also ensures

consistency, coherence and alignment in messages, expectations and professional learning for

literacy. Future work includes conducting literacy sessions and supports for families that are

aligned, targeted, and focused on improving and strengthening literacy skills.

Need for a Striving Reader Project

The schools included in our district-wide submission for Striving Reader Comprehensive

Literacy Cohort IV funding are among the lowest performing, highest-poverty schools in the

district and the state.   On average, 63% of students have a lexile score at or above grade level

and less than 50% of students are proficient on any statewide examination. The schools and

neighborhoods are also plagued by generations of poverty and low educational attainment. With

the inclusion of our Pre-K program, 6 elementary schools, 2 middle schools, and 1 high school

we demonstrate a clear need for literacy support that runs throughout an entire feeder pattern.

With funding from the Striving Reader grant schools will be able to begin providing the

resources necessary to improve literacy outcomes within this cluster of schools.

Plan for Striving Readers' (SR) Grant Implementation

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

Individuals Responsible for Day-to-Day Grant Operations

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

Responsibilities for Grant Implementation

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

Implementation of Goals and Objectives

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

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

Involving Grant Recipients in Budget and Performance Plans

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

Evidence of Meetings with Grant Recipients

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

Experience of the Applicant

A. Other Initiatives and State Audit Results

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

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

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

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

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

B. Capacity to Coordinate Resources

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

C. Sustainability

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

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

D. Internal Initiatives

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

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

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

- All APS middle schools offer accelerated math classes

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

- Full continuum of International Baccalaureate curriculum.

William Boyd Elementary School is located in an urban community within Atlanta City Fulton County, Georgia. As a Title I public elementary school with a high mobility rate, we serve students and families in the low-income community of Rockdale Park/Bankhead, with about 48% of families below the federal poverty level , and of that 91% of the single family homes earn below the poverty level. According to City Data 54% of adults in the community we serve have high school or less with only 7% of adults having a graduate degree or more. Furthermore, the community that encompasses the school and Rockdale/Bankhead area has the **highest** crime rate in the City of Atlanta. Such statistics increase the likelihood of risk factors such as low commitment to school and educational attainment, adolescent sexual behavior, early initiation into unlawful behavior, family conflict and management problems, substance and violence abuse, inadequate healthcare, low wage earnings, high mobility rates, and homelessness. As a result of these statistics, our student body faces a plethora of literacy challenges.

Boyd Elementary School was established in 1970 using the open observation classroom design. It currently has an enrollment of 472 students, grades Pre-K through 5; however, this fluctuates due to our 44% mobility rate. Our racial breakdown is 98% African American, 1% Hispanic, and 1% Multi-racial. Twenty percent of our students are classified in special education. Approximately 96% of the school's population is eligible for free and/or reduced meals. As a result, many of our students lack basic necessities and rely on the school and our community agencies to fulfill these needs. For example, on an ongoing basis, our community groups donate school supplies, clothing, food, eyewear, etc. Boyd Elementary School is staffed with highly qualified educators, whose vision is no excuses all children can learn.

Needs Assessment, Concerns, and Root Cause Analysis

A. Needs Assessment Description

An assessment of literacy regarding the needs of Boyd 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 Boyd. Teachers, special areas, and the media specialist completed this task during a faculty meeting after school.   Following the survey, participants printed and signed the final page to verify completion of the task. The administrative team (principal, assistant principal, instructional coaches, and special education lead teacher) met collectively to complete and discuss the Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12 self-assessment. The administrative team reflected over each component of the needs assessment and reached a consensus with the descriptive criteria reflective of the practices at the school. In addition, members of the administrative team completed the Administrators' Needs Assessment for Literacy Kindergarten to Grade 12 survey link.

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
Boyd	3rd Grade	65%	0%	65%	67%	100%
Boyd	4th Grade	82%	33%	82%	100%	100%
Boyd	5th Grade	85%	25%	85%	NA	NA

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

2013 Reading and ELA CRCT Results

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

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

2012 Reading and ELA CRCT Results

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

ELA						
Boyd	3rd Grade	71%	50%	71%	NA	NA
Boyd	4th Grade	77%	80%	76%	100%	100%
Boyd	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
Boyd	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.

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

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

D. Root Cause Analysis

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

Building Block 1: Engaged Leadership

Areas of Concern

- o The daily schedule does not consistently include a two-hour block for literacy for all areas of ELA for all grade levels.

- o A school literacy leadership team has been identified however, it is not functional

- Faculty and staff have received professional development in disciplinary literacy in some content areas but not all
- Boyd holds teachers and leaders accountable via TKES and LKES, however there is still work to do as it relates to implementing a viable plan of literacy and the look-fors in reading.

Root Causes

- Scheduling of other district/state requirements such as Spanish, two PEs at 4th and 5th grades, band and orchestra for grades 3-5.
- The lack of additional teacher planning time for teachers to thoroughly plan, discuss, and observe other teachers exhibiting best practices in teaching.
- Getting buy-in from parents to construct the community literacy council, some parents are intimidated about the requirements of the council.

Actions Taken

- Revamping the master schedule to ensure k-2 grades had two hours of reading block; however since upper grades have more extra curricular activities 3-5 had 1hour and 30 minutes.
- Ensuring that all grade level instructional staff members are able collaborate every day.
- Hired a reading instructional coach
- Hired a Reading Recovery teacher for 1st grade

Building Block 2: Continuity of Instruction

Areas of Concern

- A community literacy council has not yet begun to take shape

- There are inconsistencies as it relates to cross-disciplinary teams meeting on a consistent basis

  - Examining students work is developing

  - Teacher assume some responsibilities for literacy goals

  - Teachers are still developing their understanding of literacy instruction

- The reading program is developing

  - No solid phonics program

  - Teachers are still textbook dependent

Root Causes

- The school transitioned from a scripted reading program to an approved district reading series

- Limited training provided to teachers as they transitioned to guided reading.

- The changes experienced in leadership at the district and school levels.

Actions Taken

- Collaborating with the Atlanta Speech School- Rollins Center to Audit the Reading Program and provide adequate Professional Development around reading.

- Professional development for select teachers in guided reading and Orton Gillingham.

- Attendance to the National Reading Conference for each grade band(k-2 and 3-5) to gain more reading specific strategies

Building Block 3: Ongoing Formative and Summative Assessments

Areas of Concern

o   Though there is a system of screening assessments that is used school-wide a diagnostic assessment and system resources/interventions used when there are problems found is still developing.

o   Adequate time to review and analyze data for all content areas

o   Staff members are still mastering data protocols when meeting in PLCs

Root Causes

o   STAR by Renaissance Learning only provides the areas of concerns and recommended resources to us. Teachers have to then find interventions and resources to remediate students.

o   Due to the PLC block being only 45 minutes from start to finish, teachers realistically only have 30 minutes of common planning to review all content areas and complete paper work.

o   This 2014-2015 school year, teachers were introduced to reviewing students work samples, so they are working with instructional coaches and the data protocols to work through the process.

Actions Taken

o   Implementing iStation for K-5 to assist with remediation of skills based on diagnostic assessments

o   Reviewing 2015-2016 school year master schedules to determine ways to get more collaborative time for teachers.

o   More training on using student work samples to make informed decisions.

Building Block 4: Best Practices in Literacy Instruction

Areas of Concern

- Inconsistent teacher knowledge and proficiency as it relates to effective implementation of standards

- Limited use of teacher modeling in classrooms

- Limited use of classroom libraries

- Writing is sometimes taught in isolation

- Professional development on writing has not taking form

- Teacher received professional development in various instructional strategies; however implementation is consistent school wide.

Root Causes

- Teachers new to the school did not receive the same training on reading program.

- The roll out of the new standards was not well defined and developed due to the transition of district leadership

- Teachers are not as confortable with loser more teacher driven program.

- Lack of training on integrating writing across curriculum

Actions Taken

- A modified training was provided to teachers new to the school on a one-on-one basis as needed.

- Teachers have reached out to other teachers across district to share best practices

- Partnering with the Rollins Center too get a systemic school-wide approach to literacy

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

Areas of Concern

- o The RTI process at Boyd has all the key components, the area of concern is managing the number of identified students and ensuring they monitored timely and appropriately

Root Causes

- o RTI/SST specialist is shared across two schools that are high need

Actions Taken

- o The district hired RTI/SST specialists

- o On-going training regarding RTI

- o Providing teachers a resource center of interventions for behavior ad academics.

Building Block 6: Improved Instruction through Professional Development

Areas of Concern

The areas of concern s from the needs assessment and surveys are:

- o All teachers (K-5) are not proficient teaching phonics.

- o All teachers (K-5) are not proficient teaching writing.

Root Causes

- o Lack of a school wide reading program to address students who have reading deficits.

- o Teachers transitioning from a scripted program to a balanced literacy program and learning a new program and standards.

- o Assumptions being made that teacher are fully equipped to teach phonics k-5.

- o Reading being taught in isolation.

Actions Taken

Professional development in the following:

- o   Orton Gillian Training for K, 1, and 2 teachers

- o   Guided Reading for K-5 teachers

- o   Need based training on the textbook reading series

- o   Text dependent question strategies for all K-5 core instructional staff

- o   Six staff members attended the IRA reading conference and redelivered the reading strategies and best practices in reading to colleagues

- o   An instructional coach was hired to work with teachers in the area of reading.

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

Building Block 1. Engaged Leadership
A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school
Why? Include references from the research in the WHY document "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…[visualizing, questioning, making connections, predicting, inferring, determining importance, and synthesizing/creating]. 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)." "The Common Core Georgia Performance Standards (CCGPS) require that students become proficient in three types of texts, argument, informative/explanatory, and narrative, beginning as early as kindergarten."
What? List practices from the "What" and "How" documents that are currently in place **Currently Boyd has the following in place as a school:** • The administrative team participates in literacy instruction professional development with faculty • The administrative team regularly monitors literacy instruction within his/her school using the district provided look fors. • The school wide schedule has protected time for literacy and teacher collaboration (PLC)
How? List practices from the "What" and "How" documents that will be implemented in the future **The administrative team will:**   • 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. • Develop a pipeline of leaders by identifying and training leaders for succession • Make hiring decisions collaboratively based upon literacy goals

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B. Action: Organize a Literacy Leadership Team

Why? Academic Literacy Instruction for Adolescents (Torgesen, et al., 2007):
(Teacher Leaders) Establish a literacy leadership group with the responsibility to read and discuss both research and research-into-practice articles on this topic in order to acquire local expertise."

"According to Shanklin (2007), administrative support is also needed to ensure that the strategies and suggestions that the literacy coach provided are seen by teachers as imperative. Shanklin (2007, pp. 1-5) outlines six ways in which administrators can support literacy coaches:
(1) develop a literacy leadership team and vision which includes the literacy coach;
(2) provide assistance in building trust with the faculty;
(3) provide assistance in using time, managing projects, and documenting their work;
(4) provide access to instructional materials;
(5) provide access to professional learning; and
(6) provide feedback to the coach."

"The International Reading Association (IRA) position statement from 2000 states that the reading specialist has three specific roles in a school: instruction, assessment, and leadership (Moore et al., 1999)*.* The specialized knowledge and skill set of reading specialists are achieved through certification coursework. In the 2006 revised IRA standards, reading specialists need to have a more formalized role in schools, which includes collaborating with peers."
What?
Currently Boyd has the following in place as a school:
- Evaluate current practices in all classrooms by using an observation or walkthrough tool (e.g., Literacy Instruction Checklist, GA or some other instrument) to determine strengths in literacy instruction and to identify needs for improvement
- Analyze multiple forms of student, school, and teacher data, including results of the Literacy Instruction Observation Checklist or its equivalent, to develop a list of prioritized recommendations and goals for improvement
- Utilize technology to maintain communication among team members
- Identify and prioritize a list of students to be targeted for intervention or support
- Re-assign staff as needed to maximize literacy goals
- Identify and allocate additional funding sources to support literacy
- 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.
- Participate on District Literacy Leadership Team

How?
The administrative team will:
- Continue to analyze formative and summative student assessment results and refine literacy goals based on the Common Core Georgia Performance Standards (CCGPS)
- Remain focused 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
- Define priorities and allocate needed resources to sustain them over time
- Join or form a leadership organization to share successes and profit from others' successes
- Visit other schools that have successfully improved student achievement to gain valuable insights and innovative ideas
- Pursue external funding sources to support literacy
- Use social media to involve community members and parents in literacy efforts and reach out to those not currently involved

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

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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."

"Administrators are further needed to support instruction through scheduling enough time for teachers and literacy coaches to meet. Without that support, many of the literacy coach's efforts are ineffective."

What?
Currently Boyd has the following in place as a school:
- Provide a protected, dedicated 90-120-minute block is allocated for literacy instruction in grades for all students in self-contained classrooms
- Ensure that in any grade in which instruction is departmentalized, students receive two to four hours of literacy (reading and writing) instruction across language arts and in content area classes
- Study flexible scheduling options to include additional time for reading intervention (double dosing)
- Ensure that teams meet for collaborative planning and examining student data/work during scheduled times
- Use technology to provide professional learning to new and continuing teachers

How?

The administrative team will:
- 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
- Maintain anecdotal notes and data portfolios to showcase student and content area successes
- Video classrooms for self-evaluations, peer observations, share literacy expertise, etc. within and among schools
- Share professional learning at team and staff meetings

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

What?
Currently Boyd has the following in place as a school:
- Analyze multiple forms of student, school, and teacher data to develop a list of prioritized recommendations and goals for improvement
- Utilize all staff to support literacy instruction
- Plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge
- Identify and prioritize a list of students to be targeted for intervention or support
- Provide a literacy resource room for parents and caregivers in the school

- Provide parents and caregivers with links to websites that provide resources to strengthen literacy

How?
The administrative team will:

- 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,
- Use technology to assist in incorporating culturally and linguistically appropriate two-way communications with parents and stakeholders
- Establish a mentoring system for every student who needs additional support from both within the school and from the community
- Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations)

E. Action: Optimize literacy instruction across all content areas

Why?
"Assisting content teachers to embed cognitive and motivational strategies into their instruction also enables them "to support deeper student literacy and understanding in the content-area reading" (Lewis et al., 2007). Professional learning in intervention techniques permits teachers to incorporate strategies that allow students to access texts, to practice communication skills, and to use information. Professional learning centered on cognitive strategies may include paraphrasing, summarizing, synthesizing, predicting, and drawing conclusions. These skills are consistent with focus of the Georgia Performance Standards and the Common Core Georgia Performance Standards."
What?
Currently Boyd has the following in place as a school:

- Monitor literacy instruction across the curriculum through: Formal and informal observations, Lesson plans, Walkthroughs, and Work samples
- 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

How?
The administrative team will:

- Identify or develop a systematic procedure for teaching academic vocabulary in all subjects (e. g., http://www.u-46.org/roadmap/files/vocabulary/acadvoc-over.pdf)
- Create a plan to integrate literacy in all subjects as articulated within CCGPS
- Expand meaningful opportunities for students to write, speak, and listen (e.g., contests, debates, speeches, wikis, blogs, creating YouTube videos, and drama)
- Ask teachers to identify exemplary samples of student work to model features of quality writing

- Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELs, English language proficiency standards)
- Consider the use of videotaping to develop the infrastructure for peer-to-peer coaching, modeling, co-teaching, observing and providing feedback to fellow teachers on the development of disciplinary literacy in all content areas
- Celebrate and publish good student writing products in a variety of formats (i.e., school or classroom blogs and websites, student

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

Why?
"The Lexile scores of both texts and students' reading levels provide assistance to teachers and parents in matching content material to students...Lexile information and support are also provided through the public school library and the public community libraries."
What?
Currently Boyd has the following in place as a school:
- Actively support teachers in their efforts in schools
- Celebrate academic successes publically through traditional and online media

How?
The administrative team will:
- Create a shared vision for literacy for the school and community, making the vision tangible and visible (e.g., number of students involved in active book clubs; graphing scores; rewards for improvement in literacy)
- Identify key members of the community, governmental and civic leaders, business leaders, and parents to serve as members of a community advisory board
- Ask past students who have been particularly successful encourage to speak to students and the community at large as to the potential for schools to change lives
- Continue to focus proactively on broad issues that may prevent students from learning
- Pursue additional funding sources for specialized literacy staff and materials
- Open school buildings for adult learners from the community in the evenings, encouraging a community of learners

Building Block 2: Continuity of Instruction
A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams (See Leadership Sections I. D., E.)

Why?

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

What?

Currently Boyd has the following in place as a school:

- Develop administrative awareness of the need to identify gaps
- Administration establishes an expectation of shared responsibility for literacy across the curriculum
- Meet in disciplinary teams, either physically or virtually, according to regularly established times for collaborative planning and examining student data/work
- Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction
- Utilize online options to provide ongoing professional learning to new and continuing teachers
- Share professional learning online and at team and staff meetings
- Prepare agendas and action summaries for all meetings

How?

The administrative team will:

- Use protocols to examine student work (e.g., Collaborative Assessment Conference, Consultancy, Tuning Protocol) from Looking at Student Work website http://www. lasw.org/ index.html
- Study formative student assessment results and use the results to continue to adjust instruction
- Assess effectiveness of team actions on student learning
- Alter teams as necessary to ensure optimal effectiveness
- Collaborate with other using videotaping and online sharing options (i.e., YouTube) to conduct peer observations, share literacy expertise, etc.
- 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

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

Why?

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

What?

Currently Boyd has the following in place as a school:

- Provide awareness sessions for entire faculty to learn about CCGPS for literacy in

history/social studies, science, and technical subjects
- Identify the concepts and skills students needed to meet expectations in CCGPS
- Monitor the use of instructional strategies to improve literacy through formal and informal observations

How?

The administrative team will:
- Provide teachers with opportunities to practice teaching the concepts and skills identified using videotaping to provide feedback
- Guide students to focus on their own improvement
- Expand opportunities for students to write, speak, and listen using both face-to-face and online options for listening, viewing and communicating through social media
- Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELs, English language proficiency standards)
- Host family nights that engage parents in activities that demonstrate the importance of literacy proficiency
- Plan a literacy celebration for the entire school
- Integrate a common theme across subject areas, immersing students in content vocabulary connected to the topic
- Share creative ideas to infuse literacy throughout the day

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

Why?

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

What?

Currently Boyd has the following in place as a school:
- Ensure that all appropriate stakeholders participate in critical planning and decision-making activities
- Develop a homework hotline staffed by volunteer teachers and community leaders
- Continue to foster relationships/networks among schools (particularly within feeder patterns), families, and communities.
- 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

How?

The administrative team will:
- Partner with community and faith-based groups to accommodate more students
- Map available fiscal and human resources related to support services throughout the community, highlighting where gaps occur
- Develop strategies for maintaining momentum and progress of a learning support system
- Establish a mentoring system from within and outside the school for every student who

needs additional support

Building Block 3. Ongoing formative and summative assessments

A. Action: Establish an infrastructure for ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction

Why?
"Effective reading and writing instruction requires both summative and formative assessments. The key to a comprehensive assessment plan is conducive to the timing. According to the Center on Instruction 2009, three crucial timing categorizations exist:

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

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

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

What?
Currently Boyd has the following in place as a school:
- Research and select effective screening, progress monitoring, and diagnostic tools to identify achievement levels of all students
- Ensure that teachers understand the purpose for and use of formative assessment and how it differs from summative assessment
- Provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, and performance based)
- Locate or develop common mid-course assessments are used across classrooms and include a variety of formats (multiple choice, short answer, constructed response, essay)
- Continue to research and select effective screening, progress monitoring, and diagnostic tools to identify readiness levels of all students
- Continue to provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, performance based)

- Continue to purchase assessment and intervention materials aligned with students' needs

How?
The administrative team will:
- 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
B. Action: Use universal screening and progress monitoring for formative assessment
Why? "In an article for the RTI Network, Lynn Fuchs of Vanderbilt University provides the following as necessary elements of progress monitoring: • Data collected frequently, often weekly, but at least once a month • Scores are plotted on a graph with a trend line drawn to show rate of improvement • Data provided on the rate at which students are progressing toward competence in a skill necessary to grade-level curriculum • May be used as a supplement to screening to determine the efficacy of an intervention" **What?** **Currently Boyd has the following in place as a school:** • Make data-driven budget decisions aligned with literacy priority • Research and select effective universal screening to measure literacy competencies for all students across the curriculum • Develop an assessment calendar to include universal screenings and progress monitoring (both general-outcome and classroom based), designating persons responsible • Administer assessments and input data according to the established timeline **How?** **The administrative team will:** • Provide timely, descriptive feedback to students with opportunities to assess their own learning (e.g., graphing their progress) • Include assessment measures to identify high achieving/advanced learners who would benefit from advanced coursework
C. Action: Use diagnostic assessment to analyze problems found in literacy screening
Why? "Once the pool of at-risk students is identified, more comprehensive assessments of their reading ability should be conducted to inform appropriate intervention placements. A student whose performance on a screening instrument is extremely low may require a different type and/or intensity of intervention than a student whose screening score is close to the cut-score. (Johnson, et al, 2011)." **What?** **Currently Boyd has the following in place as a school:** • Use results of the diagnostics for student placement within an intervention and to adjust instruction • Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals **How?**

The administrative team will:
- 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)

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

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

What?

Currently Boyd has the following in place as a school:
- Identify common mid-course assessments (i.e., end-of-unit /chapter tests) that are used to measure progress toward standards
- Analyze assessment data to identify teachers who need support
- Plan lessons, re-teaching, and intervention activities that target areas of need
- Administer summative assessments at scheduled intervals
- Ensure that students are appropriately placed in specific programs

How?

The administrative team will:
- Study how disciplinary standards are assessed on state and local tests
- Apply protocols for looking at student assessments and evaluating student progress

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

Why?

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

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

What?

Currently Boyd has the following in place as a school:
- Schedule collaborative planning time for data meetings at a minimum of once/month
- Establish or select protocols for team meetings, such as those found on http://www.lasw.org/methods.html

How?
The administrative team will:
- Define roles and responsibilities for team members – including, but not limited to: Central Office, Building administrators, General education teachers, teachers of students with special needs (swd, el, gifted)
- Train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional commonalities
- Implement protocol with fidelity
- Using online options to continue to train new members of the meetings in the expectations and function of the established protocols

Building Block 4. Best Practices in Literacy Instruction

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

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

What?
Currently Boyd has the following in place as a school:
- Share effective differentiated lessons and differentiation strategies in teacher team meetings
- Continue analyzing data to determine the impact of teaching strategies on student achievement

How?
The administrative team will:
- 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
- Address both academic and workplace literacy skills across all content areas and provide students with knowledge of a variety of career pathways
- Plan and provide professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills within each subject area
- Provide families access to resources that differentiate support for students

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

Why?
"The following are effective instructional and assessment strategies for writing:

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

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

3. Foster collaborative writing processes.

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

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

6. Employ multiple assessment measures, including portfolios, to access students'

development as writers. (NCTE, 2008, p. 5)"
What?
Currently Boyd has the following in place as a school:
- Develop or identify the programs, protocol, and/or materials necessary to implement the plan at each level

How?
The administrative team will:
- Create a plan for instruction in writing is consistent with CCGPS that is articulated vertically and horizontally.
- 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

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

Why?
"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?
Currently Boyd has the following in place as a school:
- Ensure that incentive programs, if used, are: Voluntary and not required, Not tied to grades, Incentives are minimal and are connected to reading, such as books, Are used with students who are unmotivated to read rather than with those who are already excited about reading
- Increasing access to texts that students consider interesting

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

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? "Screening for reading problems, monitoring progress, using intervention strategies for intensive small reading groups, varying extensive vocabulary instruction, developing academic language, and providing regular peer-assisted learning opportunities are valuable intervention tools. Providing ongoing support for teachers and interventionists (Title I personnel, reading coaches, literacy coaches, etc.) is critical for the intervention strategies to work (Gersten et al., 2007)."   **What?**   **Currently Boyd has the following in place as a school:**   • Determine percentage of students currently being served in each tier at each grade level   • Develop process monitoring the implementation of research-based interventions at the building level and across the system   **How?**   **The administrative team will:**   • Use the Georgia Department of Education problem-solving checklist to evaluate: Personnel providing interventions and 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? "All students participate in general education learning that includes: • Universal screenings to target groups in need of specific instructional support   • Implementation of the Common Core Georgia Performance Standards by 2014 in a standards-based classroom   • Differentiation of instruction including fluid, flexible grouping, multiple means of learning, and demonstration of learning   • Progress monitoring of learning through multiple formative assessments"   **What?**   **Currently Boyd has the following in place as a school:**   • Determine percentage of students currently being served in each tier at each grade level   • Develop process monitoring the implementation of research-based interventions at the building level and across the system   **How?**   **The administrative team will:**   • Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction   • Ensure that communication between teachers and administrators is ongoing and effective   • Support teachers' effective use of time through use of technology during each stage of the process

- 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

"More specifically, the CIERA researchers, Taylor, et al., found that the most effective elementary schools provided an average of 60 minutes a day of small, ability-grouped instruction. That was instruction that provided differentiation at the students' achievement level and therefore presumes additional time for grade-level instruction as well."
What?
Currently Boyd has the following in place as a school:
- Ensure that teachers consistently provide research-validated interventions designed to meet individual student's needs
- Document data points to monitor student response to intervention

How?
The administrative team will:
- Ensure adequate time for planning and implementing interventions
- Monitor student movement between T1 and T2
- Provide sufficient resources (time, training cost, materials and implementation of interventions)

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

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

What?
Currently Boyd has the following in place as a school:
- Teachers consistently provide research-validated interventions designed to meet individual student's needs
- Data points are documented to monitor student response to daily intervention (NOTE: 12 weeks of data collection with four data points are required prior to referral for special education if a specific learning disability is suspected)

How?
The administrative team will:
- 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
- Ensure that interventionist has maintained fidelity to intervention protocol prior to referral

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?

Effective adolescent instruction and intervention practices include explicit vocabulary instruction, implementation of strategies that develop independent vocabulary learners, opportunities for extended discussion of text meaning and interpretation, students' motivation and engagement in literacy learning, and intensive individualized interventions for struggling readers. Thus, highly qualified specialists are recommended for struggling readers (Kamil et al., 2008)."

What?

Currently Boyd has the following in place as a school:

- School schedules are developed to ensure least restrictive environment (LRE)
- Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings

How?

The administrative team will:

- 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)
- A system of checks and balances ensures fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance

Building Block 6. Improved Instruction through Professional Learning

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

Why?
"The NABSE study group, who was responsible for the report *Reading at Risk: The State Response to the Crisis in Adolescent Literacy* (2006), stresses the importance of teaching literacy skills within the context of core academic content. This requires the revision of how teacher training is currently done at the college/university level. Content literacy strategies and reading instructional best practices need to be the focus in pre-service courses."
What?
Currently Boyd has the following in place as a school:
- Continue to monitor and support the integration of disciplinary literacy
How?
The administrative team will:
- Provide building and system-level administrators with professional learning on the need to integrate disciplinary literacy instruction into the content areas in order to help them make informed hiring decisions
- Revise teacher preparation
- and training standards to include coursework in disciplinary literacy for pre-service teachers in all subject areas
- 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
- Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy

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

Why?
"Effective professional learning is linked to higher student achievement. In a policy brief on reform in adolescent literacy, the authors cite Greenwald, Hedges & Lane, 1996, (NCTE Policy Brief, *Adolescent Literacy Reform,* 2006, p. 7) stated:
Teachers possess the greatest capacity to positively affect student achievement, and a growing body of research shows that the professional development of teachers holds the greatest potential to improve adolescent literacy achievement. In fact, research indicates that for every $500 directed toward various school improvement initiatives, those funds directed toward professional development resulted in the greatest student gains on standardized achievement tests (Greenwald et al., 1996)."
What?
Currently Boyd has the following in place as a school:
- Partner experienced teachers with pre-service and beginning teachers
- Encourage every teacher to develop a professional growth plan based on a self-assessment of professional learning needs
- Hire an instructional coach to provide site-based support for staff

How?

The administrative team will:

- Provide program-specific training in intervention programs before the beginning of the year to prepare teachers and staff for implementation
- Provide training in administering and interpreting results of assessments in terms of literacy
- 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
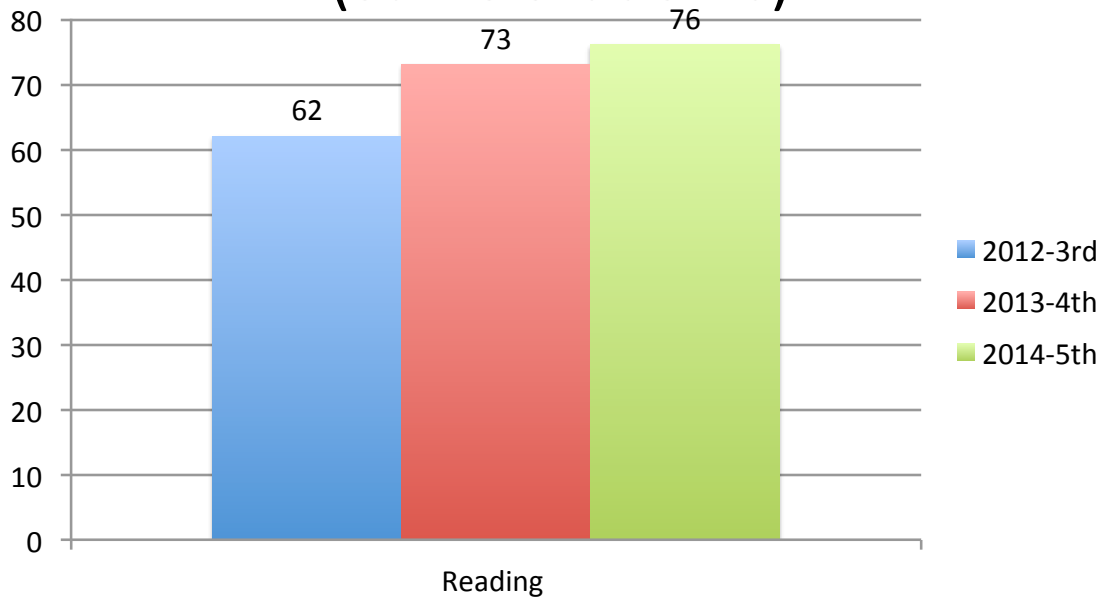
Analysis and Identification of Student and Teacher Data

A.   Student Achievement Data
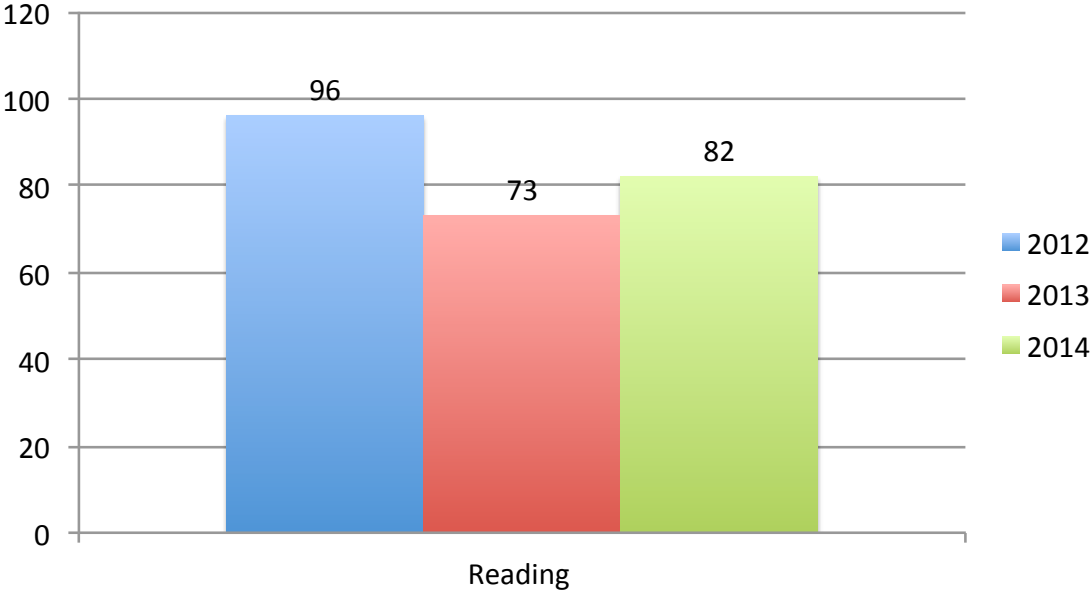
3ʳᵈ Grade CRCT Scores
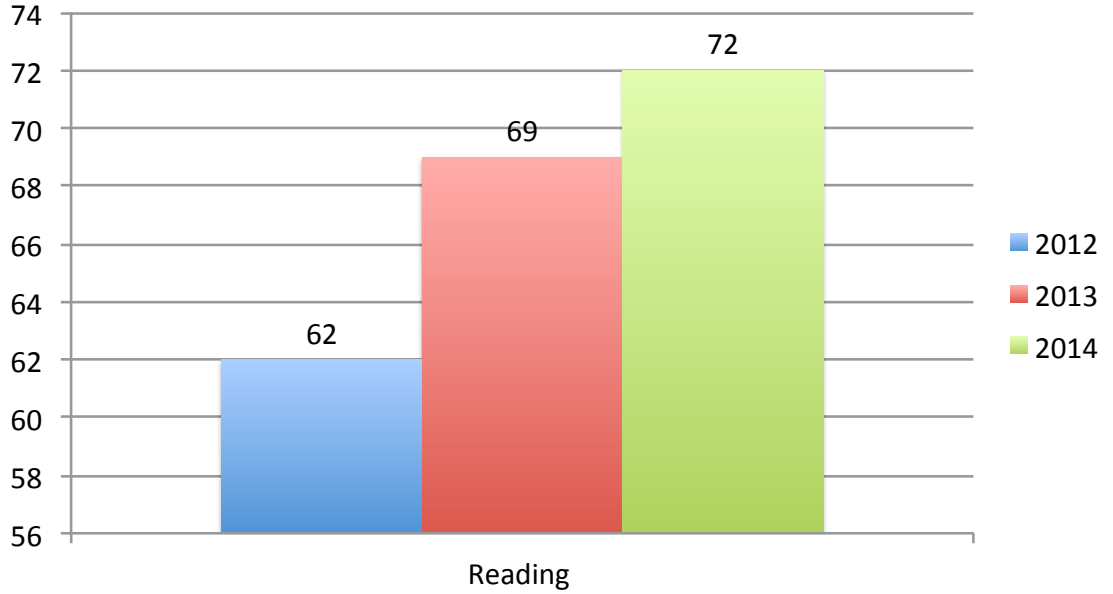
# 3rd of 2012 to 4th of 2013 to 5th of 2014 CRCT Scores
(Same Students)

- Reading data for 3rd grade from year to year and same grade co-hort for 3rd grade in 2012 to 5th grade 2014:
  - In 2012 the grade level had 62% of the students in 3rd grade meeting or exceeding standards. In 2013, 70%, then 72% in 2014. The same type of increases proves true for the co-hort of students from year to year. In 2012, 3rd had 62% of the students meeting or exceeding standards in reading on the Ga. CRCT . In 2013 the same students experienced an 11% gain to 73%. The following year, 2014, the same grade cohort experienced another increase of 4% to 77%.
- Reading data for 4th grade from year to year and same grade co-hort for 4th grade in to 5th grade:
  - As it relates to the grade from year to year, there seems to be some inconsistencies. In 2012, 96% of students meet or exceeded, then 2013 there was a decrease of 23% to 73%; however, in2014, there was an increase of 9% to 82%. In 2012, 4th grade had 96% of the students meeting or exceeding standards in reading on the Ga. CRCT. In 2013, as 5th graders, there was a 3% decrease to 93%.

4th Grade CRCT Scores

4ᵗʰ of 2013 to 5ᵗʰ of 2014 CRCT Scores (Same Students)
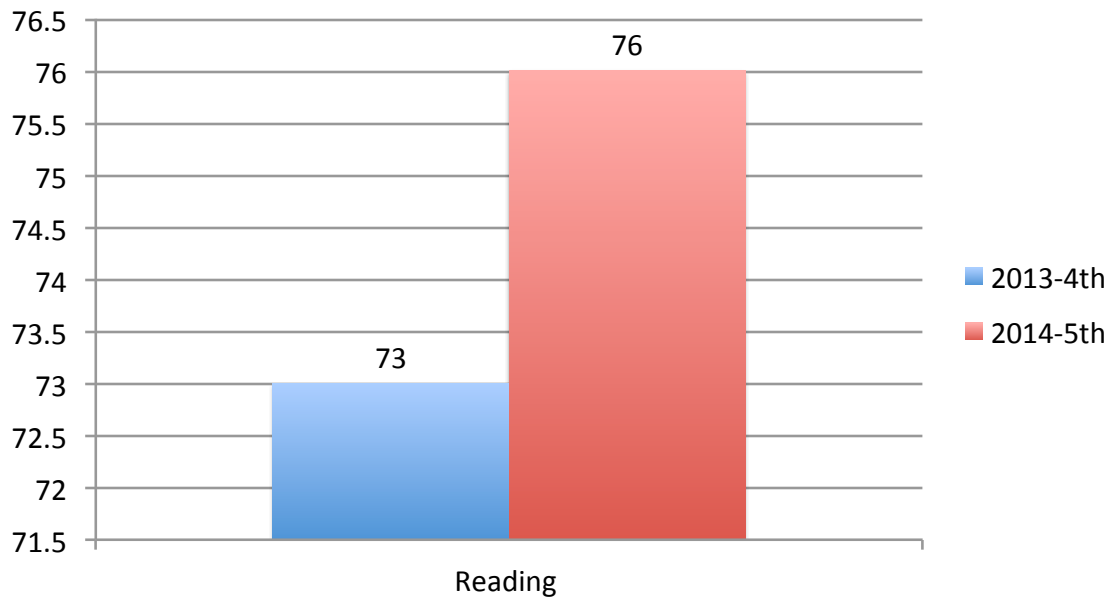
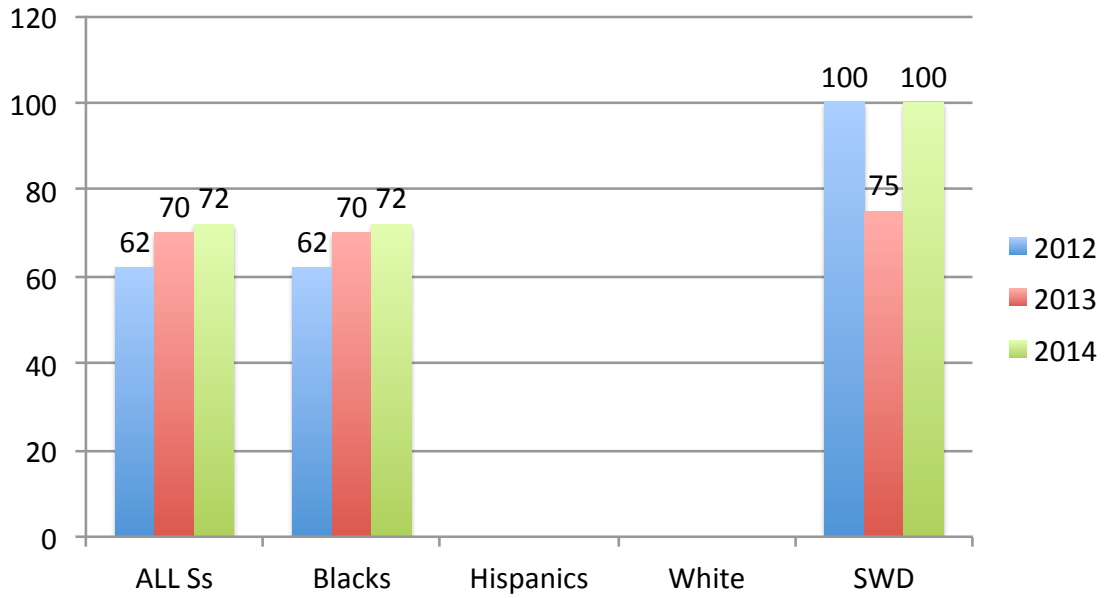- Reading data for 5th Grade from year to year:
  - In 2012, 5ᵗʰ grade had 93% of the students meeting and or exceeding in reading. Unfortunately, every year after the grade level experienced decreases. In 2013 a 3% decrease to 90%; then in 2014 a 13% decrease to 77%.
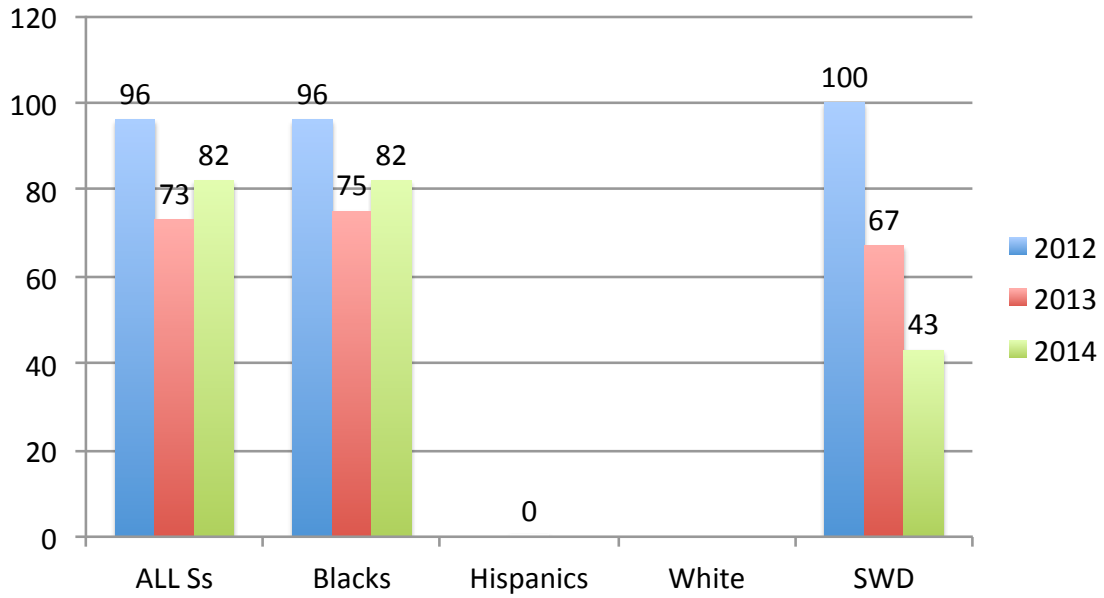
5th Grade CRCT Scores
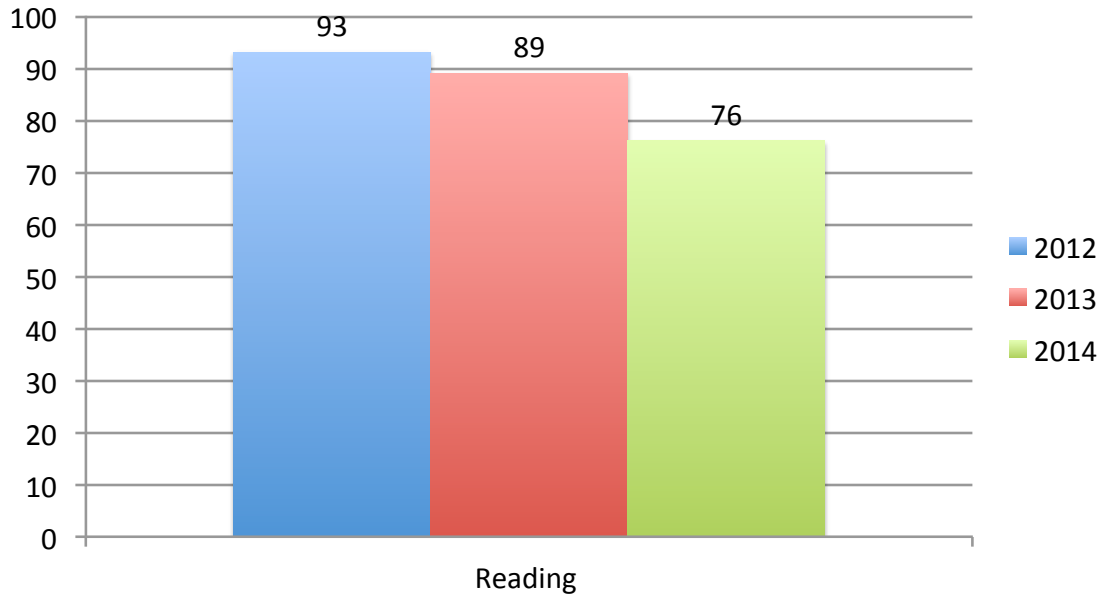
B. Disaggregation into Subgroups

3rd Grade Reading by Demographics

4ᵗʰ Grade Reading by Demographics

5th Grade Reading by Demographics
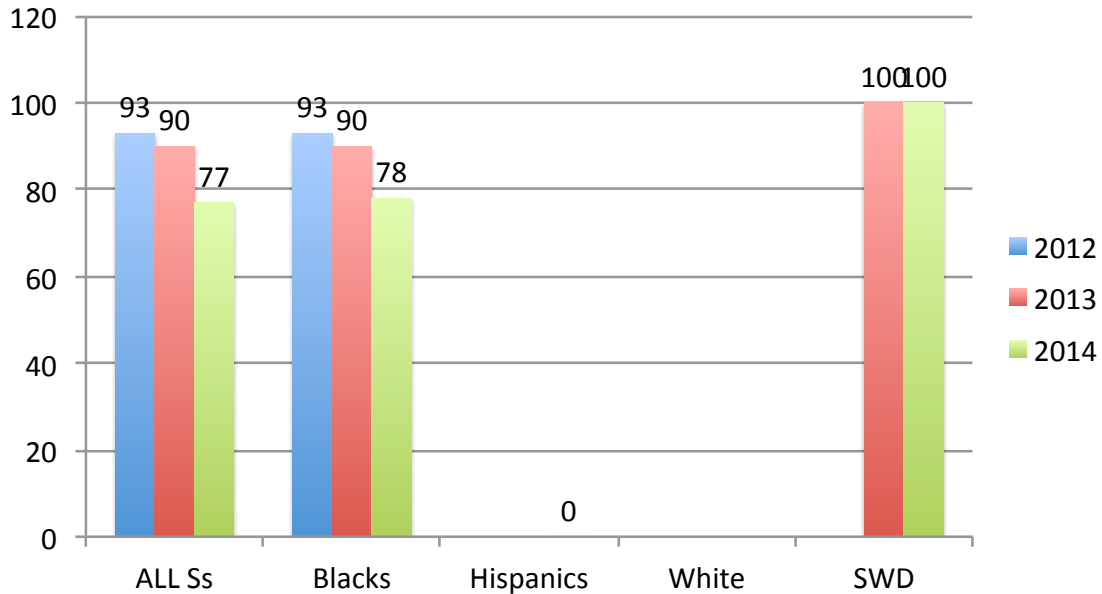
Based on the data when students are compared by demographics students with disabilities at grades 3 and 5 are out preforming their peers with 100% mastering standards. This number is based on one student. It appears as the number of students in special education increased their performance decreased.

On the contrary as it relates to ELL students, Boyd only had one student, however, they did not master the standards on the Ga. CRCT.

C. **Identifies Strengths and Weaknesses Based on Prescribed Assessments**
   • Complete the chart below regarding your student outcome data.

Strengths	Weaknesses
• 3rd grade has shown steady growth each year they took the CRCT.	• 5th Grade experienced a 13% decrease from 2013-2014
• 4th Grade showed growth of 9%	• The number of students

from 2013 to 2014	exceeding is very low
• Comprehension of narrative text is a strong area	• Vocabulary and informative text is low across grade levels
•	• 4th Grade SWD-43% passed
•	• ELL students -0% passed at 3rd and 5th grades

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

E. Teacher Retention Data
Of the 32 teaching staff, five teachers did not return. One teacher retired, three

teachers left the district and one was transferred from another school

F. Develops Goals and Objectives based on Formative and Summative Assessments
Based on performance on the state assessment and the district's assessments, the

administrative team reviewed the data with the teachers by showing the state ranking and

the district's ranking. A closer review of the domains was conducted to determine that

vocabulary, providing students with small group instruction based on instructional level,

and allowing students access to leveled reading was needed.

G. Additional District-Prescribed Data
In the Atlanta Public School system, each school is provided access to an assessment

called the Computer Adaptive Assessment System (CAAS). The CAAS is administered tri-

annually, it measures students performance and growth on state standards.   On this

assessment, Boyd scored below standards as a school on all areas of reading. Vocabulary

proves to be an area of development, while comprehension across the school is a strength.

H. Teacher Participation in Professional Learning Communities
The instructional coaches spearhead professional learning communities. The instructional

coaches actively participate in district trainings and redeliver to teachers during grade level

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

Project Plan-Procedures, Goals, Objectives and Support

A. Project Goals and Objectives

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

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

B. Performance Targets

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

	Performance Targets				
Performance Measures	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
Reading Milestone	Baseline	5% increase	7% increase	9% increase	10% increase
SWD Reading Milestone	Baseline	5% increase	5% increase	5% increase	5% increase
5th Grade Writing	Baseline	5% increase	7% increase	9% increase	10% increase
GKIDS	80%	84%	88%	90%	92%

C. Alignment of Goals, Objectives and Assessments

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

FREQUENCY- Daily / STRUCTURE – Whole class or small group

SHARED READING/MINI LESSON *(15 minutes)*
- *Teacher selects a strategy, skill or element to introduce and reinforce.*
- *Teacher selects a delivery method (direct, indirect, inquiry, etc.) for instruction with students.*
- *Teacher expects or requires practice of the strategy, skill, or element during the guided and independent work portions of the lesson.*

FREQUENCY- Daily / STRUCTURE – Whole class or small group

GUIDED READING/STRATEGY GROUPS *(60 minutes)*
- *Teacher provides support for small, flexible groups of readers.*
- *Readers are grouped according to their reading level and their specific needs relating to skills and strategies.*
- *Teachers work with students at their instructional level to guide them in using the text to generate meaning.*
- *Teacher helps students learn using reading strategies as they read a text or book that is unfamiliar to them.*
- *Students have the opportunity to develop reading strategies, and reading for meaning.*

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

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

SHARING *(10 minutes)*
- *Students summarize, demonstrate new knowledge (or at least their attempts) as evidence of the new understandings of reading.*

FREQUENCY- Daily / STRUCTURE – Whole Class

WRITING (30 minutes)
Grammar, usage, mechanics, and spelling are taught strategically as a part of the real writing situation.

Day 1 - Writing Aloud / Shared Writing (Whole class)
- *Teacher models writing for students while verbalizing thinking (and reasoning).*
- *Focus on conventions*

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

Day 3 - Guided Writing/Independent Writing (*Small group or partner*)
- *Teacher provides differentiated small group instruction as students rotate through guided writing and independent writing groups.*
- *Teacher provides explicit instruction and continuous feedback during all stages of the writing process as needed to individual students or small groups of small students.*

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

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

Tier	Literacy Interventions That Occur Within Each Tier
I	Standards based instruction using the state standards. Small group instructional that is differentiated based on students performance; School-wide 25 book challenge; leveled classroom libraries and bookroom; Fluency whole group intervention;
II	Extended day tutorial; RTI Block pull out; EIP pull out/push in; Fluency small group intervention;
III	1-1 interventions; small group; research-based strategies; audio books; technology devices and programs; Fluency one-on-one intervention
IV	IEP Goals; extended time; small group; 1:1; Fluency one-on-one intervention; 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 **Tier II** Needs Based Learning **Tier I** Standards Based Classroom Learning	Differentiation Small/Flexible grouping Computer interventions Collaborative Teaching Extended Day Instruction Long Term Interventions Frequent Progress Monitoring Universal Screening CCGPS Instruction Balanced Literacy Reading Support	All Classroom Teachers Gifted Special Education Literacy Coach ELL Advanced Placement Hospital Homebound

F. Inclusion of Teachers and Students

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

G. Current RTI Practices

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

H. Goals Funded With Other Sources

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

I. Sample Schedule

Pre-Kdg	7:30-7:45	7:45-8:00	8:00-8:30	8:30-9:45	9:45-10:00	10:00-10:30	10:30-11:15	11:15-11:45	11:45-2:00	2:00-2:15	2:15-2:30
Cook	B'Fast	Morning Meeting	Opening Activity	Pre-K Requirements	Transition/Restroom	Lunch	Pre-K Requirements	Specials	Pre-K Requirements	DEAR	Dismissal

Kdg	7:30-7:45	7:45-8:00	8:00-8:45	8:45-9:45	9:45-10:00	10:00-10:30	10:30-11:15	11:15-12:00	12:00-12:45	12:45-1:15	1:15-1:45	1:45-2:15	2:15-2:30
Jackson	Bfast in Class	Morning Meeting	RTI	Mathematics	Math Centers	LUNCH	Science/SS	Specials	Phonics	Reading	Writing	Restroom/Snacks	DEAR
Jones	Bfast in Class	Morning Meeting	RTI	Mathematics	Math Centers	LUNCH	Science/SS	Specials	Phonics	Reading	Writing	Restroom/Snacks	DEAR
McDowell	Bfast in Class	Morning Meeting	RTI	Mathematics	Math Centers	LUNCH	Science/SS	Specials	Phonics	Reading	Writing	Restroom/Snacks	DEAR
Fluellen(5)	Bfast in Class	Morning Meeting	RTI	Mathematics	Math Centers	LUNCH	Science/SS	Specials	Phonics	Reading	Writing	Restroom/Snacks	DEAR

First	7:30-7:45	7:45-8:00	8:00-8:45	8:45-9:30	9:30-10:00	10:00-10:30	10:30-11:00	11:00-11:15	11:15-12:15	12:15-12:30	12:35-1:20	1:25-2:30
Benton (4)	Bfast in Class	Morning Meeting	RTI	Phonics	Writing	Reading	Lunch	Recess	Mathematics	Math Centers	Specials	Science/SS
Eldridge	Bfast in Class	Morning Meeting	RTI	Phonics	Writing	Reading	Lunch	Recess	Mathematics	Math Centers	Specials	Science/SS
Furlow	Bfast in Class	Morning Meeting	RTI	Phonics	Writing	Reading	Lunch	Recess	Mathematics	Math Centers	Specials	Science/SS
Gray	Bfast in Class	Morning Meeting	RTI	Phonics	Writing	Reading	Lunch	Recess	Mathematics	Math Centers	Specials	Science/SS

Second	7:30-7:45	7:45-8:00	8:00-8:45	8:45-9:30	9:30-10:00	10:00-11:00	11:00-11:30	11:30-11:45	11:45-12:15	12:15-1:20	1:25-2:10	2:05-2:30
Gilbert-Jackson	Bfast in Class	Morning Meeting	RTI	Reading	Writing	Mathematics	Lunch	Recess	Math Centers	Science/SS	Specials	Reading
Perrymond (1)	Bfast in Class	Morning Meeting	RTI	Reading	Writing	Mathematics	Lunch	Recess	Math Centers	Science/SS	Specials	Reading
Rogers	Bfast in Class	Morning Meeting	RTI	Reading	Writing	Mathematics	Lunch	Recess	Math Centers	Science/SS	Specials	Reading

Third	7:30-7:45	7:45-8:00	8:00-8:45	8:45-9:45	9:45-10:25	10:25-11:10	11:10-11:30	11:30-12:00	12:00-1:00	1:00-1:30	1:30-2:30	Fridays
Daniels	Bfast in Class	Morning Meeting	RTI	Reading-Integrated	Writing	Specials	Recess	Lunch	Mathematics	Math Centers	Science/SS	Project Based Day- Sci and SS
Forte	Bfast in Class	Morning Meeting	RTI	Reading-Integrated	Writing	Specials	Recess	Lunch	Mathematics	Math Centers	Science/SS	Project Based Day- Sci and SS
McMichael	Bfast in Class	Morning Meeting	RTI	Reading-Integrated	Writing	Specials	Recess	Lunch	Mathematics	Math Centers	Science/SS	Project Based Day- Sci and SS
P. Smith	Bfast in Class	Morning Meeting	RTI	Reading-Integrated	Writing	Specials	Recess	Lunch	Mathematics	Math Centers	Science/SS	Project Based Day- Sci and SS

Fourth	7:30-7:45	7:45-8:00	8:00-8:45	8:45-9:30	9:35-10:20	10:25-11:45	11:45-12:00	12:00-12:30	12:30-1:30	1:30-2:00	2:00-2:30	Fridays
Baskerville	Bfast in Class	Morning Meeting	RTI	Writing	Specials	Reading-Integrated	Recess	Lunch	Mathematics	Math Centers	Science/SS	Project Based Day- Sci and SS
Johnson	Bfast in Class	Morning Meeting	RTI	Writing	Specials	Reading-Integrated	Recess	Lunch	Mathematics	Math Centers	Science/SS	Project Based Day- Sci and SS
Sewell (4)	Bfast in Class	Morning Meeting	RTI	Writing	Specials	Reading-Integrated	Recess	Lunch	Mathematics	Math Centers	Science/SS	Project Based Day- Sci and SS

fth-EIP Reduce	7:30-7:45	7:45-8:00	8:00-8:45	8:45-9:30	9:30-10:30	10:30-11:30	11:30-12:30	12:30-1:00	1:00-1:30	1:30-2:30	Fridays
Graves (7)	Bfast in Class	Morning Meeting	RTI	Specials	Reading-Integrated	Writing	Mathematics	Lunch	Math Centers	Science/SS	Project Based Day- Sci and SS
Fair-SS	Bfast in Class	Morning Meeting	RTI	Specials	Reading-Integrated	Writing	Mathematics	Lunch	Math Centers	Science/SS	Project Based Day- Sci and SS
Banks	Bfast in Class	Morning Meeting	RTI	Specials	Reading-Integrated	Writing	Mathematics	Lunch	Math Centers	Science/SS	Project Based Day- Sci and SS

Assessment and Data Analysis Plan

A. Current Assessment Protocol

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

B. Current Assessment vs. SRCL Assessments
     Boyd 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

Boyd 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 interrupt

student scores. Upon the arrival of student scores, Boyd Elementary will follow the

procedures as outlined by the District. Also, Boyd 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. Boyd 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.

Boyd 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.

Boyd 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
- Effective instructional programs and materials that emphasize the five essential components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension
- Dibels Professional Development for faculty and staff
- Scholastic Reading Inventory (SRI) Professional Development for faculty and staff
- RtI Professional Development for faculty and staff
- iPads
- Kindles
- Scholastic Comprehension Book Sets for all Grade Levels
- Scholastic Classroom Library for all Grade Levels
- LeapPad Ultra 3 Phonics Learning Tablets
- LeapFrog LeapReader Reading and Writing System
- Scholastic Guided Reading Short Reads

B.   Activities Supporting Literacy
- Systematic instruction in phonemic awareness
- Systematic instruction in phonics
- Daily opportunities to increase fluency through oral rereading of texts
- Daily opportunity to read new texts with teacher support
- Explicit instruction on comprehension
- Opportunities for writing
- Opportunities to learn a core of high frequency words
- Expand vocabulary and develop oral language
- Facilitate a home-school literacy connection

C.   Shared Resources
- Scholastic Leveled Book Room
- iPad Cart (22 iPads)
- LeapPad Learning Tablets (24)
- Document Cameras (6)
- ActiVotes (6 class sets of 20)
- Printer per Grade Level

D.   Library Resources
- Biographies (347)
- Digital Discs (111)
- Easy Read (1,359)
- Equipment (68)
- Fiction (463)
- Non-Fiction (2,608)
- Professional (27)

- Reference (210)
- Video (258)
- Desktop Computers (6)
- iPad Cart (22 iPads)

E. Activities Supporting Classroom Practices
- Provide the opportunity for the teachers and its administrators to continuously seek and share learning and then act on what they lean so that students benefit
- Provide professional development for teachers through additional support when needed to implement instructional program and practices
- Provide professional development where two or more teachers work collaboratively on research based practices and instructional procedures
- Provide professional development where an experienced teacher or expert observes in a classroom and then provides an opportunity for teachers to see the expert or experienced teacher model a lesson or best practice
- Provide professional development for teachers by studying student focused lessons and conducting the lesson while other teachers observe; having reflective discussion of the lesson; evidence gathered after it is presented are used to improve the lesson and instruction; and finally to revise the lesson and teach it in another setting
- Provide professional development through grade level meetings which supports curriculum development
  - Professional development on student success (Evaluation Tools)
  - Standardized Achievement Tests
  - District Achievement Tests
  - Benchmark Tests
  - Teacher-Constructed Tests

F. Additional Needed Strategies
- Family Literacy Service
- Active collaborative teams to ensure a consistent literacy focus across the curriculum
- Literacy celebration for the entire school

G. Current Classroom Resources
- Scholastic Leveled Bookroom
- Limited Classroom Libraries
- LeapPad Learning Tablets (2 per classroom)
- Desktop Computers

H. Alignment of SRCL and Other Funding Sources

Resources, Strategies, and Materials	Existing Funding Resources	SRCL Will Provide
Scholastic Reading Inventory	No current source	Software, PD
DIBELS	No current source	Software, PD
iPad Cart	Local, SPLOST	Computers
Professional Development	Title I, Title II, Local	PD for Assessments, Project related PD
After-School Tutorial	Title I	Stipends for teachers
Literacy Summer Program	Title I, Local	Stipends for teachers, materials

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
Vocabulary Strategies	2 45 min Sessions	All Instructional Staff	Instructional Coaches
Using Star Data to Inform Instruction	1 45 min Session	All Instructional Staff	Instructional Coaches
RTI Training	2 45 min Sessions	All Instructional Staff	Assistant Principal
Grade Norming (Writing)	2 45 min Sessions	All Instructional Staff	Instructional Coaches
Creating Literacy Centers	1 45 min Session	All Instructional Staff	Instructional Coaches
Text Dependent Questions	2 45 min Sessions	All Instructional Staff	Instructional Coaches
Curriculum Mapping and Unit planning	2 45 min Sessions	All Instructional Staff	Instructional Coaches
Core Reading Training	5 days	3 teachers	Certified CORE Trainers
Core Writing Training	5 days	3 teachers	Certified CORE Trainers
International Reading Association Conference	3 days	3 teachers, 1 coach, and 1 AP	Conference Presenters

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
Vocabulary Strategies	2 45 min Sessions	All Instructional Staff	Instructional Coaches
Using Star Data to Inform Instruction	1 45 min Session	All Instructional Staff	Instructional Coaches
RTI Training	2 45 min Sessions	All Instructional Staff	Assistant Principal
Grade Norming (Writing)	2 45 min Sessions	All Instructional Staff	Instructional Coaches
Creating Literacy Centers	1 45 min Session	All Instructional Staff	Instructional Coaches
Text Dependent Questions	2 45 min Sessions	All Instructional Staff	Instructional Coaches
Curriculum Mapping and Unit planning	2 45 min Sessions	All Instructional Staff	Instructional Coaches
Core Reading Training	5 days	3 teachers	Certified CORE Trainers
Core Writing Training	5 days	3 teachers	Certified CORE Trainers
International Reading Association Conference	3 days	3 teachers, 1 coach, and 1 AP	Conference Presenters

D. Professional Learning Needs
- Balanced Literacy
- Flexible grouping, small group instruction, and centers
- Differentiating Lessons
- Integrating Reading and Writing across the curriculum
- Reading Interventions
- Writer's Workshop

E. Professional Learning Evaluation

At Boyd, on-going professional learning is critical. We provide all teachers both individualized and group professional learning opportunities including: creating a standards based classroom, vocabulary strategies, using STAR data to inform instruction, Grade norming, creating literacy centers, text dependent questions, curriculum mapping and unit planning, Core Reading training, and core writing training.

Our data shows a critical need for professional learning in several areas of literacy fundamentals. Teachers would benefit from an in-depth understanding of integrating reading and writing in across the content areas, phonics, fluency, vocabulary development, interactive technology, and general educator/special educator cross-training, and the implementation of reading strategies and timely interventions through RTI.

Currently, our method of delivering Professional Learning is multi layered; teachers have on-

line course offerings and face-to-face that can be offered via train the trainer of train the

group. These professional learning sessions are offered by Instructional Coaches, and lead

classroom teachers who attend off-site trainings.

Alignment of Professional Learning to Project Goals

Topic	Time Frame	Participants	Provider	Goal Number
Balanced Literacy	Ongoing	All instructional staff	Consultant , Metro RESA, IRA	2, 3, 4
Integrating Writing and Reading Curriculum	Ongoing	All instructional staff	Consultant , Metro RESA, IRA	2, 3, 4
Writers Workshop	Ongoing	All instructional staff	Consultant , Metro RESA, IRA	3
Flexible Grouping	Ongoing	All instructional staff	Consultant , Metro RESA, IRA	2, 3, 4
Small Group Instruction using	Ongoing	All instructional staff	Consultant , Metro RESA, IRA	2,3,4

F. Effectiveness of Professional Learning
The goals of the project plan reflect the core needs of Boyd 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.

Atlanta Public Schools

Sustainability Plan

A.   Plan for Extending Assessments

District assessment tools and tools attained through the grant will continue to be

administered annually. DIBELS Next, IPI, and SRI will be funded using Title I or QBE

funds. New teachers will receive training on how to administer assessment tools and

interpret results

B. Developing Community Partnerships

APS currently has partnerships between several businesses, civic organizations and

schools. These organizations supplement teaching by sponsoring activities (field trips,

displays, or speakers). Many of these members serve on the school councils and PTOs

and these partnerships will continue beyond the life of this grant.

C. Expanding Lessons learned

Lessons learned will be expanded through ongoing PL, a library of professional texts,

journals and online sources (GLP - The How, p.40). The instructional coach and teachers

will provide home learning connections and training to support the effective use of these

resources, including differentiated support for students (GLP - The How, p.39). We will

use classroom observations/ videotaping to identify and support individual teachers with

follow-up coaching, conferencing, and mentoring (GLP, The How, p.49).

●   **Extending Assessment Protocols**

We will train staff members on the DIBELS Next, informal running records, and other

diagnostic tools at the beginning of the SRCL grant period. Staff hired after the grant

expires will be trained using a "Train-the-Trainer" model (training by instructional coach

and existing staff). The instructional coach and Literacy Team will be responsible for

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

● **New System Employees Training**

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

● **Maintaining and Sustaining Technology**

SPLOST funds will maintain technology with district personnel responsible.

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

D. Print Materials Replacement

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

E. Extending Professional Learning

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

Atlanta Public Schools

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

F. Sustaining Technology

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

G. Expanding Lessons Learned - New Teachers & LEA

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

Budget Summary

Professional Learning

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

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

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

Stipends

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

Professional Library

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

Print Materials/Supplies

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

Home School Connections/Literacy Events

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

Student Instructional Support - Beyond the Regular Instructional Day

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

Pupil Travel/Field Trip

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

Technology

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

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