School Profile

Created Thursday, November 20, 2014

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School Information

System Name:	Atlanta Public Schools
School or Center Name:	Bazoline E. Usher Collier Heights ES
System ID	0761
School ID	0604

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Name:	Gregory Parks
Position:	Principal
Phone:	404-802-5705
Email:	gparks@atlanta.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Jerry Parker
Position:	Assistant Principal
Phone:	404-802-5725
Email:	jparker@atlanta.k12.ga.us

Grades represented in the building

 example pre-k to 6

pre-k to 5

Number of Teachers in School

37

FTE Enrollment

441

Grant Assurances

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Preliminary Application Requirements

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

SRCL General Information Packet-Cohort 4

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

- Yes

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

SRCL Scoring Rubric-Cohort 4

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

- I Agree

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

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

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

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

   i.   The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
   ii.   In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

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

        1. Disqualify the Applicant, or

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

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

b. <u>Employee Relationships</u>

    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.

III. Incorporation of Clauses

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

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

Chuck Burbridge, Chief Financial Officer
_____
Typed Name of Fiscal Agency Head and Position Title

_12-5-14_
_____
Date

_____
Signature of Applicant's Authorized Agency Head (required)

Dr. Meria J. Carstarphen
_____
Typed Name of Applicant's Authorized Agency Head and Position Title

12-5-12
_____
Date

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

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

_____
Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

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

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

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

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

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

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

_____

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

Dr. Meria J. Carstarphen

_____

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

_____

Date (required)

System History and Demographics

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

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

Current Priorities and Strategic Planning

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

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

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

Literacy Program

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

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

An effective English language arts and literacy program includes:

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

2. Develops thinking and language through interactive learning

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

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

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

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

7. Provides explicit skill instruction in reading and writing

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

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

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

11. Holds high expectations for all students

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

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

Need for a Striving Reader Project

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

Plan for Striving Readers' (SR) Grant Implementation

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

Individuals Responsible for Day-to-Day Grant Operations

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

Responsibilities for Grant Implementation

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

Implementation of Goals and Objectives

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

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

Involving Grant Recipients in Budget and Performance Plans

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

Evidence of Meetings with Grant Recipients

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

Experience of the Applicant

A. Other Initiatives and State Audit Results

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

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

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

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

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

B. Capacity to Coordinate Resources

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

C. Sustainability

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

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

D. Internal Initiatives

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

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

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

- All APS middle schools offer accelerated math classes

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

- Full continuum of International Baccalaureate curriculum.

School Narrative

A. **School History**
Usher- Collier Heights Elementary School, located in the historic Bankhead 30318 zip code, is a Title I school with 95% to 100% of our students participating in the free and reduced price meal program.   According to Georgia's Department of Corrections, more Georgia prison inmates reside within the 30318 zip code than any of the 965 zip codes within our state. Furthermore, of Metro Atlanta 25 zip codes, our surrounding community, which is comprised of less than three percent of the state's total code population, producing 25 percent of the state's inmate population. Sensitive to the idiosyncrasies of serving families within inner city schools, we are committed to providing a safe haven that is conducive for rigorous learning continuously. As a progressive school with a clear focus, we have the opportunity to drastically change the positive trajectory of our children. Being a true inner city school without admission barriers, we will change the world starting with our community of children.

B. **Administrative and Teacher Leadership Team**

The Usher-Collier Heights administrative leadership team consists of the following: Principal-Gregory Park, Assistant Principal-Jerry Parker, Literacy/Math Instructional Coach-Ernest Sessoms, Jr., Science/Social Studies/STEM Instructional Coach-Veronica Wilson-Seville, and EIP Teacher/Assistant Testing Coordinator-Monique Campbell.

The administrative leadership team meets weekly to discuss initiatives and concerns of the daily operations including, school data, resources, and curriculum/assessment goals. The primary work that is accomplished includes planning and monitoring the school-wide Assessment Calendar. The team discussed way to ensure teachers are focused on utilizing best practices including the use of formative and summative assessments that are discussed within professional learning communities. Another key aspect that is addressed is ensuring that our instructional programs are implemented with fidelity and consistently, particularly our online reading program, Achieve 3000. In summary, the administrative leadership team words to make sure that that all aspects of the instructional program at Usher Elementary runs cohesively while focused on student achievement.

C. **Past and Current Instructional Initiatives**
Usher-Collier has utilized the following programs in the past: Success for All Reading Program, Treasures Reading Series, Achieve 3000, WIN-Student Writing Conference for 3rd-5th Graders, Spelling Bees, Study Island online, Literacy Fall Festival, Mock-Assessments for Reading, Science, Social Studies, and Writing, Book Club, Writing Club, Accelerated Reader, Reading Eggs online.

D. **Professional Learning Needs**
- Phonics Program
- CORE Reading
- Novice/Pre-service Teachers Program

- Writing Instruction for Elementary School
- Lesson Planning Alignment according to CCGPS
- Guided Reading in Small Groups
- Technology (interactive boards/iPads)
- Diagnostic Assessments
- Reading Intervention Strategies
- The Daily 5
- National Council of Teachers of English (NCTE) Annual Convention
- International Reading Association (IRA)
- ASCD
- Success for All (SFA)
- National Reading Recovery Literacy Conference

E. Need for a Striving Reader Project

Usher Collier-Heights follows the CCGPS and curriculum guides as a framework for core instruction. Because this is just a framework, teachers are interpreting literacy instruction in different ways and instruction is not consistent across grade levels. Teachers' lesson plans are not aligned with the literacy goal standards. Professional developments are not geared towards a consistent literacy focus. The community members are not able to partake in literacy efforts within the community due to time constraints.

The school does not currently have a systematic, explicit core program that aides in literacy instructional components. While some professional learning has been provided, it has not been required for all faculty and staff to participate. Literacy professional learning is geared more towards grade level and content teachers. In previous years, literacy intervention instruction has been expected to be carried out during the normal literacy scheduled timeframe. Additional time has not been built into the master schedule for literacy intervention. Professional learning on student engagement and motivation has not been offered school-wide.

Needs Assessment, Concerns, and Root Cause Analysis

A. Needs Assessment Description

An assessment of literacy regarding the needs of Usher-Collier 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 Usher. Teachers, special areas, and the media specialist completed this task during a faculty meeting after school. 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.

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 (% Meets and Exceeds)

Reading		ALL and EDS	SWD	BLACK	HISPANIC	WHITE
Usher	3rd Grade	67	50	67	NA	NA
Usher	4th Grade	74	33	74	NA	NA
Usher	5th Grade	79	100	78	0	100

ELA

		ALL and EDS	SWD	BLACK	HISPANIC	WHITE
Usher	3rd Grade	62	50	62	NA	NA
Usher	4th Grade	58	67	58	NA	NA
Usher	5th Grade	87	100	87	0	100

2013 Reading and ELA CRCT Results (% Meets and Exceeds)

Reading		ALL and EDS	SWD	BLACK	HISPANIC	WHITE
Usher	3rd Grade	72	100	72	NA	100
Usher	4th Grade	76	50	76	0	NA
Usher	5th Grade	73	67	73	NA	NA

ELA

		ALL and EDS	SWD	BLACK	HISPANIC	WHITE
Usher	3rd Grade	59	100	59	NA	0
Usher	4th Grade	66	100	66	0	NA
Usher	5th Grade	84	67	84	NA	NA

2012 Reading and ELA CRCT Results (% Meets and Exceeds)

Reading		ALL and EDS	SWD	BLACK	HISPANIC	WHITE
Usher	3rd Grade	71	50	71	NA	NA
Usher	4th Grade	55	40	55	NA	NA
Usher	5th Grade	76	100	76	100	NA

ELA

		ALL and EDS	SWD	BLACK	HISPANIC	WHITE
Usher	3rd Grade	67	50	67	NA	NA
Usher	4th Grade	59	60	59	NA	NA
Usher	5th Grade	87	0	87	100	NA

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

Reading		ALL and EDS	SWD	BLACK	HISPANIC	WHITE
Usher	All Grades	60	25	60	0	100

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.

D. Root Cause Analysis

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

Building Block 1: Engaged Leadership

Areas of Concern

- The literacy team does not include representatives from all stakeholder groups.

- A set time for literacy intervention is not included within the literacy instructional block.

- The community is not engaged in developing literacy goals for preparation of college and career readiness.

Root Causes

The Literacy Leadership team is newly developed and there wasn't a sufficient amount of time to involve the community. Professional learning has been delivered to some faculty members, however, all have not been afforded literacy learning opportunities that will enhance and promote implementation with literacy across content areas. Teachers do not have the expertise needed and/or instructional time to fully ensure that literacy instruction is consistent.

Actions Taken

- Teachers have been afforded the opportunity to participate in professional learning developments focused on literacy both in and out of state .

- There has been some implementation of integrating literacy across the content areas with continued collaborative planning amongst colleagues.

Building Block 2: Continuity of Instruction

Areas of Concern

- Teachers have not fully assumed responsibility for achieving literacy goals across the curriculum.

- Literacy instruction is not guided by a systematic or consistent literacy focus across the curriculum.

- There is not adequate support to collaborate literacy in the community.

Root Causes

Usher Collier-Heights follows the CCGPS and curriculum guides as a framework for core instruction. Because this is just a framework, teachers are interpreting literacy instruction in different ways and instruction is not consistent across grade levels.

Actions Taken

- Lesson plans contain a focus on literacy in the areas of fluency, vocabulary and reading comprehension.

- Professional Learning allows teachers to design lessons with a systematic and consistent literacy focus.

- More time has been built into the master schedule to provide opportunities for effective literacy instruction.

Building Block 3: Ongoing Formative and Summative Assessments

Areas of Concern

- Assessments are ongoing in each classroom but there is not a standard diagnostic tool in place to monitor students who are not successful on formative and/or summative tests.

- Literacy screening areas of concern(s) are not followed up by further assessments.

- Data access is available to all staff members but not everyone uses it as a tool for decision making to drive further instruction.

Root Causes

Assessments that are developed by the classroom teacher are not always aligned with Common Core Standards. Data talks are presented within leadership team meetings, however consistent accountability measures are not in place to monitor, track, and/or target student progress between data talks.

Actions Taken

- Computer Adaptive Testing is completed three times a year (beginning, mid-year, and end) to track and measure students' success in literacy.

- Students set their own learning goals, take responsibility for their learning, track their progress, and make decisions to ensure their success in literacy.

- Georgia Online Assessments are being utilized to create formative(s)/summative(s) assessments in an effort to ensure that assessments are CCGPS aligned.

- Students performing below grade level have been identified school wide to participate in extended literacy learning opportunities after school.

Building Block 4: Best Practices in Literacy Instruction

Areas of Concern

- A core program is needed in order to implement a comprehensive literacy program.

- Professional learning is needed for all faculty and staff in order to deliver all aspects of explicit and implicit literacy instruction.

- The daily schedule does not include scheduled time for literacy intervention.

- Adequate materials and a systematic program is needed in K-3, in order to effectively implement whole group explicit instruction, as well as, small group differentiation for all leveled learners.

Root Causes

The school does not currently have a systematic, explicit core program that aids in literacy instructional components. While some professional learning has been provided, it has not been required for all faculty and staff to participate. Literacy professional learning is geared more towards grade level and content teachers.

Actions Taken

- Various programs such as Fountas & Pinnell, Achieve3000, Star Literacy, Great Books, Accelerated Reader, and Treasures components have been provided to different grade-levels as resources for developing core literacy instruction.
- Teachers include intervention strategies and progress monitoring within small group instruction during literacy.
- Teachers and instructional coaches collaborate to develop plans and gather resources to provide effective whole group instruction, as well as small group differentiation.

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

Areas of Concern

- Intervention is not monitored regularly to ensure that it occurs with implementation and fidelity.
- Tier 2 instruction was not provided consistently by interventionists.
- The SST team did not meet consistently to ensure that interventions are being delivered appropriately or with fidelity.

Root Causes

In the last three years we have had inconsistent implementation of RTI (Response To Intervention), to ensure the Student Support Team process was done with fidelity. Consequently, teachers have not been fully supported with resources or professional development on RTI. Fifty percent of Usher Collier teachers feel special education assistance is not implemented on a consistent schedule.

Actions Taken

- Teachers and data teams are utilizing Response to Intervention as a means to ensure students are reaching academic and behavior goals that are set by the grade level data teams.

- Teachers routinely participate in SST meetings in which they provide the following: anecdotal notes, work samples, and progress monitoring data.

- Additional time for instruction has been designated for intervention within small group instruction.

Building Block 6: Improved Instruction through Professional Development

 Areas of Concern

- Professional development for novice or veteran teachers are not offered in the areas of literacy instruction, differentiation, or disciplinary instruction for literacy across content areas.

- In the absence of a core literacy program, the staff does not receive professional development in the core components.

Root Causes

The district has not provided a core reading program, professional learning, or consultants due to funding constraints. Based on the staff survey, over 40% of staff stated they

need further professional development in differentiation for on-level and below-level students, as well as the selection of literary and non-fiction text.

Actions Taken

- Instructional coaches and administrators have redelivered available professional development in the areas of literacy best practices offered by the district.

- Staff has been encouraged to earn reading endorsements and participate in professional development offered by the district.

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, Music, Spanish)

Scientific, Evidence Based Literacy Plan

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

Building Block 1. Engaged Leadership
A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school
Why? "At the same time, teachers must be aware that early literacy is an active, complex, long-term developmental and cognitive process. Acquiring knowledge, enhancing understanding, and constructing meaning are essential to this process. Early, high quality instruction can prevent reading difficulties. Explicit and systematic instruction in the five essential components must be provided."   **What? (In current practice)**   **At Usher-Collier we currently utilize:**   • Regularly monitors literacy instruction within his/her school   • Participating in state -sponsored Webinars and face-to-face sessions to learn about the transition to CCGPS   **How? (To move forward)**   **At Usher-Collier we will:**   • Serve as a model by studying literacy research and best practices, sharing professional resources among faculty, facilitating professional discussions, and training team leaders as facilitators.   • 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.   • Study research-based guidelines, strategies and resources for literacy instruction set forth in the "The Why" document of the most current iteration of the Georgia Literacy Plan
B. Action: Organize a Literacy Leadership Team
Why?   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."

What? (In current practice)
At Usher Collier we currently utilize:
* The literacy leadership team consists of the following stakeholders and partners, at a minimum:
     a. Faculty
     b. Representatives from the stakeholders for your school (i.e., preschools, daycares, middle schools within your school's feeder pattern as well as students and representatives from higher education)
     c. Community and government leaders
     d. Parents
* A shared literacy vision has been agreed upon by the school and community that is aligned with the state literacy plan.
* Multiple forms of student, school, and teacher data (including results of the Literacy Instruction Observation Checklist or its equivalent) have been analyzed to develop a list of prioritized recommendations and goals for improvement.

How? (To move forward)
At Usher Collier we will:

* Continue to analyze formative and summative student assessment results and refine literacy goals based on the Common Core Georgia Performance Standards (CCGPS)
* Define priorities and allocate needed resources to sustain them over time
* Use student achievement data to meet individual teacher needs through follow-up assistance and professional learning
* Use social media to involve community members and parents in literacy efforts and reach out to those not currently involved

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

Why?
"The need for extended time for literacy has been recognized in numerous sources including *Reading Next, Writing to Read,* ASCD, Center on Instruction, National Association of State Boards of Education (NASCB), Kappan Magazine as well almost all other state literacy plans.

Citing a study done in 1990 titled, "What's all the Fuss about Instructional Time?" by D. C. Berliner, the authors of a report to the NASCB stated, "Providing extended time for reading with feedback and guidance across the curriculum has been well documented and conforms to the extensive literature on academic learning time."

"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. *Reading Next* states that literacy instruction for adolescents should extend beyond a single language arts period and be integrated in subject area coursework. This extended time for literacy, anywhere from two to four hours, should occur in language arts and content-area classes. (Biancorosa & Snow, 2006, p. 20.)"

What? (In current practice)
At Usher Collier we currently utilize:
- Protected time for collaborative planning teams within and across content areas are part of the school-wide calendar.
- Intentional efforts have been made to identify and eliminate inefficient use of student and faculty time within the schedule.

How? (To move forward)
At Usher Collier we will:
- Provide a protected, dedicated 90-120-minute block allocated for literacy instruction in grades for all students in self-contained classrooms.
- Video classrooms for self-evaluations, peer observations, share literacy expertise, etc. within and among schools
- Encourage teachers to share stories of success in the community, both online and through traditional outlets
- Utilize available resources to assist teachers in identifying opportunities for maximizing use of time in the existing schedule, such as the following:
  http://www.reading.org/Libraries/Reports_and_Standards/MEMC_070620.sflb.ashx

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? (In current practice)
At Usher Collier we currently utilize:
  • A walk-through and/or observation   form (e.g., Literacy Instruction Checklist, GA or some other instrument) is used to ensure consistency of effective instructional practices that include disciplinary literacy across content areas.

How? (To move forward)
At Usher Collier we will:
  • A walk-through and/or observation form (e.g., Literacy Instruction Checklist, GA or some other instrument) is used to ensure consistency of effective instructional practices that include disciplinary literacy across content areas.
  • Fill program/service gaps and develop outreach linkages among families of schools (e.g., a feeder pattern, schools in close proximity
  • Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives
  • 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

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E. Action: Optimize literacy instruction across all content areas

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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."

"Unless teachers intentionally focus on building vocabulary skills, the needs of these children may go unmet even in the best early childhood programs. Generally, programs directed at vocabulary skills use either interactive book reading, conversational strategies for encouraging language development, and direct instruction of vocabulary, either alone or in combination (see Hamilton & Schwanenflugel, in press; Schwanenflugel et al., 2010; Ruston & Schwanenflugel, 2010)."

What? (In current practice)
At Usher Collier we currently utilize:

- The school agrees upon a plan to integrate literacy in all subjects as articulated within CCGPS.

How? (To move forward)
At Usher Collier we will:
- Require the teaching of academic vocabulary in all subjects using a systematic process such as http://www.u-46.org/roadmap/files/vocabulary/acadvoc-over.pdf
- Expand the types of writing across the subject areas (e.g., songs, manuals, wikis, blogs, captions, word problems, e-mails, ads, instructions, etc.)
- Host family nights that engage parents in activities that demonstrate the importance of proficiency in literacy
- Use online resources to stay abreast of effective strategies for the development of disciplinary literacy within the content areas, e.g., join online professional associations, blogs, and newsletters

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? (In current practice)
At Usher Collier we currently utilize:
- A network of learning supports within the community that targets student improvement is active (e.g., tutoring, mentoring, afterschool programming).

How? (To move forward)
At Usher Collier we will:
- 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
- Pursue additional funding sources for specialized literacy staff and materials
- Foster relationships among schools, postsecondary education institutions, the workforce, families, and communities
- Evaluate the effectiveness of after-school tutoring programs and partner with community and faith-based groups to accommodate more students

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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?
In a 2005 research brief, Squires compiled the research then available on the effect of aligning curriculum with standards and assessments on student achievement. They cited numerous studies addressing the efficacy of the following types of alignment efforts:
- Textbook alignment
- Instructional alignment
- Alignment between state standards and the enacted curriculum
- Curriculum alignment through professional learning
- International alignment studies

In summary, "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? (In current practice)
At Usher Collier we currently utilize:
- Scheduled time for teams to meet for regular collaboration and examination of student data/work.
- Team roles, protocols, and expectations are clearly articulated.
- Provide specific, measurable student achievement goals aligned with grade-level expectations are shared by teachers in all subjects.

How? (To move forward)
At Usher Collier we will:

- Collaborate with other team members to conduct peer observations and analyze lessons to improve disciplinary literacy instruction using videotaping where possible.
- Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction

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

Why?
Arguably the most radical force for alignment in K-12 will be implementation of the Common Core Georgia Performance Standards and its assessment. The Common Core provides a seamless continuum of standards leading to College and Career Readiness at the end of grade twelve. In addition to effect of the Common Core assessment on alignment, teachers will have access to a nearly nationwide network of teachers and literacy experts who will undoubtedly be developing support materials that will make instruction more effective.

What? (In current practice)
At Usher Collier we currently utilize:
- All types of literacy are infused into all content areas throughout the day (e.g., print, non-print, online, blogs, wikis, social media).

How? (To move forward)
At Usher Collier we will:
- Discuss exemplary samples with students to model features of quality writing
- Guide students to focus on their own improvement
- Integrate appropriate comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers)
- Provide opportunities for reading varied genres to improve fluency, confidence, and understanding
- Reading teachers in grades K-5 use core programs that provide continuity and a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts.

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

Why?
The Georgia Performance Standards offer a "Reading across the Curriculum" strand to support content-area instruction. Because reading is a priority in the state of Georgia, it is a goal of the Georgia Department of Education to ensure that the overwhelming majority of students are

proficient in reading. Therefore, collaboration has been established with other agencies and teams within the Department to ensure that all of our students' needs are being met through a tiered learning process.

What? (In current practice)
At Usher Collier we currently utilize:
- A comprehensive system of learning supports to enhance motivation and capability of the critical mass of stakeholders is in place.
- Technologies are utilized to more creatively and effectively support stakeholder engagement, i.e., blogs, Twitter, electronic newsletters.

How? (To move forward)
At Usher Collier we will:
- Partner with community and faith-based groups to accommodate more students
- Fill program/service gaps and develop online outreach linkages among families of schools (e.g., a feeder pattern, schools, in close proximity)
- Pursue additional funding sources for specialized literacy staff and materials
- Provide for professional learning and resources that support literacy learning in outside organizations.
- Continue to focus proactively on broad issues that may prevent students from learning (e.g., health, nutrition, homelessness, dropout, attendance)

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

What? (In current practice)
At Usher Collier we currently utilize the following:

- Make sure effective screening, progress monitoring, and diagnostic tools have been selected to identify achievement levels of all students, advanced as well as struggling.

- Make sure common mid-course assessments are available for use across classrooms and include a variety of formats (multiple choice, short answer, constructed response, essay).

- Have a data collection plan for storing, analyzing, and disseminating assessment results is in place.

- Utilize a calendar for formative assessments based on local, state, and program guidelines,

- Including specific timeline for administration and persons responsible has been developed.

How? (To move forward)
At Usher Collier we will:

- Provide timely, descriptive feedback to students with opportunities to assess their own learning (e.g., graphing their progress)

- Continue to provide consistent expectations across classrooms and teachers by identifying or developing common curriculum based assessments (formal, informal, performance based)

- Define a process for selecting appropriate interventions for struggling readers

- Have all materials and procedures in place prior to start of the school year

- Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format

- Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms

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

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Why?

A universal screener is a general outcome measure used to identify underperforming students and to determine the rate of increase for the district, school, classroom, and student in reading and math. According to Jenkins (2007), the key feature in a screening measure is the accuracy in classifying a student as "at risk" or "not at risk." It is clearly supported by research that screening is essential and necessary to understand and classify students in need in order to instruct and support the needs of the student.

What? (In current practice)
At Usher Collier we currently utilize:

- A formative assessment calendar based on local and state guidelines includes times for administration and the persons responsible.
- Commonly shared mid-course assessments, which include a variety of formats (multiple choice, short answer, constructed response, essay), are used across classrooms to identify classrooms needing support.

How? (To move forward)
At Usher Collier we will:

- Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format
- Include assessment measures to identify high achieving/advanced learners who would benefit from advanced coursework
- Research and select effective progress monitoring tools to measure general-outcome literacy competencies (e.g., phonemic awareness, phonics, oral reading fluency, written expression, vocabulary)
- Provide timely, descriptive feedback to students with opportunities to assess their own learning (e.g., graphing their progress)

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

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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? (In current practice)
At Usher Collier we currently utilize:
Where possible, diagnostic assessments isolate the component skills needed for mastery of literacy standards.

How? (To move forward)
At Usher Collier we 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)

- Select interventions that include diagnostic assessments and multiple-entry points to avoid a one-sized-fits-all approach
- Develop a protocol for ensuring students who are identified by screenings receive diagnostic assessments
- Recognize and celebrate individual student's incremental improvements toward reaching literacy goals

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

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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? (In current practice)
At Usher Collier we currently utilize:

- Specific times for analysis of the previous year's outcome assessments are identified in the school calendar to determine broad student needs and serve as a baseline for improvement. Those assessments are:
- Criterion Reference Competency Test (CRCT) in grades 3, 5, and 8
- Time is devoted in teacher team meetings to review and analyze assessment results to identify needed program and instructional adjustments.
- During teacher team meetings, discussions focus on changes that can be made to

improve the instructional program for all students.

How? (To move forward)
At Usher Collier we will:
- Using online training options, offer professional learning on strategies to address specific skills identified as school-wide or subject area weakness
- Based on analysis of summative assessment data:

  - Evaluate the effectiveness of programs and policies
  - Redefine school improvement goals
  - Adjust curriculum alignment to eliminate gaps
  - Ensure that students are appropriately placed in specific programs
  - Using the school or classroom websites, recognize and celebrate individual student's significant improvements and attaining designated standards of achievement

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

Why?
The assessment plan will assist educators in
- Identifying how to use existing assessment data
- Identifying other assessment tools for further diagnostic and/or progress monitoring feedback
- Designing and using daily classroom instruction as a means of ongoing formative assessment
- Learning how to interpret and analyze results from multiple sources to set goals for students and to identify appropriate instructional strategies

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).

What? (In current practice)
At Usher Collier we currently utilize:
- A protocol has been developed and is followed for making decisions to identify the instructional needs of students.
- A data storage and retrieval system is adequate and is understood and used by all appropriate staff members.
- Procedures and expectations for staff to review, analyze, and disseminate assessment results are in place.

How? (To move forward)
At Usher Collier we will:
- Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers
- Continue to build collaborative data meetings into the monthly calendar
- Using online options to continue to train new members of the meetings in the expectations and functions of the established protocols
- Ensure that the data storage and retrieval system is effective and efficient
- Implement protocol with fidelity

Building Block 4. Best Practices in Literacy Instruction

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

Why?
A rigorous, standards-based curriculum and specialized academic and/or enrichment programs are the foundations for students' literacy successes in career and life skills.
The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school…. Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. (p. 4)

All teachers, therefore, are literacy instructors who must coordinate the development of students' skills in accessing, using, and producing multiple forms of media, information, and knowledge in each content area.

What? (In current practice)
At Usher Collier we currently utilize:
- Student data is examined regularly to identify areas of instruction with greatest needs (e.g., phonological awareness, word identification, fluency, vocabulary, word study, comprehension, motivation and engagement).
- Daily literacy block in K-3 includes the following for **all** students:
  - Whole group which includes explicit instruction in word identification, vocabulary, and comprehension
  - Small groups for differentiation

How? (To move forward)
At Usher Collier we will:

- Research and select a core program that will provide continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts.
- Provide professional learning on the tenets of explicit instruction:
    o Use of data to inform instructional decisions and explicit teaching
    o Selection of appropriate text for strategy instruction
    o Telling students specific strategies to be learned and why
    o Modeling of how strategy is used
    o Guided and independent practice with feedback
    o Discussion of when and where strategies are to be applied

- Plan and provide professional learning on differentiated instructional options for literacy assignments
- Provide families access to resources that differentiate support for students

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

Why?
The national literacy landscape reflects the need for the education communities to develop and implement a comprehensive literacy program. According to the National Commission on Writing (2004), the demands for clear and concise communication, especially writing, in the workplace are increasing. If students are not prepared for these demands, the chances for employment and advancement decrease.

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

What? (In current practice)
At Usher Collier we currently:
- Technology is used for production, publishing, and communication across the curriculum.

How? (To move forward)
At Usher Collier we will:
- Design a vertically and horizontally articulated writing plan consistent with CCGPS.
- Develop or identify the programs, protocol, and/or materials necessary to implement the plan at each level
- Develop a coordinated plan for writing instruction across all subject areas to include:

-Explicit instruction
- Guided practice
-Independent practice
- Provide professional learning on best practices in writing instruction in all subject areas

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

Why?

ALL students flourish when educated in a language-rich environment designed to meet their communication, language, and academic needs.

For young children, motivation for literacy learning is especially intertwined with playful interactions and routines (Dooley, 2003; Martinez, Roser, & Dooley, 2003; Roskos & Christie, 2007; Rowe, 2009). Playful social interactions with adults and peers motivate young children to explore, create with, and begin to make meaning with print. Indeed, as indicated by the Kindergarten Lab at Massachusetts Institute of Technology, play is likely a motivation for many learning objectives at any age (see http://llk.media.mit.edu/). Merging recommendations from the IES Practical Guide with what we know about the importance of play, the literacy advisory committee suggests that children be given time to playfully explore books and other print media (computers, pencils/pens/crayons, paper, etc.) with peers and adults.

In an IES practice guide on Improving Reading Comprehension in Kindergarten through Third Grade, Recommendation Five is to establish an engaging and motivating context in which to teach reading comprehension. An analysis of the research suggests the following to encourage engagement: (1). Help students discover the purpose and benefits of reading: (2) Create opportunities for students to see themselves as successful readers; (3) Give students reading choices.

What? (In current practice)
At Usher Collier we currently:
- Student data is examined regularly to identify areas of instruction with greatest needs (e.g., phonological awareness, word identification, fluency, vocabulary, word study, comprehension, motivation and engagement).
- Develop engaging literacy lessons, in which the students may interact with student-centered activities through technology, hands-on learning, and center tasks.
- Have collaborative planning, during which grade-level teachers work together to develop strategies to engage students in the learning process.

- Implement motivational strategies and student-praise activities to keep the students excited about learning.

How? (To move forward)
At Usher Collier we 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

- Teachers explore ways to use peer collaboration with and discuss within the context of PLCs (e.g., literature circles, cross-age interactions)

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

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

What? (In current practice)
At Usher Collier we currently:
- The percentage of students currently served by grade levels K-12 in each tier is determined regularly to determine efficacy of instruction in each tier.
- Protocols for identifying students and matching them to the appropriate intervention are in place.
- Interventions are monitored frequently to ensure that they occur regularly and with fidelity.
- The results of formative assessment are analyzed frequently to ensure students are progressing or adjusting instruction to match their needs.

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

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

Why?

"Interventions at Tier 1 include the instructional practices in use in the general education classroom. Teachers routinely address student needs and environmental factors to create the optimal learning environment. Tier 1 interventions include seating arrangements, fluid and flexible grouping, lesson pacing, collaborative work, demonstrations of learning, differentiation of instruction, and student feedback. Responding to student performance is a critical element of all classroom-learning environments. The teacher's ability to identify areas of focus, scaffold the learning for the individual to reach the expectation, and support the solidification of new learning behaviors is vital to student success.

Interventions at Tier 2 are typically standard protocols employed by the school to address the learning and/or behavioral needs of identified students. These protocols are typically implemented in a specific sequence based on the resources available in the school. For example, at Georgia Middle School, students who are identified as needing additional reading support will go to a reading intervention during Connections. During the intervention, the teacher uses specific research-based practices to address the group's reading needs while keeping a clear focus on the GPS, grade level expectations in the content areas, and transfer of learning to the general classroom. Collaboration between the intervention teacher and the general teacher team is required. During the intervention, progress monitoring is used to determine the student's response to the intervention. The progress monitoring tool and frequency of implementation are collaboratively determined by the teaching team and the intervention teacher. Based on the progress monitoring data continue in the intervention, move to another Tier 2 intervention, or move to Tier 1 interventions.

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

Interventions at Tier 4 are specially designed to meet the learning needs of the individual. These specially designed interventions are based on the GPS and the individual learning and/or behavioral needs of the individual.

What? (In current practice)
At Usher Collier we currently:

- The percentage of students currently served by grade levels K-12 in each tier is determined regularly to determine efficacy of instruction in each tier.
- Protocols for identifying students and matching them to the appropriate intervention are in place.
- Interventions are monitored frequently to ensure that they occur regularly and with fidelity.
- The results of formative assessment are analyzed frequently to ensure students are

progressing or adjusting instruction to match their needs.
- Team teaching and inclusion of students with special learning needs (EL, SWD, gifted) in the general education setting
- School-wide understanding of assessment data and anticipated levels of student mastery during the school year

How? (To move forward)
At Usher Collier we will:
- Examine student data to determine the current percentage of successful students in the areas of literacy (i.e., reading and writing)
- Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction.
- Ensure that teachers regularly meet, either face-to-face or online, to debrief on the progress of these lessons and to plan necessary changes.
- Schedule time for instructional planning as well as for student progress conversations across (vertical) as well as within (horizontal) grade levels
- Use data from universal screening process to identify general weaknesses in instruction Tier I as well as struggling students
- Monitor the planning, delivery and assessment for students with special learning needs (EL, SWD, gifted)
- 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 technology to support proactive communication between students and teachers, parents and teachers (e.g., cell phones, texting, email).
- Ensure that communication between teachers and administrators is ongoing and effective.

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

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Why?
The Georgia Department of Education encourages systems and schools to use these protocols to provide a common framework for choosing evidence-based interventions:
Evidence-Based Decision-Making Cycle: Shows the process that teams can utilize to integrate the use of data and research into the decision-making cycle.
Types of Research Methods: Provides an overview of the types of research methods used in

research on interventions and compares the level of rigor in determining "what works."
Critical Reading Protocol for Studies about Interventions: Provides a framework (in conjunction with the Types of Research Methods tool) for assessing the quality and rigor of a research study on an intervention.
Intervention Review Protocol: Provides a framework (in conjunction with the Types of Research Methods and Critical Reading Protocol tools) for the review of all available information on an intervention, including research studies, to support decisions about the selection of interventions.

What? (In current practice)
At Usher Collier we currently:
Interventionists participate in professional learning on the following:
- Using appropriate supplemental and intervention materials
- Diagnosing reading difficulties
- Using direct, explicit instructional strategies to address instructional needs
- Charting data
- Graphing progress
- Differentiating instruction
- Teachers participate in professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year.
- Effectiveness of interventions is ensured by the following:
- Providing sufficient blocks of time in the daily schedule for intervention
- Providing adequate space in places conducive to learning
- Providing competent, well-trained teachers and interventionists

How? (To move forward)
At Usher Collier we will:
- -Plan and provide professional learning for interventionists on:
    - Appropriate use of supplemental and intervention materials Diagnosis of reading difficulties
    - Direct, explicit instructional strategies to address difficulties
    - Charting data Graphing progress
- Schedule times for collaborative discussion and planning between content area T1 teachers and interventionists (teachers or para- educators).

- Monitor effectiveness of standard intervention protocols in place for students (based on universal screening, progress monitoring and benchmark data).
- Establish protocols to ensure consistent progress monitoring, data collection, and reporting
- Ensure adequate time for planning and implementing interventions.

- Monitor student movement between T1 and T2
- Provide sufficient resources (time, training cost, materials and implementation of interventions).

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

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

As Georgia moves towards full implementation of the Common Core Georgia Performance Standards (CCGPS), the standards are the foundation for the learning that occurs in each classroom for all students.

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

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

Tier 1 is limited not only to instruction in the academic content areas but also to the developmental domains such as behavioral and social development

Tier 1 represents effective, strategic, and expert instruction that is available in all classrooms.

The use of effective questioning skills is critical in responding to student performance. Bloom's Taxonomy can be a guide to the types of questions asked by teachers for student feedback.

Focused attention to content knowledge of teachers is required to support appropriate teacher questioning and feedback skills.

What?
 (In current practice)
At Usher Collier we currently:
- In addition to everything that occurs at T1 and T2, data teams (expanded to include

school psych, ESOL teacher, SLP, etc.) meet to:
- Discuss students in T3 who fail to respond to intervention.
- Receive professional learning on Student Support Team processes and procedures as outlined in the GADOE manual and guidance.
- Verify implementation of proven interventions.
- Ensure that interventionists have maintained fidelity to intervention protocol prior to referral to SST.
- T3 SST/data teams meet at least once a month to discuss student progress based on daily interventions that include a minimum of four data points.
- Interventions are delivered 1:1 – 1:3 during a protected time daily by a trained interventionist.

How? (To move forward)
At Usher Collier we will:
In addition to everything that occurs at T1 and T2, data teams (expanded to include school psych, ESOL teacher, SLP, etc.) meet to:
- Discuss students in T3 who fail to respond to intervention
- Receive professional learning on Student Support Team processes and procedures as outlined in the GADOE manual and guidance
- Interventions are delivered 1:1 – 1:3 during a protected time daily by a trained interventionist
- T3 SST/data teams follow established protocol to determine if specific nature of ELs lack of progress (i.e., language difficulty or difference vs. disorder)

- Consider assigning a case manager to each student with (IEP) (i.e. e., the case manager should maintain contact even if the student is served by a different special educator in multiple settings (such as team taught) so that communication with student and parents is seamless).
- Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings.
- IEP teams include key members required to support students' individualized transition plans and/or attainment of College and Career Readiness Anchor Standards Special education, EL, or gifted case managers meet plan and discuss students' progress regularly with general education teachers.

Building Block 6. Improved Instruction through Professional Learning

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

classroom

Why?

The goal of professional learning is to support viable, sustainable professional learning, improve teacher instruction, and ultimately promote student achievement. Professional learning is organized to engage all teachers in ongoing, high-quality, job-embedded, sustained, collaborative learning. Effective professional learning is linked to higher student achievement. In a policy brief on reform in adolescent literacy, the authors cite Greenwald, Hedges & Lane, 1996, (NCTE Policy Brief, Adolescent Literacy Reform, 2006, p. 7)

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

What? (In current practice)
At Usher Collier we currently:
Representatives from the community and/or school leadership meet with representatives from Professional Standards Commission to enlist support for ensuring that:
    a. Preservice teachers receive coursework in disciplinary literacy within content areas.
    b. Teacher preparation is revised to reflect needs that districts report with new teachers.

How? (To move forward)
At Usher Collier we will:
- Enlist support from institutions of higher education to require pre-service teachers to demonstrate competency in reading theory and practice as well as in the development of disciplinary literacy
- Provide professional learning, where necessary, for postsecondary faculty
- Develop revised evaluation instruments for pre-service teachers

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

Why?
The Literacy Task Force recommends an ongoing professional learning literacy network in

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

What? (In current practice)
At Usher Collier we currently:
- The school calendar includes protected time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice.
- Teachers participate in professional learning in the CCGPS based on the needs revealed by student data as well as by surveys, interest inventories and teacher observations.
- Teachers' instruction is monitored through classroom observations or walkthroughs using a variety of assessment tools tied to professional learning.
- An instructional coach provides site-based support for administrators, faculty and staff, where possible.
- Administrators, faculty, and staff have received training in administering, analyzing and interpreting results of assessments in terms of literacy.
- Some or all of the following personnel participate in all professional learning opportunities:
  - Paraprofessionals
  - Support staff
  - EIP Teachers
  - Pre-service teachers working at the school
  - Administrators

How? (To move forward)
At Usher Collier we will:
- Provide targeted professional learning on the CCGPS based on student and teacher needs
- Meet in collaborative teams (include pre-service teachers currently working within the school) to support teachers in using literacy strategies effectively.
- Provide opportunities for teachers to practice techniques in non-threatening situations

- Use checklists tied to professional learning when conducting classroom observations or walkthroughs to ensure clear expectations and to provide specific feedback to teachers on student learning
- Develop a list of sites for an online professional library that includes research-based books, journals, magazines, videos, etc. that teachers can readily access for professional growth

Analysis and Identification of Student and Teacher Data

A.   Student Achievement Data

2013

READING - 5th & 8th					
SCHOOL	CODE		ALL & EDS		
			Meets & Exceeds	# of Students	% M&E
Slater	4066		60	79	76%
Thomasville	5067		19	31	61%
Gideons	2560		50	61	82%
Perkerson	296		50	63	79%
Boyd	1053		52	58	90%
Fain	3059		51	65	78%
Grove Park	713		95	118	81%
Usher	604		37	51	73%
Sylvan	188		83	89	93%
Harper-Archer	504		119	134	89%

2012

READING - 5th & 8th					
SCHOOL	CODE		ALL & EDS		
			Meets & Exceeds	# of Students	% M&E
Slater	4066		62	77	81%
Thomasville	5067		42	48	88%
Gideons	2560		56	82	68%
Perkerson	296		43	50	86%
Boyd	1053		39	42	93%
Fain	3059		50	65	77%
Grove Park	5560		43	63	68%
Usher	604		41	54	76%
Sylvan	188		118	128	92%
Harper-Archer	504		158	181	87%

There was a slight decrease in the comparable cohorts from 2012 to 2013 (76%:73%) the class sizes were analogous

2013

READING - 4th & 7th					
SCHOOL	CODE		ALL & EDS		
			Meets & Exceeds	# of Students	% M&E
Slater	4066		56	78	72%
Thomasville	5067		28	40	70%
Gideons	2560		60	85	71%
Perkerson	296		53	67	79%
Boyd	1053		41	56	73%
Fain	3059		45	55	82%
Grove Park	713		89	117	76%
Usher	604		48	63	76%
Sylvan	188		116	127	91%
Harper-Archer	504		162	188	86%

2012

READING - 4th & 7th					
SCHOOL	CODE		ALL & EDS		
			Meets & Exceeds	# of Students	% M&E
Slater	4066		77	98	79%
Thomasville	5067		24	39	62%
Gideons	2560		56	69	81%
Perkerson	296		52	62	84%
Boyd	1053		48	50	96%
Fain	3059		54	62	87%
Grove Park	5560		45	59	76%
Usher	604		32	58	55%
Sylvan	188		95	105	90%
Harper-Archer	504		122	141	87%

There was a significant increase (18%) between 2012 and 2013 cohorts

2013

	A	B	C	D	E	F
1	Spring 2013 CRCT Results					
2						
3	READING - 3rd & 6th					
4						
5	SCHOOL	CODE		ALL & EDS		
6				Meets & Exceeds	# of Students	% M&E
7	Slater	4066		63	86	73%
8	Thomasville	5067		25	46	54%
9	Gideons	2560		52	68	76%
10	Perkerson	296		65	77	84%
11	Boyd	1053		57	82	70%
12	Fain	3059		44	69	64%
13	Grove Park	713		86	128	67%
14	Usher	604		50	69	72%
15	Sylvan	188		149	167	89%
16	Harper-Archer	504		161	201	80%

2012

Spring 2012 CRCT Results					
READING - 3rd & 6th					
SCHOOL	CODE		ALL & EDS		
			Meets & Exceeds	# of Students	% M&E
Slater	4066		50	79	63%
Thomasville	5067		33	58	57%
Gideons	2560		54	85	64%
Perkerson	296		45	55	82%
Boyd	1053		36	58	62%
Fain	3059		55	67	82%
Grove Park	5560		49	71	69%
Usher	604		39	55	71%
Sylvan	188		127	135	94%
Harper-Archer	504		127	160	79%

There was a slight increase in the comparable cohorts from 2012 to 2013 (71%:7%) the class size for 13 was much larger.
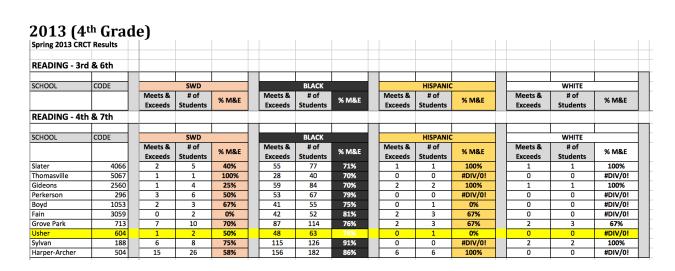
B.   Disaggregation into Subgroups

2013 (3rd Grade)

Spring 2013 CRCT Results

READING - 3rd & 6th

SCHOOL	CODE	SWD			BLACK			HISPANIC			WHITE		
		Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E
Slater	4066	3	5	60%	62	85	73%	2	2	100%	3	3	100%
Thomasville	5067	0	1	0%	25	46	54%	0	0	#DIV/0!	0	0	#DIV/0!
Gideons	2560	1	2	50%	52	68	76%	1	1	100%	1	2	50%
Perkerson	296	0	0	#DIV/0!	65	77	84%	1	1	100%	1	1	100%
Boyd	1053	3	4	75%	57	82	70%	0	0	#DIV/0!	0	0	#DIV/0!
Fain	3059	1	1	100%	43	68	63%	2	2	100%	0	0	#DIV/0!
Grove Park	713	2	5	40%	84	126	67%	3	4	75%	1	2	50%
Usher	604	1	1	100%	50	69	72%	0	0	#DIV/0!	1	1	100%
Sylvan	188	8	11	73%	147	165	89%	2	2	100%	1	1	100%
Harper-Archer	504	6	10	60%	153	190	81%	9	12	75%	1	1	100%

2012

Spring 2012 CRCT Results

READING - 3rd & 6th

SCHOOL	CODE	SWD			BLACK			HISPANIC			WHITE		
		Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E
Slater	4066	2	5	40%	48	76	63%	2	2	100%	0	1	0%
Thomasville	5067	0	0	#DIV/0!	32	56	57%	1	2	50%	0	0	#DIV/0!
Gideons	2560	1	4	25%	53	84	63%	1	2	50%	1	1	100%
Perkerson	296	1	1	100%	45	55	82%	0	0	#DIV/0!	0	0	#DIV/0!
Boyd	1053	1	1	100%	36	58	62%	0	0	#DIV/0!	0	0	#DIV/0!
Fain	3059	0	2	0%	43	53	81%	11	12	92%	0	0	#DIV/0!
Grove Park	5560	1	2	50%	48	70	69%	1	1	100%	2	2	100%
Usher	604	1	2	50%	39	55	71%	0	0	#DIV/0!	0	0	#DIV/0!
Sylvan	188	10	13	77%	124	132	94%	3	3	100%	2	2	100%
Harper-Archer	504	7	17	41%	119	152	78%	6	6	100%	2	2	100%

2013 (4th Grade)

Spring 2013 CRCT Results

READING - 3rd & 6th

SCHOOL	CODE	SWD			BLACK			HISPANIC			WHITE		
		Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E

READING - 4th & 7th

SCHOOL	CODE	SWD			BLACK			HISPANIC			WHITE		
		Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E
Slater	4066	2	5	40%	55	77	71%	1	1	100%	1	1	100%
Thomasville	5067	1	1	100%	28	40	70%	0	0	#DIV/0!	0	0	#DIV/0!
Gideons	2560	1	4	25%	59	84	70%	2	2	100%	1	1	100%
Perkerson	296	3	6	50%	53	67	79%	0	0	#DIV/0!	0	0	#DIV/0!
Boyd	1053	2	3	67%	41	55	75%	0	1	0%	0	0	#DIV/0!
Fain	3059	0	2	0%	42	52	81%	2	3	67%	0	0	#DIV/0!
Grove Park	713	7	10	70%	87	114	76%	2	3	67%	2	3	67%
Usher	604	1	2	50%	48	63	76%	0	1	0%	0	0	#DIV/0!
Sylvan	188	6	8	75%	115	126	91%	0	0	#DIV/0!	2	2	100%
Harper-Archer	504	15	26	58%	156	182	86%	6	6	100%	0	0	#DIV/0!

2012

READING - 4th & 7th

SCHOOL	CODE	SWD			BLACK			HISPANIC			WHITE		
		Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E
Slater	4066	3	4	75%	74	94	79%	3	4	75%	0	1	0%
Thomasville	5067	3	7	43%	24	38	63%	0	1	0%	0	0	#DIV/0!
Gideons	2560	0	0	#DIV/0!	55	68	81%	0	0	#DIV/0!	1	1	100%
Perkerson	296	4	5	80%	49	59	83%	2	2	100%	2	2	100%
Boyd	1053	3	3	100%	48	50	96%	0	0	#DIV/0!	0	0	#DIV/0!
Fain	3059	1	2	50%	47	53	89%	7	9	78%	0	0	#DIV/0!
Grove Park	5560	4	5	80%	45	59	76%	0	0	#DIV/0!	0	0	#DIV/0!
Usher	604	2	5	40%	32	58	55%	0	0	#DIV/0!	0	0	#DIV/0!
Sylvan	188	8	10	80%	95	105	90%	1	1	100%	1	2	50%
Harper-Archer	504	14	20	70%	115	131	88%	6	9	67%	2	4	50%

2013 (5th Grade)

READING - 5th & 8th

SCHOOL	CODE	SWD			BLACK			HISPANIC			WHITE		
		Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E
Slater	4066	1	2	50%	59	77	77%	1	2	50%	0	0	#DIV/0!
Thomasville	5067	1	3	33%	19	31	61%	0	0	#DIV/0!	0	0	#DIV/0!
Gideons	2560	2	4	50%	50	61	82%	0	0	#DIV/0!	1	1	100%
Perkerson	296	2	4	50%	49	61	80%	0	1	0%	2	2	100%
Boyd	1053	1	1	100%	52	58	90%	0	0	#DIV/0!	0	0	#DIV/0!
Fain	3059	2	2	100%	48	61	79%	3	4	75%	0	0	#DIV/0!
Grove Park	713	6	11	55%	95	118	81%	0	1	0%	0	0	#DIV/0!
Usher	604	4	6	67%	37	51	73%	0	0	#DIV/0!	0	0	#DIV/0!
Sylvan	188	7	7	100%	83	89	93%	0	0	#DIV/0!	0	0	#DIV/0!
Harper-Archer	504	9	16	56%	114	128	89%	5	6	83%	1	2	50%

2012

READING - 5th & 8th

SCHOOL	CODE	SWD			BLACK			HISPANIC			WHITE		
		Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E	Meets & Exceeds	# of Students	% M&E
Slater	4066	3	4	75%	62	77	81%	0	0	#DIV/0!	1	1	100%
Thomasville	5067	2	2	100%	42	48	88%	0	0	#DIV/0!	0	0	#DIV/0!
Gideons	2560	2	3	67%	54	80	68%	1	2	50%	0	0	#DIV/0!
Perkerson	296	4	7	57%	43	50	86%	0	0	#DIV/0!	0	0	#DIV/0!
Boyd	1053	0	0	#DIV/0!	39	42	93%	0	0	#DIV/0!	1	1	100%
Fain	3059	4	6	67%	44	58	76%	6	7	86%	1	1	100%
Grove Park	5560	3	10	30%	43	63	68%	0	0	#DIV/0!	1	1	100%
Usher	604	1	1	100%	41	54	76%	1	1	100%	0	0	#DIV/0!
Sylvan	188	5	9	56%	116	126	92%	3	3	100%	1	1	100%
Harper-Archer	504	12	17	71%	149	169	88%	9	12	75%	0	0	#DIV/0!

C. Identifies Strengths and Weaknesses Based on Prescribed Assessments

Strengths	Weaknesses
• There was an 18% increase in reading with the 2012 4th grade cohort from 2012 to 2013	• Approx. 1/3 of the of the students tested in reading scored below proficient
• There was an increase in reading in both the 3rd and 4th from 2012 to 2013	• Approx. 1/3 of the of the black students tested in reading scored below proficient

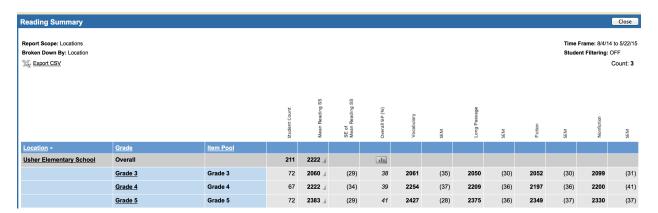**D. Data for All Teachers including CTAE, Special Education, and Media**
The data team produced an analysis of longitudinal data from attendance, suspensions, state mandated assessments, and comparable internal formative and summative assessments. The composite data was triangulated to inform our instructional teams, which content areas, needed support through professional development, master scheduling, and assessments that aligned to standards within pacing guide. SMART goals were drafted and shared with faculty, parents, and students to ensure clarity with the measures taken based on data to achieve each goal.

E. Teacher Retention Data
Usher Collier provides a warm, family oriented culture that embraces collaboration through effective teamwork. As a leadership team, we intentionally seek opportunities for our staff to gain insightful professional development and exposure to lead several initiatives that support our schools' mission and vision. Approximately, eighty-eight percent of the 2013-2014 staff was retained for the 2014-2015 school year. The other nine percent separated from the district to explore new employment opportunities and the remaining three percent transferred to another school within the district.

F. Develops Goals and Objectives based on Formative and Summative Assessments
The 2014-2015 goals and objectives were determined by the formative and summative assessments administered by the teachers based on a school-wide assessment calendar. Based on the calendar teachers followed the By Design model by creating assessments prior to administering their 5-week units. A formative assessment was given every two weeks for the purpose of monitoring mastery or needs for modifying instruction or remediation. Teachers present strengths and weaknesses in Reading and English Language Arts during grade level data team presentations every 5-6 weeks. One of the key components that were requested by teachers during the data presentations were a need for a comprehensive reading core program for K-2 phonics as well as Reading to Learn Strategies for grades 3rd-5th. The leadership team comprised of administrators, instructional coaches, lead teachers and grade level chairs reviewed the data for all grade levels as well as reviewed the needs assessment survey results completed by the staff. Based on the student formative and summative data, needs assessments results, and professional learning communities held by the leadership team the goals and objectives were composed.

G. Additional District-Prescribed Data
CASS (Reading)

Reading Summary															Close

Report Scope: Locations
Broken Down By: Location
Export CSV

Time Frame: 8/4/14 to 5/22/15
Student Filtering: OFF
Count: **3**

Location ▲	Grade	Item Pool	Student Count	Mean Reading SS	SE of Mean Reading SS	Overall SP (%)	Vocabulary	SEM	Long Passage	SEM	Fiction	SEM	Nonfiction	SEM
Usher Elementary School	Overall		211	2222										
	Grade 3	Grade 3	72	2060	(29)	38	2061	(35)	2050	(30)	2052	(30)	2099	(31)
	Grade 4	Grade 4	67	2222	(34)	39	2254	(37)	2209	(36)	2197	(36)	2200	(41)
	Grade 5	Grade 5	72	2383	(29)	41	2427	(28)	2375	(36)	2349	(37)	2330	(37)

One of the several advantages of tracking student test scores on a longitudinal scale is the ability to model and observe trends in the growth trajectories. A growth trajectory is simply the shape of the curve formed when fitting consecutive test results for individual students (or groups of students) over time.

Using these categories, goals can be established for students to move from one category to the next. For example, a student who scores below 2156 (well below average) when she tests in November would strive to increase her score by one or more categories when she tests again in May. Her teacher would use the Suggested Learning Objectives to map an individualized learning plan that will help her increase her scaled score and achieve her goal.

H. Teacher Participation in Professional Learning Communities
The faculty and staff at Usher Collier participate and host in professional learning communities for 50 minutes daily. These opportunities allow our teachers to collaborate together to discuss student and school data, enhance instruction, and plan lessons for effective implementation of Common Core Standards. The data is used to inform and modify instruction based on the needs of the students. Teachers also use this time to further examine data from both formative and summative assessments to participate in data team discussions every 5-6 weeks with leadership that leads to school planning and modification of schedules. In preparation of their data presentation, teachers compile student test results from formative and summative assessments within a given data tool that populates bar graphs that are easily presented via Power Point. The teachers are given 4-5 guiding questions to address during the presentation. These guiding questions relate to strengths, weakness of standards and objectives taught during the 5 week unit. After hearing all grade level data presentations, the leadership team deliberates about ways to provide additional resources and support to enable student success. Participation in these professional communities also allows time for cross curricular planning to support and instruct between the disciplines. Various professional development have been offered to support the effective participation of these learning communities including team building activities, formative and summative

assessments, collaborative planning, shifts in common core standards, and co-teaching models.

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 with all stakeholders. (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: Build continuity of instruction across grade levels to ensure a consistent literacy focus across the curriculum K-5.	**2.1 Specific, measurable student achievement goals aligned with grade-level expectations are shared by teachers in all subjects.** **2.2 Reading teachers in grades K-5 use core programs that provide continuity and a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts.**
Goal 3: Establish literacy screenings are followed by diagnostic assessments.	**3.1 A protocol is in place for ensuring that students identified by screenings routinely receive diagnostic assessment.** **3.2 Interventions include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach.**
Goal 4: Establish a core program used to guide sequential skill in which students will receive direct, explicit instruction in reading.	**4.1 A core program is in use that provides continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts.** **4.2 Faculty participates in professional learning on the following:** **a. Using of data to inform instructional decisions and explicit teaching** **b. Selecting of appropriate text and strategy for instruction** **c. Telling students specific strategies to be learned and why** **d. Modeling of how strategy is used** **e. Providing guidance and independent practice with feedback** **f. Discussing when and where strategies are to be applied** **g. Differentiating instruction**

Goal 5: Establish needs-based interventions for Tier 2 targeted students.	**5.1 Teachers participate in professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year.** **5.2 Effectiveness of interventions is ensured by the following:** **a. Providing sufficient blocks of time in the daily schedule for intervention** **b. Providing adequate space in places conducive to learning** **c. Providing competent, well-trained teachers and interventionists**
Goal 6: Establish pre-service educational opportunities for new teachers in all aspects of literacy instruction including disciplinary literacy in the content areas.	**6.1 Representatives from the community and/or school leadership meet with representatives from Professional Standards Commission to enlist support for ensuring that:** **a. Pre-service teachers receive coursework in disciplinary literacy within content areas.** **b. Teacher preparation is revised to reflect needs that districts report with new teachers.**

B.   Performance Targets

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

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

C. Alignment of Goals, Objectives and Assessments

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

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

READING (90 minutes)
READ ALOUD *(5 minutes)* • *Teacher reads a variety of texts aloud to students modeling skills and strategies efficient readers use and what fluent, expressive reading sounds like.*   *FREQUENCY- Daily / STRUCTURE – Whole class or small group*
SHARED READING/MINI LESSON *(15 minutes)* • *Teacher selects a strategy, skill or element to introduce and reinforce.* • *Teacher selects a delivery method (direct, indirect, inquiry, etc.) for instruction with students.* • *Teacher expects or requires practice of the strategy, skill, or element during the guided and independent work portions of the lesson.*   *FREQUENCY- Daily / STRUCTURE – Whole class or small group*
GUIDED READING/STRATEGY GROUPS *(60 minutes)* • *Teacher provides support for small, flexible groups of readers.* • *Readers are grouped according to their reading level and their specific needs relating to skills and strategies.* • *Teachers work with students at their instructional level to guide them in using the text to generate meaning.* • *Teacher helps students learn using reading strategies as they read a text or book that is unfamiliar to them.* • *Students have the opportunity to develop reading strategies, and reading for meaning.* **INDEPENDENT READING** • *Students work individually or with a partner to read and discuss text (self-selected or teacher recommended).* • *Students apply and practice the skills and strategies learned in the whole group and guided reading lesson.* • *Students learn to independently select books and respond on book logs and response journals.*   *FREQUENCY- Daily / STRUCTURE- Small group, partner, or individual conferencing*
SHARING *(10 minutes)* • *Students summarize, demonstrate new knowledge (or at least their attempts) as evidence of the new understandings of reading.*   *FREQUENCY- Daily / STRUCTURE – Whole Class*
WRITING (30 minutes) ***Grammar, usage, mechanics, and spelling are taught strategically as a part of the real writing situation.***

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

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

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

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

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

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

E. RTI Model

	Assessments/How Often	Interventions/How Often	Personnel
Tier IV Specifically Designed Learning	Intervention-specific probes/ weekly	One-on-one instruction , clude phonics- decoding & blending strategies, fluency practice, using graphic organizer to develop reading comprehension, using sentence frames to guide writing development/ 2-3 sessions each week	Certified Teachers Students Monitored by Certified special Education teachers in inclusion and pull out models.
Tier III SST Driven Learning	Intervention-specific probes/ weekly	One-on-one instruction, clude phonics- decoding & blending strategies, fluency practice, using graphic organizer to develop reading comprehension, using sentence frames to guide writing development/ 2-3 sessions each week	K-5 teachers, support staff, instructional coaches, SST chairperson
Tier II Needs Based Learning	Formative Assessments/ weekly Summative Assessments/ monthly Quizzes/ weekly Observations/ weekly Intervention-specific probes/ weekly	small group differentiated instruction includes phonics-decoding & blending strategies, fluency practice, using graphic organizer to develop reading comprehension, using sentence frames to guide writing development/ weekly	K-5 teachers & support staff
Tier I Standards Based Classroom Learning	Formative Assessments/ weekly Summative Assessments/ monthly	differentiated and whole groups, standard-based instruction including spelling practice, sight words review, phonics skill	K-5 Teachers

	Quizzes/ weekly Observations/ weekly	building centers, fluency practice, daily oral language, reading comprehension strategy implementation, and building writing ability through open-ended response practice/ daily	

F. Inclusion of Teachers and Students

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

G. Current RTI Practices
- Universal Screener- Computer Adaptive Assessment System
- Assessment- intervention-specific probes in the areas of fluency, phonemic awareness, phonics, word reading, comprehension
- Interventions include, but are not limited to ,Paired Reading With an Adult, Anticipation Reading, Text Annotations, Phoneme Sort, Phoneme Challenge, Letter-Sound Correspondence, Map-a-Word, Syllable Patterns Practice, Blending and Segmenting practice, Stretching Words to Read, Word Attack Hierarchy, Sorting Letters, Sorting Pictures by Sound

H. Goals Funded With Other Sources
Goal: Critical Thinking through text dependency
- Great Books Foundation: The Shared Inquiry method centers on interpretive questions— questions about a text that have more than one plausible answer. Discussion leaders employ the Shared Inquiry method to get participants thinking, listening, and responding to questions and answers from others in their discussion groups.
  - Title I Funded

I. Sample Schedule
We utilize an inclusion model whereas all classes are homogeneously grouped with differentiated lessons with support from the Early Intervention Program and the Special Education Department.

TIME	DEPARTMENT	Monday	Tuesday	Wednesday	Thursday	Friday
7:45am-8:00am	Kindergarten	Breakfast and Restroom Breaks	Breakfast and Restroom Breaks	Breakfast and Restroom Breaks	Breakfast and Restroom Breaks	Breakfast and Restroom Breaks
8:00am-9:15am		Reading/ELA	Reading/ELA	Reading/ELA	Reading/ELA	Reading/ELA
9:15am-10:05am		Specials	Specials	Specials	Specials	Specials
10:05am-10:30am		LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
10:30am-10:45am		Activity Period	Activity Period	Activity Period	Activity Period	Activity Period
10:45am-11:00am		Restroom Break	Restroom Break	Restroom Break	Restroom Break	Restroom Break
11:00am-11:55am		Reading/ELA	Reading/ELA	Reading/ELA	Reading/ELA	Reading/ELA
11:55am-2:05pm		Math	Math	Math	Math	Math
2:05pm-2:15pm		Restroom Break	Restroom Break	Restroom Break	Restroom Break	Restroom Break
2:15pm		Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

TIME	DEPARTMENT	Monday	Tuesday	Wednesday	Thursday	Friday
7:45am-8:00am	First Grade	Breakfast and Restroom Breaks	Breakfast and Restroom Breaks	Breakfast and Restroom Breaks	Breakfast and Restroom Breaks	Breakfast and Restroom Breaks
8:00am-10:30am		Reading/ELA	Reading/ELA	Reading/ELA	Reading/ELA	Reading/ELA
10:30am-10:55am		Math	Math	Math	Math	Math
10:55am-11:45am		Specials	Specials	Specials	Specials	Specials
11:45am-11:55am		Restroom Break	Restroom Break	Restroom Break	Restroom Break	Restroom Break
11:55am-12:20pm		LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:20pm-12:35pm		Activity Period	Activity Period	Activity Period	Activity Period	Activity Period
12:35pm-2:05pm		Math	Math	Math	Math	Math
2:05pm-2:15pm		Restroom Break	Restroom Break	Restroom Break	Restroom Break	Restroom Break
2:15pm		Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

TIME	DEPARTMENT	Monday	Tuesday	Wednesday	Thursday	Friday
7:30am-8:30am	Second Grade	1st Thing's First Math Remediation	1st Thing's First Math Remediation	1st Thing's First Math Remediation	1st Thing's First Math Remediation	1st Thing's First Math Remediation
8:30am-10:05am		Reading/ELA	Reading/ELA	Reading/ELA	Reading/ELA	Reading/ELA
10:05am-10:55am		Specials	Specials	Specials	Specials	Specials
11:00am-11:25am		LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
11:25am-11:40am		Activity Period	Activity Period	Activity Period	Activity Period	Activity Period
11:40am-11:50am		Restroom Break	Restroom Break	Restroom Break	Restroom Break	Restroom Break
11:50am-12:05pm		Reading/ELA	Reading/ELA	Reading/ELA	Reading/ELA	Reading/ELA
12:05pm-2:05pm		Math	Math	Math	Math	Math
2:05pm-2:30pm		Restroom Break	Restroom Break	Restroom Break	Restroom Break	Restroom Break
2:35pm		Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Assessment and Data Analysis Plan

A. **Current Assessment Protocol**

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

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

Usher-Collier 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 Achieve3000,

STAR Literacy, iStation, and Reading A-Z. These assessments are administered

monthly, bi-weekly, or weekly, based on the individual student needs. The addition of

striving reader assessments (dibels and scholastic reading inventory) offers more

intimate details regarding the reader. Teachers and support personnel will have the

opportunity to identify the intricate needs of each learner. These assessments drill

down to specific issues and deficiencies that are not as evident with the CAAS

assessment. While the scholastic reading inventory is tailored as well, the entire

program encompasses benchmarking, progress monitoring, and instructional

placement as well.   Likewise, dibels offers quick one-minute assessments that may be

utilized by the teacher to assess initial sound recognition, letter recognition, oral

fluency, comprehension, word usage, and phonemes. These skills are critically

important in the development of readers, and dibels encompasses all of these skills.

C.   New Assessment Protocol

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

D.   Current Assessment Discontinued

The state of Georgia will no longer use the Criterion Referenced Competency Test

(CRCT), as a result of the full implementation of common core standards. The state of

Georgia has adopted a more rigorous assessment that integrates reading and writing

together to assess student learning. In addition, the state of Georgia has discontinued the

use of the third and fifth grade Writing Assessment. Through the common core Georgia

performance standards, students are equipped with opportunities to integrate their

learning with a literacy rich experience. The Georgia Milestone will assess students'

writing through constructed response questions, and students' knowledge of various

genres of writing will be measured through extended response questions.

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

F.   Presentation of Data to Parents and Stakeholders

Usher-Collier 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, Usher-Collier Elementary will follow the procedures as outlined by the District. Also, Usher 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. Usher-Collier 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.

Usher-Collier 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.

Usher-Collier 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

Professional Learning Opportunities
- National Council of Teachers of English (NCTE) Annual Convention
- International Reading Association (IRA)
- ASCD
- Success for All (SFA)
- National Reading Recovery Literacy Conference

Technology
- Mac Computer Carts (Six Carts-1 per grade level)
- 35 IPads for staff
- 12 Active Tables (2 per grade level)
- 3 Portable Promethean Boards
- 10 Document Cameras
- Colored Printers/Ink
- Poster Maker
- 25 Kindles (just readers for ebooks)
- Listening Stations per teacher and Headphones (class sets)
- Active Expressions
- Video Cameras
- Steelcase Node Chairs

Books
- 12 Book Phonics Box in 3 Sets=total 36 (Leveled Library) by The Lakeside Collection
- Social Studies and Science Leveled Readers for literacy integration
- Big Books for Kdg-2
- Flip Chart Books
- Journals
- Classroom Libraries

B. Activities Supporting Literacy
- Guided Reading Kits
- Scholastic News Weekly Readers
- Time for Kids
- Reader's Theater Kits
- Reading Eggs Subscription
- Istation Subscription
- EducationCity Subscription
- Grammar Practice Books
- Reading Comprehension Practice Books
- Vocabulary Practice Books
- Spelling Practice Books
- Reading A to Z subscription

- Reading Manipulatives (rods, magnetic letters, highlighters, reading rugs, composition books, bookshelves, Kidney tables, etc)
- Moby Max Subscription
- Brainpop/jr Subcription
- Tumble Books Subscription
- Intervention by Design

C. Shared Resources
- Leveled Library (content area and nonfiction)
- 2 Mac Carts (36)
- 2 IPad Mini Carts(40)
- Treasures Components
- Great Books
- Achieve 3000
- Star Literacy

D. Library Resources
- Star Literacy/Accelerated Reader
- Online Library
- 7 Desk Top Computers
- 3000 Books

E. Activities Supporting Classroom Practices
- Wednesday Tutorial
- Reading Club
- Stepping Stone University (After School Program)
- Writing Club (2nd/3rd Graders)

F. Additional Needed Strategies
- Best Practices
- Professional Learning
- Vertical Alignment
- Systematic/Diagnostic Assessments
- Thematic Units

G. Current Classroom Resources
- Promethean Board
- 2-4 Desk Top Computers
- Components of Treasures Series
- Document Cameras

H. Alignment of SRCL and Other Funding Sources

Resources, Strategies, and Materials	Existing Funding Resources	SRCL Will Provide
Achieve 3000	District	Renew Subscription
Star Literacy	Title 1	Renew Subscription
Starfall	Media Budget	Renew Subscription
Accelerated Reader	Title 1/Media	Renew Subscription
Treasures	District (no longer funding)	Fund new program
Great Books	Title 1/BJ Smith Funding	N/A
Mac Books	Title 1/Student Improvement	Additional resources
IPad Mini	Title 1/Student Improvement	Additional resources

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
Dan Mulligan-Marzano Strategies	45 Minutes	All Usher Staff	Instructional Coaches
CORE Six Reading	45 Minutes	All Usher Staff	Instructional Coaches
Accelerated Readers	45 Minutes	All Usher Staff	Ms. Mitchell-Media Specialist
Student Writing (W.I.N.) Conference	45 Minutes	All Usher Staff	Mr. Sessoms-Instructional Coach
Co-Teaching Models	45 Minutes	All Usher Staff	Instructional Coaches
Circle of Knowledge Strategies	45 Minutes	All Usher Staff	Gifted Department-Ms. King-Hunt
ELA Unit Plans/Curriculum Documents	45 Minutes	All Usher Staff	
ELA Resources	45 Minutes	All Usher Staff	Mr. Sessoms-Instructional Coach
Achieve 3000 Training	45 Minutes	All Usher Staff	Mrs. C. Harris
Study Island	45 Minutes	All Usher Staff	Webinar

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
- Marzano Strategy Books
- Unit Based Data Team Meetings
- SST Professional Learning
- Assessment Professional Learning from Coordinators
- CORE Reading Training
- Great Books
- Achieve 3000
- Technology Integration
- STEM Background Information (Research)
- Accelerated Reader/Star Literacy
- School-wide Literacy Best Practices

D.   Professional Learning Needs
- Phonics Program
- CORE Reading
- Novice/Pre-service Teachers Program
- Writing Instruction for Elementary School
- Lesson Planning Alignment according to CCGPS
- Guided Reading in Small Groups
- Technology (interactive boards/iPads)
- Diagnostic Assessments
- Reading Intervention Strategies
- The Daily 5

E.   Professional Learning Evaluation
- Survey Monkey
- Hard Copy Survey
- MyPLC Survey
- Collaborative Planning Questionnaire
- Pre/Post Conferences

F.   Alignment of Professional Learning to Project Goals

Topic	Time Frame	Participants	Provider	Goal Number
Technology	**ongoing**	**All Usher Staff**	**Instructional Technology Specialist, Media Specialist, Administration, ED Tech Teacher, SDE**	**Goal 1**
Phonics	**3-4 times a year**	**All Usher Staff**	**Instructional Coach, Literacy Coordinator, Administration, Independent Consultant, IRA**	**Goals 2 & 4**
Writing	**3-4 times a year**	**All Usher Staff**	**Instructional Coach, Literacy Coordinator, Administration, Independent Consultant, IRA**	**Goals 2 & 4**
Reading Across Content	**1-2 times a year**	**All Usher Staff**	**Instructional Coach, Literacy Coordinator, Administration, Independent Consultant, IRA**	**Goals 1, 2, & 4**
Guided Reading	**1-2 times a year**	**All Usher Staff**	**Instructional Coach, Literacy Coordinator, Administration, Independent Consultant, IRA**	**Goals 1, 2, & 4**
Diagnostic Assessments	**ongoing**	**All Usher Staff**	**Instructional Coach, Literacy Coordinator, Administration, Independent Consultant, IRA**	**Goal 3**
Reading Interventions	**ongoing**	**All Usher Staff**	**Instructional Coach, Literacy Coordinator, Administration, Independent Consultant, IRA**	**Goal 5**

G.   Effectiveness of Professional Learning

The goals of the project plan reflect the core needs of Usher-Collier 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

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.