

Literacy on the Move

“Guiding Teacher Practices as a Pathway to Student Success”

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Cahn Fellows Program Cohort 2018-2019

Abstract

"Literacy on the Move: Guiding Teacher Practices as a Pathway to Student Success"

How can we improve literacy proficiency rates for our students?

Barack and Michelle Obama Academy is a k-8 school in the historic Peoplestown inner city community of Atlanta, GA. This project focuses on the next big step needed in order for Barack and Michelle Obama Academy in Atlanta, GA, to continue to improve student achievement. Our school is considered one of the District turnaround schools. We serve in a community which is below poverty whereas many of our students have major gaps in learning and developmental delays due to lack of exposure and early learning experiences. While our school has shown significant gains in the percentage of students performing at developing and above as measured by our state assessments, we continue to have gaps in academic proficiency in the area of literacy.

Another condition is that many of our teachers lack the knowledge in using research-based strategies of how to teach literacy using culturally responsive pedagogy and best practices related to Guided Reading instruction. Over the course of the last three years, the school was removed off of the state eligible list for turnaround, however more work is needed in order to improve the percentage of students performing well in literacy. The Cahn Fellows focus for action research derived from deep and honest conversations from our 2018-2019 Data Retreat whereas teacher leaders and administration communicated the need to focus on shifting adult behaviors centered around the effective teaching of literacy in order to impact student achievement.

The goal of this project was to take a deeper dive into teacher practices aimed at using a cohesive professional learning model aimed at teachers' growth mindset and transparency using Guided Reading tools. The cross-collaborative work consisted of several stakeholders with a shared interest in seeking school transformation. As a leader I seek to enhance my communication skills in order to have a positive impact on teacher leaders and professional development change processes to influence others to shift instructional practices. I also want to have a positive impact on improving teacher efficacy as teachers develop strong instructional practices to support struggling readers.

Introduction

Barack and Michelle Obama Academy is one of the oldest schools in the Atlanta Public School System. The school was originally D.H. Stanton Elementary School, however as a result of the need to rebrand the school after being implicated in the largest school testing cheating scandal in history and possible closure at one time, the school governance team working with the principal, decided to undergo a major rebranding initiative to transform the school, which included seeking school board approval to rename the school. As a result of the district's focus on turning around the lowest performing schools and a committed team of administrators and teachers at the school level, Barack and Michelle Obama Academy was recently removed from the state Turnaround Eligible School's List in the fall of 2018.

Our mission is to enrich, nurture and respect all children as unique individuals while fostering an environment which develops the social, emotional, physical, and intellectual development of every child. We currently serve approximately 285 students, 96 % African American, and 10% in Special Education, pre-k through 5th grade. We also have the unique opportunity to serve babies, age 6 weeks to pre-kinder four as the result of a most recent collaboration between Sheltering Arms Learning Center and the Atlanta Public School System. This opportunity allows for collaboration and cradle to 5th grade wrap around support services on one educational complex.

The school is located in what has been perceived as one of the most challenging communities in Atlanta. While we are currently going through gentrification, 87% of students in pre-k through 5th grade are direct-certified for free lunch (gosa.georgia.gov). Direct certified students are students whose families receive SNAP or TANF benefits, or if the student is identified as homeless, unaccompanied youth, or foster. Within the community 46% of the population live below the poverty level, and 38% of adults have obtained a high school diploma or less. We have a high student mobility rate of 41.4%. In a most recent 2018 publication of our city newspaper, the Atlanta Journal Constitution, our school community and zip code of 30315 was noted as having the lowest median household income in the state of Georgia, at approximately \$21, 120.

Currently the school is well respected as it relates to a specific sector of the community. Over the past two years we have had a large number of applicants in our school-based pre-k program placed on a long waiting list and our numbers for administrative transfer requests to attend our school is increasing. As the community is undergoing gentrification, our school is also faced with being located within 1.5 miles of two charter schools with lottery admission serving a distinctively different demographic of the community, mostly middle-class families that have moved into the community. The community gentrification has happened at a swift rate with developers being offered lucrative incentives to bring businesses and new residential development into the community. The most recent business and residential developments includes an \$800 million venture over a 35-acre project and a 100-townhome development priced from \$300, 000 to \$700,000, including student housing development for the new Georgia State University student complex.

We have most recently experienced double digit decrease in beginning learners and steady increase in the percentage of proficient learners in Math and Literacy, resulting in removal from the state eligible turnaround takeover list in three years and named a "Beating the Odds" school for two consecutive years while in School Turnaround Status. Over the past three years we

have gone from an “F” school rating to a “C” school rating as defined by our College and Career Performance Index Rating (CCRPI), which is the state of Georgia’s educational accountability measure score based on comprehensive school improvement. Our overall score improved from a 38.7 in 2014 to a 71.4 in 2018.

Our school is comprised of educators with good intentions with a staff composed of relationship builders with parents and students and extremely familiar with family dynamics. Other factors of our school include a Performing Arts program offered during the core instructional day with over 24 clubs and extracurricular activities for students to participate in, including serving as a Freedom Schools site for the summer serving over 150 students. We are known by peer schools and district leaders as a school which understands school branding and working with many partners providing services to remove barriers for our students and families.

Statement of the Problem

While we have shown major improvements academically at Barack and Michelle Obama Academy, our data suggests that we continue to have a major literacy achievement gap. While reflecting on student outcomes at the end of the previous school year it became apparent that we had to confront the achievement gap of students performing below grade level in literacy. During our schoolwide teacher leaders’ data dig retreat, we engaged in a deep analysis of literacy data which revealed that only 27% of 3rd graders and 30% of 5th graders were reading at or above Lexile level, a metrics used to determine reading level of grade level text. Student achievement data also revealed that while we have made progress in students’ growth percentiles, we also had approximately 57% of 3rd-5th graders not performing at the proficient level. Data analysis revealed that we were improving students, however we continue to not master content standards at the level of proficient attainment. One major issue continues to be content mastery in the area of literacy.

The impact on school climate and culture with teacher burnout can at times have a negative impact on teacher morale. We have had a difficult time earning 5 stars on the state star climate rating. On student perception data we also shown a decrease in how students feel about school. While we have made significant gains in our school’s CCRPI score and the improvement of the percentage of students performing in the proficient area, we will need to continue to show growth in content mastery for literacy. Over the past three years we have had gains in our overall state metrics, commonly known as the CCRPI score, however when you deeply analyze the data you will see that over half of our students in any one grade level are performing below grade level. At the end of the 2017-2018 school year, approximately 48% of our students scored below grade level in STAR literacy. STAR is our district wide computer adaptive monitoring and tracking assessment system which combines screening and progress monitoring in the areas of literacy and mathematics. The tool is used to track understanding of focus skills aligned to state-specific learning standards measuring reading comprehension while monitoring achievement and growth. Students take STAR three times a year in the fall, winter, and spring.

Our school also collaborated with a partner organization, TNTP, a nationally recognized group of educators known for working closely with school leaders to identify root cause issues, in order to determine teacher perceptions of being able to teach literacy using effective research-based strategies. The data and findings were quite alarming. Of the teachers surveyed and classrooms observed it was clear that we had to focus on improving teacher practice in the area of literacy. Only 14% of the classrooms observed showed that the literacy lesson reflected the demands of the standards and instructional shifts required in literacy. During these two-day

schoolwide needs analysis activity teachers provided context that “the literacy focus can sometimes be too much and it is always a little bit of this and a little bit of that.” The most compelling data revealed that 67% of the students could meet the demands of the assignment while only 10% of the lessons observed met the expectations of the standard. What this data suggests is that teachers needed more professional learning and support in understanding how to teach students the complexities of literacy and a clear focus was needed in tackling the most difficult area of literacy instruction; guided reading.

Methods

One of the first things that I knew that I had to do was to gain buy-in from teachers on why guided reading was the needed focus and how it would have a profound impact on student achievement in the area of literacy. Working closely with my ally and a small but focused teacher leader group, we developed the Barack and Michelle Obama Literacy Cadre. This group was comprised of myself, my ally, our school’s literacy coach, our two district literacy coordinators, our school’s Reading Specialist, school Media Specialist, and grade level teacher leaders. The group met to continue to analyze specific data we would use to diagnose specific areas of reading as well as our formative tools and multiple measures that would be used throughout the year.

The team met to establish norms and agreed upon expectations of the Literacy Cadre for the duration of the year. The teacher voices on the Literacy Cadre provided the context of having a deeper understanding of how we could plan for teachers to become more transparent with sharing barriers and areas of growth needed. The Literacy Cadre was presented with the action research protocol of using the “Fab 5” focus to allow teachers the opportunity to learn and grow practices using five students based on urgent data needs. The “Fab 5” became the student group that would be used to learn the effective practices of guided reading. The Literacy Cadre developed a schoolwide plan of action to guide the school improvement project for the 2018-2019 school year. The team spent several sessions analyzing data and allowing think time to give the team an opportunity to report back after meeting with teams

. The Literacy Cadre felt that it was necessary to slow this work down to allow the adaptive work to take place. The team also agreed on using “The Next Step Forward in Guided Reading” by Jan Richardson as our technical resource and “Visible Learning for Literacy” by Fisher, Frey, and Hattie as our adaptive staff reading to provide the change process support needed. In order to improve collaboration teacher teams were divided up to engage in reflection periods of discussion. The Jan Richardson framework became the tool used in weekly Professional Learning Communities in common planning time with myself, the instructional coach, and support staff facilitating instructional planning of implementing guided reading.

The literacy coach worked teacher leaders and the district literacy coordinators over the course of one month to develop a comprehensive guided reading resource room to assist teachers with removing the barrier of having the necessary time to locate leveled text. The room became an integral component of daily planning. The team also made great strides of removing risks associated with peer coaching and feedback. During Guided Reading Week and in between all new learning from the last cycle of professional learning, guided reading would be observed with timely and specific feedback. Seven professional learning sessions occurred over the course of the 2018-2019 session. Each teacher was given a Guided Reading binder to organize new information and maintain student data. The Guided Reading Binder became a valuable tool used throughout the year.

Action Step	Person (s) Responsible	Timeframe	Evidence of Completion
Analyzed schoolwide data- Summer Data Retreat	Fellow/Ally School Leadership Team	Summer 2018	Deeper discussion evolved with sense of urgency on improving literacy.
Fall Data Dig-analyzed data, student/parent surveys, TNTP results of school needs assessment, STAR literacy data, GMAS state assessment data	Fellow/Ally School Leadership Team	August 2018	Deeper discussion on the various gaps in teacher practices and technical skills needed to improve literacy. Created the Literacy Cadre to focus the work with buy in from various school voices/input.
Launched Literacy Cadre	Fellow/Ally Literacy Cadre/ Literacy Instructional Coach/District Literacy Coordinator	September 2018; met bi-weekly every Tuesday to discuss plan through May 2019	Collaboration improved as it relates to teacher input and sharing best practices.
Fall Data Review II-completed data analysis focus on improvement plan	Fellow/Ally Literacy Cadre	September 2018	Developed schoolwide plan of action to impact change.
Introduced plan of action to the staff	Fellow/Ally Chair of Literacy Cadre	September/October 2018 Two Sessions	Staff gained a deeper awareness with opportunity for input on first draft-suggestions discussed with Literacy Cadre and several changes made based on input.
Professional Learning, I: Guided Reading Overview	Fellow/Ally Literacy Instructional Coach/ District Literacy Coordinator	September 2018	Shifts in instruction improved based on observation data.
Observation Week of New Learning	Fellow/Ally Literacy/Instructional Coach/District Literacy Coordinator	October 2018	Shifts in instruction improved and teachers became more amenable to share areas of growth needed.
Schoolwide Literacy Night-aimed to promote focus of guided reading with parents and the urgency of improving literacy. Parents provided with tools and strategies to support students at home.	Fellow/Ally Literacy/Instructional Coach and Teachers/School partners.	October 2018	Survey data revealed that parents appreciated the awareness and information shared on areas of growth needed to support students. Provided a clear vision for our school with the greater community of stakeholders.
Book study of “Visible Learning for Literacy” began.	Fellow/Ally/Teacher Leaders	October-December 2018	Collaboration improved amongst teacher teams and teachers gained a deeper understanding of best high yield strategies to use.

Action Step	Person (s) Responsible	Timeframe	Evidence of Completion
Professional Learning II: Instructional Contexts of Literacy: What is Guided Reading/Planning for Learning	Fellow/Ally Literacy Instructional Coach/ District Literacy Coordinator	October 2018	Teachers began to use the appropriate tools and processes in order to effectively plan for Guided Reading as evidenced by lesson plans and observed instruction.
Observation Week of New Learning PL Session 2	Fellow/Ally Literacy/Instructional Coach/District Literacy Coordinator	October 2018	Shifts in instruction improved and teachers became more amenable to share areas of growth needed in this component.
Professional Learning Session 3: Using Data to Effectively create student groups	Fellow/Ally Literacy Instructional Coach/ District Literacy Coordinator	November 2018	Teachers became more comfortable using the appropriate tools to group students in Guided reading groups for instruction.
Observation Week of New Learning PL Session 3	Fellow/Ally Literacy/Instructional Coach/District Literacy Coordinator	November/December 2018	Shifts in instruction improved and teachers became more amenable to share areas of growth needed in this component.
Guided Reading Week	Literacy Cadre	December 2018	Teachers eager to share new learning and feedback was given with immediate shifts noted in observation tools.
Guided Reading Resource Room- "THE BIG REVEAL"	Fellow/Ally Literacy/Instructional Coach/District Literacy Coordinator	December 2018	Teachers eager to use new resources and implementation guide provided to pull leveled text. Survey data showed that teachers appreciated this resource room to support time needed in planning.
Professional Learning Session 4: Stop to Clarify Misconception of GR	Fellow/Ally Literacy/Instructional Coach/District Literacy Coordinator	January 2019	Teachers appreciated the opportunity to stop and provide feedback on implementation of Guided Reading. Based on protocol used teacher practices continued to improve and data probes showed positive impact.
Literacy Cadre Half-Day Retreat	Fellow/Ally Literacy/Instructional Coach/District Literacy Coordinator	February 2019	Team engaged in short term monitoring protocol to determine effectiveness of improvement plan and to gauge next steps. Provided differentiated guides for teachers struggling to implement with fidelity.
Action Step	Person Responsible	Timeframe	Evidence of Completion
Professional Learning 5: Running Records part 1	Fellow/Ally Literacy/Instructional Coach/District Literacy Coordinator	March 2019	Teachers used new learning to effectively gauge student reading levels.
Observation Week of New Learning PL Session 5	Fellow/Ally Literacy/Instructional Coach/District Literacy Coordinator	March 2019	Shifts in instruction improved and teachers became more amenable to share areas of growth needed in this component.

Principal (Fellow) and Ally visited Cahn peer school –Voice Charter in NY to observe Guided Reading using curriculum resource	Fellow/Ally	March 2019	Observed and debriefed with school team on new learning and impact on teacher practices and growth.
Professional Learning 6: Running Records part 2	Fellow/Ally Literacy/Instructional Coach/District Literacy Coordinator	April 2019	Teachers used new learning to effectively gauge student reading levels.
Observation Week of New Learning PL Session 6	Fellow/Ally Literacy/Instructional Coach/District Literacy Coordinator	April 2019	Shifts in instruction improved and teachers became more amenable to share areas of growth needed in this component.
Survey of Guided Reading Professional Learning Schoolwide Strategic Plan	Fellow/Ally Literacy/Instructional Coach/District Literacy Coordinator/Literacy Cadre	May 2019	Survey data reveals need for continued focus for the upcoming school year in teachers becoming even more comfortable using tools aligned with effective Guided Reading practices.

I learned that in order for this work to impact student achievement, I needed to devote the time to co-facilitate with the team. I also collaborated with informal leaders in the building to have a deeper understanding of why some of the teachers did not initially buy-in to the focus on guided reading. My growth at this stage was understanding more time was needed for the adaptive work which involves adults needing to spend time understanding how this will impact them in the classroom. The technical implementation plan was changed several times in the beginning because I had to allow the synthesis and transfer of new learning. In the past I would have handled the lack of buy-in from an evaluative approach, whereas with this new learning for me I was able to take the time and focus on the “why” we needed to improve our practices. I have not had to communicate via our state evaluation platform any negative feedback and this is a new way of leading for me. I focused on a “power through the people” approach and allowed for a team of teacher leaders to help guide this work instead of it all coming directly from me or a member of the administrative team.

Another challenge was the collection of teacher data on the FAB 5 student groups. The Reading Instructional Coach created a tracking document (Artifact B) for teachers to input data bi-weekly on the FAB 5. This process allowed myself, teachers, and the Reading Instructional Coach the ability to monitor and analyze data more frequently. Another challenging aspect was balancing and the various components of the implementation plan that were happening simultaneously. For example, the book study was an ongoing project and at the same time the Literacy Cadre had to find ways to give teacher book teams the time to meet and collaborate on new learning. As a leader I had to also differentiate the professional learning plan for about three teachers that needed more support with implementation, which resulted in a deviated plan of action for this particular learning team. I had to carve from my literacy instructional coach’s schedule to provide the technical support as well. The Literacy Cadre took advantage of the half day retreat in order to determine next steps. As a result, we made the decision to modify the last two professional learning sessions to provide more technical support to the implementation of guided reading, which had a positive impact on the adaptive change process needed.

Results

The initial decision to create a Literacy Cadre had a positive impact on creating a collaborative culture within our school. Observational data from meetings and agenda minutes reveal an increase in teacher conversation and input from the beginning of the year to now. Based on technical language used in meetings teachers have shown a deeper level of understanding of how to use research-based tools to effectively implement Guided Reading. Teacher efficacy has also improved based on teachers' willingness to open up classrooms for peer to peer observation and feedback. Based on the resource usage report when comparing the beginning of the year to the end of the year, the guided reading resource room showed that teacher use of resources increased as professional learning opportunities were introduced on how to use data to align leveled texts.

The students' (FAB 5) data based on preliminary findings have shown growth in SGP (Student Growth Percentile) ranking based on our most recent STAR and progress monitoring data. I was not expecting the students to show such significant gain early in the project. Out of the 53 targeted students; 51 showed growth, therefore 96% of the students experienced growth from shifts in effectively using Guided Reading (Artifact I). Teacher Tier 1 instructional practices and planning also improved. Observation notes and Guided Reading notes also provide additional evidence of teacher efficacy and buy-in. This work will continue for the remainder of the year and continue for the upcoming school year. Based on survey results (Artifact H) teachers want to continue with building capacity in order to impact and improve student achievement in the area of literacy instruction.

Teachers also became more open to discuss areas of growth as the Literacy Cadre maintained the norm of not making guiding reading observations a part of an evaluation tool. This norm gave teachers a safe place to voice concerns and to take risks in using new practices to support the teaching of reading. Based on initial data, students in Tier 2 and Tier 2 progress monitoring status have also shown improvement in literacy outcomes.

The impact of sharing the work had a positive impact on growing teacher leaders. Several teacher leaders were exposed to needing to self-reflect on coaching tools to support grade level team members. The protocols used and shared provided embedded growth in the coaching of colleagues, which is a powerful tool to improve collaboration amongst staff. When focused on school improvement, this type of collegial work is needed to have a positive impact on improving student achievement.

Based on observation data from classroom visits teacher and student relationships also improved. Guided Reading allows for teachers to become even more aware of the needs of students and students begin to feel like they are being supported. Parents could also be seen using leveled books in the parent resource room and the language that parents used when referring to leveled text empowered them to become advocates for children. Our parent liaison was able to work closely with parents in eliminating barriers when parents can now articulate the specific level that students were reading on. Students were given agreed upon expectations in classroom protocols when engaged in guided reading which also normed and provided expectations of how to work independently while the teacher engaged in guided reading with a small group. Mutual respect was given to each student group from classmates as students knew they would have the opportunity to work closely with the teacher at another time in the literacy cycle.

Reflections

Fellow

Becoming a Cahn Fellow was by far the best decision that I could have made in my professional career. Over the course of this year I have been able to re-imagine how change should occur in schools based on the reflective approach that I engaged in this year. I became an even better listener and I feel that teachers became more vulnerable to engage in honest conversations about the shifts needed in our building to create systemic change and improvement. I feel that my impact on teacher leaders in the building was also one area that improved based on the collaborative approach to this project. I feel that I am now more in touch with how school change truly occurs from an action research perspective. As a leader my approach to real and sustainable change will now take time to consider how the adaptive work of leadership will impact the overall goal and end in mind.

At the start of my Cahn experience I had been a turn-around principal in my second principalship. I needed a refreshed outlook on leading schools that would propel our school forward. Leaders become the catalyst for change and I had hit a point where I needed to re-ignite my own learning in order to impact the learning of others. The change process protocols and the sessions on listening to give feedback in a way that everyone could receive it truly made a difference while I was implementing the project. The significance of this and how it transferred into other teacher leaders in the building allowed me to pause at times while in the past I would have been quick to respond.

As a team I was able to expand my own leadership lens to continue to build my ally up in ways to continue to be more reflective and ask how our own decisions and ways of providing feedback on this project implementation would impact sustainable growth. Early in the implementation phase when a few teachers were reluctant to shift from practices they were comfortable with as a leader I had to find ways of approaching them which validated the voice they brought to the planning sessions. The Cahn experience and working with a collective team of teacher leaders gave me the safe space with teachers to become more vulnerable, which in turn allowed me as the leader to have a true understanding of real issues faced with improving literacy.

As I worked over the course of this year with some of the brightest and most talented leaders in the Cahn network I was able to also become more open to voice my issues related to building trust and collaboration amongst my staff. I immediately felt connected to other leaders across several states that were all focused on improving student achievement through the lens of building a more cohesive staff. To meet throughout the year was something that I truly looked forward to and the way in which we could share areas of concern and get ideas from one another that we could immediately take back the next week to share with our teams. I truly enjoyed being able to visit other schools in New York to see how they confronted the same challenges and learn new and innovative ways to provide immediate shifts in my own practices as a leader.

Preliminary data is showing that our guided reading focus had a positive impact on incremental change in teacher practice and student data. The long-term plan is to have continued and sustainable change over the next three years. The Literacy Cadre will engage in a three day retreat this summer to craft out our upcoming plan of action to continue the work based on survey results and student achievement data. After the Cahn project I truly feel that I am more aware of how to work with school teams to impact and promote buy-in and consensus to become better educators for students.

Ally

As a Cahn Ally, I feel that this work helped me to see the significance of how important it is to make thoughtful and reflective decisions when working with teams. As a leader of personalized learning, interventions, and progress monitoring, this project allowed me to have a deeper awareness of areas of deficiency for struggling readers. As a leader within the Literacy Cadre I had to find ways to support others in using multiple assessment measures, STAR data, and find ways to use triangulation of data to make informed decisions to support students. As a co-facilitator of the Cahn project I had to work closely with my Fellow to engage in deep reflective conversations on next steps related to the work and assist her in gauge where teachers were in the process of implementation. I also became more aware of skills working with others across sectors in a building and the district office and this project provided me with the opportunity to stretch my lens and get out of my comfort zone. I also took advantage of the opportunity each month to spend engaging time with my Fellow to engage in provoking conversations about my own leadership journey, including my own strengths and areas for growth. The Cahn experience allowed me to meet other supporting school leaders and how our roles have a positive impact on school achievement.

Acknowledgements

I would like to acknowledge my family for giving me the space and time to be away and synthesize so much information. To my Barack and Michelle Obama family, thank you once again for getting the school year off without me while I was away at Cahn growing my own leadership lens. I must thank my superintendent, Dr. Meria Carstarphen and the Atlanta Public School System for believing in my potential to grow as a leader by introducing me to the Cahn Fellows Program. A special thanks to Dr. Emily Massey and Mr. David Jernigan for your support. Thanks to Yaquetta Crockett for being a great ally and being my thought partner along this journey. I also want to extend a warm appreciation to the APS Literacy Team, Tonya Spurley and Jermal Riggins for your unwavering support and collaboration this year. Thank you, Kathryn Ball, for being a patient literacy coach and allowing this work to be our sole focus for the year. I appreciate your technical and organizational skills with maintaining our files on a consistent basis. To my APS colleague, friend, and now Cahn sister, Mrs. Crystal Jones, I have truly enjoyed this journey and I have learned a great deal with you as we both opened up to grow our own leadership lens. Thank you, Evita Sanabria, for always pushing back and making me see things from a different perspective. You have truly been the best advisor that any Cahn Fellow could have. Last but not least, thanks to my new Cahn Fellow friends. May we continue to call upon one another and grow collectively as leaders across the nation as we lead schools and have an everlasting positive impact on teachers and students.

Artifact A-Literacy Cadre Meeting Agenda



Literacy Cadre Meeting

September 10, 2018

Agenda

Check-In

- Accelerated Reader – Foushee, Coleman, Lee-Angry
 - Helen Ruffin – Foushee, Lee-Angry
 - Literacy Night – Lee-Angry
- Tier 1 and 2 Reading Instruction update – Ball
- Tier 3 and 4 Reading Instruction update – Crockett
- Professional Development, Writing Support, and Instruction – Ball
 - Classroom Libraries/Expectations – Ball
- Supporting Literacy through Personalized Learning – Coleman (need a chair)
 - Goal Setting – Young
 - Cahn Fellows Project – Principal Christian
 - Get Georgia Reading – Principal Christian
 - Closing remarks - Christian

Appendix B-Fab 5 Student Data Monitoring Tool

Grade Level	Teacher	Fall 2018	Winter 2018	Growth	SGP	February	Growth	SGP	April	Growth	SGP
		STAR Early Literacy Assessment				STAR Early Literacy Assessment			STAR Early Literacy Assessment		
Kindergarten	Long	423	576	153	53	576	0	53	524	-52	9
Kindergarten	Long	Not present during testing window, but a part of Fab 5 group				595	595	NA	704	109	80
Kindergarten	Long	461	552	91	26	541	-11	26	630	89	25
Kindergarten	Long	452	555	103	40	654	99	40	645	-9	44
Kindergarten	Ball	494	595	101	32	606	11	32	757	151	69
Kindergarten	Ball	413	575	162	56	not tested			840	265	98
Kindergarten	Ball	506	618	112	44	669	51	44	769	100	75
Kindergarten	Ball	451	589	138	47	685	96	78	709	24	62
Kindergarten	Ball	503	800	297	98	527	-273	98	699	172	38
Kindergarten	Dixon	422	636	214	78	507	-129	78	670	163	56
Kindergarten	Dixon	Not present during testing window, but a part of Fab 5 group				706	706	NA	739	33	86
Kindergarten	Dixon	390	548	158	56	617	69	56	696	79	74
Kindergarten	Dixon	590	630	40	23	707	77	23	678	-29	17
First	Marshall	547	625	78	13	697	72	13	822	125	89
First	Marshall	577	648	71	19	774	126	19	639	-135	5
First	Marshall	564	706	142	38	756	50	38	823	67	38
First	Cohens	620	617	-3	5	702	85	22	618	-84	5
First	Cohens	549	619	70	5	691	72	20	724	33	19
First	Cohens	529	638	109	22	588	-50	8	675	87	27
First	Cohens	451	625	174	41	347	-278	1	609	262	16
First	Cohens	609	640	31	10	610	-30	4	785	175	47
First	Freeman	433	498	65	4	679	181	52	722	43	53
First	Freeman	543	596	53	11	605	9	11	673	68	19
First	Freeman	535	596	61	23	640	44	37	600	-40	10
First	Freeman	565	620	55	10	708	88	37	675	-33	17
First	Freeman	481	704	223	62	685	-19	46	872	187	99
		STAR Reading Assessment				STAR Reading Assessment			STAR Reading Assessment		
Second	Young	86	208	122	69	159	-49	69	214	55	48
Second	Young	121	204	83	37	136	-68	37	285	149	49
Second	Young	91	173	82	53	194	21	53	105	-89	7
Second	Young	91	289	198	93	200	-89	93	329	129	86
Second	Young	86	246	160	87	249	3	87	269	20	72
Second	McMillan	296	359	63	NG	367	8	-	405	38	53
Second	McMillan	253	347	94	51	358	11	51	416	58	68

Second	McMillan	179	268	89	35	304	36	35	293	-11	29
Second	McMillan	123	278	155	68	211	-67	68	212	1	18
Third	Cleveland	228	304	76	51	470	166	97	373	-97	65
Third	Cleveland	219	309	90	61	339	30	68	377	38	72
Third	Cleveland	325	402	77	53	572	170	98	385	-187	21
Third	Cleveland	358	426	68	60	637	211	99	486	-151	68
Third	Driger	233	336	103	78	265	-71	26	376	111	74
Third	Driger	152	249	97	44	386	137	92	352	-34	72
Third	Driger	265	343	78	49	219	-124	3	372	153	40
Third	Driger	251	293	42	49	287	-6	29	309	22	29
Third	Driger	275	354	79	65	341	-13	65	311	-30	17
Fourth	Welch	123	198	75	79	212	14	76	259	47	83
Fourth	Welch	91	138	47	39	111	-27	15	161	50	34
Fourth	Welch	236	185	-51	10	222	37	18	270	48	29
Fourth	Welch	305	254	-51	12	250	-4	9	283	33	13
Fourth	Welch	295	304	9	29	254	-50	8	277	23	9
Fifth	Odom	372	638	266	97	908	270	97	778	-130	99
Fifth	Odom	Not present during testing window, but a part of Fab 5 group				520	520	NA	660	140	86
Fifth	Odom	372	571	199	89	466	-105	89	553	87	69
Fifth	Odom	471	592	121	66	449	-143	66	478	29	7

Artifact C- Literacy Night



Family Literacy Night Agenda

October 23, 2018

6:00 pm - 8:00 pm

Opening Performance (5 min)

PTA (10 min)

Welcome & Intro of Guest Speakers (2 min)

Occasion (8 min)

Dance Performance (8 min)

Trekking through MyBackpack Technology (10 min)

Music Performance (5 min)

Brief Explanation of Rotation (2 min)

Buggin Out with Science

Fishin' for Fluency

Reading Under the Stars w/ Mrs. Christian

Creative Campers' Readers Theatre

Word Exploration

Author's Campfire (Guest Author)

Station Rotations

Rotation 1 (12 min)

Transition (3 min)

Rotation 2 (1 min)

Transition (3 min)

Rotation 3 (15 min)

Dinner & Raffle (20 min)

Closing Remarks & Acknowledgements Principal Christian

J. Bradford

A. Decrisco

A. Smith

Dr. Kirk

BAMO Dancers

L. Foushee

BAMO Chorus

K. Ball

Artifact D- PL Exemplar



January

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Targeted Feedback – look fors from PD

16-18 grade-level specific... text level descriptors

February

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

Targeted Feedback – look fors from PD

Dr. Spurley will 8:30-1:30 GR classroom Observations

Professional Learning Days

Winter Break

Guided Reading observations

March

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

Targeted Feedback – look fors from PD

Guided Reading PD

Professional Learning Day

Guided Reading Observations

April

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Targeted Feedback – look fors from PD

Guided Reading PD

Guided Reading Observations

Spring Break

Artifact E- Guided Reading Week

Barack & Michelle Obama Academy "Gearing Up For Guided Reading"

December 3 - 7, 2018



Monday, December 3rd - Layered Lesson Plans



Tuesday, December 4th - Groovy Grouping

Signs and more



**Wednesday, December 5th - Sensational Sight Word Review/
Vocabulary**



Thursday, December 6th - Impeccable Individualized Questions



**Friday, December 7th - Guided Reading Choice Day - you pick
the focus, Camp Ranger picks the WINNER!**

Daily prizes and

Daily prizes from
the Camp Ranger!



Artifact F- Resource Room Guide



Barack and Michelle Obama Academy



Resource Room Menu

Literacy Book Bar

Guided Reading Fiction and Nonfiction Focus Descriptors

A -These simple texts have one line of one to six words per page, easy-to-see print, and ample space between words. Children can focus on print and gradually increase their control over words. Most of the texts in Level A focus on topics familiar to children.

B-Texts focus on a simple story line or single idea, with direct correspondence between text and pictures; one or two lines of print per page, with a variety of punctuation; many texts at this level feature repeating patterns in the text.

C-Texts explore familiar topics in a variety of ways to offer new viewpoints to the reader; simple sentences may have introductory clauses set off by punctuation; text may be patterned but is not as predictable as in Levels A and B.

D-Texts cover familiar topics but introduce new, more abstract ideas; illustrations support the text but, more attention to print is required; text contains more compound and, multi-

syllable words and a full range of punctuation.

E-Stories have more or longer episodes; informational texts present more complex ideas; texts are longer than in previous levels, with more pages or more lines of text on each page; sentences carry over several pages, with more complex punctuation.

F-Concepts presented in texts at this level are more distant from familiar topics; larger variety of frequently used words and many more new words; text reflects patterns of written, rather than oral, language.

G-In texts at this level, the language changes on each page, rather than repeating in patterns; texts offer challenges in ideas and vocabulary, with some introduction to technical language; variety of print styles and text layout require reader's close attention and flexibility.

H-Texts are similar in difficulty to level G, but the texts vary more widely in size of print, length of sentences, and type of language; texts are less repetitious in events and language structures, with expanded vocabulary.

I-Texts feature longer and more complex stories than in levels G and H, with more highly elaborated information; multisyllabic words arranged in longer sentences and paragraphs that require complex word solving; illustrations enhance meaning but provide less support for understanding the meaning of the text.

J-Beginning chapter books appear for the first time at this level, requiring readers to recall information over more than one sitting; fewer illustrations with whole pages of text in some texts.

K-This level includes chapter books and short informational texts with difficult concepts; readers learn about concepts and events outside their own experiences; readers need to use a variety of strategies to figure out different writing styles.

L-Texts at this level are much longer and more complex and include biographies; longer texts include many multisyllabic words and expand readers' vocabularies; some texts present abstract or symbolic themes.

M-Texts include more complex language and require readers to make interpretations; most texts at this level have greatly expanded vocabulary; many texts at this level have smaller print with narrower word spacing.

N-Vocabulary continues to expand and go beyond readers' own experiences; variety of texts offer readers a chance to interpret information and speculate on alternate meanings.

O-Longer texts at this level present varied vocabulary that will require readers to interpret the meaning of the text; texts have more sophisticated subjects and more complex sentence structures.

P-Informational texts at this level include history and biography, enabling readers to learn how to gain information from a variety of structures; concepts may include issues of early adolescence.

Q-Selections contain themes to foster group discussion; relationship of illustrations to text also offers opportunities for exploration and discussion; texts contain difficult words, some from languages other than English.

R-Texts in this level contain sophisticated vocabulary to challenge readers; some of the longer chapter books require sustained reading effort over several sittings; texts represent a range of times in history.

S-Selections challenge readers to make connections with previous reading and with historical events; words present many shades of meaning that require readers' interpretation; this level includes chapter books in a variety of genres.

T-At this level, readers encounter a variety of nonfiction text structures; expanded vocabulary requires readers to consider both literal and connotative meaning.

U-Texts cover a breadth of topics and present specific, technical information; illustrations require interpretation and connection to text; text requires readers to employ a wide range of reading strategies.

V-Texts present complex issues and use technical language; topics are distant from students' experience in terms of time and geographic area and may include realistic historical information and more difficult themes.

W-Texts present complex information requiring readers to employ a wide range of content knowledge and to understand the basic organizational structures of nonfiction; topics explore the human

condition and social issues; texts vary in length; print is generally in a small font.

X-This level covers increasingly mature themes and requires extensive prior knowledge; texts are designed to present a significant amount of new information.

Y-Texts feature themes similar to previous levels, with more explicit detail; requires critical reading skills to evaluate the quality and objectivity of the text.



Z-This level presents a challenge for more widely read students, requiring critical reading skills; topics include controversial social and political issues; readers experience complex examples of nonfiction organizational structure.



Lil' Literacy Bites



Guided Reading Content Areas will propel students into 21st century college & career success with books and research-based instruction! Content Areas instruction is boosted with not only the latest in social studies books, but also essential STEAM knowledge students need to be engaged and successful in our ever-changing world. With access to authentic informational text and books about careers at every level, students will acquire diverse content areas knowledge as they move through increasingly complex texts!

Novels sets – another way to apply reading strategies learned. To add, students can compare and contrast the elements of the text or story to the oral or visual presentations. Teachers can pull excerpts from some novels to teacher a specific standard or skill. Incorporate book clubs or a novel study to foster academic conversation.

Artifact G- Observation Tools for Guided Reading Week and Feedback tools

Guided Reading Week – Layered Lesson Plans - Monday	
Evidence of: <ul style="list-style-type: none"> ● Detailed Guided Reading lesson plan for each targeted group ● Each section of the lesson plan is intentional and complete ● Lesson plan available in Guided Reading binder ● Guided Reading binder accessible and organized 	
 Glow s	 Grow s

Guided Reading Week – Groovy Grouping - Tuesday	
Evidence of: <ul style="list-style-type: none"> ● Evidence of targeted groups are visible ● Targeted groups are identified in the Guided Reading binder ● Data and lesson plans accompany each targeted group ● Focus 5 have been identified and labeled within Guided Reading binder along with data and lesson plans 	
 Glow s	 Grow s

Guided Reading Week – Sensational Sight Word/Vocabulary -Wednesday	
Evidence of: <ul style="list-style-type: none"> ● Sight word/vocabulary is outlined in lesson plan: Pre-A plan – throughout. Emergent and Early plans - sections 1, 6, and 7. Transitional plan -sections 1, 4, and 5. Fluent plan- sections 2 and 5. ● Teacher-led ● Sight word/vocabulary activities follows the time-related guidelines on the lesson plan 	
 Glow s	 Grow s

Guided Reading Week – Impeccable Individualized Questions -Thursday

Evidence of:

- Individualized questions are outlined in lesson plan (page 2 of GR lesson plan per each student)
- Note-taking per student (data collection)
- Listening to each student read (reader characteristics)
- Discussion prompt relates to group specific skill (where applicable)



Glow



Grow

Guided Reading Week – Choice Day - Friday

Guided Reading Component:

Evidence of:

-
-



Glow



Grow

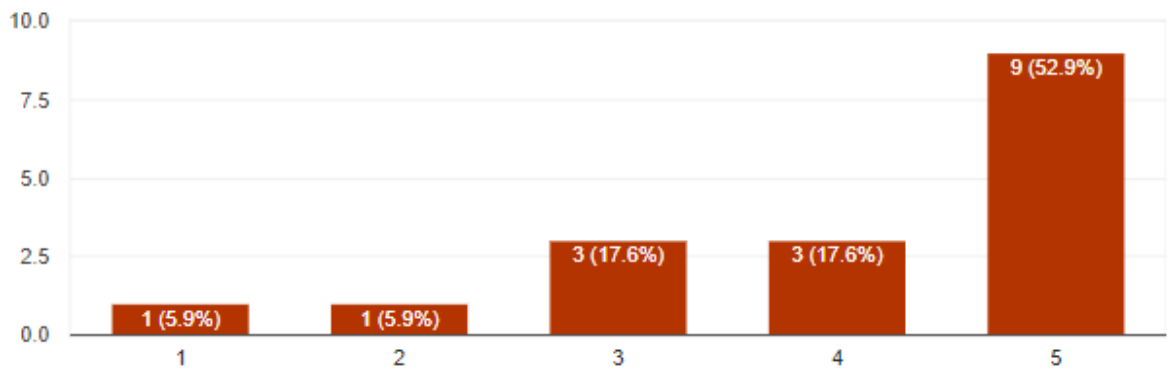
Artifact H-Guided Reading Survey Results-May 2019
Barack and Michelle Obama Academy



Guided Reading Professional Development Survey Results
2018-2019

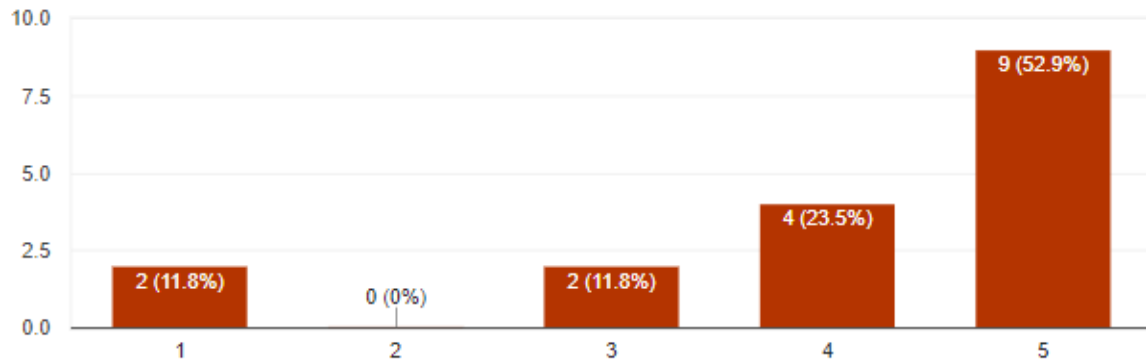
I am satisfied with the Guided Reading Professional Development I received for the 2018-2019 school year.

17 responses



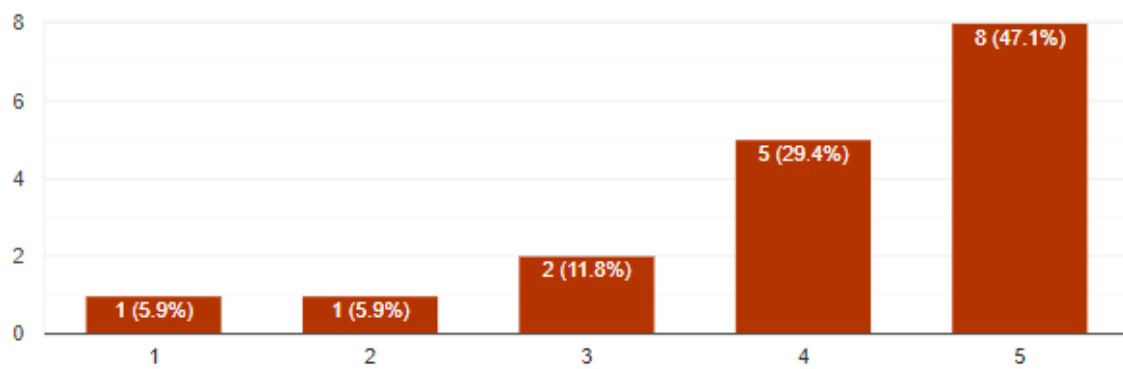
The levels of support and implementation was helpful.

17 responses



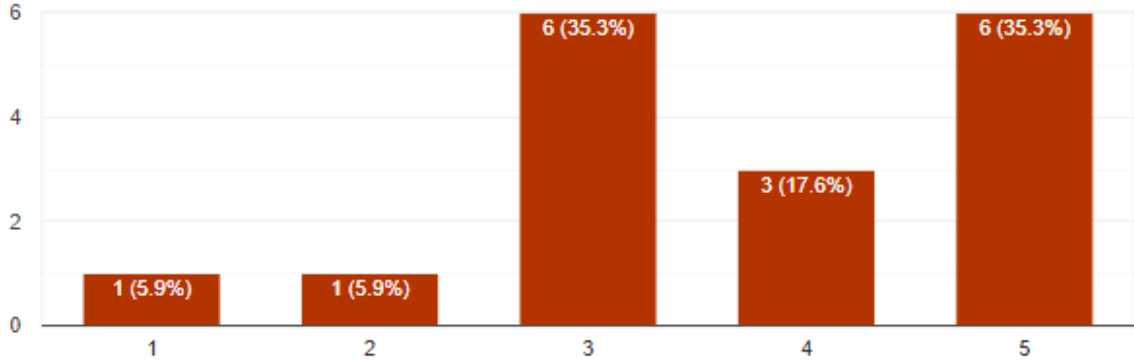
I am satisfied with the sessions' content?

17 responses



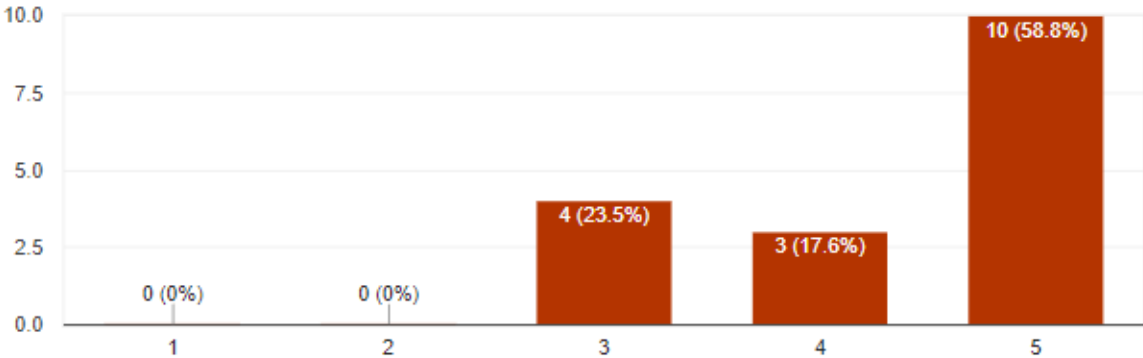
My FAB 5 group demonstrated an increase in data due to the implementation of Guided Reading practices?

17 responses



The Book Resource Room supported me in being able to successfully implement Guided Reading.

17 responses



Artifact I- Student Growth Model

Barack and Michelle Obama Academy Mrs. Robin Christian, Principal
 Guided Reading Feb 5 Tracker
 2018-2019 Year-End Results

Grade Level	Teacher	Fall 2018	Spring 2018	Growth
STAR Early Literacy Assessment				
Kindergarten	Long	423	524	101
Kindergarten	Long	395	704	109
Kindergarten	Long	461	630	169
Kindergarten	Long	452	645	193
Kindergarten	Ball	494	757	263
Kindergarten	Ball	413	840	427
Kindergarten	Ball	506	769	263
Kindergarten	Ball	451	709	258
Kindergarten	Ball	503	699	196
Kindergarten	Dixon	422	670	248
Kindergarten	Dixon	706	739	33
Kindergarten	Dixon	390	696	306
Kindergarten	Dixon	590	678	88
First	Marshall	547	822	275
First	Marshall	577	639	62
First	Marshall	564	823	259
First	Cohens	620	618	-2
First	Cohens	549	724	175
First	Cohens	529	675	146
First	Cohens	451	609	158
First	Cohens	609	785	176
First	Freeman	433	722	289
First	Freeman	543	673	130
First	Freeman	535	600	65
First	Freeman	565	675	110
First	Freeman	481	872	391
STAR Reading Assessment				
Second	Young	86	214	128
Second	Young	121	285	164
Second	Young	91	105	14
Second	Young	91	329	238
Second	Young	86	269	183
Second	McMillan	296	405	109
Second	McMillan	253	416	163
Second	McMillan	179	293	114
Second	McMillan	123	212	89
Third	Cleveland	228	373	145
Third	Cleveland	219	377	158
Third	Cleveland	325	385	60
Third	Cleveland	358	486	128
Third	Driger	233	376	143
Third	Driger	152	352	200
Third	Driger	265	372	107
Third	Driger	251	309	58
Third	Driger	275	311	36
Fourth	Welch	123	259	136
Fourth	Welch	91	161	70
Fourth	Welch	236	270	34
Fourth	Welch	305	283	-22
Fourth	Welch	295	277	-18
Fifth	Odom	372	778	406
Fifth	Odom	520	660	140
Fifth	Odom	372	553	181
Fifth	Odom	471	478	7