CLAYTON COUNTY PUBLIC SCHOOLS

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To the Clayton County Community,

The Clayton County School Board is pleased to present this Academic Achievement Plan (the Plan) for 2013 - 2018 to the Clayton County community. This Plan was established with a firm belief that our students can graduate from our school system fully prepared for college and careers. Today's global economy requires critical, innovative thinkers who are problem-solvers and proficient readers and communicators who can utilize technology effectively. To meet the aspiration of readiness, all leaders, teachers, students and the community must unify around a common goal: Academic Excellence!

The Academic Achievement Plan provides a framework for collaborative efforts and decision-making processes at both the district level and school level. High-impact school systems consistently reflect, re-assess and refine current practices to ensure student achievement is at the core of all efforts. By recognizing the strengths of our schools, as well as our opportunities for growth, we have constructed this Plan to provide a clear road map for overcoming the challenges that have been identified. The Plan focuses equally on what needs to be accomplished, how it will be accomplished, and how we will know it has been accomplished. The School Board will strive to equip schools with the necessary resources to accomplish this Plan's goals, and through its policies and governance will ensure the Superintendent monitors and measures progress toward achievement, and shares that information with the community.

The School Board believes firmly that the action items in this Plan will enable our schools to meet the promise of preparing Clayton's students for college and career readiness. We have high expectations for our staff and students' performance; this Academic Achievement Plan is an avenue to ensure the success of all. We invite you to continue to partner with us as we strive to realize our vision and mission.

With best regards,

Clayton County Public Schools Board of Education

To All Stakeholders of Clayton County Public Schools:

The Clayton County Public School System is *Committed to High Performance!* Therefore, we will continue our systemic work to improve student learning outcomes in the areas of reading/English Language Arts, mathematics, science, social studies, world languages, fine arts, health/physical education, and Career Technical Agricultural Education (CTAE). Our efforts to improve student learning outcomes encompasses a commitment to ensuring our students have the content knowledge needed to become college and career ready. Specifically, it is our expectation that students have experiences to develop 21st Century Skills of being collaborative, communicative, critical in their thinking, and creative.

We have identified four instructional priorities to frame our work: (1) literacy across the curriculum, (2) numeracy across the curriculum, (3) critical thinking, and (4) integrated technology. The Georgia Standards of Excellence and the Georgia Milestones Assessment System (GMAS) require students to think, read, write, speak, listen, compute and interpret at higher performance levels than in the past. We are preparing for these shifts in learning expectations by providing professional development to all stakeholders, ensuring schools are implementing academically challenging core curricula with 21st Century resources, providing academic and wrap-around support for students, and engaging school and community members in ongoing collaboration.

Our work on the instructional priorities will be complemented by efforts to address the social emotional well-being of our students while also providing opportunities for students to learn decision-making and to recover from decisions using the best practices of restorative justice. Additionally, Clayton County Public Schools is in the process of defining and implementing its STEM/STEAM strategy as a natural component of our instructional expectations. We are confident that the consistent actions of our employees will result in a culture of high-performance from which higher levels of student achievement naturally occurs.

Always Committed to High-Performance,

Dr. Morcease J. Beasley,
Superintendent

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In May 2017, the Clayton County Board of Education unanimously elected Dr. Morcease J. Beasley, as Superintendent/CEO of Clayton County Public Schools (CCPS). Touted a transformational leader, Dr. Beasley immediately began work utilizing the 9 Characteristics of High Performing Schools to establish his 90-day plan, identify Instructional Areas of Focus and create the top five Critical Areas of Focus to build the foundation and new direction of the school district. The 9 Characteristics of High Performing Schools include: *1. Clear and Shared Focus, 2. High Standards and Expectations for All Students, 3. Effective School Leadership, 4. High Levels of Collaboration and Communications, 5. Curriculum, Instruction and Assessments Aligned with State Standards, 6. Frequent Monitoring of Learning and Teaching, 7. Focused Professional Development, 8. Supportive Learning Environment, 9. High Level of Family and Community Involvement*.

With the five Critical Areas of Focus (*1. Academically Challenging and Safe Environments, 2. Academic and Wrap-Around Support, 3. Professional Development, 4. Family & Community Engagement, Governmental Relations & Partnerships, 5. Communications, Public Relations and Marketing*) as the district's guiding principles and an unwavering dedication to pushing the school system to new heights, and a district-wide theme of being "*Committed to High-Performance*" has propelled CCPS into many great accomplishments under the leadership of the CCPS Board of Education, Superintendent of Schools and the district's administrative team. Since the appointment of new leadership, CCPS has strengthened the relationship between the district and the community by establishing Superintendent Advisory Groups, as well as Critical Conversations (community meetings) to create a culture of open dialogue and transparency. In addition, Dr. Beasley, in conjunction with other district leaders, have also bolstered the school system's infrastructure by reducing vacancies and realigned the school system's organizational chart to meet district and student needs as well as expanded the number of district-wide partnership opportunities. As a result of Dr. Beasley's laser-like focus as Superintendent of Schools and in his previous position as Chief School Improvement Officer, CCPS has also accomplished, but not limited to, the following achievements.

- The current graduation rate for CCPS is 69.6 percent. For the first time since 2011, all CCPS high schools have graduation rates above 60 percent. In addition, five high schools showed an improvement in 2016-2017 graduation rates.

- Expansion of digital learning opportunities and implementation of district initiatives in Literacy, Numeracy, Technology Integration, and Critical Thinking with High Impact Instructional Practices and a STEM approach identified and used in all content areas to eliminate gaps in the quality of instruction among schools and within schools to ensure students develop 21st-century skills.

- 70 percent of schools (42 of 60 eligible schools – an increase of 9 schools from the previous year) "Beat the Odds" by surpassing their predicted College and Career Ready Performance Index (CCRPI) score. This reflects the second highest percentage amongst the six largest districts statewide.

- CCPS had only one school listed on Governor's list of eligible Turnaround Schools, Martin Luther King Jr. Elementary School, which had the highest 2017 CCRPI score (65.1) among schools listed. CCPS is one of few urban districts to only have one or no schools on Governors' List.

- Expansion of School Choice and Career, Technical and Agricultural Education (CTAE) Programs at various schools, including the creation of four new future dual language immersion programs at the elementary level.

By adhering to the goals set forth in the Superintendent's 3-Year Actions for Achieving High Performance, it is the communal belief that, under the direction of the Clayton County Board of Education, Superintendent Beasley, and with the support of all stakeholders, CCPS will continue to improve student performance on all levels and be perennially included among the top school systems in the state of Georgia and the nation.

Continuous Improvement Process

The vision of Clayton County Public Schools (CCPS) is to be a district of excellence preparing all students to live and compete successfully in a global society. To that end, the mission of the district is to be accountable to all stakeholders for providing a globally competitive education that empowers students to achieve academic and personal goals and to become college and career ready, productive responsible citizens. Together these statements express the organization's commitment to students, families, the country, and their future in the world.

CCPS developed the mission, vision, and beliefs statements in a collaborative and transparent process over a one-year period. The various meeting sessions pulled together community stakeholders, all principals, school personnel, and district-level employees. The public reviewed the results from each meeting session with the opportunity to provide input via electronic survey. On March 27, 2017, staff members presented the final vision, mission, and beliefs to the Board; however, due to the pending approval of the new Superintendent, the Board of Education approved a one-year extension for the Strategic Improvement Plan.

Under the direction of the new Superintendent, CCPS continued its work during the 2017-2018 school year. Meetings were held on August 15, 2017, August 22, 2017, and September 30, 2017. The Board of Education approved the new statements on December 4, 2017. Since the approval of the new Strategic Improvement Goals, the district has been working tireless to develop the remaining components of the Strategic Improvement Plan by reviewing historical data and performing root cause analysis to determine opportunity for improvements. The draft of the Strategic Improvement Plan is scheduled to be presented to the Board of Education on April 30, 2018.

The Clayton County Public Schools' (CCPS) **vision** of being a district of high performance preparing all students to live and compete successfully in a global society requires commitment and dedication to the well- being of our children from every person in our community. If the vision is not realized, we will leave our students inadequately prepared to survive and thrive in an economy that constantly changes and raises its demands for competent communicators, thinkers, problem-solvers, collaborators and users of ever-changing technologies.

Our stakeholders-educators, students, parents, and community-demand evidence of positive educational outcomes. This is reflected in our **Strategic Goal One**-increasing student achievement. While the Department of Curriculum, Instruction, and Assessment has the primary responsibility for meeting this goal, our success will depend on the ability of the district as a whole to succeed in meeting this aspiration, which includes demonstrating accountability by all stakeholders. CCPS will provide a globally competitive education that will afford students choices of post-secondary options that will support the **mission** of empowering students to achieve academic and personal goals.

Purpose
The Academic Achievement Plan outlines what Clayton County Public Schools and the Department of Curriculum, Instruction, and Assessment must do to achieve our vision and mission, and defines a cohesive structure that connects many elements into a coherent system of improvement. We ask guiding questions, we maintain the focus on literacy and numeracy, and we identify key tasks that address the critical challenges facing the district.

Through careful analysis of our data, needs and challenges, the district has identified four instructional priorities on which we will focus our work: (1) literacy across the curriculum, (2) numeracy across the curriculum, (3) critical thinking, and (4) integrated technology. Fundamental to academic achievement across subjects is the ability to read, write, listen and speak effectively about content. The next component is critical thinking, that is, the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information as a guide to belief and action. Finally, the integration of technology into the curriculum will help build literacy as well as critical thinking and problem-solving skills.

Literacy > Numeracy > Critical Thinking > Integrated Technology

The Academic Achievement Plan and supporting documents provide a structure for promoting academic excellence and preparing students to succeed in both work and life.

General Objectives of the Plan

- Improving the quality of our academic programs through continuous curriculum revision and development, implementing evidence-based instructional practices, building students' ability to think critically, integrating technology in all classrooms, and committing to literacy and numeracy across the curriculum to prepare students for college and careers
- Investing in our staff by providing them with leadership, teaching and learning support through the Department of Professional Learning, Department of Technology, and the Department of Curriculum, Instruction, and Assessment to promote professional growth that will ultimately improve student outcomes
- Communicating our vision, mission, beliefs, process, and progress, as well as building a community of informed supporters through presentations, workshops and forums to build a strong alliance between schools and the community
- Implementing an appropriate assessment system that will support and verify learning and will provide vital information to leaders, teachers, students and parents
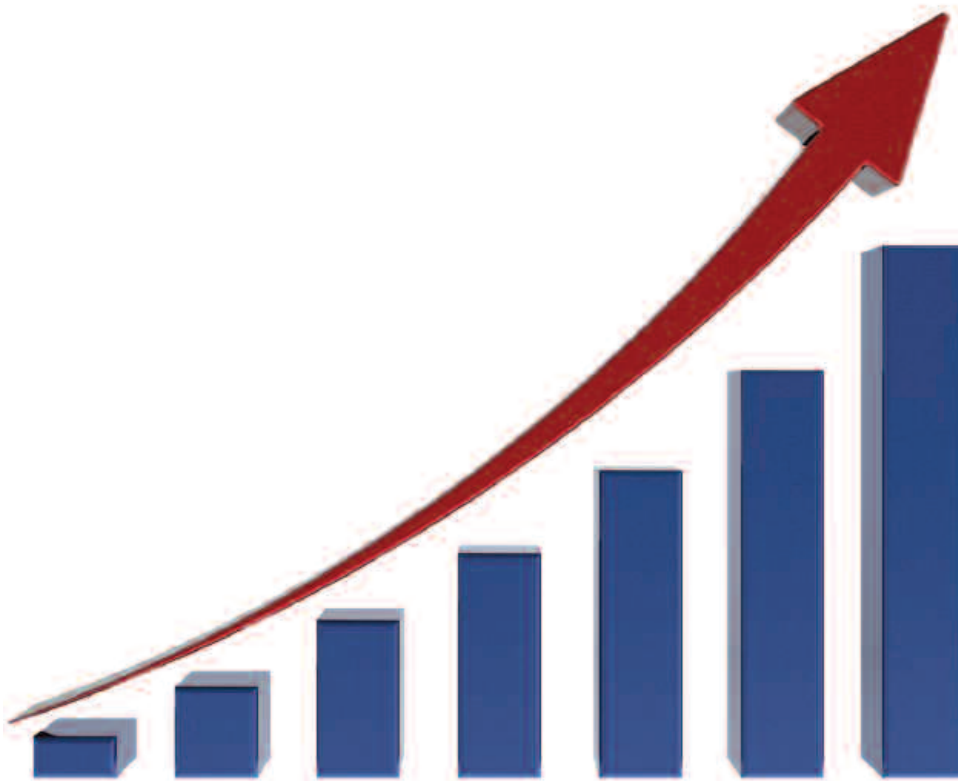
Clayton County Public Schools is the eightieth largest school district in the United States and the fifth largest in Georgia, according to the 2010 National Center of Education Statistics - Characteristics of the 100 Largest Public Elementary and Secondary School Districts in the United States 2007-08. Just 12 miles south of Atlanta, Clayton County, Georgia covers 143 square miles and is the home of over 259,424 residents according to the U.S. Census Report of the 2010 American Community Survey (ACS). Clayton County has experienced significant socio-economic and demographic changes over the last 20 years. There has been a shift from a predominately-white population to a majority African-American community, with a significantly increased Hispanic and Asian presence. Additionally, a once burgeoning business community has wavered in recent years, which, along with an increase in foreclosures, has adversely affected the county's tax base. These economic shifts in the larger Clayton community have made understanding the linkages between socioeconomic status and education outcomes essential to the work of Clayton County Public Schools.

Given the current state of the local and national economy, it is imperative that the students of Clayton County be prepared to compete successfully in today's job market. According to the Society of Manufacturing of Engineers, there are worldwide competitors for American jobs, and the industries that present the greatest opportunities for employment are extremely competitive and highly technical (Society of Manufacturing Engineers, 2012). To be ahead of the curve, every graduate must be adequately prepared for college and careers, but our current academic performance data reveal that many of our students are not prepared to compete in the global economy.

Based on the SAT, Advanced Placement (AP), International Baccalaureate (IB), ACT, and Georgia Work-Readiness scores, Clayton's students fall below state and national averages. Less than 10% of our students demonstrate they are college-ready according to their performance on the College Board PSAT or ACT PLAN. Perhaps the most telling statistics are our cohort graduation rates and the number of graduates who entered a Georgia public college requiring remediation. In comparison to the state's cohort graduation rate of 78.8%, 66.4% of our freshmen who entered high school in August 2011 graduated with a high school diploma by August 2015 (Georgia Department of Education, 2015). However, since 2011, the district's graduation rate has improved 18.1 percentage points. This represents a 35.15 percent increase in the district's graduation rate over the six-year period. It is now 69.6% (Georgia Department of Education, 2017). There is continued work as less than 40% of our high school graduates enter a four-year college. Moreover, nearly 40% of these students require remedial support while in college (Georgia Department of Education, 2014). We must continue to improve if Clayton County is to grow and thrive; we must transform our vision into our reality.

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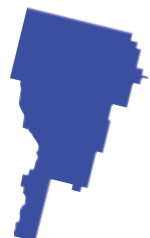
The **vision** of the Clayton County Public Schools is to be a district of high performance preparing ALL students to live and compete successfully in a global society. It is an ambitious goal that is aligned with the demands of our changing world, where borders fade and people of all nations interconnect. Clayton County Public Schools understands that to compete successfully in the global economy our graduates must be engaged critical thinkers and effective communicators, able to interpret text and utilize technology to solve problems (University of Albany, SUNY, What Does it Mean To Be A Citizen In A Global Society?," 2010).

Providing a globally competitive education is a daunting task for which there are several requirements, highlighted by Thomas Friedman in his book, *The World Is Flat,* (Friedman, 2006, pp. 39-40):

> *To equip people to succeed in the economic conditions created by globalization, US educators will need to change the things they teach. In particular, there are four general themes, which need to be emphasized and brought to the fore:*
> 1. *Everyone needs to learn how to learn because people will constantly need to be learning new ways to do both old and new tasks.*
> 2. *Passion and curiosity need to be encouraged. Nobody works harder at learning than someone who is passionate about a subject or intensely curious.*
> 3. *Everyone needs to enhance their people skills because in a connected world, you need to be good at managing personal relationships if you are to have any real chance at collaborating productively.*
> 4. *People need to build their own right-brain skills so they can tackle novel challenges, forge relationships and become better at synthesizing the bigger picture rather than merely attempting to analyze a single component.*

These themes underscore the priorities of the Clayton County Public Schools' Academic Achievement Plan. This plan establishes goals for schools and the district, an agenda for improvement, as well as specific initiatives the administration will pursue over the next several years. Woven through the Plan are the priorities of **literacy across the curriculum** which involves reading, writing, listening and speaking thoughtfully; **numeracy across the curriculum** that improves students' ability to reason and apply numerical concepts, **building critical thinking skills**; and **integrating technology** to provide access to information, sources of knowledge and other people around the globe. ***We believe every action we take to prepare students to become competitors in a global society must be clearly linked to these four priorities.***

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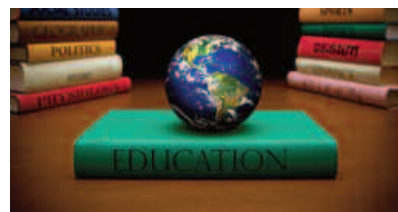
To accomplish our mission, **five beliefs** were developed through collaboration among district staff, parents, students and other stakeholders.

- We believe children have first priority when it comes to all of our resources.
- We believe education is the shared responsibility of the student, the parent/guardian, the school and the community.
- We believe communication and understanding among all stakeholders of our diverse community are essential to achieving the goals of education.
- We believe that learning is a continuous process and most productive when the needs of each child are met through instruction provided by competent and caring teachers.
- We believe a learning environment where everyone experiences security, care, dignity and respect is essential.

Given these beliefs, the **mission** of the Clayton County Public Schools is to empower students to achieve academic and personal goals. The District's vision and mission are in alignment with the demands of globalization. Academic knowledge and skills are necessary and essential but not sufficient to empower our students to become productive, responsible citizens in the twenty-first century. They must also possess the literacy, numeracy, creative, analytical/critical thinking and problem-solving skills essential in today's world. Helping students to achieve is the responsibility of many people, first and foremost, teachers.

District educators are responsible for:
a. defining and communicating what we expect students to learn, know, understand and demonstrate (curriculum);
b. knowing how to teach so all students learn what we expect them to learn, know, understand, and demonstrate (instruction);
c. knowing what and when students have learned (assessment);
d. knowing how we will respond to students when they have or have not learned (intervention and support); and
e. allocating and using resources wisely, equitably, and effectively.

Parents must become active participants in their children's education by frequently communicating and collaborating with school and district staff, as well as providing continuous support and encouragement to their children at home. Finally, successfully achieving our mission requires broad community engagement from all stakeholders, which includes businesses, community leaders, and policymakers. Stakeholders should understand the role they play in educating our students and modeling the district's priorities of literacy, numeracy, critical thinking, and integrated technology.

In support of the mission, the community at-large has agreed upon five **strategic goals**:

1. To increase academic achievement for all students in Clayton County Public Schools as evidenced by state, national and international assessment results
2. To provide and maintain a safe and orderly learning environment
3. To create an environment that promotes active engagement, communication, accountability, and collaboration of all stakeholders to maximize student achievement
4. To provide high quality support services delivered on time and within budget to promote high performance in the Clayton County Public Schools
5. To recruit, develop, and retain highly qualified and effective staff

Academic Achievement Plan

Strategic Goal One: "To increase academic achievement for all students in Clayton County Public Schools as evidenced by state, national, and international assessment results" is supported through the district's **Academic Achievement Plan**. The **Academic Achievement Plan** is the district's decision-making framework that guides the actions and decisions of schools as we implement actions to attain strategic goal one. To ensure acquisition of knowledge and skills needed for our students to be college and career ready, we have structured our **Academic Achievement Plan** with a laser-like focus on four instructional priorities: (1) literacy across the curriculum, (2) numeracy across the curriculum, (3) critical thinking, and (4) integrated technology. We believe it is important that a decision- making framework that uses guiding questions be carried out to have a strong and coherent academic achievement plan that ultimately ensures every graduate can live and compete successfully in a global economy.

These guiding questions align to the district's key responsibilities that have been noted previously. The questions serve as a framework of what information we should gather as we seek ways and opportunities to improve both teaching and learning.

a) How do we know we are using and allocating resources wisely, equitably, and effectively?

b) What do we expect students to learn, know, understand and demonstrate?

c) How will we know when students have learned?[1] (DuFour & Eaker, 1998)

d) How do we teach so all students learn?[1] (DuFour & Eaker, 1998)

e) How will we respond when students have already learned?[1] (DuFour & Eaker, 1998)

f) How will we respond when students do not learn?[1] (DuFour & Eaker, 1998)

g) How are we unifying around the vision and mission as the sole reason for being?

The answers to these questions are embedded in our practices and in our academic standards, assessments, and instructional priorities. Building capacity in teachers and leaders to address these questions requires a laser-like focus and a unified approach.

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Literacy, Numeracy, Critical Thinking, and Integrated Technology: Focus of the Academic Achievement Plan

Research tells us that one of the largest challenges to academic success is the inability of many students to read complex text and comprehend the deeper layers of meaning embedded in the text. Without mastering these skills, students will have trouble learning in <u>all</u> content areas. The proof of this difficulty is experienced when students attempt to express their understanding orally and/or in writing. According to *Reading Next*, students who read below grade level have difficulty in using critical thinking and logic to deconstruct the author's meaning, and often resort to personal opinion before grappling with the meaning of the text and analyzing it thoroughly (Biancarosa and Snow, 2006).

Additionally, researchers note that the inability to confidently and competently read, interpret, and apply numbers is a major challenge for students. According to Philips, 78% of adults cannot explain how to compute the interest paid on a loan, 71% cannot calculate the miles per gallon for a trip, and 58% cannot calculate a 10% tip for a lunch bill (2007). In a large study conducted by Geary (2011), it was found that poor reading and mathematical skills has a negative impact on employment and day-to-day living. CCPS staff is determined to implement a systematic and systemic approach to improving students' ability to read, write, think, solve mathematical problems, and use technology effectively, fluently, and accurately.

Improving Literacy

Based on reading data from the 2017 Georgia Milestones Assessment System (GMAS) Language Arts test, at least two out of every five students in grades 3 through 8 is reading below grade level. Nearly one out of three students in grades 9 and 11 is reading below grade level. Figure 1 outlines six (6) common struggles students face when they have not acquired an understanding of the structure of language.

Figure 1: Challenges Students Who Have Poor Reading Comprehension Face

1. Gaps in fluency and limited ability to elaborate when writing

Fluency is the ability to read accurately and at an appropriate speed and is developed mostly by third grade. A fundamental insight is that a child can only understand what he can decode. When word recognition is fast and accurate, a reader has ample mental energy to access meaning from the text (Moats, 1999). lf students cannot read fluently, then it becomes an obstacle to comprehend text, especially the more complex text required by Georgia Standards of Excellence (GSE).

2. Lack of academic vocabulary to access content

Consequently, when students struggle with decoding and accessing meaning from words, they will have limitations in their academic vocabulary. The basis of understanding and comprehension is knowing what words mean. The more words one knows, the easier it is to learn and connect new learning. For students with gaps in word knowledge, teachers must explicitly and systematically teach important vocabulary so that students can obtain meaning. It is important to note that there are three tiers of vocabulary: (a) Tier 1 includes everyday words (i.e., book, walk, clock, etc.); (b) Tier 2 includes words used across all subject areas (i.e., evaluate, collaborate, justify, compound, etc.); and (c) Tier 3 are subject-specific words (legislation, personification, formulas, nucleus, etc.). Beck (2002) recommends that students receive direct, explicit or clear instruction for tier 2 and tier 3 words, especially those vocabulary that reflect high use across content areas and foster a conceptual understanding of content standards.

Through continued system wide professional development, teachers will be exposed to research-based practices for explicitly teaching Tier 2 and Tier 3 words to students at all levels to increase their language acquisition and their mastery of the content and concepts being presented in class. Students will be expected to use these terms in their oral and written communication to enhance their ability to engage in rigorous academic discourse.

3. Lack of background knowledge to connect to new learning

This idea connects to the next box, *a lack of background knowledge*. Background knowledge is built through reading and personal experiences. If students have limitations in their ability to read and comprehend information being presented, it may be difficult for them to connect new learning. For instance, if students are learning about a beach's deposition or erosion, and they have never read about or experienced a beach, it may be a challenge for students to obtain an understanding deep enough to write thoroughly about this topic and relate the discussion to new learning.

4. Limited conceptual understanding of performance standards and expectations

Students who have a conceptual understanding of subject matter have a concrete mastery of concepts and are able to provide evidence to explain, justify, and generate appropriate examples to support their learning. Additionally, "conceptual understanding reflects a student's ability to reason in settings involving the careful application of concept definitions, relations, or representations of either" (Institute of Education Science, "Conceptual Understanding," 2003, para 1). Ultimately, conceptual understanding translates to a student's ability to "think like a journalist, mathematician, scientist, etc.," and this depth of knowledge, for many, comes from being truly literate on a range of concepts. Our performance standards require our students to move beyond a simple recall of facts - they must be able to explain the whys and hows of an issue.

5. Limited understanding of critical thinking, which prevents "going deeper"

The next challenge for students across the nation involves the ability to think critically, which involves seeing different sides to an issue, using logical claims to support evidence, drawing conclusions, problem solving, etc. (Willingham, 2007). Our students' minds must be open to different perspectives and have the ability to process information deeply in order to make the best decisions and produce the most viable product. Elder & Paul (2002) define critical thinking as "the disciplined art of ensuring that you use the best thinking you are capable of in any set of circumstances." They go on to explain that we can no longer use traditional thinking patterns, which were more routine and habitual, due to today's job market requiring employees to handle more complex tasks and situations. We must continue to develop our students' reading skills, so they can access a wide range of knowledge and operate as informed citizens with a mindful command of their thought processes.

6. Limited awareness among students of their strengths and areas for improvement

One of the district's core beliefs is that *education is the shared responsibility of the student, the parent/guardian, the school, and the community*. One critical ingredient in this belief is the "student." We must better engage our learners into understanding how they learn and how to establish goals to help advance their learning. They must be able to articulate and show evidence of their strengths and areas for development. Pintrich (1999) uses the term "self-regulated" learning to label this behavior, which is defined as the strategies that students use to regulate their cognition (i.e., use of various cognitive and metacognitive strategies) as well as the use of resource management strategies that students use to control their learning. As students become *self-regulated learners* in the classroom environment, they will be more empowered to monitor their knowledge and skills, to work actively to address learning gaps, and to become intrinsically motivated as they learn.

Essentially, writing, speaking, and even thinking at higher levels pose a challenge to students when they have gaps in fluency, minimal language acquisition, and limited background knowledge. Employers seek these skills from their employees; therefore, if our students are to become more marketable, they must be proficient writers, speakers, and thinkers who have a conceptual understanding of the learning standards of all subject areas. Therefore, leaders and teachers must have a deep understanding of how to develop students' literacy skills and implement successfully reading interventions that support and catch students up to reading on or above grade level.

Response to Our Challenges: Instructional Priority One - Literacy across the Curriculum

Definition of Literacy

To gain a common understanding of literacy, the district adopted the Georgia Literacy Task Force definition. The Georgia Pre-K-12 Literacy Task Force (2010) defines literacy as the ability to speak, listen, read, and write, as well as to view and interpret print and non-print text in order to achieve the following:

- communicate effectively with others,
- think and respond critically in a variety of settings to a myriad of print and non-print text, and
- access, use, and produce multiple forms of media, information, and knowledge in all content areas (p. 24).

Students must possess the literacy competencies required to access and master the knowledge and skills in their English Language Arts, Mathematics, Science, Social Studies, Career - Technical and Agricultural Education, Fine Arts, World Languages, and Health/Physical Education courses. According to Heller and Greenleaf (2007),

> Mastery of high-level literacy skills can and should be the nonnegotiable goal of public education in a nation that expects its citizens not merely to understand simple messages and write simple paragraphs but also carry out many responsibilities of everyday life in an open and increasingly diverse society (p. 5).

Why Focus on Literacy and Reading?

The primary reason for identifying the definition and urgency of literacy is for all stakeholders to realize the connection between literacy competencies and all other content areas. More importantly, everyone needs to understand the relationship between reading ability and performance in all content areas. Research tells us that:

- Reading is the most important skill for success in school and society. Children who fail to learn to read will surely fail to reach their full potential (Moats & Hall, 1998).
- Reading is a critical academic task. It is critical not only in the sense that Language Arts is a core component of the curriculum for elementary school children, but also in the sense that every area of the curriculum starting in elementary school depends on fluent reading (Whitehurst, 2005).

Many believe that reading is natural and that motivation is the central element in learning how to read. However, research tells us that reading is not natural. Only about 5% of the students who come into our classrooms in the early grades know how to read without any instruction. Another 25% learn to read with little instruction. The other 60-70% of young

learners have difficulty learning to read without <u>explicit and systematic</u> reading instruction provided by a highly skilled teacher, and 30% of those will find reading to be the most difficult task they master academically. These students will need specific and intentional reading interventions to assist them in their learning to read.

> Learning to read is not natural or easy for most children. Reading is an acquired skill. It is clear that students in high-risk populations need not fail at the rate they do. When placed into schools with effective principals and well-supported teachers, African-American, Hispanic, or other students who are economically disadvantaged can learn to read as well as their more advantaged peers (Moats, 1999, p. 10).

The good news is that nearly all students can learn to read and read well if they are afforded the proper instruction.

> Scientists now estimate that fully 95% of all children can be taught to read at a level constrained only by their reasoning and listening comprehension abilities. Yet, in spite of all our knowledge, statistics reveal an alarming prevalence of struggling and poor readers that is not limited to any one segment of society (Moats).

The Challenges in Literacy

The challenge facing Clayton County Public Schools is the need to ensure that **ALL** students master the fundamentals of reading by the end of first grade in order to meet the demands of our changing society. Studies have shown that students who are not fluent readers by the end of the first grade have a 1 in 8 chance of ever catching up without intensive intervention (Juel, 1988). This has broad implications for student achievement. Literacy must be addressed in the early formative years with continued development and support throughout the K-12 experience for every child, especially our most at-risk learners.

In the wake of the Georgia Standards of Excellence initiative, CCPS recognizes that students with disabilities (SWDs) require extensive remediation to close the reading fluency and comprehension gap. The disparities between students' reading levels are addressed through the implementation of research-based strategies and programs that have demonstrated a positive, sustained effect on students' reading capabilities. These reading strategies supersede the bounds of the school and morph as tactics that parents, tutors, and other supports can use to help struggling students build their reading skillset. Connecting with the home, CCPS will equip parents and guardians with the tools to help support the reading efforts of all students. Leg three of the Unified Approach shown in Figure 12 supports clear communication and engagement of all stakeholders - this engagement extends to academic endeavors.

LearningSkills

Furthermore, CCPS will continue to focus on the fidelity of teaching the Georgia Standards of Excellence and integrating the WIDA English Language Development Standards in content area courses to support English learners in grades K to 12. Differentiation for English learners (ELs) based on English language proficiency levels will be emphasized as an expectation for teaching and learning across the district. Increasing language development and content knowledge using performance-based, explicit, and a scaffold of instruction that is aligned with standards will be the focus of the district in the upcoming years. Continued professional development for educators based on national expectations and scientifically based research, such as the Sheltered Instruction Observation Protocol (SIOP) framework and WIDA Standards will enhance the instructional practices needed for English learners to become college and career ready. The data analysis of the ACCESS for ELLs and other content summative assessments will be the basis for providing schools with additional instructional support. Communication with parents and support services in the form of district wide parent workshops, English as a Second Language (ESL) classes, and interpretation/translation services support leg three of the district's Unified Approach to improve student achievement. Communication with parents of English learners will be ongoing to ensure all stakeholders are involved in the educational process.

Focusing on literacy will prepare students to master the Georgia Standards of Excellence and associated assessments.

> Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience and broadens worldviews (Common Core Standards, 2010, p. 3).

We began addressing our challenge October 2012 when district staff led by the Chief Academic Officer created an action plan to improve literacy in every classroom. The Division of Teaching and Learning executes specific professional development and monitoring steps to help educators understand how to recognize and implement quality literacy practices, monitor ongoing support, and use data to inform instructional decision-making. These efforts are designed to meet our challenge by closing the literacy gaps that influence student achievement across all content.

The Five Major Components of Reading
Clayton County Public Schools must prepare students to meet the needs of the Georgia Standards of Excellence by building a secure and firm literacy foundation in the early

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grades while providing accelerated intervention for students in the upper grades who are in danger of reading failure. The Reading Standards Foundational Skills K-5 list (found in *Appendix A*) illustrates what students must know and be able to do to establish themselves as fluent and competent readers.

To ensure that students have the necessary foundation, the District must prepare teachers to teach reading effectively, and leaders to know what to observe in successful reading instruction. This means that teachers and leaders must know and understand the five major components of reading instruction, shown in Figure 2, and the text competencies in each subject area, which are required to read text closely, critically and analytically.

Figure 2: Five Major Components of Reading

Improving Numeracy

Our second priority is focused on improving students' numeracy skills. The district's 2015 Georgia Milestones Assessment System (GMAS) End-of-Grade Mathematics test data showed that nearly four out of every five students in grades 3 through 8 experienced challenges with mathematics. On the GMAS End-of-Course Mathematics test, approximately 15% of the students were identified as proficient or distinguished learners on the high-stake assessments. We know from research that when students have not developed foundational number competencies before first grade, it is highly likely they will have low achievement in mathematics (Jordan, 2010, p. 3). Without numeracy, students will struggle to explain text, analyze problems, devise strategies, or justify conclusions. Innovators have strong numeracy skills. Students with poor numeracy skills share the similar challenges as students with poor reading comprehension. Figure 3 highlights the five (5) common deficiencies found among poor mathematics students. Too often these students lack the ability to apply mathematical understandings, communicate how mathematics play an integral role in their lives, and use mathematics to facilitate decision making or critical thinking.

Figure 3: Challenges Students Who Have Poor Mathematical Skills Face
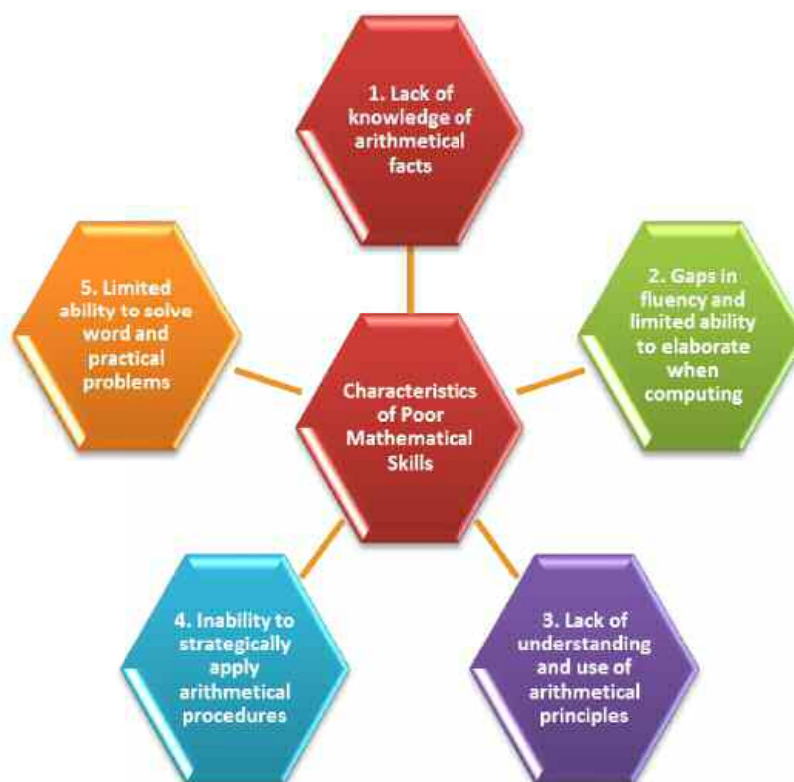
1. **Lack of knowledge of arithmetic facts or facts-fluency**

Mathematical facts build from one year to the next. Background knowledge is built not only through reading but also through practice solving real world and practical problems. Students' individual characteristics such as physiological development, literacy readiness, teacher assignment, and at-home support play a significant role in what and how they learn mathematics. Students with limitations in their ability to read and comprehend information or to memorize and recall arithmetic facts will struggle with mathematical development. With each passing year, the mathematical deficit will increase unless major interventions are implemented.

2. **Gaps in mathematical fluency and limited ability to elaborate when computing**

Mathematical fluency is the ability to accurately and efficiently use mental methods to make basic computations. Students should be fluent with basic arithmetic computation by grade four. The National Research Foundation explains that students who develop mathematical fluency can devote more of their working memory to the problem solving, reasoning, and thinking skills of higher level mathematics.

3. **Lack of understanding and use of arithmetical principles**

In mathematics, conceptual understanding is evident when students know more than isolated facts. They understand why a mathematical idea is important and can connect what they are learning to what they already know. With a deep understanding and use of arithmetical principles, students are able to provide evidence to explain, justify, and generate appropriate examples to support their learning. Additionally, "conceptual understanding reflects a student's ability to reason in settings involving the careful application of concept definitions, relations, or representations of either" (Institute of Education Science, "Conceptual Understanding," 2003, para 1). Ultimately, conceptual understanding translates to a student's ability to "think like a journalist, mathematician, scientist, etc.," and this depth of knowledge, for many, comes from being truly literate on a range of concepts.

4. **Inability to strategically apply arithmetical procedures**

The next challenge for students involves their inability to go beyond arithmetic facts to apply and execute mathematical procedures. Poor procedural fluency results in students' inability to formulate solutions to complex problems flexibly, accurately, efficiently, and appropriately. Students build their procedural fluency when their teachers, for example, model multiple solution strategies, establish connections between new topics and previous topics, or build learners' procedural understanding through authentic tasks.

5. Limited ability to solve word and practical problems

Mathematics should not be disconnected from the real world. Students who fail to see the connection between mathematics and how the concepts apply in life often have more trouble with figuring out why they need to learn these concepts, which make problem solving difficult. Solving word and practical mathematical problems is a way for students to show how mathematical concepts can be applied in real-world applications. Students with a limited ability to solve real-world problems face one or two challenges: the inability to read and/or the inability to apply higher-order critical thinking skills. Without the ability to read the problem, pull the pertinent information out of the problem, solve the problem, check the reasonableness of the answer, and justify conclusions students will not be able to apply their mathematical knowledge to solve real-world problems, demonstrate creativity in mathematics, or extend their learning beyond the classroom.

Response to Our Challenges: Instructional Priority Two - Numeracy across the Curriculum

Definition of Numeracy

Numeracy is defined as the ability to reason with numbers and other mathematical concepts and to apply these in a range of contexts including solving a variety of mathematical and non-mathematical problems (Ginsberg, Manly, Schmidt, 2006). Numeracy expands beyond computation, to the ability to apply mathematical reasoning and problem solving to everyday situations.

Why Focus on Numeracy?

Understanding the definition of numeracy illuminates the connections between mathematics and other content areas. As students learn to read, they must also improve their numeracy skills in order to develop the ability to comprehend more mature text.

- Students must develop numeracy in order to engage in abstract thought, make inferences, and analyze text.
- Students must develop numeracy because the numeracy skills develop the critical thinking that is necessary for growth in any academic discipline.

The Challenges in Mathematics and Numeracy

The challenge facing Clayton County is ensuring all students develop the foundations for becoming mathematically proficient by the end of the fifth grade. Students without a strong mathematical foundation will not be prepared for upper level mathematics. Without the concepts, critical thinking, and reasoning skills developed through mathematics, they will struggle to comprehend and apply concepts in Science, Social Studies, and English Language Arts.

The current mathematics curriculum stresses rigorous concept development, presents realistic and relevant tasks, and keeps a strong emphasis on computational skills. At all grades, the curriculum encourages students to reason mathematically, to evaluate mathematical arguments both formally and informally, to use the language of mathematics to communicate ideas and information precisely, and to make connections among mathematical topics and to other disciplines. Our data inform us that across all grade spans and for all groups of students, mathematics proficiency is marginal. Blacks, limited English speakers, and students with disabilities have the lowest performance among all other groups of students. On state assessments, high school mathematics students perform well below average as compared to elementary and middle school students even though their passing cut scores are the same.

We must establish a sense of urgency to improve student mathematics proficiency. If the United States improved mathematic proficiency among its students, the country's annual Gross Domestic Product growth per capita would increase at a rate between 0.9 and 1.3 percentage points. This translates into a projected increase of $75 trillion over 80 years. It is clear that student mathematic performance matters. Given the current state of the local and national economy, it is imperative that the students of Clayton County are proficient in mathematics.

The approach to improving the teaching of mathematics will focus on ensuring that students can integrate mathematical principles and practices into relevant real world tasks. This will require continued instructional training, resources that are aligned to content and performance standards, frequent classroom assessment of student learning, and systemic student support. The support must include having students connecting mathematics to the world through the application of mathematics in all content areas.

The district has been studying ways to improve the teaching and learning of mathematics in Clayton County Public Schools for some time now. There are four recommended foci to improve mathematics proficiency, see Figure 4. First, implement a balanced K-12 mathematics curriculum that strives to balance conceptual understanding, strategic competence, adaptive reasoning, and procedural fluency in order to develop mathematical proficiency among all students. Second, support all students in developing productive disposition on which to establish habits of mathematical thinking. Third, provide every mathematics student with competent teachers who possess the content knowledge and sound instructional practices which are key to the successful implementation of the district's many programs. Lastly, incorporate high levels of accountability to ensure effective implementation of teaching strategies.

The Five Strands of Mathematical Proficiency

To ensure students have the necessary foundations, the district must prepare all mathematics teachers to support the standards of mathematical practices as shown in Figure 4. **Procedural fluency** refers to the skill in executing procedures fluently, accurately, efficiently, and appropriately. Student who have strong **conceptual understanding** are able to readily comprehend mathematical concepts, relations, and operations. Students' **productive disposition** is rooted in their inclination to see mathematics useful and worthwhile and users of mathematics in their lives. **Adaptive reasoning** refers to the capacity to think logically about the relationship among concepts. Student who are proficient adaptive reasoners have the capacity for logical thought, reflection, explanation, and justification. The ability to formulate, to represent, and solve mathematical problems readily demonstrates a student's **strategic competency**. These strands of mathematical proficiency are **interwoven and must work together** if students are to learn mathematics successfully. The development of each strand takes time. This requires all teachers to become familiar with the five strands of mathematical proficiency and to strategically build students' level of proficiency of each practice.

Figure 4: Five Strands of Mathematical Proficiency

Adapted from: (National Research Council. (2001). Adding it up: Helping children learn mathematics. J Kilpatrick, J. Swafford, and B. Findell (Eds.). Mathematics Learning Study Committee, Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press)

Improving Critical Thinking

Our third priority is focused on increasing students' ability to think critically, which involves seeing multiple perspectives to an issue, using logical claims to support evidence, drawing conclusions, problem solving, etc. (Willingham, 2007). Paul & Elder (2014) define critical thinking as "the disciplined art of ensuring that you use the best thinking you are capable of in any set of circumstances." In order for students to be able to use their "best thinking", they must possess essential literacy and numeracy skills. These competencies are the foundational tools for higher-levels of thinking, such as evaluating, analyzing, and synthesizing. Thus, educators cannot treat critical thinking as a separate entity that is taught and developed in isolation, but rather, it must be interwoven into the entire academic program - from the instructional design and lesson delivery to the assessment practices and everyday circumstances.

Recent assessment data on our international assessments, such as the SAT, ACT, and Advanced Placement Exams, reveal that many of our students do not perform proficiently on more demanding assessments. In 2015, the District's SAT composite score was 1,251 compared to Georgia's composite score of 1,450 and the nation's composite score of 1,490. On the 2015 Advanced Placement Exams, the District's percent of students scoring a 3 or higher was 15%, while Georgia's percent was 57% and the International percent was 61%. The 2015 ACT results reflected gaps in performance as well. The District's 2015 ACT composite score was 17.6, Georgia's composite score was 21.0and the Nation's composite score was 21.0. Overall, these academic gaps indicate that our students do not possess the knowledge, skills, and metacognitive processes required to achieve at higher levels.

In order for the District to realize its mission and vision of preparing students for the global knowledge economy, educators must be more intentional in building students' literacy skills, knowledge base, and requiring that they demonstrate their learning at more rigorous levels. The pace of change in the world is occurring rapidly; we live in an economy that requires knowledge, sound reasoning, and mental tenacity. Hence, our ability to thrive in this world is profoundly impacted by our ability to think well, to draw conclusions, to adapt mentally, and to be able to solve problems that currently do not exist.

Current instructional approaches within our District must elevate in order to increase our students' level of college and career readiness. With the creation of the Common Core Standards comes greater expectations for how students demonstrate their knowledge and skills on classroom tasks and on various assessments. These internationally-benchmarked standards provide educators with clearer performance targets and learning progressions. The Georgia Standards of Excellence are based on the Common Core Standards. Figure 5 notes the core shifts in learning expectations for Grades K-12 for Disciplinary Literacy.

Figure 5: Common Core State Standards - Shifts in Learning Expectations

These shifts require students to think critically about subject matter and to have an acquisition of language that supports close, analytic reading and clear communication - both orally and in writing. ln order to increase students' ability to think critically, educators must understand the mental processes that undergird these skill sets. Drs. Paul and Elder have developed a framework that clearly articulates the principles and behaviors in which one must engage to become a "critic" of one's thinking, to traverse to higher levels of thought, and ultimately, become more fair-minded as an individual. Fair-minded is defined as "a cultivated disposition of mind that enables the thinker to treat all perspectives relevant to an issue in an objective manner, without privileging one's own views or the views of one's group" (Paul and Elder, 2014).

ln the text, Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life, Paul and Elder provide readers with traits in an effort to describe the qualities of a fair-minded individual. These traits include: 1) Traits of a Cultivated Critical Thinker (shown in Figure 6), 2) Intellectual Standards (shown in Figure 7), and 3) Three Levels of Thought (shown in Figure 8).

Figure 6: Traits of a Cultivated Thinker

Figure 7: Intellectual Standards for Quality Thinking

Figure 8: Three Levels of Thought

Highest Order Thinking
- Explicitly reflective
- Routine use of critical thinking
- Assesses thinking
- Consistently fair

Higher Order Thinking
- Selectively reflective
- High skill level
- Inconsistently fair

Lower Order Thinking
- Unreflective
- Relies on gut intuition alone
- Self-serving

Integrating Technology in the Classroom

0ur fourth priority is lntegrated lnstructional Technology. True technology integration is not simply adding digital tools to the classroom environment for the sake of having the devices available; it is a tool and not a learning outcome (Jonassen et al., 2003). Technology integration requires planning and preparation and consideration of student needs. Additionally, it is using digital tools in a meaningful way with a deliberate purpose that supports and enhances a rigorous core curriculum, instructional practices, and content standards. Effective instruction should always be the priority in the classroom. Teaching and learning drive the use of technology and not vice versa. Students should be able to select the digital resources that are necessary for them to acquire knowledge and to demonstrate their learning in a variety of ways. Learners can use technology to create, collaborate, analyze and synthesize information. Ultimately, the technology should become invisible after its introduction into the classroom. The technology becomes a tool for deconstructing standards, delivering explicit instruction and producing quality assignments.

Again technology is just a tool. It is an important tool in the 21st century, and we cannot ignore that fact. ln his book, The Global Achievement Gap, Tony Wagner discusses the critical skills needed to be successful citizens. Students must demonstrate the following skills that are included in Figure 9.

Figure 9: *Critical Skills for the 21st Century*

These seven skills represent the "why" with regards to the importance of technology integration in our students lives. ln order for our district to bring our vision of producing globally competitive students into reality, we must help students to develop these skills. Technology is one tool that can help us realize this vision but it must be done in a meaningful and sustainable fashion. As a starting point to achieving this goal, we have established Five Expected Uses for Technology lntegration for our leaders and teachers. See Figure 10.

Figure 10: Clayton County Public Schools 5 Expected Uses for Technology Integration
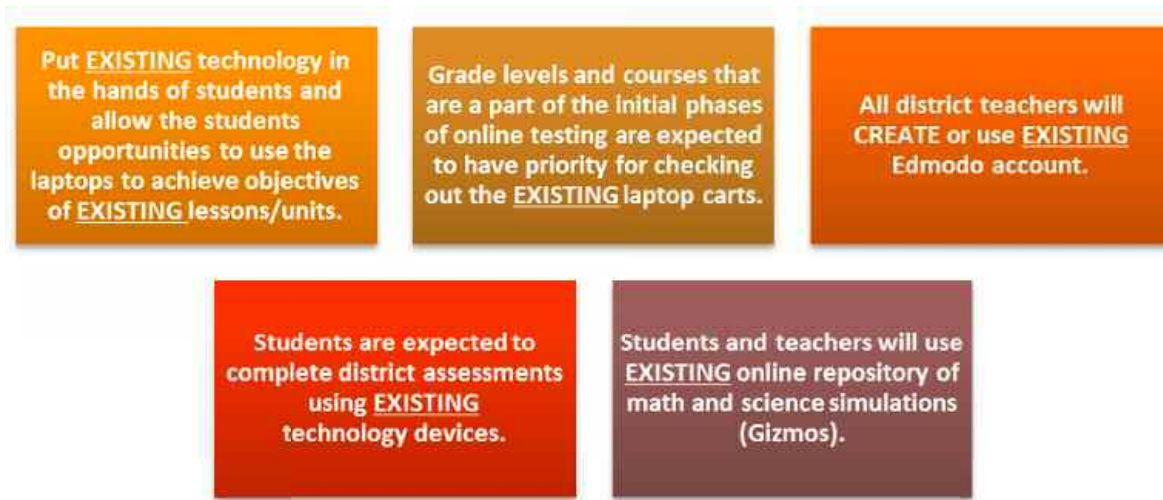
These five expectations lay the foundation for the district wide focus on integrating technology. The instructional unit of the Technology Department has created a rigorous, customized, professional learning experience to help begin quality integration of technology into the teaching and learning process. Professional learning will be provided to all stakeholders, including district-level leaders, administrators, instructional site facilitators, and teachers. The goal is for all involved parties to understand the role of technology in the instructional framework and to understand the essentialness of planning and preparing for effective use of devices. The bottom line is quality lessons begin with quality planning. Thus, teachers still have to keep the standards and their students at the forefront of instruction. Technology will simply aid in facilitating the attainment of the desired learning outcomes. Educators should consider the following questions before attempting to integrate technology into their instruction:

- Does the use of these digital tools propel my students to mastery of the content standards?
- Have my students been trained on how to appropriately handle, manage, and navigate the technology resources?
- By implementing this digital tool, will my students and l receive immediate feedback on the teaching and learning process?

- Will the use of this digital technology increase the level of collaboration and engagement in my classroom?
- Will these digital tools help me to maximize instructional time?

To support teachers in answering these questions, our team of **Digital Learning Specialists**, along with content coordinators, lead teachers, and site facilitators, will work with our teachers during live lessons to provide feedback and give real-time guidance. We call this "Shoulder-to-Shoulder Coaching". The "Shoulder-to-Shoulder Coaching" component is vital to the success of technology integration. Research indicates that school districts that keep the focus on the content learning goals and not on the devices experience more academic success (Herold, 2015). By providing our teachers with ongoing, "Shoulder-to-Shoulder coaching", we can assist them in maintaining a laser-like focus on the teaching and learning process - not the tools. Figure 11 illustrates the research behind ongoing site-based support for leaders and teachers in our efforts to enhance learning through the use of technology.

Figure 11: Why Do We Provide "Shoulder-to-Shoulder" Support?

Research on Outcomes of Training With and Without Follow-Up Coaching			
	Outcomes % of participants who demonstrate knowledge, demonstrate new skills in a training setting, and use new skills in the classroom		
Training Components	**Knowledge**	**Skill Demonstration**	**Use in the Classroom**
Theory and Discussion	10%	5%	0%
Demonstration in Training	30%	20%	0%
Practice and Feedback in Training	60%	60%	5%
Coaching in the Classroom	95%	95%	95%

Joyce, B., & Showers, B. {2002). Student achievement through staff development {3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

We understand that the education and experiences students receive in the Clayton County School District will impact their ability to compete with their peers locally, nationally, and internationally. We also understand that technology is an integral part of today's world, and our students must have the acumen to use technology in multiple ways for multiple purposes. Our aim is to ensure their skills are developed through responsible, appropriate,

and meaningful use of these tools. We will maintain a focus on planning, preparing, and effective teaching. Along with this, we will continue developing our leaders' and teachers' knowledge and skills on the appropriate uses of technology resources in the classroom. We want teachers' first inquiry to be: *What do my students need to know and be able to do? Their second question should be: What will be the best resources and tools to help facilitate this process?* In this way, there is a meaningful connection of technology to learning and student achievement.

A Unified Approach to Improving Academic Achievement

Clayton County Public Schools unified approach to improving academic achievement can be visualized as a three-legged stool as shown in Figure 12. Visualize all of the district's students on the seat achieving at high academic levels. These students are the district's reason for being, and the primary focus is to improve their academic achievement. Full implementation of each component (each leg of the stool) will assist in achieving district goals.

Figure 12: A Unified Approach

The first leg in Figure 12 represents professional development and growth, preparing leaders, teachers and all who work with our students to meet the challenges we face through on-going and continuous professional learning and development. One-shot in-service sessions are not enough. Professional learning and growth must be well planned and executed as well as continuous.

The District will continue to focus on how to teach curriculum content in order to facilitate student learning by monitoring classroom instruction and identifying what works and does not work as well as implementing focused professional development. Professional development will be ongoing and provided through a variety of methods such as face-to-face, online, blended, etc., and will be individualized based on expressed or observed need.

The District will also continue to provide effective, efficient, and high-quality services and support, as represented by the second leg of the stool by using a decision-making framework that drives our selection of products, supports, and services. The supports and services will be based on student and staff performance data and community feedback.

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Finally, we will promote clear communication and high levels of engagement of all stakeholders through open and transparent dialogue (leg 3). We are committed to providing stakeholders opportunities to become an integral part of the district's efforts to produce graduates who can live and compete successfully in a global economy.

Further, we recognize that critical thinking requires development; therefore, students must be given opportunities through a variety of vehicles to transition from unaware thinkers to skillful and insightful thinkers. Improving critical thinking for staff and students will begin with intensive professional development for staff. Research and practices identified by the Critical Thinking Foundation will guide our work. After staff has been trained, teachers and leaders will employ critical thinking development skills to build our students' habits and critical thinking skills. Toward this end, Clayton County Public Schools district leaders will also implement a three-prong approach as shown in Figure 13 to ensuring our students are fair-minded critical thinkers.

Figure 13: Phases of Critical Thinking Training and 1ntegration for Clayton County Public Schools
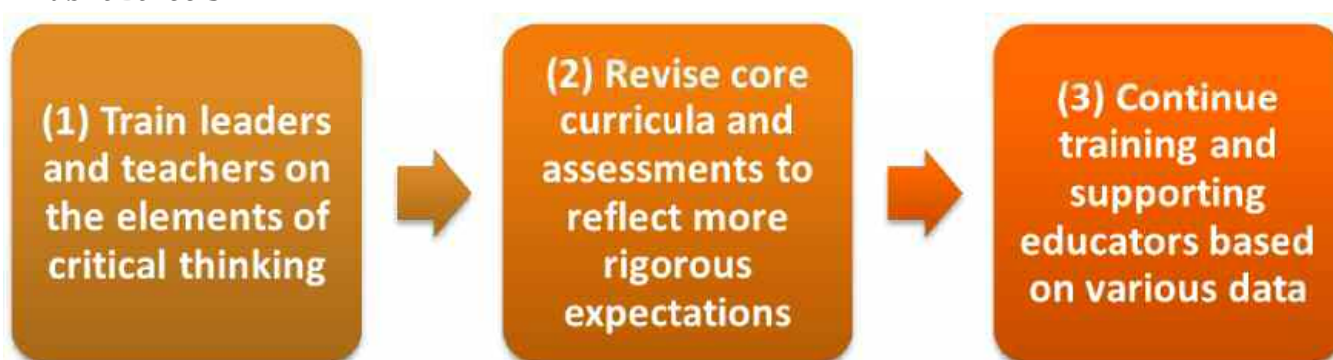
The 21st Century challenges everyone to re-engage in the educational process and learn how to learn in new ways; to communicate with others more effectively; and to practice a willing spirit while on the journey. ***Clayton County Public Schools is ready for the challenge***.

The Academic Achievement Plan

This Academic Achievement Plan represents three years of planning and program development in specific areas-human capital, professional development, key academic initiatives, and accountability-as well as a broad planning effort designed to identify overarching themes and challenges. The broad planning effort included a careful data analysis of trends in student and school performance, a review of research on effective schools and school reform both locally and nationally, and an agenda setting process that brought together diverse groups of participants to discuss the central issues facing elementary, middle, and high schools. Specifically, this plan addressed the challenge of increasing student literacy that will lead to greater academic achievement.

To ensure full implementation of the district's four instructional priorities: Literacy across the Curriculum, Numeracy Across the Curriculum, Critical Thinking, and Integrated Instructional Technology, there are four academic performance goals:

1. Increase the percentage of students prepared for the next grade level.
2. Increase the percentage of high school students on track to graduate in four years.
3. Increase academic achievement for students as evidenced by state, national and international assessment results.
4. Close achievement gaps between the highest and lowest performing student groups.

Below are the specific tasks and associated project leaders, resources, timeline, outcomes, accountability, fiscal impact and funding sources that together comprise most of the elements of the Plan.

Curriculum and Instruction

Actions	Tasks	Project Leader	Resources	Timeline		Progress	Outcome	Accountability	Funding Source
				Commence	Conclude				
CI.1	Conduct an audit or evaluation of instructional programs and resources, including the implementation of explicit instruction.	Executive Director of Research, Assessment, Evaluation, and Accountability Teaching and Learning Leadership Team	List of instructional programs, initiatives, resources, materials Auditors	October 2014	Ongoing	Currently conducting an audit of the DIBELS and Read 180 program to be completed by October 2015. Completed an evaluation of TFA, TKES/LKES implementation 2014-2015	Audit/Evaluation Findings (Reports)	Protocols for program evaluation, evaluation reports	General
CI.2	Review, revise and adopt a curriculum aligned to GPS and GSE.	Academic Coordinators and Academic Program Directors	Expert Instructional Designers, Curriculum Review Teams Curriculum Guides Audit Findings	May 2012	Completed. Revisions occur annually.	CCPS has adopted a core curriculum aligned to GSE; it is reviewed and revised annually based upon student data and teacher needs	Curricular materials and resources designed to prepare students to be global citizens	Periodic review of curricular resources with commentaries	General
CI.3	Provide teachers instructional materials/ resources to build academic language and vocabulary that will increase literacy, numeracy, critical thinking, and 21st Century skills.	Chief Academic Officer Teaching and Learning Leadership Team Executive Director of Technology	Instructional resources audit finding Technology plan	August 2013	Ongoing	This is a continuous practice as teachers are provided with literacy support based on the needs and students' needs. PD sessions and site facilitators support new teachers.	Selection of effective (evidence-based) instructional resources and materials	Purchase orders (collection of materials or resources) Classroom observations	General

Curriculum and Instruction

Actions	Tasks	Project Leader	Resources	Timeline		Progress	Outcome	Accountability	Funding Source
				Commence	Conclude				
CI.4	Implement performance-based and concept based instruction in content area classrooms.	Coordinators and Academic Program Directors Instructional Facilitators	GSE-Based Instructional materials	August 2012	ongoing	Is continued annually based on staff needs. Content training is provided to strengthen teacher content knowledge and pedagogical skills	evidence-based science models or manipulatives Increased use of Social Studies Power Concepts and Document Based Questions	observations, lesson plans, and student work	General
CI.5	Expand the support for teachers to design and modify their instructional practices to ensure students have equal access to standards-based art, physical education, health, and world language instruction.	Academic Coordinators and Academic Program Directors	Curriculum guides and training	August 2012	Ongoing	The FY15 budget includes a recommendation for additional connections or specialty teachers	Increased opportunities for students to participate in art, PE/health, and world language	Documented enrollment in courses Recruitment literature	General
CI.6	Expand CTAE, Science, and Mathematics opportunities for students to include STEM/STEAM.	Science, Mathematics, and CTAE Coordinators	CTAE Pathways CTAE resources STEM Resources	August 2013	Ongoing	Rex Mills Middle School is implementing a STEM curriculum that began SY14. The school received official announcement on March 31, 2015, as being the second middle school in the state to receive STEM Certification	Increased opportunities for students to participate in CTAE and STEM Increase number of schools offering STEM programs	Documented career Pathways and exposure to career opportunities beginning 3rd grade, schools with STEM Certified designation	Carl Perkins General

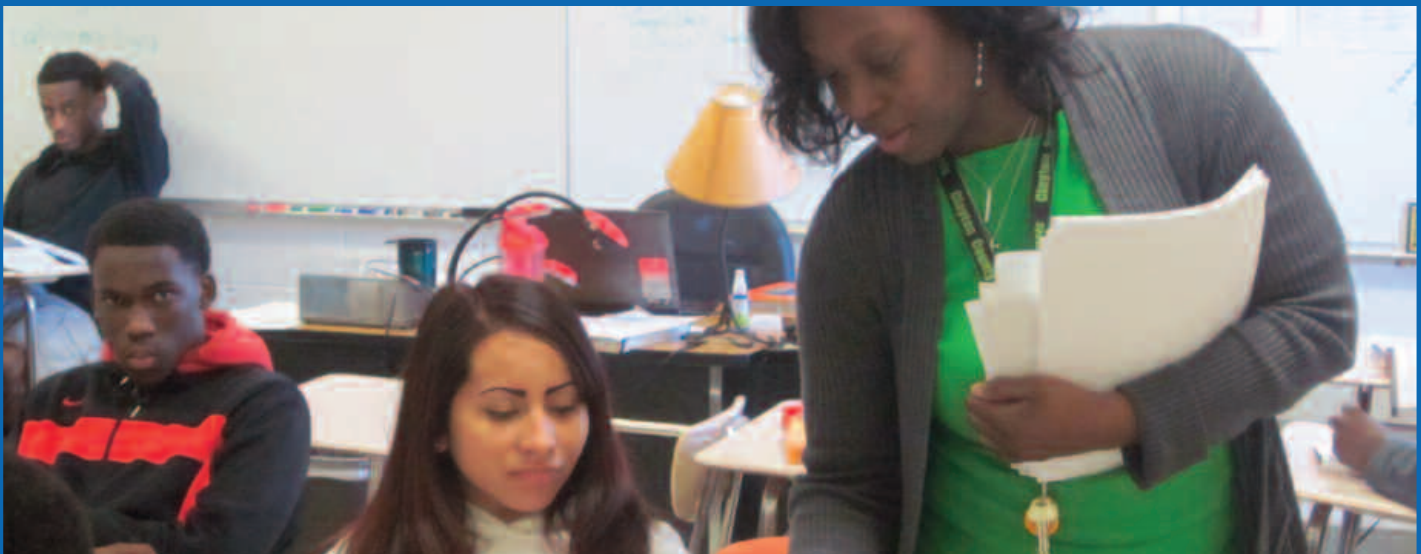| Curriculum and Instruction								
Actions	Tasks	Project Leader	Resources	Timeline		Progress	Outcome	Accountability	Funding Source
				Commence	Conclude				
CI.7	Provide reading interventions at elementary, middle and high school and use a comprehensive literacy approach for reading instruction and intervention in reading and language arts Pre K-12.	K-12 ELA Coordinators Early Intervention Coordinator Executive Director of Teaching and Learning	Reading programs and training	August 2012	Ongoing	Intervention Program for Reading: DIBELS, Reading Mastery, and Corrective Reading for grades K-5. Read 180 and Language Live! (8-12)	Implementation of a variety of reading interventions and instructional strategies or practices	Documentation of observations and feedback,	General
CI.8	Provide mathematics interventions at elementary, middle and high school and use a comprehensive numeracy approach for instruction and intervention in Pre K-12 mathematics.	K-12 Math Coordinator Early Intervention Coordinator Executive Director of Teaching and Learning	Mathematics programs and training	August 2014	Ongoing	Interventions and/or programs provided through Early Intervention Program Mathematics, MCLassMath, Math Navigator, Side-by-Side Coaching, Math 180 (6-9), Pearson SuccessMaker (2-5)	Implementation of a variety of mathematics interventions and instructional strategies or practices	Documentation of observations and feedback,	General
CI.9	Provide ample opportunities for students to master 21st Century skills and knowledge by increasing the device to student ratio.	Executive Director of Technology	Technology resources aligned to the curriculum Technology Plan	June 2012	Ongoing	Ongoing	Increased use of technology to support student engagement, problem solving, creativity, collaboration, and critical thinking	Classroom observations, lesson plans, and student work	General

Curriculum and Instruction

Actions	Tasks	Project Leader	Resources	Timeline		Progress	Outcome	Accountability	Funding Source
				Commence	Conclude				
CI.10	Integrate and implement a framework and strategies to help teachers support the English language development process of English Learners.	Director of ESOL	SIOP practices and WIDA English language development (ELD) Standards guides	June 2012	Ongoing	Ongoing	Instructional practices and lessons that support English language development of English learners	Documentation of observations and feedback, lesson plans, etc.	Title
CI.11	Implement Response to Intervention fully.	Executive Director of Teaching and Learning	RTI and SST protocols Variety of student support services	August 2013	Ongoing	Ongoing	Increased early identification of at-risk learners and improved support services for these learners	Documented early identification and federal or state mandated documentation	General
C.12	Integrate and implement a framework and strategies to help teachers support students with disabilities.	Director of Exceptional Students	Special education resources, including compliance support	June 2012	Ongoing	Ongoing, online learning modules and professional development courses have been created and released to administrators and teachers	Instructional practices and lessons that support students with disabilities	Documentation of observations and feedback, lesson plans, etc.	IDEA General
CI.13	Provide opportunities for students to participate in differentiated learning, remediation, enrichment, acceleration, and extended learning opportunities.	Executive Director of Teaching and Learning Director of Exceptional Students Coordinator of Gifted and Advanced Learning Coordinator of Guidance and Counseling	Access to various acceleration, remediation, and extended learning opportunities	August 2012	Ongoing	Ongoing through school and district sponsored initiatives that include Afterschool Remediation, Extended Learning, etc.	Increased remediation, acceleration, and enrichment opportunities to promote achievement	Remediation, acceleration, and enrichment programs Student enrollment in remediation, acceleration, and enrichment opportunities	IDEA General

Professional Development and Support

Actions	Tasks	Project Leader	Resources	Timeline		Progress	Outcome	Accountability	Funding Source
				Commence	**Conclude**				
	1-2 interventions and resources; focus on implementation for required interventions and assessments.	Learning	Access to training resources				possess skills and knowledge needed to enhance their level of instruction	from PD Express Artifacts from training Classroom observations	
PDS.6	Require that all school-based staff complete and demonstrate proficiency on the GADOE Assessment Literacy professional learning course (Formative Instructional Practices - FIP).	Director of Professional Learning	Guidelines from GADOE and roll-out plan	August 2014	August 2018	Professional development proposal for FIP is available; over 2,000 educators have activated their FIP accounts	District-wide understanding of Assessment Literacy	Documentation from a Learning Management System	No cost
PDS.7	Provide professional development for all teachers on developing critical thinking skills.	Director of Professional Learning Teaching and Learning Leadership Team	District Priorities Access to training resources	October 2012	Ongoing	Ongoing, trained educators - teachers, leaders, instructional facilitators, compliance specialists	A cadre of teachers who possess skills and knowledge needed to enhance their level of instruction	Course Syllabi Sign-In Sheets from PD Express Artifacts from training Classroom observations	General
PDS.8	Provide opportunities for teachers to earn a Reading Endorsement. Audience: Language Arts Teachers	K-2 Early Learning Coordinator K-12 ELA Coordinator Director of Professional	Access to training resources	August 2013	Ongoing	In progress	A cadre teachers who possess skills and knowledge needed to enhance their level of instruction	List of endorsed teachers Course Syllabi Sign-In Sheets from PD Express	Title General

Professional Development and Support

Actions	Tasks	Project Leader	Resources	Timeline		Progress	Outcome	Accountability	Funding Source
				Commence	Conclude				
	1-2 interventions and resources; focus on implementation for required interventions and assessments.	Learning	Access to training resources				possess skills and knowledge needed to enhance their level of instruction	from PD Express

Artifacts from training

Classroom observations | |
| PDS.6 | Require that all school-based staff complete and demonstrate proficiency on the GADOE Assessment Literacy professional learning course (Formative Instructional Practices - FIP). | Director of Professional Learning | Guidelines from GADOE and roll-out plan | August 2014 | August 2018 | Professional development proposal for FIP is available; over 2,000 educators have activated their FIP accounts | District-wide understanding of Assessment Literacy | Documentation from a Learning Management System | No cost |
| PDS.7 | Provide professional development for all teachers on developing critical thinking skills. | Director of Professional Learning

Teaching and Learning Leadership Team | District Priorities

Access to training resources | October 2012 | Ongoing | Ongoing, trained educators - teachers, leaders, instructional facilitators, compliance specialists | A cadre of teachers who possess skills and knowledge needed to enhance their level of instruction | Course Syllabi Sign-In Sheets from PD Express

Artifacts from training

Classroom observations | General |
| PDS.8 | Provide opportunities for teachers to earn a Reading Endorsement.

Audience: Language Arts Teachers | K-2 Early Learning Coordinator

K-12 ELA Coordinator

Director of Professional | Access to training resources | August 2013 | Ongoing | In progress | A cadre teachers who possess skills and knowledge needed to enhance their level of instruction | List of endorsed teachers

Course Syllabi Sign-In Sheets from PD Express | Title

General |

Professional Development and Support

Actions	Tasks	Project Leader	Resources	Timeline		Progress	Outcome	Accountability	Funding Source
				Commence	Conclude				
	Year 1: K-3 Year 2: 4-6 Year 3: 7-9 Year 4: 10-12	Learning						Artifacts from training Classroom observations	
PDS.9	Expand endorsement programs: Mathematics, Science, Social Studies, Teachers as Leaders, and Gifted.	Director of Professional Learning	Approved Endorsement Programs	Ongoing	Ongoing	The K-5 Math, Science, Teacher Leader, Coaching, and Gifted Endorsement programs are currently being offered	Created a cadre of teachers with specialized endorsements who possess skills and knowledge needed to enhance their level of instruction	Course Syllabi Sign-In Sheets from PD Express Artifacts from training Classroom observations	Title General
PDS.10	Train K-12 teachers on effective, meaningful use of technology that aligns with CCPS curriculum.	Director of Instructional Technology	"Transformation 1.0" "ITM" (Instructional Transformation Matrix)	February 2015	Ongoing	Phase I complete May 2015 Pilot to commence July 2015	Define and evaluate technology integration to increase student achievement Set a clear vision for effective teaching through the use of technology Create a common language for setting instructional goals	Course Syllabi Sign-In Sheets from PD Express Increased use of Edmodo (LMS) Observations	General
PDS.11	Continue providing professional development focused on the instructional needs	Director of ESOL	SIOP training modules and instructors	2012	Ongoing	In progress	District-wide understanding and implementation of SIOP	Course Syllabi Sign-In Sheets from PD Express	Title General

Professional Development and Support

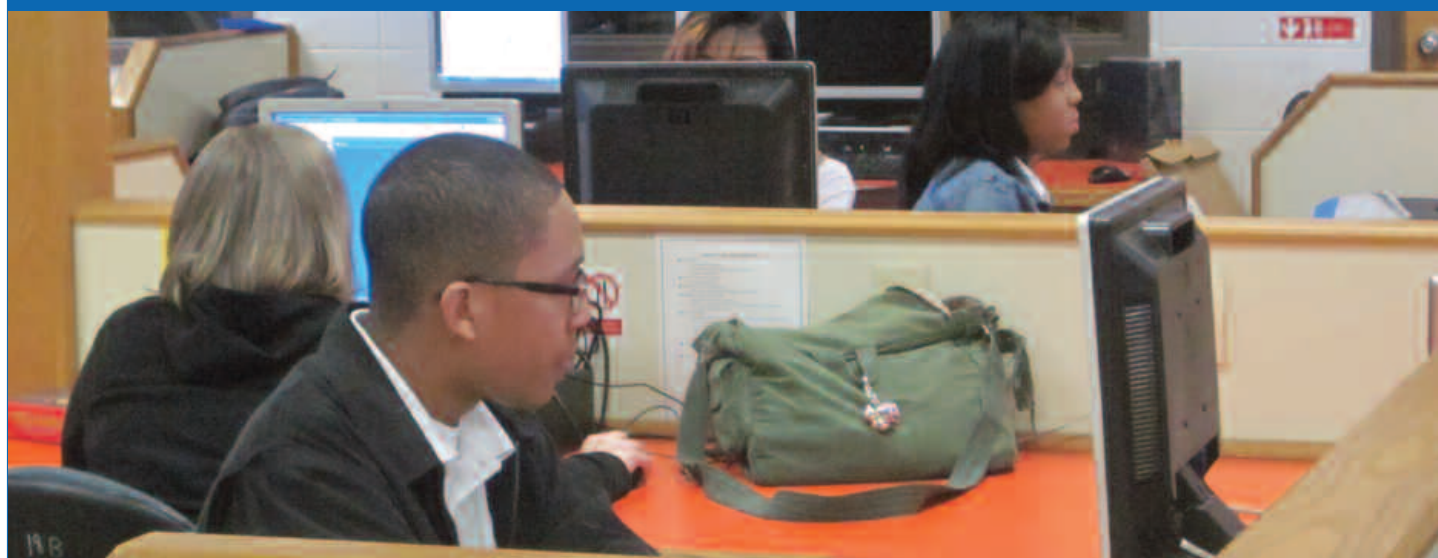| Actions	Tasks	Project Leader	Resources	Timeline		Progress	Outcome	Accountability	Funding Source
				Commence	Conclude				
	of English learners in content classes - SIOP.							Artifacts from training	
PDS.12	Provide instructional and compliance based professional development for principals, teachers and Special Education teachers.	Director of Exceptional Students Pre-K Supervising Coordinator Executive Director of Teaching and Learning	List of schools with high number of SWD or referrals Training resources	Ongoing	Ongoing	Learning modules are available and have been released to educators	Provided teachers and leaders with the skills and knowledge necessary to better serve SWDs Training resources Training resources	Course Syllabi Sign-In Sheets from PD Express Artifacts from training	IDEA General
PDS.13	Utilize protocols to observe and monitor instruction and the infusion of technology into instructional practices.	Director of Instructional Technology Academic Coordinators and Academic Program Directors	Observation Protocols	September 2015	Ongoing	Digital Learning observation tool developed May 2015	Utilize protocols to observe and monitor instruction and the infusion of technology into instructional practices	Protocols Schedule of observations Summary of findings	No cost

Communication, Involvement, and Engagement

Action	Tasks	Project Lead	Resources	Timeline		Progress	Outcome	Accountability	Funding Source
				Commence	Conclude				
CIE.1	Use a variety of data to prioritize parent services and resources.	Director of Federal Programs Parent Liaison Specialists Director of Fine Arts and SACS	Data from various sources including surveys, parent meetings, etc.	Ongoing	Ongoing	Ongoing	The parent services and resources that the district offers will be aligned to parent needs	Menu of parent service offerings	No cost
CIE.2	Use various forms of communiques to inform the community (staff, parents, students, community members) of district initiatives and events.	Director of Communications and Public Information	District Master Calendar	Ongoing	Ongoing	Ongoing	Informed stakeholders	Copies of the communiques Record of messages delivered	General
CIE.3	Host at least 3 annual district-wide parent/community meetings to inform parents about the district's academic focus.	Teaching and Learning Leadership Team Director of Communications and Public Affairs	District Master Calendar Training resources Support staff	Ongoing	Ongoing	Ongoing	Informed stakeholders	Copies of the communiques Copies of agendas, sign-in sheets	General Title
CIE.4	Ensure schools conduct frequent parent/community academic workshops.	Teaching and Learning Leadership Team	District Master Calendar Training resources Support staff	Ongoing	Ongoing	Ongoing	Informed stakeholders	Copies of the communiques Copies of agendas, sign-in sheets	General Title
CIE.5	Redesign and maintain an updated, centralized parent webpage to provide users with tools to strengthen the link between home and school.	Print Services Academic Coordinators and Academic Program Directors	Content-area resources	Ongoing	Ongoing	Ongoing	Parents will be able to easily access information that will assist them with reinforcing standards at home with their children	Number of visitors tracker for the webpage	General

Communication, Involvement, and Engagement

Actions	Tasks	Project Leader	Resources	Timeline		Progress	Outcome	Accountability	Funding Source
				Commence	Conclude				
CIE.6	Recommend and monitor implementation of district practices and processes which impact barriers to graduation for all students, including students with disabilities, through the State Systemic Improvement Plan (SSIP) process.	Director of Department of Exceptional Students SSIP Stakeholder Group State and District Success Coaches	Data from various sources including student achievement, TKES, etc.	Ongoing	Ongoing	Ongoing	Improved graduation rates for all students, including students with disabilities.	SSIP meeting agenda, presentations and sign-in forms	State Grant
CIE.7	Provide interpreting services and other support services to encourage dialogue between district staff and stakeholders.	Director of ESOL	Interpreters	Ongoing	Ongoing	Ongoing	Parents, regardless of language spoken, will be able to engage with district personnel	Usage report Translated documents	General Title
CIE.8	Solicit partnerships with community stakeholders and post-secondary institutions (i.e., government agencies, universities, colleges, business partners, etc.) to support the district's instructional priorities.	Director of Professional Learning Director of Communications and Public Information	Literature that succinctly informs stakeholders about the district's instructional priorities Opportunities for partners (current and prospective) to interact	Ongoing	Ongoing	Ongoing	Increased community ownership for student achievement	Activity Logs	General

Communication, Involvement, and Engagement

Actions	Tasks	Project Leader	Resources	Timeline		Progress	Outcome	Accountability	Funding Source
				Commence	Conclude				
			with district personnel and students						
CIE.9	Hold regularly scheduled department and division meetings to improve communication among district staff.	Department Heads Division Heads	District Master Calendar	Ongoing	Ongoing	Ongoing Cross-Functional Team meetings	Improved communication between district entities	Sign-in sheets Agendas	No cost
CIE.10	Ensure there is a parents/students an electronic dashboard to increase communication between school and home regarding student work and academic progress.	Executive Director of Technology Executive Director of Research, Evaluation, Assessment, and Accountability	Instructional Dashboard	July 2013	June 2017	Infinite Campus Parent Portal was made available to parents November 2013	Parents and students have access to an electronic data system that provides student information	Usage records Documentation of Parent or Student conferences	General
CIE.11	Redesign and maintain an updated, centralized parent webpage to provide users with tools to strengthen the link between home and school.	Printing Operations Supervisor	Content-area resources	Ongoing	Ongoing	Ongoing	Parents will be able to access information that will assist them with reinforcing standards at home with their children	Number of visitors tracker for the webpage	General
CIE.12	Develop and implement a district branded mobile app to increase parent and community engagement by providing on-demand and access to the information about their student school and district events	Executive Director of Technology	Information Systems team, Blackboard, Inc.	July 2015	Ongoing	Completed 2015	Increased parent and community engagement	App utilization metrics	General

Assessment

Action	Tasks	Project Leader	Resources	Timeline		Progress	Outcome	Accountability	Funding Source
				Commence	Conclude				
A.1	Establish and define the role of the Assessment Review Committee (ARC) to ensure the adoption and implementation a balanced assessment plan based on a common understanding for formative assessment.	Coordinator of Student Assessment	District assessment vision, goals, and expectations	July 2013	Ongoing	Annual district-wide test plans are created. GMAS website and computer app have been created. Annual meetings are held with the ESOL and DES departments	District-wide process for creating valid, reliable assessments	Assessment Review Committee Job Description ARC Meeting Minutes/Agendas	General
A.2	Conduct infrastructure readiness audits for technology-based assessment rollout and purchase additional technology to close gaps.	Executive Director of Technology Executive Director of Research, Evaluation, Assessment, and Accountability	Audit guidelines and expectations Technology Plan	June 2013	June 2015	In progress	A comprehensive audit of available technology and a need/gap assessments of needs. Survey sent to schools to support development of technology plan	Technology plan that responds to the district's need/gap analysis	No cost
A.3	Develop and implement classroom, school, district, state, and national assessments based on a balanced assessment system.	Executive Director of Research, Evaluation, Assessment, and Accountability	Curricular Balanced Assessment Plan Assessment Development Plan and PD	August 2012	Annual revisions and creation of test plans and proposals	Ongoing	A battery of valid and reliable assessments aligned to standards; test scores; teachers/ content staff who review, vet, tests, e.g. SLO; posters agenda and EduTrax and data collection	Assessments Assessment data	General

Assessment

Action	Tasks	Project Leader	Resources	Timeline		Progress	Outcome	Accountability	Funding Source
				Commence	Conclude				
A.4	Develop or purchase and vet assessment items to create a CCPS local item bank.	Executive Director of Research, Evaluation, Assessment, and Accountability	Item Development Process	August 2014	Ongoing	In progress	A battery of valid and reliable district and classroom assessments aligned to standards	Item bank	General
A.5	Develop and implement a data utilization protocol for analyzing and using data.	Executive Director of Research, Evaluation, Assessment, and Accountability

Coordinator of Testing and Assessment

Teaching and Learning Academic Coordinators | Data analysis framework | July 2014 | On-going | In progress District data utilization tools— documents on district website, area data analysts | District-wide protocol for using and analyzing data | Assessment Plan

Data Utilization Guide | No cost |
| A.6 | Use summative and formative assessment data and the district's instructional/curriculum framework to, in part, to gauge effectiveness of practices and programs and to monitor continuous improvement. | Executive Director of Research, Evaluation, Assessment, and Accountability | Program Evaluation Access to Make-It-Take It-Room; SLDS and other data | August 2013 | Ongoing | Implement 2016-2017 three program/product evaluations (Explicit Instruction, Read 180, and SMART Tables) | Quality assurance of effective practices and programs

Systemic vision for using data to improve teaching and learning and build a good | Program Evaluation Brief

Protocol for program evaluation has been established and three evaluations have been concluded: TFA, DIBELS, and TKES/LKES | General |

Assessment

Action	Tasks	Project Leader	Resources	Timeline		Progress	Outcome	Accountability	Funding Source
				Commence	Conclude				
							framework for continuous improvement	Data Focus Walks SLDS Monitoring Focus Walks — Explicit Instruction TKES Assessment strategies, assessment uses	
A.7	Provide test briefs for all state and national assessments to key stakeholders (GMAS EOC, PLAN, PSAT, SAT, GMAS EOG, etc.) to improve communication.	Executive Director of Research, Evaluation, Assessment, and Accountability	State and National Data Summary Reports	August 2012	Ongoing	Ongoing	Ensuring transparency throughout the district while maintaining confidentiality	Test Briefs Ample Evidence	No cost
A.8	Use Student Learning Objectives (SLOs) and Student Growth Percentiles (SGPs) to gauge teacher effectiveness and student growth.	Executive Director of Research, Evaluation, Assessment, and Accountability	GaDOE Guidelines	August 2014	Ongoing	In progress and ongoing training for teachers and leaders	Quality Assurance of effective teaching and learning for non-tested subjects	Teacher Keys Effectiveness System Leader Keys Effectiveness System SLO/SGP Data District TEM/LEM Report	General
A.9	Communicate to parents and students the district's balanced assessment plan and train them on how to use assessment data to make decisions.	Executive Director of Research, Evaluation, Assessment, and Accountability	School Level Data Reports	August 2012	Ongoing	Ongoing	Ensuring transparency for stakeholders (parents and community)	Agendas, minutes and sign-in sheets Title I meetings, school meetings, websites, parent meetings with Title I Liaisons, GMAS app	General

The Academic Supports listed show the services and resources that are available in Clayton County Public Schools to schools and staff to meet the academic needs of all students.

Mathematics: Emphasis Priority - Vocabulary and Academic Language Acquisition		
	High	Middle	Elementary
Literacy across the Curriculum	Standards-Based Math Project • Unified K-12 Mathematics Curriculum with an emphasis on vocabulary and writing for understanding	Standards-Based Math Project • Unified K-12 Mathematics Curriculum with an emphasis on vocabulary and writing for understanding	Standards-Based Math Project • Unified K-12 Mathematics Curriculum with an emphasis on vocabulary and writing for understanding
Numeracy Across the Curriculum	Emphasis on Student Engagement in the Standards for Mathematical Practices 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning	Emphasis on Student Engagement in the Standards for Mathematical Practices 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning	Emphasis on Student Engagement in the Standards for Mathematical Practices 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning

Mathematics: Emphasis Priority - Vocabulary and Academic Language Acquisition

	High	Middle	Elementary
Critical Thinking	• Instruction that Guides Development in the Five Strands of Mathematical Proficiency 1. Conceptual Understanding 2. Procedural Fluency 3. Strategic Competency 4. Adaptive Reasoning 5. Productive Distribution • Georgia Milestones Achievement Level Descriptors • Data Analysis Protocol Using Reflective Questioning	• Instruction that Guides Development in the Five Strands of Mathematical Proficiency 1. Conceptual Understanding 2. Procedural Fluency 3. Strategic Competency 4. Adaptive Reasoning 5. Productive Distribution • Georgia Milestones Achievement Level Descriptors • Data Analysis Protocol Using Reflective Questioning	• Instruction that Guides Development in the Five Strands of Mathematical Proficiency 1. Conceptual Understanding 2. Procedural Fluency 3. Strategic Competency 4. Adaptive Reasoning 5. Productive Distribution • Georgia Milestones Achievement Level Descriptors • Data Analysis Protocol Using Reflective Questioning
Integrated Technology	• "Transformation 1.0" (PL for teachers) • Georgia Virtual School • Georgia Virtual Credit Recovery • Learning Management System (Edmodo) • Digital classroom equipment • Student devices • Online science and math simulation program (Gizmo) • Online textbook access • Math 180 • Virtual Manipulatives	• "Transformation 1.0" (PL for teachers) • Learning Management System (Edmodo) • Digital classroom equipment • Student devices • Online science and math simulation program (Gizmo) • Online textbook access • Math 180 • Virtual Manipulatives	• "Transformation 1.0" (PL for teachers) • Learning Management System (Edmodo) • Digital classroom equipment • Student devices • Online science and math simulation program (Gizmo) • Online textbook access • Pearson SuccessMaker • Virtual Manipulatives

Reading/Language Arts: Emphasis Priority - Vocabulary and Academic Language Acquisition

	High	Middle	Elementary
Literacy across the Curriculum	• Performance-based writing plan • District-wide Writing Units • Writing topics for each subject area • Sample 9-12 anchor student-essays • 9-12 Focus on the 7 Habits of Effective Readers (Comprehension strategies) • Text annotation strategies to support Close reading of documents	• Performance-based writing plan • District-wide Writing Units • Writing topics for each subject area • Sample 6-9 anchor student-essays • 6-9 Focus on the 7 Habits of Effective Readers (Comprehension strategies) • Text annotation strategies to support close reading of documents	• Performance-based writing plan • District-wide Writing Units • Writing topics for each subject area • Sample K-5 anchor student-essays • K-5 Focus on the 7 Habits of Effective Readers (Comprehension strategies) • Text annotation strategies to support close reading of documents
Numeracy Across the Curriculum	Emphasis on Student Engagement in the Standards for Mathematical Practices 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning	Emphasis on Student Engagement in the Standards for Mathematical Practices 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning	Emphasis on Student Engagement in the Standards for Mathematical Practices 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning
Critical Thinking	• Performance-based tasks that require critical thinking • Senior Portfolios that include learning projects • Argument-based writing grounded in textual evidence	• Performance-based tasks that require critical thinking • Argument-based writing grounded in textual evidence	• Performance-based tasks that require critical thinking • Informational/Opinion-based writing grounded in textual evidence • OAS
Integrated Technology	• Online reading intervention program • Online writing scoring system • Georgia Virtual School • Georgia Virtual Credit Recovery • "Transformation 1.0" (PL for teachers) • Learning Management System (Edmodo) • Digital classroom equipment • Student devices • Online science and math simulation program	• Online reading intervention program • Online writing scoring system • Essay • "Transformation 1.0" (PL for teachers) • Learning Management System (Edmodo) • Digital classroom equipment • Student devices • Online science and math simulation program • Interactive textbooks	• "Transformation 1.0" (PL for teachers) • Learning Management System (Edmodo) • Digital classroom equipment • Student devices • Interactive textbooks

Science: Emphasis Priority - Vocabulary and Academic Language Acquisition

	High	Middle	Elementary
Literacy across the Curriculum	• Required writing tasks • Text annotation strategies to support Cloze reading of documents	• Required writing tasks • Text annotation strategies to support Cloze reading of documents •	• Seeds of Science informational text series • Required writing tasks • Text annotation strategies to support Cloze reading of documents
Numeracy Across the Curriculum	Emphasis on Student Engagement in the Standards for Mathematical Practices 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning	Emphasis on Student Engagement in the Standards for Mathematical Practices 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning	Emphasis on Student Engagement in the Standards for Mathematical Practices 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning
Critical Thinking	• Integration of Science Process Skills • Inquiry-based, hands-on investigations tools	• Integration of Science Process Skills • Science Manipulatives • Inquiry-based, hands-on investigations tools •	• Integration of Science Process Skills • Science Manipulatives • Inquiry-based, hands-on investigations
Integrated Technology	• "Transformation 1.0" (PL for teachers) • Online science and math simulation program • Google Earth • Digital classroom equipment • Learning Management System (Edmodo) • Student devices	• "Transformation 1.0" (PL for teachers) • Online science and math simulation program • Google Earth • Digital classroom equipment • Learning Management System (Edmodo) • Student devices	• "Transformation 1.0" (PL for teachers) • Online science and math simulation program • Google Earth • Digital classroom equipment • Learning Management System (Edmodo) • Student devices

Social Studies: Emphasis Priority - Vocabulary and Academic Language Acquisition

	High	Middle	Elementary
Literacy across the Curriculum	• Short and long term research projects • Text annotation strategies to support close reading of documents • Analyzing, interpreting, and corroborating primary and secondary sources • Using history/social science evidence to support written and oral arguments • Regular use of academic vocabulary in class discussion	• Short and long term research projects • Text annotation strategies to support close reading of documents • Analyzing, interpreting, and corroborating primary and secondary sources • Using history/social science evidence to support written arguments • Regular use of academic vocabulary in class discussion	• Short and long term research projects • Text annotation strategies to support close reading of documents • Understanding and interpreting primary and secondary sources • Using history/social science evidence to support written arguments • Regular use of academic vocabulary in class discussion
Numeracy Across the Curriculum	Emphasis on Student Engagement in the Standards for Mathematical Practices 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning	Emphasis on Student Engagement in the Standards for Mathematical Practices 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning	Emphasis on Student Engagement in the Standards for Mathematical Practices 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning
Critical Thinking	• Document Based Questions • Use of Social Studies Power Concepts to analyze historical and contemporary events, themes, and patterns	• Document Based Questions • Use of Social Studies Power Concepts to analyze historical and contemporary events, themes, and patterns	• Document Based Questions • Use of Social Studies Power Concepts to analyze historical and contemporary events, themes, and patterns
Integrated Technology	• "Transformation 1.0" (PL for teachers) • Interactive online maps/atlases • Online Simulations thru project-based learning • Digital classroom equipment • Learning Management System (Edmodo)	• "Transformation 1.0" (PL for teachers) • Interactive online maps/atlases • Digital classroom equipment • Learning Management System (Edmodo)	• "Transformation 1.0" (PL for teachers) • Digital classroom equipment • Learning Management System (Edmodo) • Interactive online maps/atlases • Digital readers

CTAE: Emphasis Priority - Vocabulary and Academic Language Acquisition		
	High	**Middle**	**Elementary**

	High	Middle	Elementary
Literacy across the Curriculum	• End of Pathway Assessment (EOPA) Blueprints • Georgia Virtual School • CTAE Standards aligned with Literacy standards	• CTSO involvement • GaCollege411	• Exposure to 17 Career Clusters
Numeracy Across the Curriculum	Emphasis on Student Engagement in the Standards for Mathematical Practices 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning	Emphasis on Student Engagement in the Standards for Mathematical Practices 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning	Emphasis on Student Engagement in the Standards for Mathematical Practices 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning
Critical Thinking	• End of Pathway Assessment (EOPA) Blueprints • Georgia Virtual School • CTSO involvement • Industry Credentialing	• CTSO involvement • GaCollege411	• Exposure to 17 Career Clusters
Integrated Technology	• Career Pathway specific software and programs (i.e., AutoCad, Alice, Jeroo, Scratch, NOCTI) • CTSO involvement • Industry Credentialing • Digital classroom equipment • Learning Management System (Edmodo) • Student devices	• CTSO involvement • GaCollege411 • Digital classroom equipment • Learning Management System (Edmodo) • Student devices	• Exposure to 17 Career Clusters • Digital classroom equipment • Learning Management System (Edmodo) • Student devices
Literacy across the Curriculum	• End of Pathway Assessment (EOPA) Blueprints • Georgia Virtual School • CTAE Standards aligned with Literacy standards	• CTSO involvement • GaCollege411	• Exposure to 17 Career Clusters
Numeracy Across the Curriculum	Emphasis on Student Engagement in the Standards for Mathematical Practices 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning	Emphasis on Student Engagement in the Standards for Mathematical Practices 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning	Emphasis on Student Engagement in the Standards for Mathematical Practices 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning
Critical Thinking	• End of Pathway Assessment (EOPA) Blueprints • Georgia Virtual School • CTSO involvement • Industry Credentialing	• CTSO involvement • GaCollege411	• Exposure to 17 Career Clusters

Fine Arts: Emphasis Priority - Vocabulary and Academic Language Acquisition

	High	Middle	Elementary
Literacy across the Curriculum	• Music and Art Critiques • Written Artist Statements and Self-Reflections • "All County" District Art Competition emphasizing literacy through the arts (K-12th graders)	• Music and Art Critiques • Written Artist Statements and Self-Reflections • "All County" District Art Competition emphasizing literacy through the arts (K-12th graders)	• Music and Art Critiques • Written Artist Statements and Self-Reflections • "All County" District Art Competition emphasizing literacy through the arts (K-12th graders)
Numeracy Across the Curriculum	Emphasis on Student Engagement in the Standards for Mathematical Practices 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning	Emphasis on Student Engagement in the Standards for Mathematical Practices 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning	Emphasis on Student Engagement in the Standards for Mathematical Practices 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning
Critical Thinking	• *Arts for Critical Thinking* • *Visual Thinking Strategies* • Higher Order Questioning	• *Arts for Critical Thinking* • *Visual Thinking Strategies* • Higher Order Questioning	• *Arts for Critical Thinking* • *Visual Thinking Strategies* • Higher Order Questioning
Integrated Technology	• "Transformation 1.0" (PL for teachers) • Online resources for creating variations and original music • Digital classroom equipment • Learning Management System (Edmodo) • Student devices	• "Transformation 1.0" (PL for teachers) • Online resources for creating variations and original music • Digital classroom equipment • Learning Management System (Edmodo) • Student devices	• "Transformation 1.0" (PL for teachers) • Digital classroom equipment • Learning Management System (Edmodo) • Student devices

World Languages: Emphasis Priority - Vocabulary and Academic Language Acquisition

	High	Middle	Elementary
Literacy across the Curriculum	• Georgia Performance Standards for Modern Languages and Latin curriculum guides and unit plans • American Council on the Teaching of Foreign Languages (ACTFL)Aligning the National Standards for Learning Languages with Common Core Standards instructional guide	• Georgia Performance Standards for Modern Languages and Latin curriculum guides and unit plans • American Council on the Teaching of Foreign Languages (ACTFL) Aligning the National Standards for Learning Languages with Common Core Standards instructional guide	• Georgia Performance Standards for Modern Languages and Latin curriculum guides and unit plans • American Council on the Teaching of Foreign Languages (ACTFL) Aligning the National Standards for Learning Languages with Common Core Standards instructional guide
Numeracy Across the Curriculum	Emphasis on Student Engagement in the Standards for Mathematical Practices 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning	Emphasis on Student Engagement in the Standards for Mathematical Practices 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning	Emphasis on Student Engagement in the Standards for Mathematical Practices 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning
Critical Thinking	• Performance-based tasks and assessments • 21st Century Skills Map - World Languages	• Performance-based tasks and assessments • 21st Century Skills Map - World Language	• Performance-based tasks and assessments • 21st Century Skills Map - World Languages
Integrated Technology	• "Transformation 1.0" (PL for teachers) • 21st Century Skills Map • Digital classroom equipment • Learning Management System (Edmodo) • Student Devices	• "Transformation 1.0" (PL for teachers) • 21st Century Skills Map • Digital classroom equipment • Learning Management System (Edmodo) • Student Devices	• "Transformation 1.0" (PL for teachers) • 21st Century Skills Map • Digital classroom equipment • Learning Management System (Edmodo) • Student Devices

Health and Physical Education: Emphasis Priority - Vocabulary and Academic Language Acquisition

	High	Middle	Elementary
Literacy across the Curriculum	• Alcohol and Drug Awareness Program (ADAP) • Choosing the Best • Research-based Projects	• Choosing the Best • Research-based Projects	• Anti-Drug Campaign • Anti-Bully Campaign • Health and Fitness Campaign • Health lessons and standards integrated in core lesson plans
Numeracy Across the Curriculum	Emphasis on Student Engagement in the Standards for Mathematical Practices 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning	Emphasis on Student Engagement in the Standards for Mathematical Practices 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning	Emphasis on Student Engagement in the Standards for Mathematical Practices 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning
Critical Thinking	• Goal Setting module • Decision-Making module • Alcohol and Drug Awareness Program (ADAP) • Choosing the Best • Research-based Projects • Red Ribbon Week • Students Against Drunk Driving (S.A.D.D) • Mothers Against Drunk Driving • (M.A.D.D.)	• Goal Setting module • Decision-Making module • Choosing the Best • Researched-based Projects • Red Ribbon Week	• Goal Setting module • Decision-Making module • Red Ribbon Week
Integrated Technology	• Student Response Systems • Pedometers • Digital classroom equipment • FitnessGram • Student Devices • Learning Management System (Edmodo)	• Student Response Systems • Pedometers • Digital classroom equipment • Student Devices • Learning Management System (Edmodo) • FitnessGram	• Pedometers • Digital classroom equipment • Learning Management System (Edmodo) • Student Devices • FitnessGram

Glossary

Academic Achievement is the outcome of education — the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by district, state or national assessments or continuous assessment on descriptive knowledge, also declarative knowledge or propositional knowledge.

Achievement Gap refers to the observed and persistent disparity on a number of educational measures between the performance of groups of students, especially groups defined by gender, race/ethnicity, and socioeconomic status. The achievement gap can be observed on a variety of measures, including standardized test scores, grade point average, dropout rates, and college-enrollment and -completion rates.

ACCESS for ELLs is a standards-based, criterion referenced English language proficiency test designed to measure English learners' social and academic proficiency in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains.

ACT – PLAN is a preliminary college admission exam for 8th through 11th graders administered by the American College Testing agency.

ACT is a college admission exam administered by the American College Testing agency.

Acuity is a technology-integrated system that provides formative assessment and targeted instruction to students.

All Students is a term that describes every learner.

Advanced Placement is a college-level curriculum that offers examinations to high school students. Colleges often grant placement and course credit to students who obtain high scores on the examinations. The program is sponsored by the College Board.

Board Works is an online, interactive resource for K-12 instruction in math, English/language arts, science, and social studies.

Career and Technical Instruction (CTI) is an association for students who receive special education services.

Career and Technical Student Organizations (CTSO) are a vital part of Career, Technical and Agricultural Education (CTAE). CTSOs play an integral role in preparing students to become college and career ready members of society who hold productive leadership roles in their communities. CTSOs are committed to the growth of students in all CTAE career pathways. These organizations provide motivation, leadership training, and career development opportunities for students enrolled in Career, Technical and Agricultural Education programs in middle and high schools and enhance their occupational, employability and leadership skills through various activities such as conferences, award programs, service projects, and competitive events.

Classroom Observations are procedures used to obtain quantified descriptions of teacher and student behavior and interaction in a classroom setting.

Complex Texts are grade-level texts that require close reading, analysis, and deep discussion to develop an understanding.

Critical Thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

CTAE Pathway completers are students who have completed the three required courses in our state's career pathways.

Data are values of qualitative or quantitative variables, belonging to a set of items.

Digital Classroom Equipment are interactive, technology tools. i.e., whiteboards, student response systems, document cameras, interactive slates.

Disciplinary Literacy is a specific approach to unveil how reading and writing are uniquely used in the discipline being studied. It primary focus is on language and text demands within a discipline. Furthermore, disciplinary literacy focuses on specialized processes in content discipline that include sourcing, generating hypotheses, and justifying claims (Shanahan, 2012). Through disciplinary literacy, "literacy thus becomes an essential aspect of disciplinary practice, rather than a set of strategies or tools brought into the disciplines to improve reading and writing of subject matter texts" (Moje, 2008).

Distributive Education Clubs of America (DECA) is an association for marketing students.

EduBlog is an online blogging tool that increases ownership of learning, student engagement, and a source of pride in the classroom.

Family, Career, Community Leaders of America (FCCLA) is an association that addresses important personal, family, work, and societal issues through family and consumer science education.

FitnessGram is an assessment that includes a variety of health-related physical fitness tests that assess aerobic capacity, muscular strength, muscular endurance, flexibility and body composition.

Future Business Leaders of America (FBLA) is an association that prepares students for careers in business and business-related fields.

Future Farmers of America (FFA) is an association that supports agricultural education.

Georgia Framework is the structure and support that may be used as both the launching point and the on-going guidelines for policy and curriculum development.

Georgia Virtual School is a program of the Georgia Department of Education's Office of Technology Services. The program is SACS CASI accredited and operates in partnership with schools and parents to offer middle school and high school level courses across the state. Georgia Virtual School provides a teacher led, virtual classroom environment. Georgia Virtual School also equips students with an online media center and guidance center to support students throughout their online course experience.

Gizmos are a library that hosts online interactive simulations for math and science to supplement the curriculum for grades 3-12.

Google Earth is an online resource that provides a view of satellite imagery, maps, and terrain.

Graduation Rate (Cohort), according to the federal Department of Education, is measured by

of 2011 Cohort Members Who Graduated with a Regular Education Diploma in 2011 and 2012 (diploma type = College Prep, Vocational, Dual)

# of First Time 9th Graders in 2008 + Transfers In - Transfers Out, Emigrate or Die in 2008, 2009, 2010, and 2011

Hands On Standards is an instructional resource that embeds math manipulatives that reinforce understanding of algebraic and geometric skills.

Health Occupations Students of America (HOSA is an association for healthcare science students.

Industry Credentialing is the state's technical skill attainment inventory is comprised of several measurement components:
- national Industry certifications,
- national occupational assessments, and
- state licensures and state developed assessments

Industry credentialing is a measurement mechanism to ascertain the level of technical skill attainment on behalf of its career pathway completers.

Inquiry-based, hands-on investigations are activities that require students to gather information through their human senses and make discoveries on their own.

Integration of Technology supports our curricular goals and the four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts.

International Baccalaureate is a fee-based, membership only college-level curriculum that offers examinations to high school students. Colleges often grant placement and course credit to students who obtain high scores on the examinations. The program is sponsored by the International Baccalaureate Organization**.**

Instructional Transformation Matrix (ITM) is a model that has been adapted from the Florida Center for Instructional Technology. The ITM incorporates six interdependent characteristics of meaningful learning environments: Classroom roles and settings, management and motivation, collaboration, learning management systems, content, and assessment (Jonassen, Howland, Moore, & Marra, 2003). The ITM associates five levels of technology integration: Entry, Adoption, Adaptation, Infusion, and Transformation. Each of these five represents different levels of meaningful learning environments. Together, the five levels of technology integration and the six characteristics of meaningful learning environments create a matrix of 30 cells.

K-5 Math Endorsement is a professional learning course for teachers that provides in depth training in the areas of number sense and operations, statistics, geometry, and algebraic reasoning.

KeyTrain is a tool utilized for students needing additional assistance to master the basic math and language skills required for basic workplace literacy.

Learning and Performance Tasks are student activities that require investigating, drawing conclusions, and extending learning to real-world situations.

Learning management system is a software application or Web-based technology used to plan, implement, and assess a specific learning process. Typically, a learning management system provides an instructor with a way to create and deliver content, monitor student participation, and assess student performance.

Literacy across the Curriculum ensures our students are learning literacy skills while learning other content areas like math, science, social studies, art, CTAE and music by integrating informational texts from different curricular areas, keeping in mind that children's learning is a holistic process.

Manipulatives are learning tools students use during instruction to teach and/or reinforce a concept.

Math Academy for Teachers is a yearlong professional development course in which teachers participate to learn how to utilize the math curriculum to incorporate literacy-based strategies such as multiple representations, expository writing, vocabulary development, and mathematical discourse.

Microsoft IT Academy program provides students with real-world technology skills to help them thrive in the 21st century economy starting with the Business and Computer Science Pathways in grades 9-12.

Morehouse Summer Research Program is a 4-week program that allows students to engage in scientific research and build literacy-based inquiry skills.

PSAT is a preliminary college admission exam for 9th through 11th graders administered by the College Board.

Read 180 is a comprehensive system of curriculum, instruction, and assessment that addresses the needs of struggling readers at grades 4-12 and leverages adaptive technology to individualized instruction.

RTI-Response to Instruction/Intervention is a model for evaluating student performance over time and for providing immediate, customized intervention whenever a student begins to struggle. RTI refers to a set of practices, encouraged by law, that focuses schools on prevention and effective intervention for students at risk (Montgomery, Ilk, & Moats, 2013).

SALSA Program is a Georgia Public Broadcasting, online program that develops Spanish language acquisition for primary students.

SAT is a college admission exam administered by the College Board.

SIOP- Sheltered Instruction Observation Protocol (SIOP) Model is a research based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States.

SkillsUSA is an association for students enrolled in Architecture, Construction, Communication and Transportation (ACCT), Cosmetology, and Public Safety Pathways in Georgia's secondary schools.

STEM represents the fields of science, technology, engineering, and mathematics. STEM education encourages a curriculum that is driven by problem solving, discovery, exploratory learning, and student-centered development of ideas and solutions. The saturation of technology in most fields means that all students – not just those who plan to pursue a STEM profession – will require a solid foundation in STEM to be productive members of the workforce.

Student Devices are technology tools that are available for student use. Students use these devices to create, collaborate, share, and research. Examples of student devices in CCPS are HP Chromebooks, HP840 series laptops, and classroom desktops.

Student Performance is defined as what a student should know and/or be able to do (development of specific and targeted learning behaviors).

SuccessNet is an online resource that provides instructional materials, assessment resources, and reporting applications for K-8 reading**.**

SuperSource is a computer-based resource that embeds math manipulatives that reinforce understanding of algebraic and geometric skills.

Technology Student Association (TSA) is an association for engineering students.

Transformation 1.0 is the professional learning provided to CCPS teachers to help them develop strategies to integrate technology meaningfully and effectively. It is an intense, practice-enhancing, experience. The instructional unit of the Technology Department has created a rigorous, customized, professional learning experience to help begin transforming the teaching / learning process in CCPS. After the two-day event, teachers leave with a common vision, common language, and a well-established plan for the "next step" in the journey toward instructional transformation. This is where school improvement becomes a sustainable reality. After teachers leave this training, our staff of Digital Learning Specialists follow them into their classrooms to provide support, provide feedback, give guidance, assist them in the integration of digital tools and give encouragement. We call this "Shoulder-to-Shoulder Coaching".

Unified Mathematics Curriculum is the math curriculum that incorporates multiple representations of mathematics that focus on the priority "power standards" for the Georgia Milestones as well as the district instructional priorities.

World-Class Instructional Design and Assessment (WIDA) is an educational consortium of state departments of education. WIDA designs and implements proficiency standards and assessments for grade K-12 students who are English language learners, as well as a set of proficiency standards and assessments for Spanish language learners.

a. Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs)
b. Career and Technical Instruction (CTI)
c. Career and Technical Student Organizations (CTSO)
d. Career, Technical and Agricultural Education (CTAE)
e. Department of Exceptional Children (DES)
f. Distributive Education Clubs of America (DECA)
g. English as a Second Language (ESL)
h. English Learners (EL)
i. English of Speakers of Other Languages (ESOL)
j. End of Pathway Assessments (EOPA)
k. End-of-Course Test (EOCT)
l. Family, Career, Community Leaders of America (FCCLA)
m. Future Business Leaders of America (FBLA)
n. Future Farmers of America, an association that supports agricultural education
o. Georgia Milestones Assessment System (GMAS)
p. Georgia Milestones End of Course (EOC)
q. Georgia Milestones End of Grade (EOG)
r. Georgia Standards of Excellence (GSE)
s. Health Occupations Students of America(HOSA)
t. Instructional Transformation Matrix (ITM)
u. Learning Management System (LMS)
v. National Occupational Competency Testing Institute (NOCTI)
w. Response to Intervention (RTI)
x. Science, Technology, Engineering, and Mathematics program (STEM)
y. Sheltered Instruction Observation Protocol (SIOP)
z. Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI)
aa. Students with Disabilities (SWD)
bb. Technology Student Association (TSA)
cc. World-Class Instructional Design and Assessment (WIDA)

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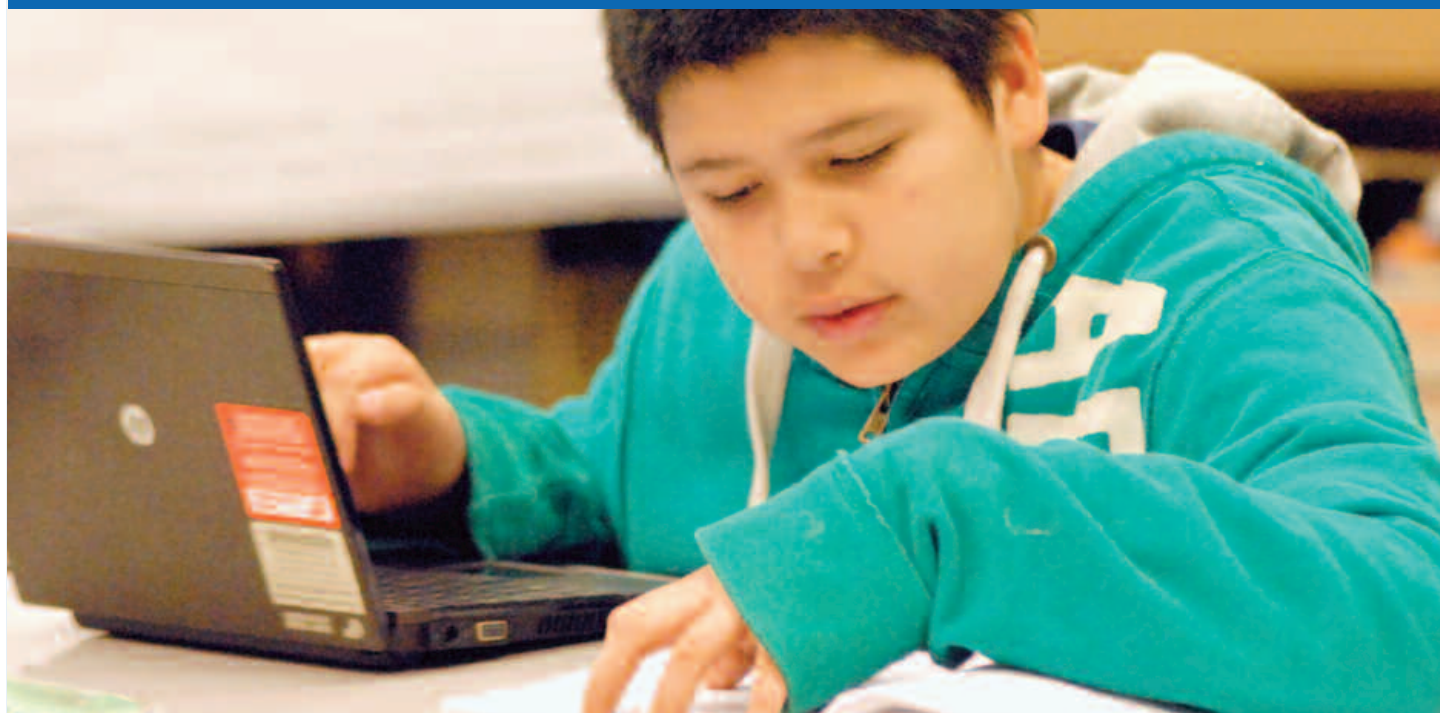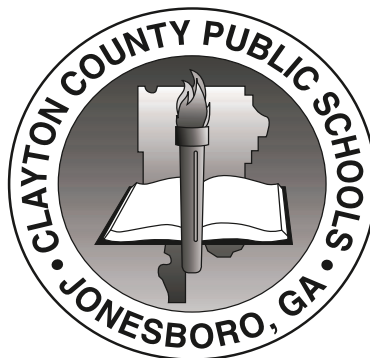| Reading Standards: Foundational Skills K-5	
Kindergartners	**Grade 1 Students**
<u>**Print Concepts**</u> 1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	<u>**Print Concepts**</u> 1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<u>**Phonological Awareness**</u> 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or eve) words.* (This does not include eves ending with /l/, /r/, or /x/.) ***Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.** e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<u>**Phonological Awareness**</u> 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Reading Standards: Foundational Skills K-5		
Kindergartners	**Grade 1 Students**	**Grade 2 Students**
Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	**Phonics and Word Recognition** 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	**Phonics and Word Recognition** 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
Fluency 4. Read emergent-reader texts with purpose and understanding.	**Fluency** 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**Fluency** 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Standards: Foundational Skills K-5		
Grade 3 Students	**Grade 4 Students**	**Grade 5 Students**
Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.	**Phonics and Word Recognition** 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	**Phonics and Word Recognition** 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**Fluency** 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**Fluency** 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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