



Steering Committee Kick-Off
August 11, 2022



Welcome, APS, Rollins, and L4L partners!

- Yolonda Brown, APS
- Dr. Selena Florence, APS
- Yolanda Weems, APS
- Jermal Riggins, APS
- Dr. Tonya Spurley, APS
- Laura Bollman, Rollins
- Ramona Brown, Rollins
- Dr. Ryan Lee-James, Rollins
- Dr. Stacey Wallen, Rollins
- Comer Yates, Rollins
- Yolanda Marroquin, Learn4Life
- Dr. Ken Zeff, Learn4Life



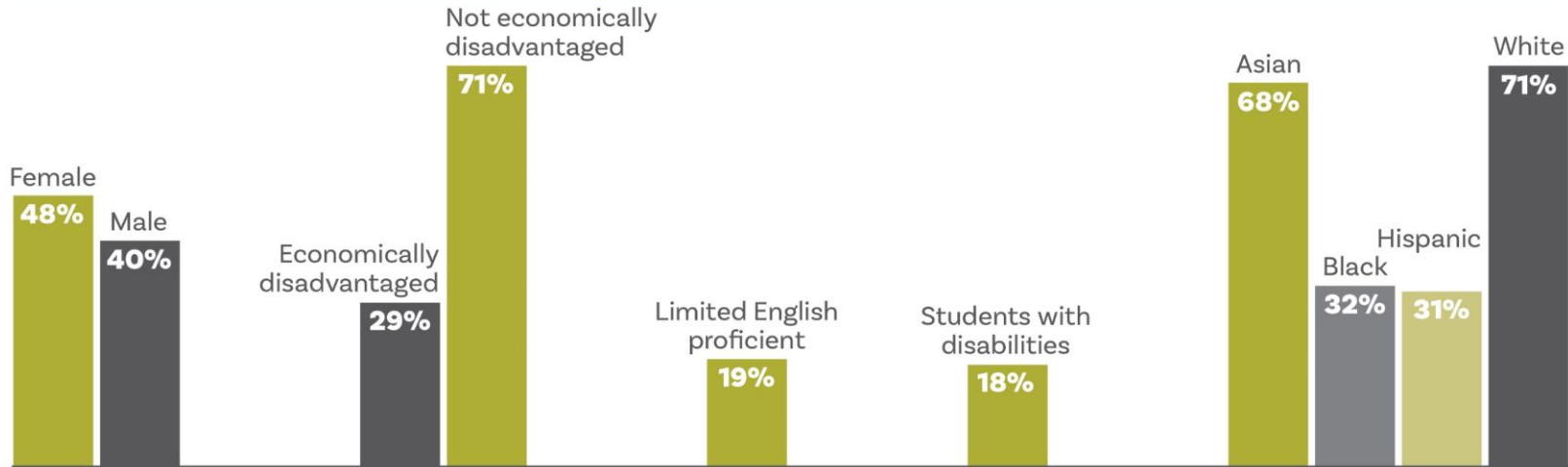
LJFA Steering Committee Purpose

- Internal decision-making and project management group for the grant
- Members: Leadership of Rollins, APS, Learn4Life
- Our purpose is to ensure alignment on shared goals by...
 1. Sharing **successes**
 2. Problem-solving **challenges**
 3. Ensuring **commitment** to the scope of the LJFA partnership



3rd Grade Metro Reading Proficiency

Percent of Students Proficient & Above Grade Level on 3rd Grade Reading



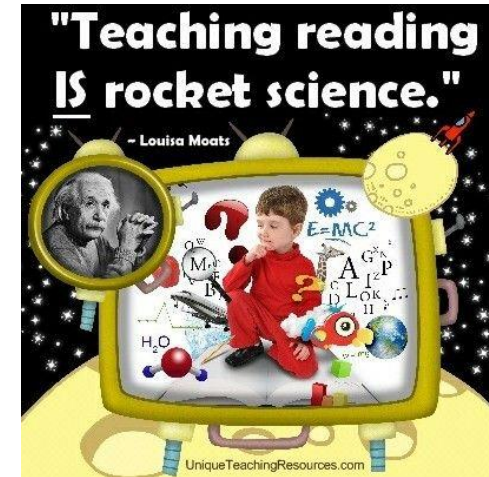
Source: GOSA, 2018-2019 Georgia Milestones End-of-Grade (EOG) Assessments (by grade)

95% of all Students can Learn to Read

This we know: reading failure can be prevented in all but a small percentage of children with serious learning disorders.

It is possible to teach most students how to read if we start early and follow the significant body of research showing which practices are most effective.

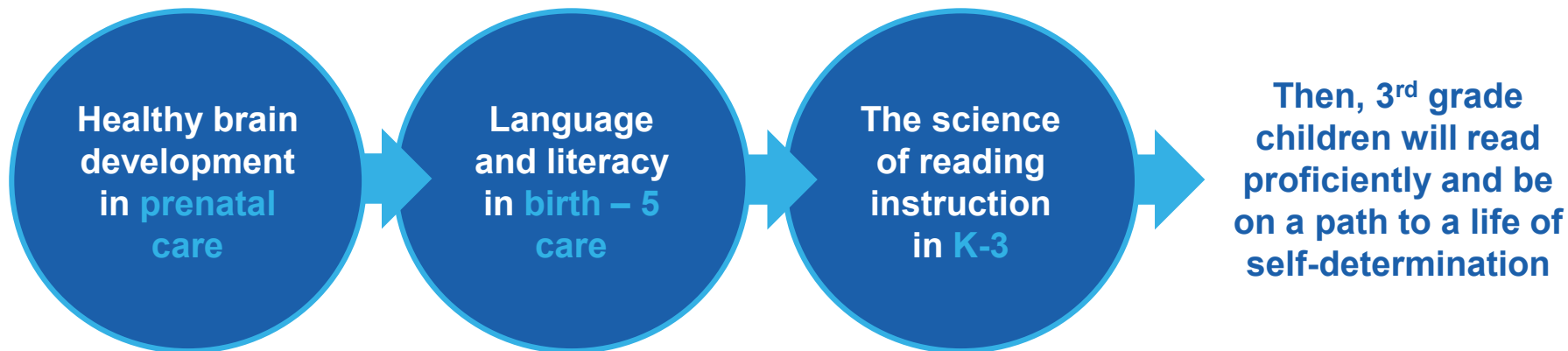
-Dr. Louisa Moats





Literacy & Justice for All: Theory of Change

If child-facing adults have the knowledge, skills, and agency to implement:



Grounded in trauma-informed practices and relationships of care

Built on a collaborative learning environment through continuous improvement

In 2022-23, the Whitehead Foundation and United Way of Greater Atlanta is investing more than \$10M into the implementation of Literacy & Justice for All across Atlanta and Marietta



Grady Memorial Hospital

- Talk With Me Baby
- Perinatal Ecosystem: integration of healthy brain development and early language development

Early Care and Learning

- 31 sites and centers across YMCA + Sheltering Arms
- 25-35 PAACT sites and centers in 2022-23
- Language-Centered Ecosystem, focused on 9 Elements

Elementary Schools

- 10 Atlanta Public Schools, PK-5
- 5 KIPP Metro Atlanta Primary Schools, K-4
- Structured Literacy / Science of Reading

Keys to Partnership Success


Commitment

Consistency

Collaboration

Communication





*Commitment is defined by both
our decisions and our actions.*

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APS Strategic Priorities & The Big Five

Literacy & Justice for All Partnership

District Leadership

School-Based Leadership

SOR Reading Specialists

Teachers

Students



APS5 –Measurable Methods to Guide APS



Supports

Data



Making evidence-based decisions

Educators measure and compare results over time to track progress and adjust course.

Curriculum + Instruction



Choosing the very best teaching tools and practices

Educators provide rigorous, culturally relevant content, taught well.

Whole Child + Intervention



Building connections, confidence and wellness

Students receive the support needed to thrive in all areas of development and learning.

Personalized Learning



Growing every student to their full potential

Students take ownership of their learning and growth, and move at a pace that maximizes understanding and retention.

Signature Programming



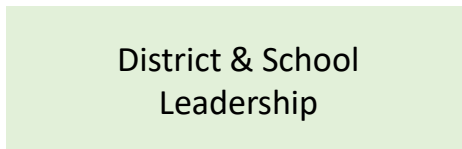
Boosting the quality and consistency of programs

Students experience rigorous, quality academic programming such as IB and STE(A)M.

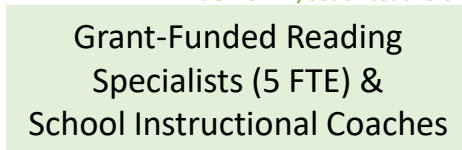
K-3 Professional Development Delivery Model – Atlanta Public Schools

Largely, this plan embeds and builds expertise within the district by providing direct support to grant-funded Reading Specialists and Instructional Coaches at the Tier 4 and 3 Schools.

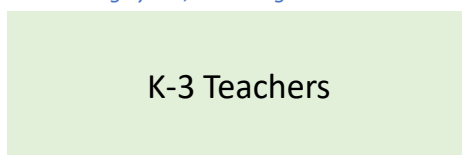
- 2022 Literacy Audit
- Leadership Kickoff & Training
- Ongoing support around SoR building leadership



District Academic Leaders and Principals/APs support Reading Specialists and Instructional Coaches to have time to train with Rollins and Reading Spec. to deliver PD/coach teachers



Reading Specialists and Instructional Coaches support all teachers in SoR through Cox Campus coursework, regular PD, coaching cycles, modeling and observation



- Leadership**
- ✓ Rollins, in partnership with APS district leadership, Principals, Grant-Funded Reading Specialists and Instructional Coaches develop annual plan including evidence-based practices + systems and structures of support for SoR
- Training/Coaching Cycle**
- ✓ Reading Specialists, Instructional Coaches, Leadership team and Teachers **ALL take Cox Campus coursework**
 - ✓ Rollins Facilitator leads monthly knowledge-building professional development for Reading Specialists and Instructional Coaches
 - ✓ Rollins Facilitators train Reading Specialists and Instructional Coaches to lead monthly teacher coaching cycles based on SoR
 - ✓ Monthly coaching cycle for all teachers with group PD, modeling, observation etc. *led by Reading Specialists and Instructional Coaches*

- Cox Campus coursework throughout the year
- Coaching cycles led by Reading Specialists and Instructional Coaches
- 4 full day in-person PD days throughout the year

Consistency



Goal: Consistency

LJFA Optimal Recommendations	Streamlined Option	Finalized Plan
Rollins-District-School Leadership-instructional coaches-teachers-students engaged	Assistant principals, reading specialists, instructional coaches and teachers	
Principals, reading specialist and instructional coaches are engaged in all aspects of the learning cycle.	Bi-Monthly Rollins, principals, reading specialist and instructional coach collaborative planning	
Rollins, principals and reading Specialist and instructional coaches create a school specific PD plan	Principals attend district PL days and participate in lab sites or knowledge PLCs	
Rollins, principals and reading specialist, instructional coaches support the implementation process through coaching		
Rollins, principals, reading specialists and Instructional coaches progress monitor implementation through walk-throughs and data analysis		

Collaboration





Reframe our thinking

LJFA is a Shift in the Thinking

Traditional

- Change takes place at just the building level or classroom
- A change in curricular materials
- Knowledge loading absent of action
- Progress is not attained or monitored



LJFA

- All levels of the district are involved in the change
- A change in thinking and practice
- Knowledge in action
- Implementation progress is consistently monitored and refined

Communication



Goal: Communication

How Often	Who	Information to Share
Every Quarter	Steering Committee: Dr. Herring, Jermal, Dr. Florence, School Literacy Leaders (August 11, October, December)	Project Implementation Updates
One week per cycle	Reading Specialists	Implementation progress and training for upcoming cycle
Weekly check-in	Rollins and Reading Specialist	Recap on in-school implementation
Once per cycle	Principals	Implementation updates
Once per month (1-1)	Dr. Spurley, Literacy Coordinator	Implementation updates, next steps
Bi-weekly check-in	Instructional Coaches	Recap of in school coaching around SoR

Next Steps

- Schedule steering committee quarterly check-ins
- Schedule APS Principal/Teacher Science of Reading Kick-Off